

## REGULAR BOARD MEETING AGENDA

Date: Tuesday, April 17, 2018  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (I. Schwecht)	1 - 2
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Presentations</b>	
4.1 2018 Education Development Charge (EDC) By-Law: Policy Review Public Meeting	3 - 7
4.2 2018 Education Development Charges (EDC) By-Law: Proposed EDC By-Law Renewal Public Meeting	8 - 23
<b>5. Delegations</b>	
5.1 Concerns Regarding Resolution #61/18 (D. Harvey)	24 - 59
5.2 Response to April 3, 2018 Board Proceedings (J. Joseph, B. Sabourin)	60 - 63
5.3 Opposition to Resolution #61/18 Upholding the Sanctity of Life Through Donations to Charities and Non-Profits (J. MacLeod)	64 - 66
5.4 Ongoing Issues with Fundraising Policies, Distribution of Trustees and Executive Compensation (Christ the King CSS and St. Brigid CES Parent Council)	67 - 78
<b>6. Approval of Minutes</b>	
6.1 Minutes of the March 20, 2018 Regular Board Meeting	79 - 98
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7.1 Summary of Outstanding Items from Previous Meetings	108 - 108

## **8. Action Items**

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8.3	St. Peter CES Child Care Addition Approval to Proceed with School Capital Planning (R. Merrick)	126 - 161
8.4	Bishop Reding CSS Addition Approval to Proceed with School Capital Planning (R. Merrick)	162 - 184
8.5	Oakville Northeast CES Addition Approval to Proceed with School Capital Planning (R. Merrick)	185 - 208
8.6	Recommended Names for Milton No. 8 FORD Catholic Elementary School (C. Cipriano)	209 - 220
8.7	Recommended Names for Oakville South Catholic Elementary School (T. Pinelli)	221 - 238
8.8	Naming of the New Consolidated Oakville North East Catholic Elementary School (Support Action) (T. Overholt)	239 - 241
8.9	Religious Education Resource Selection (A. Prkacin)	242 - 244
8.10	Secondary Academic and Applied Geography Textbook Selection (A. Prkacin)	245 - 247
8.11	2018 Education Development Charge (EDC) By-Law: Application of Operating Surpluses and Alternative Accommodation Arrangements (R. Negoj)	248 - 254
8.12	Halton Catholic District School Board Budget - Respecting Taxpayers (P. Marai)	255 - 255
8.13	Policy II-15 International Languages Elementary Program (P. Marai)	256 - 258
8.14	Policy II-31 Risk Management - First Aid (P. Marai)	259 - 261
8.15	Policy II-33 Safe Arrival at School Program (P. Marai)	262 - 264
8.16	Policy II-38 Educational Research (P. Marai)	265 - 267
8.17	Policy II-43 Voluntary, Confidential, Self Identification of First Nation, Metis and Inuit Students (P. Marai)	268 - 271

## **9. Staff Reports**

9.1	2018 Education Development Charge (EDC) By-Law: Proposed EDC By-Law Renewal Overview (R. Negoj)	272 - 428
9.2	Transportation to Advanced Placement and/or International Baccalaureate Programs for Gifted Students in the Halton Catholic District School Board Secondary Schools (B. Browne, R. Negoj, T. Pinelli)	429 - 435
9.3	Request for Out of Canada Travel (T. Pinelli)	436 - 437



<b>10.</b>	<b>Information Items</b>	
10.1	Student Trustees Update (I. Schwecht)	
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12.9	St. Anne Catholic School Council	512 - 512
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<b>13.</b>	<b>Open Question Period</b>	
<b>14.</b>	<b>In Camera</b>	
<b>15.</b>	<b>Resolution re Absentees</b>	
<b>16.</b>	<b>Adjournment and Closing Prayer (A. Quinn)</b>	

# Prayer for Stewardship

Let us begin our prayer with the sign of our faith: In the name of the Father, and of the Son, and of the Holy Spirit. **Amen.**

## OPENING PRAYER

Lord and Creator of all that is, our human hearts never cease to wonder at the marvels You have made. Fill our hearts with the courage of Your Spirit, that we might embrace our call to look after all that You have entrusted to our care. We make this prayer to You through Christ our Lord. **Amen.**

## READING:

A reading from the book of Genesis (Genesis 1: 28-31)

God blessed them, and God said to them, "Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth. God said, "See I have given you every plant yielding seed that is upon the face of all the earth, and every tree with seed in its fruit; you shall have them for food. And to every beast of the earth, and to every bird of the air, and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food. And it was so. God saw everything that he had made, and indeed, it was very good.

The word of the Lord, ***Thanks be to God.***

## REFLECTION:

What does the word dominion mean to you? Does it draw forth images of violent power and dominance? Surely the God who humbled himself to die on a cross did not command us to pillage the earth. I am reminded of that great line from Spiderman – "With great power comes great responsibility." Or, similarly in the Gospel of Luke, we hear "***From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked.***" God made humankind in God's own image and likeness, and then gave dominion – responsibility – over the creation God has just finished bringing forth. As Christians, we are therefore called to take a long and hard look – both as individuals, and as communities – and ask ourselves in complete honesty if we are being responsible with the world God entrusted to us. Can we, like Christ, humble ourselves? Can we start looking at where we put our own pride, convenience, and sense of entitlement ahead of the needs of the environment and all who share this world? And, when we come to recognize those areas where we need to repent and change our hearts and our ways, will we have the courage to do it?

## PRAYER OF THE FAITHFUL:

The response to our intentions is: ***Creator God, hear our prayer.***

Let us pray for the Church. That all who share a common baptism might embrace more fully their call stewardship of the believing community's needs. We pray...

Let us pray for the world. That the Spirit of God might awaken in all peoples the courage to defend what is beautiful, good and true in all that they do. We pray...

Let us pray for an end to all war, violence and greed that has rendered creation unfit for human sustenance. We pray...

Let us pray for those who suffer due to a lack of stewardship in our communities. That God might awaken in us the fortitude to protect and care for those who cannot do so for themselves. We pray...

Let us pray for our board family. That God might bless our stewardship initiatives with fruits that lead students, staff, families and neighbours to more joyfully follow Christ and His Gospel. We pray...

Let us gather the intentions, spoken and remaining in our hearts, uniting them with the prayer of Jesus on our behalf, using the words he gave us: Our Father...

## CLOSING PRAYER

***All: Lord, we thank You for the wondrous gift of ourselves, our neighbours, world and universe. Help us to be good stewards of all You have entrusted to us. May our efforts to preserve life and beauty in all its dimensions lead us to a deeper love for Christ and one another.***

We make this prayer to You through Christ, our Lord. ***Amen.*** And may Almighty God bless us: Father, Son and Holy Spirit. ***Amen.***

**EDUCATION DEVELOPMENT CHARGES – PUBLIC MEETING**

**ITEM 4.1**

**2018 EDUCATION DEVELOPMENT CHARGES (EDC) BY-LAW:  
POLICY REVIEW PUBLIC MEETING**

**PURPOSE:**

This is a public meeting required by the Education Act, where the legislation states that a school board must conduct a review of its EDC policies prior to renewing their EDC by-law. Accordingly, this presentation tonight constitutes the required public meeting under the legislation to review the EDC policies.

**COMMENTARY:**

Mr. Jack Ammendolia, Associate Director at Watson & Associates Economists Ltd, will facilitate the presentation of the Policy Review Public Meeting to the Board of Trustees, and answer any questions regarding the Background study.

Mr. Brad Teichman of Overland LLP, also in attendance, will facilitate the presentation of the Policy Review to the Board of Trustees, and answer any questions regarding legal matters.

The statements that the Board must approve with regards to the allocation of operating surpluses and alternative accommodation arrangements are found in Item 8.11 on this agenda.

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

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

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

# **Halton Catholic District School Board**

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**Education Development Charge  
Policy Review Public Meeting  
April 17, 2018**

# Education Development Charge Policies

**Each EDC bylaw has a set of underlying policies which help determine the structure and type of bylaw that will be enacted.**

***Ministry of Education legislation states that each School Board must conduct a review of its EDC policies prior to renewing their EDC by-law.***

***Section 257.60 sub-section (1) of the Education Act states that:***

***“Before passing an education development charge by-law, the board shall conduct a review of the education development charge policies of the board.”***

# A Review of Existing Policies

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- **Percentage of growth related net education land costs to be borne through EDCs**
- **Exemptions**
- **Jurisdiction Wide vs. Area Municipal (or Sub Area) Charges**

# A Review of Existing Policies

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- **Percentage of net education land costs to be borne by residential and non-residential development**
- **Uniform charges for all types of development vs. differentiated charges**
- **Operating budget surplus and alternative accommodation arrangements**



**EDUCATION DEVELOPMENT CHARGES – PUBLIC MEETING**

**ITEM 4.2**

**2018 EDUCATION DEVELOPMENT CHARGES (EDC) BY-LAW:  
PROPOSED EDC BY-LAW RENEWAL PUBLIC MEETING**

**PURPOSE:**

This is a public meeting required by the Education Act, where the legislation states that a school board must conduct Public Meeting of the Proposed Education Development Charges (EDC) EDC policies prior to renewing their EDC by-law. Accordingly, this presentation tonight constitutes the required public meeting under the legislation to renew the EDC By-law.

**COMMENTARY:**

Mr. Jack Ammendolia, Associate Director at Watson & Associates Economists Ltd, will facilitate the presentation of the Proposed EDC By-Law Renewal to the Board of Trustees, and answer any questions pertaining to the Background study.

Mr. Brad Teichman of Overland LLP, also in attendance, will facilitate the presentation of the Policy Review to the Board of Trustees, and answer any questions pertaining to legal matters.

For purposes of the Board of Trustees, additional information on the 2018 EDC By-law Renewal and the associated Background Report discussed during the Public Meeting are found in Item 9.1 of this agenda.

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

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

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

# **Halton Catholic District School Board**

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**Education Development Charge  
Proposed EDC Bylaw Renewal  
Public Meeting  
April 17, 2018**

# Education Development Charges

**An Education Development Charge is a development charge that is imposed under a bylaw respecting growth related net education land costs incurred or proposed to be incurred by a School Board.**

*Education development charges are the primary source of funding site acquisition needs for a school board experiencing growth in its jurisdiction.*

The HCDSB has an existing EDC by-law that covers the Region of Halton. The existing HCDSB EDC is \$2,269 per residential unit and \$0.58 per square foot for the non-residential charge. The Board proposes to consider passage of a new by-law on May 15, 2018.

# Key Elements

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- ❑ EDC by-laws adopted under the *Education Act* enable recovery of growth-related net education land costs only.
- ❑ Boards must meet an eligibility trigger to qualify for EDCs.
- ❑ EDC by-laws may be uniform across the jurisdiction or area-specific. (Legislation requires that some Boards are divided into Regions, which must each have a separate by-law.)
- ❑ EDCs may be a single charge for all types of residential development or the Board may wish to impose different charges on different types of residential development.
- ❑ Boards can allocate net education land costs to both residential and non-residential developments.

# Requirements

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- ❑ The Board has prepared an EDC Background Study and included the necessary requirements.

(<https://www.hcdsb.org/Board/EDC/Pages/default.aspx>)

- ❑ The EDC Background Study must be made available to the Ministry of Education and must be approved by the Minister prior to adoption.
- ❑ A total of two public meetings (three for Boards with existing bylaws) must be held prior to bylaw passage.
- ❑ The EDC Background Study must be made available to the public at least two weeks prior to the first public meeting.
- ❑ A notice of all public meetings must be given a clear 20 days prior to said meeting (Newspaper).

# Process and Methodology

The EDC process is largely technical and formulaic in nature. The methodology and requirements are set out in Division E of the *Education Act* and in Ontario Regulation 20/98 (as amended).

## ➤ Board Eligibility

- Enrolment v. Capacity
- Financial Obligations

## ➤ Demographic Projections

- Enrolment Projections
- Growth Forecasts

## ➤ Reserve Fund Analysis

- EDC expenditures and revenues
- Existing reserve fund balance

## ➤ Site Needs

- Net growth-related pupil places
- Legislation determines site sizes

## ➤ Net Education Land Costs

- Estimated site acquisition costs (appraisals)
- Site preparation costs/Study costs

## ➤ Determination of EDC

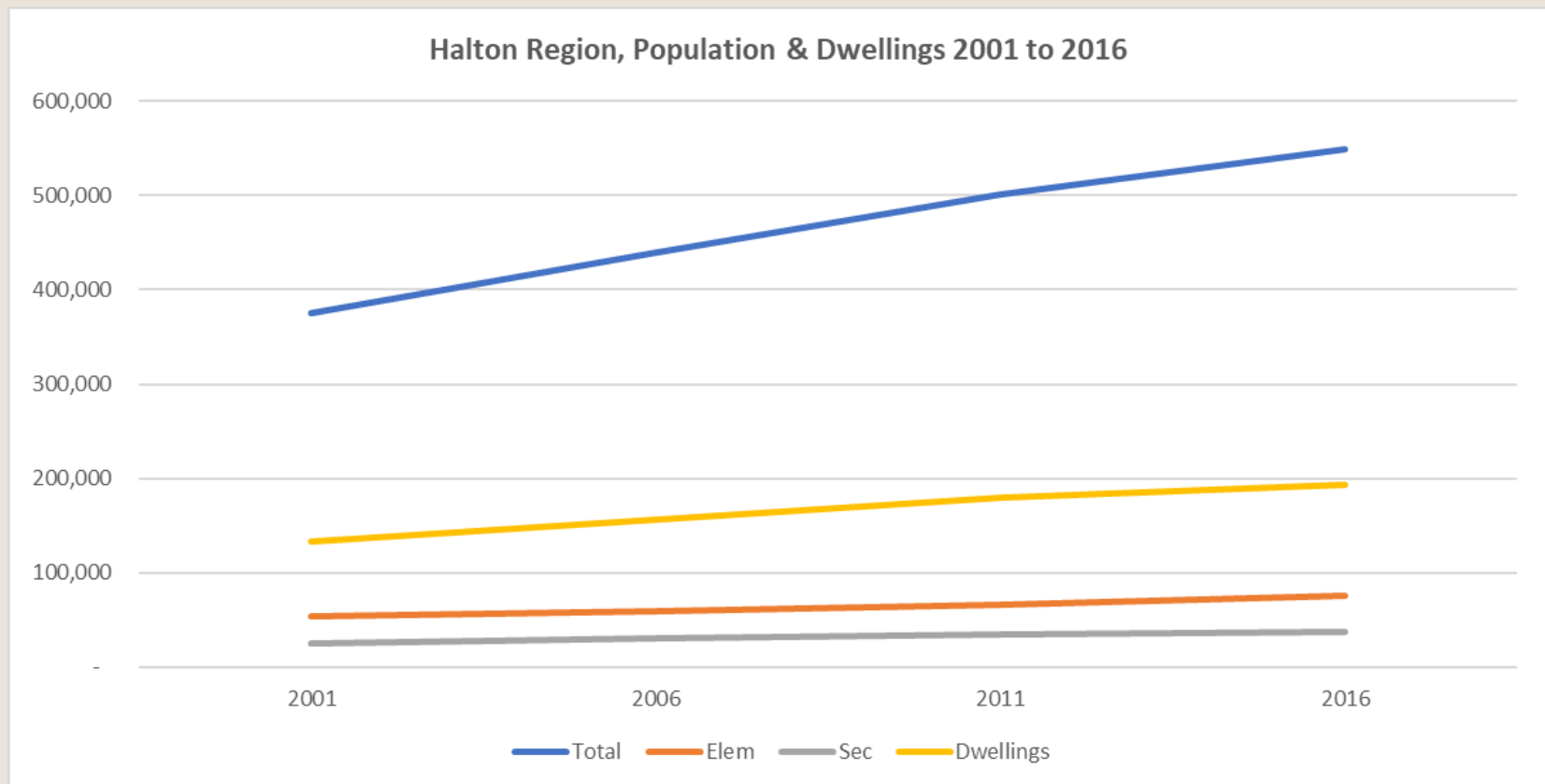
# The Calculation

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1. Demographics and enrolment projections determine need.
2. Legislation and Board planning determines the number of school sites required.
3. Land appraisals determine site acquisition costs.
4. Historical expenditures determine site preparation costs.
5. The reserve fund analysis determines existing EDC surplus or deficit.
6. The total costs determined are referred to as the total growth related net education land costs – this is the amount for which EDC's are collected.
7. Board policies determine how the charge is implemented and collected (exemptions, non-residential allocation etc.)

# Historical Demographic Trends

Demographic projections, including both the enrolment and growth forecasts, form the backbone of the EDC calculation.





# The Calculation: Growth Forecast

The growth forecast is used to both project future enrolment and as the quotient to determine the final quantum of the charge per unit.

<b>15 Year Residential Forecast</b>	<b>Total</b>	<b>Density %</b>
Low Density	<b>29,759</b>	<b>35%</b>
Medium Density	<b>24,976</b>	<b>29%</b>
High Density	<b>30,976</b>	<b>36%</b>
<b>Total</b>	<b>85,711</b>	

<b>15 Year Non-Residential Forecast</b>	<b>Square Feet</b>
Total Estimated GFA	87,489,293
Less Exempt GFA	21,872,323
<b>Net Estimated GFA</b>	<b>65,616,969</b>

# The Calculation: Projected Enrolment

<b>ELEMENTARY</b>				
	Year 1 2018/ 2019	Year 5 2022/ 2023	Year 10 2027/ 2028	Year 15 2032/ 2033
<b>EXIST</b>	<b>22,524</b>	<b>21,473</b>	<b>20,370</b>	<b>20,570</b>
<b>NEW</b>	<b>640</b>	<b>3,741</b>	<b>7,540</b>	<b>10,861</b>
<b>TOTAL</b>	<b>23,164</b>	<b>25,214</b>	<b>27,911</b>	<b>31,431</b>
<b>SECONDARY</b>				
	Year 1 2018/ 2019	Year 5 2022/ 2023	Year 10 2027/ 2028	Year 15 2032/ 2033
<b>EXIST</b>	<b>11,817</b>	<b>11,920</b>	<b>11,804</b>	<b>10,734</b>
<b>NEW</b>	<b>241</b>	<b>1,322</b>	<b>2,790</b>	<b>4,215</b>
<b>TOTAL</b>	<b>12,058</b>	<b>13,241</b>	<b>14,594</b>	<b>14,949</b>

# The Calculation: Net Growth- Related Pupil Places

Municipality	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils	Municipality	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth-Related Pupils
Burlington	Low Density	496	0.199	99	Burlington	Low Density	496	0.077	38
	Medium Density	930	0.095	88		Medium Density	930	0.045	42
	High Density	6,811	0.016	109		High Density	6,811	0.008	56
	Total	8,238	0.036	296		Total	8,238	0.017	136
Oakville	Low Density	7,311	0.218	1,592	Oakville	Low Density	7,311	0.074	544
	Medium Density	4,546	0.089	405		Medium Density	4,546	0.045	203
	High Density	8,687	0.015	128		High Density	8,687	0.008	71
	Total	20,545	0.103	2,125		Total	20,545	0.040	818
Halton Hills	Low Density	6,445	0.221	1,423	Halton Hills	Low Density	6,445	0.083	538
	Medium Density	3,078	0.150	462		Medium Density	3,078	0.057	174
	High Density	5,378	0.022	116		High Density	5,378	0.011	61
	Total	14,901	0.134	2,001		Total	14,901	0.052	773
Milton	Low Density	15,506	0.268	4,154	Milton	Low Density	15,506	0.099	1,534
	Medium Density	15,308	0.136	2,082		Medium Density	15,308	0.055	843
	High Density	10,100	0.020	203		High Density	10,100	0.011	113
	Total	40,914	0.157	6,439		Total	40,914	0.061	2,490
		SUBTOTAL:		10,861			SUBTOTAL:		4,217
		LESS: Available Pupil Places:		1,184			LESS: Available Pupil Places:		432
		NET GROWTH RELATED PUPILS:		9,677			NET GROWTH RELATED PUPILS:		3,785

# Legislated Site Sizes

Elementary schools	
Number of Pupils	Maximum Area (acres)
1 to 400	4
401 to 500	5
501 to 600	6
601 to 700	7
701 or more	8

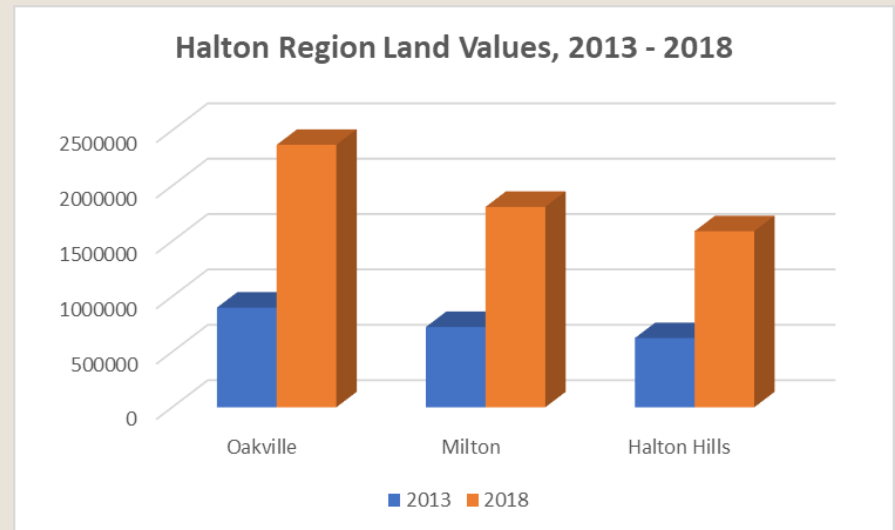
Secondary schools	
Number of Pupils	Maximum Area (acres)
1 to 1000	12
1001 to 1100	13
1101 to 1200	14
1201 to 1300	15
1301 to 1400	16
1401 to 1500	17
1501 or more	18

# Site Needs and Land Costs

The analysis determined that;

The HCDSB will require 16 new elementary sites (1 is owned) and 4 new secondary sites (5 in HH's, 11 in Milton, 4 in Oakville).

Appraised Land Values (Per Acre) - The Region Of Halton	
Municipality	Value Per Acre
Oakville	\$ 2,370,000
Milton	\$ 1,810,000
Halton Hills	\$ 1,590,000



**Site Preparation Costs have been estimated at:  
\$75,056 Per Acre**

# The Proposed Charge

TOTAL	Education Land Costs	\$	330,598,792
Add:	EDC Financial Obligations	\$	32,134,899
<b>Subtotal:</b>	<b>Net Education Land Costs</b>	<b>\$</b>	<b>362,733,691</b>
Add:	EDC Study Costs	\$	375,000
<b>Total:</b>	<b>Growth-Related Net Education Land Costs</b>	<b>\$</b>	<b>363,108,691</b>
Non-Residential Development Costs (Maximum 40%)		15%	\$ 54,466,304
Total Growth-Related Net Education Land Costs to be Attributed to Residential Development		85%	\$ 308,642,388
Residential Growth-Related Net Education Land Costs			\$ 308,642,388
Net New Dwelling Units (Form C)			84,597
Uniform Residential EDC per Dwelling Unit			<b>\$ 3,648</b>
Calculation of Non-Residential Charge - Board Determined GFA			
Non-Residential Growth-Related Net Education Land Costs			\$ 54,466,304
GFA Method:	Non-Exempt Board-Determined GFA (Form D)	65,616,969	
	Non-Residential EDC per Square Foot of GFA	<b>\$ 0.83</b>	

# Important Dates – EDC 2018

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November 8, 2017	Trustee Presentation: A Review Of EDC's
March 23, 2018	EDC Stakeholders Information Session
Mid March, 2018	Background Study Submitted to Ministry
Late March, 2018	Background Study Released to Public
<b><i>Tuesday, April 17, 2018</i></b>	<b><i>HCDSB EDC Policy Review Meeting</i></b>
<b><i>Tuesday, April 17, 2018</i></b>	<b><i>HCDSB EDC Public Meeting</i></b>
<b>Tuesday, May 15</b>	<b>HCDSB By-law Passage Consideration</b>

# Comments and Submissions

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**The Board encourages comments and questions from the public and all interested stakeholders to be expressed. The submission of written comments or concerns should be directed to:**

**Fred Thibeault  
Senior Administrator, Planning Services  
HCDSB  
802 Drury Lane  
Burlington, Ontario  
L7R 2Y2**

**[thibeaultf@hcdsb.org](mailto:thibeaultf@hcdsb.org)**



“Charity is at the heart of the Church, it is the reason for its action, the soul of its mission.”



# “Subsidiaries, affiliates and associates”



DIOCES  HAMILTON



Parishes





A premature baby who's life depends on the specialized care at Sick Kids Hospital





3 month old Mary, whose life was saved in a hospital  
run by Doctors Without Borders in South Sudan



A girl carries her infant sister in a UNICEF refugee camp  
in The Congo





Alan Kurdi, age 3, drowned as his family were fleeing  
Syria



**Canadian  
Red Cross**



A Red Cross worker assists a refugee family after they  
cross the Mediterranean Sea

4/12/2018 ● 7





The Pope tells members of the Italian Red Cross their work is “a prophetic sign, so necessary for our world.”



4/12/2018 ● 8



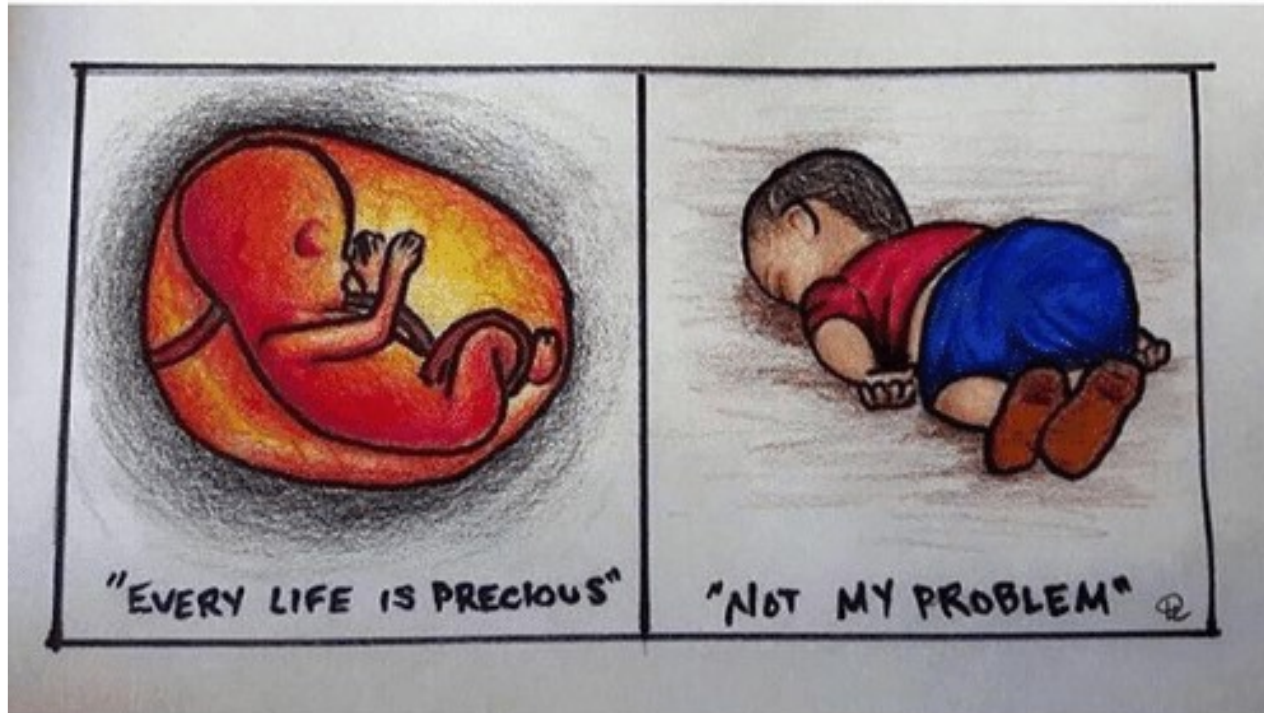
“Yes, I have many human faults and failures... But God bends down and uses us, you and me, to be his love and his compassion in the world; he bears our sins, our troubles and our faults. He depends on us to love the world and to show how much he loves it.”

- St Teresa of Calcutta



The other harmful ideological error is found in those who find suspect the social engagement of others, seeing it as superficial, worldly, secular, materialist, communist or populist. Or they relativize it, as if there are other more important matters, or the only thing that counts is one particular ethical issue or cause that they themselves defend. Our defence of the innocent unborn, for example, needs to be clear, firm and passionate, for at stake is the dignity of a human life, which is always sacred and demands love for each person, regardless of his or her stage of development. **Equally sacred, however, are the lives of the poor, those already born, the destitute, the abandoned and the underprivileged, the vulnerable infirm and elderly exposed to covert euthanasia, the victims of human trafficking, new forms of slavery, and every form of rejection.**

- Pope Francis, March 2018



This is the message of the Board's resolution  
This is what you want to teach our children



Luke was born with a congenital heart defect. Despite the incredible care he received at Sick Kids, Luke passed away at 22 months. His family started Luke's Legacy in his memory.



Luke's Legacy, has raised over \$225,000 for SickKids. This year, for our 10th annual event, Oakville residents and the St. Vincent school community came out and helped us raise over \$47,000 for SickKids in one afternoon.





# WHAT IS ALS?

## AMYOTROPHIC LATERAL SCLEROSIS (ALS)

A progressive,  
neurodegenerative disease

It is a terminal disease

Nerve cells in the brain and spinal cord that control muscle movement die. ALS robs you of your ability to walk, talk, swallow and eventually breathe.

## FAST FACTS ABOUT ALS



**2,500-3,000**

people are living  
with ALS in Canada



**2-5 YEARS**

average life expectancy  
after diagnosis



**5-10%**

of cases are familial  
(inherited through  
mutated gene)



**90% +**

sporadic cases  
(unknown cause)



**150,000 - 250,000**

cost to average family over the course of the disease



In Canada 2-3  
people are diagnosed  
with ALS everyday



there is no cure



### SYMPTOMS

PROGRESSIVE PARALYSIS, LOSS OF ABILITY  
TO TALK, SWALLOW, WALK, MOVE AND  
BREATHE

E.g. Difficulty clenching fist or grasping objects, slurred  
or slow speech, unexplained falls, choking or difficulty  
swallowing, shortness of breath or difficulty standing for  
periods of time



### DIAGNOSIS

DIFFICULT TO DIAGNOSE

ALS is often diagnosed by ruling out other diseases

# Monday



**Juravinski  
Cancer Centre**

HAMILTON HEALTH SCIENCES



4/12/2018 • 14



Canadian  
Cancer  
Society

**WHEELS  
OF HOPE** 



4/12/2018 • 15

## The Bell



A patient rings the bell to signify her last chemotherapy treatment



## Stage IV



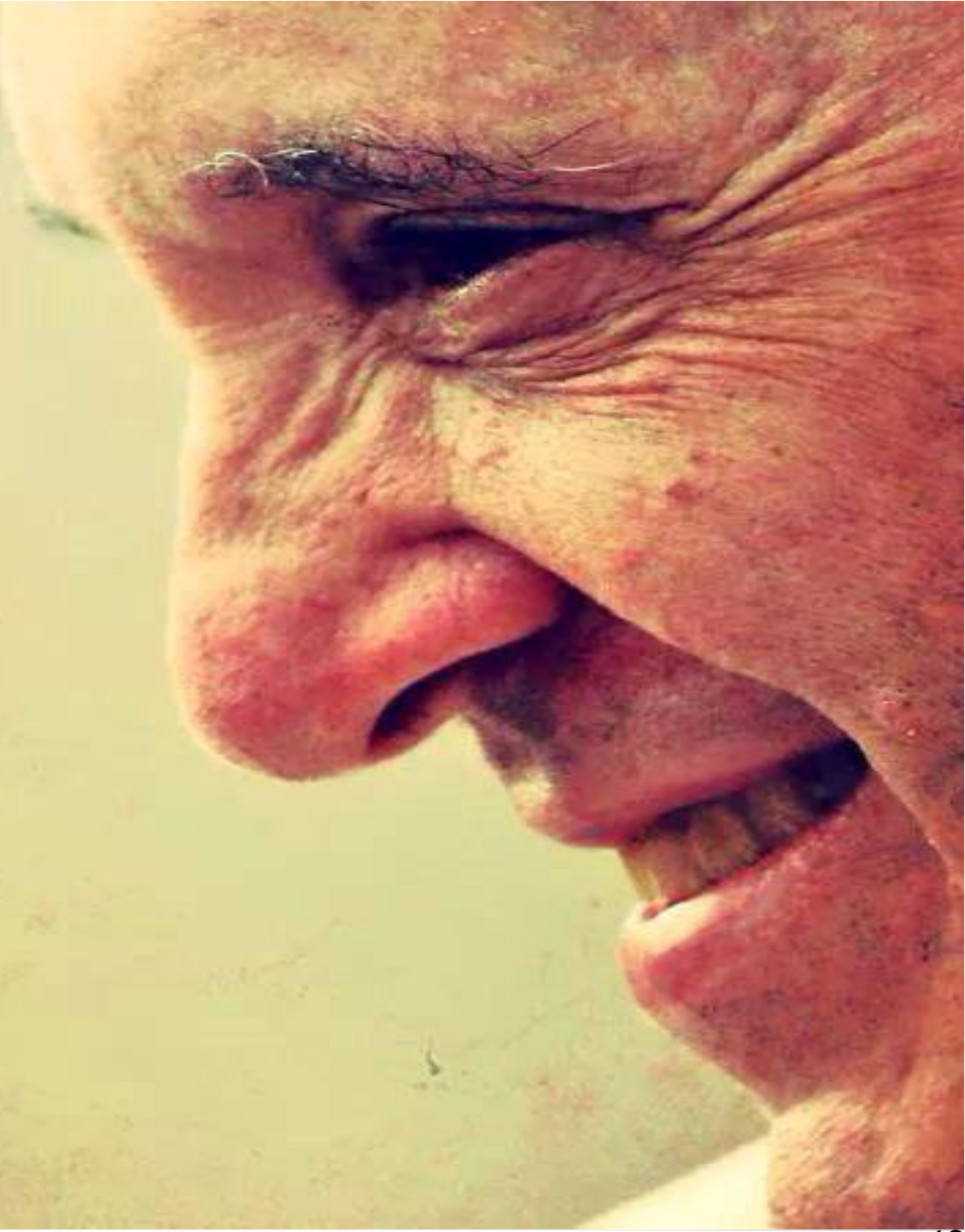
Once cancer has metastasized to other parts of the body, it is Stage IV. There is no cure.

## Thursday Palliative Care Team



The palliative care team helps with pain control, and the psychosocial impacts of a terminal illness



A close-up, profile photograph of Pope Francis, showing his face from the nose up. He is smiling, with his mouth open, revealing his teeth. His skin is wrinkled, and his eyes are squinted. The background is a soft, out-of-focus light green.

LIKE THE GOOD  
SAMARITAN, MAY  
WE NOT BE  
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POPE FRANCIS



# ***Delegation to the HCDSB Board of Trustees***

*Re Amendments to fundraising policies*

*David Harvey*

I am the father of 3 children: 2 of whom went through HCDSB schools from JK to grade 12 and are now in university, and one who is currently in grade 11 at Corpus Christi High School in Burlington. As a result, I've had at least one child in the HCDSB school system for the last 18 years. I've been paying taxes towards the HCDSB for even longer, though given this Board's behaviour, that may soon stop.

Before I begin, let me first say how immensely proud I am of the students who have rallied to oppose the Board's restrictions on charitable fundraising. They aren't here seeking better cafeteria food or changes to their uniforms. They're not asking for better marks or less homework. They are demonstrating their passion for helping others. They are pleading for the opportunity to continue to support the less fortunate, to share their compassion for those in their own communities and around the world who need our help. They don't want you to stop them from following the example of the Good Samaritan. They want to do good in the world. They want to embrace what Pope Francis recently referred to as the "Call to Holiness". That is their purpose, and it is one we should all seek to nurture and encourage. They will take us into the future, and listening to them gives me hope. We are handing them a broken and divided world. It is a world our generation, and those before us, created, and it will be up to their generation to fix it.

Some may think that the young are too inexperienced, that they are not knowledgeable enough to lead, that they are naïve, that if only they knew what we older generations know they'd see things our way. But history shows that to be wrong: When Martin Luther King led the protests in Montgomery

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Alabama after Rosa Parks was arrested, he was 26 years old. Nelson Mandela was 25 when he began his ultimately successful quest to end the racist system of Apartheid in South Africa. Malala Yousafzai won the Nobel Peace Prize at the age of 17. Young people have always been at the forefront, leading positive social change.

So when I hear the voices of our HCDSB students demanding the right to show compassion, I respect them, I trust them, and I have no doubt that they can build a better world if we just get out of their way.

I direct my remarks primarily to Trustees Karabela, Danko, Quinn, Marai and Trites. I am certain that you believe what you have done is morally justified, and that it is the right thing to do. You may be surprised at the breadth and depth of the opposition you face. You may be genuinely puzzled, or you may simply believe that those who oppose you are wrong or ill informed. I am here to give you our perspective, to allow you to hear how your actions are being perceived by others, and the great anguish and division you are causing, if you are willing to listen.

## ***The Law***

The law in Ontario is clear: you must seek the input of School Councils before amending fundraising policy. It is plainly written out in Regulation 612/18. You did not do that. You proceeded to pass Resolution 61/18 in violation of the law. I suspect your lawyers have told you that you are in violation of the Regulations, and that you decided to proceed anyway, going against the advice the Board's lawyers. Perhaps I am wrong. Perhaps you have obtained a legal opinion from the Board's lawyer saying that you are entitled to enforce Resolution 61/18 prior to seeking input from School Councils and Parents. If so, please waive your solicitor/client privilege and show it to me. I'd be very interested to read it.

You have not corrected this violation by agreeing to seek consultation after the fact. You are enforcing this resolution right now. Schools have cancelled fundraising events at your direction, based on the Resolution you passed in violation of the law. Other major fundraising events are in jeopardy, including Relay for Life which is just a few weeks away, an annual event where HCDSB students have raised hundreds of thousands of dollars for the Canadian Cancer Society while learning teamwork, leadership and compassion for others. These students have made a meaningful, positive impact on the community. Their participation in these charitable events has made the students better citizens. They have been fine ambassadors of the Halton Catholic District School Board, generating goodwill and positive press for Catholic schools in the region. As has been obvious in the media over the last several weeks, this Board's actions have done the opposite, quickly undoing the goodwill the students worked so hard for. Your actions have provided fuel for those who seek to end publicly funded Catholic education in Ontario. I invite you to Google "Halton Catholic District School Board". Almost all of the first 2 pages of results are negative news stories about the Board, generated by this Resolution.

In banning so many charities & non-profits, you have effectively redirected all funds raised in the HCDSB to a small number of charities, some of which you are members of. Trustee Danko: you are a member of the Knights of Columbus, which remains on the "approved" list and stands to receive a larger share of fundraising dollars now that so many other charities have been struck off. Yet you never declared a conflict of interest at any of these meetings. How many other Trustees are members of charitable organizations that remain on the approved list which stand to benefit from knocking other organizations off the list? The only trustee who has had the integrity to declare a conflict of interest at any time on this matter is one of the student trustees.

Though in truth, you may not have to worry about conflicts of interest, as the way you have drafted this policy, almost no charity could qualify for the "approved list". You've banned fundraising for

charities and their “subsidiaries, affiliates and associates”. There’s no definition of those terms, but let’s look at an example to see how that may apply:

Trustee Danko told the Policy Meeting that the Canadian Catholic Organization for Development and Peace should be struck off the list because of its association with organizations that are involved in abortion or contraception. The CCODP is the official international development organization of the Catholic Church in Canada, so I guess the Catholic Church is an “affiliate” – it must come off the list. If the Church is off the list, then obviously the Diocese of Hamilton must be struck off. Parishes as well. Groups affiliated with parishes, such as Knights of Columbus must go. Indeed, this very Board is affiliated with the Diocese, so it must be struck off the list. And if the Board is off the list, then its subsidiary, the Halton Catholic Children’s Education Foundation can’t be on the approved list either.

Do you see what you’ve done? You’re proposing a policy that would ban this Board from fundraising for its own charitable organization.

But let’s look at some of the other organizations you seek to ban. You say you’re doing this in defence of unborn children. Let’s look at the living children you are harming in the process.

### ***SickKids***

This tiny child’s life depends on the specialized equipment and skills available in the neonatal intensive care unit at the Hospital for Sick Children. Without the world class care they provide, this child would not survive.

### ***Doctors Without Borders***

This is Mary. Throughout her 3 month life, she has suffered from disease and malnutrition in one of the most hostile places in the world, South Sudan. A health clinic run by Doctors Without Borders gives her and her family medicine, treatment, and hope for the future.

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## ***UNICEF***

This girl has seen more violence in her young life than all of us in this room combined. UNICEF has set up in the Congo to give her food, vaccines and an education, and to protect her from abuse.

## ***The Red Cross***

This is Alan Kurdi. His lifeless 3 year old body washed up on shore as he and his family were fleeing the war in Syria. The Red Cross has deployed workers throughout the Mediterranean Sea to try to prevent more deaths like his, and to offer assistance to refugees arriving after a dangerous journey.

Your behaviour is illegal, and it must stop. We are frankly astounded and profoundly disappointed that parents and students have to come before this Board and plead with you to stop breaking the law, but that's what it has come to. At the last board meeting, 5 of you walked out of the meeting, abandoning half of the Agenda, because the Chair would not let you submit yet another motion that would violate Regulation 612/00. The Minister of Education has written to you urging you to suspend enforcement of the Resolution until consultations have been completed, and the Minister's letter suggests that further enforcement action could be taken if the Board ignores her suggestion. That could include the Ministry taking over the Board. We have reached our limit. If this Board continues to enforce this illegal resolution before consultations are completed, the parents and students will obtain a court order requiring you to obey the law. What kind of example are you setting for the students of the HCDSB when an order from a Court is the only way we can get you to follow the law and seek meaningful input from the people you were elected to serve? Are you so committed to breaking the law that you will spend tens of thousands of dollars of ratepayers' money on lawyers to fight against your

own constituents? Are you truly going to waste all that money, not to mention the hours & hours of Board staff time, just to defend your egos, so you don't have to admit that you were wrong? How does that in any way promote a quality Catholic education for the 33,000 students of the HCDSB? You seem to forget: that is the job we elected you to do.

As you sit in this room, on a perch of moral superiority, you are insulated from the very real pain and anguish your decision is causing, and will continue to cause. You don't know how much you are hurting people, because you never bothered to ask. You arrogantly assumed that you were all-knowing, that there wasn't a single person among the tens of thousands of families in Halton who might know something that you don't, who might have experienced something that you haven't. With a shameful and distinctly un-Catholic lack of humility, you presumed that your opinions were the only ones that matter, and that it was perfectly fine for you to impose your opinions on the 33,000 children under your care. No one's opinion is valid except yours. No one is smarter than you. No one could possibly have anything constructive to add to this discussion. You justify your actions on your interpretation of Catholic doctrine, so sure of your infallibility that you chose to impose this decision without even seeking input from the Bishop. You are so sure of your righteousness, so sure of your godliness, that you have no hesitation condemning an organization like the Red Cross. Your deep understanding of the catechism must exceed that of the Pope. You must believe that His Holiness was misguided when he welcomed 7,000 members of the Italian Red Cross to the Vatican in January and praised their work. Perhaps for your next resolution, you can have this Board write a letter to the Pope explaining to him that he does not understand Catholic values, and that he is wrong to support a charity like the Red Cross. Perhaps you'll convince the Holy Father that he ought to have condemned the Red Cross instead. Perhaps he'll consult with you from now on to learn what Catholicism is all about.

The Board's resolution uses abortion, contraception, euthanasia, sterilization and embryonic stem cell research as an all or nothing test. If any hint of support for those activities is found, all of the works of a charity are condemned, as no funds can be donated to that charity. St Teresa of Calcutta said:

"Yes, I have many human faults and failures... But God bends down and uses us, you and me, to be his love and his compassion in the world; he bears our sins, our troubles and our faults. He depends on us to love the world and to show how much he loves it."

God bends down and uses the workers from UNICEF to feed starving children. He uses the physicians from Doctors Without Borders to heal the wounded in war torn areas. He uses the workers at the Red Cross to provide food, shelter and protection to refugees fleeing areas of conflict, famine and disease. All of these people are the instruments of God, doing God's work. When you reject and condemn them, you are rejecting God, placing yourselves on a higher moral plane.

You are so certain that your way is the only way. You believe that the Principals, teachers, parents and students of this vast Catholic community cannot be trusted to use their own judgment to select charities that align with their values and goals, as they have done for decades. Only you have that unique ability to separate good from evil, to know right from wrong. You must dictate, because you believe no one else is capable of making decisions consistent with a decent, faithful Catholic life. But Pope Francis warned against such judgment just a few weeks ago in an Apostolic Exhortation. He wrote:

It is not easy to grasp the truth that we have received from the Lord. And it is even more difficult to express it. So we cannot claim that our way of understanding this truth authorizes us to exercise a strict supervision over others' lives. Here I would note that in the Church there legitimately coexist different ways of interpreting many aspects of doctrine and Christian life; in their variety, they "help to express more clearly the immense riches of God's word.

The Pope also warned against placing issues like abortion above all others, saying:

The other harmful ideological error is found in those who find suspect the social engagement of others, seeing it as superficial, worldly, secular, materialist, communist or populist. Or they relativize it, as if there are other more important matters, or the

only thing that counts is one particular ethical issue or cause that they themselves defend. Our defence of the innocent unborn, for example, needs to be clear, firm and passionate, for at stake is the dignity of a human life, which is always sacred and demands love for each person, regardless of his or her stage of development. Equally sacred, however, are the lives of the poor, those already born, the destitute, the abandoned and the underprivileged, the vulnerable infirm and elderly exposed to covert euthanasia, the victims of human trafficking, new forms of slavery, and every form of rejection.

Your resolution has done what the Pope warned against. You have made the issue of abortion paramount, to the detriment of the poor, the underprivileged and the infirm. You are sending a message that we ought to abandon many who are suffering simply to remain “pure” with respect to abortion. Refusing to assist the children whose lives are being saved by UNICEF because of indirect ties to abortion isn’t pro-life, it’s merely pro-birth. You are seeking to care for the unborn by abandoning the living. Many of us believe there is a way to both protect the sanctity of life and show mercy to the underprivileged. It does not have to be either/or. The HCDSB community contains people who run charities, people who make use of the services of charities, fundraising professionals, lawyers, nurses, doctors, hospital administrators, people with international development experience, medical researchers, ethicists, priests, a Bishop and people with deep, personal connections to many of the charities you seek to ban. They all have valuable experience and perspectives to offer. All we have been asking is for you to hear our voices, our ideas, our concerns, before imposing your vision on the entire HCDSB population.

For those of us who believe you must listen to the community before changing the rules, the law is on our side. The drafters of the law were wise enough to know that communities are made up of a wide diversity of knowledge, life experience, ideas and opinions. The law requires broad consultation, because the drafters of the law understood that innovation can come from anywhere. Great new ideas are not in the exclusive possession of a few Trustees. The drafters of the law knew that sometimes even

the best of intentions can lead to terrible unintended consequences, and that wide consultation is the best way to identify these unintended consequences and avoid them.

You chose to pass Resolution 61/18 in violation of your legal obligation to consult with the community. You chose to ignore the voices of your constituents. You chose to place yourselves above the law, and above all of the people you were elected to serve. You are Trustees, but you chose to violate our Trust. You decided you did not want to seek out the real life experiences of the Halton Catholic District School Board families, you did not want to hear of the pain and conflict you were causing before you imposed your new charity restrictions. But we will not let you hide from them. If you will not seek them out, we will bring them to you.

### ***Tim's Family***

To the Halton Catholic District School Board Trustees who voted to restrict charitable giving our schools:

DID YOU ACTUALLY THINK THIS WOULDN'T HURT PEOPLE?

I taught for this board from 1999 until I retired after 32 years of teaching in June 2017. Our three children were students at St. Joseph and St. Thomas Aquinas, the last one graduating in 2011. My daughter, Lindsay, was the Oakville Student Trustee from 2005-2006. During those years, my husband was diagnosed with ALS and this community offered us support in multiple ways – through prayers and love, through volunteerism (the many students from the Peace and Justice Club and my classes who helped with the Halton Walk for ALS, and their families who came and walked), through donations from St. Thomas Aquinas' civvies days and loose change collections. For many years, their contribution was one of the single largest for the Tim's Titans team.

I have spoken extensively with the ALS CEO regarding the board's new mandate. While there is nothing the organization does that would exclude it from being on the charitable donation list (it uses epithelial stem cells for research and it does not advocate for medically-assisted dying), it has chosen not to apply for the application to be included on the list because of the controversy involved. The organization realizes that it will no longer access money from the school(s), no matter which students or staff are affected by this horrific disease, no matter what citizens in the Halton community could benefit from the research and equipment that meet the needs of being diagnosed with a very expensive terminal illness.

Tim died in November, 2016 and I have remained an active volunteer with this organization that greatly enhanced his quality of life. I am angry and I am sorry that you have forced charities like ALS Canada to feel they are undeserving or under your microscope of judgment for what they do. Mostly, I am ashamed that this is what our Board now represents to the people who most need these charities. It makes me cry – for my children, and for their Dad who came for years in his wheelchair to support our schools' initiatives. Please consider reversing this decision. It will not make you less Catholic – it will make you more so.

### ***Luke's Family***

This is Luke. He was born with a congenital heart defect. Despite the very best of care from Sick Kids Hospital, Luke passed away at 22 months. To honour his memory, to say thank you to all who cared for Luke, and to channel their grief into something positive, Luke's family dedicated themselves to fundraising for pediatric cardiac care. The following is a letter from Luke's mother:

I am a parent in Oakville, two of my children attend St. Vincent School. I am very disappointed with your sanctity of life motion to block students and schools from raising money for charities that you deem not worthy due to your religious beliefs.

For the past 10 years I have run a charity in support of the Hospital for Sick Children, cardiac critical care unit in honour of my son, Luke, who passed away from a congenital heart defect.

My charity, Luke's Legacy, has raised over \$225,000 for SickKids. This year, for our 10th annual event, Oakville residents and the St. Vincent school community came out and helped us raise over \$47,000 for SickKids in one afternoon.

I find it appalling that you, as a group of trustees, voted on such motion in the interests of the Halton Catholic District School Board without first proposing this motion to the parents in this community — the voters.

I can assure you that many voters feel as I do and think this motion is utterly ridiculous and only serves your agenda.

As trustees your focus should not be on what charities the children want to support but to commend them on their generosity, compassion and leadership.

How do you think children in the HCDSB feel when you tell them they cannot support SickKids, the Canadian Cancer Society, or Me to We to state a few.

Have you even bothered to meet with the kids in our schools? At St. Vincent alone there are three students who have battled childhood cancer, two students with heart defects currently doing well but treated regularly by SickKids and over 15 kids who have been treated by SickKids for various illnesses and conditions.

Your focus should not be on what charitable works our children want to do, but on class sizes, school improvements, teacher assistance, among other priorities.

If you truly care about the HCDSB and want to improve the reputation of our board, I suggest you ask the parents in this school board what they want from our trustees, rather than propose such ridiculous, single-minded motions.

### ***My family***

I'd like to tell you about my week. Yesterday, after getting my youngest child off to school, I drove my wife to the regional cancer centre. Every Monday, my wife sits in a reclining chair at the hospital with an IV pump administering her chemotherapy, surrounded by dozens of other patients doing the same. Every so often, a friendly volunteer in a blue vest will come by pushing a cart offering coffee, tea, juice or a cookie to the dozens of patients and family members receiving treatment or waiting in the waiting room. Sometimes a therapy dog will visit to help with the boredom & anxiety. Many of the patients are driven to the hospital by a volunteer, so that family members don't have to take off work and add to the financial stress that comes with serious disease. These volunteers from the Canadian Cancer Society give of their time to help make an awful situation a little more bearable. They are doing God's work.

There is a bell in the chemotherapy suite that patients triumphantly ring when they finish their last treatment. Applause breaks out in the waiting room, congratulating the patient on this milestone, and hoping that for them, the cancer is gone, and will never come back. That bell will never ring for my wife. She has stage 4 cancer. It has spread throughout her body. There is no cure. There is no hope that it can be beaten. There are only treatments that seek to slow the cancer's spread, to prolong her life, and to



make her comfortable. Cancer is a difficult, changing disease. Tumors grow, spread and mutate. Cancer cells take root in new places and cause new problems. New tumors form that are resistant to treatments that previously worked. And so it goes. My wife uses a chemotherapy drug until it stops working. Then she switches to another, hoping it will work. Eventually, there will be no more drugs to switch to, nothing more that will help. When her treatment ends, there will be no joyful ringing of the bell. Every time she hears that bell, it's like a tiny dagger to her heart. She tries to feel joy for the person who has finished treatment, but for her it's also a reminder that when her treatment is done, the cancer will grow unabated, and it will kill her.

On Thursday, we will have our next meeting with the palliative care team at Joseph Brant Hospital – a doctor, a nurse and a social worker who are dedicated to ensuring that my wife's remaining days are as pain free as possible, and to helping all of us cope with the cruel fact that she will likely not be there when her children get married, she will never hold her grandchildren.

Through all of this, my wife still attends mass every Sunday. She prays for an hour every morning, says the Rosary every afternoon. Her faith is strong. My children attend mass every week as well. They attended summer camps at the church, and when they got older they were leaders. They all have volunteered at their parish and at school – as altar servers, youth group leaders and Ministers of the Eucharist. Just a couple of weeks ago, at parent teacher interviews, one teacher remarked to me how glad she was to have my son in her class, as he was one of the few who would often bring up the Church's perspective in class discussions. The Catholic faith is a central part of my family's life.

My wife's cancer treatment has nothing to do with abortion, contraception, sterilization, euthanasia or embryonic stem cell research. Yet this Board's resolution condemns every institution involved in her care, every person working to prolong her life, every group trying to make her difficult journey a little easier to bear. Your resolution leaves no ability to separate the good works done by an organization and

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the connections, however indirect and tenuous, to activities you find in conflict with Catholic teachings. If a drop of impurity is found in the bathwater, you throw out the baby. This Board wants to tell my children and their classmates that everything from supporting her hospital to chipping in a few dollars towards the cookies on the volunteer's cart is wrong, immoral and in conflict with Catholic values. You want to make it the official policy of the school board to tell students that it is just and right to deny all financial support to any of these organizations. You want my children to be taught that the hospital keeping their mother alive is an immoral institution. You want them to feel guilt or shame when they visit the hospital or accept a cookie from a Cancer Society volunteer. You want to put in place a policy that creates conflict between my children's love for their mother and their Catholic faith.

When cancer finally claims my wife, I will invite each of you to come to her funeral. At that time, you can meet with my grieving children, all current or former HCDSB students. Will you tell them that you are proud that you cut off funding to research projects that were trying to give them another year, another month, another day with their mother? Will you tell them that the hospital, the doctors and the nurses who worked tirelessly to keep their mother alive are immoral and unworthy of support? Will you explain to them how you did the right thing by teaching HCDSB children that they should not support the palliative care team that helped their mother & them through the last few weeks of her life? Will you stand up at her funeral mass and tell all of her friends and family that donating to the Canadian Cancer Society in memory of my wife goes against Catholic values?

Will you have the moral courage to come face to face with the damage you have done? Will you have the moral courage to tell those you have hurt that what you did was just? To date, not one of you has had the moral courage, or the common decency, to even give a substantive response to the many emails I have sent you, to the many questions I have asked. If you are so certain of the righteousness of

your cause, why are you too cowardly to engage with parents who ask honest, heartfelt questions about why you are doing what you are doing?

I am outraged and saddened by the actions of this board. In pushing your agenda in such a rigid and uncaring way, without asking parents or students for their views, you have caused division in the community and hurt many families that are already facing hardship. I believe that my children will reject what you are trying to teach, as they see first-hand that the many groups helping their mother are decent, moral and worthy of support. I hope that your actions do not lead them to reject the Church as well. I believe that their faith will guide them to the conclusion that your interpretation of Catholic values is wrong, and that they will see that charity without judgment is God's way. But this is not a struggle they should have to face. They have enough to deal with already.

## ***Conclusion***

I have brought with me this evening 2 documents: One is a motion that this Board can pass tonight that suspends enforcement of Resolution 61/18 until the completion of the legally required consultations. The other document is a Notice of Application to the Ontario Superior Court, which will be served on the Board tomorrow morning if no action is taken tonight to suspend the enforcement of the Resolution. You will choose where this matter is resolved: around this table tonight, or in court.

Perhaps you did not fully understand what you had done by passing this Resolution without hearing from the community. But now you know. You have a chance to change course and mend the damage. You have the opportunity to be humble and admit that your actions were wrong, and that engaging with the community is a better way. We will work with you to make sure that the board's fundraising policies

respect Catholic teachings without causing undue pain and conflict in our Community. It is now up to you.

To the 5 Trustees who supported proceeding with this motion in violation of the law: Which one of you will now have the courage and integrity to admit you were wrong, to agree that the law must be followed, and to agree that this resolution should not be enforced until consultations are completed? Which of you are capable of demonstrating humility by admitting that it was unwise to ignore the voices of the HCDSB community? Will any of you demonstrate leadership and correct this mistake? We are watching carefully. And we will remember.

## MOTION FOR MINISTRY TAKEOVER

AT THIS POINT I COULD HONESTLY SKIP OUR INTRODUCTION, BUT WHO WOULD WE BE IF WE MISSED THE OPPORTUNITY TO REMIND YOU THAT WE, YOUR STUDENTS ARE HERE AGAIN TO TELL YOU POINT BLANK FOR THE THIRD TIME THAT YOU, ARE WRONG.

BEFORE I GET INTO THE MANY VARIOUS AND LEGITIMATE REASONS WHY I BELIEVE THE MINISTRY WOULD BE A FAR BETTER FIT FOR YOUR POSITION I WOULD LIKE TO ADDRESS TRUSTEE KARABELA, AT THE LAST MEETING YOU STATED THAT YOU REALLY ENJOYED OUR CONVERSATION AT THE MARCH 20TH MEETING. I DON'T KNOW WHAT YOU FIND ENJOYABLE BUT I CAN ASSURE YOU THAT FOR MOST PEOPLE IT IS NOT SCHOFFING AND ROLLING EYES AT A 17 YEAR OLD GIRL WHO IS ON THE VERGE OF TEARS AFTER SHE JUST REVEALED HER MEDICAL HISTORY TO AN AUDIENCE OF STRANGERS.

I WOULD ALSO LIKE TO FORMALLY APOLOGIZE. TRUSTEES IANTOMASI, MICHAEL, RABENDA, ROWE, ATRACH, BARBUL, SCHWECHT AND DIRECTOR DAWSON, FROM THE BOTTOM OF MY HEART I AM SORRY THAT YOUR KINDNESS AND COMPASSION TOWARDS THE STUDENTS ALONG WITH ALL YOUR HARD WORK IS BEING PLAGUED BY THE ACTIONS THAT SOME ON THIS BOARD HAVE PUT FORWARD. THANK YOU FOR GIVING THE STUDENTS A REASON TO FIGHT, BECAUSE IT IS PEOPLE LIKE YOU WHO DESERVE THE AUTHORITY YOU HAVE BECAUSE YOU ARE NOT ONLY GRACIOUS, BUT SELFLESS IN YOUR WORK.

I AM GRATEFUL TO HAVE THE OPPORTUNITY TO SPEAK IN FRONT OF YOU TODAY, BUT I CAN'T SAY THAT I AM EXACTLY THRILLED THAT I HAVE HAD TO TAKE ANOTHER TUESDAY OFF WORK, THAT I HAVE HAD TO CRAM FOR ANOTHER ASSIGNMENT AND HAD TO GIVE UP THE OPPORTUNITY TO WRITE MY APPLICATION FOR ANOTHER SCHOLARSHIP I DESPERATELY NEED BECAUSE INSTEAD, I AM WRITING THIS, MY THIRD DELEGATION.

JUST AS YOU MAY HAVE OBSERVED THAT THE MAJORITY OF YOUR STUDENTS ARE BLATANTLY UNHAPPY WITH YOU, I HAVE MADE SOME OBSERVATIONS OF MY OWN.

THE FIRST BEING THAT 5 TRUSTEES ALWAYS SEEM TO VOTE TOGETHER, OR IN SOME CASES, WALK OUT TOGETHER. IS THAT A COINCIDENCE? I THINK NOT. 1 OF THE 5 OF YOU WILL ALWAYS BE THE BACKER OR SECONDER TO EACH OTHERS PROPOSITIONS, WHICH MAKES IT DIFFICULT TO SIFT OUT WHAT WE BELIEVE ARE VERY CLEARLY ILLEGAL AND UNETHICAL MOTIONS.

THE FACT THAT THE 5 OF YOU ALWAYS VOTE TOGETHER MAKES IT NEARLY IMPOSSIBLE FOR THEIR TO BE A DEBATE ON WHAT IS ON THE TABLE. CONSIDERING THERE ARE 12 TRUSTEES IN TOTAL, 3 OF WHICH ARE STUDENTS AND FOR SOME REASON THAT MEANS THAT THEIR VOTE DOESN'T MATTER, THAT LEAVES 9. THE 5 OF YOU BEING A ALLIANCE ENSURES THAT THAT THE VOTE WILL ALWAYS SWAY YOUR WAY. THIS HAS NOT ONLY INFLECTED CLEARLY BIASED DECISIONS BUT IS ALSO COMPLETELY UNFAIR. SO MUCH SO THAT I CAN NOT COUNT ON ONE HAND THE AMOUNT OF INDIVIDUALS WHO APPROACHED ME AT THE LAST MEETING CONVINCED THE 5 OF YOU MUST HAVE MET UP AND DECIDED THAT IF ONE OF YOU SAYS THOSE TWO FATAL WORDS, IF ONE OF YOU SAYS "IN FAVOUR", SO WILL THE REMAINING FOUR OF YOU.

DO YOU KNOW HOW BELITTling IT IS TO HAVE 5 ADULTS AGREE THAT THE VOICES OF THE MAJORITY ARE MEERLEY INFORMATION, THAT IN LAYMAN TERMS, THE VOICES OF THE STUDENTS SHOULD BE DISMISSED. TIME AFTER TIME WE EXHAUST OURSELVES TRYING TO MAKE YOU UNDERSTAND ANY POINT OF VIEW OTHER THAN YOUR OWN AN ALL YOU HAVE TO REPLY IS "MOTION TO BE RECEIVED AS INFORMATION", AND IT WOULD NOT BE THE FIRST TIME.

I CAN TELL YOU RIGHT NOW THAT IT IS FAR MORE DIFFICULT TO STAND HERE AS A TEEN IN FRONT OF AN AUDIENCE OF ADULTS, PUTTING EMOTIONS INTO WORDS, THAN IT IS TO PUSH IN YOUR CHAIR AND WALK OUT THE DOOR. IF I'M BEING HONEST, I WOULD LOVE TO WALK OUT AFTER HEARING SOME OF THE THINGS THAT YOU SAY, BUT I KNOW THAT WHAT I'M DOING MEANS SOMETHING, I KNOW THAT WHAT I AM FIGHTING FOR IS VALID AND TRUE.

SECOND OF ALL, THE 5 TRUSTEES WHO PASSED RESOLUTION 61/18 DID SO ILLEGALLY BY NOT SEEKING STAKEHOLDER INFORMATION AS WE NOW ALL KNOW, AND INSTEAD OF MAKING THE RIGHT DECISION AND AMENDING THE MOTION FOR FURTHER REVISION AS THE BOARD WEBSITE CLEARLY STATES, TRUSTEE DANKO, WITH THE SUPPORT OF THE OTHER FOUR HAS PILED ON YET ANOTHER RIDICULOUS MOTION DESPITE INSTRUCTION FROM THE MINISTRY AND THE RULE OF LAW ITSELF.

IF THAT'S NOT ENOUGH, LET ME NOW ADDRESS THE BEHAVIOUR OF THESE 5 TRUSTEES. AT THE PREVIOUS MEETING, THEY NOT ONLY ACTED INAPPROPRIATELY, BUT IN OUR VIEW COWARDLY. TRUSTEE MARAI BANGED HIS FISTS ON THE TABLE AND INTERRUPTED CHAIR RABENDA REPEATEDLY, DEMANDING THE LAW SHOULD BE FOLLOWED, HOW IRONIC IS IT THAT WHEN MINUTES EARLIER WHEN WE BEGGED FOR THE SAME THING, WE WERE IGNORED. TRUSTEE QUINN WHEN ADDRESSING THE PARLIAMENTARIAN SPOKE WITH NO RESPECT, IGNORING HIS TITLE AND EVEN WORSE, HIS NAME. AT THE LAST MEETING TRUSTEE KARABELA BROKE RESOLUTION I-06. WHEN IT CAME TIME TO ASK US QUESTIONS FOR CLARIFICATION, SHE WANTED NO CLARIFICATION AT ALL, INSTEAD SHE EXPRESSED ANOTHER FAILED ATTEMPT TO BELITTLE HER STUDENTS. SHE NEEDED NO CLARIFYING FROM OUR DELEGATION, OUR MESSAGE WAS CLEAR, SHE WANTED TO KNOW IF ANYONE HAD SPOKEN TO BEN AND I ABOUT THE MORAL PRINCIPLES OF THE CATHOLIC CHURCH, WHICH I CAN ASSURE YOU WE HAVE, THAT'S WHY WE'RE HERE. THIS IS JUST ANOTHER EXAMPLE OF THESE TRUSTEES ACTING BEYOND THEIR JURISDICTION, ACTING AS IF THEY ARE ABOVE THE LAW WHILE IN FACT BREAKING IT AND, ACTING AS IF THEY ARE ALLOWED TO RUN AMUCK WITH NO CONSEQUENCE.

Ben;

As my fellow delegate stated, we do not need an introduction. However as it seems that the members of this board have a difficult time remembering what they have been told I will remind you that my name is Ben Sabourin, and I along with my fellow delegate Julia Joseph represent the opinions of the students.

I would like to begin by sharing with you what I believe to be a compelling thought; this board says that they are forcing policy unto

the schools of the Halton Catholic District School Board to uphold the teachings of the Catholic Church, in addition this board is meant to ensure that its students are being educated in Catholic values by experts. So if this board truly believes that they are competent in their objectives they should be completely confident that if they put this resolution to a referendum that the majority of staff, and students would agree with them. After All these are people who you have been educating in the Catholic faith, and unless you are saying that you have failed to bestow any Catholic teachings onto your students this board should be confident that they can make educated decisions about their faith.

There are only two reasons as to why this board would not have put this motion to a referendum. Firstly, you know that your staff and students (experts in Catholic education, and individuals who you have educated) will disagree with you, on the basis that your decisions do not reflect the beliefs of the Catholic Church. Or, secondly, specific individuals on this board namely Trustees Marai, Karabela, Trites, Quinn, and Danko believe that their opinions are more important than those of the students, staff members, and parents, and that they believe that the power given to them by the people can be used as a weapon against those very people.

I truly wish that the members of this board would host town hall events for students, parents, and staff members to express their opinions, instead of moving to remove their opinions from consideration. This isn't the first time I have brought forward this idea. I have brought forward this idea before, so I know you will receive this as information. But when you do, do not be surprised when the people who elect you know my face better than yours, when your electors find a better candidate come the upcoming election, when your electors know they you leave public sessions when upset, when your electors know that you belittle students, and when above all they know that this board cut funding to some of Canada's' and the world's most notable charities.

Finally, I would like to share with this board some observations that I have made over the course of the past few months. Firstly, the Trustees from Oakville and one from Burlington destroy democracy, by voting together on issues. Secondly, this board has a problem with obeying the law. For some reason you believe that the Education Act does not apply to this board, in addition you seem to believe that resolutions that have been previously passed by this board are mere suggestions, subject to your interpretation.

At the last meeting of the board, Trustee Marai became very upset that his voice was not being heard. I found this to be quite ironic, as an individual who has now spoken to Trustee Marai at 3 board meetings, and contacted his office numerous times just to be ignored I find it to be extremely ironic that Trustee Marai feels so strongly that everyone's opinion should be heard. So I put it to you Trustee Marai,



if you feel so strongly that the voices of everyone should be heard, why have you yet to seek stakeholder input on resolution 61/18?

I would like to leave this board with one very simple and elementary statement, and that is that 2 wrongs don't make a right. The people are telling you that what you are doing is wrong, the Minister of Education has urged you to reconsider your decision, over 23,000 individuals have signed a petition urging you that you are wrong. Make this situation right, you have that ability! Let us put all that has happened over the past few months to the side for a minute, to regroup, foster discussion and debate, and in the end hold a referendum that recognizes the opinions of the staff, parents and students of the Halton Catholic District School Board, allowing the majority to rule. I implore you to have faith in the democratic system and allow the decision of the majority to rule.

Should this board once again fail to take action, I and my fellow delegate Julia Joseph would call upon the Ministry of Education to take control of this board. On the grounds that you have failed to uphold Catholic values, that you are operating outside of the Education Act, leaving board meetings mid-session and failing to represent the staff, students, and parent communities of our schools.

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 first told you 28 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.

Good evening board trustees. Thank you for giving me the opportunity to speak to this important matter tonight. I am of course referring to my opposition to the Sanctity of Life motion approved by this board earlier this year.

My name is Joel MacLeod. My wife, Amanda and I have a young daughter enrolled in senior kindergarten here in the board. Seeing as how it is likely that she will continue her education under these fundraising rules, we believe as her parents we have an obligation to voice our vehement objection to this ill-conceived policy.

We have already written correspondence to each member of the board as well as the director of education, voicing our objections to this policy implementation. However, we have not received any reply to our concerns or any explanations of the decisions of this elected board. All we have received is official silence. That is why we have decided to be here tonight to publicly address you all with our objections to the approval and implementation of this policy decision.

Our objection is three fold.

To begin, we are puzzled and bewildered as to why this decision was made in the first place. I have been a long time resident of Burlington and a former student of this board. I was educated at St. John's Elementary on Brant St. and attended Assumption Secondary School. I have many fond memories of participating in the Jump Rope for Heart and MS Read-a-thons in elementary school. As well in high school, starting each school year with the Terry Fox Run, and participating in many Civics day events for the United Way.

Never once, was the ethical nature of these beneficiaries debated amongst my peers, or questioned by faculty. Never did I see a child not participate because their parents wished for them to be excused due to moral reasons. In fact there was no controversy surrounding these events at all. We took pride in participating and in trying to surpass the amount of money raised in previous years. We learned valuable lessons of charity, the importance of helping the less fortunate and what the power of many can accomplished when focused on a goal.

This is the first time I can recall this board ever making fundraising into an issue. As parents, my wife and I are honestly at a loss to understand why now of all times it is pertinent to ban certain organizations from benefitting from the charity of our school communities.

Second, this decision places this board squarely on the wrong side of the mainstream of Canada. While it is easy for those in favour of this resolution to argue that just because it's not popular does not mean it's not right. I would caution them by saying stop for a moment, step back and look around. No other Catholic school board is rushing to join you in issuing their own fundraising resolutions. No Catholic diocese in the country has come out in favour of your decision. You have

succeeded only in alienating the students, teachers, staff and parents of this board in your endeavours.

The organizations that would be prohibited under this policy, do good work for noble causes. They work to fight hideous and evil diseases. Or they work to ease the plight of the less fortunate in the world. This is what we seek to honour. We all cannot be scientists, doctors, or social workers. We cannot build the shelters or the facilities needed to address the needs of the poor and marginalized. However, we can give those people who can, the tools they need to make a difference. And we can teach our children that they can be that difference too.

This resolution puts this board at odds with that passion. It sends a very un-Christian message to judge your neighbour first before you decide to act. It teaches our children that the sinner isn't worthy of charity. It sends the message that any Catholic within this board who might volunteer their time with these charities, or sit on their boards are immoral and unethical individuals. It tells the student who sees a loved one or a friend suffering from a disease, that we can't help you, because it might put us in an uncomfortable position.

Incredibly, this resolution puts this board in opposition to the legacy and life long hard work of the family of Terry Fox. It says publicly that his family's hard work, to raise funds to end cancer is questionable, callous and possibly immoral. It tells the world, that this board believes that its students should not participate in helping to fulfil this Canadian hero's legacy. We cannot believe that this board would ban our students from joining the millions of fellow Canadians from coast to coast to coast in celebrating Terry Fox and honouring his memory.

Finally, we object to the manner in which this resolution was introduced, passed and carried out. Many parents learned that this was adopted either through an email notification from the director of education, after the fact or by reading about it in the media. Such a far reaching and encompassing policy decision should not be made lightly. Nor should it be made in back room deals.

Parents, teachers and students were not properly informed, educated or consulted on the board's intentions and motivations in regards to this policy. This policy was approved on February 20<sup>th</sup>, only then to be sent to stakeholders for consultation. Last week on April 10<sup>th</sup> at the board's Policy Committee meeting, all of you debated over the text of the policy that you are still in consultation with stakeholders about. I myself sat in the back watching as board members debated back and forth over setting a timetable to permit consultations to move forward. At the same time you debated the wording of the policy motion itself. How can we come to you in good faith to voice our concerns when you are so eager to push forward with reckless abandon?

The format, timeline and goals of the consultation process are far from transparent. The ad hoc nature that you are pursuing in this regard is unacceptable. It leaves the public with little confidence that our concerns will be addressed let alone heard.

What will the final report look like? Will it be the final authority on whether or not this board moves forward with this resolution? Will the public be granted access to all correspondence, statements and submissions given to this board in regards to the policy? Do the concerns of parents, teachers and students carry more weight over other taxpayers at large, as they are directly affected by this policy?

These are questions that loom over this process going forward. Judging from the behaviour of this board as of late, it is apparent that this body is not prepared to properly address these issues. You have a responsibility to us the taxpayer, to ensure that our concerns are heard and addressed. If you are not prepared to move forward in a transparent, open and deliberative manner, then do not move forward at all.

We elected you. You are accountable to us and us alone. We did not elect you to act as moral guardians of our children. We elected you to ensure that our schools were properly funded, safe and gave our children the best education possible. This resolution is well beyond your mandate. Based on the behaviour of this board in recent months it is hard to accept that you have fully thought through the consequences of your actions. We implore you, let our children engage in their community as the millions of other Catholics in this province do on a daily basis. Repeal this policy immediately.

Thank you.

# Report Card

## HCDSB Board of Trustees

### Pre-Election Term



**OVERALL ASSESSMENT**  
**DESCRIPTION OF ACTIVITIES**  
**AREAS OF CONCERN**  
**NEXT STEPS FOR IMPROVEMENT**

# OVERALL ASSESSMENT



- DOES NOT meet Provincial standards
- DOES NOT meet expectations
- N - Needs improvement
- 45%
- 1 on a scale of 1-5 with 5 being the best

# Reasons for Report Card



- **We are here** because the rights of councils and students are being ignored
- **We are here** because the Trustees are ignoring the constituents they represent and the Minister of Education
- **We are here** because someone has to hold the Trustees accountable and demand they follow the Trustee Code of Conduct.
- **We are not here** to discuss the details of the fundraising policy as we still believe the final approved policy will underline the beliefs of our Halton Catholic School Board community.



# Areas Assessed



- The process utilized to change to fundraising policy
- The process utilized to change or amend Executive Compensation.
- The decision making process regarding Trustee Distribution for the upcoming election

# Description of Process around motion #61/18



- Violated Education Act – no consultation with councils for fundraising activities at inception.
- Violated Board Policy – no changes to fundraising policies can be made without consultation
- Implemented the resolution without stakeholder consultation
- Initially voted to postpone until Sep 1 but then reconsidered and defeated at policy committee – more confusion
- Accepted public input as information only giving it no consideration
- Trustees are not voting as individuals with different opinions but voting as a block
- Created a polarizing issue for those that seek to end publicly funded Catholic education. Let's think big picture!!!

# Description – Executive Compensation



- Approved Executive Compensation to be 2.6% when the Ministry was offering 5%.
- Public consultation unanimously opposed to Board approved 2.6%.
- Defeated multiple times by majority of Board and only passed after Trustee Marai agreed to reverse his vote on the fundraising policy. The public records indicate Mr. Marai had never supported any motion related to the sanctity of life before the backroom deal was struck.

# Description – Trustee Distribution



- Passed resolution keeping trustee distribution the same: 4 Oakville, 3 Burlington, 1 Milton, 1 Halton Hills for October election.
- Complete disregard for Board Staff recommendation & public survey results which proposed changing it to: 3 Oakville, 3 Burlington, 2 Milton, 1 Halton Hills (same as Public board)
- Town of Milton is appealing this decision to OMB – Trustees warned of this inevitability - our tax dollars being spent to defend their decision
- Obvious conflict of interest: 4 trustees from Oakville voted to keep their jobs

# Code of Conduct (policy I-36) Concerns



## **1 - Trustees should not vote if they are confused.**

A trustee explained the reason for a reversal in her vote was confusion

## **2 - Trustees need to ask questions and seek clarification.**

Trustees passed a fundraising resolution while admitting to the Board and publicly that they did not understand the implications.

## **3 – Trustees’ decisions must be impartial and in the best interest of the public they serve and not in response to personal influences**

Trustee stated that actions of the federal government influenced motions.

## **4 - Trustees do not hold superior knowledge of Catholic teachings. Trustees do not have moral authority.**

Trustees questioned the moral and Catholic teachings of students and prophesized personal beliefs and moral authority. The Council of Bishops have to be consulted.

# Code of Conduct Concerns



## **5 - Trustees must work to encourage a sense of Catholic community through interaction with all stakeholders**

Trustees initiated and voted on a motion without any stakeholder review. Trustees completely disregarded 20 presentations from the community. Stating that they were irrelevant and not worth consideration.

## **6 - Trustees need to accept direction from their constituents even if it is contrary to personal opinions.**

Trustees sought public surveys on issues and acted in direct contradiction to survey conclusions.

## **7 - Trustees should uphold their personal integrity and have a duty to uphold the Catholic mission of all ratepayers.**

A Trustee has created a perception that he switched his support for one issue to garner support on another unrelated personal agenda

## **8 - Trustees are elected as individuals to represent their ratepayers.**

Five trustees are voting as a group despite their personal views and what their constituents want.

# Code of Conduct Concerns Continued



## **9 - Trustees must bring concerns of parents, students and supporters of the board to the attention of the board.**

Trustees have not responded to hundreds of emails, voice mails and have hung up on students

## **10 - Trustees must abide by rulings of the Chair**

Trustees have caused the dissolution of a Board meeting when a discussion did not go the way they anticipated by walking out.

## **11 - Trustees must entrust the day to day management of the board to its staff.**

Trustees have brought forward unduly complicated motions whose effect is to replace policies and procedures of the Board.

## **12 - Trustees must follow the law. Trustee must respect direction by the Ministry of Education.**

The Board has admittedly violated the Education Act and HCDSB policies. The trustees do not have a right to a policy without consultation. As stated they have a right to carry out Catholic mission but do not have a right to do that without giving their stakeholders a voice.



# Steps for Improvement



The term is not over and all is not lost!

We have actionable items for all 3 areas but suggest you start with the fundraising policy.

**Pass a motion tonight which puts the resolution affecting fundraising policy in abeyance until the legal, appropriate process is followed and consultation is complete and accepted.**

2. Revisit the motion regarding Executive Compensation to examine the true reason for passing a 2.6% increase instead of the Ministry recommended 5%.

3. Reverse the resolution determining the distribution of trustees to accept the fair and democratic distribution and to resolve the outstanding lawsuit.

# Response to Delegation



- We have not provided you with information.
- You are required to complete the defined steps so you can comply with the Code of Conduct. (Policy No. I-36 amended Feb 6/2018)

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

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

Our confidence in you as a group has been damaged and needs to be repaired.

## **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 A. Iantomasi H. Karabela P. Marai, Vice-Chair of the Board J. Michael	D. Rabenda, Chair of the Board J.M. Rowe A. Quinn S. Trites
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Student Trustees:	C. Atrach A. Barbul	I. Schwecht
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Senior Staff:	B. Browne C. Cipriano P. Dawson, Secretary of the Board C. McGillicuddy R. Merrick L. Naar	R. Nego T. Overholt T. Pinelli A. Prkacin
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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

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### **1. Call to Order**

The Chair called the meeting to order.

#### **1.1 Opening Prayer, National Anthem and Oath of Citizenship (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 it's 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,"<sup>77</sup> "by the very commission of the offense,"<sup>78</sup> and subject to the conditions provided by Canon Law.<sup>79</sup> 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 to 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,"<sup>77</sup> "by the very commission of the offense,"<sup>78</sup> and subject to the conditions provided by Canon Law.<sup>79</sup> 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.

Trustee Karabela requested to make a statement, which the Chair responded requesting it to be brief.

Trustee Karabela addressed all the delegates in their effort in expressing views and teachings of the Church. Pope Francis was quoted a lot and she shared another quote from him from when he spoke to the Italian Catholic Physician's Association in 2014

saying, “The predominant school of thought sometimes leads to false compassion which holds a benefit to women to promote abortion an act of dignity to perform euthanasia a scientific breakthrough to produce a child considered as a right rather than a gift to be welcomed or to use human lives as laboratory animals allegedly in order to save lives” In this quote Pope Francis specifically signals out that not just abortion and euthanasia is being wrong. The Chair voiced that Trustee Karabela could not do another presentation. Trustee Karabela stated that according to Halton Alive there are 1700 abortions in Halton.

The Chair ruled Trustee Karabela out of order as she was doing another presentation.

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. Negoï)**

Report provided as information.

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

Report provided as information.

**10.6 Capital Priorities Grant Ministry Funding Announcement (R. Negoï)**

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.*

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Secretary of the Board

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Chair

## MINUTES OF THE REGULAR BOARD MEETING

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

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

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

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

Also Present: A. Bartucci, Communication Officer, Strategic Communications  
K. Boyd, President, Halton OECTA Secondary Unit  
L. Collimore, Chief Officer, Research and Development  
G. Federico, System Chaplaincy Leader and Faith Animator  
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

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### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening Prayer, National Anthem and Oath of Citizenship (A. Barbul)

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

#### 1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

#### 1.3 Information Received In-Camera

The following information was received in-camera:



Retirements

Karen Hutchings retiring effective April 27, 2018. Janis Fiamelli and Mark Melanson retiring effective June 30, 2018.

SPECIAL EDUCATION CONSULTANTS

Claudia Bauman, Karen McCarthy and Lisa Vacca appointed as Special Education Consultants effective September 1, 2018 for a period of up to three (3) years with a possibility of a one (1) year extension.

CURRICULUM CONSULTANT GENERALIST

Joanne Kenney appointed as Curriculum Consultant Generalist effective September 1, 2018 for a period of up to three (3) years with a possibility of a one (1) year extension.

**2. Approval of the Agenda**

10.8 Notice of Motion - Budget 10.8 Budget (P. Marai)

**#94/18**

**Moved by:** A. Iantomasi

**Seconded by:** S. Trites

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

The Chair called for a vote on **#94/18** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

**4. Presentations**

There were no presentations.

**5. Delegations****5.1 October 2018 PA Day (Halton Area Clerks)**

Town Clerks requested that the October 2018 PA Day be on Friday, October 22, 2018 and that once every four (4) years the PA day be scheduled to align with the municipal election.

In response to what the specific issues were the Town Clerk gave examples of parking, parent pick up, locked doors and use of restrooms.

The municipalities look at their own community facilities first followed by schools and then churches.

**5.2 Programming Options for Gifted High School Students (J. Lim)**

Ms. Lim spoke to current available enrichment opportunities in the academic stream within the Halton Catholic District School Board vs. the varying needs of gifted secondary students that are not being met. In order to continue to have suitable enrichment opportunities within already existing programs it was requested that transportation to access the Advanced Placement (AP) or International Baccalaureate (IB) programs be

made available. Ms. Lim explained that meeting the needs of special education students is mandated by the Ministry of Education.

**5.3 Programming Options for Gifted High School Students (L. Lim-Tran, A. Au, T. Yoo)**

This student delegation spoke to the challenges with transportation for gifted students living outside of a catchment area, comparison of experiences between mainstream and gifted classes, and why collaborative learning must continue.

Students confirmed that the majority of them prefer the AP Program and that they represent approximately twenty-three students.

Superintendent T. Pinelli explained that both the IB and AP programs are not slated gifted and are open to all students.

**5.4 Programming Options for Gifted High School Students (M. Lourenco)**

Ms. Lourenco spoke to the state of programming from her perspective as a parent of a child who has been almost completely through the system and how current programming could be improved. Transportation to the IB and AP programs would help in meeting the needs of gifted students.

**5.5 Resolution #61/18 Non-Compliance with Education Act (J. Joseph, B. Sabourin)**

The students of Christ the King Catholic Secondary School spoke to the resolution #61/18 being in violation of the Education Act.

Trustee Karabela clarified that it was parents and alumni of Halton Catholic who delegated at the March 20, 2018 Board meeting.

Trustee Karabela asked the students if a principal, vice principal or teacher has spoken to them about the moral principals of the Catholic teachings that is trying to be put forward with the resolution. In response, the students voiced that by helping charities such as Sick Kids Hospital or the Canadian Cancer Society they are not failing to uphold Catholic values but in fact are upholding Catholic values. Catholic social teachings include human dignity, option for the poor and vulnerable. We are called to love everyone unconditionally not just those who are deemed more Catholic from this Board.

**6. Approval of Minutes**

**6.1 Minutes of the March 20, 2018 Regular Board Meeting #95/18**

**Moved by:** S. Trites

**Seconded by:** J. Michael

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

Trustee Karabela requested an addition to the minutes at the end of item 8.2 inserting that she tried to speak to the motion twice and was denied by the Chair.

The Chair called for a vote on **#95/18**:

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

The motion was **DEFEATED**.

Audio to be reviewed and minutes updated accordingly for approval at the April 17, 2018 Board meeting.

## 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)

**#96/18**

**Moved by:** A. Quinn

**Seconded by:** A. Danko

**RESOLVED**, that in regards to the delegation regarding the October 2018 PA day, the Halton Catholic District School Board discuss and make a decision on the matter.

Trustee Danko was in support of moving the date to October 22, 2018 as it is St. John Paul II Day and that he would like to also see calendar aligned with our coterminous board.

The Chair clarified that the public board have yet to make a decision on the calendar.

The Chair called for a vote on **#96/18** and it **UNANIMOUSLY CARRIED**.

Superintendent Cipriano provided background that the Friday before Thanksgiving has been historically a PA day for twenty plus years as well as a PA day for the public board. In addition, that day has been the HCDSB Faith Day for all staff. The calendar committee (consisting of Trustees, Principal Groups, Union Groups, CPIC and Transportation) considered the request from municipalities to move the date to October 22<sup>nd</sup> but have a challenge with it as it always has had a historical connection with the Friday before Thanksgiving. It was decided together with the Halton District School Board to reach out to all elementary principals as well as all elementary school councils to ask three questions on their views of moving the PA day as well as any concerns. Should we not align with the public board calendar the cost for transportation would be approximately \$40, 000 – 45,000. The intent is to provide information gathered and two calendar options at the next scheduled Board meeting.

The deadline to submit the calendar to the Ministry is May 1, 2018.

**#97/18**

**Moved by:** A. Iantomasi

**Seconded by:** A. Quinn

**RESOLVED**, that the Halton Catholic District School Board include information received from questions be brought back in the form of a report at the April 17, 2018 Board meeting.

The Town clerk confirmed that spaces have been allocated.

Staff confirmed that other Boards in vicinity have sometimes accommodated the election but historically we have always keep the Friday before Thanksgiving as a PA day.

The Chair called for a vote on **#97/18** and it **UNANIMOUSLY CARRIED**.

**#98/18**

**Moved by:** H. Karabela

**Seconded by:** S. Trites

**RESOLVED**, that in regards to the delegation regarding Programming Options for Gifted High School Students that the Halton Catholic District School Board provide a staff report as to the estimated number of Identified Gifted Students who would request transportation for the AP or IB programming outside their catchment area and the cost of the transportation based on the most efficient means of providing same.

Trustee Iantomasi requested that equity be considered, as students currently in either the AP or IB programs do not receive transportation.

Trustee Quinn requested that the staff report include what the increase in the AP program would look like, the current plan and teacher availability.

Trustee Danko requested options and scenarios that are different from current practice.

Superintendent B. Browne clarified that the survey was solely to collect information on the experiences of secondary students.

The Chair called for a vote on **#98/18** and it **UNANIMOUSLY CARRIED**.

**#99/18**

**Moved by:** H. Karabela

**Seconded by:** S. Trites

**RESOLVED**, that in regards to the delegation regarding resolution #61/18 non-compliance with Education Action, the Halton Catholic District School Board receive the delegation as information.

Trustee Rowe confirmed that the Fundraising Policy would be sent out for stakeholder consultation.

The Chair called for a vote on **#99/18**:

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

Trustee Iantomasi called a point of order to action item 8.2 and requested it be disallowed. She stated that a consultation was going to take place regarding resolution #61/18 and the Board should not be moving forward until hearing the expectations of stakeholders.

The Chair disallowed the motion explaining that there is currently a resolution of the Board that the Fundraising Policy go out for consultation.

Trustee Danko appealed the ruling of Chair. The appeal was denied. Several points of orders were made referencing Board by-laws to take a vote on the appeal.

The Parliamentarian agreed with the ruling of the Chair regarding disallowing the motion as the Chair may disallow a motion under certain circumstances.

A point of order was made from Trustee Quinn as agenda was approved at start of meeting.

Trustees Marai and Danko voiced that the by-laws could only be suspended by a vote.

Trustee Danko moved to adjourn the meeting seconded by Trustee Quinn. The Chair continued the meeting.

Trustees Danko, Marai, Karabela, Quinn and Trites left the meeting.

Quorum was lost and the Chair adjourned the meeting.

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

Meeting was adjourned.

- 8.4 School Name Selection – Northeast Oakville Catholic Elementary School (Support Action) (T. Overholt)**  
Meeting was adjourned.
- 8.5 St. Peter CES Child Care Addition Approval to Proceed with School Capital Planning (R. Merrick)**  
Meeting was adjourned.
- 8.6 Bishop Reding Catholic Secondary School Addition Approval to Proceed with School Capital Planning (R. Merrick)**  
Meeting was adjourned.
- 9. Staff Reports**
  - 9.1 Oakville Northeast CES Addition Approval to Proceed with School Capital Planning (R. Merrick)**  
Report was provided as information.
  - 9.2 Religious Education Resource Selection (A. Prkacin)**  
Report was provided as information.
  - 9.3 Secondary Academic and Applied Geography Textbook Selection (A. Prkacin)**  
Report was provided as information.
  - 9.4 Recommended Names for Oakville South Catholic Elementary School (T. Pinelli)**  
Report was provided as information.
  - 9.5 Education Development Charges (EDC) By-Law: Application of Operating Surpluses and Alternative Accommodation Arrangements (R. Negoj)**  
Report was provided as information.
- 10. Information Items**
  - 10.1 Student Trustees Update (A. Barbul)**  
Meeting was adjourned.
  - 10.2 School Educational Field Trips (T. Overholt)**  
Report was provided as information.
  - 10.3 Religious Education Congress 2018: Rise Up (L. Naar)**  
Report was provided as information.
  - 10.4 Trustee Distribution Survey Results (A. Swinden)**  
Report was provided as information.
  - 10.5 Release of the 2018-2019 Grants for Student Needs (GSN) (R. Negoj)**  
Report was provided as information.
  - 10.6 Update on the 2018-2019 Budget Consultation Process - Summary of Feedback Received Through Telephone Town Hall (A. Swinden)**  
Report was provided as information.

**10.7 2018-2019 School Year Calendar - Verbal Update (C. Cipriano)**

The meeting was adjourned.

**10.8 Notice of Motion – Budget (P. Marai)**

*WHEREAS, in the last ten years:*

- *The Halton Catholic District School Board budget has increased 60% from \$250 Million to \$400 Million.*
- *The Halton Catholic District School Board enrollment has increased 19.5% from 28,865 to 34,486 students.*
- *Consumer Price Index has increased 17.56% or 1.63% per annum.*

*WHEREAS, the Halton Catholic District School Board is charged with the responsible spending of public funds.*

*WHEREAS, the Halton Catholic District School Board is committed to investing in front line resources that maximize student achievement.*

*BE IT RESOLVED, that on annual basis, Trustees launch a confidential consultation with the Halton Catholic District School Board staff and the public, with a goal of finding savings and efficiencies in the Board budget.*

**11. Miscellaneous Information**

There was no miscellaneous information.

**12. Correspondence****12.1 Christ the King Catholic Secondary School Parent Council****12.2 D. Harvey****12.3 J. MacLeod, A. Downs****12.4 J. O'Hearn****12.5 C. Waddick****12.6 Town of Milton****13. Open Question Period**

No questions were submitted.

**14. In Camera**

There was no follow-up In-Camera session.

**15. Resolution re Absentees**

There were no absentees.

**16. Adjournment and Closing Prayer (J. Michael)**

The meeting adjourned due to lack of quorum at 9:21 p.m. with a prayer led by J. Michael.

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Secretary of the Board

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Chair



**BUSINESS ARISING FROM PREVIOUS MEETINGS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS

**OUTSTANDING POLICY ITEMS**

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

## ACTION REPORT

## ITEM 8.2

### SCHOOL YEAR CALENDAR 2018 - 2019

#### PURPOSE:

The *Education Act* requires each school Board to establish a School Year Calendar, identifying instructional days, professional activity days and holidays for each school year. The Ministry of Education establishes the number of days for the schools of the Province and in accordance with Regulation 304, each Board is required to submit a Board-approved calendar to the Ministry of Education by May 1, 2018.

#### BACKGROUND:

The School Year Calendar Committee takes into account several considerations:

1. School communities have generally advised that, when selecting a professional activity Day, a Friday or Monday is preferred. Some employers appear more willing to permit parents to have occasional holidays on those days (or just before statutory holidays).
2. An essential factor in the establishment of the 2018 - 2019 calendar is the integration of transportation services with our coterminous Board. Consultation, which complies with Ministry direction, has occurred with the Halton District School Board.

#### COMMENTS:

The 2018 - 2019 School Year Calendar Committee is comprised of a parent representative of the Catholic Parent Involvement Committee (CPIC), OECTA Unit Presidents (Elementary and Secondary), CUPE 3166 and 5200 Representatives, Principal Association representatives and one (1) trustee. The Committee met on January 25, 2018 for the purpose of preparing a draft calendar.

The 2018 - 2019 School Year Calendar consists of one hundred and eighty-seven (187) instructional days, of which ten (10) days (five (5) per semester) are classified as secondary school examination days as per Regulation 304. An additional seven (7) Professional Activity Days are added on to the calendar throughout the year.

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

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

At the March 6, 2018 Regular Meeting of the Board, the School Year Calendar was presented as part of the Staff Report which reflected Friday, September 21, 2018 as a PA Day. Since that time, representatives from both Milton and Halton Hills have contacted both the HCDSB and HDSB to request

that date be changed to a Monday in September as our regions celebrate Fall Fairs throughout the month of September and our teaching staff have taken part in Friday school days at each of the Fairs. In response, our Board, along with our coterminous Board have accommodated this request by changing our September PA Day to Monday, September 17, 2018.

At the April 6, 2018 Regular Meeting of the Board the Town Clerks delegated to the Board requesting that Monday, October 22, 2018 be set as a PA Day in order to accommodate the Municipal Election. Historically the October PA Day has traditionally taken place on the Friday before the Thanksgiving Day weekend. On this day, our staff across the entire system take part in our annual Faith Day celebration and activities. A survey was sent to Principals and School Council Members requesting their feedback on April 5<sup>th</sup> and remained open until April 12<sup>th</sup>. Overall, 50.7% of all 430 respondents chose October 5, 2018 as the preferred date for the PA Day, 30.2% chose October 22, 2018 as the preferred date, and 19.1% had no preference. The feedback received is attached as **Appendix C**.

At the time of writing this Action Report, all PA Days and exam writing days with the exception of the October PA Day are aligned with our coterminous Board. The HDSB has also surveyed their stakeholders regarding the October PA Day and will be receiving that information and deciding on their calendar at their April 18, 2018 Regular Meeting of the Board.

#### **CONCLUSION:**

Trustees are invited to consider the proposed 2018-2019 School Year Calendar option “A” **Appendix A** (PA Day on Friday, October 5<sup>th</sup>) or option “B” **Appendix B** (PA Day on Monday, October 22<sup>nd</sup>). Once approved, the proposed School Year Calendar will be forwarded to the Ministry of Education for final consent.

#### **RECOMMENDATION:**

<b>RESOLUTION</b>	<b>MOVED BY:</b> <b>SECONDED BY:</b>
<b>RESOLVED</b> , that the Halton Catholic District School Board approve the 2018-2019 School Year Calendar option “A” as presented.	

<b>RESOLUTION</b>	<b>MOVED BY:</b> <b>SECONDED BY:</b>
<b>RESOLVED</b> , that the Halton Catholic District School Board approve the 2018-2019 School Year Calendar option “B” as presented.	

**REPORT PREPARED  
AND SUBMITTED BY:** C. CIPRIANO  
SUPERINTENDENT OF EDUCATION

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



## SCHOOL YEAR CALENDAR 2018-2019

STUDENTS DO NOT ATTEND SCHOOL ON THESE DAYS

Date	Elementary Schools	Secondary Schools
Monday, September 17, 2018	School Improvement Planning	School Improvement Planning
Friday, October 5, 2018	Faith Day	Faith Day
Friday, November 23, 2018	Parent Teacher Interviews	Assessment and Evaluation
Friday, February 1, 2019	Report Card Writing	Curriculum Review – Semester 1
Friday, February 15, 2019	Equity and Inclusion	Equity and Inclusion
Friday, April 12, 2019	Health and Safety/Mathematics	Health and Safety/Assessment
Friday, June 7, 2019	Report Card Writing	N/A
Friday, June 28, 2019	N/A	Curriculum Review- Semester II

Instructional School days-Elementary      187  
Instructional School days-Secondary      187

Total School days-Elementary      194  
Total School days-Secondary      194

First day of instruction for all students:      Tuesday, September 4, 2018  
Last day of instruction for elementary students:      Friday, June 28, 2019  
Last day of instruction for secondary students:      Thursday, June 27, 2019

Examination Days (Secondary):      January 24-30, 2019 (five days)  
June 20-26, 2019 (five days)

### SCHOOL BREAKS, STATUTORY HOLIDAYS AND BOARD DESIGNATED HOLIDAYS

September 3, 2018	Labour Day
October 8, 2018	Thanksgiving Day
December 24, 2018 to January 4, 2019 (inclusive)	Christmas Break
February 18, 2019	Family Day
March 11-15, 2019 (inclusive)	March Break
April 19, 2019	Good Friday
April 22, 2019	Easter Monday
May 20, 2019	Victoria Day



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May 20, 2019	Victoria Day



## October 2018 Professional Activity Day Survey Report

Summary of Results from Principals and School Councils

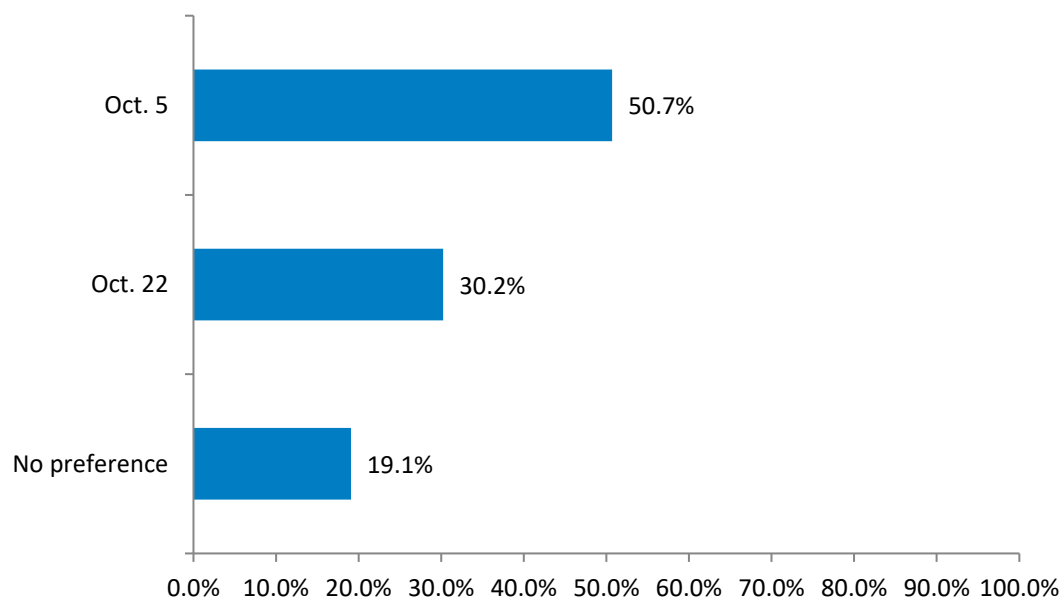
Report prepared by:  
*Research & Development Services*  
4/13/2018

## October 2018 Professional Activity Day Survey Report

This report summarizes the feedback received from the *PA Day Surveys*. Elementary Principals and School Council members were asked through an email invitation to participate in a survey. The surveys were open between Thursday April 5<sup>th</sup> and Thursday April 12<sup>th</sup> 2018. In total, 46 responses were received from the principal survey, and 384 responses were received from the school council survey for an overall total of 430 responses.

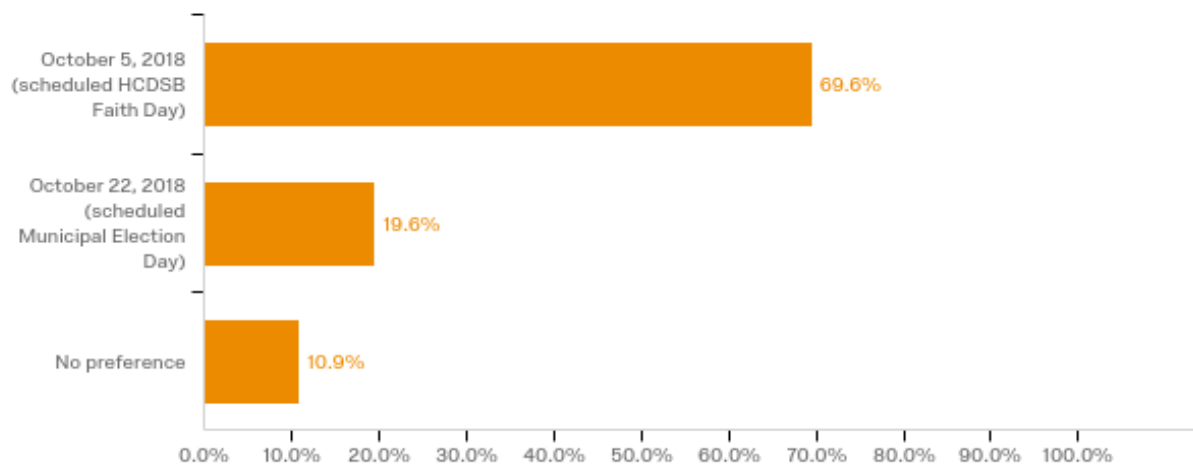
### OVERALL RESULTS

Overall, **50.7%** (n=218) of all 430 respondents chose October 5<sup>th</sup>, 2018 as the preferred date for the October 2018 PA Day.



## PRINCIPAL SURVEY RESULTS (100% response rate)

**Q1 - Which day would you prefer for our October 2018 PA day?** The majority of respondents chose October 5<sup>th</sup> (n=32, 69.6%).



**Q2 - On Election Day, some elementary schools are open to the public for voting. There is a designated area in the school that is used for this purpose and that is monitored by security. Do you have any comments about this practice?** All comments are provided below.

Has been successful in the past so no reason to change.

The only information that I would share is that when we discussed this survey request at our recent Catholic School, council members were concerned about safety of students given the volume of people come in and out of the school. Are there not other community sites that the voting could take place in. We would require a bit of planning; however, we could manage by directing traffic to certain doors and limit access to the school.

I do not.

I have been in schools that are a site for polls on Election Day and it has always run smoothly.

In the past I have been a VP during an election. It is difficult to monitor the school. A security guard had a peanut butter sandwich during an election day and was asked to dispose of it by me.

While there is security, there is still a concern having our building open to the public with students present. However, it typically runs smooth and most will attend in the evening to vote. Maybe that day can be cleared to ensure all administrators in at their school sites.

No, none.

Parking is always a challenge on these days and keeping the public from wandering past security can be a challenge.



taking time away from students gym day

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I have been at two schools that had polling station during elections. At both schools the process ran smoothly. A specific entrance and exit was provided for voters and the area was monitored to ensure voters did not wander the school.

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no

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In the past, the election day has been conducted on a regular school day with extended hours to allow for easy access for all citizens. The election day should not interfere with our Faith day as it is a secular event. Whereas, Faith Day is a highly valued and necessary part of our Catholic Board and should be protected.

---

In large schools with limited parking, this extra traffic is an issue.

---

I am fine with it.

---

I do not believe an elementary school should be used for voting purposes during the school day. We work hard at ensuring the safety of our students through our locked door and check in system and yet on that day we open our doors to the public and usually with only one security person in place we are to ensure student safety. It disrupts the learning of students. Our students are in a quasi hod and secure for the day and washroom facilities are limited as the public needs access to the very same washrooms that half the school uses.

---

Election days have never created much disruption within the schools I have been assigned to. However, sometimes the security personnel assigned are not entirely engaged. I think as a board we should make decisions that we believe are in the best interests of our students and staff members. I believe that the pressure on schools to change the PD day to accommodate the municipal election is strictly financially based, as money will be saved from not having to hire security personnel that day for schools. An additional item to consider is that some schools may have already been proactive and booked venues to host faith day activities based. The timing of our board's faith day has always been a tremendous opportunity for staff bonding and appreciation for the gifts we have been given, including the gift of Catholic education.

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No

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In the past we have securely used schools to facilitate this practice and many of our schools are being used in June for the provincial election. Why is there a need to align a PA day with Municipal election day?

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No

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Even though Security Guards are present and I have never encountered a problem with the general public while voting, I am very hesitant of using a school during the day to be used as a polling station. It is unavoidable that perfect strangers will be in the vicinity of students. As the Principal of the school, I am very concerned for the students safety and if it is completely necessary to use schools for this purpose.

---

We have accommodated municipal elections and/or provincial elections at our schools in the past. I feel we are able to accommodate this process during a school day if we have a security guard at the front entrance as per past practice. Thank you for the opportunity to provide our input!

---

It has been effective in the past.

---

I have not experienced election day as a Principal. However, as a teacher, I found there were no interruptions or concerns with this practice. I am confident that we can plan appropriately if being used as a voting station.

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Parking becomes an issue at schools, especially during opening and closing times for schools. There may be monitoring within the school, but there is no monitoring in our Parking Lots for student (and staff)

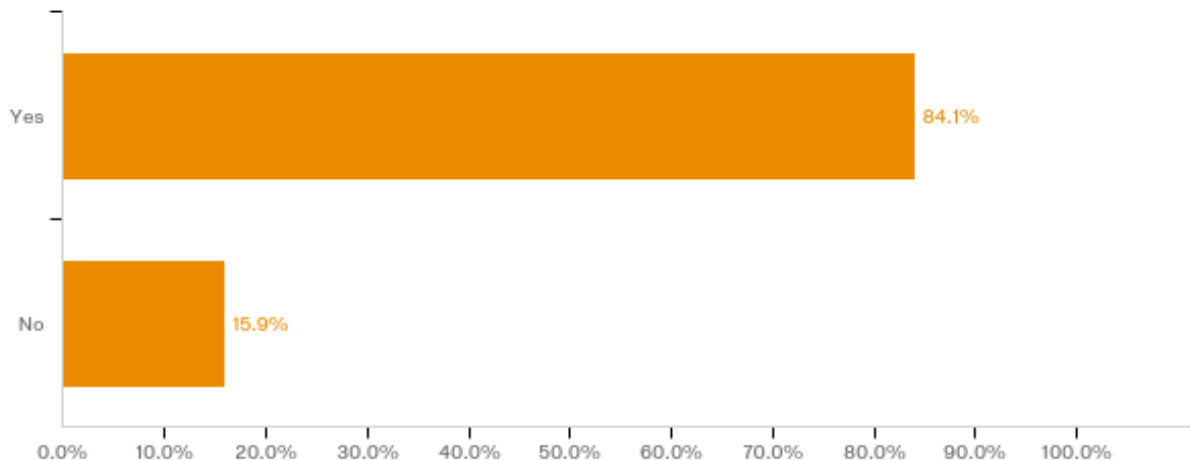
safety. Set ups usually involve school staff (including the Principal/Vice-Principal/Custodians) which take away from their daily functions.

I have been comfortable with the level of security and support provided on Municipal Election Day.

I truly believe that having schools used for elections is not a safe practice. We work diligently to assure the safety of students and staff and it is becoming increasingly difficult for administrators to do so. Surely there are enough recreation centres; public libraries; and municipal buildings to house voters so that the school day remains uninterrupted and safe. After experiencing 3 elections in the school, it is clear that the security people sent are not familiar with the unique demands on schools and the needs of children.

## SCHOOL COUNCILS SURVEY RESULTS

**Q1 - On Election Day, some elementary schools are open to the public for voting. There is a designated area in the school that is used for this purpose and that is monitored by security. Were you aware that on Election Day part of the school building is open to the public for voting?** The majority of the 383 respondents who answered this question said YES (n=322, 84.1%)



**Q2 – Do you have any comments about this practice?** All comments are provided below.

As long as there is supervision and no access to student classrooms, etc.

No

no

Greater security should be present.

Good with either day as long as both the HCSB and the HDSB keep the PA Days the same.

It is customary to do this to accommodate voters, however it is prudent that the school being used as a voting location is non-functional at this time.

I know there is security set up but hard to control

No

No

No

Don't like it when students are in the building

I don't like it.

Are all schools in HCDSB open to public on Election Day or only select few?

There should be a security member(s) watching over who is in and out and only have one exit.

It does concern me a small bit that people can wonder the halls where the kids are - if I remember correctly security was only at the door and not near the washrooms where the kids would have access

It has been the practice that certain schools are always selected for public voting. While it may be infrequent - in the case of municipal elections - are these schools also chosen for provincial and federal elections? In spite of the security put in place around schools during these events, I would prefer that our youngest children (K - 8) not have interruptions to their school day and risks to their personal safety.

I know the school takes steps to ensure the children are safe. However I don't feel safe

It is very convenient.

None

It's not perfect as there are "strangers" in the building but the counter balance is it offers a eyes/hands on experience/exposure to an integral part of our democratic heritage.

Not too s cure with people coming and going

I believe that allowing any member of the public to access a school while students are present for a reason such as this puts the school population at risk for their safety - especially elementary school children.

no

I don't like it. I think it's unsafe. You never know who is coming into the school and their true intention.

No

I would prefer that schools are not used as designated polling stations. I think community centres operated by the city would be a better option.

No

Why do we have to pick - Thanksgiving Friday should be a holiday and if people are scared about Election Day then make it an opt to stay home

This is a good thing, having schools open when voting is taking place. It gives them real time.exposure to the voting process and the importance of voting as part of our democratic system. It makes them eager and excited for the time in which they receive this right.

I think public arenas or libraries would be a better choice

It's great!

No problem whatsoever

I agree with the use of the buildings and infrastructure for all necessary purposes

I think it's an excellent opportunity for the students to see our electoral system at it's finest. So many opportunities for learning

As long as the children are kept separate, it is fine.

I think it is perfect place to vote

I think it's risky to have this take place at the same time as our children being in the school.

I don't mind mind it

Safety concerns

Security during school hours.

I don't feel that voting poll stations should be set up in Elementary schools but rather in Recreation Centres throughout the community. I think there is a safety concern with adults entering a school during the day when children are present.

What level of security is utilized to protect the students from members of the public who routinely would not have access to the school?

Public should not be allowed to be wandering in the school, but if security is provided and is doing their job, this should be ok.

I have no issues with the school being used, As long as they don't Make is change our PA days, etc. I don't think we should change the P.A. day and take away the annual faith day celebration that the teachers and staff participate in.

I think this is a great teachable moment for our young people to see first hand our electoral process; I beleive it is an important part of the messaging in driving social and political accountability and inclusion at a young age; bring it on and don't do it in a secluded. behind closed doors manner!

I don't like the general public allowed in the school during school hours however, if it is tightly secured, I don't think there would be an issue.

Recommend a) children not be in school on days schools are used as polling stations and b) PA day aligns with the HDSB date to facilitate planning when families have children in different boards.

I'm curious how much security there would be. I'm not necessarily comfortable knowing anyone could come in and out of the school while there are children present

As long as security is present, no issues

I am ok with this as long as it does not occur during school hours or when children are present (e.g., extended child care program hours).

Schools should not be used at all for public voting. I believe there are enough municipal buildings within a community to allow for sufficient poll stations therefore voiding the need for our schools to be opened up to the public for voting. It defeats the purpose of the safe schools act.

I dont agree with it. I feel there are community centres that would work better.

nope

It's ridiculous ..they should absolutely use another facility..library's rec centre etc

No

no

No - so long as it's properly supervised by the principal and communicated to the students. I see no issues. In fact I believe it is a valuable learning experience to understand how democracy works.

No

no concerns

disruptive, parking lot issues

The children should not be in class during an election. It is not safe for them.

My child wasn't in the school system yet during the last election, so I hadn't given it much thought, but realize not with this survey, that is the case. I have to say I don't love the idea of the general public having access to my child's school during the day when all of the children are there.

It's fine.

no

There have not been any issues that I am aware of. It works well.

No

Better if no students in school if premises accessible by general public.

This practice has been done for years, and has never previously affected student activity throughout the day. I would also think that most voters vote in the evenings since voting hours are extended until late in the evening.

Safety concerns of my children letting anyone, any time during that time to enter school without signing in or having staff/administrators knowing.

For the safety and security of elementary students my preference would be that other locations be looked at such as libraries, highschoools, recreation centres. While I can appreciate that there are a number of volunteers assisting, distractions and plain human error could easily occur thus allowing the public access to our children. We keep the school doors locked and monitor, why would we negate this practice and allow strangers into our schools?

It's happened before - worked fine - volunteers do their jobs - limit access to the school areas

This practice puts our students at risk and if there is an option to avoid this, such as moving the PA Day, I don't know why there would even be a question. I know there have been issues in the past with voters wandering into areas where they should not be, as well as stopping and talking to Kindergarten children outside. It is difficult for one security person to monitor the whole school as well as outside. It is difficult to control so many people in a busy school regardless of signage etc., A security guard is also an added expense and not sure the benefit of retaining the October 5th date beyond people wanting a 4 day weekend. If things are booked, parents can pull their children out of school and staff are supposed to be working anyway. This seems pretty obvious to me and a complete waste of resources to even be going through this survey process.

I am not concerned about this practice.

I don't like that.

None

Now that I know I will keep my son home knowing strangers are going in and out

There should be a voter card presented on entry and checked to assist with security

Is this practice for all elections? Even if you make the Election Day a of day, the YMCA day are is still open so it won't make a difference. Also, most people will likely vote after school hours or more people will vote because they can vote while they pick up or drop off kids to school

yes i have a concern about safety of the children and strangers in the building. normally to be in a school you would need to sign in and provide PRC's...but on these days this practice is thrown out the window. Even if the PA day was moved to accomodate this 100's of YMCA children will still be in the building and it puts them at risk to all the strangers in the building. I think security measures need to be put in place and communicated to all parents, teachers and YMCA staff on how they will be proctected. I think the municipality should look at different places to hold the elections especailly with all the recent news about school shootings and safety issues.

It's fine.

no and as long as there is security monitoring I am in agreement

I don't believe this is a safe practice

Provided appropriate security measures are in place, there is no reason not to do so. Having children still in school also makes it easier for parents to vote.

NO

No

So long as schools prepare students and staff it should be fine. As well, as long as there is an elections person at the door to direct people to the voting area it should be fine.

Only concern is privacy and security of students and staff

no

I would prefer the school not be open when voting takes place, or perhaps an alternative venue should be identified for the voting!

Yes. Would prefer rec centres, churches and other public buildings be used for polling.

Common practice. Okay with it. Kids are kept away from the area and it's monitored so visitors can't go anywhere else

Yes it raises a number of safety concerns.

I see nothing wrong with this

lys great to use schools to help with voting but i think that if the catholic board wants to keep the catholic faith then having a faith day is important. After all the debates and feelings about the whole where fundraising money goes i think there will be backlash if faith day is taken away at this time.

No.

Additional security for students

As a parent I have safety and security concerns when schools are open to the public

As long as there is enough secular to keep our kids safe I am ok with it.

No - I am okay with having election canada onsite during the school day

I feel it causes distractions for the students and safety concerns.

No

No

no

None

I do not believe that opening the school to the public for any purpose, while the children are in school is conducive for their safety and security.

I am fine with it. It's good for kids to see the voting process

No, I think it's okay.

No

no

Student safety with visitors entering the school.

I would rather this practice not continue. For student security, close the school on election days.

It should be pd day

Of course the safety of our children. If someone wants to gain access to the school they will try their hardest to do so.

We can use school for voting, but if we add a PA day in October, let's subtract one from somewhere else. There are too many days that kids miss class and much of the responsibility for teaching and homework is being passed on to parents.

Great Idea

It makes me uncomfortable knowing that part of the school is open to the public and would prefer the kids not be in attendance for many reasons.

I don't like it, it interferes with daily activities at school and our schools are to be locked!

NO

I feel that the school is not secure when it is voting day. Anyone can enter the school while our children are walking the halls etc....

Given that our particular school only has one bus, I don't see the costs incurred as major and would like to see the PA day remain as part of the holiday weekend. Most parents would have an easier time arranging for time off or child care on a Friday vs. mid week.

I have been in a school to vote during school time [REDACTED] it didn't bother me but I would prefer to vote at a location where school children are not around

No concerns. Safety protocol is in place.

Not ideal for the safety of the students

I do not like the fact that many strangers walk into our schools.

no

Feel it's not safe for the kids.

no

How much security is there to keep students safe?

I personally do not like the fact that the students are at school while this process takes place. Especially in this day and age with so many unexpected things happen with strangers entering the school. Safety for the students first should be a priority from these types of voting events.

No

as long as the students are safe and there is minimal interruptions

Given the realities of 21 C society and the need to keep children safe, this is unwise

Can be of a concern, hard to ensure safe entry

I don't like it due to the security factors involved.

It's good for the students to see democracy in action.

It would be preferable to only open schools to the public after the school day has ended in order to ensure the security of our students

I have concerns about the safety and security of the students during the voting process.

no problem as long as students are never left alone anywhere in the school on voting day.

How nice that you as our input for this an not the Sanctity of Life Motion.

I don't think it schools should be used. It jeopardizes the safety of our students

No

I think that having complete strangers - especially those who do not have a direct family member that attends the school, should ever need to step foot inside of it . There must be other public areas where this can take place - at least for the safety of the students

Has there been any issues in the past ? if so, details would be appreciated

Schools are in the heart of every community, using them for voting is resourceful, reinforces the school's role in the community and is helpful to encourage everyone to vote. On the other hand, having adults walk within the school hallways is distracting and potentially dangerous for the children in the school. Therefore, only gymnasiums which have an outside door (which all should due to fire code regulations) should be used for voting and that door should be the only way for the public to get in and out of the school.

Keep it if it is the cheapest way to run the elections

Although I believe the studetns are safe, I believe having a voting station and voters in school is a disruption to their learning

I think it should continue - it's a designated area for voting. Election day is also June 7 on a school day (as with many past election dates), why change for the October election date? It makes more sense to keep status quo for families that may use the opportunity to travel during the Thanksgiving holiday.

I have no problem with this practice.

No.

don't like this practice when our children are in school- presents a challenge for the school to maintain the safety of our children

I have always been a bit uneasy with this practice. I respect that precautions are made to ensure the safety of the children, but I still find it concerning.



No

I think it is good for our young people to see a part of the election process so I have no concerns.

Good to see interest in the local elections, encourage the vote!

I do have a concern with safety as people are roaming the hallways to get to the gym. If possible to have faith day on the 22nd would be better for children's safety in all regards

I believe this practice has been implemented for several years and has always worked to accommodate our community in regards to voting.

Not a problem be concerned with.

No

Security and safety should be the highest priority.

I have no concerns about the safety of my children if their school is a voting site. It actually allows the opportunity to reinforces the electoral responsibilities of Canadians by having the school location participate in the process. I think we'd get a lower voting turnout if we gave that Monday off as families may take the long weekend to travel and/or upset their work schedule to accommodate a PA day over and above an election day.

no

None

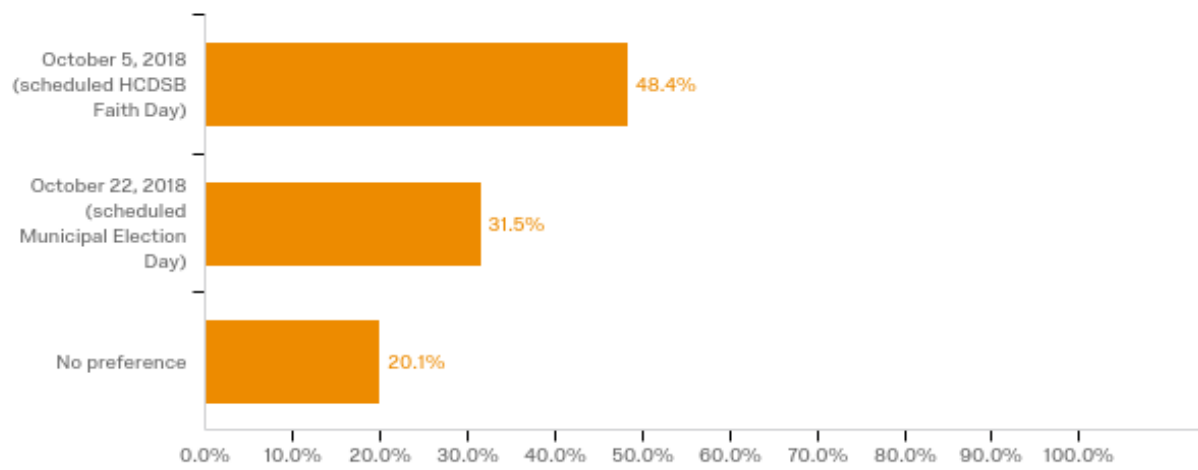
Security, safety for students

Scheduling PA days on Friday before long weekends put unnecessary hardship on parents as it can be difficult to get this day off of work (day prior to long weekends)

I would prefer to keep the P.A. day set as the Friday before thanksgiving so the teachers and staff can participate in faith day. Parents don't always take the P.A. days off. It hasn't been an issue in previous elections so why do we need to pay extra cost.

I am ok with it as long as there are no students in the school during this time

**Q3 - Which day would you prefer for our October 2018 PA Day?** The majority of respondents chose October 5<sup>th</sup>, 2018 (n=186, 48.4%).



**ACTION REPORT**

**ITEM 8.3**

**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

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

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

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

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

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

### **Highlights/Summary Points**

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

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

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

## Project Submissions

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

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

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

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

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

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

All public announcements regarding capital investments in child care, child and family programs, and/or the publicly funded education system are joint communications opportunities for the provincial government and organizations involved in the projects. Please follow the protocol outlined in Appendix C related to these opportunities.

## **Ministry Contacts**

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

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

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

### ***Capital***

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

### ***Communications Protocol***

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

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



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

*Original signed by:*

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

*Original signed by:*

Shannon Fuller  
Assistant Deputy Minister  
Early Years and Child Care Division

**Appendices:**

Appendix A: Child Care Capital Projects Submission Requirements  
Appendix B: Child and Family Program Capital Projects Submission Requirements  
Appendix C: Communications Protocol Requirements for Public Communications and Events  
Appendix D: List of Ministry Early Years Education Officers and Child Care Advisors  
Appendix E: List of Ministry Capital Analysts  
Appendix F: Capital Approval Process Chart

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

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

### **Child Care Eligibility**

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

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

- Existing empty space within the school.
- Whether or not the school is in an accommodation review, and could potentially close, consolidate or remain open.
- Whether or not the child care and/or the child and family program could potentially be part of a joint use capital project, especially in rural, northern, and small communities.
- Whether the school has existing child care and/or child and family program space.
- The average daily enrollment and the on-the-ground capacity of the school.
- Current utilization rates, and historical/forward trend analysis.
- Number of existing empty classrooms.

### **Joint Planning and Local Prioritization of Child Care Capital Projects**

The Ministry expects school boards and CMSMs/DSSABs to work together to identify the need for dedicated child care space to support children ages 0 to 3.8 years in schools.

School boards and CMSMs/DSSABs are no longer required to separately provide a priority ranking for each child care capital funding request being submitted for

consideration. However, if the school board chooses to provide a priority ranking, they should rank against its other child care capital projects on the Early Years Joint Submission.

If the CMSM/DSSAB chooses to prioritize the child care capital projects they are being asked to sign-off on, they have the two choices for priority ranking:

- 1) By all school boards (e.g., if the English public school board, the English catholic school board, and the French catholic school board all request CMSM/DSSAB approval on their Early Years Joint Submission, the CMSM/DSSAB must prioritize them all together).

This option will require active communication between CMSMs/DSSABs and coterminous school boards to prioritize child care capital projects being submitted by all school boards in the service area of the CMSM/DSSAB.

- 2) By individual school board.

### **Ministry Prioritization of Eligible Child Care Capital Projects**

As originally communicated in the 2015:B11, 2016:B11, and 2016:B19 memorandums, the Ministry will continue to use the following factors to prioritize child care capital projects under this policy should the number of eligible submissions surpass available funding:

- child care replacement due to school closure/accommodation review;
- age groupings (programs serving infants are a priority);
- accommodation pressures/service gaps;
- cost effectiveness and school viability; and
- equitable geographic disbursement of new child care spaces.

### **Child Care Operational and Accountability Requirements**

Approved new construction of child care rooms must meet the following operational and accountability requirements:

- The child care rooms will not result in an operating pressure for the CMSM/DSSAB (multi-year operating funding will be made available to support child care capital projects approved in 2017-18).
- The physical space will be owned by the school board and leased to the child care operator or CMSM/DSSAB. School boards are not to charge operators beyond a cost-recovery level.

- School boards will operate on a cost-recovery basis and recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance, and repair costs) directly from child care operators and/or CMSMs/DSSABs as per the school board's usual leasing process. School boards are not permitted to absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through Ministry funding, such as the School Facility Operations or Renewal Grant. School boards are not expected to take on additional costs to support facility partnerships, although school boards will continue to use their discretion in supporting partnerships based on their student achievement strategy.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child care rooms. As per the Ministry's Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable. School boards will require an ATP before the project can be tendered.
- School boards and CMSMs/DSSABs should contact their child care licensing representative as soon as possible as all child care capital projects require a floor plan approval letter issued by the Ministry of Education's Child Care Quality Assurance and Licensing Branch prior to receiving an ATP or starting construction. In order to streamline the floor plan approval process, school boards and CMSMs/DSSABs should note to their child care licensing representative if the child care floor plan has been used in the past (i.e., a repeat child care floor plan design) or if the child care floor plan will be used for multiple child care sites in the near future.
- Child care space will not count as loaded space for the purposes of the facility space template. The facility space template should provide details of the child care space under the section "Community Use Rooms."
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child care capital projects are within the approved project funding and do not exceed the Ministry's benchmarks.
- Rooms must be built in accordance with the *Child Care and Early Years Act, 2014* (CCEYA).
- It is expected that all new child care rooms funded under this policy will be built to accommodate a maximum group size for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, 24 preschool spaces, and 15 family age grouping spaces), and that child care rooms will be for exclusive use during the core school day. Although unobstructed space requirements are per child, infant, and toddler group sizes require additional space for separate sleep areas, change area, etc. These should be considered when developing child care floor plans. Considerations should also include the long-term use of the room,

including the ability to convert to other child care age groups or for classroom use.

- Please note, a new optional approach to age groupings, ratios, and staff qualifications will be implemented starting September 1, 2017 as part of the recent regulatory announcements under the CCEYA. Under the new approach, licensees will have the option of operating under the current requirements for age groupings, ratios, and qualifications (Schedule 1) or applying to adopt the new option (Schedule 4). Licensees and new applicants will have the opportunity to apply for a license under Schedule 4, which would be approved based on set criteria. For more information on Schedule 4 visit:  
<http://www.edu.gov.on.ca/childcare/FamilyAgeGroupings.pdf>
  - The new Schedule 4 licensed age group called “family age grouping” for children 0 to 12 years allows the placement of children of different ages in the same group in the same play activity room, subject to regulations. The family age grouping (Schedule 4 in Ontario Regulation 137/15 of the CCEYA) may be an option for licensees as follows:
    - A centre that has 15 or fewer children where the family age grouping is the only age category in the centre.
    - A separate child care program that runs outside of a centre’s standard operating hours (i.e., evenings, overnight, and weekends).
    - A centre that wishes to license a family age grouping alongside other age groups licensed under Schedule 1 of Ontario Regulation 137/15.
- It is important that school boards and CMSMs/DSSABs are taking into consideration licensed child care operator viability, and flexibility where appropriate, when determining appropriate mix of age groupings. Programs created will support continuity of services for children and families in order to accommodate children as they age out of programs. For example, if a toddler room is included in the child care capital project proposal a preschool room must also be available, unless a family age grouping room is in place.
- For the purpose of this policy, an eligible child care operator:
  - is a not-for-profit operator or municipal operator; or
  - has a purchase of service agreement with the CMSM/DSSAB; or
  - is a licensed child care centre that is eligible to receive fee subsidy payments from the CMSM/DSSAB; or
  - is a for-profit operator who:

- already located in a school as a result of an agreement and has a purchase of service agreement, both of which were in place as of July 10, 2012 when the 2012: EL3 Memo was issued; and
  - has not changed ownership or has not terminated the agreement since the 2012: EL3 Memo was issued on July 10, 2012.
- Capital funding for child care cannot be used to address other school board capital needs. Funding will not be provided for school-age child care spaces as the Ministry will not fund exclusive space for before and after school child care programs.

### **Child Care Capital Funding Calculation and Eligible Expenses**

The construction of child care rooms will be funded using the current elementary school construction benchmarks (for both elementary and secondary schools under this policy), including the site-specific geographic adjustment factor (GAF). For this policy, the loading factor used to calculate the capital funding will be 26 pupil places per room regardless of age groupings (e.g., infant, toddler, preschool, and family age grouping rooms will all be funded based on 26 pupil places per room). This approach allows school boards to build child care rooms at maximum group size and allow flexibility to address potential changes under the CCEYA. This funding formula will apply to all new construction of child care, including the replacement of existing child care due to school closure or accommodation review.

$$\begin{array}{ccccccccc} \text{Capital Funding for} & & 26 & & \text{Elementary} & & & & \text{Elementary} & & \text{Site} \\ \text{New Construction of} & = & \text{Pupil} & \times & \text{Construction} & \times & \text{Area} & \times & \text{Benchmark} & \times & \text{Specific} \\ \text{Child Care Rooms} & & \text{Places} & & \text{Cost} & & \text{Benchmark} & & & & \text{GAF} \\ & & & & \text{Benchmark} & & & & & & \end{array}$$

***Note: The capital funding for renovation projects for child care will be a maximum of 50 percent of the capital funding for new construction projects.***

Eligible expenses include:

- first-time equipping; and
- expenses incurred to meet CCEYA and Building Code standards, which qualify under the Tangible Capital Assets Guideline (TCA), revised April 2015.

### **Application Process – Early Years Joint Submission**

The Early Years Joint Submission includes project details and confirms that the child care program meets all eligibility and viability requirements.

In order to be considered for funding for the construction of new or renovated child care rooms, school boards must work with their CMSM/DSSAB to submit a jointly signed

Early Years Joint Submission. School boards must submit an Early Years Joint Submission signed by both the CMSM/DSSAB Manager of Child Care and Early Years System, the school board Early Years Lead, Capital Lead, and Director of Education.

The Early Years Joint Submission is to be downloaded, completed, and uploaded into the School Facility Information System (SFIS) as well as submitted to school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) and Capital Analyst.

Early Years Joint Submissions must be received by the Ministry by **August 4, 2017**.

The Ministry may request supporting documentation following a review of the Early Years Joint Submission.

## **Appendix B: Child and Family Program Capital Project Submission Requirements**

### **Child and Family Program Eligibility**

The Ministry will consider funding capital projects in schools where there is a need for new child and family program construction and/or renovation to existing school space. Child and family program renovation projects must result in new child and family program space (i.e., not a retrofit to an existing child and family program space). School boards will need to have the support of the corresponding Consolidated Municipal Service Manager/District Social Services Administration Board (CMSM/DSSAB) regarding the eligibility and viability requirements to build or renovate space for a new child and family programs in the identified school.

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

- Existing empty space within the school.
- Whether or not the school is in an accommodation review, and could potentially close, consolidate or remain open.
- Whether or not the child care and/or the child and family program could potentially be part of a joint use capital project, especially in rural, northern, and small communities.
- Whether the school has existing child care and/or child and family program space.
- The average daily enrollment and the on-the-ground capacity of the school.
- Current utilization rates, and historical/forward trend analysis.
- Number of existing empty classrooms.

Child and family programs refer to the following Ministry supported programs: Ontario Early Years Centres (OEYC's), Parenting and Family Literacy Centres (PFLC's), Child Care Resource Centres (CCRC's), and Better Beginnings, Better Futures (BBBF's). As part of Ontario's early years modernization plan, these four programs will be integrated and transformed to establish Ontario Early Years Child and Family Centres



(OEYCFCs). While the expectation is that the key features of OEYCFCs are implemented by 2018, it is understood that system integration will take time and adjustments may need to be made in the future. CMSMs/DSSABs will be responsible for the local management of OEYCFCs as part of their existing service system management responsibilities for child care and other human services.

### **Joint Planning and Local Prioritization of Child and Family Program Capital Projects**

The Ministry expects school boards and CMSMs/DSSABs to work together to identify the need for dedicated child and family program space in schools.

School boards and CMSMs/DSSABs are no longer required to separately provide a priority ranking for each child and family program capital funding request being submitted for consideration. However, if the school board chooses to provide a priority ranking, they should rank against its other child and family program capital projects on the Early Years Joint Submission.

If the CMSM/DSSAB chooses to prioritize the child and family program capital projects they are being asked to sign-off on, they have the two choices for priority ranking:

- 1) By all school boards (e.g., if the English public school board, the English catholic school board, and the French catholic school board all request CMSM approval on their Early Years Joint Submission, the CMSM must prioritize them all together).

This option will require active communication between CMSMs/DSSABs and coterminous school boards to prioritize child and family program capital projects being submitted by all school boards in the service area of the CMSM/DSSAB.

- 2) By individual school board.

### **Ministry Prioritization of Eligible Child and Family Program Capital Projects**

As originally communicated in the 2016:B11 and 2016:B19 memorandums, the Ministry will continue to use the following factors to prioritize child and family program capital projects under this policy should the number of eligible submission surpass available funding:

- Projects are “ready-to-go” and the community has already made plans to relocate, replace or build new child and family program space in a school.
- Child and family programs are in locations that are well-positioned to meet local needs and fill identified service gaps, and will align with future OEYCFC planning completed by CMSMs/DSSABs.

- Projects in communities where CMSMs/DSSABs already have familiarity and/or responsibility for child and family programs, and where strong partnerships between the school board and CMSM/DSSAB already exist.

### **Child and Family Program Operational and Accountability Requirements**

Approved new construction of child and family program rooms must meet the following operational and accountability requirements:

- The child and family program rooms will not result in an operating pressure for the CMSM/DSSAB (multi-year operating funding will be made available for child and family program capital projects approved in 2017-18).
- The physical space will be owned by the school board and leased to the child and family program operator or CMSM/DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards will operate on a cost-recovery basis and recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance, and repair costs) directly from child and family program operators and/or CMSMs/DSSABs as per the school board's usual leasing process. School boards are not permitted to absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through Ministry funding, such as the School Facility Operations or Renewal Grant. School boards are not expected to take on additional costs to support facility partnerships, although school boards will continue to use their discretion in supporting partnerships based on their student achievement strategy.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child and family program rooms. As per the Ministry's Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable. School boards will require an ATP before the project can be tendered.
- Child and family program space will not count as loaded space for the purposes of the facility space template. The facility space template should provide details of the child and family program space under the section "Community Use Rooms".
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child and family program capital projects are within the approved project funding and do not exceed the Ministry's benchmarks.
- It is expected that all Ministry funded child and family programs spaces (until January 2018 when CMSMs/DSSABs will assume responsibility for funding child and family programs) built or renovated under this policy:

- are built to the specifications of a kindergarten classroom;
  - have separate and sufficient washroom space for parents and children using the centre;
  - are located in close proximity to the kindergarten classrooms where possible to support early years transitions;
  - have a separate sink for parents/caregivers and children using the centre; and
  - have appropriate covered space for stroller parking on school property or within the school on the lower level.
- For the purpose of this policy, an eligible child and family program operator:
    - is a not-for-profit operator or municipal operator; and
    - receives support from the Ministry or CMSM/DSSAB to operate a child and family program.
  - Capital funding for child and family programs cannot be used to address other school board capital needs.

### **Child and Family Program Capital Funding Calculation and Eligible Expenses**

The construction of child and family program rooms will be funded using the current elementary school construction benchmarks (for both elementary and secondary schools under this policy), including the site-specific geographic adjustment factor (GAF). For this policy, the loading factor used to calculate the capital funding will be 26 pupil places per room. This approach allows school boards to build child and family program rooms that can be converted for classroom use in the future, if necessary. This funding formula will apply to all new construction of child and family programs, including the replacement of existing child and family programs due to school closure or accommodation review.

$$\begin{array}{l}
 \text{Capital Funding for} \\
 \text{New Construction of} \\
 \text{Child and Family} \\
 \text{Program Rooms}
 \end{array}
 =
 \begin{array}{c}
 26 \\
 \text{Pupil} \\
 \text{Places}
 \end{array}
 \times
 \begin{array}{c}
 \text{Elementary} \\
 \text{Construction} \\
 \text{Cost} \\
 \text{Benchmark}
 \end{array}
 \times
 \begin{array}{c}
 \text{Elementary} \\
 \text{Area} \\
 \text{Benchmark}
 \end{array}
 \times
 \begin{array}{c}
 \text{Site} \\
 \text{Specific} \\
 \text{GAF}
 \end{array}$$

***Note: The capital funding for renovation projects for child and family programs will be a maximum of 50 percent of the capital funding for new construction projects.***

Eligible expenses include:

- first-time equipping; and

- expenses incurred to meet Building Code standards, which qualify under the Tangible Capital Assets Guide (TCA), revised April 2015.

### **Application Process – Early Years Joint Submission**

The Early Years Joint Submission includes project details and confirms that the child and family program meets all eligibility and viability requirements.

In order to be considered for funding for the construction of new or renovated child and family program rooms, school boards must work with their CMSM/DSSAB to submit a jointly signed Early Years Joint Submission. School boards must submit an Early Years Joint Submission signed by both the CMSM/DSSAB Manager of Child Care and Early Years System, the school board Early Years Lead, Capital Lead, and Director of Education.

The Early Years Joint Submission is to be downloaded, completed, and uploaded into the School Facility Information System (SFIS) as well as submitted to school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) and Capital Analyst.

Early Years Joint Submissions must be received by the Ministry by **August 4, 2017**.

The Ministry may request supporting documentation following a review of the Early Years Joint Submission.

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

### **Public Communications**

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

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

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

### **Major Announcements and Events**

**Important:** For all new school openings, or openings of major additions which includes child care and/or child and family programs and/or community hubs, the Minister of Education and the Minister Responsible for Early Years and Child Care must be invited as early as possible to the event. Invitations should be sent to [information.met@ontario.ca](mailto:information.met@ontario.ca). Where appropriate, the Ministry's Regional Manager, Field Services Branch, in your area should be copied.

School boards, CMSMs/DSSABs, and/or community partners are not to proceed with their public events until they have received a response from the office of the Minister of Education or the office of the Minister Responsible for Early Years and Child Care regarding the invitation. School boards, CMSMs/DSSABs, and/or community partners will be notified within 15 business days of their opening event as to the Ministers' attendance. Please note that if the date of your event changes at any time after the Ministers have received the invitation, please advise us of the change at the same e-mail address above.

If the Minister of Education or the Minister Responsible for Early Years and Child Care is unavailable, the invitation may be shared with a government representative who will contact your school board, CMSM/DSSAB, and/or community partner to coordinate the details (e.g., a joint announcement).

Note: School boards, CMSMs/DSSABs, and/or community partners are not expected to delay their announcements to accommodate the Ministers or a Member of Provincial Parliament (MPP). The primary goal is to make sure that the Ministers are aware of the announcement opportunity.

### **Other Events**

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

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

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

### **Acknowledgement of Support**

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

### **Signage**

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

## Appendix D: List of Ministry Early Years Education Officers and Child Care Advisors

REGION	EO/CCA	CMSM/ DSSAB	SCHOOL BOARD
TORONTO	<b><u>Education Officer:</u></b>  <b>Dolores Cascone</b> Tel: 416-314-6300 Toll Free: 1-800-268-5755 <a href="mailto:Dolores.Cascone@ontario.ca">Dolores.Cascone@ontario.ca</a>  <b><u>Senior Policy and Programs Advisor:</u></b>  <b>Jacinthe Leclerc</b> Tel: 416-325-1224 <a href="mailto:Jacinthe.Leclerc@ontario.ca">Jacinthe.Leclerc@ontario.ca</a> (French Language Boards)  <b><u>Child Care Advisor:</u></b>  <b>Isilda Kucherenko</b> Tel: 416-325-3244 <a href="mailto:Isilda.Kucherenko@ontario.ca">Isilda.Kucherenko@ontario.ca</a>	City of Toronto	CS Viamonde CSD Catholique Centre-Sud Toronto Catholic DSB Toronto DSB
		County of Dufferin	CS Viamonde CSD Catholique Centre-Sud Dufferin-Peel Catholic DSB Upper Grand DSB
		Regional Municipality of Halton	CS Viamonde CSD Catholique Centre-Sud Halton Catholic DSB Halton DSB
		Regional Municipality of Peel	CS Viamonde CSD Catholique Centre-Sud Dufferin-Peel Catholic DSB Peel DSB
		County of Wellington	CS Viamonde CSD Catholique Centre-Sud Upper Grand DSB Wellington Catholic DSB
LONDON	<b><u>Education Officer:</u></b>  <b>Sue Chanko</b> Tel: 519-870-2187 <a href="mailto:Sue.Chanko@ontario.ca">Sue.Chanko@ontario.ca</a>  <b><u>Senior Policy and Programs Advisor:</u></b>  <b>Jacinthe Leclerc</b> Tel: 416-325-1224 <a href="mailto:Jacinthe.Leclerc@ontario.ca">Jacinthe.Leclerc@ontario.ca</a> (French Language Boards)  <b><u>Child Care Advisor:</u></b>  <b>Karen Calligan</b> Tel: 226-919-5832 <a href="mailto:Karen.Calligan@ontario.ca">Karen.Calligan@ontario.ca</a>	Regional Municipality of Waterloo	CS Viamonde CSD Catholique Centre-Sud Waterloo Catholic DSB Waterloo Region DSB
		City of Brantford	Brant Haldimand Norfolk Catholic DSB CS Viamonde CSD Catholique Centre-Sud Grand Erie DSB
		County of Norfolk	Brant Haldimand Norfolk Catholic DSB CS Viamonde CSD Catholique Centre-Sud Grand Erie DSB
		City of Hamilton	CS Viamonde CSD Catholique Centre-Sud Hamilton-Wentworth DSB Hamilton-Wentworth Catholic DSB
		Regional Municipality of Niagara	CS Viamonde CSD Catholique Centre-Sud DSB of Niagara Niagara Catholic DSB
		County of Huron	Avon Maitland DSB CS Viamonde Conseil Scolaire Catholique Providence Huron-Perth Catholic DSB
		County of Lambton	CS Viamonde Conseil Scolaire Catholique Providence Lambton Kent DSB St. Clair Catholic DSB
		City of London	CS Viamonde Conseil Scolaire Catholique Providence London District Catholic SB Thames Valley DSB
		County of Oxford	CS Viamonde Conseil Scolaire Catholique Providence London District Catholic SB Thames Valley DSB

LONDON (cont.)		City of St. Thomas	CS Viamonde Conseil Scolaire Catholique Providence London District Catholic SB Thames Valley DSB
		City of Stratford	Avon Maitland DSB CS Viamonde Conseil Scolaire Catholique Providence Huron-Perth Catholic DSB
		City of Windsor	CS Viamonde Conseil Scolaire Catholique Providence Greater Essex County DSB Windsor-Essex Catholic DBS
		Municipality of Chatham-Kent	CS Viamonde Conseil Scolaire Catholique Providence Lambton-Kent DSB St. Clair Catholic DSB
NORTH BAY / SUDBURY	<b>Education Officer:</b>  <b>Renée Brouillette</b> Tel: 705-497-6893 <a href="mailto:Renee.Brouillette@ontario.ca">Renee.Brouillette@ontario.ca</a>  <b>Child Care Advisor:</b>  <b>Lina Davidson</b> Tel: 705-564-4282 <a href="mailto:Lina.Davidson@ontario.ca">Lina.Davidson@ontario.ca</a> Toll Free: 1-800-461-9570	Cochrane DSSAB	CSD catholique des Grandes Rivières CSD du Nord-Est de l'Ontario DSB Ontario North East Northeastern Catholic DSB
		Nipissing DSSAB	CSD catholique des Grandes Rivières CSD catholique Franco-Nord CSD du Nord-Est de l'Ontario DSB Ontario North East Near North DSB Nipissing-Parry Sound Catholic DSB
		Parry Sound DSSAB	Near North DSB Nipissing-Parry Sound Catholic DSB
		Timiskaming DSSAB	CSD catholique des Grandes Rivières CSD du Nord-Est de l'Ontario DSB Ontario North East Northeastern Catholic DSB
		City of Greater Sudbury	CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Rainbow DSB Sudbury Catholic DSB
		Algoma DSSAB	Algoma DSB CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Huron-Superior Catholic DSB
		Manitoulin-Sudbury DSSAB	Algoma DSB CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Huron-Superior Catholic DSB Rainbow DSB
		Sault Ste. Marie DSSAB	Algoma DSB CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Huron-Superior Catholic DSB
THUNDER BAY	<b>Education Officer:</b>  <b>Ana Marie Prokopich</b> Tel: 705-725-6260 Toll Free: 1-888-999-9556 <a href="mailto:AnaMarie.Prokopich@ontario.ca">AnaMarie.Prokopich@ontario.ca</a>  <b>Renée Brouillette</b> Tel: 705-497-6893 <a href="mailto:Renee.Brouillette@ontario.ca">Renee.Brouillette@ontario.ca</a>	Rainy River DSSAB	CSD catholique des Aurores boréales Northwest Catholic DSB Rainy River DSB
		Kenora DSSAB	CSD catholique des Aurores boréales Keewatin-Patricia DSB Kenora Catholic DSB Northwest Catholic DSB Rainy River DSB
		Thunder Bay DSSAB	CSD catholique des Aurores boréales Keewatin-Patricia DSB Lakehead DSB Superior North Catholic DSB Superior-Greenstone DSB



THUNDER BAY (cont.)	<b><u>Child Care Advisor:</u></b>  <b>Kelly Massaro-Joblin</b> Tel: 807-474-2982 Toll Free: 1-800-465-5020 <a href="mailto:Kelly.Massaro-Joblin@ontario.ca">Kelly.Massaro-Joblin@ontario.ca</a>		Thunder Bay Catholic DSB
OTTAWA	<b><u>Education Officer:</u></b>  <b>Dolores Cascone</b> Tel: 416-314-6300 Toll Free: 1-800-268-5755 <a href="mailto:Dolores.Cascone@ontario.ca">Dolores.Cascone@ontario.ca</a>  <b><u>Senior Policy and Programs Advisor:</u></b>  <b>Jacinthe Leclerc</b> Tel: 416-325-1224 <a href="mailto:Jacinthe.Leclerc@ontario.ca">Jacinthe.Leclerc@ontario.ca</a> (French Language Boards)  <b><u>Child Care Advisor:</u></b>  <b>Rachelle Blanchette</b> Tel: 613-536-7331 <a href="mailto:Rachelle.Blanchette@ontario.ca">Rachelle.Blanchette@ontario.ca</a>	County of Hastings	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CS Viamonde CSD Catholique Centre-Sud CSD catholique du Centre-Est de l'Ontario Hastings and Prince Edward DSB Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		City of Kingston	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Limestone DSB
		County of Lanark	Catholic DSB of Eastern Ontario CSD catholique du Centre-Est de l'Ontario Conseil des écoles publiques de l'Est de l'Ontario Upper Canada DSB
		County of Leeds and Grenville	Catholic DSB of Eastern Ontario Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Upper Canada DSB
		County of Prince Edward, Lennox and Addington	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Hastings and Prince Edward DSB Limestone DSB
		City of Cornwall	Catholic DSB of Eastern Ontario CSD catholique de l'Est ontarien Conseil des écoles publiques de l'Est de l'Ontario Upper Canada DSB
		City of Ottawa	Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Ottawa Catholic DSB Ottawa-Carleton DSB
		United Counties of Prescott and Russell	Catholic DSB of Eastern Ontario Conseil des écoles publiques de l'Est de l'Ontario CSD catholique de l'Est ontarien Upper Canada DSB
		County of Renfrew	Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de

			l'Ontario Renfrew County Catholic DSB Renfrew County DSB
BARRIE	<b><u>Education Officer:</u></b>  <b>Ana Marie Prokopich</b> Tel: 705-725-6260 Toll Free: 1-888-999-9556 <a href="mailto:AnaMarie.Prokopich@ontario.ca">AnaMarie.Prokopich@ontario.ca</a>  <b><u>Senior Policy and Programs Advisor:</u></b>  <b>Jacinthe Leclerc</b> Tel: 416-325-1224 <a href="mailto:Jacinthe.Leclerc@ontario.ca">Jacinthe.Leclerc@ontario.ca</a> (French Language Boards)  <b><u>Child Care Advisor:</u></b>  <b>Maria Saunders</b> Tel: 705-725-7629 <a href="mailto:Maria.Saunders@ontario.ca">Maria.Saunders@ontario.ca</a>	County of Bruce	Bluewater DSB Bruce-Grey Catholic DSB CS Viamonde Conseil Scolaire Catholique Providence
		County of Grey	Bluewater DSB Bruce-Grey Catholic DSB CS Viamonde Conseil Scolaire Catholique Providence
		Regional Municipality of Durham	CS Viamonde CSD Catholique Centre-Sud Durham Catholic DSB Durham DSB Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		County of Northumberland	CS Viamonde CSD Catholique Centre-Sud Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		City of Peterborough	CS Viamonde CSD Catholique Centre-Sud Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		County of Simcoe	CS Viamonde CSD Catholique Centre-Sud Simcoe County DSB Simcoe Muskoka Catholic DSB
		City of Kawartha Lakes	CS Viamonde CSD Catholique Centre-Sud Peterborough Victoria Northumberland and Clarington Catholic DSB Trillium Lakelands DSB
		Regional Municipality of York	CS Viamonde CSD Catholique Centre-Sud York Catholic DSB York Region DSB
		District Municipality of Muskoka	CSD Catholique Centre-Sud Simcoe Muskoka Catholic DSB Trillium Lakelands DSB

## Appendix E: List of Ministry Capital Analysts

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

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

## Appendix F: Capital Approval Process Chart

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

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

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

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

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



December 21, 2017

Ms. Paula Dawson  
Director of Education  
Halton Catholic District School Board  
802 Drury Lane, PO Box 5308  
Burlington, ON L7R 3Y2

Dear Ms. Dawson,

I am writing to inform you that the Ministry of Education has completed our review of the stand-alone child care and child and family program joint submissions submitted for capital funding for school-based early years capital construction projects. These projects were submitted for consideration under the 2017-18 Early Years Capital Program (EYCP) announced in the **Memorandum 2017: B06 – Request for Early Years Capital Program Funding Submissions**.

Eligible child care capital projects being funded will support the government's announcement to create access to licensed child care for 100,000 more children aged 0 to 4 years old over the next five years. Demand was significant; 53 school boards and 39 Consolidated Municipal Service Managers/District Social Services Administration Boards (CMSMs/DSSABs) submitted 285 eligible requests for early years capital funding, worth approximately \$293.5 million, for funding consideration.

As noted in Memorandum 2017:B06, the ministry used the following criteria to assess and prioritize eligible projects:

- child care replacement due to school closure/accommodation review;
- age groupings (program serving infants are a priority);
- accommodation pressures/service gaps;
- cost effectiveness and school viability; and
- equitable geographic disbursement of new child care spaces.

After careful review of your joint submission, I am pleased to confirm that the ministry has approved funding to support one (1) project identified by your board and CMSM. In total, your board will be allocated \$2,571,270 to undertake this project. Should your school board continue to see denied early years capital projects as a priority then your school board may submit them during future rounds of the EYCP.

School boards who have not expended their Schools-First Child Care Capital Retrofit Policy (SFCCCRP) funding are expected to utilize their uncommitted SFCCCRP allocation towards approved child care capital projects supporting additions and renovations that have been approved for capital funding consideration under the EYCP.

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

Please note this funding is conditional upon amendments to the 2018-19 Grants for Student Needs (GSN) regulation by the Lieutenant Governor in Council.

### **Appendices**

Appendix A provides a complete list of EYCP projects submitted by your board and CMSM/DSSAB. The ministry's decisions were based upon the needs identified in the joint submission form submitted by your school board and CMSM/DSSAB.

If your board chooses to address these projects with a project other than the ones outlined in the EYCP business case your board must receive the ministry's approval prior to retaining an architect. In some cases, this may require your board to forfeit their project approvals and resubmit their requests in a future round of EYCP funding.

Any changes to approved child care or child and family program capital projects will require approval from your local CMSM/DSSAB.

### **Payment**

EYCP operates on a grant payment process, where cash flow is based on school board spending. There are two annual reporting periods these programs:

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

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

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

### **Board Responsibilities**

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

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

### **Accountability and Reporting Process**

School boards are required to follow the capital construction approval process for the new construction and/or renovations of child care rooms. As per the Ministry's Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable. School boards will require an ATP before the project can be tendered.

School boards and CMSMs/DSSABs are required to provide the Ministry with a floor plan approval letter issued by the Ministry of Education's Child Care Quality Assurance and Licensing Branch as part of their ATP request.

Rooms must be built in accordance with the *Child Care and Early Years Act, 2014* (CCEYA).

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

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

#### **Public Communications**

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

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



CMSMs/DSSABs, and/or community partners will be contacted to get quotes, as appropriate.

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

### Major Announcements and Events

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

School boards, CMSMs/DSSABs, and/or community partners are not to proceed with their public events until they have received a response from the office of the Minister of Education or the office of the Minister Responsible for Early Years and Child Care regarding the invitation. School boards, CMSMs/DSSABs, and/or community partners will be notified within 15 business days of their opening event as to the Ministers' attendance. Please note that if the date of your event changes at any time after the Ministers have received the invitation, please advise us of the change at the same e-mail address above.

If the Minister of Education or the Minister Responsible for Early Years and Child Care is unavailable, the invitation may be shared with a government representative who will contact your school board, CMSM/DSSAB, and/or community partner to coordinate the details (e.g., a joint announcement).

Note: School boards, CMSMs/DSSABs, and/or community partners are not expected to delay their announcements to accommodate the Ministers or a Member of Provincial Parliament (MPP). The primary goal is to make sure that the Ministers are aware of the announcement opportunity.

### Other Events

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

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

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

### Acknowledgement of Support

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

### Signage

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

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

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

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

For any questions related to the child care and/or child and family programs, please contact your regional Early Years and Child Care Division representative.

*Original signed by:*

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

*Original signed by:*

Shannon Fuller  
Assistant Deputy Minister  
Early Years and Child Care Division

Attached: Appendix A – Complete List of EYCP Submissions for School Board

- c: Roxana Negoï, Superintendent of Business and Treasurer  
Anna Prkacin, Early Years Lead  
Sandy Palinski, Director of Children's Services, Regional Municipality of Halton  
Paul Bloye, Director, Capital Program Branch  
Colleen Hogan, Director, Capital Policy Branch  
Julia Danos, Director, Early Years and Child Care Programs and Service Integration Branch  
Holly Moran, Director, Child Care Quality Assurance and Licensing Branch  
Dylan Franks, Senior Information Officer, Communications Branch  
Dolores Cascone, Early Years Education Officer, Early Years and Child Care Programs and Service Integration Branch  
Isilda Kucherenko, Early Years Advisor, Early Years and Child Care Programs and Service Integration Branch  
Sarosh Yousuf, Capital Analyst, Capital Program Branch

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

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

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

**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 17th of April 2018.**

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D. Rabenda, Chair of the Board

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P. Dawson, Secretary of the Board

## ACTION REPORT

## ITEM 8.4

### **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<sup>e</sup> étage, Édifice Mowat  
Toronto ON M7A 1L2

**2017: B7**

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

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

**DATE:** June 12, 2017

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

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

**Highlights/Summary Points**

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

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

## Project Submissions

### Capital Priorities

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

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

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

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

### Child Care Centres in Schools

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

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

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

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

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

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

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

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

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

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

School boards seeking Capital Priorities funding approval must:

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

### Joint-Use Seed Funding Program

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

### **Community Hub Projects**

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

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

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

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

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

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

### **Eligibility and Evaluation Criteria**

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

## Eligible Project Categories

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

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

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

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

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

## **Project Evaluation**

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

For Accommodation Pressures and French-Language Accommodation projects:

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

For Facility Condition and School Consolidation projects:

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

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

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

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

## **Capital Analysis and Planning Template**

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

## **Ministry Contact**

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

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

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

or

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

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

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

### ***Communications Protocol***

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

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

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

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

*Original signed by:*

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

Appendices:

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

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



## Appendix A: List of Ministry Capital Analysts

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

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

## Appendix B: Capital Approval Process Chart

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

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

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

### ***Public Communications***

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

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

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

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

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

School boards, CMSMs/DSSABs, and community partners are not to proceed with their public events until they have received a response from the office of the Minister of Education or the office of the Minister Responsible for Early Years and Child Care regarding the invitation. School boards, CMSMs/DSSABs, and community partners will be notified within 15 business days of their opening event as to the ministers' attendance. Please note that if the date of your event changes at any time after the ministers have received the invitation, please advise us of the change at the same email address above.

If the Minister of Education or the Minister Responsible for Early Years and Child Care is unavailable, the invitation may be shared with a government representative who will contact your school board, CMSM/DSSAB, and/or community partner to coordinate the details (e.g., a joint announcement).

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

### ***Other Events***

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

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

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

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

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

### ***Signage***

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

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

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

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

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



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
<b>Total</b>	<b>\$19,652,542</b>		<b>\$3,599,778</b>		<b>\$23,252,320</b>

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

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

School boards 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](mailto: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](mailto:Dylan.Franks@ontario.ca).

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

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

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

**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 17th of April 2018.**

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D. Rabenda, Chair of the Board

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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 17th of April 2018.**

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D. Rabenda, Chair of the Board

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P. Dawson, Secretary of the Board

**ACTION REPORT**

**ITEM 8.5**

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

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

**2017: B7**

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

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

**DATE:** June 12, 2017

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

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

### Highlights/Summary Points

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

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

## Project Submissions

### Capital Priorities

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

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

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

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

### Child Care Centres in Schools

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

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

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

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

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

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

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

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

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

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

School boards seeking Capital Priorities funding approval must:

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

### Joint-Use Seed Funding Program

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

### **Community Hub Projects**

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

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

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

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

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

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

### **Eligibility and Evaluation Criteria**

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

## Eligible Project Categories

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

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

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

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

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

## **Project Evaluation**

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

For Accommodation Pressures and French-Language Accommodation projects:

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

For Facility Condition and School Consolidation projects:

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

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

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

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

## **Capital Analysis and Planning Template**

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

## **Ministry Contact**

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

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

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

or

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

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

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

### ***Communications Protocol***

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

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

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

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

*Original signed by:*

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

Appendices:

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

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



## Appendix A: List of Ministry Capital Analysts

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

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

## Appendix B: Capital Approval Process Chart

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

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

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

### ***Public Communications***

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

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

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

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

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

School boards, CMSMs/DSSABs, and community partners are not to proceed with their public events until they have received a response from the office of the Minister of Education or the office of the Minister Responsible for Early Years and Child Care regarding the invitation. School boards, CMSMs/DSSABs, and community partners will be notified within 15 business days of their opening event as to the ministers' attendance. Please note that if the date of your event changes at any time after the ministers have received the invitation, please advise us of the change at the same email address above.

If the Minister of Education or the Minister Responsible for Early Years and Child Care is unavailable, the invitation may be shared with a government representative who will contact your school board, CMSM/DSSAB, and/or community partner to coordinate the details (e.g., a joint announcement).

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

### ***Other Events***

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

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

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

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

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

### ***Signage***

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

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

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

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

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



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
<b>Total</b>	<b>\$19,652,542</b>		<b>\$3,599,778</b>		<b>\$23,252,320</b>

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

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

School boards 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](mailto: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](mailto:Dylan.Franks@ontario.ca).

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

<b>EXPENSES</b>	<b>March 27, 2018 BUDGET ESTIMATE</b>		
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		
<b>SUB-TOTAL</b>	<b>3,122,284</b>		
Bridge Financing	40,000		
<b>TOTAL</b>	<b>\$3,162,284</b>		

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

## Halton Catholic District School Board

### By-Law No. 2018 F04

**WHEREAS**, the Halton Catholic District School Board deems it necessary to extend the borrowing By-law 2018 F04 in an amount not exceeding the sum of One Million, Five Hundred Seventy-Nine Thousand, Five Hundred and Twenty-Two Dollars (\$1,579,522) to provide funding for the Oakville Northeast Catholic Elementary School addition project in the Town of Oakville 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 One Million, Five Hundred Seventy-Nine Thousand, Five Hundred and Twenty-Two Dollars (\$1,579,522).
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 17th of April 2018.**

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D. Rabenda, Chair of the Board

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P. Dawson, Secretary of the Board

## Halton Catholic District School Board

### By-Law No. 2018 F05

**WHEREAS**, the Halton Catholic District School Board deems it necessary to extend the borrowing By-law 2018 F05 in an amount not exceeding the sum of One Million, Five Hundred Forty-Two Thousand, Seven Hundred and Sixty-Two Dollars (\$1,542,762) to provide funding for the Oakville Northeast Catholic Elementary School child care centre addition project in the Town of Oakville 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 One Million, Five Hundred Forty-Two Thousand, Seven Hundred and Sixty-Two Dollars (\$1,542,762).
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 17th of April 2018.**

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D. Rabenda, Chair of the Board

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P. Dawson, Secretary of the Board

**ACTION REPORT**

**ITEM 8.6**

**RECOMMENDED NAMES FOR MILTON #8 “FORD”  
CATHOLIC ELEMENTARY SCHOOL**

**PURPOSE:**

To provide Trustees with an update on the process of naming the new Milton #8 “Ford” Catholic Elementary School as per Board Policy I-15 School Name Selection.

**BACKGROUND INFORMATION:**

In consultation with the School Name Selection Committee, which consisted of the Chair Diane Rabenda, Father James S. Petrie of St. Benedict Parish, Kristina Stajduhar (parent), Superintendent Camillo Cipriano and Principal Erin Sweeney-Hurd, four (4) names were submitted for consideration to the families eligible to attend the new Milton #8 “Ford” Catholic Elementary School.

**Stakeholder Consultation – Request for Potential Names**

Between January 19<sup>th</sup> and January 29<sup>th</sup>, members of the new Milton #8 “Ford” school community were asked through an email invitation to provide school name suggestions for the new school. The feedback received is attached as **Appendix A**.

**Shortlist of School Names Selected**

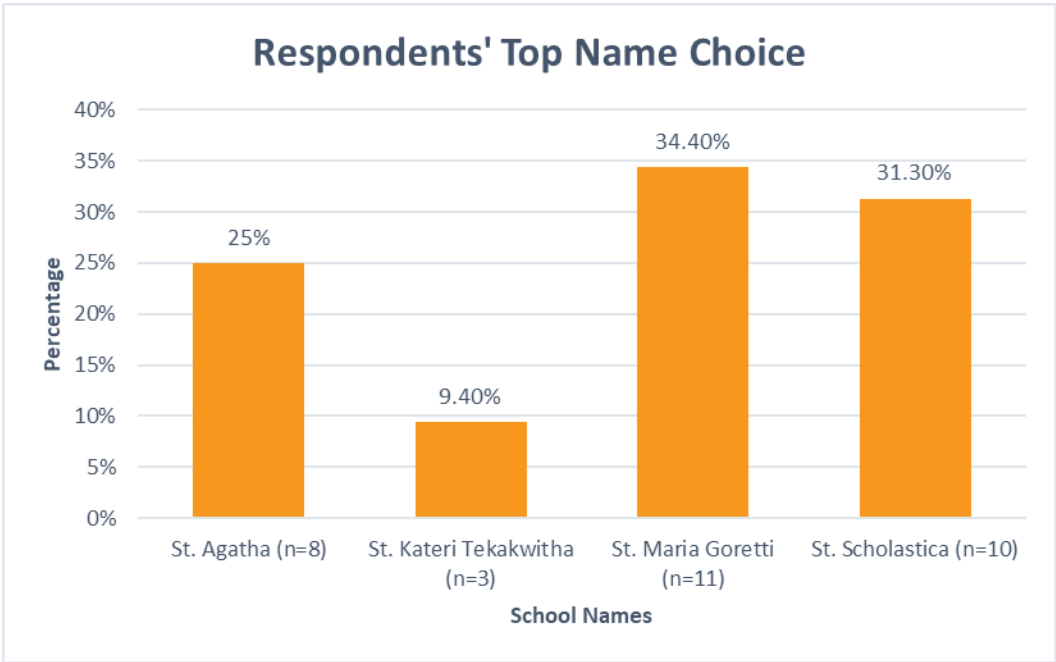
On Wednesday, January 30, 2018, the School Name Selection Committee met to review the feedback and to discuss potential names. They considered all names and created a shortlist of four (4) names:

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

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

Between February 5<sup>th</sup> and February 16<sup>th</sup>, members of the new Milton #8 “Ford” school community were asked through an email invitation to select their top choice from the shortlist of potential school names. The rationale for the name selection, and a brief biography of each Saint was provided (see **Appendix B**). The feedback received is attached as **Appendix C**.

**Results of the Community Vote**



As illustrated in the chart and table above, there were a total of 32 survey responses received. The name ‘St. Maria Goretti’ had the highest number of votes (34.40%), followed by ‘St. Scholastica’ (31.30%), ‘St. Agatha’ (25%) and ‘St. Kateri Tekakwitha’ (9.40%).

**CONCLUSION:**

The Trustees are invited to consider the 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:

**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:

1<sup>st</sup> Choice: St. Maria Goretti (preferred)

2<sup>nd</sup> Choice: St. Scholastica (alternate)

**BE IT FURTHER RESOLVED**, 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:

C. CIPRIANO  
SUPERINTENDENT OF EDUCATION

### REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD





# Milton #8 School Name Selection

## Survey Report

Report Prepared by:  
*Research & Development Services*  
1/30/2018

For more information, please contact:

Zoe Walters, MA, *Researcher*

*WaltersZ@hcdsb.org*

# Milton #8 School Name Selection

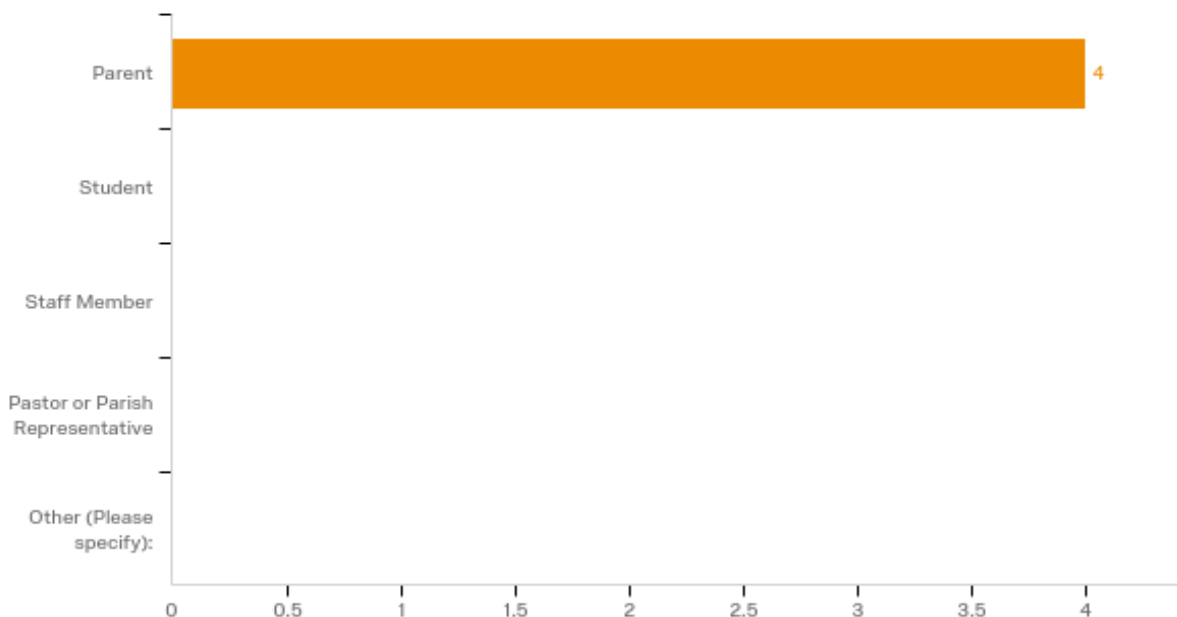
## Survey Report

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

### Participant Responses

Between January 19<sup>th</sup> and 29<sup>th</sup>, members of the new Milton #8 school community were asked through an email invitation to provide school name suggestions for the new Milton #8 School. In total, 4 survey responses were received.

#### Participants' Role in the Community



As illustrated in the chart above, all the respondents (n = 4; 100%) were parents.

#### Primary Name Suggestions

Each respondent (n = 4) suggested a different name for the new Milton #8 school. The table below displays each suggested name and the respective respondent's rationale for such suggestion.

Suggested Name	Rationale for Suggestion
Sacred Heart	most widely practiced and well-known Roman Catholic devotions, taking Jesus Christ's physical heart as the representation of his divine love for humanity.
Saint Agatha	

St. Dominic Savio	only person of his age group (14yrs)who was declared a saint not on the basis of his having been a martyr, but on the basis of having lived what was seen as a holy life. Devoted himself at a young age to follow God which serves to teach our children the same.
St. Martin Catholic Elementary School	It feels like a catholic school

## Secondary Name Suggestion

One respondent indicated that they had an additional name suggestion for the new Milton #8 school. The table below displays the suggested name and the respective respondent's rationale for their suggestion.

Suggested Name	Rationale for Suggestion
Don Bosco	Dedicated his life to the betterment and education of street children, juvenile delinquents, and other disadvantaged youth. He developed teaching methods based on love rather than punishment.

### **St. Agatha**

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

1. St. Agatha is one of the most highly venerated virgin martyrs of the Catholic Church.
2. She is one of seven women, who, along with the Blessed Virgin Mary, are commemorated by name in The Canon of the Mass

#### ***Examples of Quotes to Inspire Students:***

Jesus Christ, Lord of all things! You see my heart, you know my desires. Possess all that I am - you alone.  
I am your sheep; make me worthy to overcome the devil

#### ***Feast Day:***

February 5<sup>th</sup>

#### ***Biography:***

St. Agatha also known as Agatha of Sicily, died in defense of her purity, in Catania, Sicily, where she was born. After Quintanus, the governor of Sicily, tried in vain to force her to consent to sin, she was imprisoned for a month with an evil woman. He then turned from sensuality to cruelty and had her breasts cut off; but that night Agatha was healed by St. Peter. She was then rolled over sharp stones and burning coals, and finally taken to prison where she died while praying. Her name appears in the Roman Canon.

St. Agatha is the patron saint of Sicily, bellfounders, breast cancer patients, Palermo, rape victims, and wet nurses. She is also considered to be a powerful intercessor when people suffer from fires.

\* Sources\_Catholic Online [www.catholic.org/saints](http://www.catholic.org/saints); <http://catholicism.org/saint-agathas-breasts.html>



## **St. Kateri Tekakwitha**

### **Why name the school after St. Kateri Tekakwitha?**

1. St. Kateri was a young person and her zeal of commitment and virtue to the Lord is a strong role model for our children to emulate.
2. She was the first Native American Saint.
3. She was a brave and independent women, who devoted her life to God.

### **Examples of Quotes to Inspire Students:**

"I am not my own; I have given myself to Jesus. He must be my only love". St. Kateri Tekakwitha

### **Feast Day:**

April 17<sup>th</sup>

### **Biography:**

Kateri was born near the town of Auriesville, New York, in the year 1656, the daughter of a Mohawk warrior. She was four years old when her mother, a Mohawk warrior died of smallpox. The disease also attacked Kateri and transfigured her face. She was adopted by her two aunts and an uncle. Kateri converted to Catholicism as a teenager. She was baptized at the age of twenty and incurred the great hostility of her tribe. Although she had to suffer greatly for her Faith, she remained firm in it. Kateri went to the new Christian colony of Indians in Canada. Here she lived a life dedicated to prayer, penitential practices, and care for the sick and aged. Every morning, even in bitterest winter, she stood before the chapel door waiting until it opened at 4 a.m. and remained there until after the last Mass. She was devoted to the Eucharist and to Jesus Crucified. She died on April 17, 1680 at the age of twenty-four. She is known as the "Lily of the Mohawks". Devotion to Kateri is responsible for establishing Native American ministries in Catholic Churches all over the United States and Canada. Kateri was declared venerable by the Catholic Church in 1943 and she was beatified in 1980. Under the protection of Saint Kateri Tekakwitha, a spiritual mother in our faith. She is remembered as one who reveals to us what it means to be a follower of Christ and to allow the Holy Spirit to illuminate what is noblest, truest and holiest in our cultures. Her life of heroic virtue as a truly Christian Mohawk woman is a gift to all the Church in our country and around the world. St. Kateri Tekakwitha was canonized on 10/21/2012 by Pope Benedict XVI.

### **Honouring the Land and Territory:**

Halton, as we know it today, is rich in the history and modern traditions of many First Nations and the Métis. From the lands of the Anishinabe to the Attawadaron, the Haudenosaunee, and the Métis, these lands surrounding the Great Lakes are steeped in Indigenous history. As we gather today on these treaty lands, our Catholic Social Teachings call us in Solidarity with our Indigenous brothers and sisters to honour and respect the four directions, lands, waters, plants, animals and ancestors that walked before us. All these wonderful elements of creation exist, gifted to us by our Creator God.



\* Sources: [https://en.wikipedia.org/wiki/Kateri\\_Tekakwitha](https://en.wikipedia.org/wiki/Kateri_Tekakwitha) and [http://www.catholic.org/saints/saint.php?saint\\_id=154](http://www.catholic.org/saints/saint.php?saint_id=154)

## **St. Maria Goretti**

### **Why name the school after St. Maria Goretti?**

1. Saint Maria Goretti is the patron saint of children.
2. Maria is known as The Little Saint of Great Mercy.

### **Examples of Quotes to Inspire Students:**

He loves, He hopes, He waits. Our Lord prefers to wait Himself for the sinner for years rather than keep us waiting an instant

### **Feast Day:**

July 6<sup>th</sup>

### **Biography:**

Born in 1890 to a poor peasant family in Corinaldo, Italy, Maria Goretti from an early age showed particular devotion and faith in God. After her father's death in 1900, Maria took over many of the household duties so that her mother could support the family as a field labourer. They shared living quarters with the Serenelli family, and many difficulties arose in this arrangement. She grew in grace and maturity, and her cheerful obedience and piety were noticed by those around her

On July 5, 1902, as Maria cared for her younger sister, the Serenelli's 18 year old son, Alessandro, began to harass her, making threats, and when she continued to resist, he stabbed her. From her deathbed, Maria not only forgave her attacker, but promised to pray for him continually in order that his soul be saved. She died the following day.

\* Sources: <https://www.cssd.ab.ca/schools/stmariagoretti/About/SchoolHistory/Pages/Default.aspx>;  
[https://en.wikipedia.org/wiki/Maria\\_Goretti](https://en.wikipedia.org/wiki/Maria_Goretti); <https://www.catholicnewsagency.com/saint/st-maria-goretti-530>;  
[http://www.azquotes.com/author/45857-Maria\\_Goretti](http://www.azquotes.com/author/45857-Maria_Goretti)



## **St. Scholastica**

### ***Why name the school after St. Scholastica***

1. She is the twin sister of St. Benedict.  
both brother and sister sought to place God  
at the very center of their lives.
2. Many students from St. Benedict CES will be moving  
to the new Milton School.

### ***Examples of Quotes to Inspire Students:***

I asked you and you would not listen; so I  
asked my God and he did listen.

### ***Feast Day:***

February 10<sup>th</sup>

### ***Biography:***

St. Scholastica, twin sister of St. Benedict, consecrated her life to God from her earliest youth. After her brother went to Monte Cassino, where he established his famous monastery, she took up her abode in the neighborhood at Plombariola, where she founded and governed a monastery of nuns, about five miles from that of St. Benedict, who, it appears, also directed his sister and her nuns. She visited her brother once a year, and as she was not allowed to enter his monastery, he went in company with some of his brethren to meet her at a house some distance away. These visits were spent in conferring together on spiritual matters. On one occasion they had passed the time as usual in prayer and pious conversation and in the evening they sat down to take their reflection. St. Scholastica begged her brother to remain until the next day. St. Benedict refused to spend the night outside his monastery. She had recourse to prayer and a furious thunderstorm burst so that neither St. Benedict nor any of his companions could return home. They spent the night in spiritual conferences. The next morning they parted to meet no more on earth. Three days later St. Scholastica died, and her holy brother beheld her soul in a vision as it ascended into heaven. He sent his brethren to bring her body to his monastery and laid it in the tomb he had prepared for himself. She died about the year 543, and St. Benedict followed her soon after.

St. Scholastica is the patron saint of school; tests; books; reading, children; nuns; invoked against storms and rain;



\* Sources: [http://www.catholic.org/saints/saint.php?saint\\_id=240](http://www.catholic.org/saints/saint.php?saint_id=240);  
<https://www.google.ca/search?q=st+scholastica+quotes&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKewixpajthoXZAhUROIMKHckDYcQsAQILQ&biw=2021&bih=983#imgsrc=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

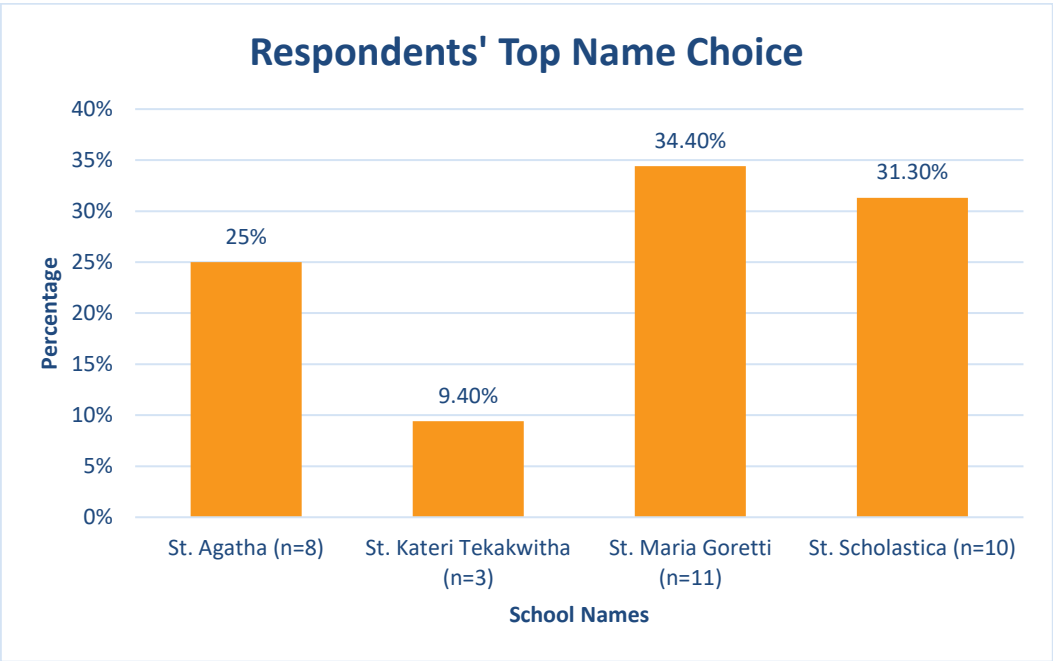
Between February 5<sup>th</sup> and 16<sup>th</sup>, members of the new Milton #8 school community were asked through an email invitation to vote on school name suggestions for the new Milton #8 School. In total, 32 survey responses were received.

### Participants' Role in the Community

The majority of the respondents (n = 30; 93.8%) were parents. The remaining two respondents (6.3%) were students.

### Preferred School Name

Respondent (n = 32) were asked to select their top name choice for the new Milton #8 school. The graph below displays the percentage and number of respondents that chose each school name. St. Maria Goretti was the most selected name, with 34.4% of the vote (n=11). St. Scholastica was the second most selected name, with 31.3% of the vote (n=10).



**ACTION REPORT**

**ITEM 8.7**

**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 Tyrus*, 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

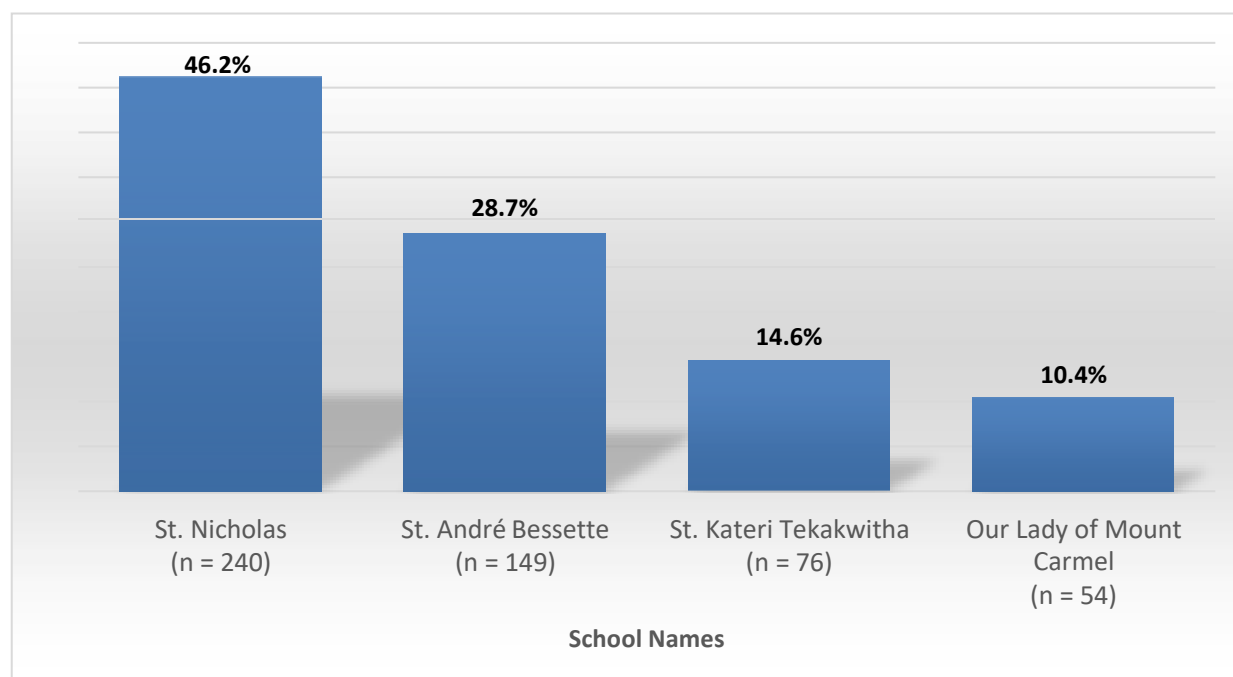
On Thursday, March 1, 2018, the Oakville South School Name Selection Committee reconvened to review the feedback. They considered all the names and rationale provided by community members and created a shortlist of four (4) names:

- 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 149votes (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.

**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 following two school names, ordered in priority, as possible names for the new Oakville South Catholic Elementary School:

1ST CHOICE:

ST. NICHOLAS (PREFERRED)

2ND CHOICE:

ST. André Bessette (ALTERNATE)

**BE IT FURTHER RESOLVED**, that the he Board approved list of possible school names be submitted to Bishop Douglas Crosby for his consideration and response.

**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

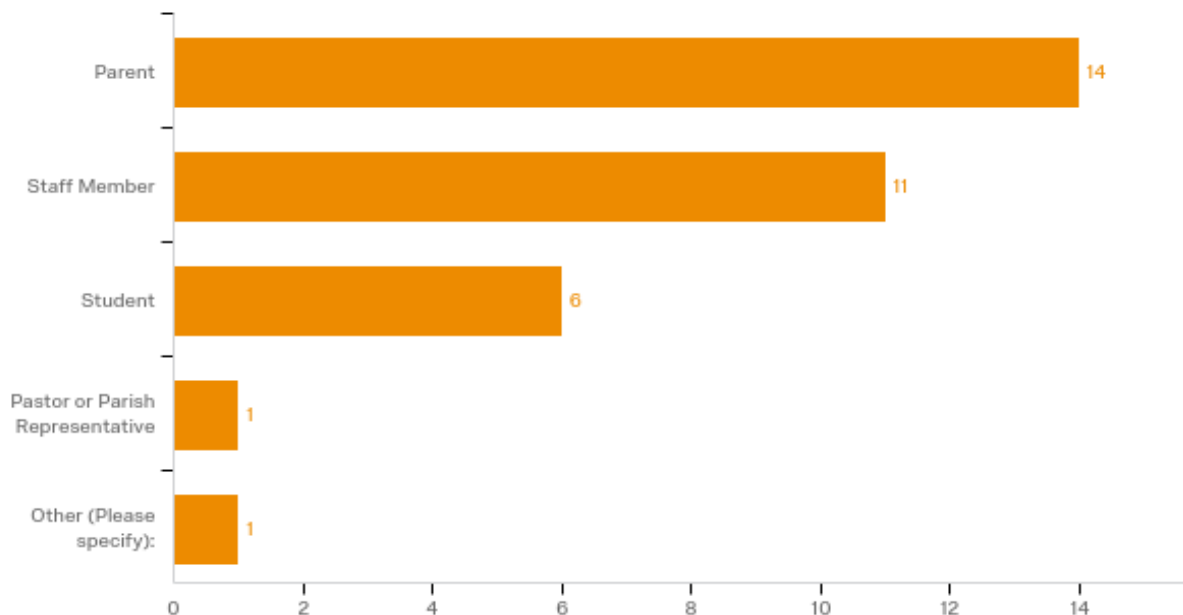
## Survey Report

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

### Participant Responses

Between February 15<sup>th</sup> and 22<sup>nd</sup>, 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.

<b>Name Suggestions</b>	<b>Rationale for Suggestion</b>
<b>Divine Unity</b>	Unifying two great schools to be one.
<b>Mother Theresa</b>	She exemplified inclusivity. The new school should be about including everyone and living our lives by example as Mother Theresa did.
<b>Our Lady of Guadalupe Catholic Elementary School</b>	This school name would highlight our we are a multicultural and inclusive board. She is becoming universally known and her story is beautiful.
<b>Our Lady of Mt. Carmel</b>	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.
<b>Our Lady of the Lakes</b>	2 schools near Lake Ontario joining as one.
<b>Pope Francis</b>	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.
<b>Pope Francis Elementary School</b>	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.
<b>Pope St. Francis</b>	Because the school climate at this new school should reflect Pope Francis philosophy and hope for the future in all that we do.
<b>Saint Gemma</b>	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.
<b>Saint Lawrence</b>	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.

<b>Saints James &amp; Joseph School</b>	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?
<b>St Brother Andre</b>	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.
<b>St Francis Xavier Elementary</b>	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.
<b>St Luke</b>	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.
<b>St. Alexis</b>	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)
<b>St. Aloysius Gonzaga</b>	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.
<b>St. Aloysius Gonzaga</b>	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>
<b>St. Aloysius Gonzaga</b>	<p>Aloysius 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 Aloysius 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. Aloysius Gonzaga so that is why we think the new school should be called St. Aloysius Gonzaga school. (This was submitted by 5 students)</p>
<b>Saint André Bessette</b>	<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>
<b>St. André Bessette</b>	<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 offering 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>
<b>St. André Bessette</b>	<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>
<b>St. Brother André Bissette</b>	<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.
<b>St. Clare</b>	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.
<b>St. Edward Elementary School</b>	St. Edward was a model of unity, combating divisiveness in his kingdom and recognizing the Gospel of Jesus Christ as the fundamental unifying principle.
<b>St. Gemma</b>	Saint of Students
<b>St. Isidore's</b>	Saint of internet – recorded everything
<b>St. Joseph</b>	I don't see an issue with maintaining the current name and building on the school's history.
<b>St. Joseph James Elementary School</b>	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!
<b>St. Jude</b>	New beginnings
<b>Saint Kateri Tekakwitha</b>	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.
<b>St. Kateri Tekakwitha</b>	To honour the indigenous heritage of our community.
<b>St. Nicholas</b>	Patron of children, charity for the poor, honored in Latin and Greek churches
<b>St. Nicholas</b>	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.
<b>St. Rose of Lima</b>	is most known for her severe austerity and care for the poor through her own initiatives, rather than by way of a religious order
<b>St. Sebastian</b>	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

	<p>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.</p>
<b>St. Stephens</b>	Patron Saint of bricklayers in line with the new construction of the school.
<b>St. Valentine</b>	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)
<b>The good shepherd school</b>	It reflects the good work of the school towards donations and charity I.e sleeping kids...
<b>The Holy Family Catholic School</b>	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
<b>Holy Mary Elementary or Sacred Heart of Mary Elementary</b>	For the obvious reason, Mary is the mother of all mothers. Mary is the mother of our beloved Jesus Christ.
<b>Jesus kids elementary school</b>	It reflects who governs the school (Jesus)
<b>Pope Francis</b>	He represents everything that is good and humble and holy and I am a huge fan
<b>Pope Francis</b>	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.
<b>St. Jerome</b>	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.
<b>Saint Kateri</b>	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.
<b>St. Kateri Tekawitha</b>	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.
<b>St. Maria Gabriella</b>	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.
<b>St. Nicolas Elementary School</b>	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 16<sup>th</sup>



#### 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

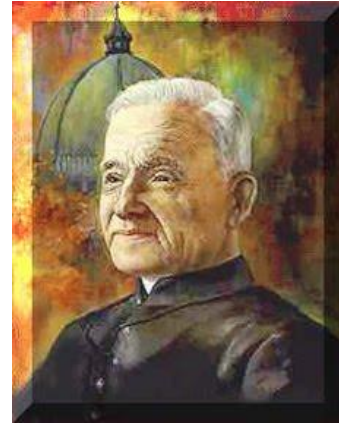
### St. André Bessette

#### 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/>

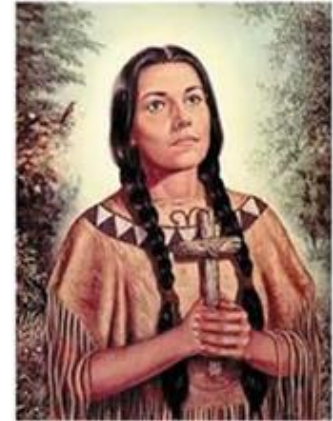


## Oakville South School Name Selection Process Shortlist of Names for Community Vote

### 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](https://en.wikipedia.org/wiki/Kateri_Tekakwitha) and [http://www.catholic.org/saints/saint.php?saint\\_id=154](http://www.catholic.org/saints/saint.php?saint_id=154)

## 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 6<sup>th</sup>

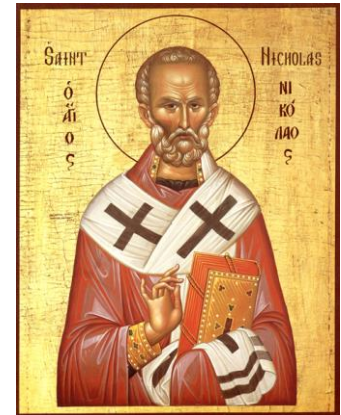
#### Biography:

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

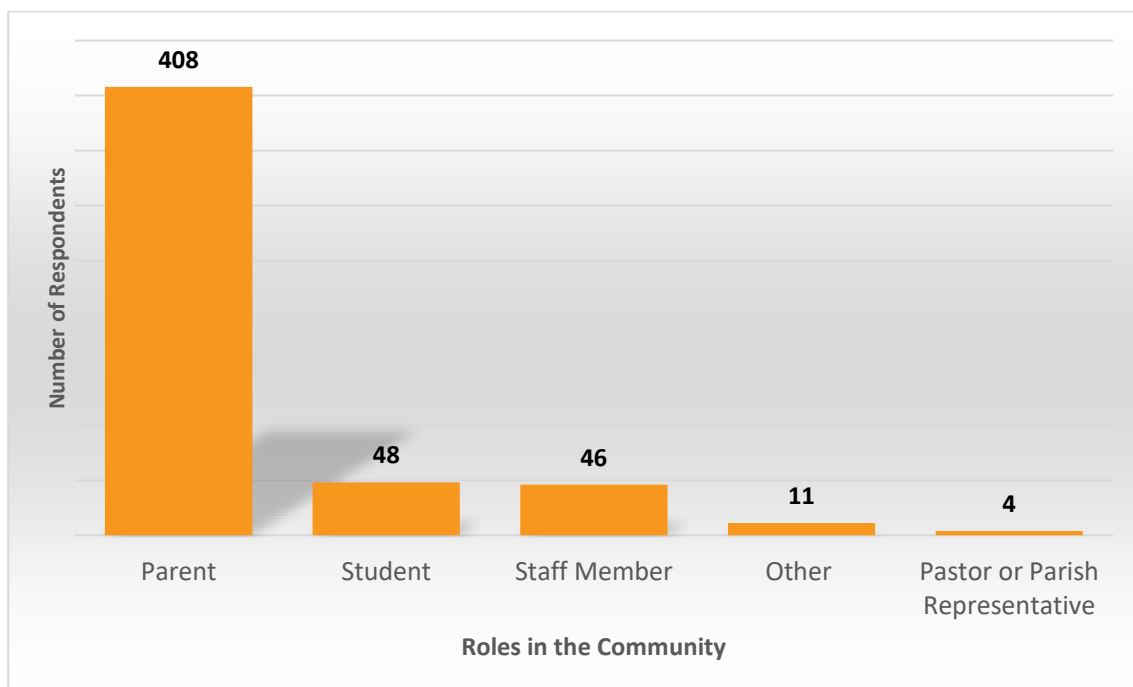
## Survey Report

### Participant Responses

Between March 6<sup>th</sup> and March 19<sup>th</sup>, 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)

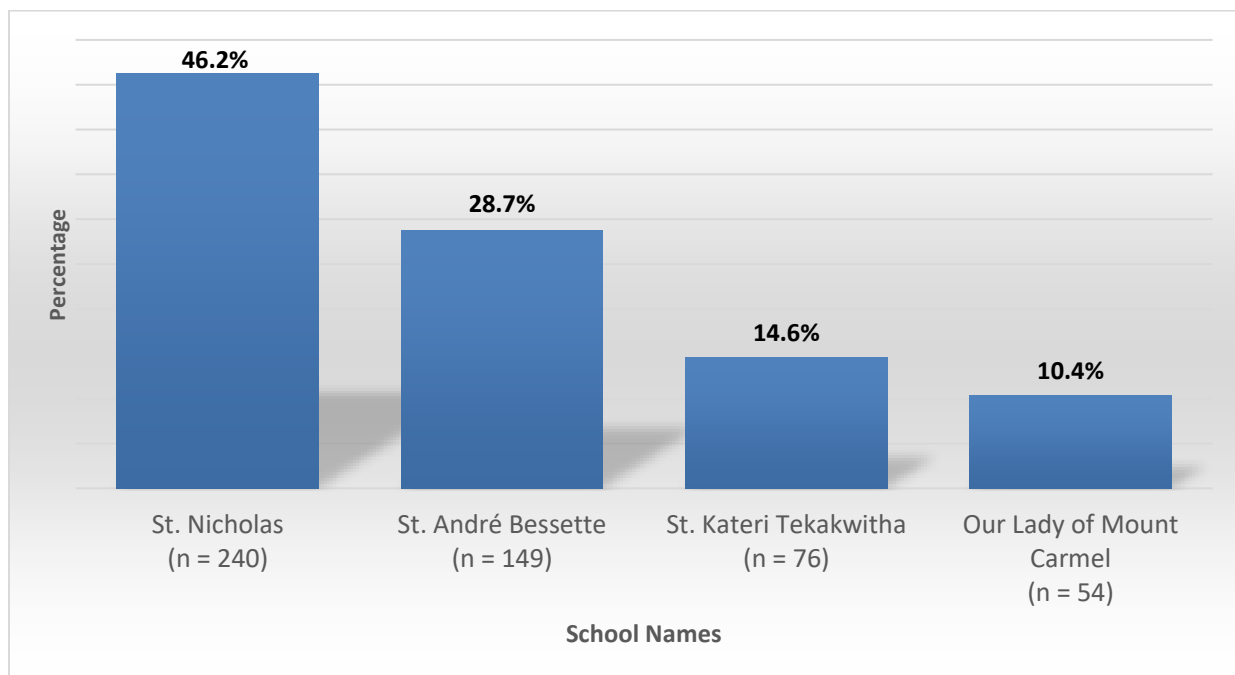


As illustrated in the chart above, the majority of respondents (78.9%; n = 408) were parents. The responses for those who selected their role in the community as 'other' (2.1%; n = 11) are listed in the table below:

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'.

## ACTION REPORT

## ITEM 8.8

### 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](http://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,

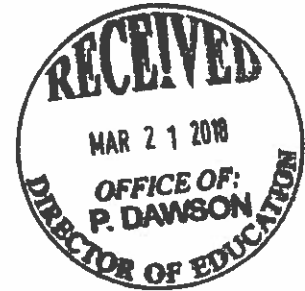
P. Dawson  
Director of Education

/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 8.9

### 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.

## 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 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
	<b>PRODUCT TOTAL</b>		<b>\$247,042.85</b>
	ESTIMATED SHIPPING & HANDLING**		954.97
	ESTIMATED TAX**		\$12,352.14
	<b>GRAND TOTAL</b>		<b>\$260,349.96</b>

## 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 Four 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

## ACTION REPORT

## ITEM 8.10

### SECONDARY ACADEMIC AND APPLIED GEOGRAPHY 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, 3<sup>rd</sup> 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, 2<sup>nd</sup> 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, 3<sup>rd</sup> Edition*, was translated into French and was selected as the core resource for our extended French Geography course (CGC 1DF).

## REMARKS:

The *Making Connections: Issues in Canadian Geography, 3<sup>rd</sup> 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 21<sup>st</sup> Century Competencies; and comprehensive digital versions for both teachers and students.

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

## EXPENDITURE SUMMARY

### CHC1D and CHC1P – Making Connections by Pearson Canada

Product Description	ISBN	Qty	Unit Price	Discount	Line Subtotal
<i>Making Connections, 3<sup>rd</sup> Edition</i> Student Edition Print	978-0-13-378998-0	1730	\$82.15	23.50%	\$108,721.42
<i>Making Connections, 3<sup>rd</sup> 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, 3<sup>rd</sup> 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, 3<sup>rd</sup> Edition, Pearson Canada, 2015*** as the approved Geography, Academic and Applied, Grade 9 CGC1D and CGC1P textbook.

## RECOMMENDATION:

### RESOLUTION:

Moved by:  
Seconded by:

**RESOLVED**, that the Halton Catholic District School Board approve the purchase of the ***Making Connections*** resource for Grade 9 Academic and Applied Geography (CGC1D and CGC1P) courses.

**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

**ACTION REPORT**

**ITEM 8.11**

**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. The purpose is to also proceed with a Board statement pertaining to the application of operating surpluses and alternative accommodation arrangements for the upcoming 2018 Education Development Charges (EDC) By-Law.

**BACKGROUND INFORMATION:**

- 1) Staff Report Item 9.5, "2018 Education Development Charges (EDC) By-Law: Application of Operating Surpluses and Alternative Accommodation Arrangements" from the April 3, 2018 Regular Board Meeting.
- 2) Trustee Presentation, "A Review of Education Development Charges", held at the Board offices on November 8, 2017.
- 3) 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.

Below is the staff recommendation for Board of Trustees for approval:

#### **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. NEGOTI, 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”

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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**

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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:

**ACTION REPORT**

**ITEM 8.12**

**HALTON CATHOLIC DISTRICT SCHOOL BOARD BUDGET - RESPECTING TAXPAYERS**

**RESOLUTION**

Moved by: P. Marai  
Seconded by:

**WHEREAS**, in the last ten years:

- The Halton Catholic District School Board budget has increased 60% from \$250 Million to \$400 Million.
- The Halton Catholic District School Board enrollment has increased 19.5% from 28,865 to 34,486 students.
- Consumer Price Index has increased 17.56% or 1.63% per annum.

**WHEREAS**, the Halton Catholic District School Board is charged with the responsible spending of public funds.

**WHEREAS**, the Halton Catholic District School Board is committed to investing in front line resources that maximize student achievement.

**BE IT RESOLVED**, that on annual basis, Trustees launch a confidential consultation with the Halton Catholic District School Board staff and the public, with a goal of finding savings and efficiencies in the Board budget.

**TRUSTEE P. MARAI**

## ACTION REPORT

## ITEM 8.13

### POLICY II-15 INTERNATIONAL LANGUAGES ELEMENTARY PROGRAM

#### PURPOSE:

To approve *Policy II-15 International Languages Elementary Program*, as presented.

#### BACKGROUND INFORMATION:

*Policy II-15 International Languages Elementary Program* was established to provide direction on the implementation and administration of these programs. This policy was last reviewed in April 2015.

This policy has been updated and revised in the following areas:

- A clear purpose that identifies the need for the policy has been created;
- The addition of the application and scope; specifically, who it applies to;
- Addition of a Principle section with current wording of the policy being incorporated into this section;
- Clarification in the requirements section as to who the individual written requests must be sent to; and
- Addition of current requirements currently part of the procedure which would make the procedure redundant.

#### CONCLUSION:

*Policy II-15 International Languages Elementary Program* was presented at the Policy Committee Meeting on April 10, 2018 with a recommendation that it be forwarded to the Board of Trustees for approval.

#### RECOMMENDATION:

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

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-15 International Languages Elementary Program*, be approved as amended.

REPORT SUBMITTED AND  
APPROVED BY:

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

## INTERNATIONAL LANGUAGES ELEMENTARY PROGRAM

POLICY No.: II-15

DATE : APRIL 8, 1987

AMENDED: JULY 30, 1991

AMENDED: JUNE 5, 2007

AMENDED: APRIL 21, 2015

AMENDED: APRIL 17, 2018

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**[Operating Policy V-01 Use of Schools Grounds and Community Use of School Facilities](#)**PURPOSE**

To provide direction to individuals, organizations and schools regarding the implementation and administration of the International Languages Elementary (ILE) Program.

**APPLICATION AND SCOPE**

This policy applies to pupils enrolled in elementary schools under the jurisdiction of the Halton Catholic District School, and any individual or organization requesting ILE classes.

**REFERENCES**

[EduGains – ILE Resource Guide January 2013](#)

**PRINCIPLES**

The Halton Catholic District School Board recognizes that the ILE Program is an important educational experience and opportunity for students

- ILE programs deepen students' cultural awareness, foster pride in their heritage, and strengthen their self-esteem and self-image.
- ILE classes help all students to communicate more effectively with people of diverse backgrounds
- ILE classes build language skills that they will be able to use locally, nationally, and globally, giving them more opportunities to represent Canada in the global village.
- School boards are responsible for delivering a program that meets the needs of all types of students and fulfils the goals of Ontario education. The goals are as follows:
  - to help all students improve their learning and achievement
  - to close the achievement gap between learners
  - to increase public confidence in education

**REQUIREMENTS**

1. Where warranted, the Halton Catholic District School Board will establish ILE Programs on an integrated extended day, lunchtime, after school, evening, weekend or summer school basis, subject to the following conditions:

**INTERNATIONAL LANGUAGES ELEMENTARY PROGRAM****POLICY No.:** **II-15****DATE :** APRIL 8, 1987**AMENDED:** JULY 30, 1991**AMENDED:** JUNE 5, 2007**AMENDED:** APRIL 21, 2015**AMENDED:** APRIL 17, 2018**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**[Operating Policy V-01 Use of Schools Grounds and Community Use of School Facilities](#)

- that ILE classes be considered upon the written request of a local parish or community organization or upon the written recommendation of a school principal to the Principal of Continuing Education.
  - that a minimum number of students per class as prescribed by Ministry grant regulations be assembled before a program be established.
  - that where ILE classes are to be offered, instruction shall be limited to two and one-half hours per week. The Board will not accept responsibility for the payment of teaching services beyond two and one-half hours per language class per week.
  - that ILE instructors be hired within Board and Ministry of Education qualifications and at an hourly rate to be determined by the Board.
  - that participation in ILE classes be voluntary and that only pupils whose parents/guardians have registered their children, may participate.
  - that parents/guardians of students participating in the ILE classes be responsible for transportation arrangements that may be required.
2. The Principal of Continuing Education will evaluate each request and make decisions with respect to:
    - suitability of the program;
    - staffing and funding;
    - location and instruction times;
    - conformity to Halton Catholic District School Board and Ministry of Education regulations.
  3. Employment of instructors shall be the responsibility of the Principal of Continuing Education. Appointment and deployment of Instructors will conform to the Board policy.
  4. Class registers shall be maintained for each class by the Thomas Merton Adult Learning Centre.

**ADMISSION CRITERIA:**

Admission to International Languages Elementary Program is open to all elementary school age children who reside and attend school in the province of Ontario.

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

**ACTION REPORT**

**ITEM 8.14**

**POLICY II-31 RISK MANAGEMENT – FIRST AID**

**PURPOSE:**

To approve *Policy II-31 Risk Management – First Aid*, as amended.

**BACKGROUND INFORMATION:**

*Policy II-31 Risk Management - First Aid* is a long-standing policy that addresses first aid for employees and students of the Halton Catholic District School Board.

Minor amendments have been made to the policy, specifically, the addition in the reference section to Workplace Safety Insurance Board (WSIB) Regulation 1101, which addresses first aid requirements such as equipment, facilities and training.

Requirements have been adjusted to state the official recognized certification body that organizations must comply with in order for the board to use for First Aid training of staff.

**CONCLUSION:**

*Policy II-31 Risk Management - First Aid* was presented at the Policy Committee Meeting on April 10, 2018 with a recommendation that it be forwarded to the Board of Trustees for approval.

**RECOMMENDATION:**

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

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-31 Risk Management - First Aid* be approved, as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE



**RISK MANAGEMENT – FIRST AID****POLICY No.:** II-31**DATE :** June 24, 1997**AMENDED:** June 5, 2007**AMENDED:** March 24, 2015**AMENDED** April 17, 2018

**ASSOCIATED** [Administrative Procedure VI-74 Risk Management - First Aid](#)  
**OPERATING POLICIES &** [Operating Policy V-05 School Accidents – Safety](#)  
**ADMINISTRATIVE** [Administrative Procedure VI-21 OSBIE On-line Incident Reporting](#)  
**PROCEDURES:** [Administrative Procedure VI-71 Concussion Protocol](#)

**PURPOSE**

To provide assiduous attention to the first aid of all employees and students within the Halton Catholic District School Board's jurisdiction.

**APPLICATION & SCOPE**

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

**REFERENCES**

[Education Act](#)

[Occupational Health and Safety Act](#)

[Workplace Safety and Insurance Act](#)

[WSIB Regulation 1101](#)

**PRINCIPLE**

The Halton Catholic District School Board will give assiduous attention to the first aid of students and employees in compliance with the Education Act, Occupational Health and Safety Act (OHSA), Workplace Safety and Insurance Act (WSIA), Policies, Procedures and Protocols, as well as all other legal obligations.

**REQUIREMENTS**

1. The Halton Catholic District School Board encourages, supports and shall provide opportunities for employees to actively participate in Workplace Safety and Insurance Board (WSIB) recognized Standard First Aid certification.

The Halton Catholic District School Board will sponsor the following number of employees for each site to receive Standard First Aid and CPR/AED with Administrator approval:

- Elementary Schools - 2 employees

**RISK MANAGEMENT – FIRST AID**

**POLICY No.:** II-31  
**DATE :** June 24, 1997  
**AMENDED:** June 5, 2007  
**AMENDED:** March 24, 2015  
**AMENDED:** April 17, 2018

**ASSOCIATED** [Administrative Procedure VI-74 Risk Management - First Aid](#)  
**OPERATING POLICIES &** [Operating Policy V-05 School Accidents – Safety](#)  
**ADMINISTRATIVE** [Administrative Procedure VI-21 OSBIE On-line Incident Reporting](#)  
**PROCEDURES:** [Administrative Procedure VI-71 Concussion Protocol](#)

- Elementary Schools over 700 staff and students - 3 employees
  - Elementary Schools over 900 staff and students - 4 employees
  - Secondary Schools - 4 employees
  - Central Office Sites - 2 employees
2. Each school site will meet the requirements of WSIB First Aid Regulation 1101 relating to first aid equipment, facilities and trained personnel:
    - a) employees holding a valid St. John Ambulance Standard First Aid certificate or equivalent, shall be identified as First Aid providers for the site.
    - b) a First Aid Station shall be located on site and valid First Aid certificates will be posted.
    - c) the Board shall require the principal/or supervisor to ensure that the first aid kits and their contents are inspected by an individual certified with first aid, or designated Board vendor, at not less than quarter-yearly intervals; and shall mark the inspection card for each box with the date of the most recent inspection and the signature of the person making the inspection
    - d) a WSIB poster entitled “In Case of Injury” Poster (form 82), shall be displayed in every workplace where all workers can see it.
    - e) procedures for record keeping of all injuries shall be in place, as per the Board’s First Aid Protocol.
    - f) procedures shall be in place for periodic review of accident reports to provide corrective actions to help eliminate causes of injuries.
  3. Each First Aid Kit/Room shall be equipped with disposable non-latex gloves and a pocket mask or shield.
  4. The Director of Education shall establish administrative procedures consistent with Board policy to implement this policy.
  5. The principal/site administrator shall be responsible for implementing Board policies, establishing and implementing site procedures, which will safeguard the health and welfare of staff, and students who have been injured, or taken ill, while on Board premises, or on school-sponsored field trips.

**APPROVED:** Regular Meeting of the Board

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

**ACTION REPORT**

**ITEM 8.15**

**POLICY II-33 SAFE ARRIVAL AT SCHOOL PROGRAM**

**PURPOSE:**

To approve *Policy II-33 Safe Arrival at School Program*, as presented.

**COMMENTARY:**

*Policy II-33 Safe Arrival at School Program* promotes the safety of pupils enrolled in Elementary and Secondary schools in the Halton Catholic District School Board. This policy was last reviewed in April 2015. The policy working committee has suggested minor amendments and additions to the policy.

As the policy is well established, the purpose has been changed to recognize the need to maintain and review rather than to develop.

Additional requirements have been included to indicate the schools process of following the safe arrival program.

**CONCLUSION:**

*Policy II-33 Safe Arrival at School Program* was presented at the Policy Committee Meeting on April 10, 2018 with a recommendation that it be forwarded to the Board of Trustees for approval.

**RECOMMENDATION:**

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

*Moved by:*

*Seconded by:*

***RESOLVED***, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-33 Safe Arrival at School Program* be approved, as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

## SAFE ARRIVAL AT SCHOOL PROGRAM

POLICY No.: II-33  
DATE : JUNE 15, 1999  
AMENDED: APRIL 21, 2015  
AMENDED: APRIL 17, 2018

ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:

[Administrative Procedure VI-18 Safe Arrival At School Program](#)

**PURPOSE**

To promote the safety of pupils, the Halton Catholic District School Board shall maintain and review a Safe Arrival at School Program for pupils enrolled in its schools.

**APPLICATION AND SCOPE**

This policy applies to parents, pupils and schools under the jurisdiction of the Halton Catholic District School Board.

**PRINCIPLES**

1. Parents/guardians are responsible for their children's safety. Safe-arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school.
2. The Halton Catholic District School Board recognizes that pupil safety is a shared responsibility involving the home, the school and other community agencies.
3. The Halton Catholic District School Board is committed to providing a Safe Arrival at School Program, which responds to the needs of the school community.
4. The Halton Catholic District School Board recognizes that the Safe Arrival at School Program complements other school and community safety programs.

**REQUIREMENTS**

1. Each school shall have practices in place to address the status of any pupil's unexplained failure to arrive at school.
2. The practices should address normal recurring circumstances as well as unusual events and conditions (e.g. inclement weather or bus cancellations).
3. Review of the Safe Arrival at School Program for Schools will be undertaken in consultation with Catholic School Councils in alignment with Administrative Procedure VI-18.
4. The Safe Arrival at School Program will be conducted in conjunction with the daily school attendance procedures.
5. Parents/guardians are responsible for communicating pupil absences or lateness to the school prior to the start of and/or throughout the school day, unless the parent/guardian informs the school of a

## SAFE ARRIVAL AT SCHOOL PROGRAM

POLICY No.: II-33

DATE : JUNE 15, 1999

AMENDED: APRIL 21, 2015

AMENDED: APRIL 17, 2018

## ASSOCIATED

[Administrative Procedure VI-18 Safe Arrival At School Program](#)

## OPERATING POLICIES &amp;

## ADMINISTRATIVE

## PROCEDURES:

prolonged absence.

6. Parents/guardians are responsible for providing the school with complete and current emergency contact information to enable the school to make any necessary follow-up contacts.
7. Information about the scope and practices of each school's Safe Arrival at School Program and about the roles and responsibilities of all stakeholders should be clearly identified and shall be communicated to the school community and reviewed in consultation with the Catholic School Council.

**APPROVED:** Regular Meeting of the Board

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

Chair of the Board

**ACTION REPORT**

**ITEM 8.16**

## POLICY II-38 EDUCATIONAL RESEARCH

**PURPOSE:**

To approve *Policy II-38 Educational Research*, as presented.

**COMMENTARY:**

This policy provides direction to staff and external individuals who wish to conduct research at the HCDSB. The following modifications were made:

- The purpose along with the application and scope sections were changed so that they are representative of all of the types of research activities conducted at HCDSB.
- References were added to the policy.
- Definitions were added and removed from to the policy. The removed definition is no longer applicable, while the additions help standardize what is meant by the different types of research.
- The second principle was reworded.
- The fourth principle became a requirement.
- The fifth principle was removed, as the Board does not typically receive applications that fit this description.
- Requirements were added.

In light of these changes, revisions to *Policy II-38 Educational Research – Surveys and Pilot Projects* should also reflect a name change to *Policy II -38 Educational Research*.

**CONCLUSION:**

*Policy II-38 Educational Research* was presented at the Policy Committee Meeting on April 10, 2018 with a recommendation that it be forwarded to the Board of Trustees for approval.

**RECOMMENDATION:**

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

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-38 Educational Research – Surveys and Pilot Projects* name be changed to *Policy II-38 Educational Research*, and be approved, as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**[Administrative Procedure VI-25 Educational Research](#)**PURPOSE**

To support and encourage internal and external research activities in our Catholic learning environment that contribute to the growth of educational knowledge.

**APPLICATION AND SCOPE**

This policy applies to all Board employees and external agencies and/or individuals who wish to conduct research at the Halton Catholic District School Board.

**REFERENCES**

[Ontario Education Act](#)

[Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada, Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, December 2014.](#)

**DEFINITIONS**

**External Research** is described as when an external agency/individual/institution wants to do research in a school or board. This includes requests from a Board employee collaborating with a non-Board agency or educational institution, and requests from a Board employee wanting to do research outside his/her own area of responsibility for the purposes of completing a professional course or program of study.

**Internal Research** is described as a central office, school or classroom research project that is related to Board or Ministry initiatives, conducted by any Board employee. It also includes a Board employee who conducts research within his/her own work environment to promote professional growth (e.g., AQ course).

**PRINCIPLES**

- The Board acknowledges the potential benefit of engaging in external and internal research activities as a means to gather data for educational and research purposes.
- The Board promotes and endorses the gathering of data for research purposes in keeping with the core values of the Catholic Church
- All research activities shall be consistent with HCDSB mission and values, policies, procedures, and strategic directions.

**EDUCATIONAL RESEARCH****POLICY No.:****II-38****DATE :**

DECEMBER 4, 2006

**AMENDED:**

APRIL 17, 2018

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**[Administrative Procedure VI-25 Educational Research](#)

- All research activities that involve our staff and/or students requires review and approval from the HCDSB Research Advisory Committee before the research is started. A checklist is used to assist the committee with the review process.
- The Board expects that all educational research proposals adhere to the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2).
- All research activities shall be in accordance with Administrative Procedure VI – 25 Educational Research and the Education Act, where applicable.

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



**ACTION REPORT**

**ITEM 8.17**

**POLICY II-43 VOLUNTARY, CONFIDENTIAL, SELF-IDENTIFICATION OF FIRST NATION, METIS AND INUIT STUDENTS**

**PURPOSE:**

To approve *Policy II-43 Voluntary, Confidential, Self-Identification of First Nation, Metis and Inuit Students*, as presented.

**BACKGROUND INFORMATION:**

Since 2010 Halton Catholic District School Board has offered the opportunity for First Nation, Metis and Inuit students to voluntarily self identified in order to receive culturally relevant and responsive programming. It is important to acknowledge that all Ontario students will benefit from an appreciation of the richness of Indigenous cultures, and the important contributions of First Nation, Métis, and Inuit communities to Ontario's cultural, economic and social future.

Accordingly, Board staff has updated *Policy II-43 Voluntary, Confidential, Self-Identification of First Nation, Metis and Inuit Students* to reflect current trends by making the following changes:

- 1) Refining the Purpose, Application & Scope sections of the Policy to reflect the Ministry of Education document: Ontario First Nation, Metis and Inuit Education Policy Framework;
- 2) Clear definitions of who are First Nation, Metis and Inuit people in Canada;
- 3) Expanding on principles of Excellence and Accountability; Equity and Respect for Diversity; Inclusiveness, Cooperation, and Shared Responsibility; Respect for Constitutional and Treaty Rights;
- 4) Requirements of how the policy will be implemented, ensuring confidentiality and how the data will be collected.

Other amendments to the policy include relocation of information for flow and clarity.

**CONCLUSION:**

*Policy II-43 Voluntary, Confidential, Self-Identification of First Nation, Metis and Inuit Students* was presented at the Policy Committee Meeting on April 10, 2018 with a recommendation that it be forwarded to the Board of Trustees for approval.

**RECOMMENDATION:**

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

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-43 Voluntary, Confidential, Self-Identification of First Nation, Metis and Inuit Students* be approved, as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**VOLUNTARY, CONFIDENTIAL SELF-IDENTIFICATION OF  
FIRST NATION, MÉTIS AND INUIT STUDENTS**

**POLICY No.:** II-43  
**DATE :** APRIL 6, 2010  
**AMENDED:** MAY 4, 2010  
**AMENDED:** APRIL 21, 2015  
**AMENDED:** APRIL 17, 2018

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

The development of effective self-identification policies by Ontario school boards is a significant step toward ensuring that First Nation, Métis, and Inuit students receive the highest possible quality of education, and that all Ontario students will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures and perspectives and the important contributions of First Nation, Métis, and Inuit communities to Ontario's cultural, economic and social future.

The Halton Catholic District School Board will provide the opportunity for all First Nation, Métis and Inuit students to voluntarily self-identify so that First Nation, Métis and Inuit students may receive culturally relevant and responsive programming.

The learning aspirations and potentials of First Nation, Métis and Inuit students will be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with First Nation, Métis and Inuit communities. Continued data collection and analysis will provide information for future decision making surrounding First Nation, Métis and Inuit student success.

**APPLICATION AND SCOPE**

This policy applies to any student of First Nation, Métis or Inuit ancestry attending schools in the Board. A student who is 18 years of age or older, has the right to self-identity. For students under 18 years of age, a parent or guardian will self-identify on their behalf.

The responsibility for implementation of this policy applies to the Board's senior administration and school administrators.

**REFERENCES**

[Ontario First Nation, Métis, and Inuit Education Policy Framework, Ministry of Education, 2007](#)

[Building Bridges to Success for First Nation, Métis and Inuit Students, Ministry of Education, 2007](#)

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

[Education Act](#)

[Ontario Human Rights Code](#)

**VOLUNTARY, CONFIDENTIAL SELF-IDENTIFICATION OF  
FIRST NATION, MÉTIS AND INUIT STUDENTS****POLICY No.:** II-43**DATE :** APRIL 6, 2010**AMENDED:** MAY 4, 2010**AMENDED:** APRIL 21, 2015**AMENDED:** APRIL 17, 2018**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:****DEFINITIONS**

Indigenous peoples. The descendants of the original inhabitants of North America. Section 35(2) of the Constitution Act, 1982, states: "In this Act, 'Aboriginal peoples of Canada' includes the Indian, Inuit, and Métis peoples of Canada." These separate groups have unique heritages, languages, cultural practices, and spiritual beliefs. Their common link is their indigenous ancestry.

First Nation. A term that came into common usage in the 1970s to replace the word "Indian", which many found offensive. The term "First Nation" has been adopted to replace the word "band" in the names of communities.

Métis people. People of mixed First Nation and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Anishinaabe, and Cree.

Inuit. Indigenous people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador. Ontario has a very small Inuit population. The Inuit are not covered by the Indian Act.

**PRINCIPLES**

This policy will evolve as the Board seeks to improve achievement and program delivery for First Nation, Métis and Inuit students. The following principles will be used as a guide:

**1. Excellence and Accountability**

The Ministry of Education believes quality education is essential for the continuing development of both Indigenous and non-Indigenous communities. The academic achievement of every First Nation, Métis, and Inuit student is supported through the delivery of quality education. The Ministry of Education provides support and resources for First Nation, Métis, and Inuit students.

**2. Equity and Respect for Diversity**

The Ministry of Education creates and nurtures an academic environment for every First Nation, Métis, and Inuit student that promotes the development of a positive personal and cultural identity, as well as a sense of belonging to both Indigenous and wider communities.

The Ministry of Education creates and supports an academic environment that fosters First Nation, Métis, and Inuit languages and cultures. It acknowledges the diversity found in First Nation, Métis, and Inuit communities and endorses learning about First Nation, Métis, and Inuit cultures, histories, and perspectives in the public education system.

**3. Inclusiveness, Cooperation, and Shared Responsibility**

Cooperation among governments, ministries, educational institutions (including the Ontario College of Teachers and faculties of education), and First Nation, Métis, and Inuit families, communities, and

**VOLUNTARY, CONFIDENTIAL SELF-IDENTIFICATION OF  
FIRST NATION, MÉTIS AND INUIT STUDENTS****POLICY No.:** II-43**DATE :** APRIL 6, 2010**AMENDED:** MAY 4, 2010**AMENDED:** APRIL 21, 2015**AMENDED:** APRIL 17, 2018**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

organizations is essential for the implementation of education programs and services designed for First Nation, Métis, and Inuit students, regardless where they live.

**4. Respect for Constitutional and Treaty Rights**

The Ministry of Education respects Indigenous and Treaty Rights protected by Section 35 of the Constitution Act, 1982

**Implementation:**

Self-identification data will be collected as part of the registration process for all students. All relevant staff shall be alerted to self-identification registration mechanisms through the student registration process. Self-identification data shall be collected and analyzed.

**Confidentiality:**

All data will be securely stored to respect privacy and used only as a means to enhance First Nations, Métis and Inuit education programs. Data is protected and governed by the Municipal Freedom of Information and Privacy of Students Act for School Boards.

Individual data will not be communicated. The information gathered will be used in aggregate only and for the purpose of developing and implementing supportive programs.

**Timelines:**

The data collected as a result of this policy will be evaluated by the school and board improvement learning teams on an annual basis to inform student programming across schools within the Halton Catholic District School Board.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:**

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

**STAFF REPORT**

**ITEM 9.1**

## **2018 EDUCATION DEVELOPMENT CHARGES (EDC) BY-LAW: PROPOSED EDC BY-LAW RENEWAL OVERVIEW**

### **PURPOSE**

The purpose of this report is to present to the Board of Trustees the proposed 2018 Education Development Charge (EDC) By-Law Renewal, as the current in-effect 2013 EDC By-law will soon reach its five (5)-year term. This report also serves to present the elements of the 2018 EDC Background Study and related policies that were used to determine the newly proposed charges.

The effect of the 2018 EDC By-Law renewal will result in increased development levies for both residential and non-residential development, as a result of growing land requirements and increasing land values in the Regional Municipality of Halton.

### **BACKGROUND INFORMATION:**

- 1) Presentation Item 4.1, "2018 Education Development Charges (EDC) By-Law: Policy Review Public Meeting" from the April 17, 2018 Regular Board Meeting.
- 2) Presentation Item 4.2, "2018 Education Development Charges (EDC) By-Law: Policy Review Public Meeting" from the April 17, 2018 Regular Board Meeting.
- 3) Action Report Item 8.11, "2018 Education Development Charges (EDC) By-Law: Application of Operating Surpluses and Alternative Accommodation Arrangements" from the April 17, 2018 Regular Board Meeting.
- 4) Staff Report Item 9.5, "2018 Education Development Charges (EDC) By-Law: Application of Operating Surpluses and Alternative Accommodation Arrangements" from the April 3, 2018 Regular Board Meeting.
- 5) Trustee Presentation, "A Review of Education Development Charges", held at the Board offices on November 8, 2017.
- 6) 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.
- 7) Action Report Item 9.2, "2013-2018 Education Development Charges By-Law" from the June 18, 2013 Regular Board Meeting.

### **HISTORY:**

An Education Development Charge (EDC) is a levy that is imposed under a Board enacted By-Law respecting growth related net education land costs incurred or proposed to be incurred by a School Board. EDCs are the primary source of funding for the acquisition and preparation of school sites, and other costs related to accommodating growth-related pupil needs within a Board's jurisdiction. To collect the necessary funds, levies are applied to and collected from all new residential and non-residential development, with limited exceptions.

The 2018 Education Development Charges By-Law will be the sixth (6) EDC By-Law adopted by the Board since 1996. The five (5) previous EDC By-Laws, and their respective amendments are as follows:

NO.	EDC BY-LAW	PASSED
<b>1</b>	<b>1996-1999 Halton Roman Catholic Separate School Board EDC By-Law Renewal</b>	<b>May 28, 1996</b>
<b>2</b>	<b>1999-2004 Halton Catholic District School Board EDC By-Law Renewal</b>	<b>August 1999</b>
<b>3</b>	<b>2004-2009 Halton Catholic District School Board EDC By-Law Renewal</b>	<b>June 9, 2004</b>
3A	<i>2005 Halton Catholic District School Board EDC By-law Amendment</i>	<i>June 21, 2005</i>
3B	<i>2006 Halton Catholic District School Board EDC By-law Amendment</i>	<i>June 20, 2006</i>
3C	<i>2007 Halton Catholic District School Board EDC By-law Amendment</i>	<i>June 19, 2007</i>
<b>4</b>	<b>2009-2014 Halton Catholic District School Board EDC By-Law Renewal</b>	<b>June 2, 2009</b>
4A	<i>2011 Halton Catholic District School Board EDC By-law Amendment</i>	<i>June 19, 2011</i>
<b>5</b>	<b>2013-2018 Halton Catholic District School Board EDC By-Law Renewal</b>	<b>June 18, 2013</b>
5A	<i>2014 Halton Catholic District School Board EDC By-law Amendment</i>	<i>June 3, 2014</i>
5B	<i>2015 Halton Catholic District School Board EDC By-law Amendment</i>	<i>June 2, 2015</i>
5C	<i>2017 Halton Catholic District School Board EDC By-law Amendment (OMB)</i>	<i>March 1, 2016</i>
5D	<i>2017 Halton Catholic District School Board EDC By-law Amendment</i>	<i>June 25, 2017</i>
<b>6</b>	<b>2018-2023 Halton Catholic District School Board EDC By-Law Renewal</b>	<b>May 2018</b>

The last by-law renewal took place on June 18, 2013, whereby the Board adopted a region-wide EDC By-Law under the Education Act, a joint undertaking with the Halton District School Board (HDSB). The 2013 EDC By-Law had an effective implementation date of June 24, 2013 and is to be in effect for no more than five (5) years, coming to term at the close of business on June 23, 2018.

Since the last 2013 By-Law renewal, a total of four (4) amendments were made to the parent by-law, as listed above. Note that one amendment was resolved by way of an Ontario Municipal Board mediation/settlement that arose from a dispute over the methodology utilized in calculating the 2015 EDC Amendment charge. All the amendments were prompted by increasing land/school site values experienced throughout the municipalities of the Regional Municipality of Halton.

To ensure the Board was not overextending its borrowing capability by further increasing the EDC deficit, annual amendments were implemented. This practice has been undertaken since the 2004-2009 By-Law renewal.

Development Type	June 18, 2013 EDC By-Law	June 3, 2014 EDC By-Law	June 2, 2015 EDC By-Law	March 1, 2016 EDC By-Law	June 23, 2017 EDC By-Law
\$ per residential unit	\$1,484 per residential unit	\$1,839 per residential unit	\$2,176.00 per residential unit	\$2,035.00 per residential unit	\$2,269.00 per residential unit
\$ per sq. ft. of gross floor area or \$ per sq. m. of gross floor area	\$0.38 ft <sup>2</sup> or \$4.09 m <sup>2</sup>	\$0.47 ft <sup>2</sup> or \$5.06 m <sup>2</sup>	\$0.56 ft <sup>2</sup> or \$6.03 m <sup>2</sup>	\$0.51 ft <sup>2</sup> or \$5.49 m <sup>2</sup>	\$0.58 ft <sup>2</sup> or \$6.24 m <sup>2</sup>

Note that the current 2013 By-Law recovers 85% of education land costs from residential development and 15% from non-residential development.

## **COMMENTARY:**

The following subsections serve to summarize the 2018 Education Development Charges Background Study prepared by Watson & Associates, which is attached as Appendix A to this report. On April 17, 2018, Jack Ammendolia will be presenting at the two scheduled Public Meetings (EDC Policy Review and By-law Renewal) and will provide an overview of the overall Background Study for the Board of Trustees and the public's benefit.

### ***GENERAL EDC REQUIREMENTS:***

Educational Development Charges are used to fund the acquisition of school sites and related costs to accommodate growth-related pupil needs. Due to current and future anticipated enrolment growth, the HCDSB is permitted to charge EDCs which are applied to all new residential and non-residential development, with certain exceptions. The EDCs are imposed by and collected through the Board's adoption of an EDC By-Law. The current 2013 EDC By-Law recovers education land costs (i.e. the purchase price of school sites and associated costs) from two sources: 85% from residential development and 15% from non-residential development.

### ***ELIGIBILITY & FINANCIAL OBLIGATION***

In order to qualify for an EDC by-law and impose these charges, the Board must first satisfy certain criteria. The first criteria deals with the Board's average five (5) year projected enrolment compared to its On-the-Ground (OTG) capacity. The second set of criteria, available only to school boards which have an in-force by-law, deal with outstanding EDC financial obligations. The Board meets both triggers.

The Board has determined a permanent capacity of 23,474 on the elementary panel and 10,890 on the secondary panel. The five (5) year projected enrolment averages 24,210 pupils compared to a capacity of 23,474, leaving a shortfall of 736 spaces. On the secondary panel, the average projected five (5) year enrolment from 2018 to 2023 is 12,643, which is more than the permanent secondary capacity of 10,890 – resulting in a deficit of 1,753 spaces.

**As of January 31, 2017, the HCDSB EDC reserve shortfall is approximately \$39.6 million, and is projected to decrease to approximately \$32.1 million by June 2018.**

### ***POLICY MATTERS:***

As was discussed in Action Report 8.11 "2018 Education Development Charges (EDC) By-Law: Application of Operating Surpluses and Alternative Accommodation Arrangements" from the April 17, 2018 Regular Board Meeting, Regulation 20/98 of the Education Act, requires that a school board evaluate certain policies as part of the process of adopting a new EDC By-law, and approve and integrate statements into the EDC Background Study.

The policies in question concern the following:

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

As outlined in the aforementioned report presented to Trustees, the Board is unable to designate surplus funds for the purpose of acquiring school sites. Further, 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. Accordingly, staff recommended that the Board approve the following resolution at the April 17, 2018, Regular Meeting of the Board:

***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.

### ***APPORTIONMENT OF LAND COSTS:***

Paragraph 8 of Section 7 of Ontario Regulation 20/98 gives the Board the discretion to collect a portion of the education land costs from non-residential development. The percentage that may be funded by a charge on non-residential development cannot exceed 40% of the total education land costs. The Board's current EDC By-Law is designed to recover 15% from non-residential development, and the balance from residential development.

Staff and legal counsel recommend that the Board retain the current apportionment of education land costs between residential and non-residential development since there has been no indication of any change in the development community's preference.

### ***RECOVERY OF NET EDUCATION LAND COSTS***

The Education Act permits the Board to recover up to 100% of the projected education land costs through EDCs. The Board's current EDC By-Law is based upon 100% recovery. Staff and legal counsel recommend continuing with 100% recovery while recognizing that granting some non-statutory exemptions and other policy decisions will reduce this level of recovery.

### ***NON-STATUTORY RESIDENTIAL EXEMPTIONS***

Section 257.59 of the Education Act permits the Board to exempt different categories and uses of residential development. The mandatory exemptions for residential development relate to limited housing intensification and municipally owned and operated property. An exemption is also provided for the replacement of a dwelling unit that was destroyed by fire, demolition or otherwise rendered uninhabitable. The Board's current EDC By-Law only provides for these mandatory residential exemptions.

Staff and legal counsel recommend that the Board not expand the list of residential exemptions beyond those that are mandatory, since the lost revenues cannot be recovered through increased EDCs on other developments or through the property tax base.

### ***DIFFERENTIATED RESIDENTIAL EDC***

Ontario Regulation 20/98 allows the Board to differentiate the residential EDC rate by housing type, so that, for example, a single family detached dwelling unit would pay a greater charge than an apartment unit. The Board's current EDC By-Law imposes a uniform residential EDC against all forms of dwelling



units. The Board has the option of imposing a uniform residential EDC or a differentiated residential EDC that distinguishes between housing types.

During the Stakeholder meeting that took place on March 23, 2018, both Boards, Watson & Associates, the Board's legal counsel Overland LLP, and Cushman Wakefield met with stakeholders. During this meeting, the matter concerning differentiated charges was discussed, although there was not significant interest expressed by the Building Industry and Land Development Association (BILD) for a change. BILD representatives notified staff that the issue would be brought back to their membership for further consideration.

At present, staff continue to recommend that the Board not implement a differentiated residential charge as part of the 2018 By-Law. If additional information comes to light during the Public Meeting on April 17, or any future submissions, staff will inform Trustees of its final recommendation at the final passing meeting of May 15, 2018.

### ***NON-STATUTORY NON-RESIDENTIAL EXEMPTIONS***

The Education Act allows the Board to exempt different categories of non-residential uses. Statutory exemptions include non-residential development of lands that are owned by and used for the purposes of a municipality or a school board. The enlargement of the gross floor area of an industrial building (up to 50 per cent) is also exempt from EDCs as is the replacement of a non-residential building that was destroyed by fire, demolition or otherwise rendered unusable.

In addition to the above-noted exemptions, there are other categories of non-residential development that are exempt from EDCs pursuant to specific legislative provisions. These include publicly funded universities and colleges, which are exempted from EDCs under the statutes that create them. The Board's current EDC By-Law contains the following additional exemptions:

1. A public hospital receiving aid under the Public Hospitals Act;
2. A publicly-funded university, community college or a college of applied arts and technology established under the Ministry of Colleges and Universities Act, or a predecessor statute;
3. A seminary of learning maintained for educational purposes that is exempt from taxation under the Assessment Act, the whole profits from which are devoted or applied to such purposes, i.e. a non-profit private school;
4. A place of worship owned by a religious organization that is exempt from taxation under the Assessment Act that is used primarily as a place of public worship;
5. A cemetery or burying ground that is exempt from taxation under the Assessment Act;
6. Non-residential agricultural buildings or structures that are owned by and are used for the purposes of a bona fide farming operation; and
7. Metrolinx (formerly known as Go Transit) which is a Provincial crown agency.

No additional exemptions were requested at the March 23, 2018, Stakeholder Meeting. Staff awaits any additional requests which may be advanced at the April 17, 2018, Public Meeting. Absent a compelling argument for a further exemption(s), Staff and legal counsel recommend that the Board maintain these non-statutory non-residential exemptions, and not expand the list, in order to avoid sustaining financial shortfalls in EDC collections.

### ***DEMOLITION/CONVERSION CREDITS***

The Board's current EDC By-Law provides a demolition credit for the replacement of a dwelling unit destroyed by fire, demolition or otherwise rendered uninhabitable, provided the building permit for the replacement dwelling unit is issued within two (2) years of the date that the former dwelling unit was destroyed or became uninhabitable.

The Board's current EDC By-Law extends a similar credit for the replacement of a non-residential building that was destroyed or rendered unusable but the grace period is five (5) years. The HDSB's EDC By-Law provides for the same credits.

At the March 23, 2018, Stakeholder Meeting, a request was made to extend the credit period for residential demolitions from 2-years to 5-years to align with the Region's non-residential credits. Sections 4(2) and 5(3) of Ontario Regulation 20/98 prescribe the two (2) year grace period for the replacement of a residential building and the five (5) year grace period for the replacement of a non-residential building.

While the School Boards have the discretion to increase the residential grace period to five (5) years to match the non-residential and align with the Regional Development Charges By-law, it is uncertain as to what the impact would be on EDC revenues from the expanded grace period. Staff will continue to consider whether there are financial implications to these requests in its review of the current by-law.

Further, consideration is underway of the Board accepting letters of credit in circumstances where the original dwelling is not demolished prior to the construction of the replacement dwelling.

Until a final assessment is made on the potential financial implication of the above changes, Board staff and legal counsel recommend that the demolition credit grace period for residential and non-residential uses remain at two (2) years and five (5) years, respectively.

### ***INDUSTRIAL EXPANSION EXEMPTIONS***

Staff and legal counsel recommend that the industrial expansion exemption should be applied to a maximum of 50% of the total floor area of the industrial building as it existed before the first enlargement for which an exemption from the payment of EDCs was granted under this or a previous By-Law.

No other concerns were expressed at the March 23, 2018, Stakeholder Meeting.

### ***BY-LAW TERM***

Section 257.58 of the Education Act provides for a maximum EDC By-Law term of five (5) years. It is open to the Board to repeal its EDC By-Law prior to the expiration of the five year term. The Board's current EDC By-Law has a five-year term. Staff and legal counsel recommend a five-year term for the 2018 EDC By-Law.

### ***SUMMARY OF BOARD ENROLMENT PROJECTIONS:***

The Regional Municipality of Halton is expected to construct **over the next 15-year horizon a total of 85,711 net-new residential units, and approximately 65,616,969 square feet of net-new non-residential GFA**. Both of these elements will contribute to enrolment growth throughout the region.

The Board's total yields for the elementary panel range between 0.036 in Burlington to 0.157 in Milton, with Oakville and Halton Hills totalling 0.103 and 0.134 respectively. On the secondary panel, Burlington

and Oakville have the lowest yields ranging from 0.017 in Burlington to 0.040 in Oakville; while Milton (0.061) and Halton Hills (0.052) have the highest secondary yields.

These yields are applied to the total projected new units by municipal area and unit type to determine the total elementary and secondary student projections.

Using the aforementioned yields in combination with the existing community projections, the total EDC enrolment projections for Halton indicate that by the end of the forecast period (2032/33), the Board can expect total elementary enrolment in Halton of 31,431 compared to the 2018/19 enrolment of 23,164 for a total increase of 8,267 pupils or 36%.

On the secondary panel, enrolment is expected to increase from 12,058 in 2018/19 to 14,949 at the end of the fifteen year forecast period for a total increase of 2,891 pupils or approximately 24%.

The summary of enrolment projections to determine the net educational land costs for the Board are as follows:

ELEMENTARY PROJECTION				
Review Area	Year 1 2018/19	Year 5 2022/23	Year 10 2027/28	Year 15 2032/33
CEB1	431	446	465	477
CEB2	1,465	1,519	1,539	1,605
CEB3	1,924	1,976	2,019	1,986
CEB4	2,122	2,062	1,889	1,968
CEB5	-	-	-	-
CE01	1,648	1,501	1,358	1,419
CE02	2,150	1,807	1,618	1,688
CE03	1,039	991	986	997
CE04	505	449	445	448
CE05	1,560	1,402	1,303	1,281
CE06	487	1,174	1,893	2,324
CEH1	849	920	1,056	1,176
CEH2	1,603	1,864	2,385	3,006
CEH3	329	289	297	302
CEM1	1,707	1,891	1,895	1,952
CEM2A	3,397	3,110	2,894	2,880
CEM2B	1,584	1,811	1,796	1,754
CEM2C	126	788	1,197	1,256
CEM2D	237	994	1,625	1,807
CEM3	-	218	1,251	3,102
<b>TOTAL</b>	<b>23,164</b>	<b>25,214</b>	<b>27,911</b>	<b>31,431</b>

SECONDARY PROJECTION				
Review Area	Year 1 2018/19	Year 5 2022/23	Year 10 2027/28	Year 15 2032/33
CSB1	2,989	2,831	2,998	2,910
CSM1	1,743	1,835	1,852	1,661
CSM2	51	349	909	1,594
CSM3	1,713	2,363	2,802	2,658
CS01	1,229	1,229	1,278	1,133
CS02	1,330	1,476	1,361	1,212
CS03	1,212	1,245	1,178	1,115
CS04	50	239	445	593
CSH1	1,739	1,673	1,771	2,074
<b>TOTAL</b>	<b>12,058</b>	<b>13,241</b>	<b>14,594</b>	<b>14,949</b>

HALTON RESIDENTIAL UNIT PROJECTIONS	
Total Projected Units	85,711
Total Net-New Units	84,597

HALTON RESIDENTIAL UNIT PROJECTIONS	
Total Projected GFA (ft <sup>2</sup> )	87,489,293
Total Net-New GFA (ft <sup>2</sup> )	65,616,969

### ***NET GROWTH-RELATED PUPIL PLACES:***

The projected school board enrolments as well as the residential forecasts determine the net growth-related pupil places which in turn determine the number of required EDC eligible sites. This information can be found in Form E of the EDC Background Study (Appendix A). These forms highlight, by review area, the net number of new units, the Board's pupil yields and the number of growth-related pupils.

The Board's projections forecast a total 9,677 net growth-related pupils on the elementary panel and 3,785 on the secondary panel.

## NET EDUCATION LAND COSTS

As part of the 2018 Education Development Charges Background Study completed for the By-Law renewal, the Board identified a total of sixteen (16) new elementary school sites (one (1) which is already owned) and four (4) new secondary school sites required to meet net-new growth requirements within the Regional Municipality of Halton.

Paragraph 4 of Section 7 of O.Reg 20/98 states that, "The board shall estimate the net education land cost for the elementary school sites and secondary school sites required to provide pupil places for the new elementary school pupils and secondary school pupils."

To determine the costs of land acquisition, both the HDSB and the HCDSB retained the appraisal firm of Cushman & Wakefield. The appraisers were responsible for providing a land value per acre for each EDC eligible site identified in the analysis. In addition, the appraisers were asked to provide an annual land escalation factor (for 5 years) to apply to the current land values at the time of purchase, they recommend a rate of 4%. The effective date of the appraisal is June 1, 2018.

The net new educational school sites requirements as well as their per acre land values are listed as follows:

NO.	ELEMENTARY PANEL	VALUE/ACRE	SITE SIZE
1	North Oakville Catholic Elementary School #1	\$2,370,000	7.0
2	North Oakville Catholic Elementary School #2	\$2,370,000	7.0
3	North Oakville Catholic Elementary School #3	\$2,370,000	7.0
4	Milton Boyne Secondary Plan Catholic Elementary School #2	\$1,810,000	7.0
5	Milton Boyne Secondary Plan Catholic Elementary School #3	\$1,810,000	7.0
6	Milton Boyne Secondary Plan Catholic Elementary School #4	\$1,810,000	7.0
7	Milton Boyne Secondary Plan Catholic Elementary School #5	\$1,810,000	7.0
8	Milton Urban Expansion Lands Catholic Elementary School #1	\$1,810,000	7.0
9	Milton Urban Expansion Lands Catholic Elementary School #2	\$1,810,000	7.0
10	Milton Urban Expansion Lands Catholic Elementary School #3	\$1,810,000	7.0
11	Milton Urban Expansion Lands Catholic Elementary School #4	\$1,810,000	7.0
12	Milton Urban Expansion Lands Catholic Elementary School #5	\$1,810,000	7.0
13	Georgetown Catholic Elementary School #1	\$1,590,000	6.0
14	Vision Georgetown Secondary Plan Catholic Elementary School #1	\$1,590,000	6.0
15	Vision Georgetown Secondary Plan Catholic Elementary School #2	\$1,590,000	6.0
16	Vision Georgetown Secondary Plan Catholic Elementary School #3	\$1,590,000	6.0
NO.	SECONDARY PANEL	VALUE/ACRE	SITE SIZE
1	North Oakville Catholic Secondary School #1	\$2,370,000	16.0
2	Vision Georgetown Secondary Plan Catholic Secondary School #1	\$1,590,000	12.0
3	Milton Boyne Secondary Plan Catholic Secondary School #2	\$1,810,000	18.0
4	Milton Urban Expansion Lands Catholic Secondary School #1	\$1,810,000	16.0

## ***LAND PREPARATION COSTS***

The Education Act prescribes the “costs to provide services to the land or otherwise prepare the site so that a building or buildings may be built on the land to provide pupil accommodation” as an EDC eligible cost. These costs typically include bringing services to the lot line of the property, rough grading and compaction of the site and ensuring that the site is cleared of debris.

To determine the land development and servicing costs, both Boards provided their recent historical site preparation costs. The new average cost was calculated as **\$75,056 per acre**.

Using historical economic data and construction cost indices, an escalation factor of 1.6% per annum was applied to the assumed per acre site preparation costs. Site preparation costs are escalated to the time of school site purchase.

## ***TOTAL LAND COSTS***

The total net education land costs including the site acquisition costs, the escalation of land over the term of the by-law (five years), the site development/servicing costs, as well as associated financing costs and study costs, are projected to be over **\$363 million over the 15-year planning horizon of the proposed by-law to acquire the sixteen (16) elementary and four (4) secondary school sites**.

## ***2018 EDUCATION DEVELOPMENT CHARGE***

Once the net education land costs have been determined, the final steps in the process involve apportioning the land costs between residential and non-residential as well as differentiating the charge by unit type, if necessary.

For the 2018 EDC Renewal, it is proposed that the Board maintain an 85% residential charge and a 15% non-residential charge. EDC charges are to be uniform across all types of residential units.

The final net education land costs for the HCDSB that were allocated to the residential portion of the charge (85%) were estimated to be **\$308,642,388** and the total number of net new units in the EDC forecast for Halton is projected to be **84,597** yielding a residential EDC rate of **\$3,648 per dwelling unit**.

The non-residential net education land costs (15% of total) are projected to total **\$54,466,304** and the total net non-residential square footage is projected to be **65,616,969** resulting in a non-residential EDC rate of **\$0.83 per square foot**. The proposed levies are as follows:

Development Type	June 23, 2017 EDC By-Law	May 15, 2018 EDC By-Law	Change (+/-)
\$ per residential unit	\$2,269.00 per residential unit	\$3,648.00 per residential unit	+\$1,379.00 per residential unit
\$ per sq. ft. of gross floor area or \$ per sq. m. of gross floor area.	\$0.58 ft <sup>2</sup> or \$6.24 sq <sup>2</sup>	\$0.83 ft <sup>2</sup> or \$8.93 m <sup>2</sup>	+\$0.25 ft <sup>2</sup> or +\$2.69 m <sup>2</sup>

Watson & Associates Economists Ltd. has completed their Draft Background Report (Appendix A) and has calculated the final proposed charges. This information has been circulated to the Ministry of Education, co-terminous school boards, municipalities, the Region, and stakeholders. The information has been posted on the Board's website as of March 29: <https://www.hcdsb.org/Board/EDC/Pages/default.aspx>

## ***PUBLIC CONSULTATION & SUBMISSIONS***

On October 3, 2017, staff advised the Board of Trustees that the 2013 EDC By-Law would reach its 5-year term in June 2018, requiring a full EDC By-law renewal. A Trustee information session was later provided on November 8, 2017, to discuss the overall policies of the charge, and how it would be calculated. This informed the development of the Draft Background Report.

On March 22, 2018, a newspaper ad was published in all five (5) local newspapers, and notifications and reminders were sent to all community partners and to all persons and/or organization that have given the secretary of the Board a written request for notice of any amendments to the EDC By-Law. This notice was provided at least 20 days prior to the public meetings scheduled for April 17, 2018, as required by the Education Act.

On March 23, 2018, Watson & Associates hosted a Stakeholder Meeting at their offices inviting members from all four (4) municipalities, the Region, and BILD. At this meeting, the proposed 2018 EDC rates were presented. As indicated in previous sections, suggestions were made on how to improve the next iteration of the By-law, and they are being considered by staff.

To date, Board staff is continuing to gather submissions from stakeholders and the public. On April 17, 2018, the Board will host two (2) public meetings to discuss EDC Policy Matters and EDC By-Law Renewal matter. The Board has also provided for an additional day to allow the public to delegate to the Board at the May 1, 2018 Board meeting.

Following the two (2) upcoming milestones, Board staff will collect submissions made by stakeholders to inform the development of the By-law and determination of the final charge for the 2018 Education Development Charges By-law.

Staff intend to bring forward to the Board of Trustees at the May 15, 2018, Regular Meeting of the Board an Action Report to consider the approval of the 2018 Education Development Charges By-Law for the Halton Catholic District School Board.

DATE	FORUM	ACTIONS
October 3, 2017	Board Meeting	Info Report – 2018 EDC By-law Renewal
November 8, 2017	Trustee Meeting	Info Session – EDC By-law Discussion
March 15, 2018	Ministry Submission	Submit Draft Background Report to Ministry of Education
March 22, 2018	Notification	EDC Background Study Public Meeting Notification
March 23, 2018	Stakeholder Meeting	Info Session – Background Report Presentation
April 3, 2018	Board Meeting	Staff Report – 2018 EDC By-law Policies
<b>April 17, 2018</b>	<b>Public Meeting</b>	<b>2018 EDC: Policy Review Public Meeting</b>
<b>April 17, 2018</b>	<b>Public Meeting</b>	<b>2018 EDC: By-Law Renewal Public Meeting</b>
<b>April 17, 2018</b>	<b>Board Meeting</b>	<b>Action Report – 2018 EDC By-law Policies</b>
<b>April 17, 2018</b>	<b>Board Meeting</b>	<b>Staff Report – 2018 By-Law Renewal Public Meeting</b>
May 1, 2018	Board Meeting	Additional comments and delegations received
May 15, 2018	Board/Public Meeting	Action Report – 2018 EDC By-law Consideration
May 2018	Notification	Notice of Passing of 2018 EDC By-law
May 2018	-	2018 EDC By-law rates come into effect



## CONCLUSION:

Board staff from HCDSB and HDSB have undertaken a review of the joint 2018 EDC By-Law Renewal as a result of the 2013 EDC By-Law coming to the end of its five (5) year term as of June 2018. Watson and Associates in collaboration with Board staff, Overland LLP, and Cushman & Wakefield have completed the Draft Background Report, attached as Appendix A, describing the 15-year forecast of net-new regional residential and non-residential growth; Board yields and 15-year student enrolment growth; net-new land requirements; land values and land preparations costs; and the resulting charge.

To address the increase in land requirements and rising land costs over the course of the By-Law, the levies will need to increase. It is proposed by Watson and Associates that the levy should increase by:

- 1) Residential – \$1,379.00 per dwelling unit for a resulting charge of \$3,648 per dwelling unit;
- 2) Non-Residential – \$0.25 or per square foot for a resulting charge of \$0.83 per square foot.

The purpose of this report is to provide the Board of Trustees with the necessary information to understand the methodology used to calculate the charge, and to decide on the approval of the proposed 2018 EDC By-Law Renewal. To that end, an Action report recommending approval will be brought forward at the May 15, 2018 Regular Board Meeting. Below is a draft staff recommendation for consideration by the Board.

Staff will continue to gather public and stakeholder feedback on the development of the 2018 EDC By-law Renewal prior to the final by-law consideration on May 15, 2018.

## DRAFT RECOMMENDATIONS – SUBJECT TO COMMENTS RECEIVED DURING PUBLIC PROCESS:

### **RESOLUTION:**

*Moved by:*  
*Seconded by:*

**BE IT RESOLVED THAT,** *that the Halton Catholic District School Board enact an Education Development Charge By-Law Renewal to apply to the Region of Halton;*

**THAT,** *the By-Law levy an education development charge on both residential and non-residential development and that the percentage of the growth-related net education land cost that is to be funded by charges on non-residential development be 15%.*

**THAT,** *the Board's By-Law be in the form attached hereto with the following figures inserted into the Board's EDC By-Law 2013 in the following respects:*

- *In paragraph 9, \$3,648 as the Education Development Charge on each dwelling unit in a residential development;*
- *In paragraph 12, \$0.83 as the Education Development Charge per square foot of gross floor area applied to non-residential development.*

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

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

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

**HALTON DISTRICT  
SCHOOL BOARD  
AND  
HALTON CATHOLIC  
DISTRICT SCHOOL BOARD**

**EDUCATION DEVELOPMENT  
CHARGE BACKGROUND STUDY**

MARCH 15, 2018



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 **Planning for growth**



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## FOREWORD AND ACKNOWLEDGEMENTS

Section 257.61(1) of the *Education Act* states that, “Before passing an education development charge by-law, the board shall complete an education development charge background study.” Section 257.61(2) of the Act as well as section 9 of Ontario Regulation 20/98, as amended, provide the information that must be contained in the background study. This report contains background studies for the Halton District School Board (HDSB) and the Halton Catholic District School Board (HCDSB).

The consultant would like to acknowledge and thank the staff at the HDSB and HCDSB for their work, time and effort over the past several months. Staff from both Boards provided invaluable input and assistance throughout the EDC process.

The consultant would also like to thank Mr. Brad Teichman of the firm Overland LLP, legal counsel for both School Boards and Mr. Chris Vardon and Mr. Andrew Browning of Cushman & Wakefield, the appraisal firm responsible for the site valuations and escalation rates. The consultant also appreciates the time and advice from staff at the local municipalities and the region.

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## **EXECUTIVE SUMMARY**

## EXECUTIVE SUMMARY

The Halton District School Board (HDSB) and the Halton Catholic District School Board (HCDSB) have Education Development Charge by-laws in force in the Region of Halton which will expire in June of 2018. Education Development Charges (EDCs) are a revenue source, for school boards that qualify, to purchase and develop land for new schools. EDCs are meant as a funding mechanism for Boards that are experiencing a growth-related accommodation need in their jurisdiction. In order to renew their by-laws each Board must follow certain processes and guidelines as required by Provincial legislation. This Background Study fulfills certain requirements while providing the background necessary to understand and determine the Education Development Charge.

The general authority for school boards to impose EDCs is provided by Division E of Part IX for the *Education Act*. Ontario Regulation 20/98, as amended, provides the requirements necessary to determine an EDC. In addition the Ministry has published a set of EDC Guidelines to assist boards with the EDC process.

### **Before an EDC by-law can be passed, school boards must ensure that they:**

- Demonstrate that their elementary or secondary enrolment on a jurisdiction wide basis is greater than the elementary or secondary OTG approved capacity or that their EDC reserve fund is in a deficit position.
- Prepare a background study meeting the requirements of the legislation.
- Hold required legislated public meetings.
- Receive written Ministry approval.

Both the HDSB and HCDSB are able to renew their existing by-laws on the basis of:

1. Reserve Fund Qualification – both Boards have a deficit in the EDC reserve fund and outstanding financial obligations; and
2. Capacity Trigger – both Boards have an average projected enrolment exceeding the approved OTG capacity. HDSB and HCDSB exceed capacity on both the elementary and secondary panels.

*The School Boards intend to hold individual public meetings for both the EDC policy review as well as the new proposed EDC by-law. HCDSB will hold their public meetings on Tuesday, April 17<sup>th</sup>, 2018 and HDSB will hold their public meetings on Wednesday, April 18<sup>th</sup>. Both of the Boards will hold these public meetings at their respective Board offices in Burlington. Notice and details of each meeting will be provided consistent with legislative requirements. The HCDSB plans to consider passage of the new EDC by-law on May 15<sup>th</sup>, 2018 and the HDSB plans to consider passage of its by-law on May 16<sup>th</sup>, 2018 at their respective Board offices.*

The EDC analysis in this Background Study has been completed for both the HDSB and the HCDSB. The Boards' jurisdictions are made up of the Region of Halton, including the city of Burlington, and the towns of Oakville, Halton Hills and Milton. This EDC study contemplates jurisdiction wide by-laws which includes all of the Region of Halton for each respective Board.

Demographic projections form an important component of the EDC analysis. The residential dwelling unit forecast is used both to project pupils from new development as well as determining the final quantum of the residential charge. The residential forecasts used in this analysis are consistent with the most recent municipal forecasts that were available at the time of study preparation. The total number of net new units projected in The Region of Halton for the 15 years in the EDC analysis total **85,711**.

The number of growth-related pupils is based on the aforementioned residential forecast and pupil yields have been derived from Statistics Canada custom tabulated data and historical board enrolment information. Pupil yields are mathematical representations of the number of school aged children that will be generated by particular dwellings. The total growth-related pupils must be offset by any available pupil places that are not required by existing pupils of the Boards. These calculations were done for both Boards on a review area basis to determine the total net growth-related pupil places.

The analysis projects a total of **17,170** elementary net growth-related pupils and **4,900** secondary net growth-related pupils for the HDSB. For the HCDSB, a total of **9,677** elementary net growth-related pupils were projected while the secondary panel projected a total of **3,785** net growth-related pupil places.

Once the net growth-related pupil place requirements have been determined, it is necessary for boards to decide the number of new schools that will be built to accommodate that need. The EDC legislation provides a table which relates pupil place requirements to school site sizes. The table as well as a description and methodology are provided in the Background Study. The Study also provides information on the approximate timing, size and location of the proposed new schools/sites.

The EDC analysis for The Region of Halton predicts that the HDSB will require approximately **22** new elementary sites, 3 of which have already been purchased by the Board (5 sites in Oakville, 13 sites in Milton, 4 sites in Halton Hills) and **5** new secondary sites (1 site in Oakville, 1 site in Halton Hills, 3 sites in Milton) in the 15 year EDC time frame.

The HCDSB's EDC analysis projects a need for **16** new elementary sites, 1 of which is already owned by the Board (3 sites in Oakville, 9 sites in Milton, 4 sites in Halton Hills) and **4** new secondary sites (1 site in Oakville, 2 sites in Milton, 1 site in Halton Hills).

One of the final steps of the EDC process involves translating the land requirements to actual land costs. Site acquisition costs are based on appraisals completed by the firm of Cushman & Wakefield. The per acre acquisition values ranged from **\$1,590,000** to **\$2,370,000** for elementary sites and **\$1,259,511** to **\$2,370,000** for secondary sites. The acquisition costs have been escalated for a period of 5 years (the by-law term) at a rate of **4%** for each consecutive year until the end of the by-law term.

The costs to prepare and develop the school site for school construction are also EDC eligible costs. The assumed site preparation costs are based on historical data provided by the School Boards. A site preparation cost of **\$75,056** per acre has been assumed for both the HDSB and HCDSB in this study. Site preparation costs are escalated to the time of site purchase at a rate of **1.6%** per year.

The total land costs (acquisition and servicing costs) as well as study costs must be added to any outstanding financial obligations incurred by the board under a previous EDC by-law to determine the final net education land costs. A deficit balance in the existing EDC reserve fund is considered to be an outstanding obligation and must be added to the existing land costs. If a board has a surplus balance in the EDC reserve fund this amount must be subtracted from the land costs and used to defray the net education land costs.

The HDSB's total net education land costs are estimated to be **\$486,884,332** which includes a deficit balance of **\$20,312,206** in the existing EDC reserve fund that was added to the total costs. The HCDSB's total net education land costs are estimated to be **\$363,108,691** which includes an existing EDC reserve fund deficit of **\$32,134,899** that was added to the total costs.

On the basis of the aforementioned net education land costs and net new unit forecasts, the analysis resulted in a proposed EDC rate of **\$4,892 per dwelling unit** for the HDSB's residential charge and **\$1.11 per square foot** for the non-residential charge. The new proposed EDC rate for the HCDSB is **\$3,648 per dwelling unit** for the residential component and **\$0.83 per square foot** for the non-residential component. The charges contained herein are based on a uniform rate for all types of development, with a division of 85%-15% residential to non-residential allocation and applicable jurisdiction-wide to the Region of Halton.

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## 1. INTRODUCTION

# 1. INTRODUCTION

## 1.1 Background

Education Development Charges (EDCs) are a revenue source, for school boards that qualify, to purchase and develop land for new schools. EDCs are meant as a funding mechanism for boards that are experiencing a growth-related accommodation need in their jurisdiction. In order to qualify for Education Development Charges, it is necessary for school boards to meet certain “triggers”.

School boards no longer have the ability to implement property taxes to fund education costs and now rely on a system of per pupil grants established by the Ministry of Education. The grants are set out to cover expenses such as teacher salaries, text books, heating of schools, renewing schools, building schools etc. Education Development Charges are meant to fund the acquisition and development of growth-related school sites outside this grant envelope. Education Development Charges are based on a formulaic approach which looks at three main areas – enrolment projections to determine need, the number of school sites necessary to meet need and the costs related to the purchase and development of those school sites.

The EDC may be levied by a school board on both residential and non-residential developments, subject to certain exemptions which are outlined in the legislation. Division E of Part IX of the *Education Act* is the legislation responsible for governing the EDC. Ontario Regulation 20/98, as amended, provides guidelines and requirements on the qualification process for a school board as well as the specifics on calculating the charge. The charges are collected at building permit issuance on behalf of the school board by the local area municipality in the by-law’s area.

As mentioned earlier, not all school boards are eligible to implement EDCs due to qualification triggers that must be met. To qualify there are two triggers that can be met - the Board’s total projected enrolment for the five year period following expected by-law passage must exceed the Board’s Ministry rated On-The-Ground capacity on *either* the elementary or secondary panel.

The other qualification trigger deals with unmet financial obligations with regard to the purchase and development of growth-related school sites. If the school board has an existing EDC by-law in place and they can demonstrate that there are existing outstanding financial obligations, the school board will automatically qualify for a subsequent by-law. The *Education Act*, specifically Section 257.54, gives school boards the ability to “pass by-laws for the imposition of education development charges” if there is residential land in the jurisdiction of a board that would increase education land costs.

School Boards are responsible for providing school sites and can do so through such limited revenue sources such as, selling surplus school sites, revenue from leasing sites, entering into



joint use agreements with other school boards or public/private partnerships and the imposition of Education Development Charges - thus making EDCs an important revenue source.

## 1.2 Existing By-laws

This EDC Background Study has been prepared on behalf of the Halton District School Board and the Halton Catholic District School Board in consideration of renewing their EDC by-laws in The Region of Halton. Each Board's current in-force by-laws came into effect in June of 2013 and are based on 85% recovery of costs from residential development and 15% from non-residential development. Amendments in the Boards' EDC by-laws occurred in 2014, 2015 and 2017. The most recent amendment in 2017 has resulted in a new residential rate of \$4,364 for Halton District School Board and \$2,269 for Halton Catholic District School Board.

### ***CURRENT IN-FORCE EDC BY-LAWS FOR THE HDSB AND THE HCDSB:***

SCHOOL BOARD	INFORCE DATE	% RESIDENTIAL/NON-RESIDENTIAL	AREA OF BY-LAW	CHARGE (\$/Dwelling Unit)
HDSB	June, 2013	85%(Res) -15%(Non-res)	Region of Halton	\$2,639
HCDSB	June, 2013	85%(Res) -15%(Non-res)	Region of Halton	\$1,484
<b><i>Recent Amendment to the By-Laws</i></b>				
HDSB	June, 2017	85%(Res) -15%(Non-res)	Region of Halton	\$4,364
HCDSB	June, 2017	85%(Res) -15%(Non-res)	Region of Halton	\$2,269

### ***EDC Policy Review***

It should be noted that all school boards with an existing EDC by-law in place must conduct a review of the policies contained in their existing by-laws before passing a new by-law. This process includes a policy review report as well as a public meeting to review the policies in a public forum.

Section 257.60 sub-section (1) of the *Education Act* states that:

*“Before passing an education development charge by-law, the board shall conduct a review of the education development charge policies of the board.”*

Sub-section (2) goes on to state that:

*“In conducting a review under subsection (1), the board shall ensure that adequate information is made available to the public, and for this purpose shall hold at least one public meeting, notice of which shall be given in at least one newspaper having general circulation in the area of jurisdiction of the board.”*

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### **1.3 Area in Which By-law May Apply**

The legislation states that an education development charge by-law may apply to the entire area of the jurisdiction of a board or only part of it. In addition, an education development charge by-law of the board shall not apply with respect to land in more than one “region” if the regulations divide the area of the jurisdiction of the board into prescribed regions.

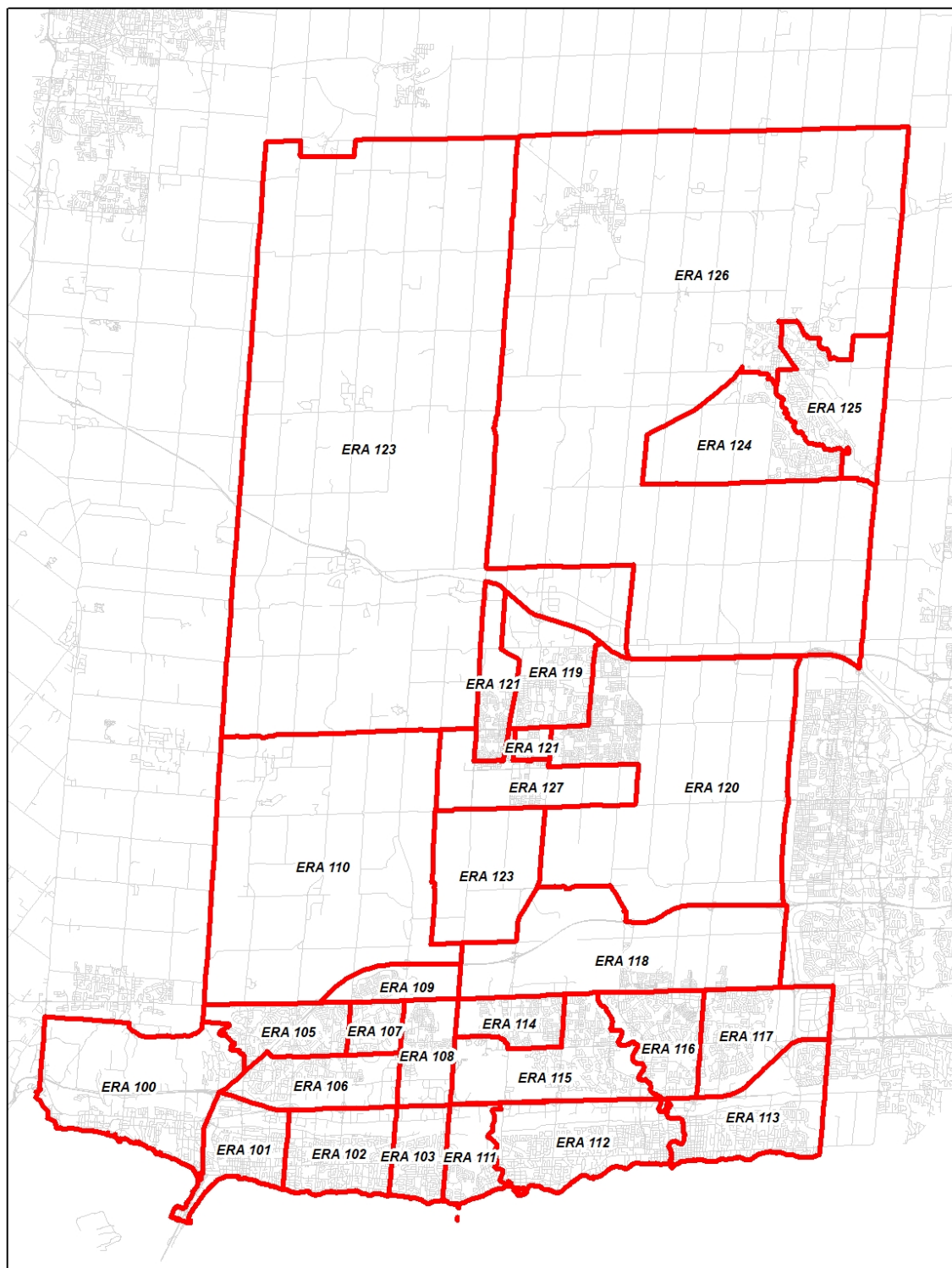
Finally, “education development charges collected under an education development charge by-law that applies to land in a region shall not, except with the prior written approval of the Minister, be used in relation to land that is outside that region” and “money from an EDC reserve fund established under section 16(1) of O.Reg 20/98 may be used only for growth-related net education land costs attributed to or resulting from development in the area to which the EDC by-law applies.”

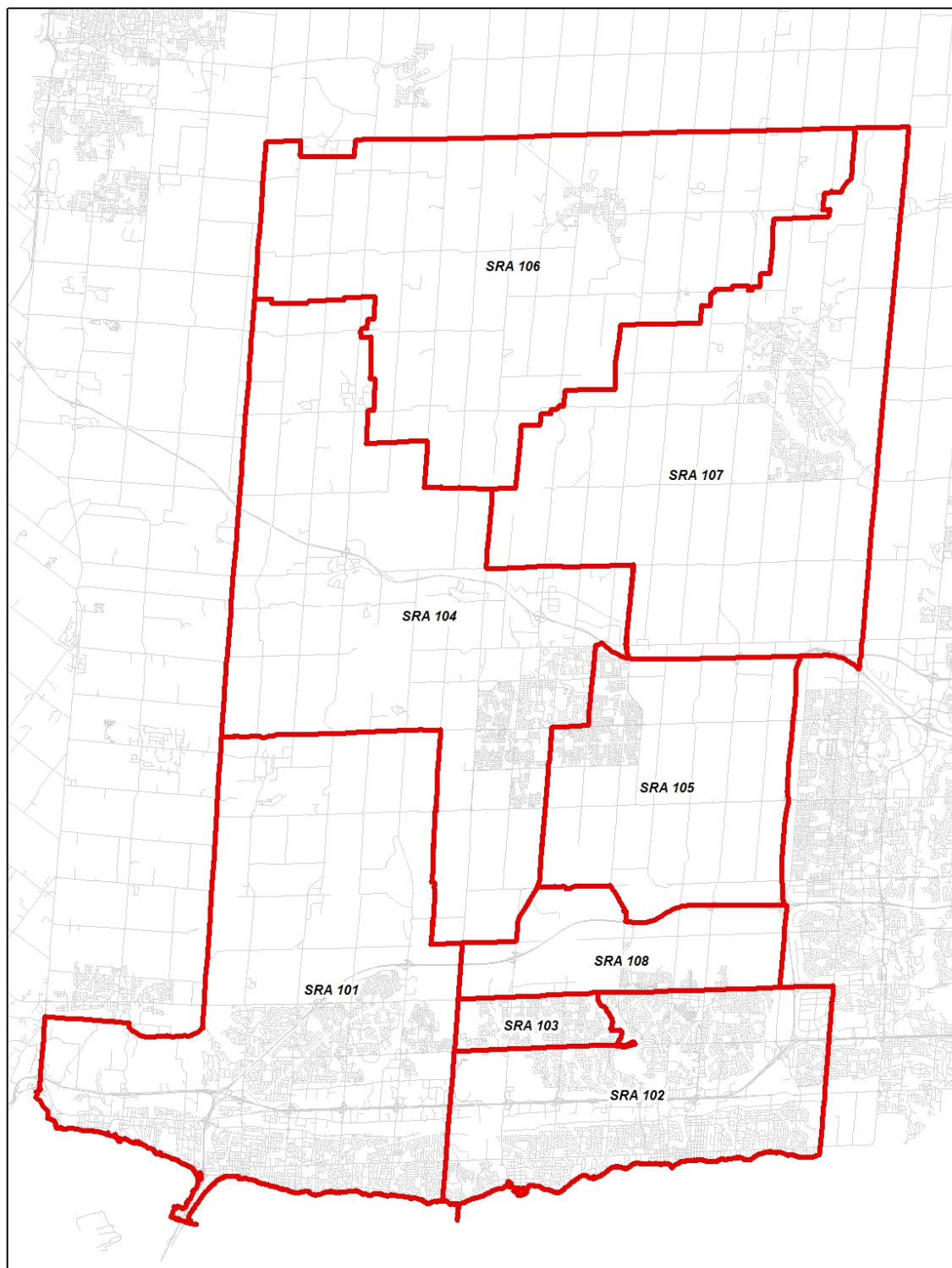
EDC background studies should clearly outline the areas that will be covered by EDC by-laws. Four maps have been included on the following pages outlining The Region of Halton, the area to which the EDC by-laws will apply and the respective review areas for each Board and panel respectively.

### **1.4 EDC Review Areas**

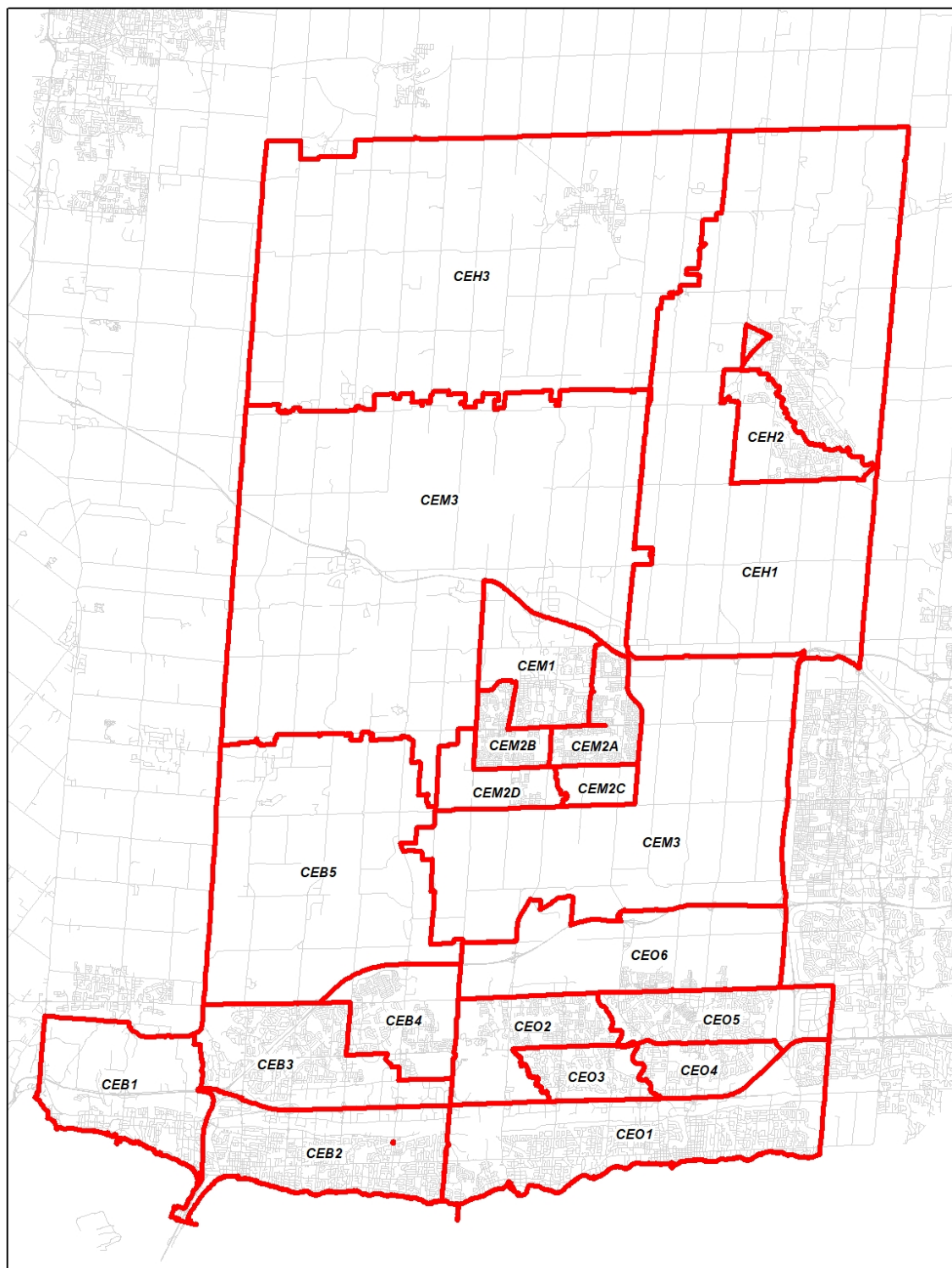
The EDC methodology allows school boards to examine growth-related needs on a jurisdiction wide basis – that is treat the whole EDC area as one review area - or to examine them on a sub area basis or review areas. Review areas are artificial constructs intended to divide the board’s jurisdiction into sub-areas in order to more accurately determine the location of new school sites. Board review areas are likely to reflect attendance boundaries for families of schools, natural dividers such as rivers, creeks etc. or man-made barriers such as major thoroughfares. The Ministry of Education’s EDC Guidelines recommend that review areas are consistent with Board review areas used for capital planning purposes and that they also maintain consistency with review areas of subsequent EDC by-laws.

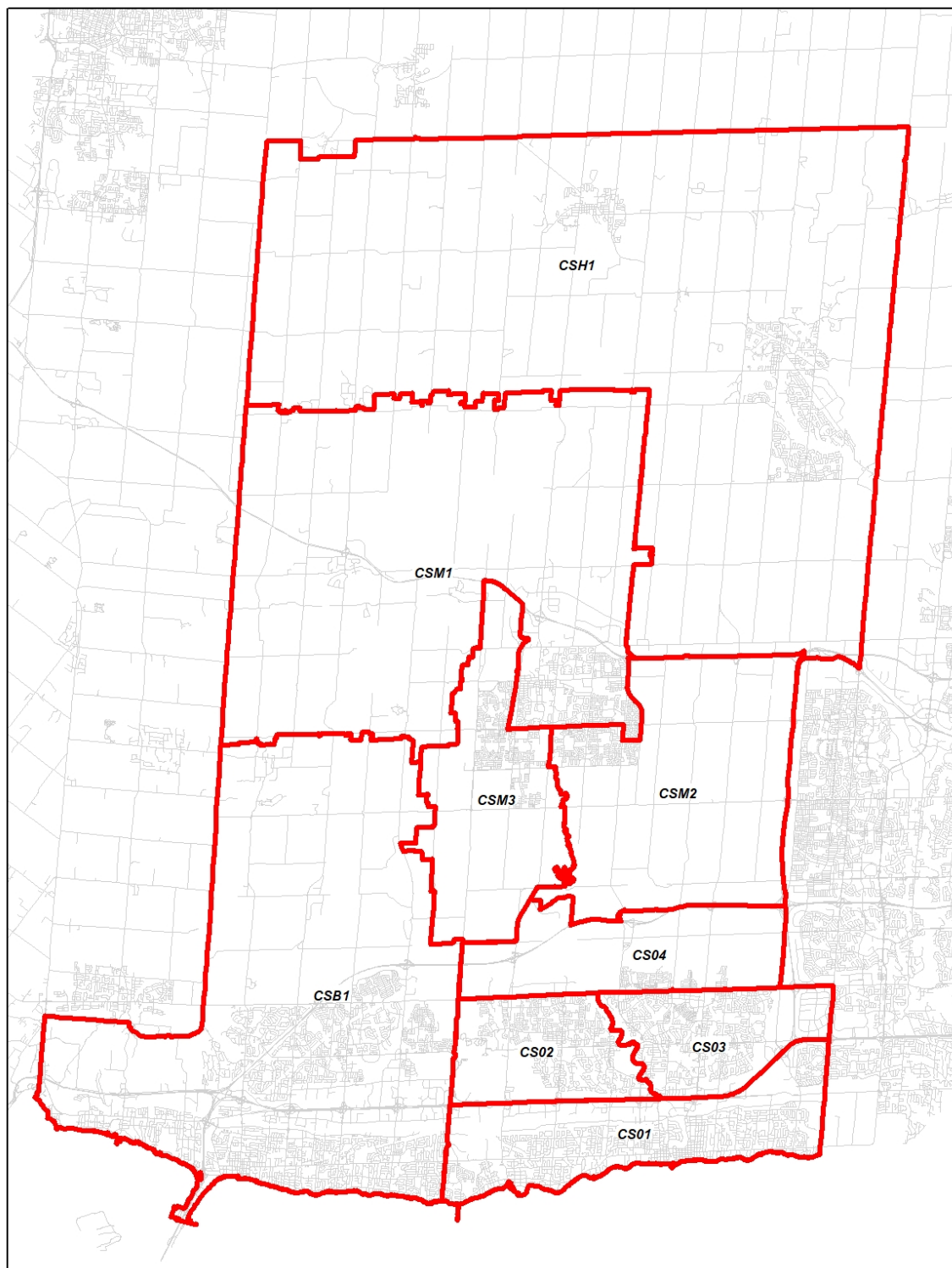
# **Halton District School Board Elementary EDC Review Areas 2018:**



**Halton District School Board Secondary EDC Review Areas 2018:**

# **Halton Catholic District School Board Elementary EDC Review Areas 2018:**



**Halton Catholic District School Board Secondary EDC Review Areas 2018:**

Both the HDSB's and the HCDSB's review areas used in this background study are largely consistent with the Board's review areas used for accommodation planning and the review areas used in previous EDC studies. Minor changes have been made to account for changes in school boundaries or openings/consolidations. For the purposes of calculating EDCs the HDSB has used **26** elementary review areas and **8** secondary review areas and the HCDSB has used **20** elementary review areas and **9** secondary review areas.

### **HDSB REVIEW AREAS – REGION OF HALTON:**

#### **Elementary Review Areas:**

ERA 100	Aldershot & Parkway Belt
ERA 101	Downtown Burlington
ERA 102	South QEW Between Guelph & Appleby
ERA 103	South QEW between Appleby & Burloak
ERA 105	Brant Hills, Headon Forest & Tyandaga
ERA 106	Mountainside & Palmer
ERA 107	North Milcroft
ERA 108	Orchard
ERA 109	Alton
ERA 110	Rural Burlington
ERA 111	South QEW between Burloak & Bronte Creek
ERA 112	South QEW between Bronte Creek & 16 Mile Creek
ERA 113	Southeast Oakville & Clearview
ERA 114	Northwest Oak Trails & Palermo
ERA 115	South Oak Trails, South Dundas & East Third Line
ERA 116	Ward 5 South Dundas
ERA 117	Ward 6 Dundas
ERA 118	North Oakville
ERA 119	Old Milton
ERA 120	Bristol Survey & Rural Milton East
ERA 121	Sherwood Survey Phase II
ERA 123	Rural Milton West
ERA 124	Silver Creek West
ERA 125	Silver Creek East
ERA 126	Rural Halton Hills & Acton
ERA 127	Boyne

#### **Secondary Review Areas:**

SRA 101	Northwest, South, Rural Burlington
SRA 102	Northeast, South Oakville
SRA 103	Northwest Oak Trails & Palermo
SRA 104	Rural Milton West
SRA 105	Rural Milton East
SRA 106	Halton Hills & Acton
SRA 107	Halton Hills
SRA 108	Northwest, North Oakville

## **HCDSB REVIEW AREAS – REGION OF HALTON:**

### **Elementary Review Areas:**

CEB1	Aldershot
CEB2	South of the QEW
CEB3	Tyandaga, Mountainside, Palmer & Headon
CEB4	Millcroft, Orchard, Tansley, Uptown & Alton
CEB5	Rural Burlington
CE01	Oakville South of the QEW
CE02	Northwest Oakville North of QEW
CE03	Northwest Oakville North of QEW to Upper Middle
CE04	Southeast Oakville North of QEW
CE05	Northeast Oakville North of QEW
CE06	North Oakville North of Dundas
CEM1	Existing Urban Centre
CEM2A	Bristol
CEM2B	Sherwood
CEM2C	East Boyne
CEM2D	West Boyne
CEM3	Milton Expansion
CEH1	East Halton Hills & Georgetown
CEH2	South Georgetown
CEH3	West Halton Hills & Acton

### **Secondary Review Areas:**

CSB1	Burlington
CS01	South Oakville
CS02	Northwest Oakville
CS03	Northeast Oakville
CS04	Oakville North of Dundas
CSM1	West Milton
CSM2	Milton Expansion
CSM3	Urban Milton
CSH1	Halton Hills

The EDC calculation on a review area basis assumes that the total OTG capacity of all existing permanent accommodation within review area is considered to be the total available capacity for instructional purposes and required to meet the needs of the existing community. Determining board needs on a review area basis is premised on:

- Available space is determined by subtracting the year 15 existing community enrolment number from the current OTG capacity figure. For the purposes of this analysis, the OTG capacity was adjusted to account for changes to classroom loading figures to incorporate loading for full day kindergarten.



- Pupils that are generated from new development must fill any available surplus OTG capacity first.
- Pupils generated from new development above and beyond those that fill any available surplus space within the review area, are net growth-related pupil place requirements and can potentially be funded through education development charges.

The review area approach to calculating EDCs has been undertaken by both Boards as it is consistent with the way in which future capital construction needs will be assessed over the long term.

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## **2. THE EDC BY-LAW**

## 2. THE EDC BY-LAW

### 2.1 Imposition of an EDC

The passage of an Education Development Charge by-law gives school boards the authority to impose and collect EDCs for the purpose of acquiring and developing growth-related school sites. Each by-law has a maximum term of 5 years and must be passed within one year of EDC background study completion. Before a school board can proceed with an EDC by-law it must receive confirmation in writing from the Ministry of Education acknowledging receipt of the background study and approving estimates of enrolment projections and future site needs contained in the background study.

Section 10 of Ontario Regulation 20/98, sets out the conditions that must be satisfied in order for a board to pass an education development charge by-law:

- The Minister has approved the Board's estimates of the total number of elementary and secondary pupils over each of the fifteen years of the forecast period.
- The Minister has approved the Board's estimates of the number of elementary and secondary school sites used by the Board to determine the net education land costs.
- The Board has prepared a background study and given a copy of the education development charge background study relating to the by-law to the Minister and each Board having jurisdiction within the area to which the by-law would apply.
- The Board has demonstrated that the average elementary or secondary enrolment within its jurisdiction exceeds the board's elementary or secondary capacity; or the Board's current EDC financial obligations exceed revenues reported in the EDC reserve fund.
- Hold at least one public meeting.

### 2.2 The Background Study

An Education Development Charge background study must be completed by a school board that wishes to pass an EDC by-law. The intention of the background study is to provide information on the process and methodology of calculating an EDC, as well as the background and assumptions that make up the estimates of the enrolment projections and site needs. Section 257.61 of the legislation requires that "before passing an education development charge by-law, the board shall complete an education development charge background study."

O.Reg 20/98, section 9 (1) sets out the following information that must be included in an EDC background study:

- Estimates of the number of new dwelling units for each year of the fifteen-year forecast period in the area in which the charge is to be imposed.

- The number of projected new pupil places as a result of new growth and the number of new school sites needed to provide accommodation for those students.
- The number of existing pupil places by school and the number of available spaces to accommodate the projected number of new pupil places.
- For every existing elementary and secondary pupil place in the board's jurisdiction that the board does not intend to use to accommodate pupils from new growth, an explanation as to why the board does not intend to do so.
- For each elementary and secondary school site, estimates of the net education land cost, the location of the site, the area of the site (including the area that exceeds the maximum set out in section 2 of O.Reg 20/98, and an explanation of whether the costs of the excess land are education land costs and if so, why).
- The number of pupil places the board estimates will be provided by the school to be built on the site and the number of those pupil places that the board estimates will be used to accommodate new pupil places.
- A statement of the board's 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 the new pupils without imposing EDCs, or with a reduction in such charges.
- A statement from the board 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.

School Boards are required to provide the Ministry with a copy of the final background study at least 40 days prior to the anticipated by-law passage date. In addition, the background study must be made available to the public at least two weeks prior to the legislated public meeting.

## **2.3 Public Meetings**

Before a school board can pass an EDC by-law, the legislation requires that the Board hold at least one public meeting. The purpose of the meeting is to advise any interested stakeholders and the public at large of the Board's intentions and address the new proposed EDC by-law. The public meeting also gives the community and stakeholders the opportunity to voice any issues or concerns they have with regard to the proposed by-law.

The Board is required to provide at least 20 days notice of the meeting and must make the background study as well as the new proposed by-law available to the public at least two weeks in advance of said meeting. O.Reg 20/98 states that notice of a public meeting can be given in two ways:

- To every owner of land in the area to which the proposed by-law would apply by personal service, fax or mail.
- By publication in a newspaper that is, in the Secretary of the Board's opinion, of sufficiently general circulation in the area to which the proposed by-law would apply to give the public reasonable notice of the meeting.

If a school board already has an existing in-force EDC by-law in place, the board must hold an additional meeting to review the existing policies of the current EDC by-law. This part of the process is necessary in order to fulfil the necessary requirements of the policy review process. It should be noted that this policy review meeting can be addressed by the board during its EDC public meeting.

The School Boards intend to hold individual public meetings for both the EDC policy review as well as the new proposed EDC by-law. HCDSB will hold their public meeting on Tuesday, April 17<sup>th</sup>, 2018 and HDSB will hold their public meeting on Wednesday, April 18<sup>th</sup>, 2018. Both of the Boards will hold these public meetings at their respective Board offices in Burlington.

### ***Stakeholder Participation***

In addition to the legislated public meetings, the Ministry encourages school boards to include relevant stakeholders in the EDC process and discussions. Local developers or development associations, as well as Municipalities should be contacted in advance of the public meetings to ensure they are aware of the proposed EDC and to make light of any potential issues etc. It is essential that stakeholders are part of the process and that the discussions remain transparent at all times to help ensure a smooth passage of the EDC by-law.

The HDSB and HCDSB have worked together closely on the preparation of the EDC background study and by-laws to ensure consistency in the included data and assumptions used in the calculation of the charges. Growth forecasts used for the EDC analysis are consistent with the most recent and available municipal forecasts. The School Boards will hold a joint information session on March 23, 2018 in advance of their legislated public meetings, to discuss the proposed EDCs with community partners, stakeholders and municipal officials.

## 2.4 Exemptions, Expiration, Collection

### ***Exemptions***

The EDC by-law is subject to certain statutory exemptions for both residential and non-residential collection. The exemptions for residential development deal with residential intensification and replacement of units. If a new unit is added to an existing dwelling unit, for example, a single detached unit is converted to a duplex; the additional unit is exempt from EDCs. Section 3 of O.Reg 20/98 sets out the classes of residential buildings and the maximum number of dwelling units that can be added under the exemption.

The legislation also allows for exemptions dealing with the replacement of residential units when the unit has been destroyed by fire, demolition or otherwise or has been rendered uninhabitable, subject to certain conditions prescribed under section 4 of O.Reg 20/98.

Non-residential statutory exemptions deal similarly with additions/enlargements of space and replacement of existing non-residential space which has been destroyed. A non-residential development that includes the enlargement of existing industrial space, up to 50% of the gross floor area of the existing development, is exempt from EDCs as per section 257.55 of Division E of the *Education Act*. Replacement of non-residential building space is exempt from EDCs if the existing space was destroyed by fire, demolition or otherwise or has been rendered uninhabitable, subject to certain conditions in section 5 of O.Reg 20/98.

In addition to the exemptions mentioned, the legislation allows for a limited non-residential exemption for certain institutional developments. S. 257.54 (5) of the Education Act stipulates that; “No land, except land owned by and used for the purposes of a board or municipality, is exempt from an EDC under a by-law passed under subsection (1) by reason only that it is exempt from taxation under section 3 of the Assessment Act.

School boards may also decide to impose their own non-statutory exemptions to certain developments, both residentially and non-residentially. These types of exemptions may be for developments like senior’s housing, social housing or recreational developments. Non-statutory exemptions are entirely at the discretion of the board and any EDC revenues lost as a result cannot be recovered.

### ***Expiration***

A school board can specify any date as the expiration date of the EDC by-law as long as the term of the by-law does not exceed 5 years. The exception to this rule is that the EDC by-law of one school board automatically expires on the same date as an existing by-law of a coterminous

school board if they are in force in any part of the same area. Section 17 of O.Reg 20/98 prescribes the conditions dealing with this special rule of expiry of by-laws.

### ***Collection***

The EDC is collected by local municipalities on behalf of the school boards at the time a building permit is issued. The funds are deposited into an EDC reserve fund. The Municipality, under the legislation, cannot issue a building permit if the education development charge has not been paid. In addition to collecting the charge and transferring the monies to the school boards, municipalities are also required to provide the boards with detailed reports respecting all EDC transactions (Section 20 of O.Reg 20/98). At a minimum each report should cover the total EDCs that have been collected, the number of building permits issued (or GFA for non-residential), any exemptions granted and any permits that were issued without an EDC being paid.

The municipalities do not receive any remuneration for collecting EDCs on behalf of the school boards. However, municipalities are allowed to retain any interest earned on the monthly EDC balances.

## **2.5 Appeals and Amendments**

### ***Appeals***

The Education Development Charge by-law can be appealed by any individual or organization in accordance with the provisions in the *Education Act*. Sections 257.64 to 257.69 of the *Act* outline the legislation dealing with the appeal of the EDC by-law. The by-law is subject to appeal for a maximum of 40 days after the by-law has been passed. The school boards must provide a written notice that an EDC by-law has been passed (within 20 days of passage) and this notice must include information on how to file an appeal.

An appeal of the EDC by-law goes to the Ontario Municipal Board (OMB) to be decided. All appeals must be filed in writing with the secretary of the school board within the allotted time allowed. The reasons for the appeal must be included in the notice. It is the responsibility of the secretary of the board to forward a copy of the Notice of Appeal to the OMB within 30 days after the last day of the appeal period. In addition to the Notice, the secretary must provide:

- A copy of the by-law certified by the secretary.
- A copy of the background study.
- An affidavit or declaration certifying that notice of the passing of the by-law was provided in accordance with the *Education Act*.
- The original or true copy of all written submissions and material relevant to the by-law.

After hearing an appeal the OMB may decide to:

- Dismiss the appeal in whole or in part.
- Order the board to repeal or amend the by-law.
- Repeal or amend the by-law itself.

If the by-law is repealed, the EDCs that have already been paid must be refunded. If the by-law is amended and the amended charge is lower than the original charge, the difference must be refunded. All refunds are due within 30 days of the by-law being repealed or amended. While the OMB does have the power to repeal or amend the by-law, they are not able to increase the quantum of the charge, remove or reduce the scope of discretionary exemptions or change the expiration date of the by-law.

### ***Amendments***

The EDC legislation gives school boards the authority to amend their by-laws. Section 257.70 (1) of the *Act* states; “Subject to subsection (2), a board may pass a by-law amending an education development charge by-law.” There are certain limitations to an EDC amendment, specifically laid out in S257.70 (2) of the *Act*, “A board may not amend an education development charge by-law so as to any one of the following more than once in the one year period immediately following the coming into force of the by-law or in any succeeding one year period:

- Increase the amount of an EDC.
- Remove or reduce the scope of an exemption.
- Extend the term of the by-law.

There are a variety of reasons why school boards may feel the need to amend their by-law. School boards may be paying more for school sites than what was estimated in the EDC and may need to increase their land cost assumptions or they may need to change a discretionary exemption. The board does not need Ministry approval to pass an amending by-law, however boards are required to provide proper notice proposing an amendment and of the amendment itself. Boards are also required to ensure that the original EDC background study is available, as well as any additional information that would explain the reason for the amendment. A public meeting is not required to pass an amending by-law, but it is recommended.



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### **3. THE PROCESS AND METHODOLOGY OF CALCULATING AN EDUCATION DEVELOPMENT CHARGE**

### 3. THE PROCESS AND METHODOLOGY OF CALCULATING AN EDUCATION DEVELOPMENT CHARGE

The following chapter will outline the procedures and methodologies utilized to calculate the EDC. As mentioned earlier in this report, the EDC calculation is formulaic and technical in nature and encompasses three main components – demographic projections, determination of need (new school sites) and the associated costs.

#### 3.1 Eligibility

School Boards must first qualify by meeting certain criteria in order to be eligible to impose EDCs. The first criteria deal with the board's average projected enrolment compared to its OTG capacity. The second set of criteria, available only to school boards who have an existing in-force by-law, deal with outstanding EDC financial obligations.

##### ***Capacity Trigger***

If a school board's average elementary or secondary enrolment on a jurisdiction wide basis over the five years following proposed by-law passage is greater than the board's elementary or secondary OTG capacity then it is eligible to impose an EDC. Qualification on either panel allows the Board to impose EDCs throughout its jurisdiction for both elementary and secondary new school sites. Form A of the EDC submission sets out the Board's projected enrolment over the proposed 5-year term of the EDC by-law (2018 – 2023), as compared to the Board's OTG capacity on both the elementary and secondary panels.

The Board's OTG capacity for the EDC is typically based on the Ministry approved permanent capacity according to the School Facilities Inventory System on the proposed date the new by-law is to come into force. Additional adjustments may be made to the capacity figure used in the study, in consultation with Ministry staff and for circumstances such as:

- OTG capacity of schools that are transferred from one panel to the other within 12 months of by-law passage may be attributed to the panel the school will be used for after the transfer is complete. Boards' must have a passed resolution for this to take effect.
- The capacity of all schools or additions under construction and that are planned for opening within 12 months of the by-law coming into force are to be included in the capacity determination.
- Purpose built space that cannot be reasonably used to accommodate pupils from new growth may be excluded from the permanent capacity determination.
- The capacity of a leased school must be included if the school has a "New Pupil Place" capacity attributed to it. The "New Pupil Place" capacity is the capacity used in the determination of Ministry grants.

- Any schools that have been closed (in accordance with board's school closure policy) may be excluded from the permanent capacity. In addition, if a school is scheduled to close during the tenure of the by-law (with Board passed resolution) then the capacity may also be excluded.

The permanent capacity used for the HDSB is **45,273** spaces on the elementary panel and **19,728** on the secondary panel. The HCDSB has determined a permanent capacity of **23,474** on the elementary panel and **10,890** on the secondary panel.

Both HDSB and HCDSB meet the capacity trigger on both the elementary and secondary panels. The HDSB average projected enrolment from 2018 to 2023 is **46,407** on the elementary panel compared with a permanent capacity of **45,273**, falling 1,134 spaces short. On the secondary panel the Board's average projected enrolment from 2018 to 2023 is **20,005** which is more than the current secondary capacity of **19,728** – resulting in a deficit of 277 spaces.

For HCDSB elementary panel, the five year projected enrolment averages **24,210** compared with a capacity of **23,474**, leaving it short by 736 spaces. On the secondary panel, the average projected enrolment from 2018 to 2023 is **12,643** which is more than the permanent secondary capacity of **10,890** – resulting in a deficit of 1,753 spaces.

***Form A from the EDC Ministry Submission for both Boards can be found on the following pages.***

**Halton District School Board  
Education Development Charges Submission 2018  
Form A - Eligibility to Impose an EDC**

**A.1.1: CAPACITY TRIGGER CALCULATION - ELEMENTARY PANEL**

Elementary Panel Board-Wide EDC Capacity	Projected Elementary Panel Enrolment						Elementary Average Projected Enrolment less Capacity
	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Average Projected Enrolment Over Five Years	
45,273.0	45,714	46,122	46,458	46,612	47,128	46,407	1,134

**A.1.2: CAPACITY TRIGGER CALCULATION - SECONDARY PANEL**

Secondary Panel Board-Wide EDC Capacity	Projected Secondary Panel Enrolment						Secondary Projected Enrolment less Capacity
	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Average Projected Enrolment Over Five Years	
19,728.0	19,023	19,514	20,036	20,646	20,806	20,005	277

**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form A - Eligibility to Impose an EDC**

**A.1.1: CAPACITY TRIGGER CALCULATION - ELEMENTARY PANEL**

Elementary Panel Board-Wide EDC Capacity	Projected Elementary Panel Enrolment						Elementary Average Projected Enrolment less Capacity
	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Average Projected Enrolment Over Five Years	
23,474.0	23,164	23,580	24,309	24,784	25,214	24,210	736

**A.1.2: CAPACITY TRIGGER CALCULATION - SECONDARY PANEL**

Secondary Panel Board-Wide EDC Capacity	Projected Secondary Panel Enrolment						Secondary Projected Enrolment less Capacity
	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Average Projected Enrolment Over Five Years	
10,890.0	12,058	12,343	12,690	12,882	13,241	12,643	1,753

## ***Financial Obligations***

A school board that has an existing EDC by-law in place and has outstanding financial obligations related to its existing by-law that exceed the balance of the EDC reserve fund, is eligible to impose EDCs. It is possible for a board to have sufficient capacity to accommodate projected enrolment, yet still be obligated to pay for sites that have been purchased as a result of a growth-related need. Outstanding financial obligations can result from a board not having collected enough revenue because of growth shortfalls or an increase in land prices or if a board has purchased school sites earlier than what was projected in the background study.

This financial obligation eligibility trigger was added to the original capacity trigger criteria with an amendment to O.Reg 20/98 and came into force on March 12<sup>th</sup>, 2002.

For school boards to qualify under this trigger, an EDC Financial Obligation must be demonstrated in the background study including the following required information:

- Have a previous by-law in effect after September 1, 1999.
- Funds borrowed from the EDC reserve fund must be reconciled back.
- Copies of Appendix D1 and D2 must be provided.
- A transaction history of EDC financial activity must be provided from the last Appendix D1 and D2 statements to proposed by-law implementation.
- A repayment schedule outlining the elimination of the EDC Financial Obligation.

An outstanding EDC Financial Obligation exists if the adjusted outstanding principal as per Appendix D of the Board's financial statements (plus any adjustments made), is greater than the adjusted EDC reserve fund balance from Appendix D (including adjustments).

The HDSB's EDC reserve fund has an existing EDC Financial Obligation of \$20,312,206 which means that the reserve fund is currently in a deficit position and qualifies the Board to pursue an additional by-law in the Region of Halton.

The HCDSB's EDC reserve fund has an existing EDC Financial Obligation of \$32,134,899 which means that the reserve fund is currently in a deficit position and qualifies the Board to pursue an additional by-law in the Region of Halton as well.

Form A, part A.2 of the Ministry EDC forms outlines the Board's existing principal commitments, reserve fund balance and total outstanding EDC Financial Obligations. Part A.2 of Form A for each Board's EDC reserve fund can be found below.

**Halton District School Board  
Education Development Charges Submission 2018  
Form A - Eligibility to Impose an EDC**

**A.2: EDC FINANCIAL OBLIGATIONS (Estimated to May 15, 2018)**

Total EDC Financial Obligations:	\$ 20,312,206
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**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form A - Eligibility to Impose an EDC**

**A.2: EDC FINANCIAL OBLIGATIONS (Estimated to May 14, 2018)**

Total EDC Financial Obligations:	\$ 32,134,899
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## **3.2 Demographic Projections**

The demographic projections respecting school enrolment and housing and population growth form an important basis for the entire EDC analysis. These projections ultimately determine eligibility, need and the final quantum of the charge. The housing unit forecasts contained in this study are consistent with the most recent municipal forecasts that were available at the time of study. Background, methodologies and overviews of both the enrolment and housing forecasts can be found in chapter 4 of this report.

The demographic projection requirements of the EDC consist of three distinct components; projecting the number of annual building permits that will be issued for new dwelling units and new non-residential space, projecting enrolment of the existing community and projecting enrolment from new housing growth.

### ***New Dwelling Units/Non-residential Space***

The number of new dwelling units in the area of the EDC by-law must be estimated for each of the next fifteen years. The forecast is set out by three types of development, low density (single and semi detached homes), medium density (townhouses) and high density (apartments), and is broken down by the School Board review areas that were outlined earlier in this report.

The forecast is set out by varying types of development for two reasons. The first is that different types of development produce school aged children in different ways. Lower density

developments typically produce greater numbers of school aged children than do apartments. Defining various types of developments allows for greater accuracy when projecting the number of new pupils arising from new developments. The second reason is to be able to calculate a differentiated charge should the Boards choose to do so. Each board has the ability to charge a uniform EDC rate across all types of development – meaning that the EDC is one rate for a single family home or an apartment – or can choose to charge separate rates depending on the type of development.

There are certain situations, as defined by the legislation, where certain developments are exempt from EDCs, such as housing intensification. Forecast of *net new dwelling units* should ensure that these exempt units are factored into any forecast and excluded.

In addition to a housing forecast, projections of new non-residential space must also be provided in the EDC study to allow for the calculation of the non-residential component of the charge.

A forecast of new non-residential space estimated to be built in the by-law area must be provided for each of the fifteen years following by-law inception. The non-residential forecast can be estimated in two ways; by gross floor area of non-residential space or by the estimated declared value of future non-residential construction. As with the residential component, there are certain statutory exemptions which must be factored into the non-residential forecast to ensure that exempt space is excluded. These exemptions are discussed earlier in the report.

### ***Existing Community Projections and Projections of New Pupils***

The enrolment projections required in order to calculate EDCs must be made up of two distinct projections, one for the existing community and one for pupils from new housing growth. This is done because ultimately the number of total growth-related pupils must be offset by any available pupil places that are not required by pupils of the existing community in year 15 of the forecast. The existing community projection must estimate by school, the number of students for fifteen years based on the number of existing students today and assuming no additional new housing growth. The Board's total OTG capacity of the review area (as of by-law inception) less the projected number of existing community pupils in the review area in year 15, is the Board's *total available space*.

The determination of pupils from new development is based on the aforementioned housing forecast and the use of pupil yield factors. Pupil yields are mathematical representations of the number of school-aged children that will be generated by a particular dwelling over the planning forecast and that will attend a particular school board. Pupil yields used in this analysis are based on Statistics Canada data and Board historical enrolment information. Multiplying the pupil yield factors by the appropriate type of developments in the net new dwelling forecast determines the projected pupils from new development.



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To determine the total *net growth-related pupil place requirements*, the available pupil places (total available space referenced above) must be subtracted from the total pupils projected from new development. Enrolment projections and the determination of net growth-related pupil places can be done on a jurisdiction wide basis or on a review area basis. The EDC analysis in this study is based on a review area approach.

### **3.3 Site Needs**

The final “planning” or “forecasting” step in the EDC process is determining the Board’s site needs, specifically the number, location and size of sites for new growth-related schools. The calculation of net growth-related pupil place requirements ultimately determines the number of necessary sites and their size. The regulation governing the EDC provides a table of maximum sizes depending on the number of pupil places that will be constructed. These tables can be found on the following page.

While the tables ultimately determine the amount/size of land that will be necessary for new school sites, the legislation also recognizes that there may be situations in which the necessary site for a new school may exceed the size specified in the table. For example a board may need a larger site to accommodate certain municipal requirements or Ministry initiatives. Should a site exceed the legislative requirements, justification must be included in the EDC background study.

<b>Elementary Schools</b>	
<b>Number of Pupils</b>	<b>Maximum Area (acres)</b>
<b>1 to 400</b>	<b>4</b>
<b>401 to 500</b>	<b>5</b>
<b>501 to 600</b>	<b>6</b>
<b>601 to 700</b>	<b>7</b>
<b>701 or more</b>	<b>8</b>

<b>Secondary Schools</b>	
<b>Number of Pupils</b>	<b>Maximum Area (acres)</b>
<b>1 to 1,000</b>	<b>12</b>
<b>1,001 to 1,100</b>	<b>13</b>
<b>1,101 to 1,200</b>	<b>14</b>
<b>1,201 to 1,300</b>	<b>15</b>
<b>1,301 to 1,400</b>	<b>16</b>
<b>1,401 to 1,500</b>	<b>17</b>
<b>1,501 or more</b>	<b>18</b>

Form G of the Ministry EDC Forms submission provides specific details on each site the Board is proposing to acquire to construct new schools. On a site by site basis, Form G provides information on the general location of the site (by review area or greater detail, if available), the proposed size of the new school, the approximate timing of site purchase as well as the percentage of the site that is considered EDC eligible. The Ministry also recommends that proposed site purchases for new schools are consistent with the Board's long-term accommodation plans.

### 3.4 **Growth-related Net Education Land Costs**

The planning or forecasting component of the EDC analysis is critical to determining the overall EDC eligible needs of the Boards. To finalize the calculation process of the EDC, these accommodation needs must be translated into financial requirements. The analysis in the previous section determined the total growth-related pupil needs as well as the amount of land (in acres) that will be required to accommodate those pupils. EDC eligible expenses are determined by attaching costs to acquire and service the land needed.

Land acquisition costs have been determined by qualified appraisers and a summary of the methodologies used as well as relevant data can be found in chapter 5 of this report. A separate and detailed appraisal report has also been completed by Cushman & Wakefield. Servicing costs are based on historical costs provided by the School Boards with respect to sites that have been recently developed. Once costs for each site have been finalized, the next step is to determine the percentage of each site that is EDC eligible. This is based on the percentage of net growth-related students that make up the total capacity of the proposed new school. For example, if the new proposed school had a capacity of 450 and 400 of the spaces were accounted for by new EDC eligible growth-related pupils then the site would be 88.88% eligible for EDCs ( $400/450=88.88\%$ ).

In addition to site acquisition and servicing costs there are other EDC eligible expenses that can be included in the analysis. Examples of other EDC eligible costs are:

- Interest and borrowing costs related to site acquisition.
- Land escalation costs.
- Costs related to the preparation and distribution of EDC background studies.
- Costs related to studies of land being considered for acquisition (ie. environmental assessments).
- Costs to service/prepare land for construction (grading, service lines etc.)

#### ***Outstanding Financial Obligations***

In addition to the costs that have been outlined above, any outstanding financial obligations from previous by-laws are also eligible education land costs. A negative balance in the Board's EDC reserve fund, established for the area to which the proposed by-law will apply, is considered as an outstanding financial obligation and can be added to the total net education land costs. It should be noted that if the board has a positive balance in the EDC reserve fund, these funds must be used to defray any EDC eligible expenditures. The total eligible costs are referred to as the *total growth-related net education land costs*.

### 3.5 **Determination of the Charge**

Once the total growth-related net education land costs have been determined there are certain prescribed steps that must be followed to determine the actual quantum of the EDC. As discussed in chapter 2, the legislation allows school boards to determine the type of EDC it will impose. Boards can impose EDCs on residential or non-residential developments and can also charge a uniform rate for all types of developments or can differentiate the rate based on dwelling unit types.

#### ***Apportionment of Land Costs***

The legislation allows school boards to allocate up to 40% of their education land costs to non-residential development. If a school board had a non-residential component to their EDCs then the land costs would be multiplied by whatever percentage the board deemed to be apportioned to non-residential. For example, if the total land costs were estimated to be \$1 million and the non-residential allocation was 10% then the *non-residential growth-related net education land costs* would total \$100,000. The remaining balance would make up the *residential growth-related net education land costs*.

To determine the residential charge (assuming a uniform charge) the total residential growth-related net education land costs are divided over the projected number of net new dwelling units assumed in the EDC forecast over the next fifteen years. The result is the amount of the uniform residential EDC per dwelling unit. If charges are to be imposed on non-residential development there are two ways in which they can be calculated. If the board chooses to use a non-residential forecast of gross floor area, then the total non-residential growth-related net education land costs are divided by the estimated gross floor area of proposed non-residential developments. The board can also choose to use a non-residential forecast of estimated declared values where the non-residential land costs are divided by the projected declared values and multiplied by 100 to get a non-residential charge.

Once the residential charge is determined it can be charged uniformly across all types of development or different rates can be charged depending on the types of units being built. If the EDC is applied in a uniform manner then the total residential land costs are simply divided over the estimated net new dwelling units as described earlier. If the board chooses to impose a differentiated EDC then the charges are apportioned on the basis of different unit types producing different amounts of pupils. Boards may choose to define developments as they wish (i.e. low density, high density, condos, apartments, single family etc.) but are encouraged to stay as consistent as possible with categories used by the Municipalities impacted by the by-law.

A distribution factor is determined by the distribution of growth-related pupils amongst the various unit types defined by the board. For example, if 100 students were from low density

developments, 50 from medium density and 10 from high, the distribution factors would be 62.5% for low (100/160), 31.25% for medium and 6.25% for high. These distribution factors are then multiplied by the total residential land costs to determine the apportioned residential land costs by development type. Each separate amount is then divided by the number of net new units for the particular development type to arrive at the *differentiated residential EDC per unit by development type*.

### **3.6 Policy Statements**

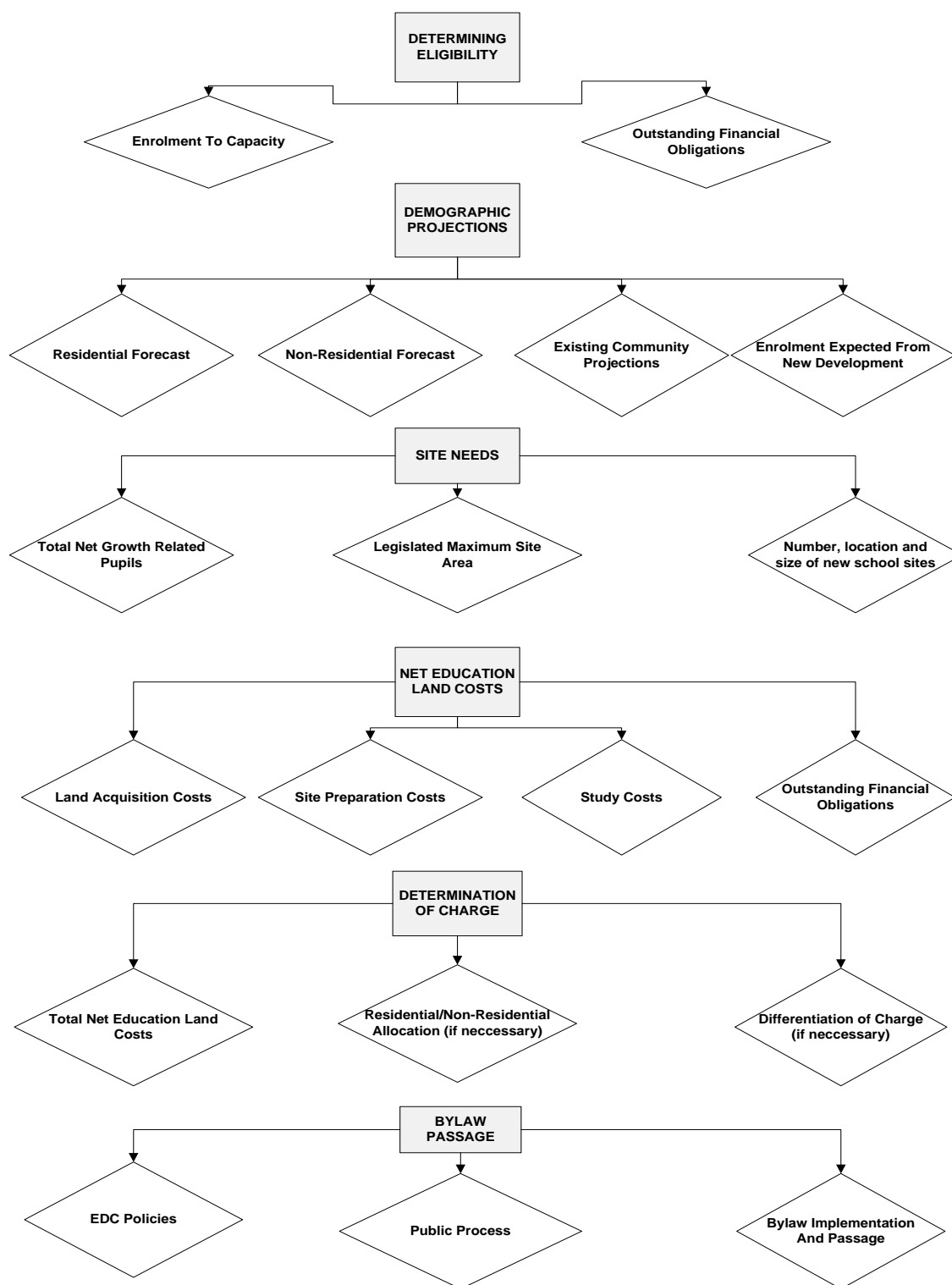
In addition to the demographic forecasting and financial components of the EDC analysis, there is also an important policy component. EDC policies are largely determined by the School Boards and help shape the type of by-law that will be imposed. Examples of some important EDC policies are the apportionment of land costs across residential and non-residential development or an area specific versus a jurisdiction wide by-law. There are two specific policies that the legislation requires the boards to produce policy statements for that must be included in the EDC background study.

The first policy that a statement must be provided for is the alternative accommodation arrangement policy. The statement must include information on the board's policy with regard to how it deals with alternative accommodation arrangements to provide pupil accommodation and how it could reduce or eliminate the need for EDCs. If the board has had a previous by-law then information respecting how alternative accommodation arrangements were implemented (or not implemented) must also be provided.

The second policy statement deals with the policy on operating budget surpluses. The EDC must include a board policy that states if savings are achieved in the operating budget they must be used to defray any eligible EDC expenditures. The statement included in the background study must state that the board has reviewed its current operating budget for potential savings that could be applied to the EDC. The statement must also include the amount of potential savings that would be applied to the EDC, if any.

***A flow chart detailing the EDC process can be found on the following page. In addition, the Ministry EDC Forms, which detail the calculations required to determine the EDC can be found in Appendix A at the end of this report.***

## EDC PROCESS AND METHODOLOGY



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## **4. DEMOGRAPHIC PROJECTIONS**

## 4. DEMOGRAPHIC PROJECTIONS

As mentioned earlier in the report, the demographic projections form the backbone of the EDC analysis, in that they are used to determine eligibility, need and ultimately the quantum of the charge itself. The demographic projections for an EDC consist of both forecasts of new housing development as well as projections of school enrolment. Projections of both new housing and enrolment must be provided on an annual basis for a 15-year period following by-law imposition. The following chapter provides the methodology and background to the demographic projections as well as the results of those projections.

### 4.1 The Residential and Non-residential Growth Forecast

#### ***Residential***

The residential growth forecast for the EDC is critical to the analysis because of the direct link between new homes and new pupils for the school boards. In addition to determining a board's needs, the number of net new projected units in the forecast is what the total net education land costs get divided by to determine the final quantum of the residential charge. The dwelling unit forecast contained in this study provides a projection of the number of units on an annual basis for the next 15 years by low (single/semis), medium (townhouses) and high (apartments) density allocations. O.Reg 20/98, S.7(2) states that the board must, "*estimate the number of new dwelling units in the area in which charges are to be imposed for each of the 15 years immediately following the day the by-law comes into force.*"

Housing development and occupancy patterns have changed significantly over the last decade. Housing developments are offering more choice in terms of density, like singles, townhomes apartments as well as developments that cater to specific lifestyles or age groups (retirement residences). The new *Places To Grow* initiative by the Provincial government mandates that future developments will have more units on less land, increasing the likelihood of more urban type developments and infilling projects in the future. The combination of new initiatives, societal shifts in housing and the recent downturn in the economy have posed a set of unique challenges for municipalities in the area to develop long term population and housing projections.

The development projections contained in this study are mainly derived from recently completed Municipal Development Charge (DC) Background Studies, that incorporate regional residential targets (i.e. Best Planning Estimates). This ensures consistency with local and upper tier governments and other agencies. The forecast information may be supplanted with other relevant data garnered from historical building permit issuance, small area development plans and prior conversations/meetings with local planning departments.



According to information from Municipal building permit data, The Region of Halton has averaged approximately 3,331 new permits for residential construction in from 2013 to 2017. Residential building activity in The Region of Halton has fluctuated over the last decade with a high of 3,745 permits in 2016. This peak in building activity was preceded by a steady increase in building permits from 2,505 in 2013 – resulting in an increase of more than 46% in building permit activity between 2013 and 2017.

### ***Region of Halton Historical Building Permit Issuance***

<b>Year</b>	<b>Area</b>	<b>Total</b>
2013	REGION OF HALTON	2,505
2014	REGION OF HALTON	3,154
2015	REGION OF HALTON	3,591
2016	REGION OF HALTON	3,745
2017	REGION OF HALTON	3,658
<b>Average</b>		<b>3,331</b>

Watson prepared growth forecasts for the entire Region of Halton using Development Charge forecasts that incorporated regional targets (i.e. Best Planning Estimates), in addition to other demographic and economic factors thought to influence how and where growth will occur. The Region of Halton's Best Planning Estimates are working numbers showing when and where development is likely to take place within the Region; providing direction in determining the timing of both hard infrastructure (roads, water and wastewater) and community infrastructure (schools, community recreation etc). In addition to regional forecasts, the consultant reviewed historical forecasts and reports, land availability and market trends.

The growth forecast is premised on some significant changes in terms of how the Region will grow in the future - consistency with initiatives like Places To Grow are likely to result in more compact, intensified and urban growth. The EDC forecast projects fairly sustained growth over the next few decades with an average of approximately **5,714** new dwelling units per year from 2018/19-2032/33 (15 year EDC forecast term). The greatest shift in future development is expected to occur in the type of units being built. According to building permits reported by the Region of Halton, between 2013 and 2017, approximately 35% of all permits were for low density type units (singles/semis), 34% for medium density, and 32% for high density totalling 16,653 permits.

REGION OF HALTON RESIDENTIAL FORECAST		
2018/19 - 2032/33		
	# Of Units	% By Density
Low (Single/Semi)	29,759	35%
Medium (Townhouses)	24,976	29%
High (Apartments)	30,976	36%
<b>Total</b>	<b>85,711</b>	<b>100%</b>

As noted earlier, the final growth forecast for the Halton EDC by-law for both the HDSB and the HCDSB totals **85,711** new units that are forecast to be built over the next 15 years. Of these new units, 35% are estimated to be low density, 29% medium density and 36% high density. While the forecast averages **5,714** units for the 15 year EDC term, it is expected that the first 5 years of the forecast will average 6,132 units per year, between years 5 and 10 the forecast is expected to average 5,769 and between years 10 and 15 the forecast is expected to average 5,240.

In order to account for the “intensification exemption”, an adjustment to the projections was made to derive the “net” new units housing forecast. This adjustment is intended to estimate the number of units in the forecast created as a result of the “intensification exemption”. The overall forecast was reduced by approximately 1.3% to estimate the number of exempt units and resulted in a projection of **84,597** net new units.

### ***Non-residential***

The non-residential growth forecast provides a basis for calculating a non-residential EDC, should boards elect to impose such a charge. O.Reg 20/98, s.7(10) states that, “If charges are to be imposed on non-residential development, the Board shall determine the charges and the charges shall be expressed as either: a rate applied to the gross floor area (GFA) of a new development or a rate applied to the declared value of development.” The non-residential forecasts contained in this report are projections of GFA and have been derived from the same sources as the residential forecasts.

The non-residential forecast for the Region of Halton totals **87,489,293** square feet of GFA over the next 15 years. As with the residential forecast, assumptions must be made respecting certain exemptions of GFA. Industrial additions (up to 50% of existing floor area) and certain institutional properties (municipal and school board properties) are exempt under the legislation. Utilizing historical Statistics Canada data on non-residential construction by type, **21,872,323** square feet were exempted from this forecast and the total “net” new non-residential forecast totals **65,616,969** square feet of GFA.

## 4.2 Enrolment Projections

Enrolment projections for the purposes of the EDC analysis are completed as two separate components – enrolment of the existing community and enrolment expected from new housing growth. The enrolment projections of the existing community are based on a scenario of no new housing growth and examine projected enrolment of the existing population. The projections of enrolment from new housing focus on pupils that are generated from expected new housing developments. EDC eligible growth-related pupils must be offset by any available space in the existing community and thus the necessity to examine enrolment projections utilizing the two separate components.

Enrolment projections have been prepared for each review area in each Board's jurisdiction. The existing community projections have been prepared for each of the Board's schools contained in the EDC analysis. The projections of enrolment from new housing growth are provided on a review area basis.

The enrolment projections also assume that students are accommodated in their home attendance areas. This means that students that are currently in a holding situation at a school outside of their home school boundary are returned to their home boundary. Holding situations typically arise when students in a development area await new school construction and are “held” in nearby schools until the new school is open. Situations where students are permanently accommodated outside of their home areas (i.e. program) are not affected.

### ***Methodology***

The prediction of school enrolment involves the consideration of a wide range of factors. There are 3 common methods of enrolment projections; rate of growth, enrolment ratios and grade transition. The rate of growth method assumes that past rates of enrolment growth or decline will carry forward. In today's changing demographic and economic landscape this method of enrolment forecasting is unreliable. The enrolment ratio method looks at historical ratios of school enrolment compared with the overall population and then carries forward these ratios or makes assumptions about new ratios and applies them to a population forecast. The grade transition method examines historical progression rates from grade to grade and makes assumptions about the retention of grades from one year to the next.

Watson & Associates used a combination of the latter two methodologies – enrolment ratio and grade transition – in conjunction with strong demographic background data and historical Board enrolment to produce the enrolment forecast for the EDC. The enrolment projection methodology focuses on the relationships between demographic trends and actual historical enrolment of the Board. The basis of the assumptions for future trends comes from the analysis of these historical relationships.

## ***Demographic Background***

A demographic profile is compiled for each review area within the board's jurisdiction using data from the 2001, 2006, 2011 & 2016 Census. Trends in the demographic data are used to highlight changes in population on both a review area and jurisdiction wide basis. Examining these historical trends assist in providing perspective and direction when determining future assumptions for the projections.

The table below depicts the demographic trends for the Region of Halton. The total population in the Board's jurisdiction grew by approximately 17% between 2001 and 2006. In comparison population counts grew 6.6% in Ontario and 5.4% Canada-wide over that same time period. Between 2006 and 2011, the population in the Board's jurisdiction grew by more than 14%, slightly less than the earlier half of the decade and notably higher than the provincial and national rates for this same time period, which were 5.9% and 5.7%, respectively. More recently, the jurisdiction-wide population has continued to increase, growing by more than 9% between 2011 and 2016. This compares with a provincial and national population of approximately 5% during the same period of time.

More importantly, from a school board perspective, was the increase in the elementary school aged (4-13 years) population which grew by almost 10% from 2001 to 2006, by an additional 12.6% between 2006 and 2011 and by more than 13.7% between 2011 and 2016 – an absolute gain of 21,970 between 2001 and 2016. The secondary school aged (14-18) population experienced an increase of 19.4% from 2001 to 2006, and then further increased by 13.4% between 2006 and 2011 and 7.1% between 2011 and 2016 – an absolute gain of approximately 11,500 between 2001 and 2016.

In addition to the increases in the elementary aged population, there were increases in both the pre-school aged population (0-3 years) and the population of females aged 25-44 for both the 2001-06 and 2006-11 time periods. These two groups are important because they are excellent indicators of what is expected to happen in the school aged population in the short to mid-term. The pre-school population is the cohort that will be entering the school system in the next few years. Females between 25 and 44 years of age are the group of women that are said to be in their prime child bearing years and examining this population can provide input to future births/school aged children. In the Board's jurisdiction, the pre-school population grew by 24.3% and the population of females aged 25-44 increased by 12.5% between 2001 and 2006. Between 2006 and 2011, the pre-school population and females aged 25-44 population increased again by 12.5% and 7% respectively. More recently (2011 to 2016), the pre-school population has experience some decline however (approximately 5%), while the female population aged 25-44 continued to increase, by approximately 2% during the same period of time.

**Region of Halton Demographic Profile:**

Population Data	2001 Census	2006 Census	2011 Census	2016 Census
<b>Total Population</b>	<b>375,230</b>	<b>439,260</b>	<b>501,695</b>	<b>548,430</b>
Pre-School Population (0-3)	17,885	22,225	25,000	23,820
Elementary School Population (4-13)	53,885	59,245	66,700	75,855
Secondary School Population (14-18)	25,500	30,445	34,530	37,000
Population Over 18 Years of Age	277,960	327,345	375,465	411,755
<i>Females Aged 25-44</i>	59,235	66,650	71,335	72,715

Population Data	2001 – 2006		2006 – 2011		2011 – 2016	
	Abs. Change	% Change	Abs. Change	% Change	Abs. Change	% Change
<b>Total Population</b>	<b>64,030</b>	<b>17.1%</b>	<b>62,435</b>	<b>14.2%</b>	<b>46,735</b>	<b>9.3%</b>
Pre-School Population (0-3)	4,340	24.3%	2,775	12.5%	-1,180	-4.7%
Elementary School Population (4-13)	5,360	9.9%	7,455	12.6%	9,155	13.7%
Secondary School Population (14-18)	4,945	19.4%	4,085	13.4%	2,470	7.1%
Population Over 18 Years of Age	49,385	17.8%	48,120	14.7%	36,290	9.7%
<i>Females Aged 25-44</i>	7,415	12.5%	4,685	7.0%	1,380	1.9%

A description of the relevant population age cohorts is as follows:

- Pre-school aged (0-3) – used as a lead indicator of potential anticipated enrolment in the short-term.
- Elementary (4-13) – represents the predominant age structure of the students that attend elementary schools.
- Secondary (14-18) – represents the predominant age structure of the students that attend secondary schools.
- Adult (18+) – reflects the segment of the population that does not attend elementary or secondary school.

***The Enrolment Projection Process*****Determining Entry Year Enrolment**

One of the most important and most difficult components of the enrolment forecast is predicting entry year enrolment or the Junior Kindergarten grade. Much of the overall projection relies on the assumptions made with regard to pupils entering the system. To develop forecasts for the JK grade, a review of historical births, pre-school (0-3 years old) population and historical JK

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enrolment is undertaken. The participation rates of the Board's JK grade enrolment of the 4 year old population are examined from one census period to the next to determine future participation ratios.

In addition, a population forecast of the pre-school and school aged population (0-18 years) by single year of age is prepared for the study area. This forecast is based on the population trends of the 2001, 2006, 2011 and 2016 census periods as well as other relevant demographic trends of the area. Recent fertility and death rates are applied to the 2016 Census population and the population is aged to provide future births and future school aged population.

The challenge in this population forecast is to exclude growth/development in this phase of the forecast. The total enrolment forecast is divided into two separate components – existing enrolment and enrolment from future housing. To account for this, trends are examined for 2001, 2006, 2011 and 2016 census populations to estimate levels of growth and migration that occurred between the census periods. Assumptions arising from this examination are used to 'strip' growth/migration from the projected population forecast to ensure that growth is not double counted.

Comparing historical JK enrolment to actual population provides ratios that are used to determine future JK enrolment from the projected 4 year old population in the review area. This determines the projected JK pupils for the review area for the forecast period. These overall JK students then need to be allocated to their respective schools in the review area. This allocation is based on historical shares combined with any Board information on recent openings/closures or program changes that may affect future share. Table 4.1 depicts an example of JK/Elementary participation rates between 2006 and 2016.

**Table 4.1: An Example Of Junior Kindergarten/Elementary Participation Rates (2006 – 2016)**

<b>SINGLE YEAR OF AGE</b>	<b>2006</b>	<b>2011</b>	<b>2016</b>
0	3,185	3,712	3,799
1	3,457	3,883	3,925
2	3,602	3,965	4,078
3	3,664	3,862	4,267
<b>4</b>	<b>3,813</b>	<b>4,110</b>	<b>4,259</b>
5	4,011	3,953	4,474
6	4,157	4,119	4,350
7	4,259	4,079	4,653
8	4,347	4,244	4,520
9	4,253	4,324	4,560
10	4,354	4,506	4,522
11	4,439	4,564	4,760
12	4,184	4,736	4,605
13	4,060	4,762	4,840
<b>JK HEADCOUNT ENROLMENT</b>	<b>1,489</b>	<b>1,484</b>	<b>1,730</b>
<b>ELEMENTARY HEADCOUNT ENROLMENT</b>	<b>17,950</b>	<b>19,203</b>	<b>19,887</b>
<b>JK PARTICIPATION</b>	<b>39%</b>	<b>36%</b>	<b>41%</b>
<b>ELEMENTARY PARTICIPATION</b>	<b>43%</b>	<b>44%</b>	<b>46%</b>

At this stage of the projections, each school in a review area will have a projected number of JK's for the forecast period. The next step then involves using the grade transition method to advance each grade from one year to the next. For every school in the system, retention rates from grade to grade are calculated and applied to grade enrolments as they are advanced through each projection year. Each school and community can be unique when it comes to grade retention. For example, the ratio of kindergarten students to junior kindergarten students is often higher in the more rural areas and an indication that more students routinely enter the senior kindergarten grade than would be expected, given the junior kindergarten count from the previous year. Programs, such as French Immersion etc. can also have a significant impact on grade to grade retention. Table 4.2 provides an example of retention rate calculations based on historical enrolment.

**Table 4.2: Retention Rate Example**

				Historical					
Years			Grade	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017
5	4	2	JK	1484	1562	1539	1559	1605	1730
111%	112%	110%	SK	1720	1611	1745	1750	1696	1797
110%	111%	112%	1	1613	1859	1787	1919	1929	1915
104%	103%	102%	2	1847	1682	1949	1866	1947	1994
104%	104%	104%	3	1982	1911	1765	2016	1934	2047
103%	103%	103%	4	1971	2004	1953	1846	2067	1990
103%	103%	103%	5	2119	2058	2082	2011	1895	2128
102%	102%	103%	6	2151	2145	2093	2123	2051	1953
101%	101%	102%	7	2184	2144	2174	2114	2148	2093
101%	102%	102%	8	2120	2210	2194	2178	2145	2193

Historical enrolment trends, overall participation rates/enrolment share as well as the overall demographics of the area are all examined in conjunction with the ratio of the projected enrolment to the population. This examination looks at the reasonableness of the projections and expected ratios and assumptions in light of recent historical trends.

### Secondary Enrolment Projections

The secondary enrolment projections are based largely on the elementary projections and how the elementary students transition into the secondary panel. Each secondary school of the Board is assigned feeder elementary schools which form a “family” of schools based on Board data. As grade 8 students graduate they are assigned to their respective secondary schools. If Grade 8 students can attend more than one secondary school they are then allocated based on recent trends.

The other factor involved in projecting the entry year or grade 9 grade for secondary involves the concept of open access. In Ontario, students are permitted to attend the secondary school of their choice, regardless of Religious requirements, and assuming there is space and program availability. To account for this in the projections, the predicted grade 9 enrolment at a given secondary school based on its feeder schools and historical retention rates is compared to the actual grade 9 enrolment at the school. This ratio provides an approximation of the net students lost or gained due to open access.

The other important variable that is considered in the secondary enrolment projection methodology is the impact of the fifth year of secondary school being eliminated in 2003/04. The elimination of the fifth year of study does not mean that grade 12 students are not allowed to come



back for a fifth year of study. There are still instances where grade 12 students may come back to finish the four year program in five years or to upgrade or retake certain courses. The percentage of students that are coming back for a fifth year varies though-out the Province and even from school to school within a Board. The projections in this analysis typically utilize a 3-year average of grade 12 retention rates (putting greater emphasis on the last year or two) as well as input from the School Boards on their experiences and expected future trends.

The remainder of the secondary projection follows the same methodology used in the elementary projections. Grades are advanced by applying historical grade transition rates for each school in the system. Assumptions are derived using historical ratios of enrolment to population and are used to ensure that projected secondary enrolment relates back to the projected secondary populations.

### Examining Historical Enrolment Trends

Historical enrolment provides trends that are used to help form assumptions for projected enrolment and provides an important basis to determine relationships with demographic data. The historical data can provide detail on things like how the change in enrolments compare with the changes in the school aged populations of the same area, how different sized grade cohorts are moving through the system and how enrolment has changed in light of new housing activity.

An important indicator when examining historical enrolment is the ratio of senior elementary enrolment compared to junior elementary enrolment. This ratio provides a quick “snapshot” of the current enrolment structure and can provide a short term outlook of expected enrolment.

The comparison is made between the senior elementary grades (6-8) and the junior elementary grades (JK-1). Assuming full day JK and SK, an equal number of pupils entering JK-1 to those moving through the senior elementary grades would result in a ratio of 1. If the ratio is higher than 1 it indicates that more pupils are leaving the elementary system or school than are entering, and could be an indicator of future enrolment decline, at least in the short term and absent of mitigating factors. A ratio lower than 1 indicates possible enrolment growth (at least in the short term) and is typically found in growing areas where housing attracts young couples or young families with children.

The ratio of senior to junior elementary enrolment for the HDSB’s total jurisdiction based on 2011/12 enrolment was 0.96; in 2006/07 however the GSR was 1.14. More recently, the GSR has increased to approximately 1.24 based on 2016/17 enrolment. Table 4.3 outlines historical enrolment and historical grade ratios for HDSB.

**Table 4.3: HDSB TOTAL JURISDICTION**

<b>GRADES</b>	<b>2006/ 2007</b>	<b>2011/ 2012</b>	<b>2016/ 2017</b>
<b>JK</b>	2,876	3,762	3,534
<b>SK</b>	3,156	3,931	3,904
<b>1</b>	3,360	4,170	4,149
<b>2</b>	3,336	4,239	4,544
<b>3</b>	3,287	4,200	4,689
<b>4</b>	3,429	4,018	4,949
<b>5</b>	3,496	3,917	4,791
<b>6</b>	3,508	3,815	4,756
<b>7</b>	3,624	3,861	4,884
<b>8</b>	3,602	3,755	4,689
<b>SE</b>	-	-	-
<b>ALT/OTH</b>	-	-	-
<b>TOTAL</b>	<b>33,674</b>	<b>39,668</b>	<b>44,889</b>
<b>RATIO</b>	<b>1.14</b>	<b>0.96</b>	<b>1.24</b>

Table 4.4 depicts the historical GSR for the HCDSB's total jurisdiction. The ratio of senior to junior elementary enrolment for the HCDSB's total jurisdiction based on 2006/07 enrolment was 1.34 and 1.15 based on 2011/12 enrolment. More recently, the GSR has decreased to approximately 1.04 based on 2016/17 enrolment. Table 4.4 outlines historical enrolment and historical grade ratios for HCDSB.

**Table 4.4: HCDSB TOTAL JURISDICTION**

<b>GRADES</b>	<b>2006/ 2007</b>	<b>2011/ 2012</b>	<b>2016/ 2017</b>
<b>JK</b>	1,484	1,730	2,035
<b>SK</b>	1,720	1,797	2,189
<b>1</b>	1,613	1,915	2,244
<b>2</b>	1,847	1,994	2,302
<b>3</b>	1,982	2,047	2,330
<b>4</b>	1,971	1,990	2,265
<b>5</b>	2,119	2,128	2,212
<b>6</b>	2,151	1,953	2,199
<b>7</b>	2,184	2,093	2,231
<b>8</b>	2,120	2,193	2,299
<b>SE</b>	12	47	-
<b>ALT/OTH</b>	-	-	-
<b>TOTAL</b>	<b>19,203</b>	<b>19,887</b>	<b>22,306</b>
<b>RATIO</b>	<b>1.34</b>	<b>1.15</b>	<b>1.04</b>

### The Impact of Enrolment Share

Board enrolment share refers to the share or percentage of total enrolment a board receives between itself and its coterminous English language Board. Changes in enrolment share can have significant impacts on board enrolment. For example, increases in enrolment share can help mitigate declines or even increase enrolment in areas where the total school aged population is in decline.

The table found below measures the historical elementary enrolment of the HDSB and the HCDSB on a total Board basis. Board-wide, the HCDSB has decreased its share of enrolment over the past decade – dropping from 36% in 2006/07 to 33% in 2011/12 and 2016/17. Subsequently the Public Board has increased its share over the past decade increasing from 64% in 2006/07 to 67% in 2011/12 and 2016/17.

<b>ELEMENTARY PANEL</b>			
<b>SCHOOL BOARD</b>	<b>2006/07</b>	<b>2011/12</b>	<b>2016/17</b>
HCDSB TOTAL	19,203	19,887	22,306
HDSB TOTAL	33,674	39,668	44,889
<b>TOTAL OF BOTH BOARDS</b>	<b>52,877</b>	<b>59,555</b>	<b>67,195</b>
<b>HCDSB SHARE</b>	<b>36%</b>	<b>33%</b>	<b>33%</b>
<b>HDSB SHARE</b>	<b>64%</b>	<b>67%</b>	<b>67%</b>

Comparably, on the secondary panel, enrolment share has remained more stable for the both Boards since 2006/07. Board-wide the HCDSB experienced a slight increase in share of approximately 1% from 2006/07 to 2016/17. The Public Board subsequently decreased its enrolment share between 2006/07 and 2016/17 – dropping from 63% in 2006/07 to 62% in 2016/17.

<b>SECONDARY PANEL</b>			
<b>SCHOOL BOARD</b>	<b>2006/07</b>	<b>2011/12</b>	<b>2016/17</b>
HCDSB TOTAL	9,204	10,022	10,960
HDSB TOTAL	15,832	17,411	18,070
<b>TOTAL OF BOTH BOARDS</b>	<b>25,036</b>	<b>27,433</b>	<b>29,030</b>
<b>HCDSB SHARE</b>	<b>37%</b>	<b>37%</b>	<b>38%</b>
<b>HDSB SHARE</b>	<b>63%</b>	<b>63%</b>	<b>62%</b>

### Enrolment Expected From New Housing

The second phase of the enrolment projection methodology involves predicting housing growth in the study area and its impact on school enrolment. Earlier in this chapter the residential unit growth forecasts were explained in detail. The residential unit forecast is used as the basis to predict future school enrolment from growth. Historical levels of occupancy by school aged children and by housing type provide us with factors and trends that allow us to make assumptions about how new units might produce children in the future.

From an occupancy point of view, the number of people per housing unit has been declining in practically every part of the Province over the last decade or longer. In addition, the number of school aged children per household has also been in sharp decline. New units today are not producing the same number of people or the same number of children as they have historically.

Each unit in the residential forecast is multiplied by a factor to predict the number of school aged children that will come from the projected number of units. To derive this pupil generation factor, the methodology involves using custom census data prepared specifically for Watson & Associates by Statistics Canada. The census data provides information with respect to the number of pre and school aged children that are currently living in certain types and ages of dwelling units. For example, the data is able to provide the number of children aged between 4-13 years that live in single family homes that are between 1-5 years old for any census tract in the study area.

Pupil yields were derived for both the elementary and secondary panels, for low, medium and high density housing types for each review area in each Board's jurisdiction. The pupil yields and trends can vary significantly from area to area in a Board's jurisdiction. In this way, factors are derived and applied to the appropriate growth forecast to get a forecast of school aged children from new development. This new development forecast must then be adjusted to reflect only the enrolment for the subject Board. Using historical apportionment and population participation rates, the enrolment forecast is revised to capture the appropriate share for the Board.

For the HDSB the total yields for the elementary panel in Halton range between 0.071 in Burlington to 0.269 in Milton, with Oakville and Halton Hills totalling 0.233 and 0.218 respectively (Table 4.5). Comparably, on the secondary panel, Burlington and Halton Hills have the lowest yields ranging from 0.027 in Burlington to 0.062 in Halton Hills; while Milton (0.079) and Oakville (0.085) have the highest secondary yields. The HCDSB's the total yields for the elementary panel range between 0.036 in Burlington to 0.157 in Milton, with Oakville and Halton Hills totalling 0.103 and 0.134 respectively (Table 4.6). On the secondary panel, Burlington and Oakville have the lowest yields ranging from 0.017 in Burlington to 0.040 in Oakville; while Milton (0.061) and Halton Hills (0.052) have the highest secondary yields. ***Table 4.7 depicts a flow chart outlining the process of projecting enrolment from new development.***

**Table 4.5 Halton DSB - Growth Related Pupil Yields:****Form E - Growth Related Pupils - Elementary Panel****Form E - Growth Related Pupils - Secondary Panel**

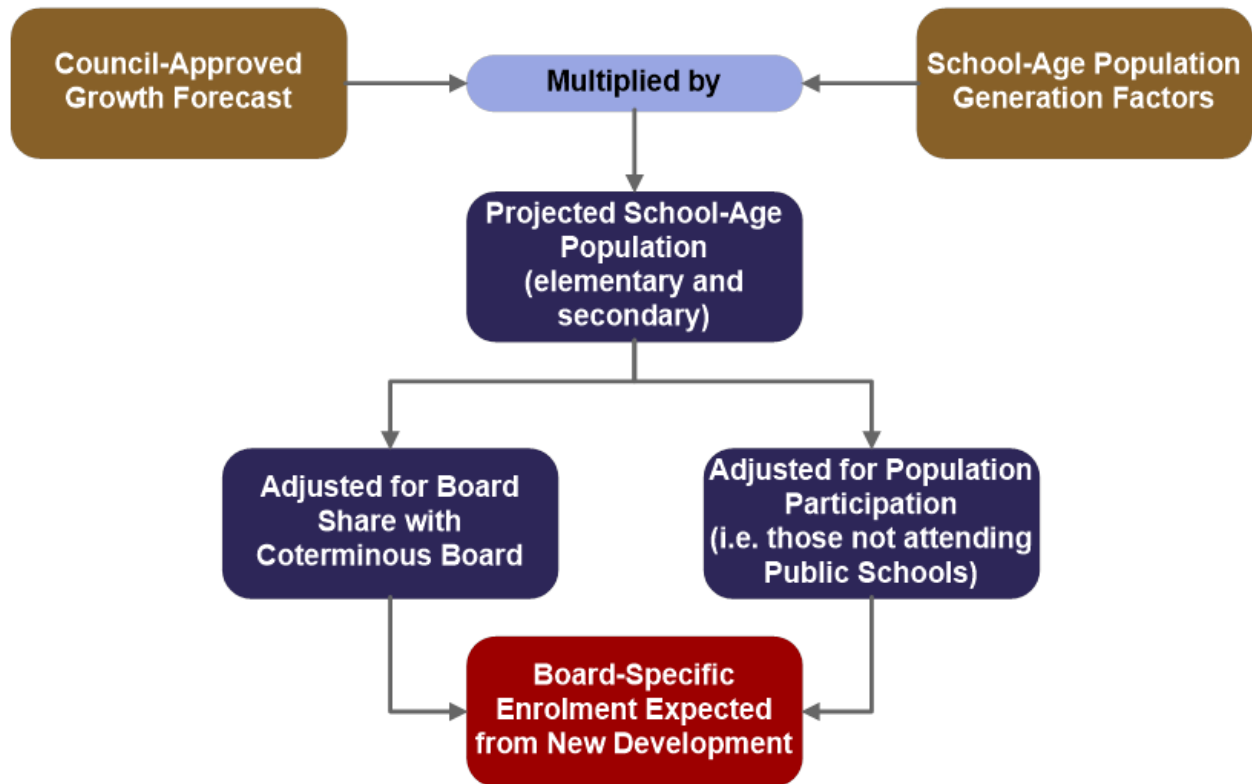
Municipality	Dwelling Unit Type	Elementary Pupil Yield	Municipality	Dwelling Unit Type	Secondary Pupil Yield
<b>Burlington</b>	Low Density	0.369	<b>Burlington</b>	Low Density	0.161
	Medium Density	0.199		Medium Density	0.082
	High Density	0.032		High Density	0.009
	<b>Total</b>	<b>0.071</b>		<b>Total</b>	<b>0.027</b>
<b>Oakville</b>	Low Density	0.464	<b>Oakville</b>	Low Density	0.159
	Medium Density	0.210		Medium Density	0.097
	High Density	0.051		High Density	0.017
	<b>Total</b>	<b>0.233</b>		<b>Total</b>	<b>0.085</b>
<b>Halton Hills</b>	Low Density	0.399	<b>Halton Hills</b>	Low Density	0.096
	Medium Density	0.179		Medium Density	0.065
	High Density	0.024		High Density	0.019
	<b>Total</b>	<b>0.218</b>		<b>Total</b>	<b>0.062</b>
<b>Milton</b>	Low Density	0.463	<b>Milton</b>	Low Density	0.118
	Medium Density	0.230		Medium Density	0.074
	High Density	0.029		High Density	0.026
	<b>Total</b>	<b>0.269</b>		<b>Total</b>	<b>0.079</b>

**Table 4.6 Halton Catholic DSB - Growth Related Pupil Yields:****Form E - Growth Related Pupils - Elementary Panel****Form E - Growth Related Pupils - Secondary Panel**

Municipality	Dwelling Unit Type	Elementary Pupil Yield	Municipality	Dwelling Unit Type	Secondary Pupil Yield
<b>Burlington</b>	Low Density	0.199	<b>Burlington</b>	Low Density	0.077
	Medium Density	0.095		Medium Density	0.045
	High Density	0.016		High Density	0.008
	<b>Total</b>	<b>0.036</b>		<b>Total</b>	<b>0.017</b>
<b>Oakville</b>	Low Density	0.218	<b>Oakville</b>	Low Density	0.074
	Medium Density	0.089		Medium Density	0.045
	High Density	0.015		High Density	0.008
	<b>Total</b>	<b>0.103</b>		<b>Total</b>	<b>0.040</b>
<b>Halton Hills</b>	Low Density	0.221	<b>Halton Hills</b>	Low Density	0.083
	Medium Density	0.150		Medium Density	0.057
	High Density	0.022		High Density	0.011
	<b>Total</b>	<b>0.134</b>		<b>Total</b>	<b>0.052</b>
<b>Milton</b>	Low Density	0.268	<b>Milton</b>	Low Density	0.099
	Medium Density	0.136		Medium Density	0.055
	High Density	0.020		High Density	0.011
	<b>Total</b>	<b>0.157</b>		<b>Total</b>	<b>0.061</b>

Table 4.7: Enrolment Expected from New Development

### Enrolment Expected from New Development



### Is The EDC Forecast Reasonable In Comparison To Other School Aged Forecasts?

The aforementioned methodology describes the process in which enrolment projections are derived, however before the projections can be finalized there is one final step. The projections are compared with an accepted school age forecast for the Board's jurisdiction to determine the reasonableness of the projections. The Board projections are built back up to a total school aged population forecast using assumptions on apportionment and participation rates.

The projections are compared to the most recent available forecasts in the Board's jurisdiction. These can include Ministry of Finance Population projections, Statistics Canada Population projections, Official Plan projections etc. If the enrolment projections and the population forecast have similar long-term trends, further adjustment is unlikely. However, should there be significant differences between the two forecasts adjustments may be made to the enrolment projections to ensure consistency with the population forecast.

## **4.3 Summary of Projected Enrolment**

The total EDC enrolment projections for Halton indicate that by the end of the forecast period (2032/33), the Halton District School Board will have a total elementary enrolment of 61,764. This represents a total increase of more than 35% from 2018/19. On the secondary panel, enrolment is expected to increase by about 12%, with 2018/19 enrolment of 19,023 forecast to increase to approximately 21,341 by the end of the 15 year forecast term.

The Halton Catholic District School Board can expect total elementary enrolment in Halton of 31,431 at the end of the forecast period compared to the 2018/19 enrolment of 23,164 for a total increase of 8,267 pupils or 36%. On the secondary panel, enrolment is expected to increase from 12,058 in 2018/19 to 14,949 at the end of the EDC term for a total increase of 2,891 pupils or approximately 24%.

A summary of the projected enrolment by board, review area and panel can be found on the following pages.



**HDSB Elementary Review Areas**

<b>Review Area</b>	<b>Year 1 2018/19</b>	<b>Year 5 2022/23</b>	<b>Year 10 2027/28</b>	<b>Year 15 2032/33</b>
<b>ERA100</b>	1,241	1,300	1,381	1,460
<b>ERA101</b>	1,220	1,216	1,231	1,344
<b>ERA102</b>	1,516	1,427	1,355	1,410
<b>ERA103</b>	1,497	1,417	1,403	1,441
<b>ERA105</b>	1,351	1,332	1,319	1,351
<b>ERA106</b>	1,408	1,379	1,446	1,459
<b>ERA107</b>	1,330	1,086	1,021	1,246
<b>ERA108</b>	1,847	1,571	1,444	1,446
<b>ERA109</b>	1,104	1,172	1,252	1,281
<b>ERA110</b>	256	254	233	224
<b>ERA111</b>	0	1	2	4
<b>ERA112</b>	2,486	2,308	2,211	2,257
<b>ERA113</b>	2,075	2,049	1,805	2,096
<b>ERA114</b>	2,238	1,973	1,943	2,401
<b>ERA115</b>	3,340	2,945	2,764	2,893
<b>ERA116</b>	2,607	2,525	2,604	2,871
<b>ERA117</b>	1,586	1,504	1,402	1,366
<b>ERA118</b>	1,357	2,654	4,062	5,022
<b>ERA119</b>	2,433	2,438	2,639	2,851
<b>ERA120</b>	5,233	5,072	6,566	9,865
<b>ERA121</b>	3,054	2,974	3,098	3,435
<b>ERA123</b>	393	337	338	349
<b>ERA124</b>	1,621	1,974	2,792	3,715
<b>ERA125</b>	1,084	1,065	1,137	1,250
<b>ERA126</b>	1,886	1,812	1,993	2,284
<b>ERA127</b>	1,550	3,343	5,368	6,447
<b>TOTAL</b>	<b>45,714</b>	<b>47,128</b>	<b>52,807</b>	<b>61,764</b>

**HDSB Secondary Review Areas**

<b>Review Area</b>	<b>Year 1 2018/19</b>	<b>Year 5 2022/23</b>	<b>Year 10 2027/28</b>	<b>Year 15 2032/33</b>
<b>SRA101</b>	5,506	5,572	5,137	4,970
<b>SRA102</b>	7,177	7,251	6,757	5,816
<b>SRA103</b>	1,485	1,434	1,263	1,111
<b>SRA104</b>	1,296	1,805	2,103	2,373
<b>SRA105</b>	1,551	2,228	2,670	3,376
<b>SRA106</b>	414	425	352	348
<b>SRA107</b>	1,485	1,577	1,767	2,035
<b>SRA108</b>	109	514	950	1,312
<b>TOTAL</b>	<b>19,023</b>	<b>20,806</b>	<b>20,998</b>	<b>21,341</b>

**HCDSB Elementary Review Areas**

<b>Review Area</b>	<b>Year 1 2018/19</b>	<b>Year 5 2022/23</b>	<b>Year 10 2027/28</b>	<b>Year 15 2032/33</b>
<b>CEB1</b>	431	446	465	477
<b>CEB2</b>	1,465	1,519	1,539	1,605
<b>CEB3</b>	1,924	1,976	2,019	1,986
<b>CEB4</b>	2,122	2,062	1,889	1,968
<b>CEB5</b>	-	-	-	-
<b>CE01</b>	1,648	1,501	1,358	1,419
<b>CE02</b>	2,150	1,807	1,618	1,688
<b>CE03</b>	1,039	991	986	997
<b>CE04</b>	505	449	445	448
<b>CE05</b>	1,560	1,402	1,303	1,281
<b>CE06</b>	487	1,174	1,893	2,324
<b>CEH1</b>	849	920	1,056	1,176
<b>CEH2</b>	1,603	1,864	2,385	3,006
<b>CEH3</b>	329	289	297	302
<b>CEM1</b>	1,707	1,891	1,895	1,952
<b>CEM2A</b>	3,397	3,110	2,894	2,880
<b>CEM2B</b>	1,584	1,811	1,796	1,754
<b>CEM2C</b>	126	788	1,197	1,256
<b>CEM2D</b>	237	994	1,625	1,807
<b>CEM3</b>	-	218	1,251	3,102
<b>TOTAL</b>	<b>23,164</b>	<b>25,214</b>	<b>27,911</b>	<b>31,431</b>

**HCDSB Secondary Review Areas**

<b>Review Area</b>	<b>Year 1 2018/19</b>	<b>Year 5 2022/23</b>	<b>Year 10 2027/28</b>	<b>Year 15 2032/33</b>
<b>CSB1</b>	2,989	2,831	2,998	2,910
<b>CSM1</b>	1,743	1,835	1,852	1,661
<b>CSM2</b>	51	349	909	1,594
<b>CSM3</b>	1,713	2,363	2,802	2,658
<b>CS01</b>	1,229	1,229	1,278	1,133
<b>CS02</b>	1,330	1,476	1,361	1,212
<b>CS03</b>	1,212	1,245	1,178	1,115
<b>CS04</b>	50	239	445	593
<b>CSH1</b>	1,739	1,673	1,771	2,074
<b>TOTAL</b>	<b>12,058</b>	<b>13,241</b>	<b>14,594</b>	<b>14,949</b>

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## **5. EDUCATION DEVELOPMENT CHARGE CALCULATION**

## 5. EDUCATION DEVELOPMENT CHARGE CALCULATION

Once eligibility has been determined, the charge is calculated using the aforementioned forecasts and methodologies. The calculation is dependent on the growth/enrolment forecasts to project need, the valuation of land and services to assign a cost to that need and the residential and non-residential forecast to provide a quotient to determine the final quantum of the charge. O.Reg 20/98, S.7 provides the basis under which the EDC is determined. The following section will explain and highlight the specific calculation components of the EDC.

### 5.1 The Projections

The residential dwelling unit forecasts as well as the non-residential GFA forecasts that were used in the EDC analysis are explained in detail in chapter 4 and outlined below.

#### ***Residential Unit Forecast***

REGION OF HALTON	2018/19-2032/33
TOTAL PROJECTED UNITS	85,711
TOTAL NET NEW UNITS	84,597

#### ***Non-residential GFA Forecasts***

REGION OF HALTON	2018/19-2032/33
TOTAL PROJECTED GFA (Sq.ft.)	87,489,293
TOTAL NET GFA (Sq.ft.)	65,616,969

#### ***Net Growth-related Pupil Places***

The projected school board enrolments as well as the residential forecasts determine the net growth-related pupil places which in turn determine the number of EDC eligible sites. Form E of the EDC Ministry Submission for each board and each panel is set out below. These forms highlight, by review area, the net number of units, the board pupil yields and the growth-related pupils.

The HDSB's projections forecast a total of 17,170 elementary net growth-related pupils and 4,900 secondary pupils. The HCDSB enrolment projections predict 9,677 net growth-related pupils on the elementary panel and 3,785 on the secondary panel.

Halton District School Board  
 Education Development Charges Submission 2018  
 Form E - Growth Related Pupils - Elementary Panel

Municipality	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils
Burlington	Low Density	496	0.369	183
	Medium Density	930	0.199	185
	High Density	6,811	0.032	216
	Total	8,238	0.071	584
Oakville	Low Density	7,311	0.464	3,389
	Medium Density	4,546	0.210	954
	High Density	8,687	0.051	444
	Total	20,545	0.233	4,787
Halton Hills	Low Density	6,445	0.399	2,571
	Medium Density	3,078	0.179	552
	High Density	5,378	0.024	131
	Total	14,901	0.218	3,254
Milton	Low Density	15,506	0.463	7,182
	Medium Density	15,308	0.230	3,514
	High Density	10,100	0.029	290
	Total	40,914	0.269	10,986
		SUBTOTAL:		19,611
		LESS: Available Pupil Places:		2,441
		NET GROWTH RELATED PUPILS:		17,170

Halton District School Board  
 Education Development Charges Submission 2018  
 Form E - Growth Related Pupils - Secondary Panel

Municipality	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth-Related Pupils
Burlington	Low Density	496	0.161	80
	Medium Density	930	0.082	76
	High Density	6,811	0.009	64
	Total	8,238	0.027	220
Oakville	Low Density	7,311	0.159	1,161
	Medium Density	4,546	0.097	440
	High Density	8,687	0.017	149
	Total	20,545	0.085	1,750
Halton Hills	Low Density	6,445	0.096	616
	Medium Density	3,078	0.065	201
	High Density	5,378	0.019	102
	Total	14,901	0.062	919
Milton	Low Density	15,506	0.118	1,834
	Medium Density	15,308	0.074	1,140
	High Density	10,100	0.026	263
	Total	40,914	0.079	3,237
		SUBTOTAL:		6,126
		LESS: Available Pupil Places:		1,226
		NET GROWTH RELATED PUPILS:		4,900

Halton Catholic District School Board  
 Education Development Charges Submission 2018  
 Form E - Growth Related Pupils - Elementary Panel

Municipality	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils
Burlington	Low Density	496	0.199	99
	Medium Density	930	0.095	88
	High Density	6,811	0.016	109
	Total	8,238	0.036	296
Oakville	Low Density	7,311	0.218	1,592
	Medium Density	4,546	0.089	405
	High Density	8,687	0.015	128
	Total	20,545	0.103	2,125
Halton Hills	Low Density	6,445	0.221	1,423
	Medium Density	3,078	0.150	462
	High Density	5,378	0.022	116
	Total	14,901	0.134	2,001
Milton	Low Density	15,506	0.268	4,154
	Medium Density	15,308	0.136	2,082
	High Density	10,100	0.020	203
	Total	40,914	0.157	6,439
		SUBTOTAL:		10,861
		LESS: Available Pupil Places:		1,184
		NET GROWTH RELATED PUPILS:		9,677

Halton Catholic District School Board  
 Education Development Charges Submission 2018  
 Form E - Growth Related Pupils - Secondary Panel

Municipality	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth-Related Pupils
Burlington	Low Density	496	0.077	38
	Medium Density	930	0.045	42
	High Density	6,811	0.008	56
	Total	8,238	0.017	136
Oakville	Low Density	7,311	0.074	544
	Medium Density	4,546	0.045	203
	High Density	8,687	0.008	71
	Total	20,545	0.040	818
Halton Hills	Low Density	6,445	0.083	538
	Medium Density	3,078	0.057	174
	High Density	5,378	0.011	61
	Total	14,901	0.052	773
Milton	Low Density	15,506	0.099	1,534
	Medium Density	15,308	0.055	843
	High Density	10,100	0.011	113
	Total	40,914	0.061	2,490
		SUBTOTAL:		4,217
		LESS: Available Pupil Places:		432
		NET GROWTH RELATED PUPILS:		3,785



## 5.2 Net Education Land Costs

The enrolment projections and the EDC analysis ultimately determine the number of EDC eligible sites which are needed for new growth-related schools. Form F of the Ministry Submission outlines by review area the 15-year enrolment projections as well as the net growth-related pupil places. Form G of the Ministry Submission outlines the number of new sites that will be needed as well as the number of EDC eligible acres of land that are required for those sites and associated costs.

O.Reg 20/98, S.7, specifically paragraphs 4-7, deals with the steps involved in moving from the site component of the calculation to the financial or costing component of the calculation. A cost must be attached to the value of the land that needs to be purchased as well as the costs to provide services and prepare the land for construction. In addition, the balance of the existing EDC reserve funds must be calculated and incorporated into the analysis. Finally, the total eligible revenues, expenditures and existing deficits or surpluses are cash-flowed over a 15-year period to determine the final charge.

Section 257.53 (2) specifically describes what education land costs are:

1. Costs to acquire land or an interest in land, including a leasehold interest, to be used by the board to provide pupil accommodation.
  2. Costs to provide services to the land or otherwise prepare the site so that a building or buildings may be built on the land to provide pupil accommodation.
  3. Costs to prepare and distribute education development charge background studies.
  4. Interest on money borrowed to pay for costs described in paragraphs 1 and 2.
  5. Costs to undertake studies in connection with an acquisition referred to in paragraph 1.
- N.B – Only the capital component of costs to lease land or to acquire a leasehold interest is an education land cost.

### **Site Valuation**

Paragraph 4 of Section 7 of O.Reg 20/98 states that, "The board shall estimate the net education land cost for the elementary school sites and secondary school sites required to provide pupil places for the new elementary school pupils and secondary school pupils."

To determine the costs of land acquisition, both the HDSB and the HCDSB retained the appraisal firm of Cushman & Wakefield. The appraisers were responsible for providing a land value per acre for each EDC eligible site identified in the analysis. In addition, the appraisers were asked to provide an annual land escalation factor (for 5 years) to apply to the current land values. Specific details and background to the appraisals can be found in the firm's appraisal reports

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which were provided to each School Board. The reports are titled “Hypothetical Analysis of Future School Sites To Serve As Input To The Education Development Charges By-law (2018).”

The effective date of the appraisals is June 1, 2018.

The tables on the following page set out the estimated EDC eligible sites that the Boards will require in the 15 year analysis term, their municipal locations and their appraised land values.

**Halton District School Board (HDSB) Sites**

<b>ELEMENTARY PANEL</b>	
New North Oakville ES (Purchased)	\$0
New North Oakville ES	\$2,370,000
New North Oakville ES	\$2,370,000
New North Oakville ES	\$2,370,000
New North Oakville ES	\$2,370,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Halton Hills ES (Purchased)	\$0
New Halton Hills ES	\$1,590,000
New Halton Hills ES	\$1,590,000
New Halton Hills ES	\$1,590,000
New Milton ES (Purchased)	\$0
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
<b>SECONDARY PANEL</b>	
New North Oakville SS	\$1,900,000
New Halton Hills SS	\$1,590,000
New Milton SS	\$1,810,000
New Milton SS	\$1,810,000
New Milton SS	\$1,259,511

**Halton Catholic District School Board (HCDSB) Sites:**

<b>ELEMENTARY PANEL</b>	
New North Oakville ES	\$2,370,000
New North Oakville ES	\$2,370,000
New North Oakville ES	\$2,370,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Milton ES	\$1,810,000
New Halton Hills ES (Owned)	\$0
New Halton Hills ES	\$1,590,000
New Halton Hills ES	\$1,590,000
New Halton Hills ES	\$1,590,000
<b>SECONDARY PANEL</b>	
New North Oakville SS	\$2,370,000
New Halton Hills SS	\$1,590,000
New Milton SS	\$1,810,000
New Milton SS	\$1,810,000

### ***Land Escalation over the Forecast Period***

As previously mentioned, the appraiser's report estimates an annual land escalation rate to be applied to the acreage values in order to sustain the likely site acquisition costs over the next 5 years. In arriving at an escalation factor the appraisers considered the recent historical general economic conditions at both the micro- and macro-economic levels. The purchase of school sites by the Boards takes place on a very local level, with Boards entering into negotiations with developers on a site-specific basis. Having regard for all of the above, the appraisers concluded escalation factors of 4% per annum for the first year through to the final year are reasonable for the purposes of projecting the land values over the five-year by-law period.

### ***Land Development and Servicing Costs***

The *Education Act* includes the, "costs to provide services to the land or otherwise prepare the site so that a building or buildings may be built on the land to provide pupil accommodation" as an EDC eligible education cost. These costs typically include services to the lot line of the property, rough grading and compaction of the site and that the site is cleared of debris. Costs related to studies of land being considered for acquisition such as environmental assessments or soil studies are also considered to be EDC eligible.

Discussions with stakeholders and the Ministry of Education in past EDC by-law processes has resulted in a list that includes some of the primary development and servicing costs that are considered to be EDC eligible:

- Agent/commission fees to acquire sites.
- Municipal requirements to maintain sites prior to construction.
- Appraisal studies, legal fees.
- Expropriation Costs.
- Site option agreements.
- Land transfer taxes.

Based on recent historical site preparation costs that were provided by the School Boards a figure of **\$75,056 per acre** for both HDSB and HCDSB was used in the study. Using historical economic data and construction cost indices, an escalation factor of **1.6%** per annum was applied to the assumed per acre site preparation costs. Site preparation costs are escalated to the time of site purchase.

### ***Total Land Costs***

The total net education land costs including the site acquisition costs, the escalation of land over the term of the by-law (five years), the site development/servicing costs, as well as associated financing costs and study costs are projected to be over **\$486 million** for the HDSB. The HCDSB

is projected to incur total education land costs of more than **\$363** million over the 15-year term of the proposed by-law.

### **5.3 Reconciliation of the EDC Reserve Fund**

Before the final growth-related net education land costs can be determined they must be adjusted by any deficit or surplus in the existing EDC reserve fund. Any outstanding education development charge financial obligations that have been incurred by the board under a previous by law are added to the total land costs. If there is a positive balance in the EDC reserve fund this amount is subtracted from the total land costs and used to defray EDC eligible expenditures.

Section 7, paragraphs 5-7 of O.Reg 20/98 describe the process of deriving the final net education land costs.

“The board shall estimate the balance of the education development charge reserve fund, if any, relating to the area in which the charges are to be imposed. The estimate shall be an estimate of the balance immediately before the day the board intends to have the by-law come into force.”

“The board shall adjust the net education land costs with respect to any balance estimated under paragraph 5. If the balance is positive, the balance shall be subtracted from the cost. If the balance is negative, the balance shall be converted to a positive number and added to the cost.”

**“The net education land cost as adjusted, if necessary, under paragraph 6, is the growth related net education land cost.”**

The reserve fund analysis can be found on the following pages for each board. The analysis summarizes the EDC collections (both actual and estimated) as well as the EDC costs that have been expended (both actual and estimated) and the estimated EDC reserve fund balance.

As noted, the EDC reserve fund includes certain estimates respecting revenues and expenditures. The EDC reserve fund reconciliation is based on the most recent Ministry Appendix D1/D2 form. This is a form that is submitted to the Ministry of Education by the School Boards that outlines all EDC eligible expenditures and revenues as well as the EDC reserve fund balance at the end of each year on August 31. Any EDC revenues or expenditures that have been incurred or are estimated to incur between August 31 of the most recent Appendix D1/D2 balance and the proposed date of bylaw passage must be included in the new balance.

The HDSB's EDC reserve fund balance had a deficit balance of **-\$28,608,998** according to the Board's most recent Appendix D1/D2 as of August 31, 2017. Incorporating actual and estimated collections and expenditures since August 31 to May 14, 2018, results in a new estimated reserve fund balance of **-\$20,312,206** for the HDSB. Actual and estimated expenditures are approximately **\$9,043,759** and actual and estimated collections are **\$17,340,550**.

The HCDSB's EDC reserve fund balance had a deficit balance of **-\$40,741,127** according to the Board's most recent Appendix D1/D2 as of August 31, 2017. Incorporating actual and estimated collections and expenditures since August 31 to May 14, 2018, results in a new estimated reserve fund balance of **-\$28,048,723** for the HCDSB. Actual and estimated expenditures are approximately **\$1,347,213** and actual and estimated collections are **\$8,047,830**. In addition, the Board has sold a site with EDC funds returned to the EDC reserve fund totalling **\$5,991,787**.

Tables 5.1 and 5.2 outline the EDC reserve fund balance for each respective Board.

**Table 5.1 - HDSB Reserve Fund Balance Estimate**

Closing Balance Appendix D1/D2 2016/17 (As Of August 31, 2017)	-\$	28,608,998
Actual & Estimated Collections - September 1 2017 to May 14, 2018	\$	17,340,550
<b>Balance</b>	<b>-\$</b>	<b>11,268,448</b>
Actual and Estimated Expenditures, September 1, 2017 to May 31, 2018	-\$	9,043,759
<b>New Estimated Reserve Fund Balance</b>	<b>-\$</b>	<b>20,312,206</b>

**Table 5.2 - HCDSB Reserve Fund Balance Estimate**

Closing Balance Appendix D1/D2 2016/17 (As Of August 31, 2017)	-\$	40,741,127
Actual & Estimated Collections - September 1 2017 to May 14, 2018	\$	8,047,830
<b>Balance</b>	<b>-\$</b>	<b>32,693,297</b>
Actual and Estimated Expenditures, September 1, 2017 to May 31, 2018	-\$	1,347,213
Funds Returned For Sale Of EDC Site (Iroquois Ridge)	\$	5,991,787
<b>New Estimated Reserve Fund Balance</b>	<b>-\$</b>	<b>28,048,723</b>

## 5.4 The Education Development Charge

Once the net education land costs have been totalled, the final steps in the process involve apportioning the land costs between residential and non-residential as well as differentiating the charge by development type, if necessary. The existing EDC by-laws of both School Boards are based on an 85% residential charge/15% non-residential charge and the EDCs are a uniform rate across all types of development. The proposed charge in this background study is premised on the same assumptions, however a range of charges and residential and non-residential rates are presented in the cashflow analysis later in this chapter.

The final net education land costs that have been apportioned to residential (in this case 85%) are divided over the net new units from the dwelling forecast to determine a final EDC rate per dwelling unit. The net education land costs for the residential portion of HDSB's by-law are estimated to be \$413,851,683 and the number of net new units in the EDC forecast is projected to be 84,597 resulting in rate of \$4,892 per dwelling unit. The net education land costs that been apportioned to non-residential (15% of the total) total 73,032,650 and the net square footage in the forecast totals 65,616,969. This results in a non-residential charge of \$1.11 per square foot.

The final net education land costs for the HCDSB that were allocated to the residential portion of the charge (85%) were estimated to be **\$308,642,388** and the total number of net new units in the EDC forecast for Halton is projected to be **84,597** for a residential EDC rate of **\$3,648** per dwelling unit. The non-residential net education land costs (15% of total) are projected to total **\$54,466,304** and the total net non-residential square footage is projected to be **65,616,969** for a non-residential EDC rate of **\$0.83** per square foot.

Tables for the proposed by-laws, shown below, outline the total growth-related net education land costs, the net new units and the final EDC rates.

### **HDSB – Region of Halton EDC**

#### **Calculation of Uniform 85% Residential/15% Non-Residential Charge**

Residential Growth-Related Net Education Land Costs (85%)	\$413,851,683
Net New Dwelling Units (Form C)	84,597
<b>Uniform Residential EDC per Dwelling Unit</b>	<b>\$4,892</b>
Non-Residential Growth-Related Net Education Land Costs (15%)	\$73,032,650
Non-Exempt Board-Determined GFA (Form D)	65,616,969
<b>Non-Residential EDC per Square Foot of GFA</b>	<b>\$1.11</b>

### **HCDSB – Region of Halton EDC**

#### **Calculation of Uniform 85% Residential/15% Non-Residential Charge**

Residential Growth-Related Net Education Land Costs (85%)	\$308,642,388
Net New Dwelling Units (Form C)	84,597
<b>Uniform Residential EDC per Dwelling Unit</b>	<b>\$3,648</b>
Non-Residential Growth-Related Net Education Land Costs (15%)	\$54,466,304
Non-Exempt Board-Determined GFA (Form D)	65,616,969
<b>Non-Residential EDC per Square Foot of GFA</b>	<b>\$0.83</b>

### ***The Cashflow Analysis***

A cashflow analysis was completed, incorporating all eligible EDC expenditures, current reserve fund balances and land escalation factors, to determine the necessary revenues that will be collected through the imposition of EDCs. When revenue in any given year is insufficient to cover the expenditures, interim financing (on a long-term basis) is assumed. The methodology used for the cashflow analysis is consistent with accounting practices used by many school boards, municipalities and financial lenders across the Province.



### General Assumptions Used

The cashflow analysis must incorporate certain assumptions respecting interest rates, terms, escalation etc. The table below outlines the general assumptions that have been used for the EDC analysis.

Site Acquisition Escalation Rate	Yr.1 - 4%, Yr.2 - 4%, Yr.3 - 4%, Yr.4 - 4%, Yr.5 - 4%
Site Preparation Escalation Rate	1.6% per annum
EDC Reserve Fund Interest Earnings	1.5%
Long Term Debt (term/rate)	10 Years at 4.25%

### Description of Cashflow

The first section of the cashflow deals with **revenue** – there are three distinct components to the revenue section of the cashflow:

1. The first component deals with board funds that are available to offset the total EDC costs. As mentioned earlier in the report, school boards must pass EDC policies dealing with alternative accommodation arrangements and operating budget surpluses that could be applied to EDCs. If funds were available from these policies they would be incorporated into Lines 1 and 2 of the cashflow. Both Boards did not identify any funds that were available from these EDC policies.
2. The second revenue component comes from any debt the boards incur. The total debt issuance for any given year will be identified in Lines 3 and 4 of the analysis.
3. The final revenue component deals with the actual expected collections through the imposition of the Education Development Charge incorporating the annual net new dwelling unit forecast and non-residential forecast. Projected EDC collections by year can be found on Lines 6, 7 and 8 of the cashflow.

The second section of the cashflow deals with **expenditures** – the eligible EDC expenditures incorporate the site acquisition and development costs, study costs and financing costs for incurred debt.

- Site acquisition costs are found on Line 10 of the analysis and are escalated for up to a 5 year period (term of the by-law).
- Site preparation/development costs are found on Line 11 of the cashflow and are escalated up to the time of site purchase.
- Study costs (Line 12) are based on historical board data and are included for each expected subsequent by-law renewal (every 5 years).

- Financing costs (debt carrying costs) are found on Lines 13 and 14 of the cashflow analysis.

The final section of the cashflow provides the projected opening and closing balances of the EDC reserve fund incorporating any existing deficit or surplus as well as annual interest earnings on any balance in the account. Total borrowing, debt payments and outstanding debt can be found in the bottom right portion of the cashflow analysis.

The cashflow analysis also provides a range of possible EDC charges based on different residential and non-residential allocations. All EDCs calculated in this study are based on 85% residential and 15% non-residential collection. The top right portion of the cashflow analysis highlights the possible residential and non-residential EDC rates with a range of 0-40% for non-residential allocations.

Cashflows for each School Board are included in Tables 5.3 and 5.4 on the following pages.

Table 5.3: HDSB Cashflow

**Halton District School Board  
Education Development Charge 2018  
15 Year Cash Flow Analysis**

Cash Flow Assumptions		
<b>A.</b>	Reserve Fund Interest Rate	<b>1.50%</b>
<b>B.</b>	Borrowing Rate	<b>4.25%</b>
<b>C.</b>	Borrowing Term (Years)	<b>10</b>

Range of Residential and Non-Residential Rates		
<i>Non-res Share</i>	<i>Res Rate</i>	<i>Non-Res Rate</i>
0%	\$5,755	\$0.00
5%	\$5,468	\$0.37
10%	\$5,180	\$0.74
15%	\$4,892	\$1.11
20%	\$4,604	\$1.48
25%	\$4,317	\$1.86
40%	\$3,453	\$2.97

		Year 1 2018/ 2019	Year 5 2022/ 2023	Year 10 2027/ 2028	Year 15 2032/ 2033
<b>Projected Revenues</b>					
1	Funds Available Due To Alternative Accommodation Arrangements	\$0	\$0	\$0	\$0
2	Funds Available Due To Operating Budget Surplus	\$0	\$0	\$0	\$0
3	Long Term Financing	\$32,000,000	\$0	\$10,500,000	\$0
4	Short Term Financing	\$0	\$0	\$0	\$0
5	<b>Subtotal (1 through 4)</b>	<b>\$32,000,000</b>	<b>\$0</b>	<b>\$10,500,000</b>	<b>\$0</b>
6	Education Development Charge 4,892 per unit	\$30,004,475	\$29,350,565	\$24,925,858	\$25,411,415
7	Education Development Charge 1.11 per sq.ft	\$3,514,896	\$4,447,708	\$5,749,021	\$5,749,021
8	<b>Subtotal EDC Revenue (6 + 7)</b>	<b>\$33,519,371</b>	<b>\$33,798,273</b>	<b>\$30,674,879</b>	<b>\$31,160,436</b>
9	<b>Total Revenue (5 + 8)</b>	<b>\$65,519,371</b>	<b>\$33,798,273</b>	<b>\$41,174,879</b>	<b>\$31,160,436</b>
<b>Education Development Charge Expenditures</b>					
10	Site acquisition costs (Escalation Rates Included) <sup>1</sup>	\$41,692,667	\$22,180,518	\$56,378,499	\$0
11	Site preparation costs (Escalation Rates Included) <sup>1</sup>	\$3,088,757	\$639,809	\$2,216,650	\$0
12	Projected Future Study Costs	\$150,000			\$0
13	Long Term Debt Costs	\$0	\$5,242,865	\$7,739,468	\$7,739,468
14	Short Term Debt Costs	\$0	\$0	\$0	\$0
15	Reserve Fund Surplus	- 20,312,206			
16	<b>Total Expenditures (10 through 15)</b>	<b>\$44,931,424</b>	<b>\$28,063,192</b>	<b>\$66,334,617</b>	<b>\$7,739,468</b>
<b>Cashflow Analysis:</b>					
17	Revenues Minus Expenditures (9 - 16)	\$20,587,947	\$5,735,080	-\$25,159,737	\$23,420,968
18	Opening Balance (previous year's closing balance)	-\$20,312,206	-\$20,312,206	\$25,473,375	\$19,524,181
19	<b>Sub total (17 + 18)</b>	<b>-\$20,312,206</b>	<b>\$275,741</b>	<b>\$313,638</b>	<b>\$42,945,149</b>
20	Interest Earnings	\$0	\$93,634	\$4,705	\$644,177
21	<b>Closing Balance (19 + 20)</b>	<b>-\$20,312,206</b>	<b>\$275,741</b>	<b>\$318,343</b>	<b>\$43,589,326</b>

1 Land acquisition costs have been escalated by 4% compounded for the term of the bylaw.  
Escalation rates for site preparation costs are applied to the date of acquisition and are escalated by 1.6% compounded annually.

**Total Borrowing (Total of Line 3):** \$104,000,000  
**Total Debt Payments:** \$129,823,327  
**Outstanding Debt At End Of Forecast(15 years):** \$40,944,280  
**Outstanding Debt Will Be Fully Funded In:** 2039

**Table 5.4: HCDSB Cashflow**  
**Halton Catholic District School Board**  
**Education Development Charge 2018**  
**15 Year Cash Flow Analysis**

Cash Flow Assumptions		
<b>A.</b>	Reserve Fund Interest Rate	<b>1.50%</b>
<b>B.</b>	Borrowing Rate	<b>4.25%</b>
<b>C.</b>	Borrowing Term (Years)	<b>10</b>

Range of Residential and Non-Residential Rates		
<i>Non-res Share</i>	<i>Res Rate</i>	<i>Non-Res Rate</i>
0%	\$4,292	\$0.00
5%	\$4,078	\$0.28
10%	\$3,863	\$0.55
15%	\$3,648	\$0.83
20%	\$3,434	\$1.11
25%	\$3,219	\$1.38
40%	\$2,575	\$2.21

		Year 1 2018/ 2019	Year 5 2022/ 2023	Year 10 2027/ 2028	Year 15 2032/ 2033
<b>Projected Revenues</b>					
1	Funds Available Due To Alternative Accommodation Arrangements	\$0	\$0	\$0	\$0
2	Funds Available Due To Operating Budget Surplus	\$0	\$0	\$0	\$0
3	Long Term Financing	\$3,500,000	\$0	\$20,000,000	\$0
4	Short Term Financing	\$0	\$0	\$0	\$0
5	<b>Subtotal (1 through 4)</b>	<b>\$3,500,000</b>	<b>\$0</b>	<b>\$20,000,000</b>	<b>\$0</b>
6	Education Development Charge 3,648 per unit	\$22,376,743	\$21,889,070	\$18,589,211	\$18,951,330
7	Education Development Charge 0.83 per sq.ft	\$2,621,340	\$3,317,012	\$4,287,506	\$4,287,506
8	<b>Subtotal EDC Revenue (6 + 7)</b>	<b>\$24,998,083</b>	<b>\$25,206,082</b>	<b>\$22,876,717</b>	<b>\$23,238,836</b>
9	<b>Total Revenue (5 + 8)</b>	<b>\$28,498,083</b>	<b>\$25,206,082</b>	<b>\$42,876,717</b>	<b>\$23,238,836</b>
<b>Education Development Charge Expenditures</b>					
10	Site acquisition costs (Escalation Rates Included) <sup>1</sup>	\$0	\$23,510,930	\$34,942,110	\$10,030,145
11	Site preparation costs (Escalation Rates Included) <sup>1</sup>	\$0	\$888,011	\$1,192,419	\$426,933
12	Projected Future Study Costs	\$125,000			\$0
13	Long Term Debt Costs	\$0	\$2,808,678	\$6,928,072	\$8,176,373
14	Short Term Debt Costs	\$0	\$0	\$0	\$0
15	Reserve Fund Surplus	28,048,723			
16	<b>Total Expenditures (10 through 15)</b>	<b>\$125,000</b>	<b>\$27,207,619</b>	<b>\$43,062,601</b>	<b>\$18,633,451</b>
<b>Cashflow Analysis:</b>					
17	Revenues Minus Expenditures (9 - 16)	\$28,373,083	-\$2,001,537	-\$185,883	\$4,605,385
18	Opening Balance (previous year's closing balance)	-\$28,048,723	\$13,247,852	\$392,015	\$27,781,700
19	<b>Sub total (17 + 18)</b>	<b>-\$28,048,723</b>	<b>\$11,246,315</b>	<b>\$206,132</b>	<b>\$32,387,085</b>
20	Interest Earnings	\$0	\$168,695	\$3,092	\$485,806
21	<b>Closing Balance (19 + 20)</b>	<b>-\$28,048,723</b>	<b>\$11,415,010</b>	<b>\$209,224</b>	<b>\$32,872,891</b>

1 Land acquisition costs have been escalated by 4% compounded for the term of the bylaw.  
Escalation rates for site preparation costs are applied to the date of acquisition and are escalated by 1.6% compounded annually.

**Total Borrowing (Total of Line 3):** **\$88,000,000**  
**Total Debt Payments:** **\$109,850,507**  
**Outstanding Debt At End Of Forecast(15 years):** **\$30,645,795**  
**Outstanding Debt Will Be Fully Funded In:** **2038**

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**APPENDIX A**  
**EDUCATION DEVELOPMENT CHARGE**  
**MINISTRY OF EDUCATION FORMS SUBMISSION**

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## **APPENDIX A - EDUCATION DEVELOPMENT CHARGE MINISTRY OF EDUCATION FORMS SUBMISSION**

The Ministry of Education has prepared a set of standard forms that are required to form part of the EDC Background Study. The forms are used by the Ministry to review the EDC analysis and are standardized so that information is presented in a consistent manner for all school boards. The forms for each School Board's EDC analysis are found in this appendix. In addition, a description of each form and its purpose can be found below.

### **FORM A1 AND A2**

This form is used to determine whether a school board is eligible to impose EDCs. The A1 section of the form includes the Board's approved OTG capacity for each panel as well as the projected 5 year enrolment. If the average 5 year projected enrolment is greater than the Board's OTG capacity (on either panel), the School Board is eligible to impose EDCs. The A2 section of the form deals with any outstanding EDC financial obligations. The form highlights any outstanding principal less the existing reserve fund balance. A positive financial obligation results in a board being eligible to impose future EDCs.

### **FORM B**

Form B outlines the dwelling unit forecast that was used in the EDC analysis. The forecast is provided by EDC review area and by year for low, medium and high density types of development.

### **FORM C**

This form provides the net new dwelling units that are requirement of the EDC analysis. Due to certain statutory exemptions (intensification) that were discussed earlier in this report, a certain percentage of units are removed from the forecast to determine the "net new units."

### **FORM D**

This form provides the non-residential forecast of gross floor area in square feet over the next 15 years. In addition to providing the total projected square footage, this form also includes an estimate as to the amount of square footage that is exempt from the forecast. Similar to the residential forecast, because of certain statutory exemptions, an assumption must be made regarding square footage that is excluded from the final EDC forecast.

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## **FORM E**

Form E provides the total number of growth-related pupils by EDC review area. The form includes the net number of units, associated pupil yields and the number of pupils by density type for both the elementary and secondary panels. The bottom of the form provides the total number of growth-related pupils less any existing available space to determine the total “net” growth-related pupils.

## **FORM F**

These forms provide the total “net” growth-related pupil places on a review area basis. Each form provides a projection of the existing community enrolment by school for each of the 15 years in the EDC forecast as well as their current OTG capacities. In addition, the total projected enrolment expected from new development is provided for the total review area. The total requirements from new development less any available existing space are the net growth-related pupil places for that review area.

## **FORM G**

Form G highlights the EDC eligible sites that the board is proposing to purchase. Each site listing includes information on location, status, proposed school size and site size. The form also provides information on what percentage of each site is EDC eligible based on eligible pupil places as a percentage of the total proposed capacity of the school. In addition to providing site and eligibility information, Form G is noteworthy because it includes the translation from site requirements to site costs. On a site by site basis the form highlights the expected per acre acquisition costs, site development costs as well as associated escalation and financing costs.

## **FORM H1 & H2**

These forms outline the EDC calculation – Form H1 is used for a uniform EDC rate and Form H2 is used if the board is proposing a differentiated EDC rate. This EDC analysis assumes a uniform rate and includes Form H1. This form includes all relevant information needed to calculate the final EDC. The total education land costs (derived from Form G) are added to any existing EDC financial obligations (Form A2) and study costs to determine the growth-related net education land costs for which EDCs may be collected. These costs must then be allocated to the proposed residential and non-residential splits. The amount determined to be borne by residential development (between 60% and 100%) is divided by the total net new units to determine a residential charge by unit. The portion of costs allocated to non-residential development is divided by the net non-residential GFA forecast to derive a non-residential EDC charge per square foot.

Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form A - Eligibility to Impose an EDC

A.1.1: CAPACITY TRIGGER CALCULATION - ELEMENTARY PANEL

Elementary Panel Board-Wide EDC Capacity	Projected Elementary Panel Enrolment						Elementary Average Projected Enrolment less Capacity
	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Average Projected Enrolment Over Five Years	
23,474.0	23,164	23,580	24,309	24,784	25,214	24,210	736

A.1.2: CAPACITY TRIGGER CALCULATION - SECONDARY PANEL

Secondary Panel Board-Wide EDC Capacity	Projected Secondary Panel Enrolment						Secondary Projected Enrolment less Capacity
	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Average Projected Enrolment Over Five Years	
10,890.0	12,058	12,343	12,690	12,882	13,241	12,643	1,753

A.2: EDC FINANCIAL OBLIGATIONS

Total Outstanding EDC Financial Obligations (Reserve Fund Balance):	-\$ 32,134,899
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**Halton Catholic District School Board**  
**Education Development Charges Submission 2018**  
**Form B - Dwelling Unit Summary**

***PROJECTION OF GROSS NEW DWELLING UNITS BY MUNICIPALITY***

	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033	Total All Units
<b>Burlington</b>																
Low Density	86	44	44	44	44	44	19	19	19	19	19	24	24	24	24	496
Medium Density	120	65	65	65	65	65	56	56	56	56	56	63	63	63	63	974
High Density	395	441	441	441	441	441	429	429	429	429	429	516	516	516	516	6,811
<b>Total</b>	<b>601</b>	<b>549</b>	<b>549</b>	<b>549</b>	<b>549</b>	<b>549</b>	<b>504</b>	<b>504</b>	<b>504</b>	<b>504</b>	<b>504</b>	<b>604</b>	<b>604</b>	<b>604</b>	<b>604</b>	<b>8,281</b>
<b>Oakville</b>																
Low Density	695	695	695	695	507	507	507	507	507	333	333	333	333	333	333	7,311
Medium Density	486	486	486	486	304	304	304	304	304	216	216	216	216	216	216	4,759
High Density	883	884	884	884	610	610	610	610	610	351	351	351	351	351	351	8,687
<b>Total</b>	<b>2,064</b>	<b>2,064</b>	<b>2,064</b>	<b>2,064</b>	<b>1,420</b>	<b>1,420</b>	<b>1,420</b>	<b>1,420</b>	<b>1,420</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>900</b>	<b>20,757</b>
<b>Halton Hills</b>																
Low Density	300	300	300	300	484	484	484	484	484	471	471	471	471	471	471	6,445
Medium Density	63	63	63	63	239	239	239	239	239	296	296	296	296	296	296	3,221
High Density	72	72	72	72	411	411	411	411	411	506	506	506	506	506	506	5,378
<b>Total</b>	<b>435</b>	<b>435</b>	<b>435</b>	<b>435</b>	<b>1,133</b>	<b>1,133</b>	<b>1,133</b>	<b>1,133</b>	<b>1,133</b>	<b>1,273</b>	<b>1,273</b>	<b>1,273</b>	<b>1,273</b>	<b>1,273</b>	<b>1,273</b>	<b>15,044</b>
<b>Milton</b>																
Low Density	984	984	984	1,086	1,086	1,086	1,086	1,086	1,017	1,017	1,017	1,017	1,017	1,017	1,017	15,506
Medium Density	1,306	1,306	1,306	1,158	1,158	1,158	1,158	1,158	902	902	902	902	902	902	902	16,022
High Density	831	831	831	731	731	731	731	731	565	565	565	565	565	565	565	10,100
<b>Total</b>	<b>3,121</b>	<b>3,121</b>	<b>3,121</b>	<b>2,976</b>	<b>2,976</b>	<b>2,976</b>	<b>2,976</b>	<b>2,976</b>	<b>2,484</b>	<b>2,484</b>	<b>2,484</b>	<b>2,484</b>	<b>2,484</b>	<b>2,484</b>	<b>2,484</b>	<b>41,628</b>
<b>Total Jurisdiction</b>																
Low Density	2,066	2,023	2,023	2,125	2,120	2,120	2,096	2,096	2,027	1,841	1,840	1,845	1,845	1,845	1,845	29,759
Medium Density	1,974	1,919	1,919	1,772	1,766	1,766	1,757	1,757	1,500	1,469	1,469	1,477	1,477	1,477	1,477	24,976
High Density	2,181	2,227	2,227	2,127	2,192	2,192	2,181	2,181	2,014	1,851	1,851	1,938	1,938	1,938	1,938	30,976
<b>Total</b>	<b>6,221</b>	<b>6,169</b>	<b>6,169</b>	<b>6,024</b>	<b>6,078</b>	<b>6,078</b>	<b>6,033</b>	<b>6,033</b>	<b>5,541</b>	<b>5,161</b>	<b>5,160</b>	<b>5,260</b>	<b>5,260</b>	<b>5,260</b>	<b>5,260</b>	<b>85,711</b>

**Halton Catholic District School Board**  
**Education Development Charges Submission 2018**  
**Form C - Net New Dwelling Units - By-Law Summary**

<b>Municipality</b>	<b>Number of Units</b>
Burlington	8,281
Oakville	20,757
Halton Hills	15,044
Milton	41,628

<b>Grand Total Gross New Units In By-Law Area</b>	<b>85,711</b>
<b>Less: Statutorily Exempt Units In By-Law Area</b>	<b>1,114</b>
<b>Total Net New Units In By-Law Area</b>	<b>84,597</b>

**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form D - Non-Residential Development**

**D1 - Non-Residential Charge Based On Gross Floor Area (sq. ft.)**

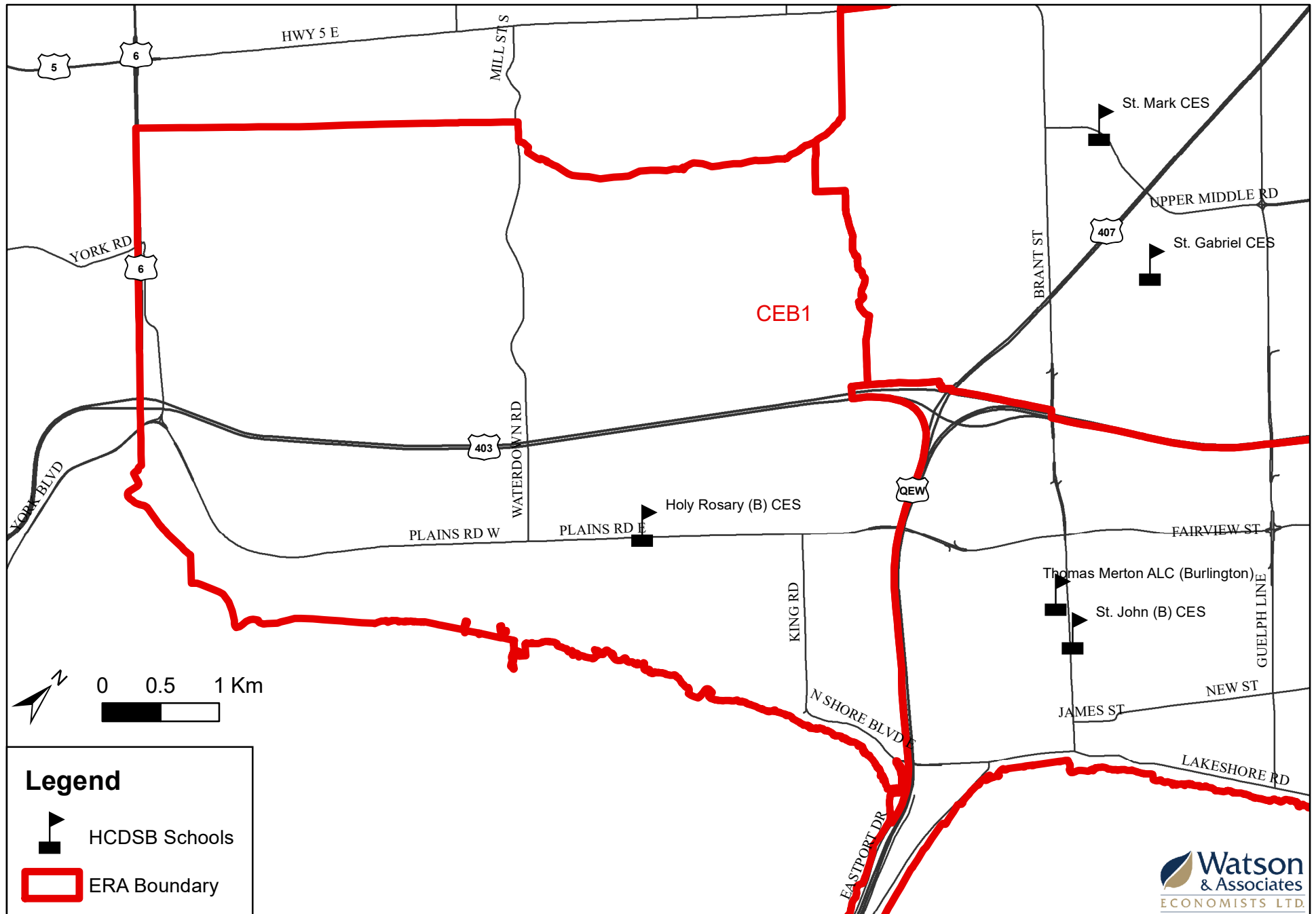
<b>Total Estimated Non-Residential Board-Determined Gross Floor Area to be Constructed Over 15 Years From Date of By-Law Passage:</b>	<b>87,489,293</b>
<b>Less: Board-Determined Gross Floor Area From Exempt Development:</b>	<b>21,872,323</b>
<b>Net Estimated Board-Determined Gross Floor Area:</b>	<b>65,616,969</b>

Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form E - Growth Related Pupils - Elementary Panel

Form E - Growth Related Pupils - Secondary Panel

Municipality	Dwelling Unit Type	Net New Units	Elementary Pupil Yield	Elementary Growth-Related Pupils	Municipality	Dwelling Unit Type	Net New Units	Secondary Pupil Yield	Secondary Growth-Related Pupils
Burlington	Low Density	496	0.199	99	Burlington	Low Density	496	0.077	38
	Medium Density	930	0.095	88		Medium Density	930	0.045	42
	High Density	6,811	0.016	109		High Density	6,811	0.008	56
	Total	8,238	0.036	296		Total	8,238	0.017	136
Oakville	Low Density	7,311	0.218	1,592	Oakville	Low Density	7,311	0.074	544
	Medium Density	4,546	0.089	405		Medium Density	4,546	0.045	203
	High Density	8,687	0.015	128		High Density	8,687	0.008	71
	Total	20,545	0.103	2,125		Total	20,545	0.040	818
Halton Hills	Low Density	6,445	0.221	1,423	Halton Hills	Low Density	6,445	0.083	538
	Medium Density	3,078	0.150	462		Medium Density	3,078	0.057	174
	High Density	5,378	0.022	116		High Density	5,378	0.011	61
	Total	14,901	0.134	2,001		Total	14,901	0.052	773
Milton	Low Density	15,506	0.268	4,154	Milton	Low Density	15,506	0.099	1,534
	Medium Density	15,308	0.136	2,082		Medium Density	15,308	0.055	843
	High Density	10,100	0.020	203		High Density	10,100	0.011	113
	Total	40,914	0.157	6,439		Total	40,914	0.061	2,490
		SUBTOTAL:		10,861			SUBTOTAL:		4,217
		LESS: Available Pupil Places:		1,184			LESS: Available Pupil Places:		432
		NET GROWTH RELATED PUPILS:		9,677			NET GROWTH RELATED PUPILS:		3,785

# HCDSB - CEB1



Panel: Elementary Panel

Review Area: CEB1 Aldershot

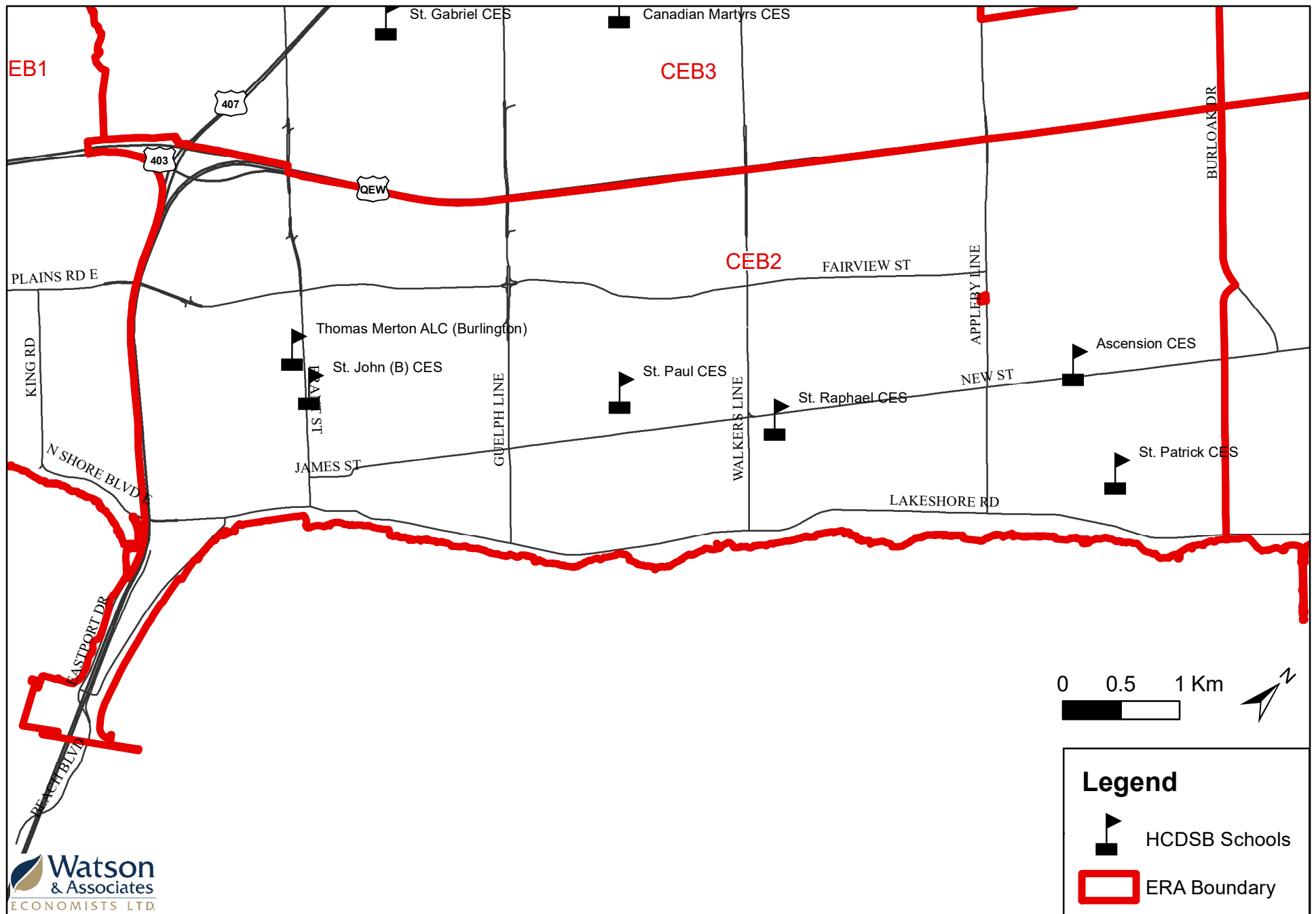
				15 Year Projections														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033
Holy Rosary (B) CES	478	0	415	419	419	414	407	409	402	407	412	409	414	411	414	412	413	414
TOTAL:	478.0	0	415	419	419	414	407	409	402	407	412	409	414	411	414	412	413	414
AVAILABLE PUPIL PLACES:																		64

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	12	19	25	31	37	40	43	46	49	51	52	55	58	60	63

1	Requirements of New Development (Pupil Places)	63
2	Available Pupil Places in Existing Facilities	64
3	Net Growth-Related Pupil Place Requirements (1-2)	0

## 369

# HCDSB - CEB2



**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

**Review Area:** CEB2 South of QEW

### REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
Ascension CES	395	0	274	268	266	264	275	276	283	285	285	286	282	279	278	275	273	276
St. John (B) CES	395	0	302	295	293	291	292	281	270	273	274	274	280	282	285	287	289	292
St. Patrick CES	337	0	290	296	288	291	297	294	294	295	278	274	272	274	277	279	281	284
St. Paul CES	337	0	305	321	321	332	339	344	347	354	365	367	353	355	359	361	364	368
St. Raphael CES	358	0	278	280	278	287	300	304	311	321	328	322	322	325	328	330	333	336

### REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	4	8	12	16	20	22	25	27	29	31	34	38	42	46	50

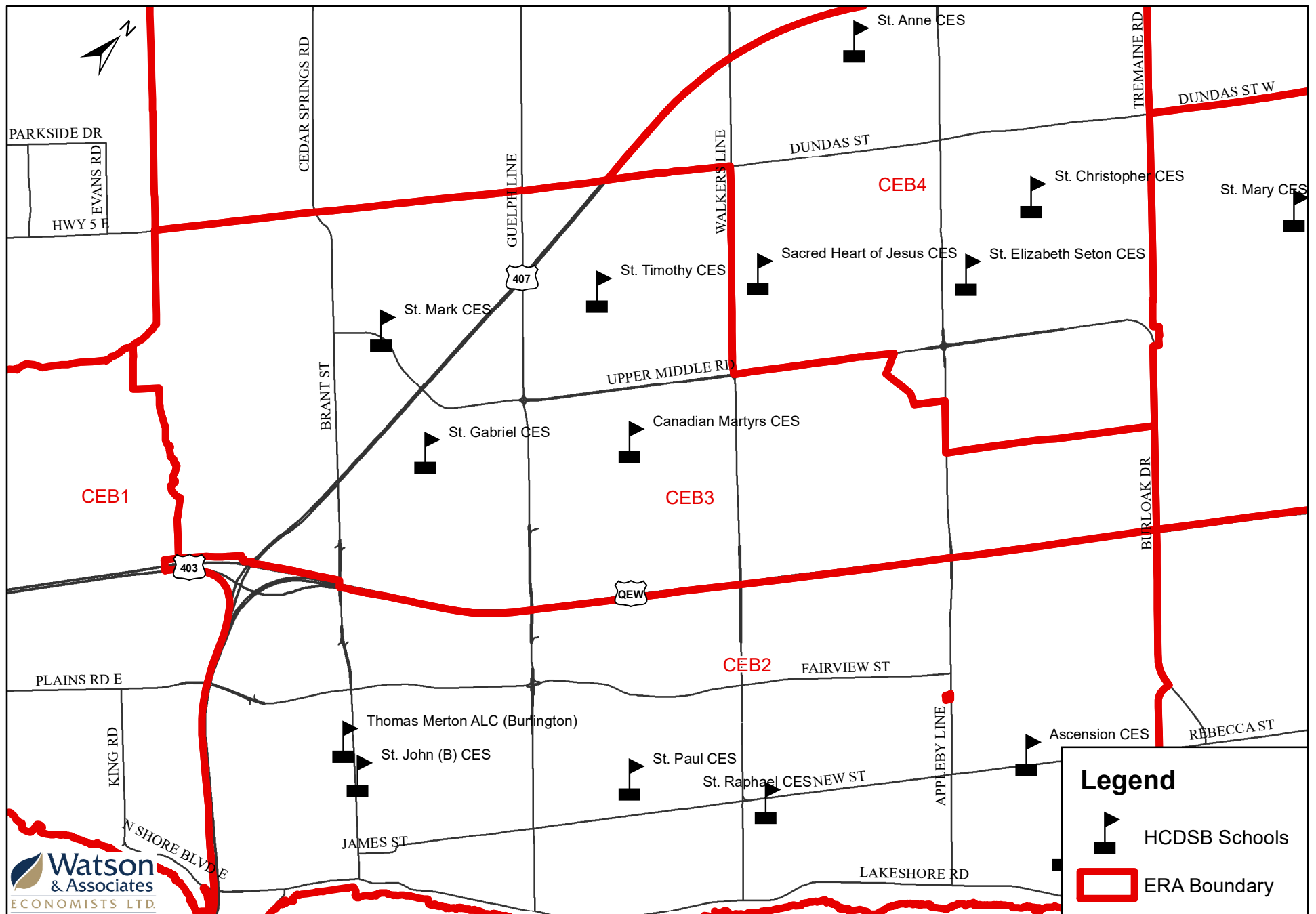
### CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	Requirements of New Development (Pupil Places)	50
2	Available Pupil Places in Existing Facilities	267
3	Net Growth-Related Pupil Place Requirements (1-2)	0

## NOTES



# HCDSB - CEB3



**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

**Review Area:** CEB3 Tyandaga, Burlington, Mountainside, Palmer, Headon

## REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033
Canadian Martyrs CES	421	0	380	380	365	353	349	346	351	348	345	337	334	331	334	334	333	331
St. Gabriel CES	559	0	574	585	563	574	581	578	595	588	577	588	577	578	580	565	561	557
St. Mark CES	490	0	364	369	362	371	362	367	375	384	384	389	378	377	377	377	377	377
St. Timothy CES	516	0	560	587	610	630	655	674	672	697	693	706	707	700	695	688	686	686
TOTAL:	1,986.0	0	1,878	1,921	1,900	1,928	1,947	1,966	1,993	2,017	1,998	2,020	1,997	1,985	1,986	1,964	1,956	1,951
AVAILABLE PUPIL PLACES:	35																	

### REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

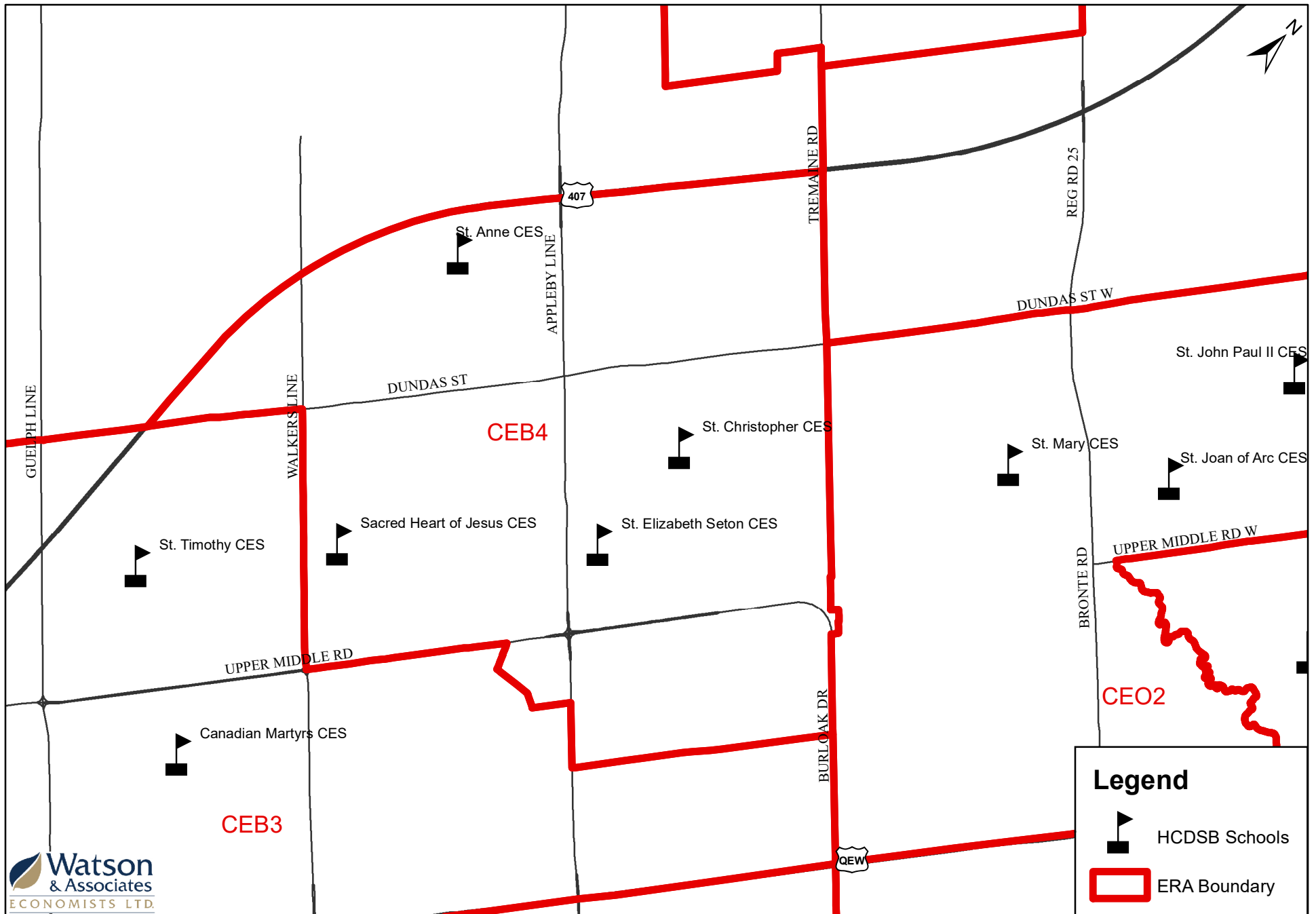
	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	3	5	7	9	11	13	15	18	20	22	25	27	30	33	36

### CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

<b>1</b>	<b>Requirements of New Development (Pupil Places)</b>	<b>36</b>
<b>2</b>	<b>Available Pupil Places in Existing Facilities</b>	<b>35</b>
<b>3</b>	<b>Net Growth-Related Pupil Place Requirements (1-2)</b>	<b>0</b>

## NOTES

# HCDSB - CEB4



**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

**Review Area:** CEB4 Milcroft, Orchard, Tansley, Uptown, Alton

## REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
Sacred Heart of Jesus CES	559	0	512	516	521	532	521	515	501	497	486	481	476	480	483	492	494	497
St. Anne CES	622	0	770	795	818	822	830	837	825	818	802	779	772	765	768	769	773	778
St. Christopher CES	478	0	428	393	380	347	326	309	288	274	253	238	240	236	234	235	236	237
St. Elizabeth Seton CES	467	0	425	402	378	359	360	348	341	324	309	305	301	302	302	304	306	308

### REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

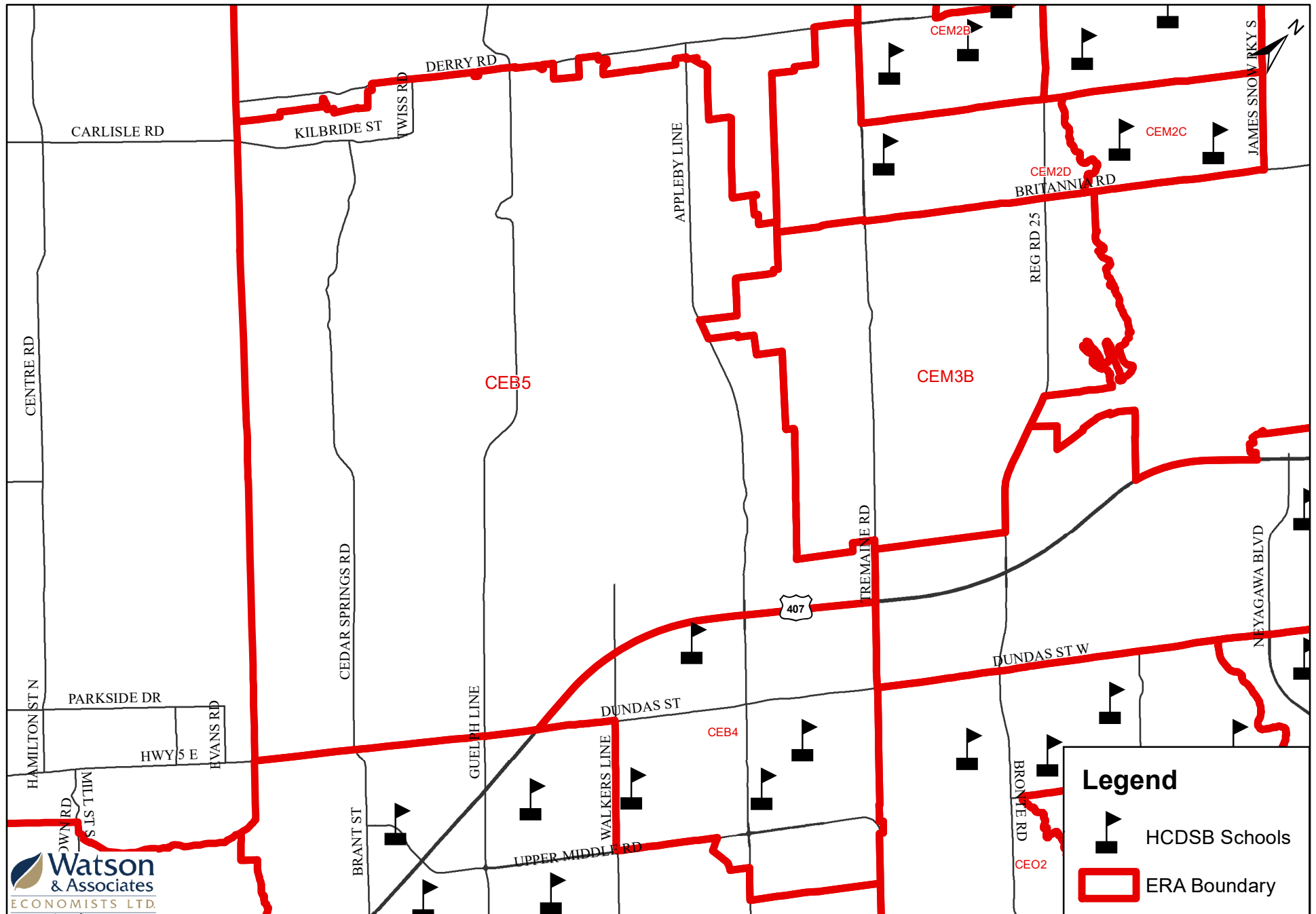
	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	15	24	34	43	53	65	74	82	91	100	108	117	127	137	147

### CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	Requirements of New Development (Pupil Places)	147
2	Available Pupil Places in Existing Facilities	305
3	Net Growth-Related Pupil Place Requirements (1-2)	0

## NOTES

# HCDSB - CEB5



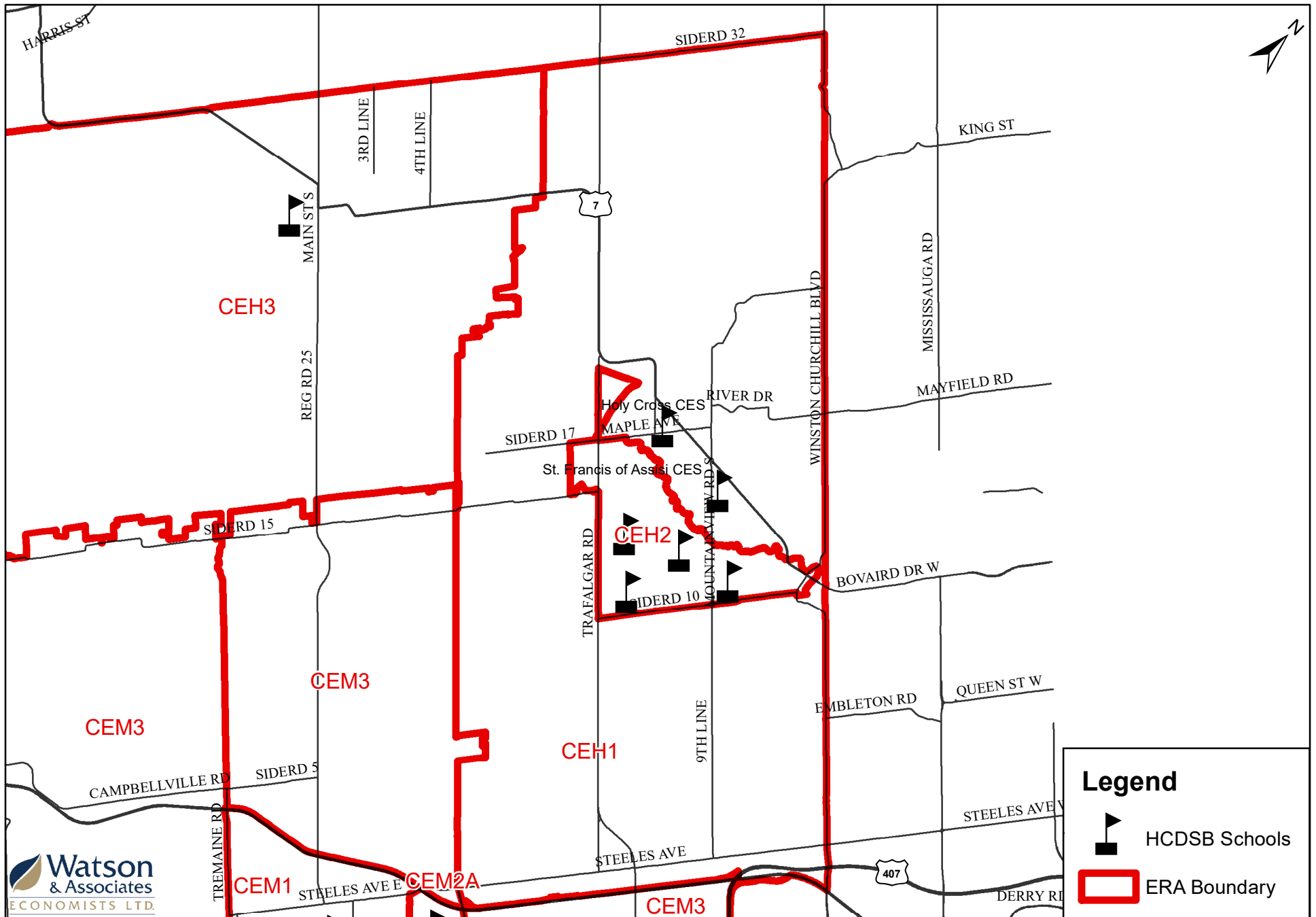
Panel:	<u>Elementary Panel</u>	
Review Area:	CEB5	Rural Burlington

[illegible][illegible]

1	Requirements of New Development (Pupil Places)	0
2	Available Pupil Places in Existing Facilities	0
3	Net Growth-Related Pupil Place Requirements (1-2)	0

## 377

# HCDSB - CEH1



<b>Panel:</b>	<b><u>Elementary Panel</u></b>	
<b>Review Area:</b>	<b><u>CEH1</u></b>	<b><u>East Halton Hills &amp; Georgetown</u></b>

				15 Year Projections														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033
Holy Cross CES	478	0	477	486	489	480	513	506	509	514	517	508	501	493	497	488	479	479
St. Francis of Assisi CES	363	0	355	353	351	344	341	351	352	359	368	372	361	355	357	359	359	358
TOTAL:	841.0	0	832	839	840	823	854	857	861	873	885	880	862	848	855	847	838	837
AVAILABLE PUPIL PLACES:																		

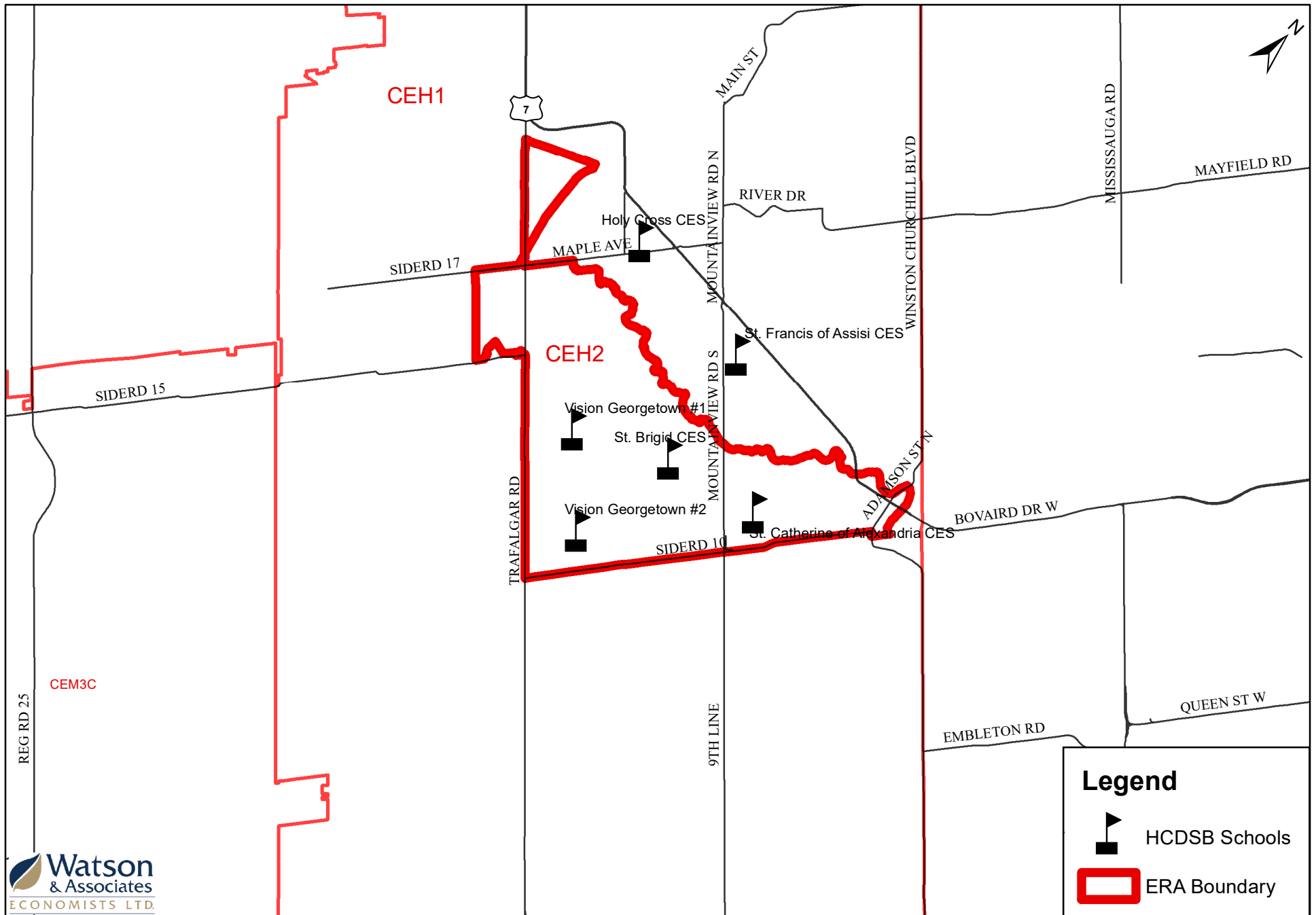
	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	10	19	29	39	63	88	113	138	164	193	223	252	282	312	339

<b>1</b>	<b>Requirements of New Development (Pupil Places)</b>	<b>339</b>
<b>2</b>	<b>Available Pupil Places in Existing Facilities</b>	<b>4</b>
<b>3</b>	<b>Net Growth-Related Pupil Place Requirements (1-2)</b>	<b>335</b>

## 379



## HCDSB - CEH2



**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

**Review Area:** CEH2 South Georgetown

### REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033
St. Brigid CES	585	0	902	891	892	901	892	881	879	883	891	876	868	871	874	874	878	891
St. Catherine of Alexandria CES	634	0	677	646	624	604	566	530	508	484	477	470	468	469	474	482	488	495
TOTAL:	1,219.0	0	1,579	1,536	1,515	1,505	1,458	1,411	1,387	1,366	1,368	1,346	1,335	1,340	1,348	1,355	1,365	1,387
AVAILABLE PUPIL PLACES:																		

### REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

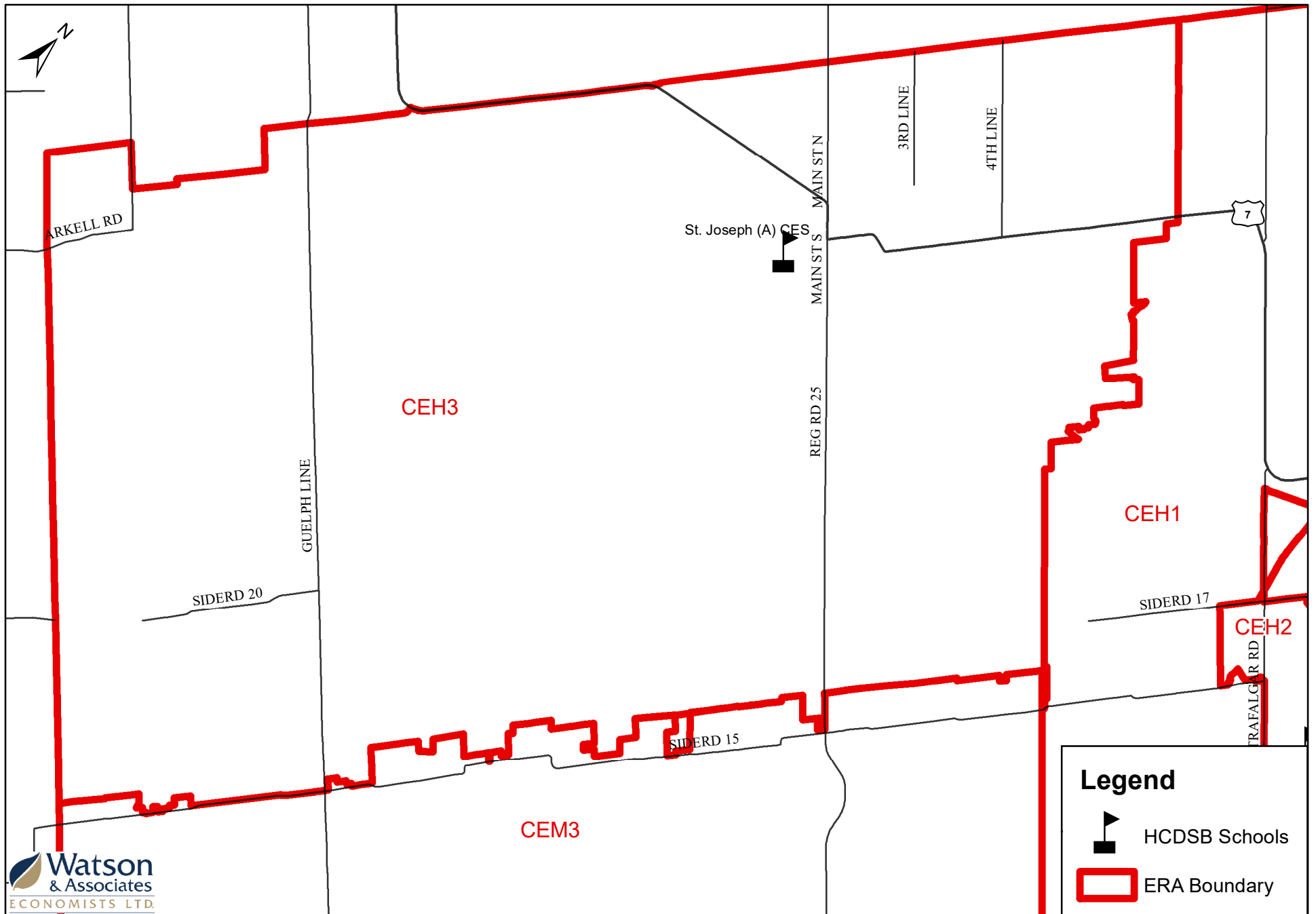
	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	67	135	229	313	453	603	707	798	922	1049	1247	1340	1433	1528	1620

### CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	Requirements of New Development (Pupil Places)	1620
2	Available Pupil Places in Existing Facilities	0
3	Net Growth-Related Pupil Place Requirements (1-2)	1620

## NOTES

# HCDSB - CEH3



<b>Panel:</b>	<b><u>Elementary Panel</u></b>	
<b>Review Area:</b>	<b>CEH3</b>	<b>West Halton Hills &amp; Acton</b>

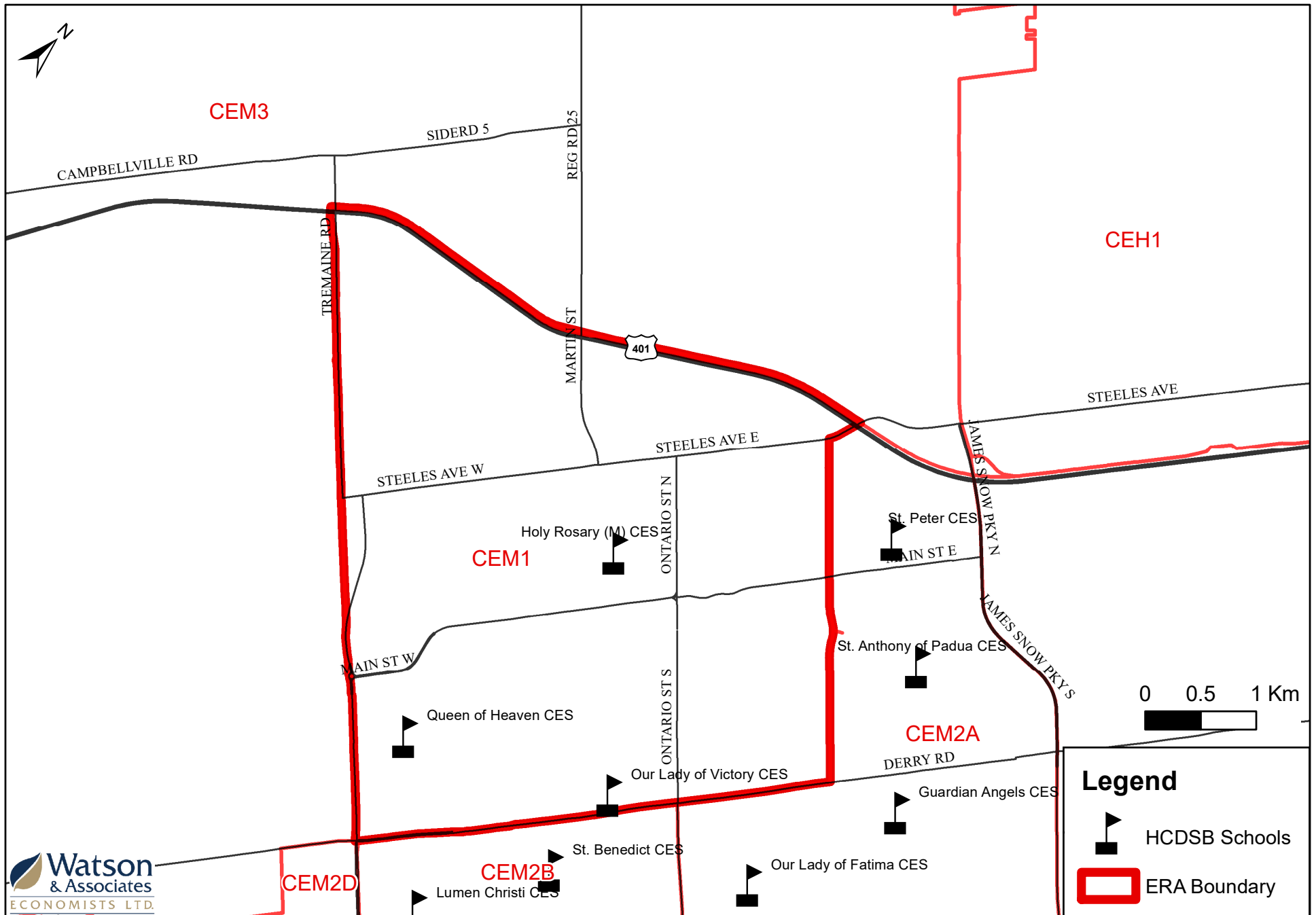
				15 Year Projections														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033
St. Joseph (A) CES	409	0	350	327	311	309	296	278	274	268	268	273	267	264	265	263	261	260
TOTAL:	409.0	0.0	350.0	327.4	310.5	309.3	296.2	278.4	273.6	267.8	267.9	272.8	267.5	264.0	265.1	262.6	261.0	260.0
AVAILABLE PUPIL PLACES:																		149

	15 Year Projections														
	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033
	2	4	6	7	11	14	18	22	25	29	28	32	35	39	42

<b>1</b>	<b>Requirements of New Development (Pupil Places)</b>	<b>42</b>
<b>2</b>	<b>Available Pupil Places in Existing Facilities</b>	<b>149</b>
<b>3</b>	<b>Net Growth-Related Pupil Place Requirements (1-2)</b>	<b>0</b>

## 383

# HCDSB - CEM1



**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

**Review Area:** CEM1 Existing Urban Area

### REQUIREMENTS OF EXISTING COMMUNITY

[illegible]

### REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

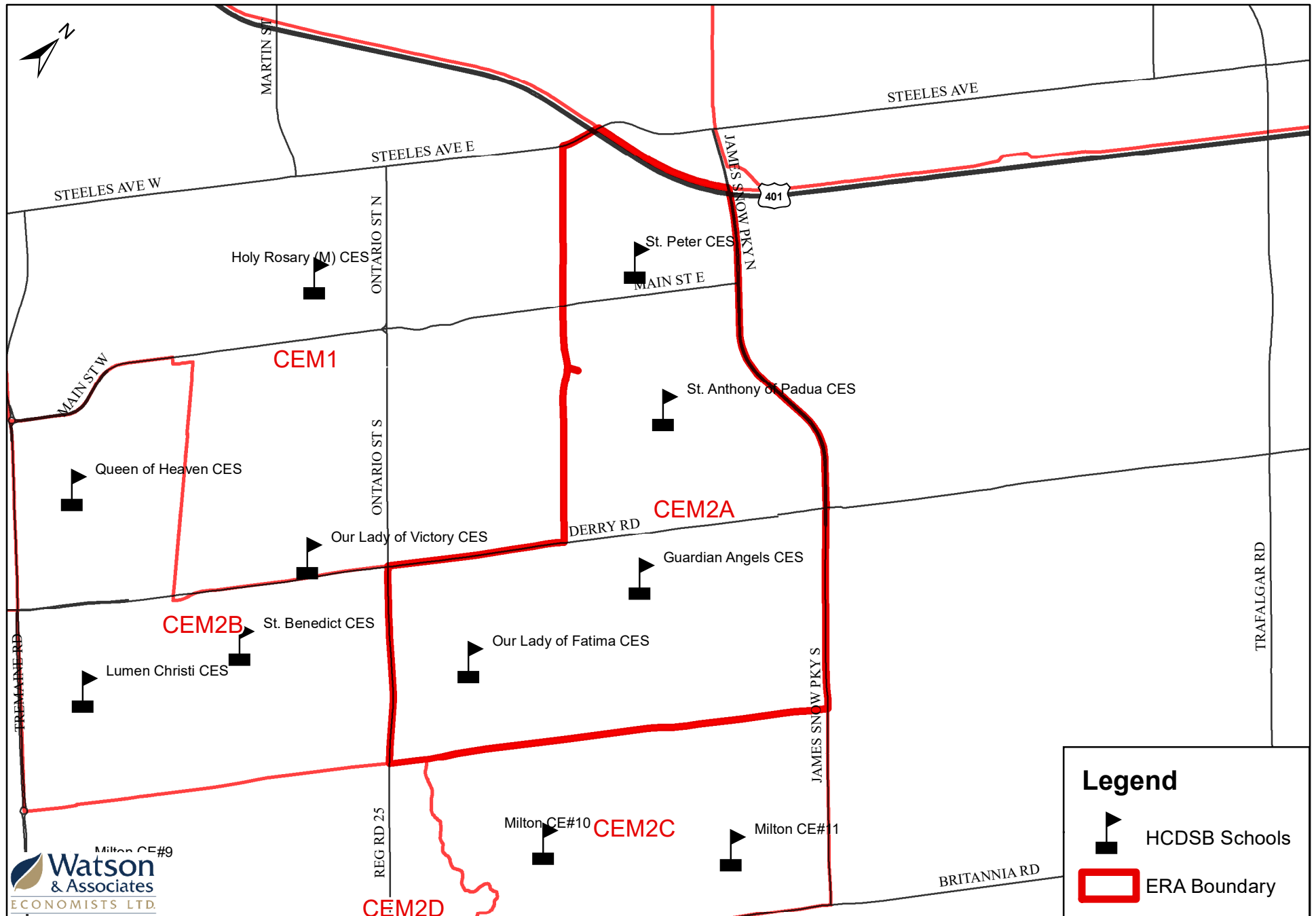
	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	30	61	92	111	130	150	170	190	203	217	198	206	214	224	233

### CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

1	Requirements of New Development (Pupil Places)	233
2	Available Pupil Places in Existing Facilities	0
3	Net Growth-Related Pupil Place Requirements (1-2)	233

## NOTES

# HCDSB - CEM2A



**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

**Review Area:** CEM2A Bristol

### REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033
Guardian Angels CES	723	0	948	924	883	854	818	789	766	750	723	705	693	697	701	704	708	708
Our Lady of Fatima CES	648	0	752	737	734	705	666	637	616	590	568	564	559	552	552	551	551	551
St. Anthony of Padua CES	723	0	1,004	1,020	1,034	1,022	1,014	1,001	992	969	954	960	949	940	945	944	943	943
St. Peter CES	619	0	702	670	658	631	581	535	526	504	504	494	501	503	503	505	505	505
TOTAL:	2,713.0	0	3,406	3,352	3,310	3,212	3,079	2,961	2,900	2,814	2,749	2,722	2,701	2,692	2,700	2,705	2,707	2,707
AVAILABLE PUPIL PLACES:																		

### REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	45	91	140	145	148	165	178	190	191	193	190	183	176	175	174

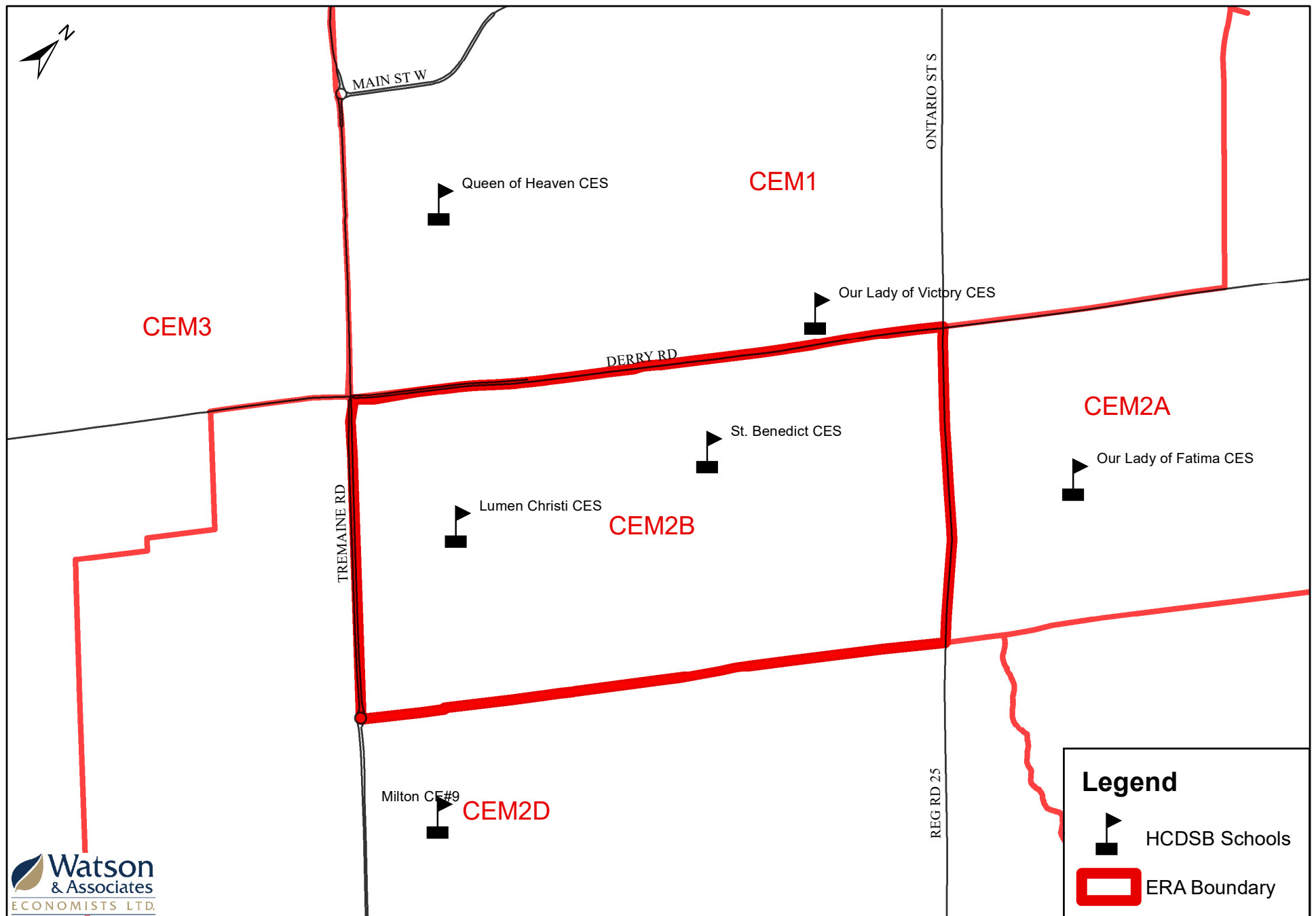
### CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

<b>1</b>	<b>Requirements of New Development (Pupil Places)</b>	<b>174</b>
<b>2</b>	<b>Available Pupil Places in Existing Facilities</b>	<b>6</b>
<b>3</b>	<b>Net Growth-Related Pupil Place Requirements (1-2)</b>	<b>167</b>

## NOTES



# HCDSB - CEM2B



**Panel:** Elementary Panel

**Review Area:** CEM2B Sherwood

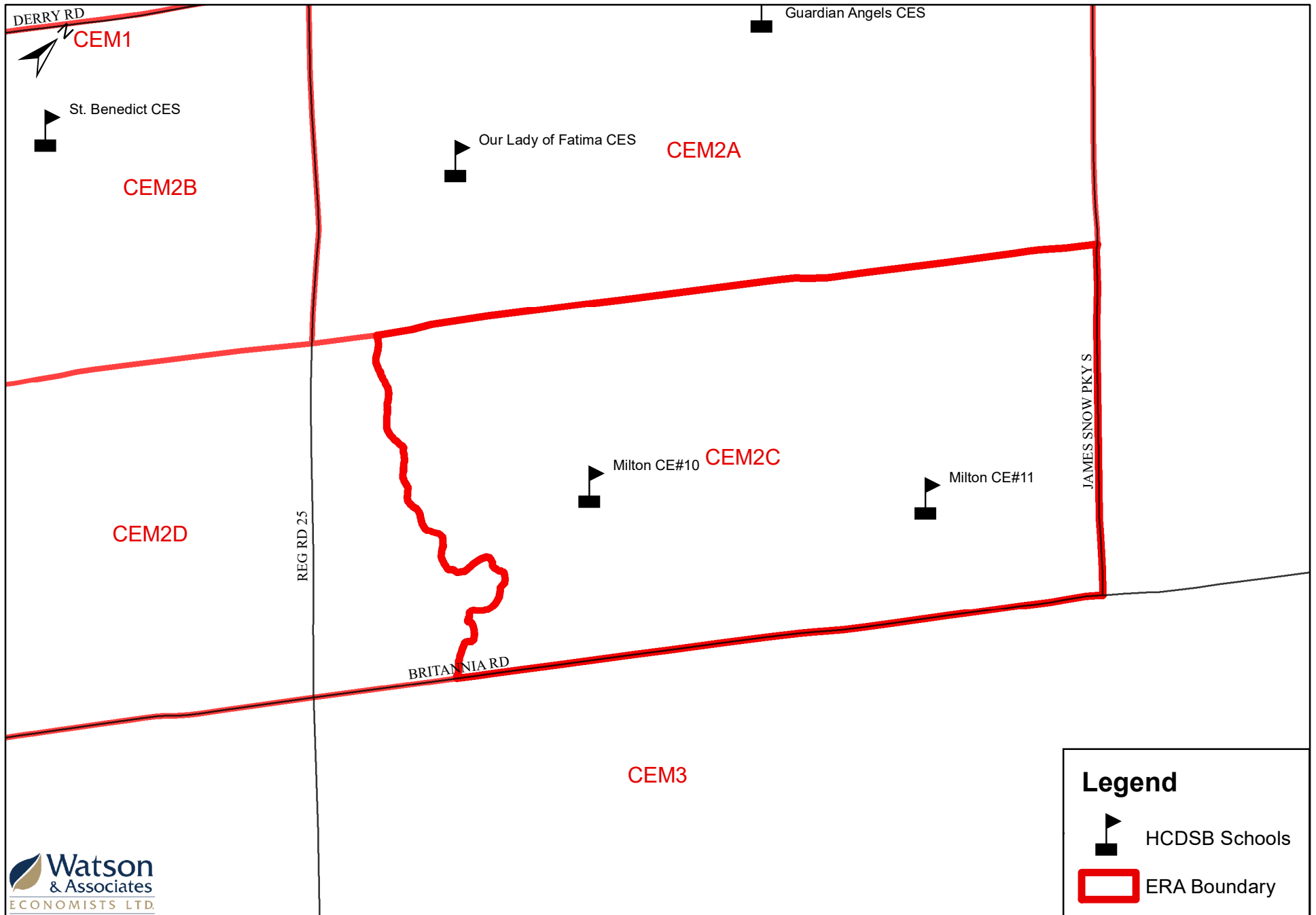
				15 Year Projections															
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
Lumen Christi CES	648	0	617	651	673	671	671	678	675	670	687	695	703	708	719	730	747	760	
St. Benedict CES	671	0	1,000	1,044	1,101	1,151	1,209	1,255	1,264	1,271	1,257	1,267	1,247	1,219	1,193	1,155	1,115	1,127	
Less Holding Students Returned			-	129	- 144	- 159	- 171	- 185	- 198	- 207	- 222	- 232	- 236	- 231	- 226	- 222	- 217	- 213	
TOTAL:	1,319.0	0	1,617	1,566	1,630	1,663	1,709	1,749	1,741	1,733	1,722	1,730	1,714	1,696	1,686	1,663	1,644	1,674	
AVAILABLE PUPIL PLACES:																			-

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	18	36	55	59	63	69	75	81	81	82	81	81	81	80	80

1	Requirements of New Development (Pupil Places)	80
2	Available Pupil Places in Existing Facilities	0
3	Net Growth-Related Pupil Place Requirements (1-2)	80

## 389

# HCDSB - CEM2C



**Panel:** Elementary Panel

**Review Area:** CEM2C East Boyne

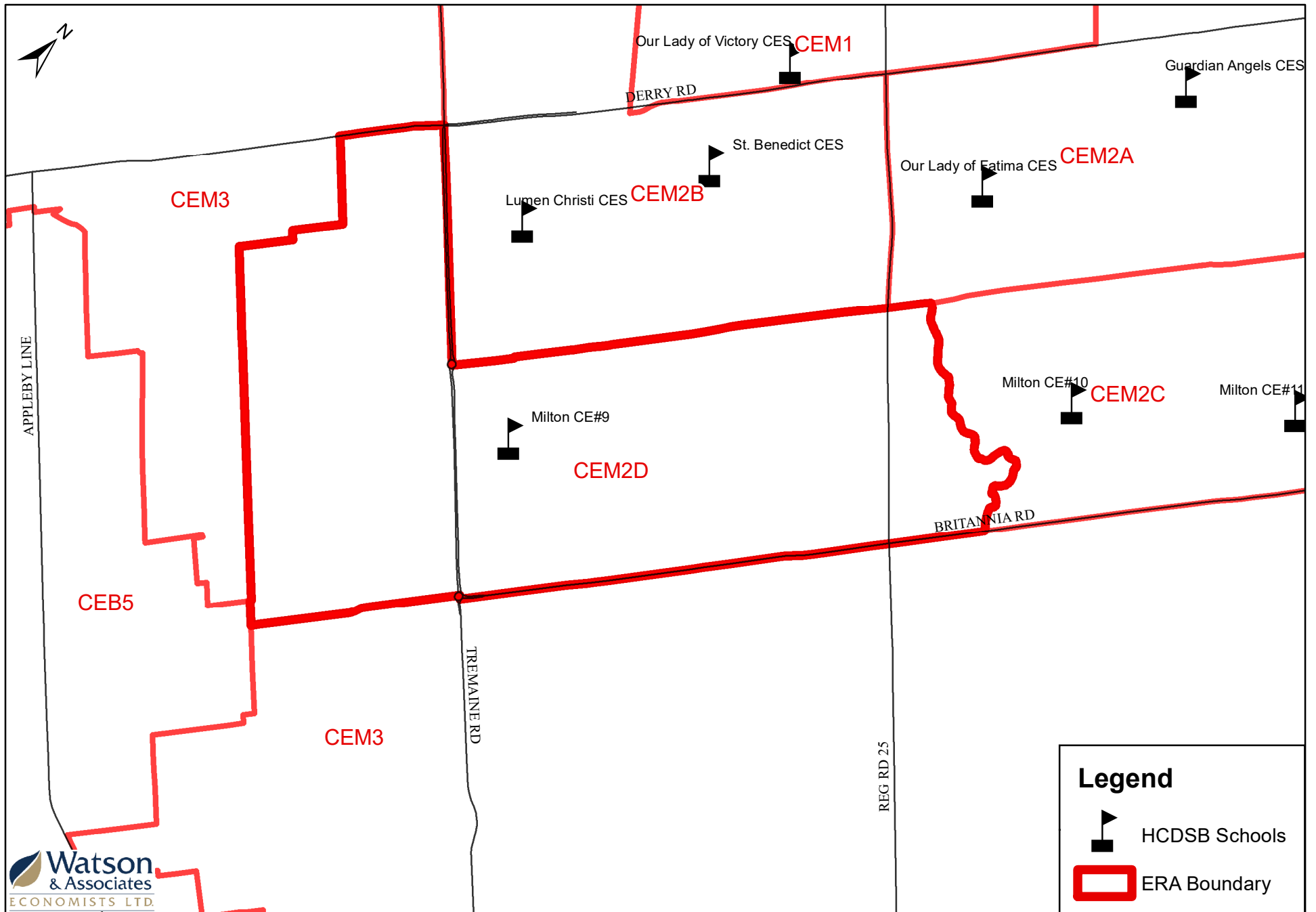
[illegible]

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	126	257	539	663	788	914	1040	1166	1181	1197	1209	1220	1232	1244	1256

1	Requirements of New Development (Pupil Places)	1256
2	Available Pupil Places in Existing Facilities	0
3	Net Growth-Related Pupil Place Requirements (1-2)	1256

## 391

# HCDSB - CEM2D



**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

**Review Area:** CEM2D West Boyne

### REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033
Milton #8	671	0	-	129	144	159	171	185	198	207	222	232	236	231	226	222	217	213
TOTAL:	671.0	0	0	129	144	159	171	185	198	207	222	232	236	231	226	222	217	213
AVAILABLE PUPIL PLACES:																		

### REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

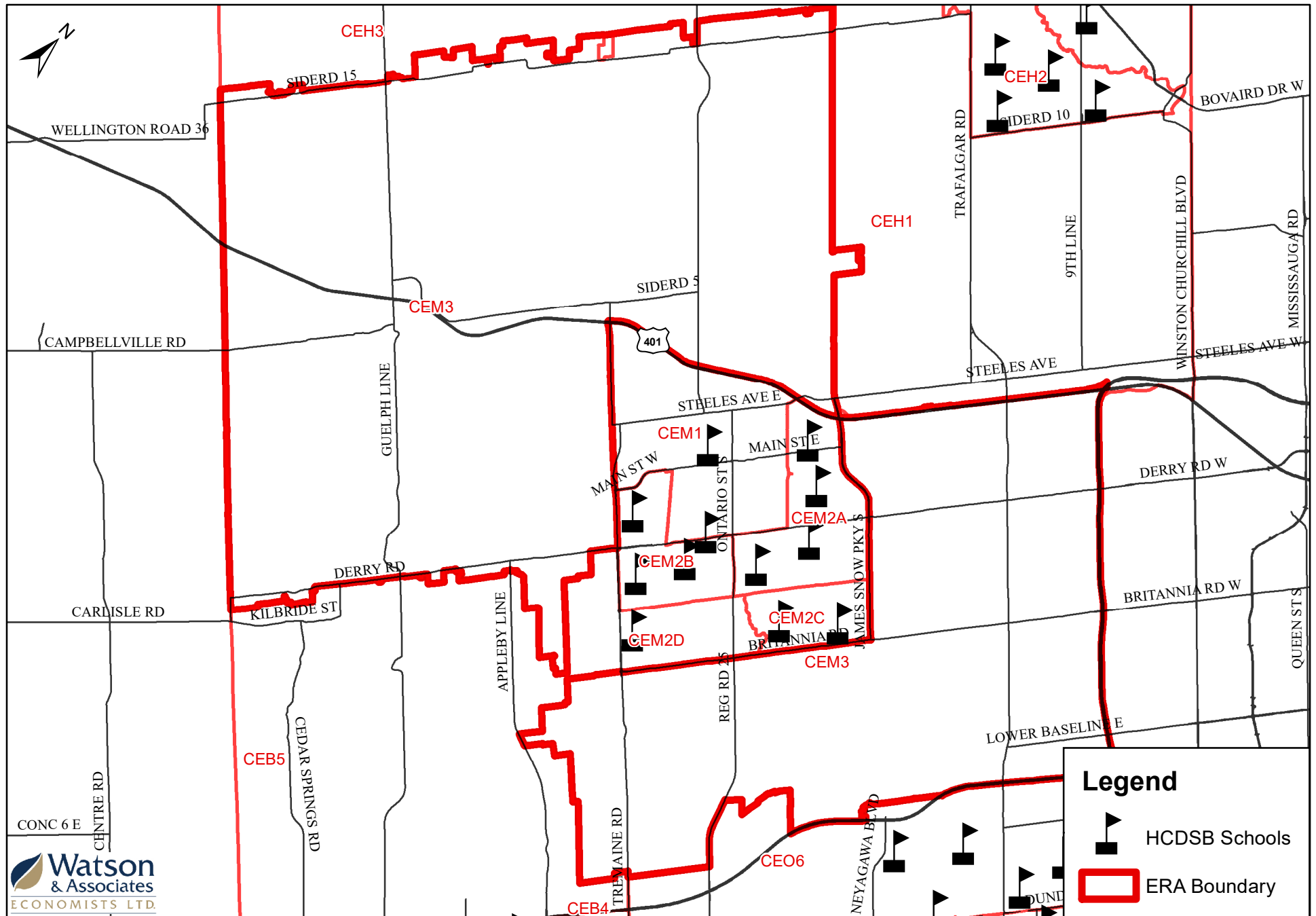
	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	108	221	464	637	809	988	1167	1346	1368	1390	1430	1470	1511	1552	1594

### CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

<b>1</b>	<b>Requirements of New Development (Pupil Places)</b>	<b>1594</b>
<b>2</b>	<b>Available Pupil Places in Existing Facilities</b>	<b>458</b>
<b>3</b>	<b>Net Growth-Related Pupil Place Requirements (1-2)</b>	<b>1136</b>

## NOTES

# HCDSB - CEM3A



Panel:	<u>Elementary Panel</u>	
Review Area:	CEM3	Milton Expansion

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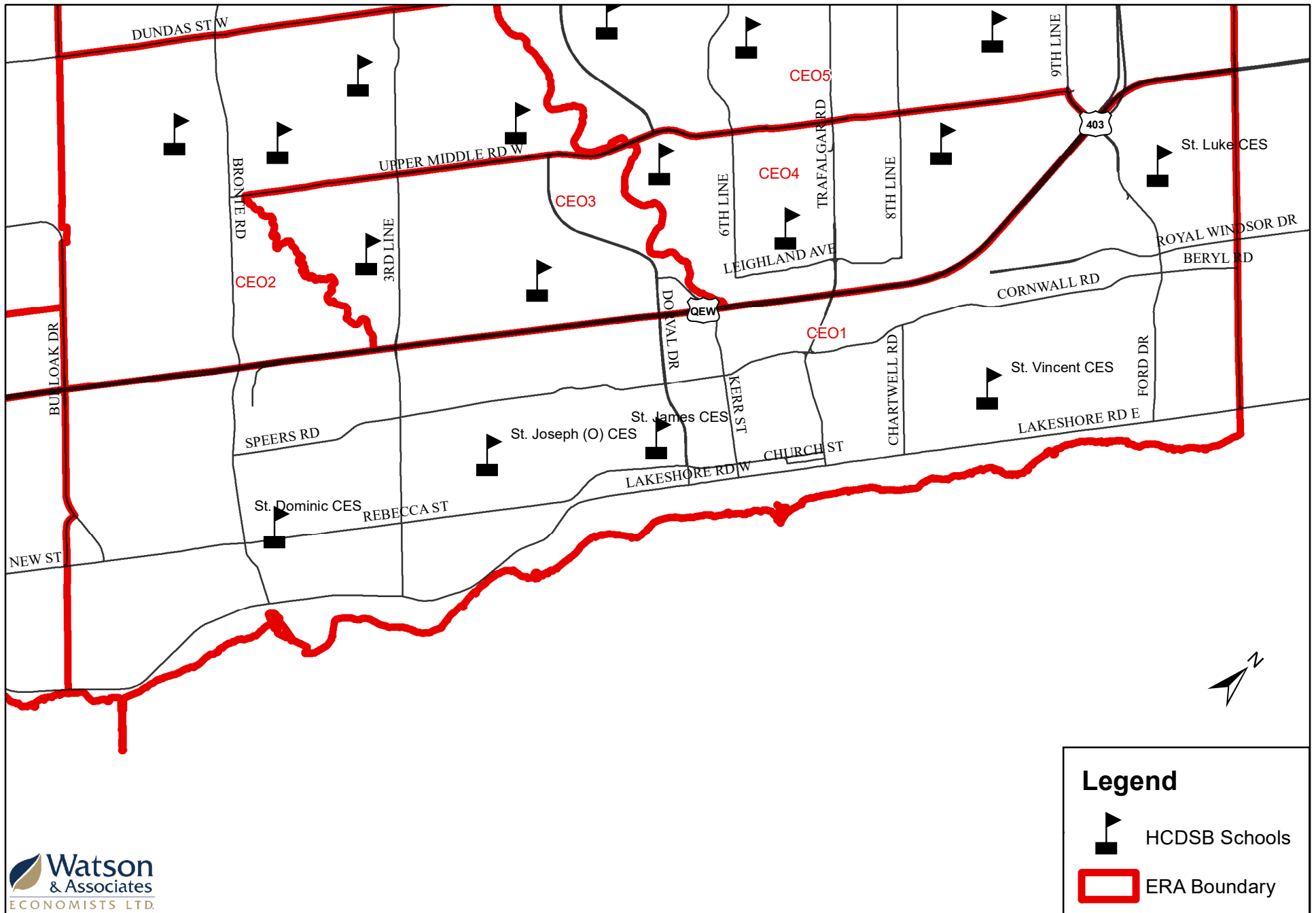
	15 Year Projections														
	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033
	0	0	0	109	218	328	437	546	899	1251	1604	1957	2309	2705	3102

1	Requirements of New Development (Pupil Places)	3102
2	Available Pupil Places in Existing Facilities	0
3	Net Growth-Related Pupil Place Requirements (1-2)	3102

## 395



# HCDSB - CEO1



<b>Panel:</b>	<u><b>Elementary Panel</b></u>
<b>Review Area:</b>	<u><b>CEO1</b></u> <u><b>Oakville South of QEW</b></u>

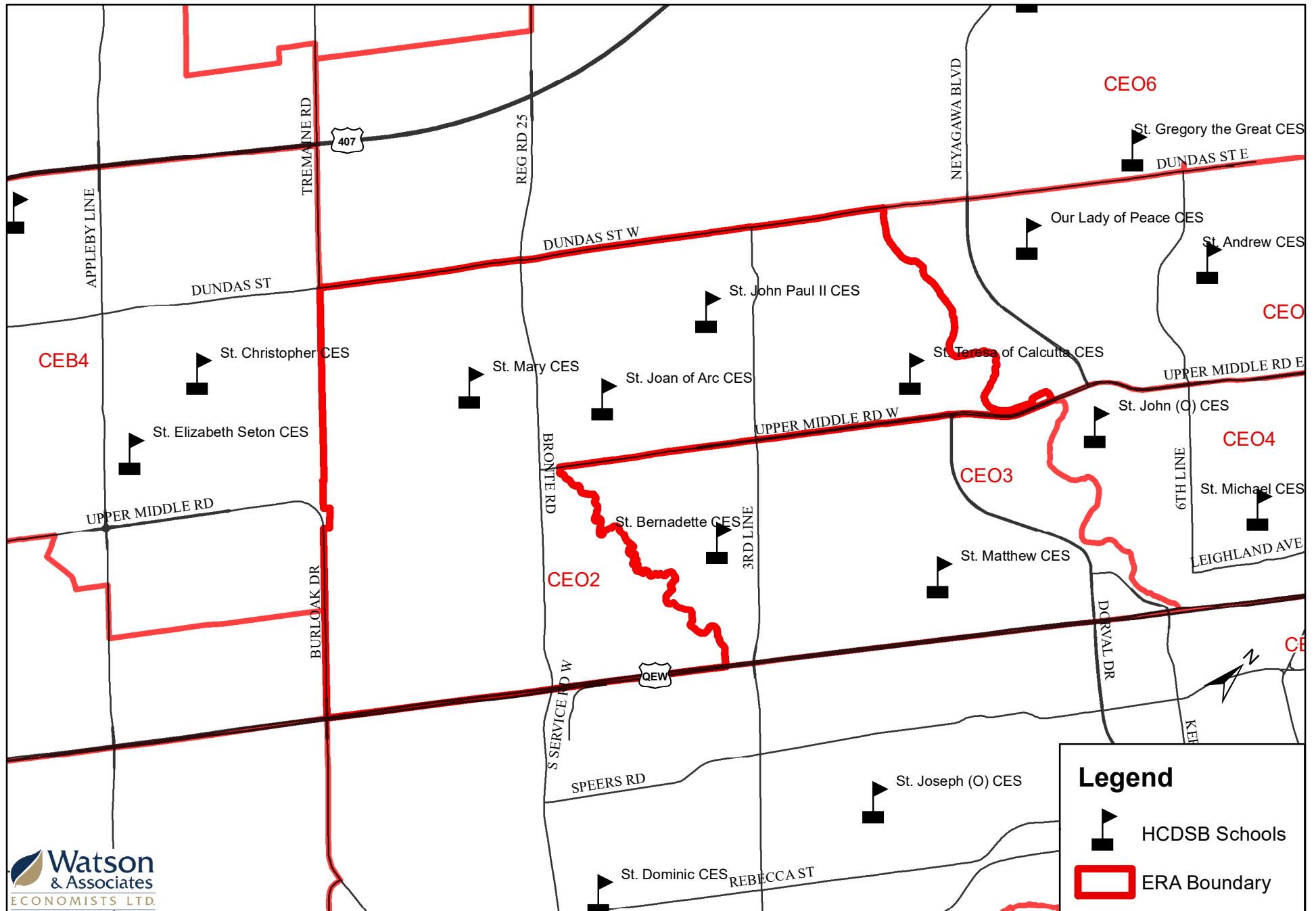
				15 Year Projections															
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
St. Dominic CES	516	0	622	624	612	590	572	561	530	510	473	466	457	451	452	458	466	474	
St. James CES	478	0	210	195	191	194	190	184	185	182	177	173	171	168	169	171	174	177	
St. Joseph (O) CES	303	0	376	358	354	345	345	338	339	335	336	328	310	305	305	304	303	302	
St. Luke CES	395	0	237	228	217	205	191	183	174	170	163	162	164	167	172	178	184	190	
St. Vincent CES	280	0	251	231	225	215	191	179	176	172	171	169	172	169	169	172	174	177	
TOTAL:	1,972.0	0	1,696	1,636	1,599	1,550	1,490	1,445	1,405	1,370	1,321	1,299	1,274	1,260	1,266	1,283	1,302	1,321	
AVAILABLE PUPIL PLACES:																			651

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	12	24	36	48	55	62	68	74	80	84	86	89	91	94	98

1	Requirements of New Development (Pupil Places)	98
2	Available Pupil Places in Existing Facilities	651
3	Net Growth-Related Pupil Place Requirements (1-2)	0

## 397

# HCDSB - CEO2



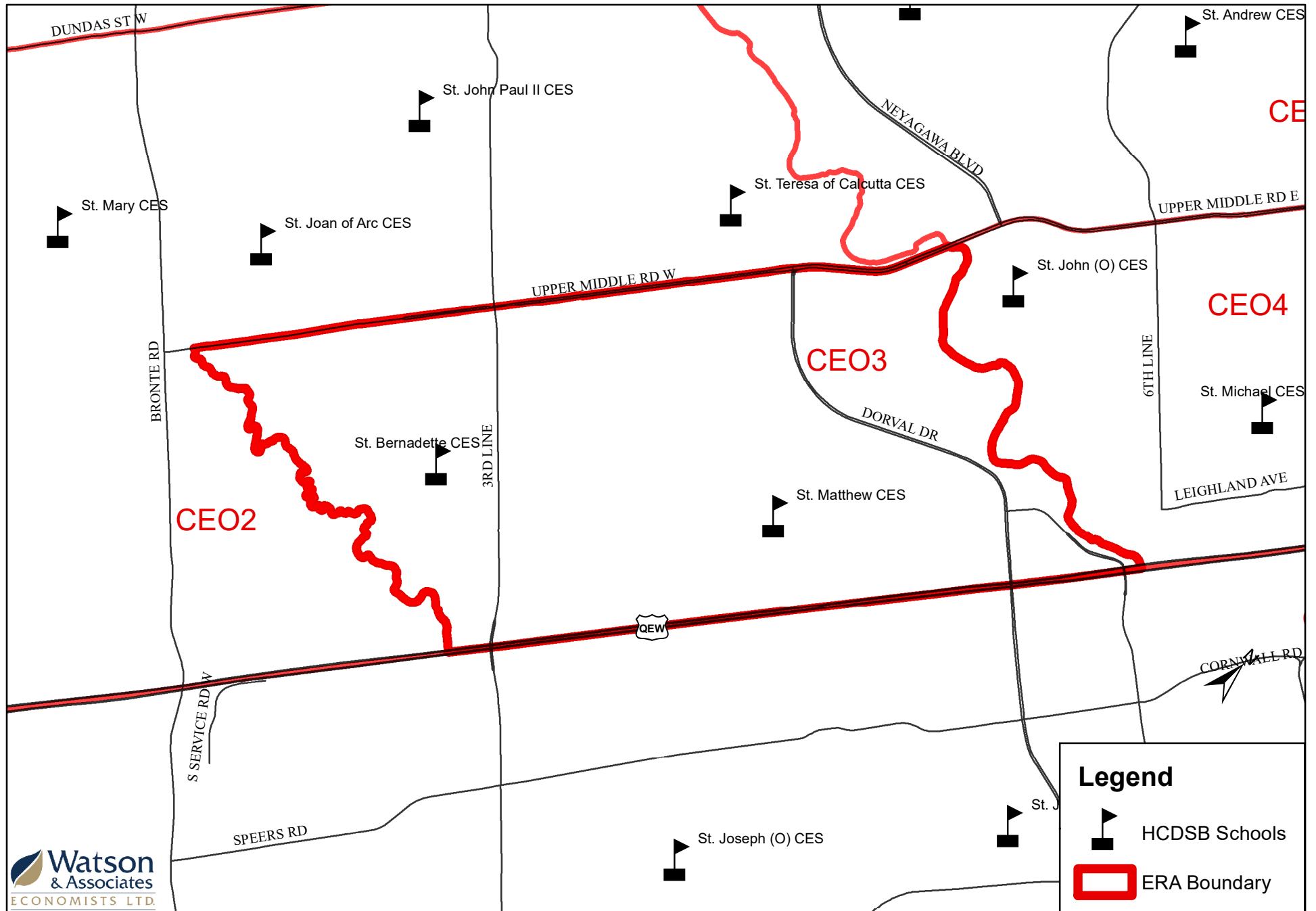
<b>Panel:</b>	<u>Elementary Panel</u>	
<b>Review Area:</b>	CEO2	Northwest Oakville North of QEW

[illegible][illegible]

1	Requirements of New Development (Pupil Places)	1
2	Available Pupil Places in Existing Facilities	600
3	Net Growth-Related Pupil Place Requirements (1-2)	0

## 399

# HCDSB - CEO3



<b>Panel:</b>	<u><b>Elementary Panel</b></u>
<b>Review Area:</b>	<u><b>CEO3</b></u> <u><b>Northwest Oakville North of QEW to Upper Middle</b></u>

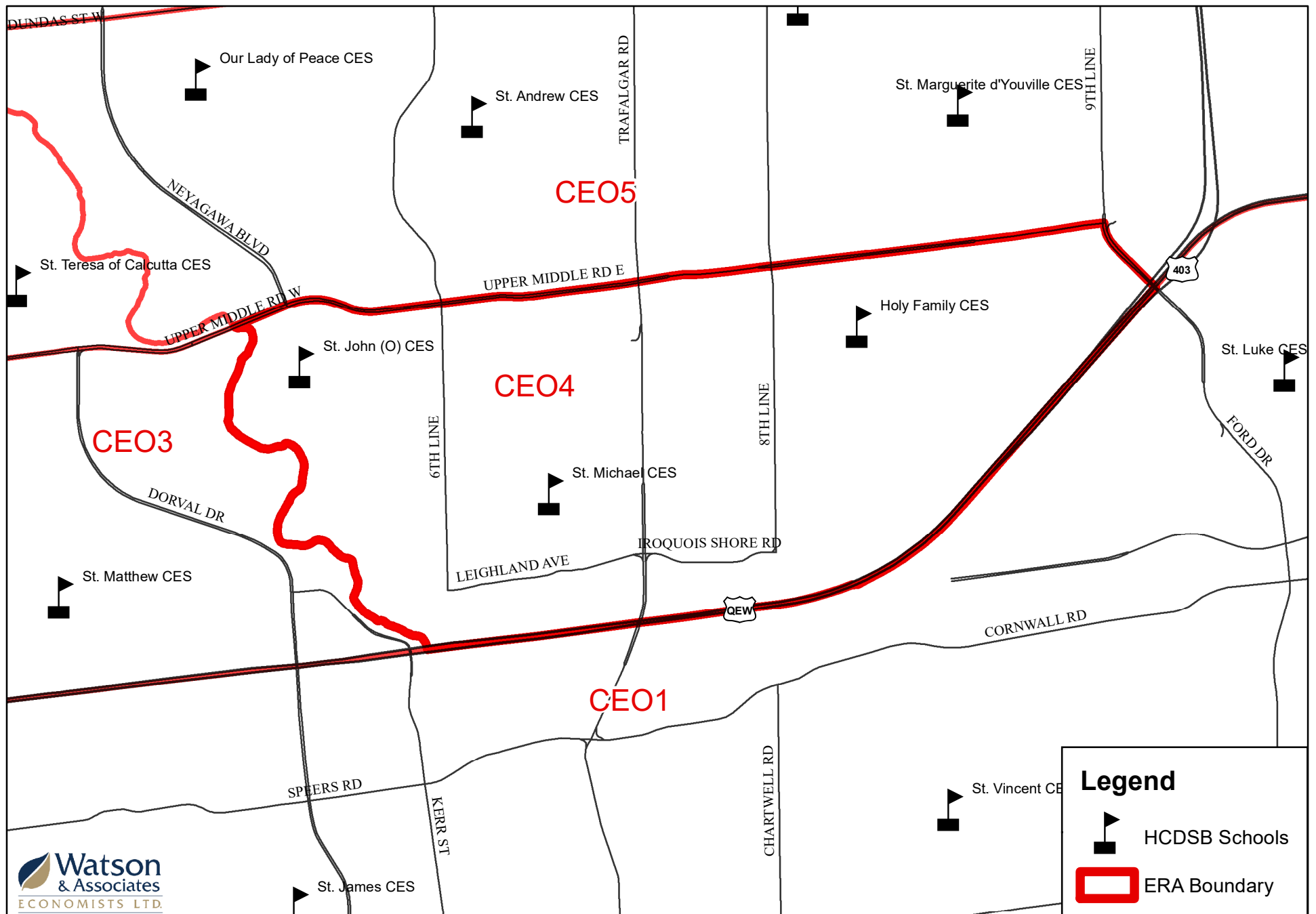
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	15 Year Projections														
				Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
St. Bernadette CES	539	0	575	542	523	492	473	455	446	418	426	423	415	410	403	405	412	419
St. Matthew CES	363	0	481	484	495	485	484	474	454	454	456	460	455	443	430	432	437	442
<b>TOTAL:</b>	<b>902.0</b>	<b>0</b>	<b>1,056</b>	<b>1,026</b>	<b>1,018</b>	<b>977</b>	<b>957</b>	<b>929</b>	<b>900</b>	<b>873</b>	<b>882</b>	<b>882</b>	<b>870</b>	<b>853</b>	<b>833</b>	<b>837</b>	<b>849</b>	<b>861</b>
<b>AVAILABLE PUPIL PLACES:</b>																		<b>41</b>

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	13	26	39	52	61	73	84	96	108	116	121	126	132	134	136

1	Requirements of New Development (Pupil Places)	136
2	Available Pupil Places in Existing Facilities	41
3	Net Growth-Related Pupil Place Requirements (1-2)	95

## 401

# HCDSB - CEO4



**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

**Review Area:** CEO4 Southwest Oakville North of QEW

### REQUIREMENTS OF EXISTING COMMUNITY

[illegible]

### REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	1	2	3	4	5	6	7	7	8	9	9	10	10	11	11

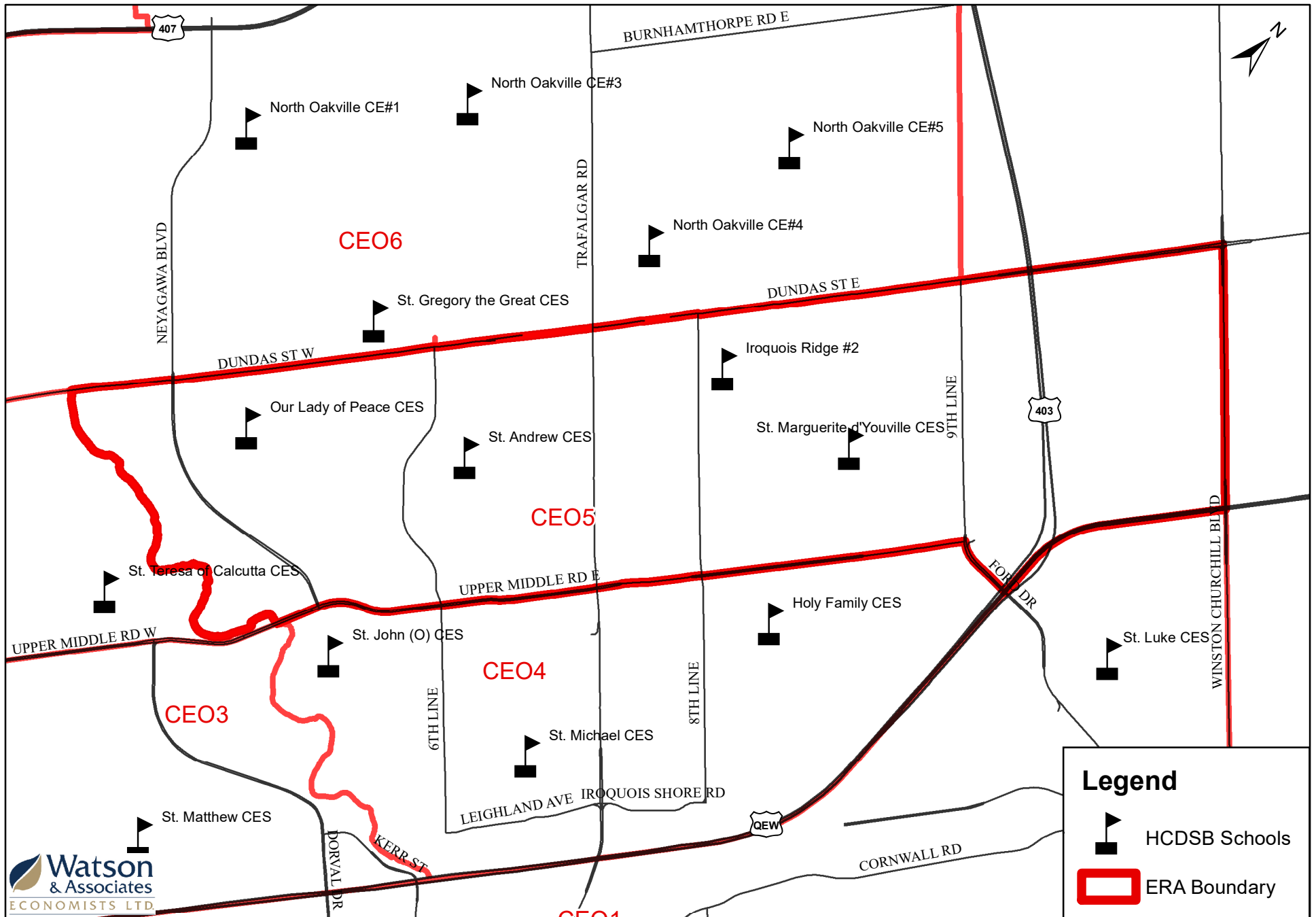
### CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

<b>1</b>	<b>Requirements of New Development (Pupil Places)</b>	<b>11</b>
<b>2</b>	<b>Available Pupil Places in Existing Facilities</b>	<b>451</b>
<b>3</b>	<b>Net Growth-Related Pupil Place Requirements (1-2)</b>	<b>0</b>

## NOTES



# HCDSB - CEO5



## Legend



HCDSB Schools



ERA Boundary

**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

**Review Area:** CE05 Northeast Oakville North of QEW

### REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033
Our Lady of Peace CES	490	0	371	371	361	357	352	346	333	316	306	298	295	283	271	267	266	269
St. Andrew CES	585	0	751	722	685	683	671	652	634	622	608	596	592	588	586	588	587	586
St. Marguerite d'Youville CES	539	0	474	454	415	401	370	347	334	314	306	294	307	305	304	310	313	315
TOTAL:	1,614.0	0	1,596	1,548	1,460	1,442	1,393	1,345	1,301	1,252	1,220	1,188	1,194	1,176	1,162	1,165	1,166	1,170
AVAILABLE PUPIL PLACES:	444																	

### REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

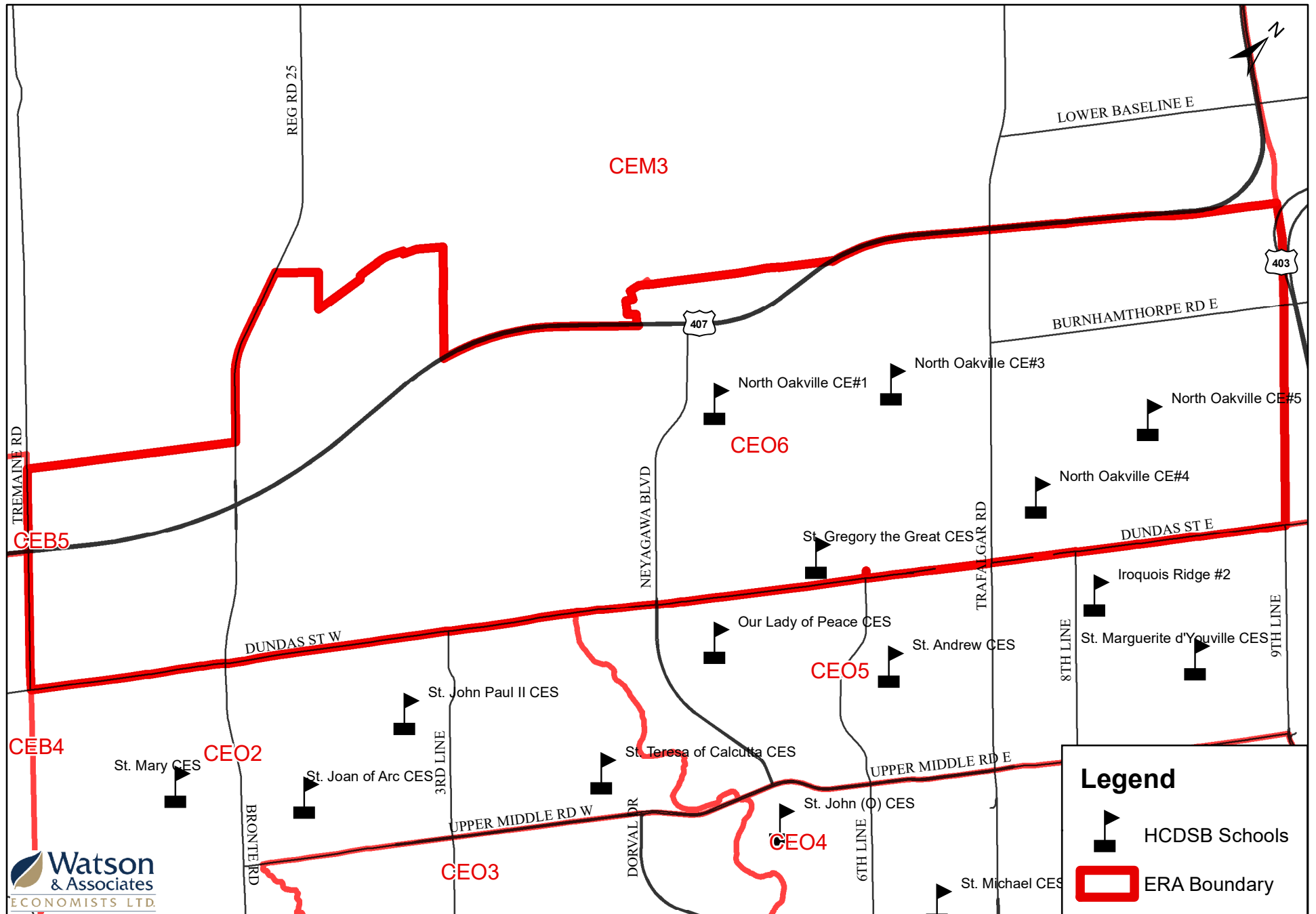
	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	12	25	37	49	58	69	80	91	102	109	109	109	110	109	111

### CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS

<b>1</b>	<b>Requirements of New Development (Pupil Places)</b>	<b>111</b>
<b>2</b>	<b>Available Pupil Places in Existing Facilities</b>	<b>444</b>
<b>3</b>	<b>Net Growth-Related Pupil Place Requirements (1-2)</b>	<b>0</b>

## NOTES

# HCDSB - CEO6



**Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form F - Growth Related Pupil Place Requirements**

Panel: Elementary Panel

**Review Area:**                      **CE06      North Oakville North of Dundas**

### REQUIREMENTS OF EXISTING COMMUNITY

				15 Year Projections														
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/ 2019	Year 2 2019/ 2020	Year 3 2020/ 2021	Year 4 2021/ 2022	Year 5 2022/ 2023	Year 6 2023/ 2024	Year 7 2024/ 2025	Year 8 2025/ 2026	Year 9 2026/ 2027	Year 10 2027/ 2028	Year 11 2028/ 2029	Year 12 2029/ 2030	Year 13 2030/ 2031	Year 14 2031/ 2032	Year 15 2032/ 2033
St. Gregory the Great CES	671	0	290	326	357	385	409	417	445	459	483	487	476	482	489	509	531	556
TOTAL:	671.0	0	290	326	357	385	409	417	445	459	483	487	476	482	489	509	531	556
AVAILABLE PUPIL PLACES:																		115

### REQUIREMENTS OF NEW DEVELOPMENT (CUMULATIVE)

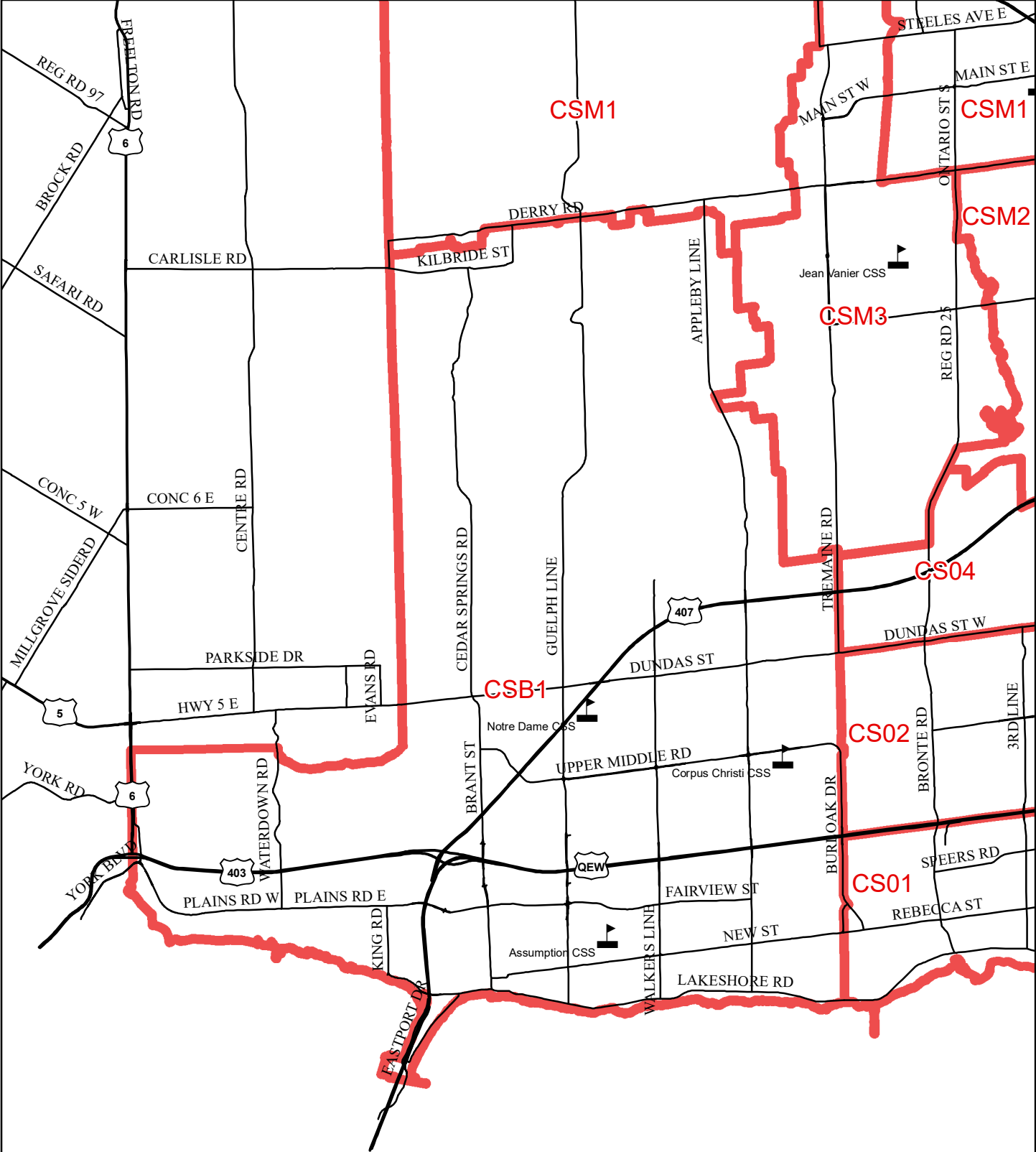
	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	161	322	482	642	757	899	1040	1182	1323	1417	1488	1558	1628	1698	1768

### CALCULATION OF GROWTH-RELATED PUPIL PLACE REQUIREMENTS



<b>1</b>	<b>Requirements of New Development (Pupil Places)</b>	<b>1768</b>
<b>2</b>	<b>Available Pupil Places in Existing Facilities</b>	<b>115</b>
<b>3</b>	<b>Net Growth-Related Pupil Place Requirements (1-2)</b>	<b>1653</b>

## NOTES

HCDSB SRA CSB1



**Legend**

-  HCDSB Schools
-  HCDSB SRA Boundary

<b>Panel:</b>	<u><b>Secondary Panel</b></u>	
<b>Review Area:</b>	<b>CSB1</b>	<b>Burlington</b>

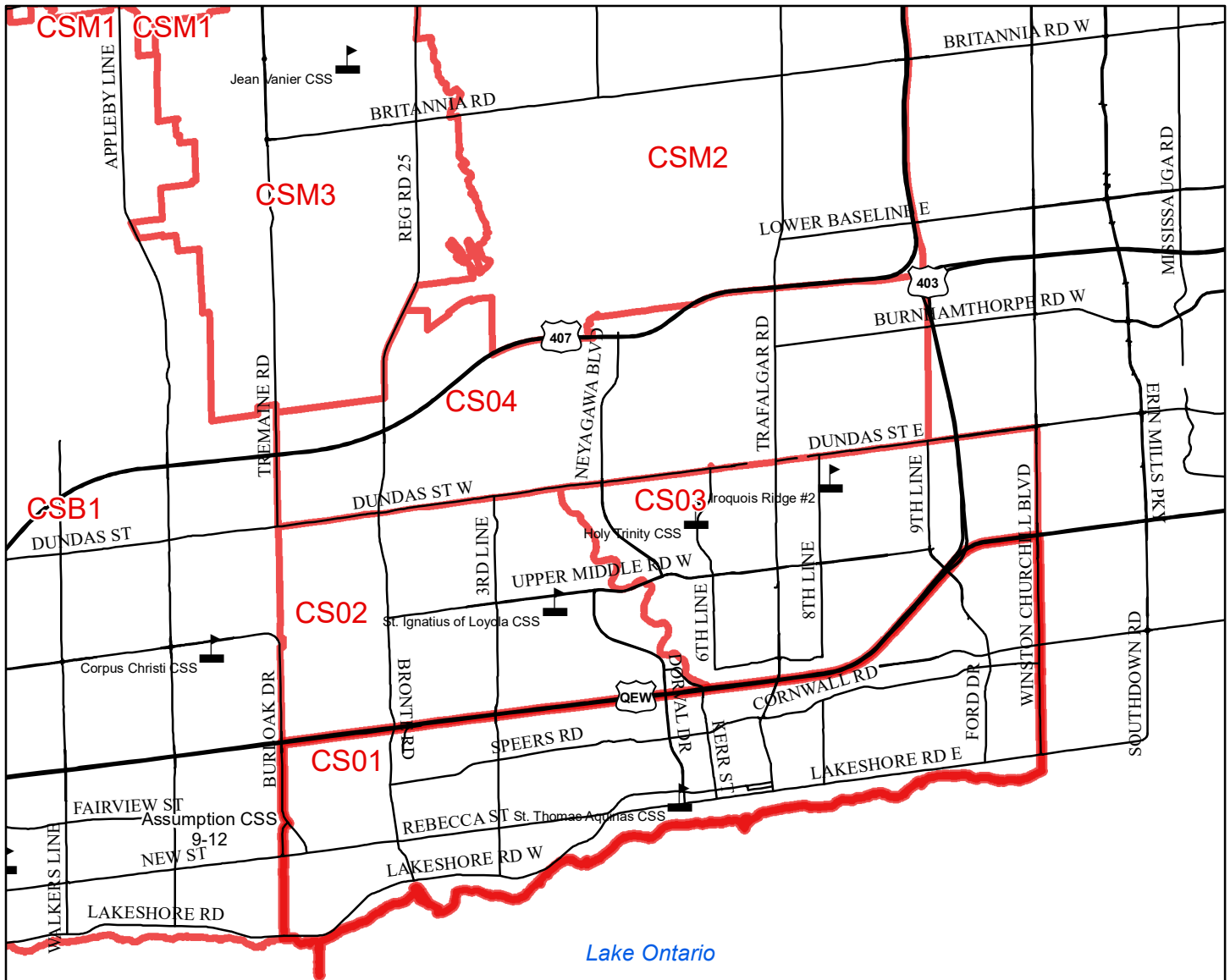
				15 Year Projections															
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
Assumption CSS	978.0	0	926	978	994	1,009	979	1,006	983	963	998	1,013	1,034	1,070	1,063	1,060	1,038	1,031	
Corpus Christi CSS	1,203.0	0	1,010	1,025	957	959	941	913	951	958	1,005	1,037	997	968	902	838	823	808	
Notre Dame CSS	1,146.0	0	1,006	974	941	886	846	865	827	803	835	835	879	938	914	962	947	934	
TOTAL:	3,327.0	0	2,942	2,977	2,893	2,853	2,766	2,783	2,762	2,724	2,838	2,886	2,911	2,975	2,879	2,860	2,808	2,774	
AVAILABLE PUPIL PLACES:																			553

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	13	22	30	39	48	59	66	73	80	87	97	107	116	126	136



1	Requirements of New Development (Pupil Places)	136
2	Available Pupil Places in Existing Facilities	553
3	Net Growth-Related Pupil Place Requirements (1-2)	-

## 409

# HCDSB SRA CS01



## Legend

-  HCDSB Schools
-  HCDSB SRA Boundary

<b>Panel:</b>	<u><b>Secondary Panel</b></u>	
<b>Review Area:</b>	<u><b>CSO1</b></u>	<b>South Oakville</b>

				15 Year Projections															
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
St. Thomas Aquinas CSS	1,224.0	0	1,111	1,219	1,260	1,255	1,236	1,184	1,193	1,176	1,165	1,185	1,210	1,241	1,211	1,156	1,090	1,039	
TOTAL:	1,224.0	0	1,111	1,219	1,260	1,255	1,236	1,184	1,193	1,176	1,165	1,185	1,210	1,241	1,211	1,156	1,090	1,039	
AVAILABLE PUPIL PLACES:																		185	

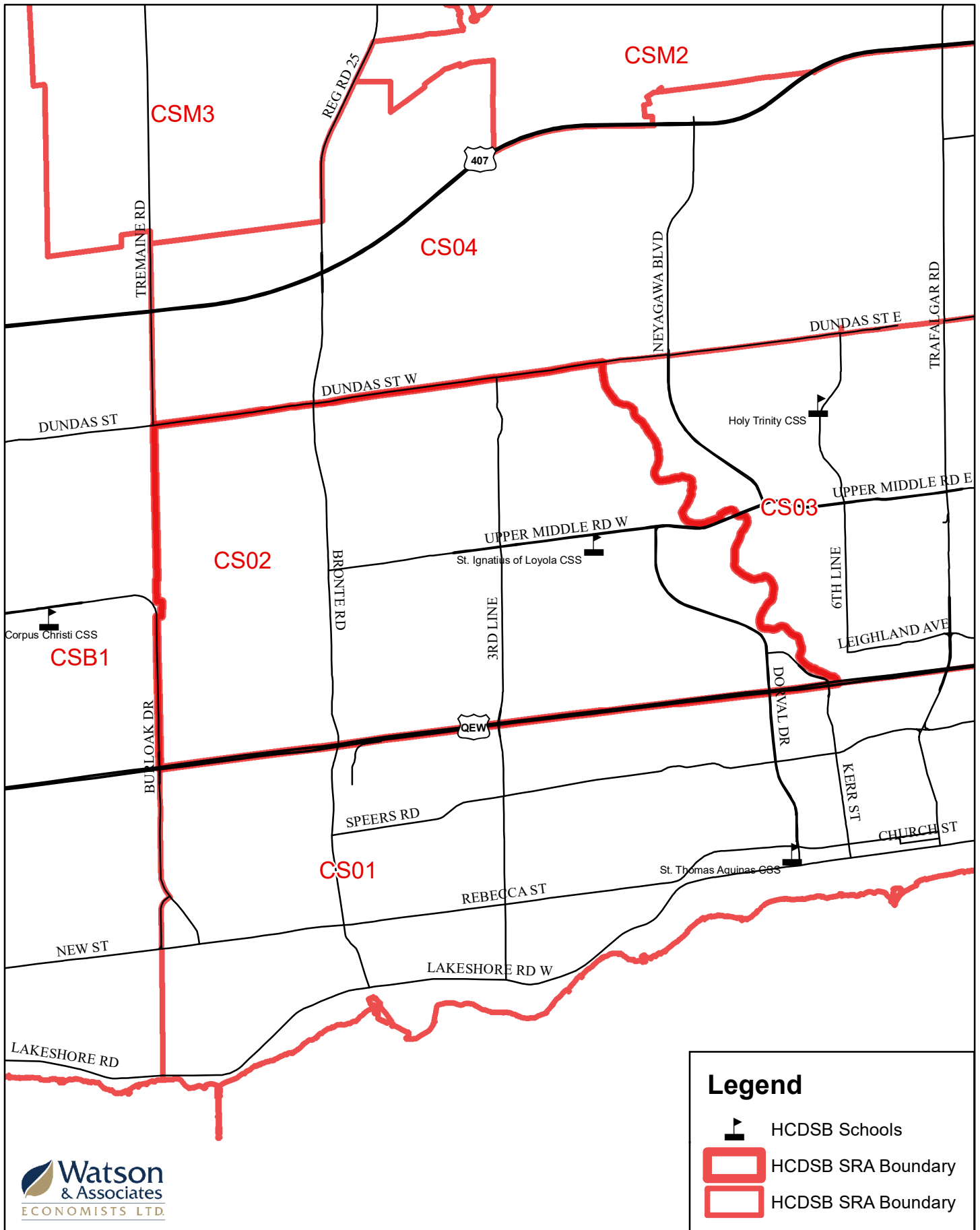
	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	10	19	29	39	45	50	55	61	66	69	73	78	82	88	93

1	Requirements of New Development (Pupil Places)	93
2	Available Pupil Places in Existing Facilities	185
3	Net Growth-Related Pupil Place Requirements (1-2)	-

## 411



# HCDSB SRA CS02



<b>Panel:</b>	<u><b>Secondary Panel</b></u>
<b>Review Area:</b>	<b>CSO2 Northwest Oakville</b>

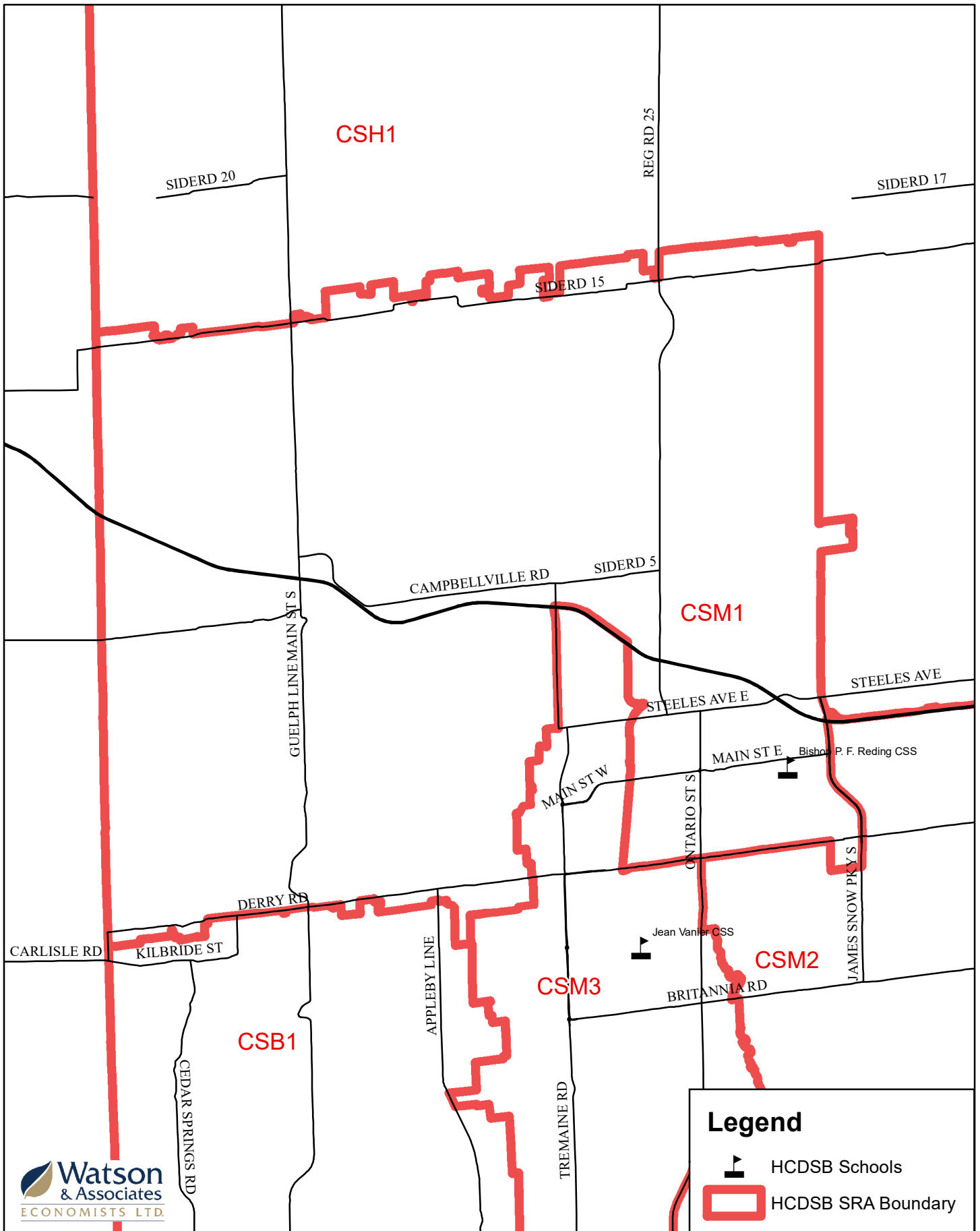
				15 Year Projections															
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
St. Ignatius of Loyola CSS	1,311.0	0	1,205	1,322	1,332	1,386	1,410	1,440	1,465	1,474	1,414	1,319	1,300	1,246	1,249	1,238	1,173	1,135	
TOTAL:	1,311.0	0	1,205	1,322	1,332	1,386	1,410	1,440	1,465	1,474	1,414	1,319	1,300	1,246	1,249	1,238	1,173	1,135	
AVAILABLE PUPIL PLACES:																		176	

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	8	15	23	31	36	41	47	52	57	61	65	69	73	75	77

1	Requirements of New Development (Pupil Places)	77
2	Available Pupil Places in Existing Facilities	176
3	Net Growth-Related Pupil Place Requirements (1-2)	-

## 413

# HCDSB SRA CSM1



<b>Panel:</b>	<b><u>Secondary Panel</u></b>	
<b>Review Area:</b>	<b>CSM1</b>	<b>West Milton</b>

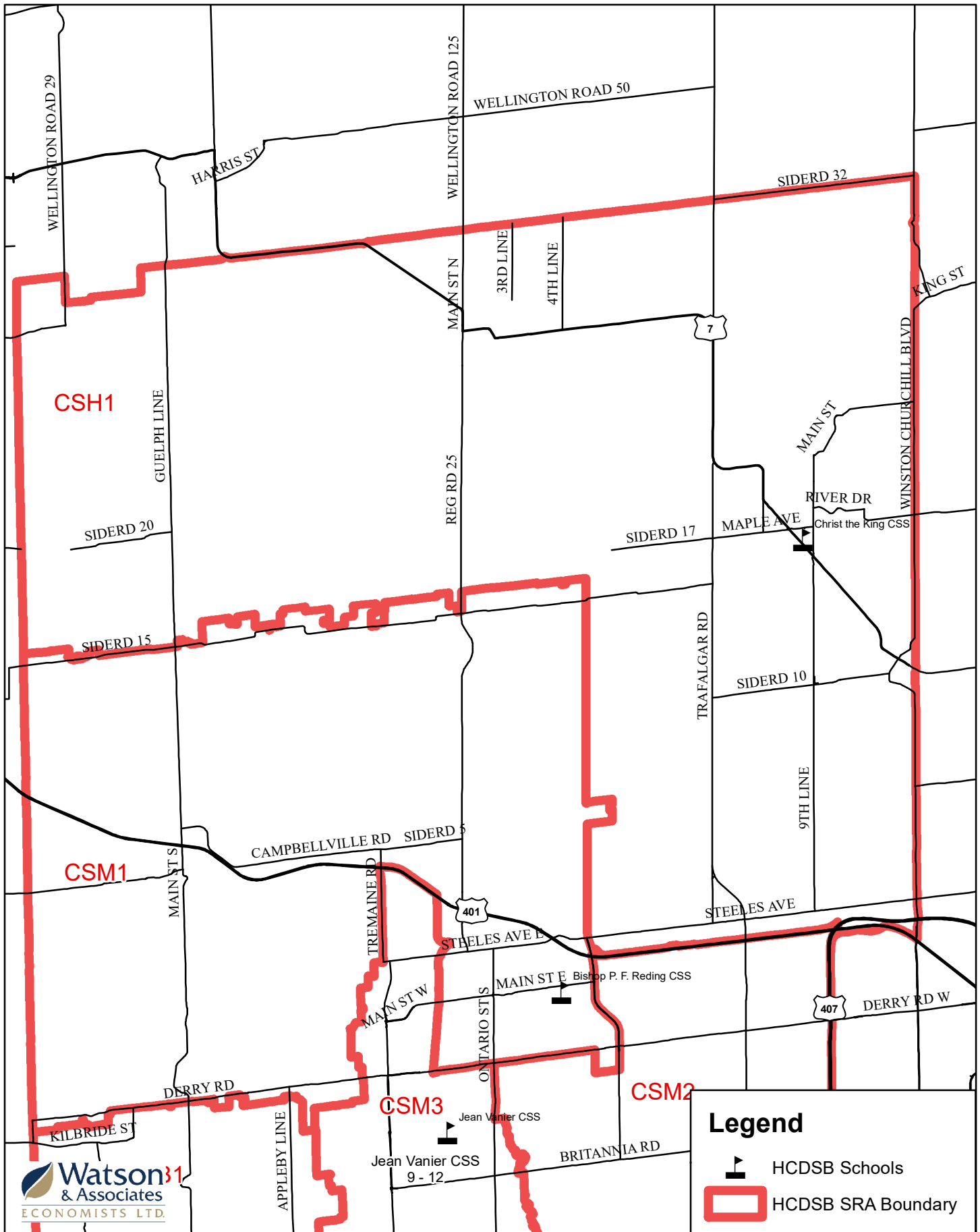
				15 Year Projections															
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
Bishop P. F. Reding CSS	933.0	0	1,640	1,725	1,699	1,755	1,731	1,761	1,828	1,847	1,835	1,796	1,721	1,663	1,572	1,504	1,512	1,474	
TOTAL:	933.0	0	1,640	1,725	1,699	1,755	1,731	1,761	1,828	1,847	1,835	1,796	1,721	1,663	1,572	1,504	1,512	1,474	
AVAILABLE PUPIL PLACES:																			

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	18	36	53	64	74	87	101	114	122	131	143	155	166	177	187

<b>1</b>	<b>Requirements of New Development (Pupil Places)</b>	<b>187</b>
<b>2</b>	<b>Available Pupil Places in Existing Facilities</b>	<b>-</b>
<b>3</b>	<b>Net Growth-Related Pupil Place Requirements (1-2)</b>	<b>187</b>

## 415

# HCDSB SRA CSH1



<b>Panel:</b>	<b><u>Secondary Panel</u></b>	
<b>Review Area:</b>	<b><u>CSH1</u></b>	<b><u>Halton Hills</u></b>

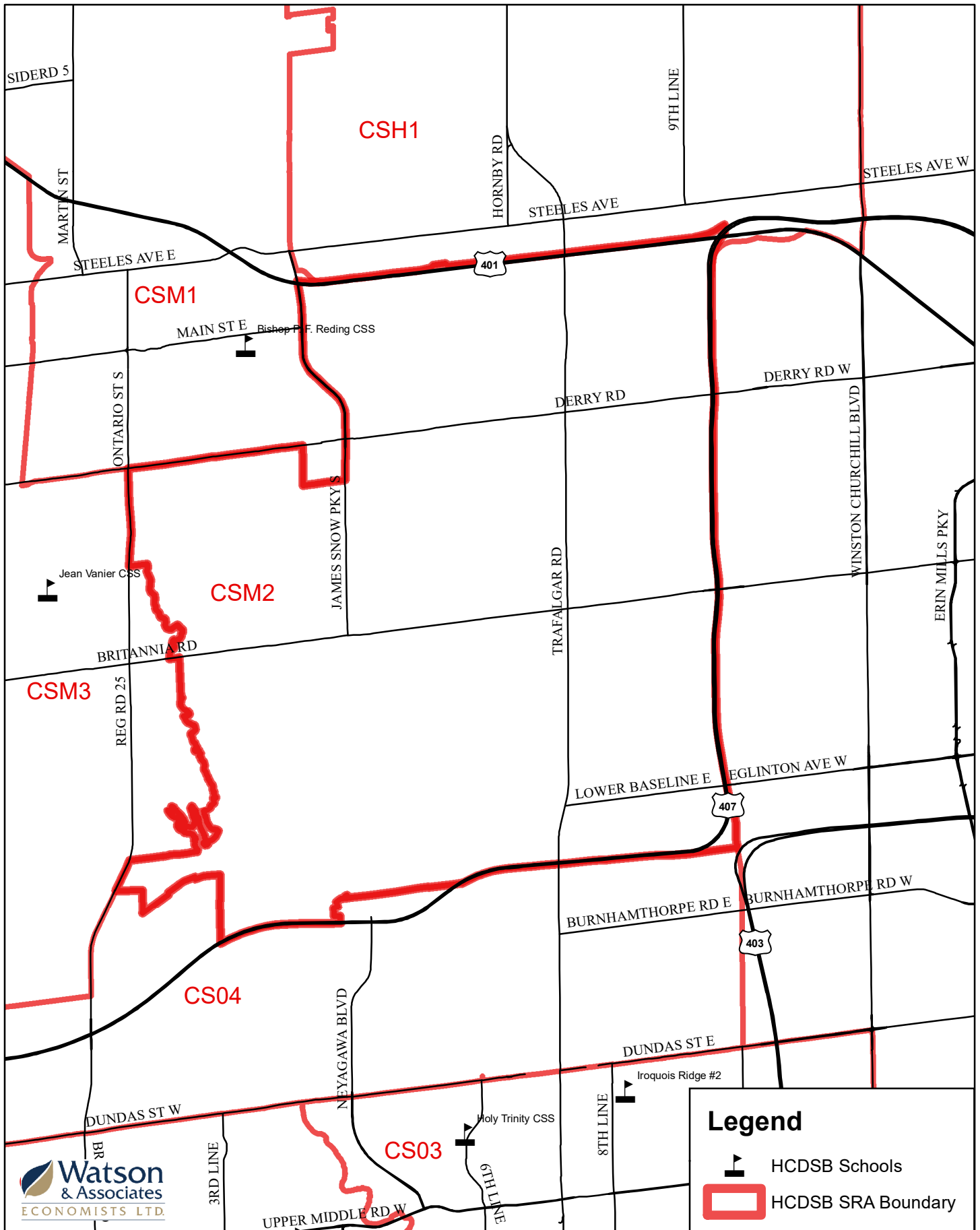
				15 Year Projections															
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
Christ the King CSS	1,371.0	0	1,660	1,712	1,658	1,609	1,532	1,511	1,499	1,464	1,385	1,328	1,345	1,351	1,366	1,360	1,331	1,302	
TOTAL:	1,371.0	0	1,660	1,712	1,658	1,609	1,532	1,511	1,499	1,464	1,385	1,328	1,345	1,351	1,366	1,360	1,331	1,302	
AVAILABLE PUPIL PLACES:																			

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	27	54	81	109	162	215	267	319	371	426	493	560	628	695	772

1	Requirements of New Development (Pupil Places)	772
2	Available Pupil Places in Existing Facilities	69
3	Net Growth-Related Pupil Place Requirements (1-2)	703

## 417

# HCDSB SRA CSM2



<b>Panel:</b>	<u>Secondary Panel</u>	
<b>Review Area:</b>	<b>CSM2</b>	<b>Milton Expansion</b>

				15 Year Projections															
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
TOTAL:	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
AVAILABLE PUPIL PLACES:																			

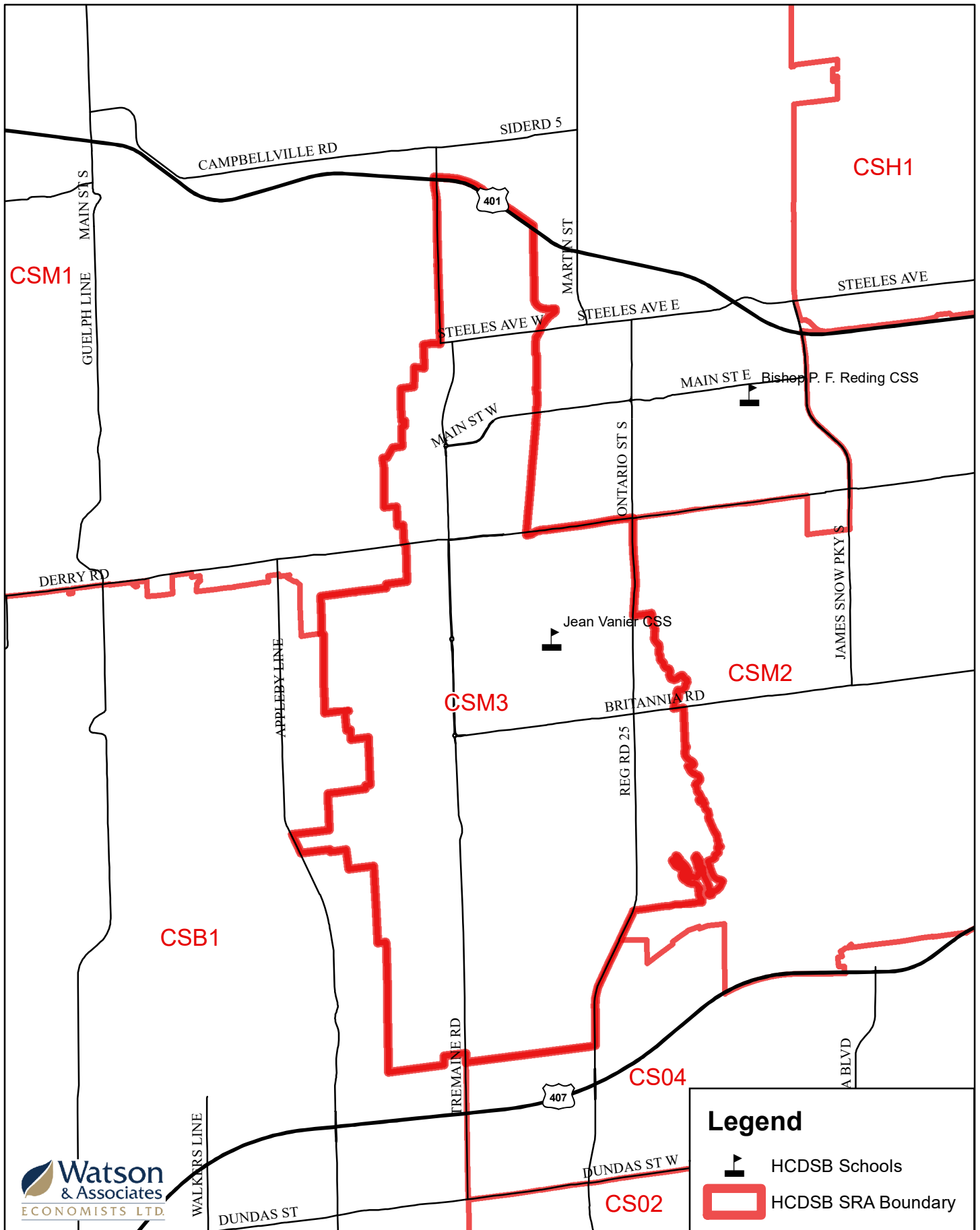
	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	51	108	179	268	349	443	537	631	770	909	1,009	1,150	1,291	1,442	1,594

1	Requirements of New Development (Pupil Places)	1,594
2	Available Pupil Places in Existing Facilities	-
3	Net Growth-Related Pupil Place Requirements (1-2)	1,594

## 419



# HCDSB SRA CSM3



<b>Panel:</b>	<b><u>Secondary Panel</u></b>	
<b>Review Area:</b>	<b>CSM3</b>	<b>Urban Milton</b>

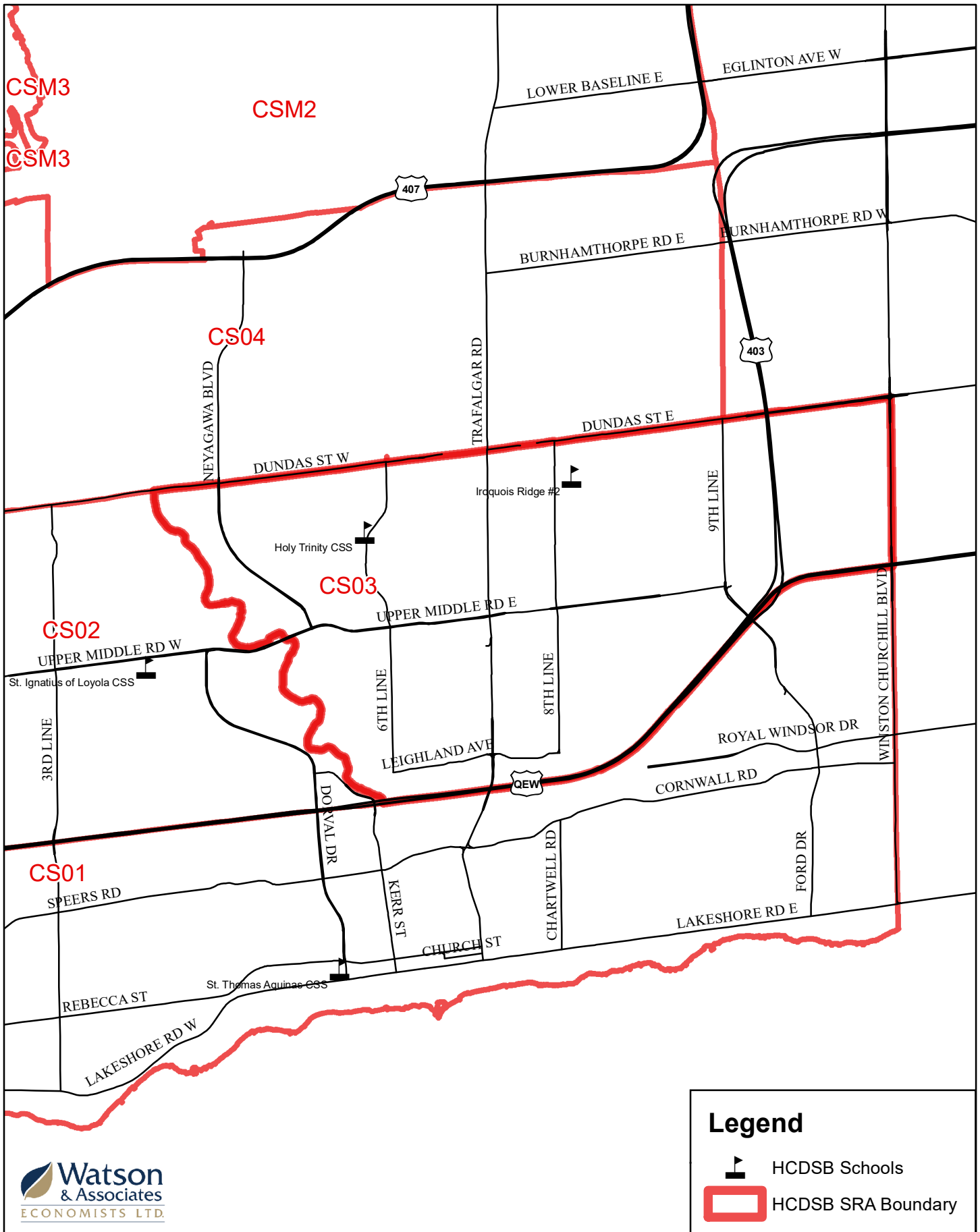
				15 Year Projections															
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
Jean Vanier CSS	1,437.0	0	1,598	1,655	1,749	1,814	1,935	2,022	2,127	2,210	2,213	2,203	2,182	2,122	2,063	2,057	2,030	1,950	
TOTAL:	1,437.0	0	1,598	1,655	1,749	1,814	1,935	2,022	2,127	2,210	2,213	2,203	2,182	2,122	2,063	2,057	2,030	1,950	
AVAILABLE PUPIL PLACES:																		-	

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	59	124	206	279	342	421	500	579	600	620	620	649	678	693	709

1	Requirements of New Development (Pupil Places)	709
2	Available Pupil Places in Existing Facilities	-
3	Net Growth-Related Pupil Place Requirements (1-2)	709

## 421

# HCDSB SRA CS03



<b>Panel:</b>	<u><b>Secondary Panel</b></u>
<b>Review Area:</b>	<b>CSO3</b> <b>Northeast Oakville</b>

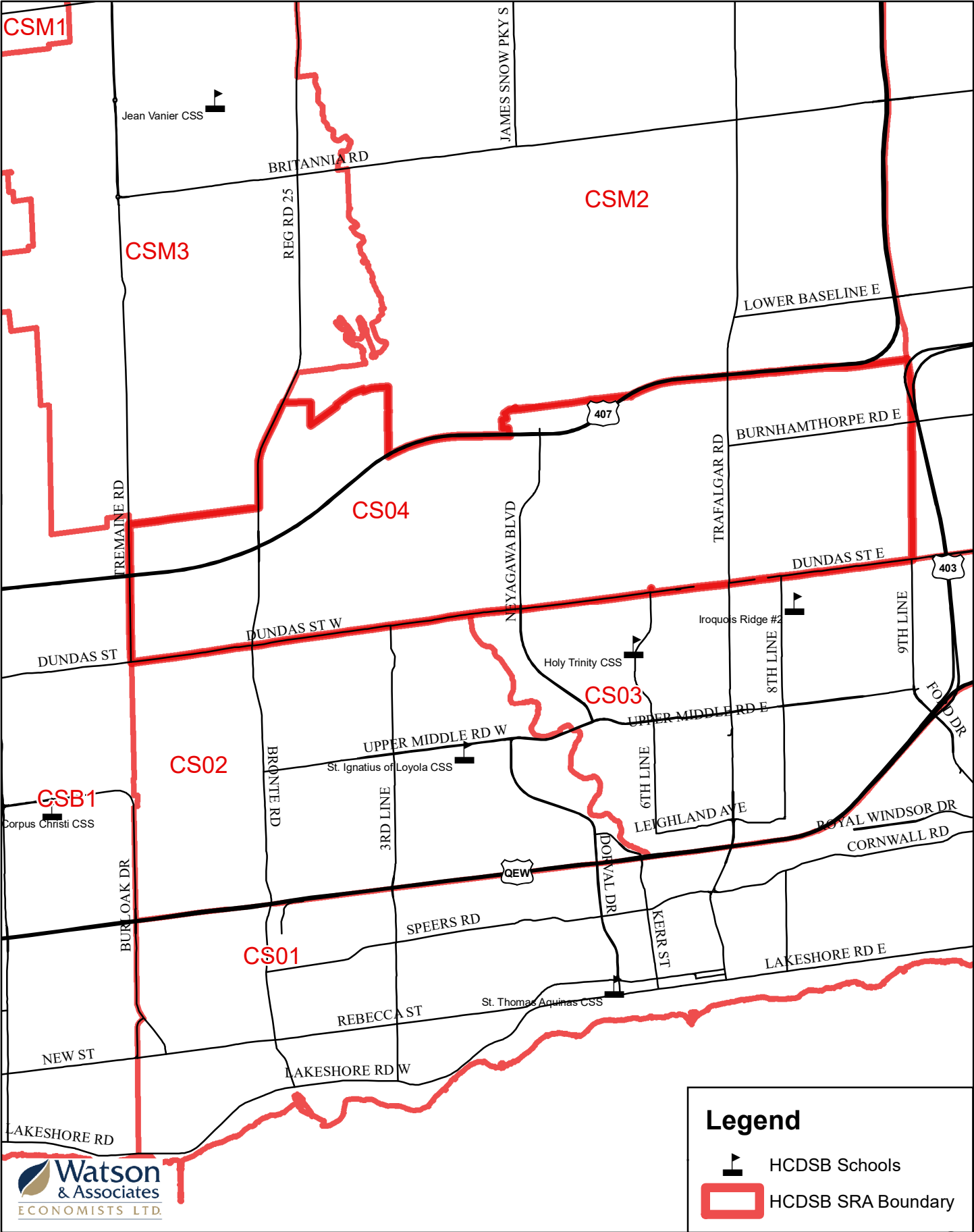
				15 Year Projections															
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
Holy Trinity CSS	1,287.0	0	1,195	1,207	1,261	1,247	1,218	1,219	1,176	1,206	1,193	1,175	1,135	1,118	1,105	1,068	1,077	1,061	
TOTAL:	1,287.0	0	1,195	1,207	1,261	1,247	1,218	1,219	1,176	1,206	1,193	1,175	1,135	1,118	1,105	1,068	1,077	1,061	
AVAILABLE PUPIL PLACES:																		226	

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	5	11	17	23	26	32	35	38	40	42	43	46	48	51	54

1	Requirements of New Development (Pupil Places)	54
2	Available Pupil Places in Existing Facilities	226
3	Net Growth-Related Pupil Place Requirements (1-2)	-

## 423

# HCDSB SRA CS04



Panel:	<u>Secondary Panel</u>	
Review Area:	CSO4	Oakville North of Dundas

				15 Year Projections															
Existing Schools and Projects	Current OTG Capacity	Number of Temp Facilities	Current 2017/2018	Year 1 2018/2019	Year 2 2019/2020	Year 3 2020/2021	Year 4 2021/2022	Year 5 2022/2023	Year 6 2023/2024	Year 7 2024/2025	Year 8 2025/2026	Year 9 2026/2027	Year 10 2027/2028	Year 11 2028/2029	Year 12 2029/2030	Year 13 2030/2031	Year 14 2031/2032	Year 15 2032/2033	
TOTAL:	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
AVAILABLE PUPIL PLACES:																		-	

	15 Year Projections														
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	2025/ 2026	2026/ 2027	2027/ 2028	2028/ 2029	2029/ 2030	2030/ 2031	2031/ 2032	2032/ 2033
	50	101	152	203	239	287	330	373	416	445	472	502	533	564	593

1	Requirements of New Development (Pupil Places)	593
2	Available Pupil Places in Existing Facilities	-
3	Net Growth-Related Pupil Place Requirements (1-2)	593

## 425

Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form G - Growth-Related Net Education Land Costs

ELEMENTARY PANEL

	Review Area	Site Status (Optioned, Purchased, Reserved, Etc.)	Proposed Year Of Acquisition	Site Location/ Facility Type	Net Growth- Related Pupil Place Requirements	Proposed School Capacity	Percent of Capacity Attributed to Net Growth- Related Pupil Place Requirements	Total Number of Acres Required (Footnote Oversized Sites)	Acreage To Be Funded in EDC By-Law Period	Cost Per Acre	Education Land Costs	Eligible Site Preparation Costs	Land Escalation Costs	Financing Costs	Total Education Land Costs
	CEH1	Owned	2028	Elementary School Site - Existing Georgetown (Owned)	335	501	66.87%	6.00	4.01		\$ -	\$ 352,924	\$ -	\$ 20,462	
	CEH2	TBD	2019	Elementary School Site - Halton Hills #1	601	601	100.00%	7.00	7.00	\$ 1,590,000	\$ 11,130,000	\$ 533,798	\$ 445,200	\$ 702,063	\$ 12,811,061
	CEH2	TBD	2025	Elementary School Site - Halton Hills #2	601	601	100.00%	7.00	7.00	\$ 1,590,000	\$ 11,130,000	\$ 587,137	\$ 2,411,347	\$ 819,150	\$ 14,947,634
	CEH2	TBD	2028	Elementary School Site - Halton Hills #3	418	601	69.55%	7.00	4.87	\$ 1,590,000	\$ 7,740,998	\$ 428,275	\$ 1,677,110	\$ 570,880	\$ 10,417,263
	CEM1			Accommodated in existing facilities or additions	233	0					\$ -	\$ -	\$ -		
	CEM2A			Accommodated in existing facilities or additions	167	0					\$ -	\$ -	\$ -		
	CEM2B			Accommodated in existing facilities or additions	80	0					\$ -	\$ -	\$ -		
	CEM2C	TBD	2019	Elementary School Site - Milton 2C #1	667	667	100.00%	7.00	7.00	\$ 1,810,000	\$ 12,670,000	\$ 533,798	\$ 506,800	\$ 794,922	\$ 14,505,520
	CEM2C	TBD	2022	Elementary School Site - Milton 2C #1	589	667	88.31%	7.00	6.18	\$ 1,810,000	\$ 11,188,351	\$ 494,365	\$ 1,900,437	\$ 787,533	\$ 14,370,686
	CEM2D	TBD	2020	Elementary School Site - Milton 2D #1	667	667	100.00%	7.00	7.00	\$ 1,810,000	\$ 12,670,000	\$ 542,339	\$ 1,033,872	\$ 825,976	\$ 15,072,187
	CEM2D	TBD	2022	Elementary School Site - Milton 2D #2	469	667	70.31%	7.00	4.92	\$ 1,810,000	\$ 8,908,891	\$ 393,646	\$ 1,513,251	\$ 627,085	\$ 11,442,873
	CEM3	TBD	2023	Elementary School Site - Milton M3 #1	667	667	100.00%	7.00	7.00	\$ 1,810,000	\$ 12,670,000	\$ 568,790	\$ 2,744,992	\$ 926,718	\$ 16,910,500
	CEM3	TBD	2025	Elementary School Site - Milton M3 #2	667	667	100.00%	7.00	7.00	\$ 1,810,000	\$ 12,670,000	\$ 551,016	\$ 2,744,992	\$ 925,687	\$ 16,891,695
	CEM3	TBD	2027	Elementary School Site - Milton M3 #3	667	667	100.00%	7.00	7.00	\$ 1,810,000	\$ 12,670,000	\$ 606,076	\$ 2,744,992	\$ 928,880	\$ 16,949,948
	CEM3	TBD	2030	Elementary School Site - Milton M3 #4	667	667	100.00%	7.00	7.00	\$ 1,810,000	\$ 12,670,000	\$ 635,635	\$ 2,744,992	\$ 930,594	\$ 16,981,221
	CEM3	TBD	2032	Elementary School Site - Milton M3 #5	434	667	65.07%	7.00	4.55	\$ 1,810,000	\$ 8,244,048	\$ 426,933	\$ 1,786,097	\$ 606,287	\$ 11,063,365
	CEO3			Accommodated in existing facilities or additions	95						\$ -	\$ -	\$ -		
	CEO6	TBD	2019	Elementary School Site - North Oakville #1	601	601	100.00%	7.00	7.00	\$ 2,370,000	\$ 16,590,000	\$ 533,798	\$ 663,600	\$ 1,031,289	\$ 18,818,687
	CEO6	TBD	2023	Elementary School Site - North Oakville #2	601	601	100.00%	7.00	7.00	\$ 2,370,000	\$ 16,590,000	\$ 568,790	\$ 3,594,272	\$ 1,203,234	\$ 21,956,296
	CEO6	TBD	2028	Elementary School Site - North Oakville #3	451	601	75.04%	7.00	5.25	\$ 2,370,000	\$ 12,449,401	\$ 462,086	\$ 2,697,199	\$ 904,970	\$ 16,513,656
	Total:				9,677	10,110		111.0	99.8		\$ 179,991,689	\$ 8,219,406	\$ 29,209,153	\$ 12,605,731	\$ 229,652,593

SECONDARY PANEL

	Review Area	Site Status (Optioned, Purchased, Reserved, Etc.)	Proposed Year Of Acquisition	Facility Type	Net Growth- Related Pupil Place Requirements	Proposed School Capacity	Percent of Capacity Attributed to Net Growth- Related Pupil Place Requirements	Total Number of Acres Required (Footnote Oversized Sites)	Acreage To Be Funded in EDC By-Law Period	Cost Per Acre	Education Land Costs	Eligible Site Preparation Costs	Land Escalation Costs	Financing Costs	Total Education Land Costs
	CSM1			Accommodated in existing facilities or additions	187						\$ -	\$ -	\$ -		
	CSH1	TBD	2023	Secondary School Site - Halton Hills	703	1000	70.30%	12.00	8.44	\$ 1,590,000	\$ 13,412,615	\$ 685,441	\$ 2,905,882	\$ 985,865	\$ 17,989,803
	CSM2	TBD	2026	Secondary School Site - Milton M2 #1	1501	1501	100.00%	18.00	18.00	\$ 1,810,000	\$ 32,580,000	\$ 1,533,937	\$ 7,058,552	\$ 2,387,125	\$ 43,559,614
	CSM2			Accommodated in existing facilities or additions	93						\$ -	\$ -	\$ -		
	CSM3	TBD	2021	Secondary School Site - Milton M3 #1	709	1400	50.61%	16.00	8.10	\$ 1,810,000	\$ 14,656,797	\$ 637,422	\$ 1,830,106	\$ 992,845	\$ 18,117,170
	CSO4	TBD	2027	Secondary School Site - North Oakville	593	1400	42.33%	16.00	6.77	\$ 2,370,000	\$ 16,049,868	\$ 586,343	\$ 3,477,250	\$ 1,166,151	\$ 21,279,612
	Total:				3,785	5,301		62.00	41.31		\$ 76,699,280	\$ 3,443,143	\$ 15,271,790	\$ 5,531,986	\$ 100,946,199

**Halton Catholic District School Board**  
**Education Development Charges Submission 2018**  
**Form H1 - EDC Calculation - Uniform Residential and Non-Residential**

**Determination of Total Growth-Related Net Education Land Costs**

Total:	Education Land Costs (Form G)	\$ 330,598,792
Add:	EDC Financial Obligations (Form A2)	\$ 32,134,899
<b>Subtotal:</b>	<b>Net Education Land Costs</b>	<b>\$ 362,733,691</b>
Less:	Operating Budget Savings	
	Positive EDC Reserve Fund Balance	
<b>Subtotal:</b>	<b>Growth-Related Net Education Land Costs</b>	<b>\$ 362,733,691</b>
Add:	EDC Study Costs	\$ 375,000
<b>Total:</b>	<b>Growth-Related Net Education Land Costs</b>	<b>\$ 363,108,691</b>

**Apportionment of Total Growth-Related Net Education Land Costs**

Total Growth-Related Net Education Land Costs to be Attributed to Non-Residential Development (Maximum 40%)	15%	\$ 54,466,304
Total Growth-Related Net Education Land Costs to be Attributed to Residential Development	85%	\$ 308,642,388

**Calculation of Uniform Residential Charge**

Residential Growth-Related Net Education Land Costs	\$ 308,642,388
Net New Dwelling Units (Form C)	84,597
Uniform Residential EDC per Dwelling Unit	\$ 3,648

**Calculation of Non-Residential Charge - Board Determined GFA**

Non-Residential Growth-Related Net Education Land Costs	\$ 54,466,304
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GFA Method:	Non-Exempt Board-Determined GFA (Form D)	65,616,969
	Non-Residential EDC per Square Foot of GFA	\$ 0.83



Halton Catholic District School Board  
Education Development Charges Submission 2018  
Form H2 - EDC Calculation - Differentiated Residential and Non-Residential (Part 2 of 2)

Residential Growth-Related Net Education Land Costs:	\$ 308,642,388
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Determination of Distribution of New Development

Type of Development (Form B)	Net New Units (Form B & C)	15-Year Elementary Pupil Yield (Form E)	Elementary Gross Requirements of New Development	Distribution of Elementary Gross Requirements of New Development	15-Year Secondary Pupil Yield (Form E)	Secondary Gross Requirements of New Development	Distribution of Secondary Gross Requirements of New Development	Total Gross Requirements of New Development	Distribution Factor
Low Density	29,759	0.244	7,268	66.9%	0.089	2,654	63%	9,922	66%
Medium Density	23,862	0.127	3,037	28.0%	0.053	1,262	30%	4,299	29%
High Density	30,976	0.018	556	5.1%	0.010	301	7%	857	6%
<b>Total</b>	<b>84,597</b>	<b>0.1284</b>	<b>10,861</b>	<b>100%</b>	<b>0.0498</b>	<b>4,217</b>	<b>100%</b>	<b>15,078</b>	<b>100%</b>

Calculation of Differentiated Charge:

Type of Development (Form B)	Apportionment of Residential Net Education Land Cost By Development Type	Net New Units (Carried over from above)	Differentiated Residential EDC per Unit by Development Type
Low Density	\$ 203,100,529	29,759	\$ 6,825
Medium Density	\$ 87,999,312	23,862	\$ 3,688
High Density	\$ 17,542,547	30,976	\$ 566

## STAFF REPORT

## ITEM 9.2

### **Transportation to Advanced Placement (AP) and/or International Baccalaureate (IB) Programs for Gifted Students within the Halton Catholic District School Board Secondary Schools**

#### **PURPOSE:**

At the April 3<sup>rd</sup> Regular Board meeting, three delegations presented to the Board regarding 'Programming Options for Gifted Secondary Students'. In response to the delegations, Trustees requested a staff report to include programs, correspondence, and research to date, costs related to transportation to optional programs including International Baccalaureate (IB) and Advanced Placement (AP), and costs related to the expansion of IB and AP to more secondary schools in the Halton Catholic District School Board.

#### **BACKGROUND INFORMATION:**

The Special Education Department was contacted by a parent to inquire about the possibility of having her Gr. 7 child, who is identified as a 'Gifted' student, transported from home to the IB or AP programs in Oakville since the secondary school in their catchment area does not have either optional program. The response to the parent was that neither AP nor IB are Special Education programs; they are not staffed by Special Education teachers, run, overseen, or administered by the Special Education Department, nor funded through Special Education funding. Since they are not Special Education programs, it is outside of the purview of Special Education to provide transportation. Special Education funding is enveloped and as such cannot be used for anything other than Special Education programs and purposes.

After receiving the response, the parent further requested the consideration of "clustered" programming in secondary schools in order to cluster Gifted and high achieving students. Since such programs could reside within the purview of Special Education, we agreed to investigate and research such an option. Despite further communication from the parent suggesting that AP could be considered a proxy for clustered programming, AP was not part of the research or consideration as the distinction between IB and AP as optional programs separate from Special Education was always maintained.

A survey was developed in partnership with the Research Department to gather information from Gifted students in HCDSB secondary schools' regarding their experiences, impressions, and preferences with their current options, opportunities, and pathways in our secondary schools. This survey was intentionally focused on Gifted students currently enrolled in secondary school in order to prioritize student voice and gain insight into students' interest in such opportunities, and level of satisfaction with their current pathways, courses, and options. The survey was conducted with secondary Gifted students in January and February of 2018, survey responses were interpreted, themed, and compiled by the Research Department and results were shared with all HCDSB Trustees via an executive summary and access to the full report in March 2018. Results were also shared with members of the Special Education Advisory Council (SEAC) at the March 2018 SEAC meeting.

## REMARKS:

### Research and Survey Results

The literature review revealed a balanced perspective on the advantages and disadvantages of approaches to student placements that privileged access to like-minded peers to the exclusion of or diminishment of other peers of a range of abilities. Considerations of clustered options in secondary schools presents significant challenges including timetabling constraints, the requirement of the enrollment interest of other students, and the relatively low number of students in each grade in secondary who might make up each class. This challenge was highlighted in the third delegation of the evening when suggesting that AP could provide a solution to such scheduling and logistical concerns. However, this investigation was focused on the viability of individual secondary schools offering options for clustering students and was not focused on the potential for AP to serve as a clustered program.

The survey was administered over three weeks in January and February of 2018. With an 81% response rate from all identified Gifted secondary students, we consider the results of the survey to be a reliable indicator of students' preferences and satisfaction with their current secondary program and pathway.

The survey asked students to identify which academic program they are in between 1. Regular Stream, 2. Advanced Placement, and 3. International Baccalaureate in order to be able to identify any discrepancies between options and pathways. The survey asked about their interest in being in clustered classes with like-minded and high achieving peers, contained classes with other identified Gifted students exclusively, and if they would be willing to travel to another school for such an option. This last option was asked because the relatively low numbers would require clustering students at particular schools in order to run courses. The responses revealed a lack of interest in these options for the majority of secondary Gifted students.

The survey also asked students to report their level of satisfaction with a wide range of topics including course selection/options, schedule, instruction, material and content, the pace of the coursework and overall satisfaction. The results were similar across all three streams revealing high levels of satisfaction and low levels of dissatisfaction. Of particular note is that students in the Regular Stream reported as being both the most satisfied as well as the least dissatisfied.

The survey further asked students to report their level of satisfaction including if their courses meet their academic needs, social/emotional needs, push them to think in new ways, if the instruction meets their needs, if peers are conducive to their learning in their current stream, if the workload is manageable, and if the courses are helping to achieve post-secondary goals. While the majority of students report similarly in the Regular Stream and AP, with slightly higher levels of satisfaction in AP and slightly lower levels of dissatisfaction in the Regular Stream, Gifted students in IB reported significantly lower satisfaction and higher dissatisfaction on these measures.

The most relevant takeaway from this work is that the majority of Gifted students in HCDSB secondary schools report being satisfied or very satisfied with their current program with a low percentage reporting dissatisfaction. This tells us that when looking at the system from the perspective of support and programming for Gifted students, HCDSB staff are able to meet and are meeting student needs in any chosen program or pathway.

These results would dispute the delegations' assertions that the needs of Gifted students are not currently being met in HCDSB secondary schools and that transportation to AP must be provided to rectify a deficit. Not only are the majority of HCDSB students reporting that they are satisfied or very satisfied across all three programs in this study, but also that some of the highest levels of satisfaction and lowest levels of dissatisfaction are reported from Gifted students in the Regular Stream. This would not support an assertion of a deficit for students in the Regular Stream when the survey results reveal otherwise.

## Transportation Costs

Recognizing that the delegations were clear about asking that transportation only be provided for Gifted students and that it only be provided to AP and/or IB, this report provides Trustees with more information to consider. Since equity was cited as a key consideration by a delegation, this report provides information that considers the impact of any decision to transport students that will have potential system impacts. Since AP and IB are not Special Education programs, it would be reasonable to assume that students and parents of students in AP and IB would also advocate for similar transportation since any distinction made between AP, IB and privileging access for Gifted students would be in response to the delegation request for AP/IB specifically rather than program-specific or student-specific considerations.

In order to give Trustees the most accurate information, staff worked in consultation with Halton Student Transportation Services (HSTS) to create transportation scenarios to better calculate the incremental costs of transporting secondary students to optional programs offered by the Board.

In order to give Trustees the most accurate information, we used 2017-18 student data, in consultation with HSTS to calculate costs for transportation to secondary optional programming. HSTS created transportation route scenarios for the affected students, determined the type of transportation required (i.e. cab, small bus, and/or large bus), and then costed the route on an annual basis based on 2017-18 costs. These costs are presented below:

### Annual Transportation Costs for Secondary Optional Programming

Secondary Program	Total Costs	Transportation Need
Advanced Placement (gifted students only)	\$188,000	Two (2) mini buses (mixed sharing opportunities) and three (3) large buses (mixed sharing opportunities)
International Baccalaureate (gifted students only)	\$187,000	Two (2) six (6) passenger vehicles and two (2) mini buses
Advanced Placement (all students)	\$217,000	Seven (7) large school bus and one (1) mini bus, all with sharing opportunities
International Baccalaureate (all students)	\$608,000	Eight (8) large buses with mixed sharing opportunities; one (1) mini bus with no sharing opportunity
French Immersion (all students)	\$134,000	Five (5) large buses with sharing opportunities
Specialist High Skills Major (all students)	\$178,000	Four (4) six (6) passenger vehicles.

**The Ministry's recent transportation memo for Halton Catholic, projected funding for the 2018-19 school year at \$8 million. The HSTS transportation budget for 2018-19 is projected to be \$8.6 million, which results in a projected deficit of (\$600,000) going into the next academic year.** This shortfall amount aligns with the cost of transportation for elementary French Immersion for which the board has a shortfall between the incremental cost of the program and Ministry funding.

## Provincial Transportation Consultation

It is important to note that the province is currently engaged in a review of all transportation for students through the Ministry of Education. The discussion paper "Discussion Paper on a New Vision for Student Transportation in Ontario" was released in December 2017. A link to this paper can be found here: <https://www.ontario.ca/page/consultation-new-vision-student-transportation>. Consultation with stakeholders from across the province was conducted in January and February of this year. The report, is, as the title of the paper suggests, intended to provide a new vision for transportation of students across Ontario. The anticipated release of report on the consultation and next steps is the fall of 2018.

**Decisions about transportation that represent substantive changes to current transportation practices might be considered premature in light of the impending Provincial re-consideration of student transportation.**

## INTERNATIONAL BACCALAUREATE PROGRAM:

Initial estimates of start-up costs to implement another IB Program are outlined below. Please note that HCDSB is being audited this year to determine if accreditation will continue at St. Thomas Aquinas C.S.S. The audit will focus on how the School/Board has implemented and followed through on the International Baccalaureate Organization's (IBO) philosophy and expectations. It will be during this review that HCDSB will be able to discuss any additional school site, but this decision is at the discretion of the IBO.

### IB Start-up Budget Costs (two years prior to visit)

Appoint a Diploma Co-ordination (.5 VP)	\$70,000
Principal and Teacher Professional Development	\$100,000
Feasibility Study	\$20,000
Application for candidacy (non-refundable)	\$13,000
Marketing	\$10,000
Total	\$213,000

**Please note these costs do not reflect potential costs to facility upgrades (science labs, library etc.) or additional portables at school sites to implement the program if required.**

Currently the Board allocates an annual budget of approximately \$260,000 annually to St. Thomas Aquinas C.S.S. Diploma Programme, which is for approximately 350 students. This budget accounts for teacher training/professional development, administrative costs; certification fees, resources and materials.

### **IB Operational Budget Costs (Annual)**

Diploma Co-ordination (0.5 VP)	\$70,000
Staff (clerical 0.5 and guidance 0.5)	\$79,000
Annual Membership Fee (\$19, 315 USD)	\$26,000
Teacher training	\$40,000
Materials and supplies	\$45,000
Total	\$260,000

Also, it should be noted that the above costs do not include any fees related to individual student testing, which is incurred by the participating students and not the Board. The per student operational cost of the programme is estimated to be \$2200, exclusive of the US currency fluctuation.

Please note that the process in becoming an accredited IB Diploma School has also changed effective 2016. HCDSB applied in October 2010. The Board must now demonstrate the following during the two-year process:

- i. Feasibility study - analysis of the IB philosophy, structures and requirements
- ii. Diploma Programme Coordinator
- iii. Principal Trained and at least one teacher trained in each of the six subject groups
- iv. Ongoing professional development for all the teachers
- v. Resources and assessments used must follow IB philosophy

Furthermore, recognizing the IB for Gifted Students program will create inequities for all other students in HCDSB. Automatic admission for Gifted Students, is contrary to the IB Diploma's philosophy that this is an open program for all students.

### **ADVANCED PLACEMENT PROGRAM:**

Initial estimates of start-up costs to implement another Advanced Placement Program are outlined below. Please note that this program also requires an application process to go through the American/Canadian College Board.

### AP Start-up Budget Costs

Application for Candidacy (\$400 USD)	\$540
Principal and Teacher Professional Development	\$15,000
Marketing Materials	\$5,000
Curriculum Materials/Resources	\$10,000
Total	\$30,540

**Please note these costs do not reflect potential costs to facility upgrades or additional portables to accommodate students.** Furthermore, the Board has currently been budgeting \$30,000 on an annual basis per site. However, the Advanced Placement Program will require additional support staff for Grade 11/12 as enrolment increases. A fully implemented site will have the following annual operating costs:

### AP Ongoing Operational AP Budget Costs

AP Program Coordinator (0.5 VP) per site	\$70,000
Guidance Secretary (0.5 position) per site	\$24,000
Guidance teacher (0.5 position) per site	\$55,000
Membership Fee (\$400 USD) per site	\$540
Curriculum Materials/Resources per site	\$10,000
Professional Development	\$20,000
Total	\$179,540

Please note that the process in becoming a recognized Advanced Placement school must adhere to the College Board's requirements. Any additional school sites will be subject to College Board's approval. Please note that HCDSB has agreed to the following:

*"The organization complies with the College Board by-law provisions on **nondiscriminatory practices** as stated below:*

*By-laws Section 11.C – It is the responsibility of College Board members to maintain policies and practices that create and support **equitable access to admission**...The faithful discharge of this responsibility is a condition of initial and continuing membership".*

*Advance Placement (AP) – The College Board*



Automatic admission for Gifted Students is contrary with the AP College Board's nondiscriminatory by-law 11.C.

## **CONCLUSION:**

Since Advanced Placement and International Baccalaureate programs are not Special Education programs and therefore are not staffed by Spec Ed teachers, run through the Special Education Department, and funded through Special Education funding, it remains outside of the purview of Special Education to provide transportation to such programs regardless of a student's identification. One of the delegations suggested that the recent Special Education funding announcement might be used to off-set such a transportation request. This announcement was specific to increased funding to reduce assessment wait lists, access to behavioural specialists, support for high needs students, multi-disciplinary clinical staff, and increased support in for mental health in secondary schools. Using such funds for purposes other than for which they were intended would not be the recommendation of staff.

When considering equitable access to optional programs that reside outside of Special Education, staff would not recommend transporting only Gifted students to the exclusion of other students who are in the same program.

The costs associated with transporting all students to AP and/or IB, as well as other secondary optional programming have been provided for Trustee information, as well as program costs, staffing, and logistics for the expansion of AP and/or IB throughout HCDSB.

Staff recommend that decisions regarding transportation which represent substantive changes to current transportation practices be deferred until the report on consultation on the *New Vision for Student Transportation in Ontario* is released and the Ministry of Education announces the impact it will have on the transportation funding across the province.

The International Baccalaureate Organization is conducting an audit of the current IB program at St. Thomas of Aquinas, and if successful, expansion to another site will be considered. A new AP site was added to Holy Trinity this year, and staff are monitoring its implementation. Staff will continue to evaluate the current optional programming and opportunities for expansion, in coordination with the accredited institutions for AP and/or IB.

### **REPORT PREPARED AND SUBMITTED BY:**

B. BROWNE  
SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES  
R. NEGOT  
SUPERINTENDENT OF EDUCATION, BUSINESS SERVICES  
T. PINELLI  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

### **REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



**STAFF REPORT**

**ITEM 9.3**

**REQUEST FOR OUT OF CANADA TRAVEL**

**OASDI TRADE MISSION: NOVEMBER 18 – 22, 2018**

**CAPS-I 2019 TRADE MISSION: MADRID, SPAIN - FEBRUARY 11-12, 2019**

**AND**

**MEXICO CITY, MEXICO - MAY 27 – 30, 2019**

**PURPOSE:**

The purpose of this report is to share information about Halton Catholic District School Board's (HCDSB) requested attendance at the upcoming Trade Missions. The Ontario Association of School Districts International (OASDI) has organized the Madrid, Spain and Moscow, Russia workshop to take place November 18 – 22, 2018. The Canadian Association of Public Schools International (CAPS-I) has organized Trade Missions in Western Europe – Milan (February 11-12, 2019), and Mexico – Mexico City (May 27-30, 2019).

HCDSB is a member of CAPS-I, which is a non-profit association, comprised of 38 school Boards in Ontario. All member Districts of the Ontario Association are publicly funded and follow the same Ministry curriculum, consistent practices in student achievement and mandatory requirements for teachers. CAPS-I is also a non-profit association comprised of over 133 publicly funded school boards. All members of these two associations offer established International Students programs for various Grade levels ranging from elementary through to high school graduation. OASDI and CAPS-I schools set the standard for quality International Programs in Ontario and Canada.

**BACKGROUND INFORMATION:**

International Education provides tremendous benefits to our Board. Students in the 21<sup>st</sup> Century are required to be global citizens and to understand the challenges and rewards that result from living in different parts of the world. According to the Government of Canada Foreign Affairs, Trade and Development, "International" education is critical to Canada's success and fully supports and encourages, provinces and individual educational institutions to promote International Studies. These opportunities provide student pathways to post secondary and transition to temporary and permanent residents of Canada.

## REMARKS:

As part of the HCDSB International Education Strategy, it is our goal to recruit students from around the world, to avoid a singular region.

The OSADI Trade Mission to Madrid, Spain and Moscow, Russia (November 18-22, 2018) will provide a superb opportunity to develop business relationships with carefully selected top-quality agencies and high level officials, and gain up-to-date information from these markets.

Likewise, the 2019 CAPS-I Trade Missions to Western Europe, Milan (February 11-12, 2019) and Mexico, Mexico City (May 27-30, 2019) will provide these opportunities. The goal is to continue to establish new partnerships and explore HCDSB's presence in Eastern and Western Europe, and Mexico. It will also give us an opportunity to strengthen and network with local Canadian Embassy officials and agents that have already been pre-screened. At our HCDSB booth, we proudly display our Board promotional materials, and answer question with regards to the programs and opportunities in our Board. Our focus always features our Catholic faith and values along with the outstanding academic results.

## CONCLUSION:

This year, the HCDSB has seen a shift in the number of International Students attending our system. Our recent recruitment efforts has allowed HCDSB to partner with diverse agencies and countries. This will provide immense value to our students and school communities. This request is in alignment with the HCDSB International Education Strategy, to recruit students from around the world and avoid a singular region.

The following recommendation will be presented at the May 1, 2018 Board meeting:

**RESOLVED**, that the Halton Catholic District School Board approve the request for travel outside of Canada by one senior staff member to attend the OSADI Trade Mission November 18-22, 2018 and CAPS-I Trade Missions February 11-12, 2019 and May 27-30, 2019

It continues to be my pleasure and privilege to represent HCDSB and promote our outstanding Catholic schools and system. Our presence at these events will further enhance our reputation on a national and international level as a global leader in publicly funded Catholic Education.

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

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

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

Request for Out of Canada Travel,  
OSADI Trade Mission – November 18-22, 2018  
CAPS-I 2019 Trade Mission:  
Madrid, Spain – February 11-12, 2019  
Mexico City, Mexico - May 27 -30, 2019

Page 2 of 2

### Approved School Educational Trips

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

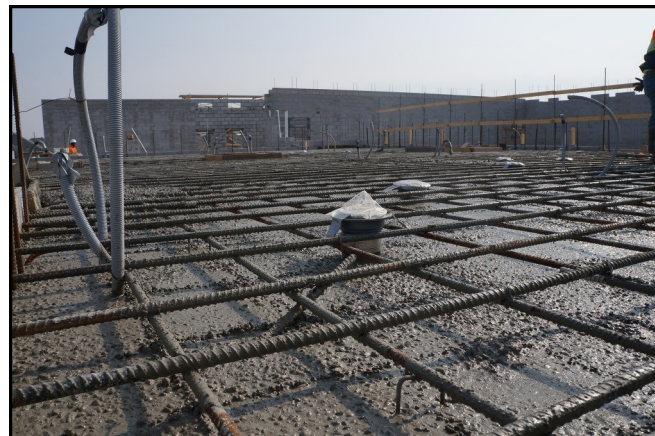
Dated: Tuesday, April 17, 2018

#### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. Mary CES Oakville	8	39	Ottawa, ON	This trip will provide the students from St. Mary CES an opportunity to observe the historical, religious, cultural and political attributes of Ottawa. Students will tour Parliament Hill, the Supreme Court of Canada, the Canadian War Museum, as well as taking a guided walking tour of the city. The students and staff will participate in daily prayers and attend Mass at Notre Dame Basilica.	Wednesday, June 13 – Friday, June 15, 2018	~\$ 575.00

# **Milton #8** **Catholic Elementary School Project**

## **Construction Report 10.3 - March 2018**



### **Construction Update**

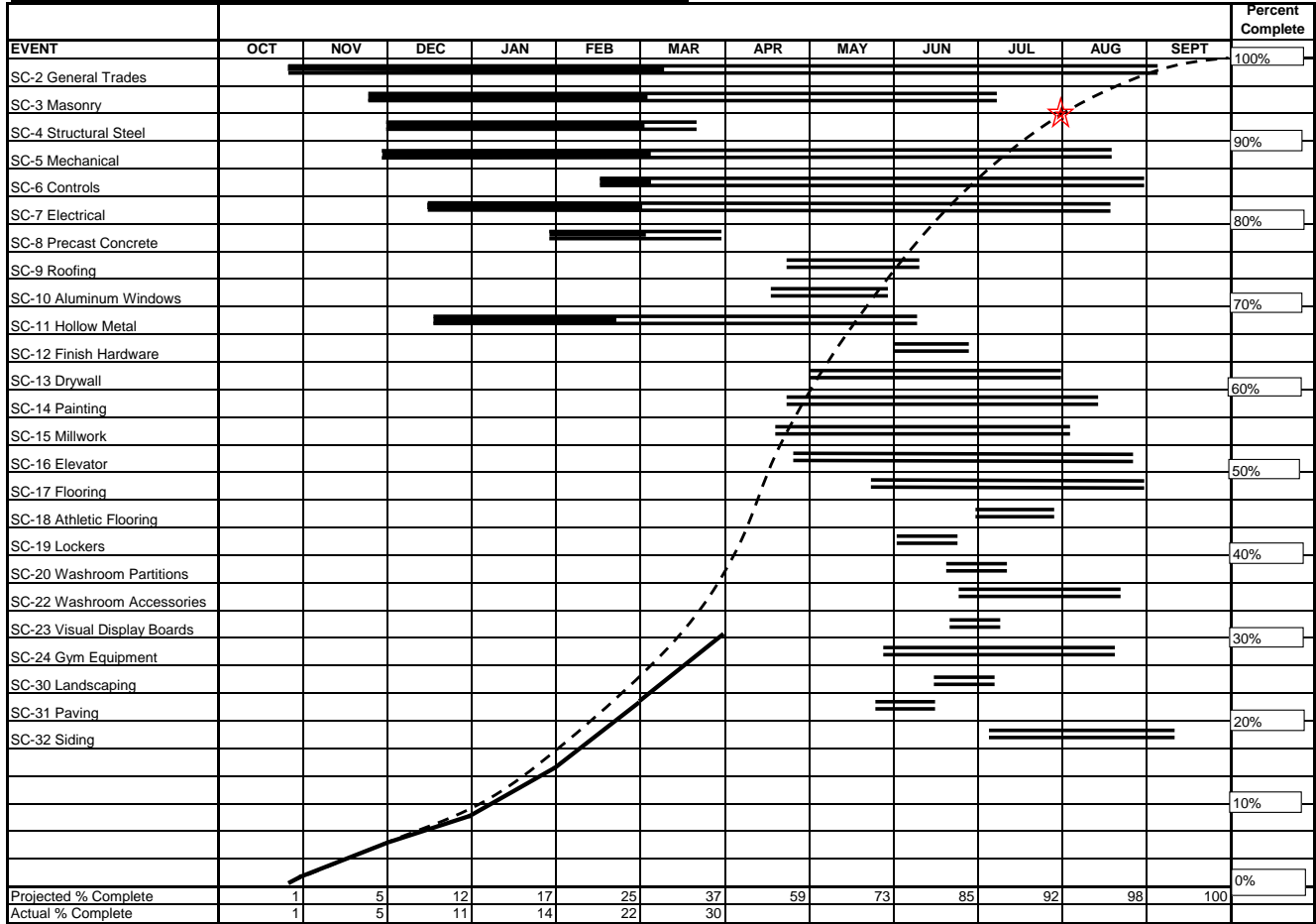
- The pictures above were taken on April 11, 2018. The top pictures show work concrete being poured to create mechanical room slab floor. The bottom-left picture shows load bearing walls being built in the east second floor corridor. The bottom-right picture shows south classrooms being built on the second floor.
- Work completed included second floor pre-cast concrete and the majority of second floor load bearing walls.

### **Schedule Update**

- Complete installation of second floor load bearing walls
- Pouring of concrete floor slabs
- Completion of pre-cast concrete roof
- Installation of first floor windows
- Begin installation of ductwork

If you have any comments or questions about the new school, please contact Camillo Cipriano, Superintendent of Education at (905) 632-6300 ext.127 or e-mail [Ciprianoc@hcdsb.org](mailto:Ciprianoc@hcdsb.org). For school construction information contact Ryan Merrick, Superintendent, Facility Management Services at (905) 632-6300 ext.171 or e-mail [merrickr@hcdsb.org](mailto:merrickr@hcdsb.org).

# Milton #8 Catholic Elementary School - Construction Schedule



★ Projected Occupancy Date

== Projected Construction Progress  
 == Actual Construction Progress



**INFORMATION REPORT**

**ITEM 10.4**

## **2018 LTCP ENROLMENT PROJECTION UPDATE & ANNUAL FACILITY ACCOMMODATION REPORT**

### **PURPOSE:**

To provide the Board with an annual update on pupil accommodation in the Region of Halton, as per the requirements of *Operating Policy I-37: Community Planning & Facility Partnerships*.

This report summarizes the Board's 2018 Long-Term Capital Plan (LTCP) long-term enrolment forecasts, future new capital and consolidation projects, and accommodation strategies to be undertaken going forward in anticipation for the presentation of the draft 2018 Long-Term Capital Plan in the month of May.

### **BACKGROUND REPORTS:**

1. Information Report Item 10.5 "2018 Long-Term Accommodation Plan (LTAP) Update", from the February 20, 2018, Regular Meeting of the Board.
2. Staff Report Item 9.1 "Proposed 2018 Facility Renewal Projects", from the December 19, 2017 Regular Meeting of the Board.
3. Information Report Item 10.5 "Four Year Ministry Enrolment Projection and Long-Term Accommodation Plan (LTAP) Preliminary Enrolment Projection Report", from the December 19, 2017 Regular Meeting of the Board.
4. Information Report Item 10.3 "2017-18 Portable Classrooms and Surplus Classroom Summary", from the October 3, 2017 Regular Meeting of the Board.
5. Information Report Item 10.4 "Long-Term Facility Renewal Strategy", from the September 19, 2017 Regular Meeting of the Board.
6. Information Report Item 10.9 "Annual School Accommodation Update Report", from the September 19, 2017 Regular Meeting of the Board.
7. Action Report Item 8.17 "UPDATED 2017 Capital Priorities Business Cases and Request for Early Years Capital Program (EYCP) Submissions", from the June 20, 2017 Regular Meeting of the Board.
8. Action Report Item 8.8 "2017 School Consolidation Capital Funding Business Case Submissions", from January 17, 2017 Regular Meeting of the Board.

### **DISCUSSION ITEMS:**

## **1.0 2018 Annual Facility Accommodation Outlook**

In accordance with *Operating Policy I-37: Community Planning & Facility Partnerships* and *Administrative Procedure VI-78: Community Planning & Facility Partnerships*, staff anticipates scheduling a meeting for early May to present the information contained in this report to the community. This will include presentation of the 2018 Long-Term Capital Plan (LTCP); future capital projects; future closure and consolidation projection; and schools with surplus classroom or administrative space that can be retrofitted for Community Hub partnerships.

As a minimum, those notified of this meeting are identified in the “Approved Partner Notification List”, found in Section 2.2 of the Administrative Procedure VI-78. If other members of the community have indicated an interest to participate in the meeting in the past will also be informed.

### 1.1 School Capital and Consolidation Capital Priority Projects

On June 12, 2017, the Ministry of Education circulated Memorandum 2017: B7 “Request for Capital Priorities Project Funding Submissions”. This memo requested that Boards submit priority business case capital projects that would open no later than the 2020-21 school year.

The Board approved eight (8) Capital Priorities Business Cases with four (4) associated Child Care projects to submit to the Ministry of Education on September 8, 2017, which are listed below in Figure 1:

**Figure 1: 2017 Capital Priorities Submission**

RANK	2017 CAPITAL PROJECT DESCRIPTION	JOINT SUBMISSION (CCCFP)	EFFECTIVE SCHOOL YEAR
1	Bishop P.F. Reding Catholic Secondary School Permanent Classroom Addition with Child Care	4 room Child Care Centre	2019-20
2	Milton #3 Catholic Secondary School	-	2020-21
3	St. Michael Catholic Elementary School, Renovation, Retrofit and Child Care (PAR – 2017-03-07)	3 room Child Care Centre	2018-19
4	St. Dominic Partial Rebuild (MPAR – 2016-04-19)	-	2019-20
5	Georgetown West Catholic Elementary School (Holy Cross Rebuild) with Child Care	5 room Child Care Centre	2020-21
6	St. Marguerite Catholic Elementary School 6 Classroom Addition (PAR – 2017-03-07)	-	2020-21
7	Milton #10 (Cobben) Catholic Elementary School, with Child Care	5 room Child Care Centre	2020-21
8	North Oakville CE#4 or CE#5 Catholic Elementary School	-	2020-21

On September 19, 2017, Information Report Item 10.9 “Annual School Accommodation Update Report” was presented to the Board. This report listed a total of eleven (11) addition long-term capital projects that will be required in a fifteen year horizon in the Region of Halton. Note since this time new projects have been identified based on new secondary plan proposals – namely in the Town of Milton.

These future capital projects are based on the sites designated within development areas in North Oakville, South Milton (Boyne), and in Southwest Georgetown (Vision Georgetown). All projects are listed in Figure 2 below, categorized by municipality:

**Figure 2: Future Capital Projects Listing (Remaining 2013 LTCP Projects)**

FUTURE CAPITAL PROJECT DESCRIPTION	EFFECTIVE SCHOOL YEAR	PROJECT TYPE
<b>MILTON</b>		
Boyne Secondary Plan Milton #9 ‘Walker’ Catholic Elementary School	2022-23	Growth
Boyne Secondary Plan Milton #11 ‘Bowes’ Catholic Elementary School	2024-25	Growth
Education Village Secondary Plan Milton #12 Catholic Elementary School	2025-26 <sup>1.</sup>	Growth
<b>OAKVILLE</b>		
North Oakville CE#1 Catholic Elementary School	TBD <sup>2.</sup>	Growth
North Oakville CE#3 Catholic Elementary School	TBD <sup>2.</sup>	Growth

FUTURE CAPITAL PROJECT DESCRIPTION	EFFECTIVE SCHOOL YEAR	PROJECT TYPE
North Oakville CE#5 Catholic Elementary School	TBD <sup>2.</sup>	Growth
North Oakville CS#1 Catholic Secondary School	TBD <sup>2.</sup>	Growth
<b>HALTON HILLS</b>		
Vision Georgetown Secondary Plan CE#1 Catholic Elementary School	2022-23	Growth
Vision Georgetown Secondary Plan CE#2 Catholic Elementary School	2025-26	Growth
Vision Georgetown Secondary Plan CS#1 Catholic Secondary Accommodations	2025-26 <sup>3.</sup>	Growth
<b>BURLINGTON</b>		
CEB2: Burlington South of the QEW Review Areas	TBD	PAR

1. Staff is in the process of reviewing the need for an additional site in the Milton Education Village.
2. An update to the Long-Term Capital Plan projections is required to assess the year that future North Oakville schools will be required. Development phasing will need to be reviewed in collaboration with the Town.
3. At this preliminary stage, it is uncertain as to whether a second secondary school of 1,200 (typical construction size) is warranted. Accordingly, staff is reviewing alternatives to construct based on needs and within construction benchmarks.

### 1.1.1 Recently Undertaken Growth and Consolidation Projects

Below consists of a listing of identified growth and consolidation projects that Board staff have undertaken in response to the recommendations of the previous Long-Term Capital Plan (2013), and since the last Annual Facility Accommodation Report that was presented to Board.

#### 1.1.1.1 *Burlington Secondary Accommodation Review*

Information Report Item 10.3 “Upcoming Growth and School Consolidation Projects”, of the September 6, 2016, Regular Meeting of the Board identified the need for a Pupil Accommodation Review for all Burlington Secondary Schools (CSB1, formerly CS01) to review potential accommodation options for Burlington Secondary School.

Since this time utilization of the three (3) secondary schools is improving through program enhancements (e.g. Advanced Placement) and the introduction of International Student Program (ISP). All three (3) schools are forecasted to remain at an adequate operating level of approximately 80% over the next 15 years.

Staff will continue to monitor enrolments and focus on improving student retention and attracting more students through program and renewal enhancements to the accommodations in Burlington.

#### 1.1.1.2 *Burlington South of QEW Modified Pupil Accommodation Reviews*

On January 19, 2016, the Board initiated two (2) Modified Pupil Accommodation Review (MPAR) for CEB2: Burlington – South of QEW. The first recommended the consolidation of St. Raphael, St. Patrick and Ascension Catholic Elementary Schools into a newly rebuilt Ascension CES. The second recommended the consolidation of St. Paul and St. John (Burlington) Catholic Elementary Schools into an expanded St. John (B) CES.

The Board of Trustees did not approve either of the two (2) accommodation plans and status quo remains for this review area. This remains an area where future accommodation planning may need to be undertaken.

#### 1.1.1.3 *Burlington Mountainside Pupil Accommodation Review*

Staff is no longer pursuing the closures contemplated in CEB3: Burlington – Mountainside Accommodation Review (formerly CEB3 and CEB4) as proposed in the 2013 Long-term Capital Plan to address renewal needs



and declining enrolment. Consolidation and full school rebuild options in this area would not meet Ministry criteria in attaining the most cost-effective solution as the facilities are currently operating efficiently.

The Board instead pursued through the School Consolidation Capital (SCC) Grant the demolition of St. Mark Catholic Elementary School's eleven (11) Classroom Portapak, and the construction of a five (5)-classroom addition with Child Care and Ontario Early Years Child and Family Centre (OEYCFC). This project has received funding from the Ministry and is being completed for the 2018-19 school year. This has addressed the right-sizing requirements for the area. Remaining schools will be monitored for potential renewal and enhancement projects.

#### **1.1.1.4      *Georgetown North Pupil Accommodation Review***

Following the approval of the accommodation plan as a part of the North Georgetown Modified Pupil Accommodation Review, the Board applied for funding to construct North Georgetown Catholic Elementary School (CEH1), also referred to as "Georgetown West CES", on Berton Boulevard through multiple Capital Priorities and School Consolidation Capital funding programs.

In its response on March 13, 2018, the Ministry indicated that the expected savings and removal backlog does not sufficiently support funding for the new school through consolidation. Accordingly, the Board will no longer be applying to the Ministry for this consolidation project. Other opportunities are being pursued.

#### **1.1.1.5      *Milton Catholic Secondary School – Expansion***

In a communication from the Ministry on March 13, 2018, in response to the Board's 2017 Capital Priorities submission on September 6, 2017, the Ministry approved funding for a 29-classroom addition with child care to Bishop P. F. Reding CSS (CSM1).

This project will increase the Functional Building Capacity (FBC) at the school from 912 to 1,542 pupil places and is expected to be open for the 2019-20 school year.

The Ministry did not however approve funding for Milton #3 Catholic Secondary School (CSM3). The Board will continue to pursue funding for this project to meet growing enrolment growth and demands.

#### **1.1.1.6      *Oakville South QEW***

On April 19, 2016, the Board of Trustees approved an accommodation plan for the Oakville South Pupil Accommodation Review (CE01), which included the new Oakville South Central Catholic Elementary School and a partial rebuild of the St. Dominic CES facility to address renewal needs.

Through its 2017 School Consolidation Capital program, the Ministry approved funding for the construction of the new Oakville South Central CES facility. The rebuilt facility is expected to be completed by 2019-20.

The Board has applied for funding from the Ministry for the partial facility rebuild at St. Dominic CES through multiple School Consolidation Capital and Capital Priorities funding submissions and have been unsuccessful to date. In its response on March 13, 2018, the Ministry indicated that the expected savings and removal backlog does not sufficiently support funding for the new school through consolidation.

#### **1.1.1.7      *Oakville Northeast QEW***

On March 7, 2017, the Board of Trustees approved preferred and alternate accommodation plans for the Oakville Northeast Pupil Accommodation Review (CE04 and CE05). As the Ministry did not approve funding for the preferred option in its School Consolidation Capital funding announcement on June 19, 2017, staff proceeded to implement the alternate accommodation option. On March 13, 2018, the Ministry approved

funding for an addition to the St. Michael CES facility (referred to as “Oakville North East CES”) to house the consolidated St. Michael and St. John (Oakville) Catholic Elementary Schools.

Part 2 of the alternate accommodation plan was rescinded by Trustees on February 20, 2018, which results in the status quo for Holy Family CES (CE04) and St. Marguerite D’Youville CES (CE05). The enrolment will continue to be monitored as declines persist.

### **1.1.2 Potential School Closure and Consolidation (SCC) Projects**

On June 12, 2017, the Ministry announced that the School Consolidation Capital funding program was completed in June 2017 and future funding as a part of school consolidations will continue to occur through the Capital Priorities funding program.

On June 28, 2017, the Ministry of Education released Memorandum 2017: B09 “Plan to Strengthen Rural and Northern Education”, which indicated that the Ministry seeks to revise its Pupil Accommodation Review Guidelines (PARG) and directed school boards to not initiate new PARs until the revised PARG is complete. As such, new PARs will not be initiated until revised guidelines are released and the Board’s *Operating Policy I-09: School Accommodation Review – Consolidation/Closure* and *Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure* are revised to reflect any changes.

In addition, the Ministry is updating its Community Planning and Partnerships Guidelines (CPPG) to further encourage integrated community planning. *Operating Policy I-37: Community Planning & Facility Partnerships* and *Administrative Procedure VI-78: Community Planning & Facility Partnerships* will continue to be followed until updated guidelines are released, at which point, staff will review revisions to the Board’s operating policy and administrative procedure.

## **1.2 Four (4) Year Ministry Projections Submission**

At the December 19, 2017 Regular Board Meeting, Trustees were presented with enrolment projections that were submitted to the Ministry of Education as part of Ministry Memorandum 2017: SB28 District School Board Enrolment Projections for 2018-19 to 2021-22. This report uses those figures as a base.

To generate projections, staff used **actual** October 31<sup>st</sup> enrolment headcounts of the past five (5) years (2014-2017) as a base and using the Board’s enrolment projection software (SPS), developed 15-year enrolment projections.

The projections provided within this report have been updated to reflect changes due to development phasing, further refined enrolment trends, Board decisions, or any administrative changes that have taken place since the preliminary projections – e.g. rescinding the Holy Family CES closure and consolidation.

## **1.3 Annual Facility Accommodation Meeting**

As per the requirements of the *Operating Policy I-37: Community Planning & Facility Partnerships*, staff hosted it’s 2017 Community Facility Planning Partnership (CPFP) meeting on April 24, 2017. Staff anticipate scheduling the 2018 CPFP meeting for early May to present the information contained in this report to the community, which will include the following:

- A) Relevant portions of the Board’s draft Long-Term Capital Plan (LTCP);
- B) Details of any schools eligible for facility partnerships;
- C) Background information on the Review Areas of the Board; and,
- D) Process for submitting project proposals and becoming an approved community partner of the Board.

This report therefore provides an overview of the information that will be presented to community partners, as well as a review of the existing Board wide accommodation and enrolment statistics.

## 2.0 Board Enrolment and Facility Utilization

### 2.1 Historic Enrolment

On October 31, 2017, the Halton Catholic District School Board's enrolment totaled 34,583 elementary and secondary students, including Thomas Merton Adult Learning Centre. From October 31, 2016, the elementary panel enrolment increased by 371 students; while the secondary panel enrolment had increased by 721 students. Table 1 and Table 2 below provide a 10-year history of the Board's total by-grade enrolment:

**Table 1: Elementary Panel Historic Enrolment by Grade**

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>JK</b>	1,552	1,554	1,564	1,609	1,747	1,824	1,969	2,080	2,057	2,035	2,083
<b>SK</b>	1,607	1,758	1,752	1,720	1,829	1,950	2,083	2,196	2,200	2,189	2,150
<b>GR01</b>	1,852	1,798	1,925	1,933	1,920	1,975	2,093	2,210	2,244	2,244	2,306
<b>GR02</b>	1,687	1,964	1,874	1,986	2,011	2,006	2,068	2,155	2,268	2,302	2,309
<b>GR03</b>	1,908	1,775	2,021	1,950	2,052	2,085	2,066	2,132	2,209	2,330	2,350
<b>GR04</b>	2,030	1,958	1,850	2,078	2,007	2,125	2,133	2,138	2,163	2,265	2,384
<b>GR05</b>	2,037	2,095	2,023	1,905	2,148	2,062	2,199	2,183	2,175	2,212	2,318
<b>GR06</b>	2,146	2,099	2,142	2,087	1,969	2,204	2,123	2,240	2,213	2,199	2,254
<b>GR07</b>	2,144	2,182	2,135	2,180	2,124	2,007	2,238	2,113	2,261	2,231	2,243
<b>GR08</b>	2,210	2,232	2,226	2,199	2,233	2,181	2,038	2,271	2,160	2,299	2,280
<b>Total</b>	<b>19,173</b>	<b>19,415</b>	<b>19,512</b>	<b>19,647</b>	<b>20,040</b>	<b>20,419</b>	<b>21,010</b>	<b>21,718</b>	<b>21,950</b>	<b>22,306</b>	<b>22,677</b>
<i>Yearly (+/-)</i>		242	97	135	393	379	591	708	232	356	371
<i>Ratio (+/-)</i>		1.26%	0.50%	0.69%	2.00%	1.89%	2.89%	3.37%	1.07%	1.62%	1.66%

**Table 2: Secondary Panel Historic Enrolment by Grade**

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>GR09</b>	2,208	2,288	2,397	2,300	2,360	2,417	2,459	2,400	2,765	2,801	3,090
<b>GR10</b>	2,288	2,281	2,293	2,410	2,313	2,356	2,425	2,449	2,479	2,835	2,863
<b>GR11</b>	2,223	2,316	2,298	2,290	2,395	2,344	2,402	2,452	2,484	2,510	2,901
<b>GR12</b>	2,672	2,791	2,940	2,950	2,954	3,013	2,861	2,800	2,842	2,814	2,862
<b>GR12B</b>	-	-	-	-	-	-	-	-	-	-	-
<b>ALC</b>	179	209	229	253	227	244	262	215	207	225	190
<b>Total</b>	<b>9,570</b>	<b>9,885</b>	<b>10,157</b>	<b>10,203</b>	<b>10,249</b>	<b>10,374</b>	<b>10,409</b>	<b>10,316</b>	<b>10,777</b>	<b>11,185</b>	<b>11,906</b>
<i>Yearly (+/-)</i>		315	272	46	46	125	35	-93	461	408	721
<i>Ratio (+/-)</i>		3.29%	2.75%	0.45%	0.45%	1.22%	0.34%	-0.89%	4.47%	3.79%	6.45%

**Table 3 Total Enrolment**

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Total</b>	<b>28,743</b>	<b>29,300</b>	<b>29,669</b>	<b>29,850</b>	<b>30,289</b>	<b>30,793</b>	<b>31,419</b>	<b>32,034</b>	<b>32,727</b>	<b>33,491</b>	<b>34,583</b>
<i>Yearly (+/-)</i>		557	369	181	439	504	626	615	693	764	1092
<i>Ratio (+/-)</i>		1.94%	1.26%	0.61%	1.47%	1.66%	2.03%	1.96%	2.16%	2.33%	3.26%

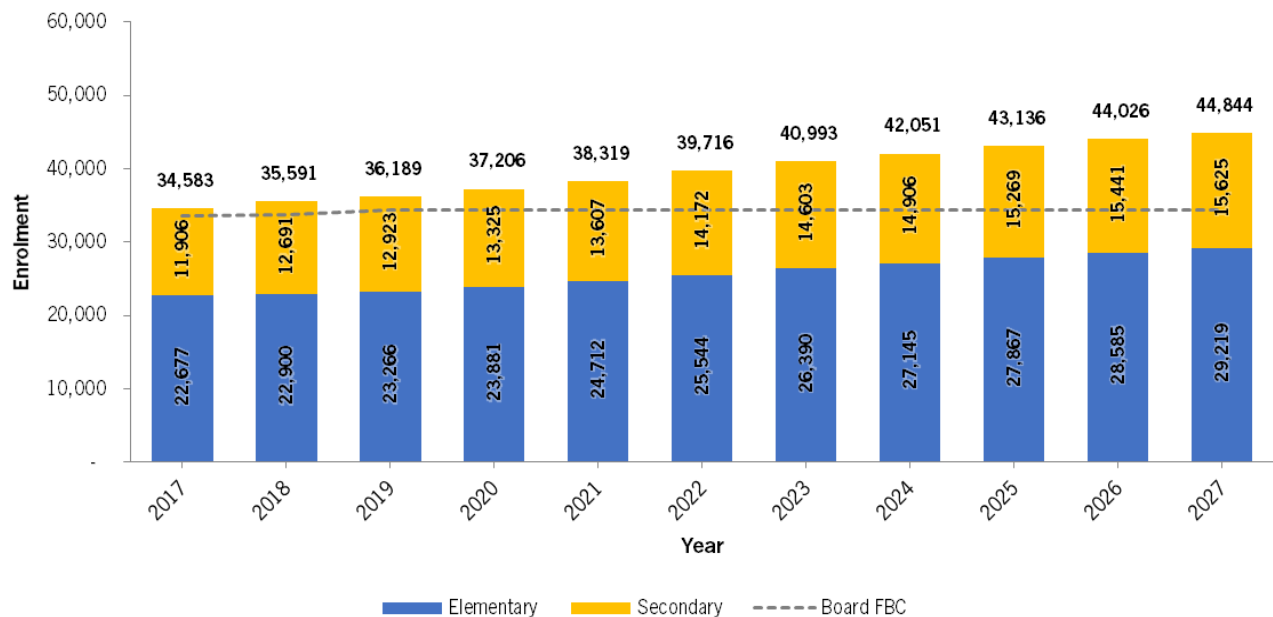
## 2.2 Projected Enrolment and Overall Utilization Rates

Projections for the next 10 years indicate that enrolment will increase by approximately +2.63% (+1,026 students) per year based on a ten (10) year average. South Milton and North Oakville growth will continue to provide the Board with significant enrolment avoiding an overall decline in the enrolment of the Board. New growth areas in Georgetown will also assist in maintaining enrolment at a sustainable level.

The Province of Ontario's Growth Plan for the Greater Golden Horseshoe projects that the Region of Halton will increase in population from 518,311 in 2013 to 624,094 by 2021, to 820,000 by 2031, to 910,000 by 2036, and to 1,000,000 by 2041. See the website for additional information on the [Regional Overview](#).

Updated 2036 & 2041 growth plan allocations by municipalities forecasts will be implemented within the Regional Official Plan – timing has not been confirmed as of yet.

**Figure 1: Projected Total Board Enrolment 2017-2027**



**Table 4: Projected Board Utilization 2017-2027**

Panel	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Elementary	103%	103%	105%	108%	112%	115%	119%	123%	126%	129%	132%
Secondary	109%	115%	110%	114%	117%	121%	125%	128%	131%	133%	134%
<b>Total Utilization</b>	<b>105%</b>	<b>107%</b>	<b>106%</b>	<b>109%</b>	<b>113%</b>	<b>117%</b>	<b>121%</b>	<b>124%</b>	<b>127%</b>	<b>130%</b>	<b>132%</b>
Yearly (+/-)		1.90%	-0.93%	2.83%	3.67%	3.54%	3.42%	2.48%	2.42%	2.36%	1.54%

Over the period of 2017-18 through 2027-28, the Board's elementary enrolment is projected to increase at an average rate of +2.57% (+654 students) per year and maintain an average utilization rate of 113%.

Over the period of 2017-18 through 2032-33, the Board's elementary enrolment is projected to increase at an average rate of +2.53% (+574 students) per year and maintain an average utilization rate of 123%

This growth will be seen predominantly in Milton, Oakville, and Halton Hills where high rates of growth in new development areas are offsetting declining enrolment trends found in maturing neighbourhoods.

**Table 5: Projected Elementary Enrolment by Grade**

Year	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
<b>JK</b>	2,083	2,061	2,128	2,188	2,313	2,427	2,550	2,652	2,754	2,835	2,909
<b>SK</b>	2,150	2,200	2,190	2,293	2,388	2,518	2,623	2,728	2,823	2,902	2,977
<b>GR01</b>	2,306	2,196	2,262	2,290	2,427	2,528	2,650	2,738	2,836	2,909	2,982
<b>GR02</b>	2,309	2,381	2,281	2,385	2,448	2,591	2,683	2,787	2,869	2,943	3,010
<b>GR03</b>	2,350	2,364	2,452	2,391	2,528	2,596	2,731	2,804	2,903	2,960	3,030
<b>GR04</b>	2,384	2,398	2,402	2,493	2,420	2,514	2,536	2,629	2,689	2,775	2,834
<b>GR05</b>	2,318	2,388	2,408	2,440	2,554	2,487	2,595	2,610	2,711	2,765	2,843
<b>GR06</b>	2,254	2,338	2,413	2,456	2,511	2,632	2,576	2,681	2,703	2,797	2,843
<b>GR07</b>	2,243	2,289	2,387	2,477	2,546	2,601	2,733	2,675	2,787	2,801	2,889
<b>GR08</b>	2,280	2,285	2,343	2,468	2,577	2,650	2,713	2,841	2,792	2,898	2,902
<b>Total</b>	<b>22,677</b>	<b>22,900</b>	<b>23,266</b>	<b>23,881</b>	<b>24,712</b>	<b>25,544</b>	<b>26,390</b>	<b>27,145</b>	<b>27,867</b>	<b>28,585</b>	<b>29,219</b>
<i>Yearly (+/-)</i>		223	366	615	831	832	846	755	722	718	634
<i>Ratio (+/-)</i>		0.98%	1.60%	2.64%	3.48%	3.37%	3.31%	2.86%	2.66%	2.58%	2.22%

Over the period 2017-18 through 2027-28, the Board's secondary enrolment is projected to increase at an average yearly rate of 2.77% (+372 students) and maintain an average utilization rate of 120%. Growth is seen predominantly in Milton and Halton Hills whereas Burlington and Oakville achieve a more stable projection overall.

Over the period of 2017-18 through 2032-33, the Board's secondary enrolment is projected to increase at an average rate of +2.06% (+245 students) per year and maintain an average utilization rate of 126%

**Table 6: Projected Secondary Enrolment by Grade**

Year	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
<b>GR09</b>	3,090	3,004	2,987	3,118	3,249	3,345	3,418	3,471	3,597	3,527	3,623
<b>GR10</b>	2,863	3,157	3,073	3,079	3,233	3,352	3,447	3,520	3,577	3,700	3,626
<b>GR11</b>	2,901	2,893	3,210	3,137	3,161	3,315	3,426	3,511	3,590	3,642	3,764
<b>GR12</b>	2,862	3,157	3,156	3,499	3,445	3,461	3,618	3,720	3,811	3,886	3,935
<b>GR12B</b>	-	290	307	302	329	509	604	494	504	496	487
<b>ALC</b>	190	190	190	190	190	190	190	190	190	190	190
<b>Total</b>	<b>11,906</b>	<b>12,691</b>	<b>12,923</b>	<b>13,325</b>	<b>13,607</b>	<b>14,172</b>	<b>14,603</b>	<b>14,906</b>	<b>15,269</b>	<b>15,441</b>	<b>15,625</b>
<i>Yearly (+/-)</i>		785	232	402	282	565	431	303	363	172	184
<i>Ratio (+/-)</i>		6.59%	1.83%	3.11%	2.12%	4.15%	3.04%	2.07%	2.44%	1.13%	1.19%



















As demonstrated in 1, Table 5, and Table 6, new development growth Milton, Oakville and Halton Hills is expected to result in enrolment growth for the Board overall during the next ten (10) year period (2017-18 to 2027-28). School enrolment projections by Review Area are available on the Board's School Planning website under [Long-Term Capital Plan](#).




### 2.3 Portable Classroom and Surplus Classroom Analysis

Thirty (30) additional portable classroom units were installed for 2017-18 as a result of enrolment growth in the Board as well, a number of portable classrooms were relocated to accommodate changing enrolment throughout the Region. This is a significant year-over-year increase compared to only six (6) additional portables that were added for the 2016-17 school year.

The majority of student growth occurred in Milton, where twenty-nine (29) new or relocated portable classrooms were added. The growth in portable count in Milton is largely due to the addition of ten (10) portable classrooms each at St. Benedict CES and Jean Vanier CSS due to significant year-over-year increases in enrolment. Burlington added seven (7) portable classrooms at the elementary panel, primarily due to the removal of the port-a-pac at St. Mark CES (CEB3). Halton Hills saw a reduction in portable classrooms across the elementary and secondary panels with one (1) fewer unit. Oakville saw a reduction in portable classrooms with five (5) fewer units, due to declining enrolment at St. Joan of Arc (CE02) and other schools in CE05.

**Table 7: Year-Over-Year Portable Classroom Requirements**



















Municipality	Family of Schools	2016-17 Portable Classrooms		2017-18 Portable Classrooms		Difference	
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Burlington	Assumption	0	0	0	0	 0	 0
	Corpus Christi	3	0	5	0	 +2	 0
	Notre Dame	4	0	9	0	 +5	 0
Halton Hills	Christ the King	17	10	14	12	 -3	 +2
Milton	Bishop Reding	15	25	14	34	 -1	 +9
	Jean Vanier	25	0	36	10	 +11	 +10
Oakville	Holy Trinity	11	0	7	1	 -4	 +1
	St. Ignatius of Loyola	14	0	12	0	 -2	 0
	St. Thomas Aquinas	7	3	7	3	 0	 0
Board Total		96	38	104	60	+8	+22
		134		164		+30	




 - No Change   
 - Decrease in Portable Classrooms   
 - Increase in Portable Classrooms

The number of surplus classrooms for the 2017-18 school year has decreased from the 2016-17 school year from 128 to 110 rooms as a result of the removal of the port-a-pac at St. Mark CES and reducing surplus spaces in the CE04 and CE05 Elementary Review Areas.

Note that projections for North Oakville indicate that St. Gregory the Great CES will meet and exceed available capacity within 3 years. Burlington had the greatest year-over-year change, with thirteen (13) fewer surplus classrooms for the 2017-18 school year than were present in the 2016-17 school year. Table 8 shows the change in surplus classrooms by family of schools for the 2017-18 school year as compared to the 2016-17 school year.

**Table 8: Year-Over-Year Surplus Classrooms**

Municipality	Family of Schools	2016-17 Surplus Classrooms		2017-18 Surplus Classrooms		Difference	
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Burlington	Assumption	20	5	18	2	 -2	 -3
	Corpus Christi	3	10	3	9	 0	 -1
	Notre Dame	8	6	1	6	 -7	 0
Halton Hills	Christ the King	2	0	1	0	 -1	 0
Milton	Bishop Reding	0	0	3	0	 +3	 0
	Jean Vanier	3	5	1	0	 -2	 -5
Oakville	Holy Trinity	12	7	17	6	 +5	 -1
	Loyola	27	6	25	4	 -2	 -2
	St. Thomas Aquinas	14	0	14	0	 0	 0
Board Total		89	39	83	27	-6	-12
		128		110		-18	

 - No Change   
 - Decrease in Surplus Classrooms   
 - Increase in Surplus Classrooms

To contain operating expenses, surplus classrooms are closely monitored by staff. Many surplus classrooms are allocated to schools for program purposes and Board-wide system uses. Remaining surplus classrooms are closed to avoid unnecessary operating costs.



### 3.0 Review Area Analysis by Municipality

Through the Board's [Long-Term Capital Plan](#) website, staff have provided comprehensive information for each elementary and secondary review area as a part of the development of the 2018 Long-Term Capital Plan. The analysis presented in these LTCP review area pages have been used by staff to formulate recommendations for this report. Each review area includes:

- **Review Area Overview:** This section outlines enrolment trends at the review area level, accommodation challenges identified by staff and the overall nature of the community (e.g. mature community vs. new development community). Trends for select schools were identified where they did not conform with overall regional trends and/or specific enrolment trends were notable.
- **Review Area Map:** This section depicts a map for each review area. The map includes all Board facilities, school and study area (patch) boundaries. If study areas (patches) within the review area are directed to schools outside of the review area, then the school boundaries for that entire school catchment is also shown. School boundaries are Regular Track catchments for the 2018-19 school year.
- **2013 LTCP Recommendations and History of Actions:** This section highlights the recommendations made for the review area in the 2013 Long-Term Capital Plan as well as any renewal and capital projects completed at the school since 2013.
- **Enrolment Trends:** This section provides a chart of the historic, projected and forecasted review area enrolments by school along with the total area Functional Building Capacity (FBC)<sup>1</sup> and Total Site Capacity (sum of FBC and current site portable capacity).
- **Enrolment Projections and Facility Utilization:** This section provides the historic enrolment; projected (1-5 year) and forecasted (6-15 year) enrolment projections by school. The FBC, current portable capacity of the site (Port. Cap.) and total site capacity (Site Cap.), which is the sum of the current school building capacity and capacity from the maximum portable classrooms possible on the site based on its current condition. Where enrolment exceeds site capacity, enrolment is highlighted in red. Utilization rates are also provided, which is the ratio of enrolment to FBC. Where the utilization rate is less than 60%, utilization is highlighted in red.
- **Planned and Proposed Major Residential Developments:** This section outlines major residential developments included in the projections for area schools. These developments include data staff have received as a part of development application circulations (e.g. Plan of Subdivisions) and planned and proposed developments through the municipal Official Plan (e.g. Burlington's "Grow Bold"), secondary and tertiary planning processes.
- **Area School Profiles:** This section provides facility, programs and feeders, and community use data for each of the schools within the area. *To be provided as part of the draft LTCP on May 1, 2018.*
- **Renewal Project Timelines:** This section provides renewal timelines outlined in the 2017 Long-Term Facility Renewal Strategy, which focuses on projects over the next 5-year window. In addition, renewal projects planned for 2018 are also provided. This includes projects that address energy efficient lighting systems, mechanical systems, roof replacement, school refresh and accessibility. *To be provided as part of the draft LTCP on May 1, 2018.*

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<sup>1</sup> Functional Building Capacity (FC or FBC) is defined as the available pupil places in a school based on the use of each room in the school and the Ministry defined number of pupil places per room.

- **Potential Community Planning and Facility Partnership Prospects:** This section identifies schools where facility partnership opportunities are available based on Criteria A and B described in be previous section. *To be provided as part of the draft LTCP on May 1, 2018.*
- **Short- and Long-Term Recommendations:** Through the analysis of all of the data from the previous sections of the review area, short-term recommendations were formulated to actions that need to be taken by the Board over the next 1-5 years. Long-term recommendations were also formulated for actions that need to be taken over the 6 to 15-year planning horizon. Actions include future capital projects, program and/or School Boundary Reviews and Pupil Accommodation Reviews. *To be provided as part of the draft LTCP on May 1, 2018.*

As details of each review area provided within these sections of the LTCP, an in-depth discussion of priority review areas will not be provided in this report. Description of each of the review areas are provided on the Board's website under [Long-Term Capital Plan](#), and a full list of recommendations are provided in Section 6.0.

### 3.1 City of Burlington

The City of Burlington has a total of five (5) Elementary Review Areas (ERA) and one (1) Secondary Review Area (SRA). For additional information on these review areas, please visit the below links:

Elementary Review Areas	Secondary Review Areas
<a href="#">CEB1: ERA Profile</a>	<a href="#">CSB1: SRA Profile</a>
<a href="#">CEB2: ERA Profile</a>	
<a href="#">CEB3: ERA Profile</a>	
<a href="#">CEB4: ERA Profile</a>	
<a href="#">CEB5: ERA Profile</a>	

The following subsections will provide an overview of the most notable areas in the City of Burlington that stand out in the overall context of the municipalities long-term enrolment and renewal trends, as well areas that require action on behalf of the Board and staff.

#### 3.1.1 CEB2 – South Burlington Elementary & CEB3 – Tyandaga, Mountainside & Headon Elementary

Enrolment has started to increase in CEB2 due to recent increases in JK cohorts at St. Paul CES, where a significantly higher than average JK cohort has been noticed for 2017-2018. However, it should be noted that at this time, it is uncertain whether similarly high JK cohorts will occur over the next few school years. St. John (B) CES continues to have declining enrolment. Overall enrolment is forecasted to increase in CEB3 largely driven by an increase in enrolment at St. Timothy CES. However, there is expected to be an imbalance in enrolment across schools, with St. Gabriel CES and St. Timothy CES requiring portables over the long-term while Canadian Martyrs CES expected to decline by 16%.

Additional details regarding CEB2 and CEB3 are provided on the Board's website under [Long-Term Capital Plan - Burlington Overview](#).

#### Short-term Recommendation (1-5 year):

- A School Boundary Review should be conducted for CEB2 and CEB3 to balance enrolment across area schools.



### 3.1.2 CSB1 – Burlington Secondary

Enrolment has declined over the last five (5) years but increased for 2017. Overall, enrolment is expected to be relatively stable over the long-term. Assumption CSS is forecasted to exceed FBC over the long-term. If enrolment trends continue at the school, portables may be required in the future.

It should be noted that the portable capacity at the school has yet to be determined, and staff are exploring the potential for increasing building capacity at the school through retrofits.

As Millcroft and Orchard communities mature, enrolment at Corpus Christi CSS will be impacted due to smaller Grade 8 cohorts. Students from Alton and proposed Evergreen community will support enrolment at Corpus Christi CSS in the long-term; however, over 200 surplus pupil places are forecasted at the school by 2032. Notre Dame CSS, is maintaining enrolment, and is being monitored. The International Student Division will continue directing students to these areas of the Board to counterbalance secondary declining enrolment.

Additional details regarding CSB1 are provided on the Board's website under [Long-Term Capital Plan - Burlington Overview](#).

#### Short-term Recommendations (1-5 year):

- Explore potential for renewal works for programming and capacity increases at Assumption CSS.
- Explore potential for program enhancements (e.g. International Student Program) to increase overall enrolment at Corpus Christi CSS.

### 3.2 Town of Halton Hills

The Town of Halton Hills has a total of three (3) Elementary Review Areas (ERA) and one (1) Secondary Review Area (SRA). For additional information on these review areas, please visit the below links:

Elementary Review Areas	Secondary Review Areas
<a href="#">CEH1: ERA Profile</a>	<a href="#">CSH1: SRA Profile</a>
<a href="#">CEH2: ERA Profile</a>	
<a href="#">CEH3: ERA Profile</a>	

The following subsections will provide an overview of the most notable areas in the Town of Halton Hills that stand out in the overall context of the municipality's long-term enrolment and renewal trends, as well areas that require action on behalf of the Board and staff.

#### 3.2.1 CEH1 – Downtown Georgetown, Delrex & Rural Halton Hills East Elementary

Overall, enrolment has been stable within this review area and is expected to be stable over the long-term. However, there are imbalances in enrolment in the two (2) schools. Holy Cross CES cannot accommodate portables on site. The school is forecasted to increase in enrolment to the point that Site Capacity will be exceeded from 2019. This will result in accommodation challenges at the facility over the long-term. It should be noted that Holy Cross CES also has one of the highest renewal needs in the Board (Facility Condition Index<sup>2</sup> of 35%). Meanwhile, St. Francis of Assisi CES is forecasted to gradually decline in enrolment over the long-term.

St. Francis of Assisi CES and Holy Cross CES were the subject of the North Georgetown Modified Pupil Accommodation Review (MPAR) in 2015-16. The approved accommodation plan was seeking to construct a new school on the Berton Boulevard site (Georgetown West CES); however, the Board was unsuccessful in

<sup>2</sup> Facility Condition Index (FCI) is the comparison of identified repair needs of a building to the replacement cost of the building.

accessing funds for this project through the School Consolidation and Closure and Capital Priorities funding rounds in 2016. As was pointed out in the November 21, 2016, Ministry communication to the Board, it appears unlikely that this project will be funded. As such, the Board will no longer request this projects as part of its Capital Priority submissions, and will seek alternative accommodation plans through the Ministry of Education.

Additional details regarding CEH1 are provided on the Board's website under [Long-Term Capital Plan – Halton Hills](#).

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**Short-term Recommendation (1-5 year):**

- Continue to apply for Ministry funding for a replacement facility to address high renewal needs and capacity constraints at Holy Cross CES.

### **3.2.2 CEH2 – Georgetown South, Stewarttown & Vision Georgetown Elementary**

Enrolment has increased within this area over the past five (5) years and is forecast to increase rapidly over the long-term as development in Georgetown South gets completed and development in Vision Georgetown begins. Enrolment pressures will continue to exist at St. Brigid CES as site capacity will continue to be exceeded until additional elementary schools are built.

Vision Georgetown will be a large greenfield development planned for this area. Students will be held at St. Brigid CES until new elementary schools open within that community. The need for one (1) Catholic Elementary School and one (1) JK-Grade 12 school was identified within the area.

Additional details regarding CEH2 are provided on the Board's website under [Long-Term Capital Plan – Halton Hills](#).

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**Short-term Recommendations (1-5 year):**

- Explore potential to increase capacity at St. Brigid CES through conversion of existing space within the school building and/or increasing portable capacity on site. If increasing portable capacity is not viable, explore the potential of further program re-alignments at St. Brigid CES, namely Early French Immersion.
- Once development within Vision Georgetown is initiated, the first elementary school will be required by 2020-21 to accommodate students from new development. This elementary school will form part of a JK-Grade 12 school located along the eastern portions of the Secondary Plan. Timing will be further refined by staff once the Vision Georgetown Secondary Plan is approved by the Town of Halton Hills.

### **3.2.3 CSH1 – Halton Hills & Rural Milton North Secondary**

Enrolment has been increasing at Christ the King CSS over the past five (5) years and is forecasted to continue increasing over the long-term. The school typically sees a high retention of Grade 8 students from feeder schools (near 97%) and sees a modest intake of students from outside of the Board, which increases enrolment at the school. In 2017, 31% of the Grade 9 students did not attend a HCDSB elementary school for Grade 8.

The need for one (1) Catholic Secondary School of approximately 1,000 pupil places (as a part of a JK-Grade 12 school) was identified within the Vision Georgetown area. The new secondary school will also alleviate accommodation pressures at Christ the King CSS when it is expected to open in 2025-26.

Additional details regarding CSH1 are provided on the Board's website under [Long-Term Capital Plan – Halton Hills](#).

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**Short-term Recommendation (1-5 year):**

- Explore potential to increase portable capacity at Christ the King CSS.
- Explore the opportunity of opening the new proposed Secondary School prior to 2025-2026.

### 3.3 Town of Milton

The Town of Milton has a total of seven (7) Elementary Review Areas (ERA) – note that CEM2C and CEM2D as well as CEM3A and CEM3B are combined – and three (3) Secondary Review Areas (SRA) – note CSM2 and CSM3 are also combined. For additional information on these review areas, please visit the below links:

Elementary Review Areas	Secondary Review Areas
<a href="#">CEM1: ERA Profile</a>	<a href="#">CSM1: SRA Profile</a>
<a href="#">CEM2A: ERA Profile</a>	<a href="#">CSM2-3: SRA Profile</a>
<a href="#">CEM2B: ERA Profile</a>	
<a href="#">CEM2C-2D: ERA Profile</a>	
<a href="#">CEM3A-3B: ERA Profile</a>	

The following subsections will provide an overview of the most notable areas in the Town of Milton that stand out in the overall context of the municipality's long-term enrolment and renewal trends, as well areas that require action on behalf of the Board and staff.

#### 3.3.1 CEM1 – Old Milton, Timberlea, Scott & Milton Heights Elementary, CEM2A – Bristol Survey Elementary and CEM3B – Sherwood Survey South Elementary

Overall, enrolment in these mature and recently developed areas of Milton are expected to continue to increase over the long-term. The increase in enrolment is expected to result in capacity constraints at Holy Rosary (Milton), Queen of Heaven, St. Anthony of Padua and St. Benedict Catholic Elementary Schools.

Following the redirection of students from St. Benedict CES to Milton #8 Boyne CES (CEM2D), accommodation pressures continue to exist at the school. Enrolment will exceed Site Capacity over the long-term. The school currently hosts Early French Immersion (EFI) and Extended French Immersion (ExtFI) regional programming. These two (2) programs are projected to account for 42% of the school's total enrolment for 2018.

Meanwhile, enrolment is forecasted to decline in all schools in CEM2A over the long-term. By 2032, St. Peter CES is forecasted to decline 37%, with 177 empty pupil places; Our Lady of Fatima CES is forecasted to decline 27%, with 98 empty pupil places.

Additional details regarding CEM1, CEM2A and CEM2B are provided on the Board's website under [Long-Term Capital Plan – Milton Overview](#).

#### Short-term Recommendations (1-5 year):

- A School Boundary Review should be conducted involving all Milton elementary schools to balance enrolment across Milton in 2018-19. French Immersion programming should also be reviewed at this time to address accommodation challenges at St. Benedict CES (CEM2B).
- Explore potential to increase portable capacity at the Queen of Heaven CES school site to address accommodation pressures at the school.

#### 3.3.2 CEM2C-2D – Boyne & Milton Education Village Elementary

Enrolment is projected to increase significantly over time as development continues in the Boyne Secondary Plan. St. Benedict CES (CEM2B) has been the holding school for students within this area. On November 21, 2016, the Ministry announced that it would fund the Milton #8 Boyne CES that was submitted as part of the 2016 Capital Priorities Business Cases.

The school is expected to open in September 2018. At which point, Milton #8 Boyne CES will become the holding school for certain areas in Boyne until additional Catholic Elementary Schools are introduced in the area. Milton #8 Boyne CES is projected to exceed Site Capacity by 2021. At which point, an additional elementary school will be needed within the community.

Additional details regarding CEM2C-2D are provided on the Board's website under [Long-Term Capital Plan – Milton Overview](#).

#### **Short-term Recommendation (1-5 year):**

- As development proceeds within the Boyne Secondary Plan and Milton Education Village, the next elementary school (Milton #9 or #10 CES) will be required by 2020-21 to accommodate students from new development. Following that the third elementary school (Milton #9 or #10 CES) in Boyne will be required by 2022-23. The timing of development in Walker and Cobden will continue to be monitored to determine whether Milton #9 or #10 CES will be the next school required in Boyne.

### **3.3.3 CEM3A-3B – Milton Urban Expansion Lands & Rural Milton Elementary**

At present, there are currently no schools within these review areas. This review area contains housing that is rural in nature.

However, lands in CEM3A are designated as a part of the Milton Urban Expansion Lands, which will see significant residential development within the medium-term to beyond the 15-year timeframe. Students are being housed at Holy Rosary (M) CES (CEM1), Queen of Heaven CES (CEM1), St. Benedict CES (CEM2B) and St. Peter CES (CEM2A).

The Board has indicated that 5 elementary school sites will be needed to accommodate students within this area. Milton #9 (Walker) CES (CEM2D) and Milton #11 (Bowes) CES (CEM2C) are designated as holding schools for some areas once these schools are introduced. Schools with available space in CEM2A may also act as holding schools for new development within the Milton Urban Expansion Lands due to proximity.

Additional details regarding CEM3A-3B are provided on the Board's website under [Long-Term Capital Plan – Milton Overview](#).

#### **Short-term Recommendation (1-5 year):**

- Once development proceeds within the Milton Urban Expansion Lands (CEM3A), five (5) new elementary schools will be required within the area. Preliminary indicators are that development will be initiated by 2021. As the Town of Milton is currently undergoing secondary planning for the area, timing of new schools will be determined once additional details are available.

### **3.3.4 CSM1 – Old Milton, Bristol Survey North & Rural Milton West Secondary and CSM2-3 – Milton South & Milton Urban Expansion Lands Secondary**

Enrolment has been increasing at Bishop P. F. Reding CSS for the last five (5) years. It is forecasted to continue increasing then stabilize over the built capacity over the long-term. It should be noted that high enrolment in the medium-term may not be accommodated using portables due to potential site restrictions.

On January 19, 2018, the Ministry announced that it would fund a 29-classroom addition and a 4-room Child Care Centre to Bishop P. F. Reding CES that was submitted as part of the 2017 Capital Priorities Business Cases. This will increase the FBC of the school from 912 to 1,542.

Enrolment has been increasing at Jean Vanier CSS (CEM2) since it first opened in 2013 and is forecasted to continue increasing over the long-term. It should be noted that site capacity is projected to be exceeded by 2020.

Both schools see high intake of students from outside of the Board, which increases enrolment. In 2017, 49%-54% of the Grade 9 students did not attend a HCDSB elementary school for Grade 8. These students may be from new development or from co-terminus boards.

Currently there are no secondary schools in CEM3. Students from this review area are being held at Jean Vanier CSS in CEM2. The Boyne East Tertiary Plan does designate a Catholic Secondary School site in CEM3 (Milton #3 CSS). The timing of this school would be contingent upon site acquisition and Ministry funding approvals.

The need for an additional Catholic Secondary School has been identified within the Milton Urban Expansion Lands (CEM3). This would constitute the fourth secondary school for the Town of Milton.

Additional details regarding CSM1 and CSM2-3 are provided on the Board's website under [Long-Term Capital Plan – Milton Overview](#).

#### **Short-term Recommendations (1-5 year):**

- An interim School Boundary Review may be required for one year to address increasing enrolment at Jean Vanier CSS. This review will seek to temporarily redirect students from the current Jean Vanier CSS catchment to Bishop P. F. Reding CSS until Milton #3 CSS is constructed. Enrolment will continue to be monitored.
- As development within the Boyne Secondary Plan continues to proceed, Milton #3 CSS (CSM3) will be required for 2020-21.

### **3.4 Town of Oakville**

The Town of Oakville has a total of six (6) Elementary Review Areas (ERA) and four (4) Secondary Review Areas (SRA). For additional information on these review areas, please visit the below links:

Elementary Review Areas	Secondary Review Areas
<a href="#">CE01 ERA Profile</a>	<a href="#">CS01 SRA Profile</a>
<a href="#">CE02 ERA Profile</a>	<a href="#">CS02 SRA Profile</a>
<a href="#">CE03 ERA Profile</a>	<a href="#">CS03 SRA Profile</a>
<a href="#">CE04 ERA Profile</a>	<a href="#">CS04 SRA Profile</a>
<a href="#">CE05 ERA Profile</a>	
<a href="#">CE06 ERA Profile</a>	

The following subsections will provide an overview of the most notable areas in the Town of Oakville that stand out in the overall context of the municipality's long-term enrolment and renewal trends, as well areas that require action on behalf of the Board and staff.

#### **3.4.1 CE01 – South Oakville & Clearview Elementary**

As a part of the Ministry of Education's School Consolidation Capital (SCC) program, the Ministry approved the construction of the new facility, Oakville South Central CES. High renewal needs at St. Joseph (O) CES and low utilization at St. James CES (below 50%) will be addressed through the school consolidation.

The Ministry has not approved the rebuild/retrofit at St. Dominic CES. The Board will continue to submit this project as a priority capital project, and will explore alternative strategies to meet Ministry and Board targets.

Additional details regarding CE01 are provided on the Board's website under [Long-Term Capital Plan – Oakville Overview](#).

#### **Short-term Recommendation (1-5 year):**

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- Continue to apply for Ministry funding for address renewal needs and rebuild St. Dominic CES to address high renewal needs.

#### **3.4.2 CE02 – West Oak Trails & Bronte Elementary, CE03 – Glen Abbey Elementary, CE04 – College Park & Falgarwood and CE05 – River Oaks & Iroquois Ridge North**

Except for CE03, enrolment has declined in these review areas over the last few years and is forecasted to continue declining over the long-term as communities age and mature. By 2025, St. Joan of Arc, St. John Paul II, and St. Teresa of Calcutta CES are all forecasted to have a utilization rate at or below 60%. These schools combined are forecasted to have 702 surplus pupil places by 2025. The total area is forecasted to have 435 surplus pupil places overall.

The decision to consolidate Holy Family CES with St. Marguerite D'Youville CES (CE05) was rescinded by the Board at its February 20, 2018 Board Meeting. Holy Family CES is forecasted to have utilization rates below 60% by 2021. By 2032, the school is projected to have a total enrolment of 161 students, a utilization rate of 51% and 153 empty pupil places. St. Marguerite D'Youville CES is forecasted to decline below 60% utilization rate over the long-term, with greater than 200 empty pupil places from 2025. The school's Regular Track enrolment is supported by the regional French Immersion program hosted at the school. As such, further action will be required over the long-term if enrolment continues to decline.

Portables will be required at St. Bernadette CES until 2022, while portables will be required at St. Matthew CES over the long-term. It should be noted that accommodation pressures will exist at St. Matthew CES from 2019 to 2022, as enrolment is projected to exceed total Site Capacity.

Additional details regarding CE02, CE03, CE04 and CE05 are provided on the Board's website under [Long-Term Capital Plan – Oakville Overview](#).

#### **Short-term Recommendation (1-5 year):**

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- A School Boundary Review and French Immersion Program Review should be conducted to balance overall enrolment across CE02, CE03, CE04, and CE05, as there is an imbalance in enrolment across schools within these review areas.
- Monitor enrolment at St. Marguerite d'Youville CES and Holy Family CES, and consider undertaking a program/accommodation review to address underutilization.

#### **3.4.3 CE06 – North Oakville Elementary**

The first school within this review area was opened in 2016. Since then, enrolment has increased gradually at the school. Enrolment still remains below 50% utilization regardless of the ongoing growth. Enrolment is projected to increase over time as development continues in North Oakville, however not at the rate that was previously witnessed south of Dundas in the Palermo Area (i.e. St. Mary CES). Trends will be monitored. The Board had identified the need for a total of five (5) Catholic Elementary Schools within the North Oakville East Secondary Plan when it was developed. St. Gregory the Great CES will be the holding school until a second Catholic elementary school is introduced in the area. Additional details regarding CE06 are provided on the Board's website under [Long-Term Capital Plan – Oakville Overview](#).

#### **Short-term Recommendations (1-5 year):**

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- As development proceeds within the North Oakville East Secondary Plan, the next elementary school (North Oakville #4 CES) will be required by 2020-21 to accommodate students from new development.
- Based on enrolment at the time of the review, St. Gregory the Great CES may be included in the French Immersion Program Review for CE02-5.



## 4.0 Potential Partnerships in Underutilized Classrooms Analysis

As per Section 1.2 under the *Administrative Procedure VI-78: Community Planning & Facility Partnerships (CPFP)*, the following factors, where applicable, should be considered in determining the suitability of facilities for partnerships opportunities:

- A) Facilities utilized at 60% or less for 2 consecutive years and/or have 200 or more unused pupil places;
- B) Facilities projected to be 60% utilized or less for the next 5 years and/or have 200 or more projected unused pupil places for at least 5 years from the start of the partnership;
- C) Ability to identify and create a separate, distinct, and contiguous space within the facility, separate from the students;
- D) Facility is not located within an area where a Pupil Accommodation Review has been announced, subject to *Operating Policy I-39*;
- E) Space will not be required in the future for programming or other uses;
- F) Appropriate access to the space;
- G) Parking Availability;
- H) Site use restrictions; and,
- I) Official Plan Designation and/or Zoning Restrictions.

To provide a cursory review, criteria A and B were first reviewed to assess if space was available at current, existing facilities. Utilization rates are presented in each of the LTCP review area sections on the Board's Long-Term Capital Plan webpages ([Long-Term Capital Plan – Burlington Overview](#), [Long-Term Capital Plan – Halton Hills Overview](#), [Long-Term Capital Plan – Milton Overview](#), [Long-Term Capital Plan – Oakville Overview](#)). The following schools met the aforementioned criteria, and are listed in Table 9:

**Table 9: School with Adequate Accommodation for Potential Partnerships**

School Name	CODE	Review Area	FBC	>200 Surplus Spaces	<60% Utilization	Included in MPAR or PAR	Available for CPFP
<b>Burlington</b>							
None of the schools met Criteria A and B.							
<b>Halton Hills</b>							
None of the schools met Criteria A and B.							
<b>Milton</b>							
None of the schools met Criteria A and B.							
<b>Oakville</b>							
St. James CES	STJA	CE01	429	Y (2014)	Y (2013)	PAR implementation underway – opportunity following implementation with the transfer of the Adult Learning Centre.	YES 2020
St. Luke CES	LUKE	CE01	360	-	Y (2021)	N/A	YES 2021
St. Teresa of Calcutta CES	MOTH	CE02	533	Y (2022)	Y (2023)	N/A	YES 2022
Holy Family CES	HLYF	CE04	314		Y (2021)	N/A	YES 2021
St. John (O) CES	JOHO	CE04	245	-	Y (2015)	PAR implementation underway – opportunity for short term leases.	NO
St. Gregory the Great CES	GREG	CE06	671	Y (2016)	Y (2016)	N/A	NO

Based on the information provided above, St. John (O) and St. James Catholic Elementary Schools currently meet both criteria A and B of the Administrative Procedure in having sufficient empty classrooms for potential partnerships. However, both these schools are scheduled to close in 2018 due to school consolidations. Once St. James CES student population is redirected to the newly constructed Oakville South Central CES, surplus space at St. James CES facility might be available for uses compatible with the operation of the Thomas Merton Centre for Continuing Education. Additional uses could be explored that would be synergetic with the future Centre relocation. Note that spaces will not be available at St. James CES until the 2020 school year at the earliest.

Once St. John (O) CES closes in 2018, empty pupil places from that school will be removed from Board stock. Depending on whether the property is declared surplus by the Board, there may be opportunity for leasing the space for either long-term or short term periods.

St. Luke and St. Teresa of Calcutta Catholic Elementary Schools meet CPFP criteria and will be available for community partnerships starting in 2021 and 2022, respectively. On February 20, 2018, the Board of Trustees rescinded the motion to consolidation Holy Family CES with St. Marguerite D'Youville CES in 2020. As such, Holy Family CES will be available for community partnerships starting in 2021.

As a school in a newly developing community, St. Gregory the Great CES is projected to significantly increase in enrolment over the next few years and will exceed school building capacity. Accordingly, long-term partnerships with a community partner are not feasible.

Of the facilities presented above, a total of four (4) viable schools have been identified to potentially house a Community Hub – those highlighted in GREEN will be presented to the Community.

It should be noted that St. Vincent and St. John Paul II Catholic Elementary Schools are on the cusp of meeting the above criteria and may become available in future years. Staff will continue to monitor enrolment.

## **5.0 Conclusion:**

On October 31, 2017, the Halton Catholic District School Board's total enrolment for both elementary and secondary students was 34,583 students. Projections for the next 10 years indicate that enrolment will increase by approximately +2.63% (+1,026 students) per year based on a ten (10) year average.

Growth in the Town of Milton, Oakville, and Halton Hills (Georgetown specifically) continues to provide the Board with significant enrolment avoiding an overall decline in the enrolment of the Board. Nevertheless, as enrolment declines in established neighbourhoods, the Board underutilized pupil places are increasing, which may have a detrimental effect on the Board's overall utilization.

A summary of the Actions and Projects for each Review Area by Municipality is summarized in Section 6.0.

As per the requirements of the *Operating Policy I-37: Community Planning & Facility Partnerships*, staff anticipates scheduling a meeting for early May to present the information contained in this report to the community, anticipated for early May.



## 6.0 Summary of All Actions & Projects by Municipality

### City of Burlington

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#### **CEB2 – South Burlington Elementary & CEB3 – Tyandaga, Mountainside & Headon Elementary**

##### Short-term Recommendation (1-5 year)

- A School Boundary Review should be conducted for CEB2 and CEB3 to balance enrolment across area schools.

#### **CEB4 – Millcroft, Orchard & Alton Elementary**

##### Long-term Recommendation (6-15 year)

- If enrolment continues to decline at St. Christopher CES, explore facility partnership opportunities at the school.

#### **CSB1 – Burlington Secondary**

##### Short-term Recommendations (1-5 year)

- Explore potential for renewal works for programming and capacity increases at Assumption CSS.
- Explore potential for program enhancements (e.g. International Student Program) to increase overall enrolment at Corpus Christi CSS.

##### Long-term Recommendation (6-15 year)

- If enrolment continues to decline at Corpus Christi CSS, explore facility partnership opportunities at the school.

### Town of Halton Hills

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#### **CEH1 – Downtown Georgetown, Delrex & Rural Halton Hills East Elementary**

##### Short-term Recommendation (1-5 year)

- Continue to apply for Ministry funding for a replacement facility to address high renewal needs and capacity constraints at Holy Cross CES.

#### **CEH2 – Georgetown South, Stewarttown & Vision Georgetown Elementary**

##### Short-term Recommendations (1-5 year)

- Explore potential to increase capacity at St. Brigid CES through conversion of existing space within the school building and/or increasing portable capacity on site. If increasing portable capacity is not viable, explore the potential of further program re-alignments at St. Brigid CES, namely Early French Immersion.
- Once development within Vision Georgetown is initiated, the first elementary school will be required by 2020-21 to accommodate students from new development. This elementary school will form part of a JK-Grade 12 school located along the eastern portions of the Secondary Plan. Timing will be further refined by staff once the Vision Georgetown Secondary Plan is approved by the Town of Halton Hills.

##### Long-term Recommendation (6-15 year)

- Following the opening of the first elementary school in Vision Georgetown in 2020-21, the second elementary school will be required for 2025-26. Timing will be further refined by staff once the Vision Georgetown Secondary Plan is approved by the Town of Halton Hills.

#### **CEH3 – Acton, Halton Hills West & Rural Milton North Elementary**

##### Long-term Recommendation (6-15 year)

- If enrolment continues to decline at St. Joseph (A) CES, explore facility partnership opportunities at the school.

## **CSH1 – Halton Hills & Rural Milton North Secondary**

### Short-term Recommendations (1-5 year)

- Explore potential to increase portable capacity at Christ the King CSS.
- Explore the opportunity of opening the new proposed Secondary School prior to 2025-2026.

### Long-term Recommendation (6-15 year)

- Once development within Vision Georgetown is initiated, a new secondary school will be required by 2025-26 to accommodate students from new development and to alleviate enrolment pressures at Christ the King CSS. This secondary school will form part of a JK-Grade 12 school located along the eastern portions of the Secondary Plan. Timing will be further refined by staff once the Vision Georgetown Secondary Plan is approved by the Town of Halton Hills.
- Explore potential for program enhancements and facility partnerships at Christ the King CSS.

## **Town of Milton**

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## **CEM1 – Old Milton, Timberlea, Scott & Milton Heights Elementary, CEM2A – Bristol Survey Elementary and CEM2B – Sherwood Survey South Elementary**

### Short-term Recommendations (1-5 year)

- A School Boundary Review should be conducted involving all Milton elementary schools to balance enrolment across Milton in 2018-19. French Immersion programming should also be reviewed at this time to address accommodation challenges at St. Benedict CES (CEM2B).
- Explore potential to increase portable capacity at the Queen of Heaven CES school site to address accommodation pressures at the school.

### Long-term Recommendation (6-15 year)

- It should be noted that schools with available capacity within CEM2A may hold students from the Milton Urban Expansion Lands (CEM3A) due to its proximity to the area.

## **CEM2C-2D – Boyne & Milton Education Village Elementary**

### Short-term Recommendations (1-5 year)

- As development proceeds within the Boyne Secondary Plan and Milton Education Village, the next elementary school (Milton #9 or #10 CES) will be required by 2020-21 to accommodate students from new development. Following that the third elementary school (Milton #9 or #10 CES) in Boyne will be required by 2022-23. The timing of development in Walker and Cobden will continue to be monitored to determine whether Milton #9 or #10 CES will be the next school required in Boyne.

### Long-term Recommendation (6-15 year)

- As development proceeds within the Boyne Secondary Plan and Milton Urban Expansion Lands, the fourth elementary school (Milton #11 CES) will be required by 2024-25 to accommodate students from new development. It should be noted that schools with available capacity within CEM2A may also hold students from the Milton Urban Expansion Lands (CEM3A) due to its proximity to the area, which may impact the timing of Milton #11 CES.

## **CEM3A-3B – Milton Urban Expansion Lands & Rural Milton Elementary**

### Short-term Recommendations (1-5 year)

- Once development proceeds within the Milton Urban Expansion Lands (CEM3A), 5 new elementary schools will be required within the area. Preliminary indicators are that development will be initiated by 2021. As the Town of Milton is currently undergoing secondary planning for the area, timing of new schools will be determined once additional details are available.

#### Long-term Recommendation (6-15 year)

- Development in CEM3A will result in the need for new elementary schools within the area. As the Town of Milton is currently undergoing secondary planning for the area, timing of new schools will be determined once additional details are available.

### **CSM1 – Old Milton, Bristol Survey North & Rural Milton West Secondary and CSM2-3 – Milton South & Milton Urban Expansion Lands Secondary**

#### Short-term Recommendations (1-5 year)

- An interim School Boundary Review may be required for one year to address increasing enrolment at Jean Vanier CSS. This review will seek to temporarily redirect students from the current Jean Vanier CSS catchment to Bishop P. F. Reding CSS until Milton #3 CSS is constructed. Enrolment will continue to be monitored.
- As development within the Boyne Secondary Plan continues to proceed, Milton #3 CSS (CSM3) will be required for 2020-21.

#### Long-term Recommendation (6-15 year)

- Once development proceeds within the Milton Urban Expansion Lands (CSM3), a new secondary school will be required within the area. Preliminary indicators are that development will be initiated by 2021. As the Town of Milton is currently undergoing secondary planning for the area, timing of the new school will be determined once additional details are available.

## **Town of Oakville**

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### **CE01 – South Oakville & Clearview Elementary**

#### Short-term Recommendations (1-5 year)

- Continue to apply for Ministry funding to address renewal needs and rebuild St. Dominic CES to address high renewal needs.
- Identify St. Luke CES as available for Community Planning and Facility Partnerships starting in 2021.

#### Long-term Recommendation (6-15 year)

- If enrolment continues to decline at St. Vincent CES, explore facility partnership opportunities at the school.

### **CE02 – West Oak Trails & Bronte Elementary, CE03 – Glen Abbey Elementary, CE04 – College Park & Falgarwood Elementary, and CE05 – River Oaks & Iroquois Ridge North Elementary**

#### Short-term Recommendations (1-5 year)

- A School Boundary Review and French Immersion Program Review should be conducted to balance overall enrolment across CE02-5, as there is an imbalance in enrolment across schools within these review areas.
- Identify St. Teresa of Calcutta CES as available for Community Planning and Facility Partnerships starting in 2022.
- Identify Holy Family CES as available for Community Planning and Facility Partnerships starting in 2021.
- Monitor enrolment at St. Marguerite D'Youville CES and Holy Family CES, and consider undertaking a program/accommodation review to address underutilization.

#### Long-term Recommendation (6-15 year)

- If enrolment continues to decline at St. Joan of Arc and St. John Paul II Catholic Elementary Schools, explore facility partnership opportunities at the school.
- If enrolment continues to decline at St. Marguerite D'Youville CES, explore facility partnership opportunities at the school.

- If the School Boundary Review and French Immersion Program review and availability of Holy Family CES for Community Planning and Facility Partnerships do not result in a reduction in empty pupil places and increased utilization of Holy Family CES and St. Marguerite D'Youville CES (CE05), a Pupil Accommodation Review involving CEO4 and CEO5 may be required.

### **CE06 – North Oakville Elementary**

#### Short-term Recommendations (1-5 year)

- Based on enrolment at the time of the review, St. Gregory the Great CES may be included in the French Immersion Program Review for CEO2-5.
- As development proceeds within the North Oakville East Secondary Plan, the next elementary school (North Oakville #4 CES) will be required by 2020-21 to accommodate students from new development.

#### Long-term Recommendation (6-15 year)

- As development proceeds within the North Oakville East Secondary Plan, the third elementary school (North Oakville #3 or #5 CES) in North Oakville will be required by 2025-26 to accommodate students from new development. The fourth elementary school (North Oakville #1, #3 or #5 CES) in North Oakville will be required by 2030-31. The fifth elementary school (North Oakville #1 or #5 CES) in North Oakville will be required after 2032. The timing of development within certain neighbourhoods of North Oakville will continue to be monitored to determine the order that North Oakville #1, #3 and #5 CES will be the required.

### **CS01 – South Oakville & Clearview Secondary, CS02 – West Oak Trails, Bronte & Glen Abbey Secondary, CS03 – College Park, River Oaks & Iroquois Ridge Secondary, and CS04 – North Oakville Secondary**

#### Short-term Recommendations (1-5 year)

- Continue to monitor enrolment and program offering at the school.

#### Long-term Recommendation (6-15 year)

- Enrolment should be monitored to identify the need for a new secondary school in North Oakville (North Oakville #1 CSS).

#### **REPORT PREPARED BY:**

D. GUNASEKARA

PLANNING OFFICER, PLANNING SERVICES

C. ABRAHAMS

ADMINISTRATOR OF CAPITAL PROJECTS, FACILITY MANAGEMENT SERVICES

F. THIBEAULT

SENIOR ADMINISTRATOR, PLANNING SERVICES

#### **SUBMITTED BY:**

R. NEGOT

SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

R. MERRICK

SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

#### **REPORT APPROVED BY:**

P. DAWSON

DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## POLICY COMMITTEE MEETING MINUTES

Date: February 27, 2018  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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

Regrets:

Staff Present: P. Dawson, Director of Education  
T. Overholt, Superintendent of Education, School Services  
J. O'Hara, Executive Officer, Human Resources  
C. McGillicuddy, Superintendent of Education, School Services

Recording Secretary: J. Neuman

### 1. Call to Order

#### 1.1 Opening Prayer (S. Trites)

The meeting began at 7:02 p.m. with a prayer led by S. Trites.

### 2. Approvals

#### 2.1 Approval of Agenda

**P#24/18**

**Moved by:** A. Iantomasi

**Seconded by:** S. Trites

**THAT**, the agenda be approved.

**UNANIMOUSLY CARRIED**

#### 2.2 Approval of Minutes (January 23, 2018 Policy Committee Meeting)

**P#25/18**

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

**Seconded by:** J. Michael

**THAT**, the minutes of the Policy Committee Meeting held on January 23, 2018 be approved, as submitted.

**UNANIMOUSLY CARRIED**

### 3. Action Items

#### 3.1 Policy II-26 Managing Student Risk in Interschool Sports (T. Overholt)

Revisions to Policy II-26 were reviewed. Changes were made to include current practices; as well the new Halton Catholic Athletic Association (HCAA) replaced the Halton Secondary School Athletic Association (HSSAA).

**P#26/18**

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

**Seconded by:** S. Trites

**THAT**, the Policy Committee recommends that Policy II-26 Managing Student Risk in Interschool Sports, be forwarded to the March 6, 2018 Regular Board Meeting for approval.

Questions for clarification were asked and answered.

A. Quinn arrived at 7:05 pm

The Chair called for a vote. Recommendation **P#26/18 CARRIED**

In Favor	Abstained
H. Karabela	A. Quinn
A. Iantomasi	
J. Michael	
S. Trites	
D. Rabenda	
A. Danko	
J. M. Rowe	

### 3.2 Policy II-28 Alcohol, Tobacco and Drug Abuse in Schools (T. Overholt)

Policy II-28 was reviewed. Minor amendments were suggested for the policy which include the addition of references and the use of electronic cigarettes.

**P#27/18**

**Moved by:** A. Iantomasi

**Seconded by:** D. Rabenda

**THAT,** the Policy Committee recommends that Policy II-28 Alcohol, Tobacco and drug Education in Schools, be forwarded, along with amendments, to the March 6, 2018 Regular Board Meeting for approval.

Questions regarding the Board's drug awareness program and drug overdose kits in schools were asked and answered.

The Chair called for a vote. Recommendation **P#27/18 UNANIMOUSLY CARRIED**

### 3.3 Policy III-01 Grievance Procedures - Non-Unionized Group Members (J. O'Hara, T. Overholt)

Policy III-01 was reviewed. Minor changes were made for grammatical reasons; and some formatting changes were included.

**P#28/18**

**Moved by:** A. Quinn

**Seconded by:** S. Trites

**THAT,** the Policy Committee recommends that Policy III-01 Grievance Procedures Non-Unionized Employee Group Members be forwarded to the March 6, 2018 Regular Board Meeting for approval.

A typographical error will be corrected before the policy is presented at the upcoming Board Meeting.

The Chair called for a vote. Recommendation **P#28/18 UNANIMOUSLY CARRIED**

### 3.4 Rescind - Policy III-09 Human Immunodeficiency Virus (HIV) (T. Overholt)

Policy III-09 was reviewed and recommended to be rescinded. It was noted that the policy was created in 1994 and has not been reviewed since. Of note: a protocol is in place with the Health Department regarding reportable diseases; as well as Legislation regarding privacy of information of staff and students must be followed for health information..

**P#29/18**

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

**Seconded by:** A. Danko

**THAT,** the Policy Committee recommends that Policy III-09 Human Immunodeficiency Virus (HIV) be forwarded to the March 6, 2018, Regular Board Meeting to be rescinded.

The Chair called for a vote. Recommendation **P#29/18 UNANIMOUSLY CARRIED**

#### 4. Discussion Items

##### 4.1 Executive Compensation Policy

The chair introduced the discussion of the Executive Compensation Policy; and the framework of the policy was shared with Trustees for further review.

The following was discussed:

- Trustees made suggestions for additions and deletions.
- It was recommended to seek legal council to ensure no violation of common law.
- Current hiring structure was noted.
- Contradictions were noted

The Chair will make revisions and bring back to the April Policy Committee Meeting as discussion. It was noted that a Working Group meeting may be proposed in the future.

It was suggested that Trustees seek Legal/HR advice as part of process following next discussion.

##### 4.2 Policy I-40 Performance Appraisal of Director of Education

The chair opened the floor for discussion. The current director's opinion was solicited. The Director will bring revision suggestions to the April Policy Committee Meeting.

J. M. Rowe thanked the Director and J. O'Hara for offering to assist with the policy writing process for the Executive Compensation Policy and the Performance Appraisal Policy.

#### 5. Information Items

##### 5.1 Tentative Upcoming Agenda Items (April 10, 2018)

5.1.1 Policy II-15 International Languages Elementary Program (A. Prkacin, C. McGillicuddy)

5.1.2 Policy II-31 Risk Management - First Aid (T. Overholt, K. George)

5.1.3 Policy II-33 Safe Arrival at School Program (School Services)

5.1.4 Policy II-38 Educational Research - Surveys and Pilot Projects (L. Collimore)

5.1.5 Policy II-43 Voluntary, Confidential, Self-Identification of First Nation, Metis and Inuit Students (A. Prkacin)

5.1.6 Discussion Items (possible Action Items)

5.1.6.1 Executive Compensation Policy

5.1.6.2 Policy I-40 Performance Appraisal of Director of Education

5.1.7 Information Items

5.1.7.1 Administrative Procedure VI-25 Educational Research (L. Collimore)

5.1.7.2 Administrative Procedure VI-58 Parent Notification System (A. Swinden)

T. Overholt reviewed the upcoming agenda items and asked Trustees to consider adding Policy V-04 to be brought forward to the next Policy Committee Meeting to include the recent Board Resolution #61/18.

Discussion ensued.

The chair took a poll

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

It was decided that the policy would not be brought forward to the next Policy Committee Meeting for review.

#### 6. Miscellaneous Information

There was no miscellaneous information.

**7. Correspondence**

There was no correspondence.

**8. In Camera**

There was no In Camera Session.

**9. New Business**

There was no new business.

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

All trustees were present

**11. Motion to Adjourn/ Closing Prayer (A. Danko)**

***P#30/18***

***Moved by:*** A. Quinn

***Seconded by:*** S. Trites

***THAT*** the meeting adjourn

***UNANIMOUSLY CARRIED***

A. Danko closed meeting with prayer at 8:33 pm.





Please Reply to  
TED ARNOTT MPP  
181 St. Andrew Street East  
2nd Floor  
Fergus, Ontario  
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*Wellington-Halton Hills Provincial Riding Office  
Fergus, Ontario*

*April 3<sup>rd</sup>, 2018*

*Ms. Diane Rabenda  
Chair  
Halton Catholic District School Board  
802 Drury Lane, P.O. Box 5308  
Burlington, Ontario  
L7R 2Y2*

*Dear Ms. Rabenda,*

*Congratulations on receiving funding from the Provincial Government for the 2017-2018 school year for Adult Non-Credit Language Training to support the delivery of English and French as a Second Language programs to adult immigrants.*

*I was pleased to learn of this financial assistance from the Province of Ontario.*

*Please pass along my congratulations and best wishes to the Board and Staff of the Halton Catholic District School Board.*

*Sincerely*

*Ted Arnott, MPP  
Wellington-Halton Hills*

*TA:jb*



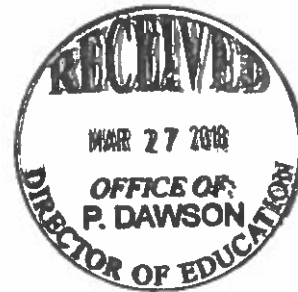
# Halton District School Board

Stuart Miller, *Director of Education*

Andréa Grebenc, *Chair of the Board*

March 22, 2018

Director of Education  
Halton Catholic District School Board  
802 Drury Lane  
Burlington, ON  
L7R 2Y2



Dear Ms. Paula Dawson:

Please find attached a copy of the Halton District School Board's 2018 Trustee Determination and Distribution report, as approved by the Board of Trustees on Wednesday, March 21, 2018.

Below are the motions approved by the Board at the regular meeting of the above date:

M18-0060 R. Papin / A. Harvey Hope

Be it resolved that the Halton District School Board designate no areas within its jurisdiction as low population areas, for the purpose of trustee determination and distribution.

**Carried Unanimously.**

M18-0061 L. Reynolds / K. Amos

Be it resolved that the Halton District School Board approve the Trustee Determination (Appendix A) and Trustee Distribution (Appendix B) templates as appended to Report 18043, noting the change to 338,910 to reflect the Board's electoral Group Population (Figure A).

**Carried Unanimously.**

M18-0062 A. Collard / L. Reynolds

Be it resolved that the Halton District School Board approve the determination of electoral quotient by ward as follows, as described in Report 18043: Option 1 for Burlington.

**Carried Unanimously.**

#### *Burlington Option 1: Status Quo*

- The current distribution of trustees in place for Burlington would remain.
- The first geographic area would include Wards 1 and 2, where the total quotient would be 1.184.
- The second geographic area would include Wards 3 and 6, where the total quotient would be 1.179.
- The third geographic area would be Ward 4, where the total quotient would be 0.813.
- The fourth geographic area would be Ward 5, where the total quotient would be 0.705.
- In this option, only one geographic area exceeds the 20% variance.

M18-0063 K. Amos / T. Ehl Harrison

Be it resolved that the Halton District School Board approve the determination of electoral quotient by ward as follows, as described in Report 18043: Option 5 for Oakville.

**Carried Unanimously.**

#### *Oakville Option 5:*

- This option proposes the redistribution of geographic areas. Distribution of four trustees for Oakville would continue.
- The first geographic area would include Wards 1 and 2, where the total quotient for this area would be 1.181.
- The second geographic area would include Wards 3 and 6, where the total quotient would be 1.102.
- The third geographic area would be Ward 4, where the total quotient would be 0.790.
- The fourth geographic area would be Wards 5 and 7, where the total quotient would be 0.828.
- In this option, the quotient per trustee is well within the variance of 20%, except Ward 4.

---

Mail: J.W. Singleton Education Centre • P.O. Box 5005, Stn. LCD 1, Burlington, Ontario L7R 3Z2

Deliveries: JW Singleton Education Centre • 2050 Guelph Line, Burlington, Ontario L7P 5A8

Phone: (905) 335-3663 • 1-877-618-3456

Fax: (905) 335-9802

www.hdsb.ca

M18-0064

D. Danielli / K. Graves

Be it resolved that the Halton District School Board approve the determination of electoral quotient by ward as follows, as described in Report 18043: Option 3 for Milton.

**Carried Unanimously.**

*Milton Option 3:*

- This option proposes the redistribution of geographic areas. Distribution of two trustees for Milton would continue.
- The first geographic area would include Wards 1 and 2, where the total quotient for this area would be 1.181.
- The second geographic area would include Wards 3 and 4, where the total quotient would be 0.802. In this option, the quotient per trustee is within the variance of 20%,

M18-0065

K. Amos / R. Papin

Be it resolved that the Halton District School Board approve the determination of electoral quotient by ward as follows, as described in Report 18043: Option 1 for Halton Hills.

**Carried Unanimously.**

*Halton Hills Option 1: Status Quo*

- Retain the current distribution of trustees allocated for Halton Hills (1).
- The quotient for the Halton Hills geographic area is 1.234, which exceeds the 20% variance as suggested by legal counsel.

M18-0066

K. Amos / T. Ehl Harrison

Be it resolved that the Halton District School Board designate the Town of Oakville as the lead municipality.

**Carried Unanimously.**

Should you have any questions, please don't hesitate to contact the Director's Office at the Halton District School Board. Thank you.

Sincerely,



Stuart Miller  
Director of Education  
Halton District School Board

*attachments*

# Halton District School Board

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Report Number: 18043

Date: March 1, 2018

**FOR DECISION**

TO: The Chair and Members of the Halton District School Board  
FROM: S. Miller, Director of Education  
RE: **Trustee Determination and Distribution Report**

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## **Background**

Under *Ontario Regulation 412/00* of the *Education Act*, school boards are responsible for trustee determination and distribution (D&D) calculations. Boards are required, by April 3, 2018, to file a "Trustee Determination and Distribution Report" with these decisions. The "determination" portion of the decision ascertains the overall allocation of trustees for the entire region, whereas the "distribution" specifies the geographic areas within the region and the trustee positions to be elected within these regions.

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## **RECOMMENDATION**

*Be it resolved that the Halton District School Board designate no areas within its jurisdiction as low population areas, for the purpose of trustee determination and distribution.*

---

## **RECOMMENDATION**

*Be it resolved that the Halton District School Board approve the Trustee Determination (Appendix A) and Trustee Distribution (Appendix B) templates as appended to Report 18043.*

---

## **RECOMMENDATION**

*Be it resolved that the Halton District School Board approve the determination of electoral quotient by ward as follows, as described in Report 18043:*

- *Option \_\_\_\_ for Burlington;*
- *Option \_\_\_\_ for Oakville;*
- *Option \_\_\_\_ for Milton;*
- *Option \_\_\_\_ for Halton Hills, and*

*THAT the Town of Oakville be designated as the lead municipality.*

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## **Discussion:**

In meeting the Board's obligation under *Ontario Regulation 412/00* of the *Education Act*, trustees must pass motions indicating trustee determination and distribution (D&D) for the upcoming term. There are three components to the D&D calculations:

- Ontario Regulation 412/00
- Municipal Property Assessment Corporation (MPAC) Population of Electoral Groups (PEG) report
- Board resolution re: low population areas

## **Determination:**

*Ontario Regulation 412/00* determines the number of trustees on a board, based on the principle of representation by population (referred to as "trustee determination").

The MPAC report establishes the electoral population, as of February 15, 2018, for the Halton District School Board at 338,910.

# Halton District School Board

This allocates 11 trustees for the Halton District School Board according to "Table 2" in Ontario Regulation 412/00 (*also see Appendix A*).

*Ontario Regulation 412/00 Table 2*

Total Population of Electoral Group	Number of Members
Less than 30,000 persons	5
30,000 to 44,999 persons	6
50,000 to 59,999 persons	7
60,000 to 99,999 persons	8
100,000 to 149,999 persons	9
150,000 to 249,999 persons	10
<b>250,000 to 399,999 persons</b>	<b>11</b>
400,000 to 999,999 persons	12
1,000,000 to 1,499,999 persons	17
1,500,000 persons or more	22

## ***Distribution:***

The regulation also provides the calculation for how those trustees are distributed throughout the specified geographic area (referred to as "*trustee distribution*"). Attached to *Ontario Regulation 412/00* are several tables which contain information used in the D&D calculations. Using the MPAC data and these tables, trustee distribution is established, and a decision made regarding whether a board has a designated low population area.

According to the Regulation, school boards can designate areas within its jurisdiction as low population areas to allow for greater representation to an area than would be accorded by a strict representation-by-population approach. Designating areas as low population areas affects the calculation of trustee distribution; however designating low population areas does not affect the total number of trustees for a board.

A Board resolution is required by boards (by March 31, 2018) stating either that no areas in the Board's jurisdiction have been designated as low population areas, or alternatively, a resolution identifying which areas have been designated as low population areas.

It is recommended the Halton District School Board not designate any low population areas, thereby basing the determination and distribution of trustees on representation-by-population, and those calculations as outlined in *Ontario Regulation 412/00*.

This calculation sets out the following trustee allocation by municipality (*also see Appendix B*):

Municipality	Population	Electoral Quotient	Trustee Allocation
Oakville	120,197	3.901	4
Burlington	119,585	3.881	4
Milton	61,117	1.984	2
Halton Hills	38,011	1.234	1

The intent of the Regulation is outlined in the Ministry of Education's "Trustee Determination and Distribution Guide" which directs "The sum of the electoral quotients in each geographic area should be as close as possible to a whole number."

The calculation for the determination of electoral quotient is based upon MPAC data (registered public supporters/constituents). Those results are summarized in Appendix C, outlining the electoral quotients for each ward within its respective municipality. This does not necessarily factor in the number of schools or students, and therefore workload. The calculation is based on the relative number of electors as reported by MPAC in its PEG report.

# Halton District School Board

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The Ministry of Education's "Trustee Determination and Distribution Guide" also states: "The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area."

For the 2014 Trustee Determination and Distribution Report, the Board's legal counsel, Miller Thomson, was consulted as to whether school board geographic areas for trustee representation need to have a similar population size, which is still applicable today. The response from legal counsel regarding this matter states:

*"...a democratic system, representation is based on representation by population, whereby each person's should be relatively equal; or, that each elected official should represent a similar number of electors."*

This is confirmed in Ontario Regulation 412/00, subsection 4(4)(4) which states: "*Representation should not deviate unduly from the principle of representation by population*".<sup>1</sup>

Miller Thomson also suggested that "effective representation" allows for differences or variances in the number of electors each trustee represents. The legal opinion states:

*"...if variances get too large and no clear, objective reasons support the differences, effective representation is not attained."*

*"...if trustee areas vary in population by approximately 10%, effective representation can be typically assured without further consideration. At 15% effective representation is likely, but some explanation is required. At 20%, the margins of effective representation are being strained. At 25% population variance between trustee areas, effective representation is more difficult to assert."*

Staff has prepared options for trustee distribution. These include status quo and various options related to discrepancies in effective representation, where variances are greater than 20% (ie greater than a 1.20 quotient and less than a 0.80 quotient per trustee). More specifically, the objective in these options is to achieve a quotient of 1.00 per trustee. The options are also listed in Appendix D (ward maps are also included).

## **Burlington:**

### *Option 1: Status Quo*

- The current distribution of trustees in place for Burlington would remain.
- The first geographic area would include Wards 1 and 2, where the total quotient would be 1.184.
- The second geographic area would include Wards 3 and 6, where the total quotient would be 1.179.
- The third geographic area would be Ward 4, where the total quotient would be 0.813.
- The fourth geographic area would be Ward 5, where the total quotient would be 0.705.
- In this option, only one geographic area exceeds the 20% variance.

### *Option 2:*

- This option proposes the redistribution of geographic area. Distribution of four trustees for Burlington would continue.
- The first geographic area would include Wards 1 and 3, where the total quotient would be 1.121.
- The second geographic area would include Wards 2 and 6, where the total quotient would be 1.241.
- The third geographic area would be Ward 4, where the total quotient would be 0.813.
- The fourth geographic area would be Ward 5, where the total quotient would be 0.705.
- This option would have two of the four geographic areas exceeding the 20% variance.

# Halton District School Board

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## *Option 3:*

- This option proposes the redistribution of geographic area. Distribution of four trustees for Burlington would continue.
- The first geographic area would include Wards 1 and 3, where the total quotient would be 1.121.
- The second geographic area would include Wards 2 and 4, where the total quotient would be 1.403.
- The third geographic area would be Ward 5, where the total quotient would be 0.705.
- The fourth geographic area would be Ward 6, where the total quotient would be 0.652.
- This option would have three of the four geographic areas exceeding the 20% variance.

## *Option 4:*

- This option proposes the redistribution of geographic area. Distribution of four trustees for Burlington would continue.
- The first geographic area would include Ward 1 where the total quotient would be 0.594.
- The second geographic area would include Wards 2 and 3, where the total quotient would be 1.117.
- The third geographic area would be Wards 4 and 6, where the total quotient would be 1.465.
- The fourth geographic area would be Ward 5, where the total quotient would be 0.705.
- This option would also have three of the four geographic areas exceeding the 20% variance.

## *Option 5:*

- This option proposes the redistribution of geographic area. Distribution of four trustees for Burlington would continue.
- The first geographic area would include Wards 1 and 2, where the total quotient would be 1.184.
- The second geographic area would include Wards 3 and 4, where the total quotient would be 1.340.
- The third geographic area would be Ward 5, where the total quotient would be 0.705.
- The fourth geographic area would be Ward 6, where the total quotient would be 0.652.
- This option would also have three of the four geographic areas exceeding the 20% variance.

## *Option 6*

- This option proposes the creation of two geographic areas, where two trustees would be elected from each area. Distribution of four trustees for Burlington would continue.
- The first geographic area would include Wards 1, 2 and 4, where the total quotient for the area would be 1.997. When divided by 2 (for the total number of trustees representing that area), the quotient per trustee would be 0.998.
- The second geographic area would include Wards 3, 5 and 6, with a total quotient of 1.884. When divided by 2 (for the total number of trustees representing the area), the quotient per trustee is 0.942.
- In this option, the quotient per trustee approaches the quotient of 1.0, well within the variance of 20%.
- This option would also ensure geographic continuity as boundaries for these areas would be contiguous.

## *Option 7:*

- This option also proposes the creation of two geographic areas, where two trustees would be elected from each area. Distribution of four trustees for Burlington would continue.
- The first geographic area would include Wards 1, 3 and 4 where the total quotient for the area would be 1.935. When divided by 2 (for the total number of trustees representing that area), the quotient per trustee would be 0.967.

# Halton District School Board

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- The second geographic area would include Wards 2, 5 and 6, with a total quotient of 1.947. When divided by 2 (for the total number of trustees representing the area), the quotient per trustee is 0.973.
- In this option, the quotient per trustee approaches the quotient of 1.0, well within the variance of 20%.
- This option would also ensure geographic continuity as boundaries for these areas would be contiguous.

## **Oakville**

A new Ward has been added in Oakville resulting a total of seven Wards for the entire municipality

### *Option 1:*

- This option proposes the redistribution of geographic areas. Distribution of four trustees for Oakville would continue.
- The first geographic area would include Wards 1 and 2, where the total quotient for this area would be 1.181.
- The second geographic area would include Wards 3 and 7, where the total quotient would be 0.696.
- The third geographic area would be Ward 4, where the total quotient would be 0.790.
- The fourth geographic area would be Wards 5 and 6, where the total quotient would be 1.234.
- Three of the four geographic areas exceed the 20% variance, Ward 7 will continue to see significant population growth in the coming years as a result of residential development planned for North Oakville.

### *Option 2:*

- This option proposes the redistribution of geographic areas. Distribution of four trustees for Oakville would continue.
- The first geographic area would include Wards 1 and 3, where the total quotient for this area would be 1.135.
- The second geographic area would include Wards 2 and 6, where the total quotient would be 1.148.
- The third geographic area would be Wards 4 and 7, where the total quotient would be 0.945.
- The fourth geographic area would be Ward 5, where the total quotient would be 0.673.
- In this option, the quotient per trustee is well within the variance of 20%, except Ward 5.

### *Option 3:*

- This option proposes the redistribution of geographic areas. Distribution of four trustees for Oakville would continue.
- The first geographic area would include Wards 1 and 6, where the total quotient for this area would be 1.156.
- The second geographic area would include Wards 2 and 3, where the total quotient would be 1.127.
- The third geographic area would be Wards 4 and 7, where the total quotient would be 0.945.
- The fourth geographic area would be Ward 5, where the total quotient would be 0.673.
- In this option, the quotient per trustee approach is well within the variance of 20%, except Ward 5.

### *Option 4:*

- This option proposes the redistribution of geographic areas. Distribution of four trustees for Oakville would continue.
- The first geographic area would include Wards 1 and 6, where the total quotient for this area would be 1.156.
- The second geographic area would include Wards 2 and 3, where the total quotient would be 1.127.



# Halton District School Board

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## *Option 4 (cont'd):*

- The third geographic area would be Ward 4, where the total quotient would be 0.790.
- The fourth geographic area would be Wards 5 and 7, where the total quotient would be 0.828.
- In this option, the quotient per trustee is well within the variance of 20% except Ward 4.

## *Option 5:*

- This option proposes the redistribution of geographic areas. Distribution of four trustees for Oakville would continue.
- The first geographic area would include Wards 1 and 2, where the total quotient for this area would be 1.181.
- The second geographic area would include Wards 3 and 6, where the total quotient would be 1.102.
- The third geographic area would be Ward 4, where the total quotient would be 0.790.
- The fourth geographic area would be Wards 5 and 7, where the total quotient would be 0.828.
- In this option, the quotient per trustee is well within the variance of 20% , except Ward 4.

## *Option 6:*

- This option proposes the creation of two geographic areas with two trustees elected from each area. Distribution of four trustees for Oakville would continue.
- The first geographic area would include Wards 1, 2 and 4. The total quotient for this area would be 1.971, and when divided by 2 (for the total number of trustees representing that area), the quotient per trustee would be 0.985.
- The second geographic area would include Wards 3, 5, 6 and 7, where the total quotient would be 1.930. When divided by 2 (for the total number of trustees representing that area), the quotient per trustee would be 0.985.
- In this option, the quotient per trustee is well within the variance of 20% for both geographic areas.

## *Option 7:*

- This option proposes the creation of two geographic areas with two trustees elected from each area. Distribution of four trustees for Oakville would continue.
- The first geographic area would include Wards 1, 2, 4 and 7. The total quotient for this area would be 2.126, and when divided by 2 (for the total number of trustees representing that area), the quotient per trustee would be 1.063.
- The second geographic area would include Wards 3, 5 and 6, where the total quotient would be 1.775. When divided by 2 (for the total number of trustees representing that area), the quotient per trustee would be 0.8875.
- In this option, the quotient per trustee is well within the variance of 20% for both geographic areas.

## **Milton**

The Town of Milton has reorganized the wards in the municipality, resulting in the number of wards being reduced from 8 to 4 effective for the 2018 municipal election.

## *Option 1:*

- This option proposes the redistribution of geographic areas. Distribution of two trustees for Milton would continue.
- The first geographic area would include Wards 1 and 3, where the total quotient for this area would be 0.985.
- The second geographic area would include Wards 2 and 4, where the total quotient would be 0.999.
- In this option, the quotient per trustee is well within the variance of 20% for both geographic areas.

# Halton District School Board

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## *Option 2:*

- This option proposes the redistribution of geographic areas. Distribution of two trustees for Milton would continue.
- The first geographic area would include Wards 1 and 4, where the total quotient for this area would be 0.927.
- The second geographic area would include Wards 2 and 3, where the total quotient would be 1.057.
- Both of the geographic areas are within the 20% variance,

## *Option 3:*

- This option proposes the redistribution of geographic areas. Distribution of two trustees for Milton would continue.
- The first geographic area would include Wards 1 and 2, where the total quotient for this area would be 1.181.
- The second geographic area would include Wards 3 and 4, where the total quotient would be 0.802. In this option, the quotient per trustee is within the variance of 20%,

## **Halton Hills**

### *Option 1: Status Quo*

- Retain the current distribution of trustees allocated for Halton Hills (1).
- The quotient for the Halton Hills geographic area is 1.234, which exceeds the 20% variance as suggested by legal counsel.

## **Conclusion**

Options have been developed for trustee determination and distribution for the 2018-2022 term. These are based on the MPAC data provided in the PEG reports (*Appendix D*), the calculations as set out by *Ontario Regulation 412/00*, and the requirement for Boards to submit a Trustee Determination and Distribution Report to the Minister of Education by April 3, 2018.

The presented options attempt to ensure variances (especially as it relates to electoral quotient by geographic areas) do not exceed 20% +/-, and therefore meet the goal to achieve an electoral quotient of 1.00 for each trustee.

*Respectfully submitted,*

*Stuart Miller*  
*Director of Education*

# Halton District School Board

## Appendix A

### Trustee Determination Template

DATA	SOURCE	FIGURE	
population of electoral group	MPAC report (total population)	Box 1:	338,910
board area	TABLE 1, O. Reg. 412/00	Box 2:	970
board density	total population (Box 1) divided by area (Box 2)	Box 3:	349.4
dispersal factor	Refer to TABLE 5, O. Reg. 412/00	Box 4:	0
number of population-based trustees	Refer to TABLE 2, O. Reg. 412/00	Box 5:	11
number of density-based trustees	refer to TABLE 3, O. Reg. 412/00 using board density figure	Box 6: 0	Box 8 (lesser of Box 6 & Box 7) 0
number of density-based (area adjusted) trustees	refer to TABLE 4, O. Reg. 412/00 using board area figure	Box 7: 0	
number of additional trustees based on dispersal	refer to rules set out in O. Reg. 412/00, s.3 using dispersal factor	Box 9: 0	

### Step 10: Calculation of Number of Trustees:

BOX 5: Population based members +	11
BOX 9 Additional members (based on dispersal and density)	0
Total Number of Trustees	11

## Appendix B

### Trustee Distribution Template

Board's Electoral Group Population = 338,910 (FIGURE A)  
Number of Board Trustees = 11 (FIGURE B)

COLUMN 1	COLUMN 2	COLUMN 3	
Name of Municipality/Ward	Electoral Group Population from MPAC report	Electoral Quotient: Population (column 1) multiplied by number of trustees (Figure B) divided by total electoral population (Figure A) ie: $\frac{110,607}{307,187} \times 11 = 3.96$	
area i: Oakville	120,197	3.901	4
area ii: Burlington	119,585	3.881	4
area iii: Milton	61,117	1.984	2
area iv: Halton Hills	38,011	1.234	1

# Halton District School Board

## Appendix C

### Determination of Electoral Quotient by Ward

Electoral Quotient is calculated according to Ontario Reg 412/00, as follows:

$$\frac{\text{Population of Ward/Municipality}}{\text{Total Electoral Population (Figure A)}} \times \text{Number of Trustees (Figure B)}$$

#### Burlington: 119,585

Ward	Population (English Public)	Electoral Quotient
Ward 1	18,311	0.594
Ward 2	18,171	0.590
Ward 3	16,241	0.527
Ward 4	25,059	0.813
Ward 5	21,725	0.705
Ward 6	20,078	0.652

#### Oakville: 120,197

Ward	Population	Electoral Quotient
Ward 1	18,301	0.594
Ward 2	18,080	0.587
Ward 3	16,656	0.541
Ward 4	24,341	0.790
Ward 5	20,728	0.673
Ward 6	17,304	0.562
Ward 7	4,787	0.155

#### Halton Hills: 38,011

Ward	Population	Electoral Quotient
Ward 1	7,409	0.240
Ward 2	6,800	0.221
Ward 3	12,039	0.391
Ward 4	11,763	0.382

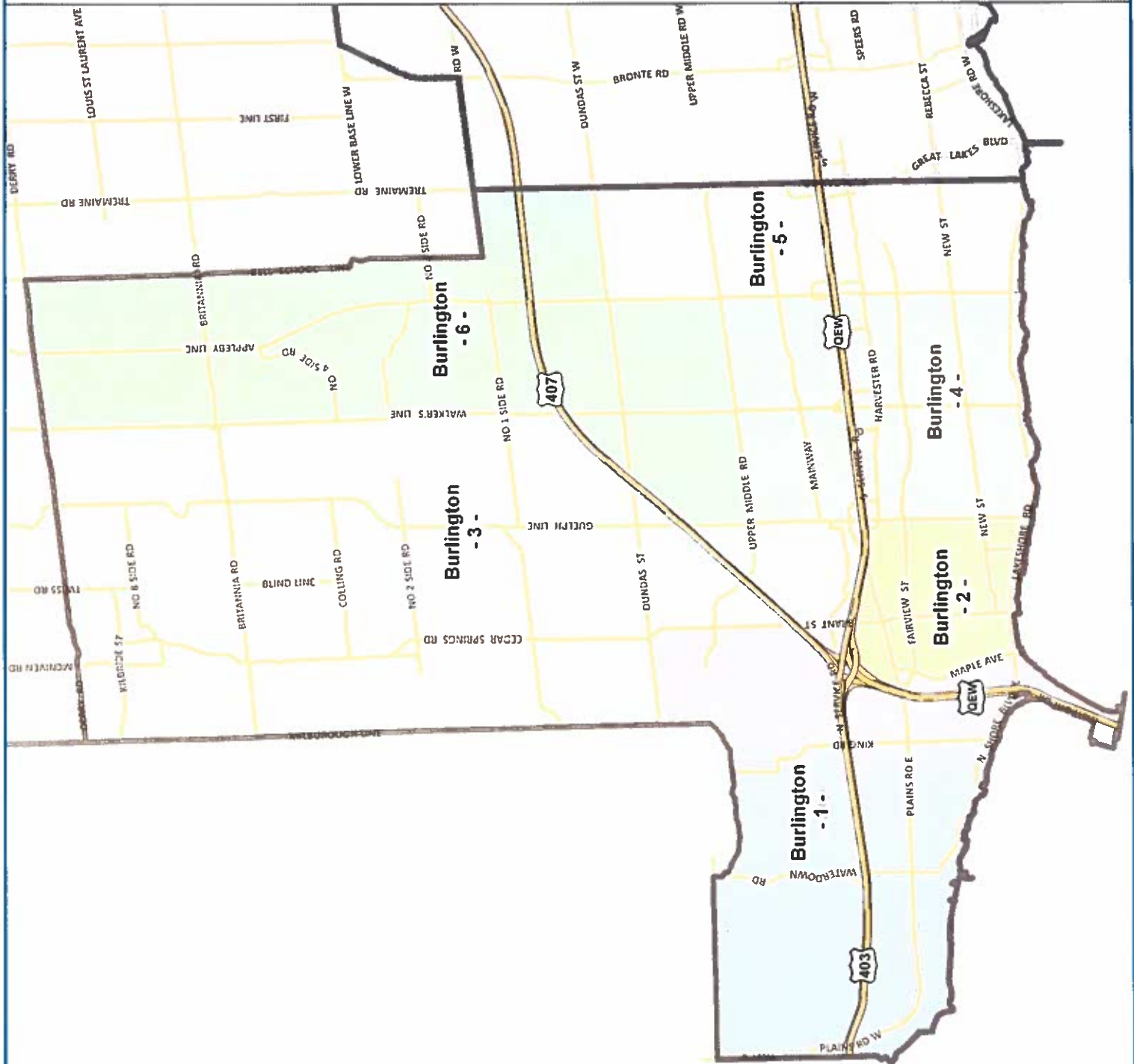
#### Milton: 61,117

Ward	Population	Electoral Quotient
Ward 1	17,091	0.555
Ward 2	19,310	0.627
Ward 3	13,242	0.430
Ward 4	11,474	0.372

## **Appendix D**

Wards	2018/2019 Schools				Oct. 31, 2017 Student Location by Ward				Oct. 31, 2017 School Enrolment by Ward				MPAC School Board Population of Electoral Group Report (PEG)	Quotient
	Elementary	Secondary	Total		Elementary	Secondary	Total		Elementary	Secondary	Total			
Burlington 1	4	1	5		1,415	634	2,049		1,213	470	1,683		18,311	0.594
Burlington 2	4	1	5		1,311	565	1,876		1,235	594	1,829		18,171	0.590
Burlington 3	6	1	7		1,703	667	2,370		1,988	594	2,582		16,741	0.527
Burlington 4	6	1	7		2,431	1,145	3,576		2,091	1,394	3,485		25,059	0.813
Burlington 5	6	1	7		2,950	1,175	4,125		3,472	740	4,212		21,725	0.705
Burlington 6	4	1	5		3,054	1,236	4,290		2,933	1,585	4,519		20,078	0.652
<b>Burlington Total</b>	<b>30</b>	<b>6</b>	<b>36</b>		<b>12,874</b>	<b>5,422</b>	<b>18,296</b>		<b>12,932</b>	<b>5,478</b>	<b>18,410</b>		<b>119,585</b>	<b>3.881</b>
Haltoun Hills 1	2	1	3		1,015	364	1,379		994	421	1,415		7,409	0.240
Haltoun Hills 2	4	2	6		539	821	1,360		910	530	1,440		6,800	0.221
Haltoun Hills 3	3	1	4		1,313	554	1,867		577	1,534	2,111		12,039	0.391
Haltoun Hills 4	4	1	5		1,630	703	2,333		2,026		2,026		11,763	0.382
<b>Haltoun Hills Total</b>	<b>13</b>	<b>2</b>	<b>15</b>		<b>4,497</b>	<b>1,903</b>	<b>6,400</b>		<b>4,507</b>	<b>1,955</b>	<b>6,462</b>		<b>38,011</b>	<b>1.234</b>
Milton 1	5	1	6		2,432	827	3,259		2,731	1,144	3,875		17,091	0.555
Milton 2	5	1	6		3,407	711	4,118		3,129	1,129	4,258		19,310	0.627
Milton 3	3	1	4		3,467	810	4,277		3,310	1,396	4,706		13,247	0.430
Milton 4	4	1	5		2,920	431	3,351		3,038		3,038		11,474	0.372
<b>Milton Total</b>	<b>17</b>	<b>2</b>	<b>19</b>		<b>12,226</b>	<b>2,779</b>	<b>15,005</b>		<b>12,108</b>	<b>2,540</b>	<b>14,748</b>		<b>61,117</b>	<b>1.984</b>
Oakville 1	3	1	4		1,974	803	2,777		1,572		1,572		18,301	0.594
Oakville 2	5	1	6		1,532	770	2,302		2,076	1,028	3,084		18,080	0.597
Oakville 3	4	1	5		2,072	1,225	3,297		2,016	1,303	3,319		16,656	0.541
Oakville 4	6	2	8		4,439	2,355	6,794		4,576	2,606	7,182		24,341	0.790
Oakville 5	5	1	6		2,156	965	3,121		2,621	2,040	4,661		20,778	0.673
Oakville 6	3	1	4		2,245	1,549	3,794		1,602	1,487	3,089		17,304	0.562
Oakville 7	1	1	2		1,039	338	1,377		999		999		4,787	0.155
<b>Oakville Total</b>	<b>27</b>	<b>6</b>	<b>33</b>		<b>15,457</b>	<b>8,005</b>	<b>23,462</b>		<b>15,462</b>	<b>8,444</b>	<b>23,906</b>		<b>120,197</b>	<b>3.901</b>
Students living outside of Halton Region					55	308	363							
<b>Grand Total</b>	<b>86</b>	<b>17</b>	<b>103</b>		<b>45,109</b>	<b>18,417</b>	<b>63,526</b>		<b>45,109</b>	<b>18,417</b>	<b>63,526</b>		<b>338,910</b>	<b>11.000</b>

# Burlington Wards



The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy.

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## Burlington - Current Trustees

Wards	Trustees	
Burlington 1 & 2	Trustee 1	Leah Reynolds
Burlington 3 & 6	Trustee 2	Andréa Grebenc
Burlington 4	Trustee 3	Richelle Papin
Burlington 5	Trustee 4	Amy Collard

## Burlington Option 1 \* Status Quo

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Burlington 1 & 2	Trustee 1	8	2	10	2,726	1,199	3,925	2,448	1,064	3,512	36,482	1 184
Burlington 3 & 6	Trustee 2	10	2	12	4,757	1,903	6,660	4,921	2,280	7,201	36,319	1 179
Burlington 4	Trustee 3	6	1	7	2,441	1,145	3,586	2,091	1,394	3,485	25,059	0 813
Burlington 5	Trustee 4	6	1	7	2,950	1,175	4,125	3,472	740	4,212	21,725	0 705

## Burlington Option 2

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Burlington 1 & 3	Trustee 1	10	2	12	3,118	1,301	4,419	3,201	1,164	4,365	34,552	1 121
Burlington 2 & 6	Trustee 2	8	2	10	4,365	1,801	6,166	4,168	2,180	6,348	38,249	1 241
Burlington 4	Trustee 3	6	1	7	2,441	1,145	3,586	2,091	1,394	3,485	25,059	0 813
Burlington 5	Trustee 4	6	1	7	2,950	1,175	4,125	3,472	740	4,212	21,725	0 705

## Burlington Option 3

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Burlington 1 & 3	Trustee 1	10	2	12	3,118	1,301	4,419	3,201	1,164	4,365	34,552	1 121
Burlington 2 & 4	Trustee 2	10	2	12	3,752	1,710	5,462	3,326	1,988	5,314	43,230	1 403
Burlington 5	Trustee 3	6	1	7	2,950	1,175	4,125	3,472	740	4,212	21,725	0 705
Burlington 6	Trustee 4	4	1	5	3,054	1,236	4,290	2,933	1,586	4,519	20,078	0 652

## Burlington Option 4

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Burlington 1	Trustee 1	4	1	5	1,415	634	2,049	1,213	470	1,683	18,311	0 594
Burlington 2 & 3	Trustee 2	10	2	12	3,014	1,232	4,246	3,223	1,288	4,511	34,412	1 117
Burlington 4 & 6	Trustee 3	10	2	12	5,495	2,381	7,876	5,024	2,980	8,004	45,137	1 465
Burlington 5	Trustee 4	6	1	7	2,950	1,175	4,125	3,472	740	4,212	21,725	0 705

## Burlington Option 5

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Burlington 1 & 2	Trustee 1	8	2	10	2,726	1,199	3,925	2,448	1,064	3,512	36,482	1 184
Burlington 3 & 4	Trustee 2	12	2	14	4,144	1,812	5,956	4,079	2,088	6,167	41,300	1 340
Burlington 5	Trustee 3	6	1	7	2,950	1,175	4,125	3,472	740	4,212	21,725	0 705
Burlington 6	Trustee 4	4	1	5	3,054	1,236	4,290	2,933	1,586	4,519	20,078	0 652

## Burlington Option 6

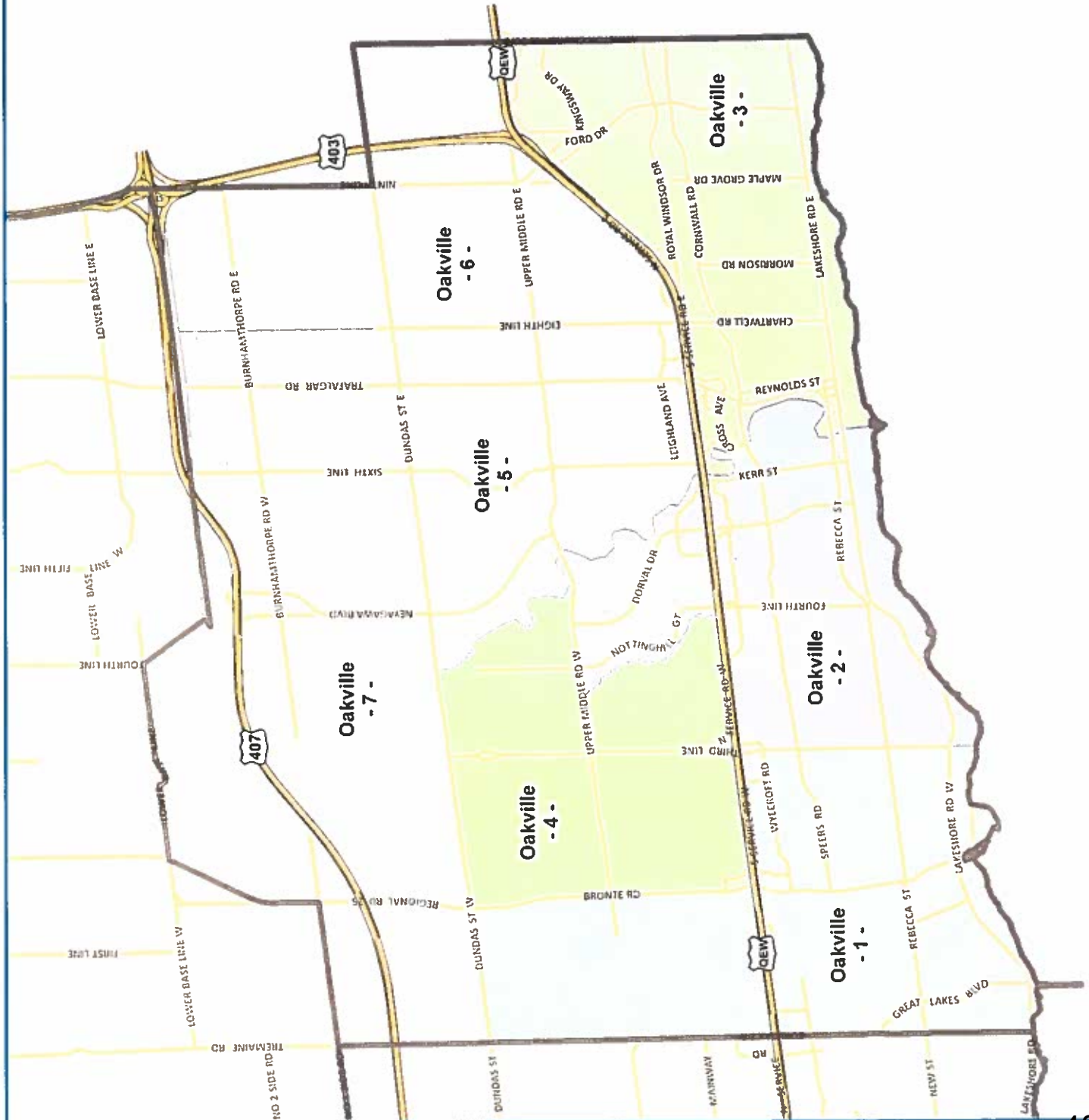
Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Burlington 1, 2 & 4	Trustee 1 & 2	14	3	17	5,167	2,344	7,511	4,539	2,458	6,997	61,541	1 937
Burlington 3, 5 & 6	Trustee 3 & 4	16	3	19	7,707	3,078	10,785	8,393	3,020	11,413	58,044	1 884

## Burlington Option 7

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Burlington 1, 3 & 4	Trustee 1 & 2	16	3	19	5,559	2,446	8,005	5,292	2,558	7,850	59,611	1 935
Burlington 2, 5 & 6	Trustee 3 & 4	14	3	17	7,315	2,976	10,291	7,640	2,920	10,560	59,974	1 947



# Oakville Wards



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## Oakville - Current Trustees

Wards	Trustees	
Oakville 1 & 2	Trustee 1	Tracey Ehl Harrison
Oakville 3	Trustee 2	Ann Harvey Hope
Oakville 4	Trustee 3	Joanna Oliver
Oakville 5 & 6	Trustee 4	Kelly Amos
Oakville 7 - NEW WARD		

### Oakville Option 1

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Oakville 1 & 2	Trustee 1	8	1	9	3,506	1,573	5,079	3,648	1,008	4,656	36,381	1.181
Oakville 3 & 7	Trustee 2	5	1	6	3,111	1,563	4,674	3,015	1,303	4,318	21,443	0.696
Oakville 4	Trustee 3	6	2	8	4,439	2,355	6,794	4,576	2,606	7,182	24,341	0.790
Oakville 5 & 6	Trustee 4	8	2	10	4,401	2,514	6,915	4,223	3,527	7,750	38,032	1.234

### Oakville Option 2

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Oakville 1 & 3	Trustee 1	7	1	8	4,046	2,028	6,074	3,588	1,303	4,891	34,957	1.135
Oakville 2 & 6	Trustee 2	8	2	10	3,777	2,319	6,096	3,678	2,495	6,173	35,384	1.148
Oakville 4 & 7	Trustee 3	7	2	9	5,478	2,693	8,171	5,575	2,606	8,181	29,128	0.945
Oakville 5	Trustee 4	5	1	6	2,156	965	3,121	2,621	2,040	4,661	20,728	0.673

### Oakville Option 3

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Oakville 1 & 6	Trustee 1	6	1	7	4,219	2,352	6,571	3,174	1,487	4,661	35,605	1.156
Oakville 2 & 3	Trustee 2	9	2	11	3,604	1,995	5,599	4,092	2,311	6,403	34,736	1.127
Oakville 4 & 7	Trustee 3	7	2	9	5,478	2,693	8,171	5,575	2,606	8,181	29,128	0.945
Oakville 5	Trustee 4	5	1	6	2,156	965	3,121	2,621	2,040	4,661	20,728	0.673

### Oakville Option 4

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Oakville 1 & 6	Trustee 1	6	1	7	4,219	2,352	6,571	3,174	1,487	4,661	35,605	1.156
Oakville 2 & 3	Trustee 2	9	2	11	3,604	1,995	5,599	4,092	2,311	6,403	34,736	1.127
Oakville 4	Trustee 3	6	2	8	4,439	2,355	6,794	4,576	2,606	7,182	24,341	0.790
Oakville 5 & 7	Trustee 4	6	1	7	3,195	1,303	4,498	3,620	2,040	5,660	25,515	0.828

### Oakville Option 5

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Oakville 1 & 2	Trustee 1	8	1	9	3,506	1,573	5,079	3,648	1,008	4,656	36,381	1.181
Oakville 3 & 6	Trustee 2	7	2	9	4,317	2,774	7,091	3,618	2,790	6,408	33,960	1.102
Oakville 4	Trustee 3	6	2	8	4,439	2,355	6,794	4,576	2,606	7,182	24,341	0.790
Oakville 5 & 7	Trustee 4	6	1	7	3,195	1,303	4,498	3,620	2,040	5,660	25,515	0.828

### Oakville Option 6

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Oakville 1, 2 & 4	Trustee 1 & 2	14	3	17	7,945	3,928	11,873	8,224	3,614	11,838	60,722	1.971
Oakville 3, 5, 6 & 7	Trustee 3 & 4	13	3	16	7,512	4,077	11,589	7,238	4,830	12,068	59,475	1.930

### Oakville Option 7

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Oakville 1, 2, 4 & 7	Trustee 1 & 2	15	3	18	8,984	4,266	13,250	9,223	3,614	12,837	65,509	2.126
Oakville 3, 5 & 6	Trustee 3 & 4	12	3	15	6,473	3,739	10,212	6,239	4,830	11,069	54,688	1.775

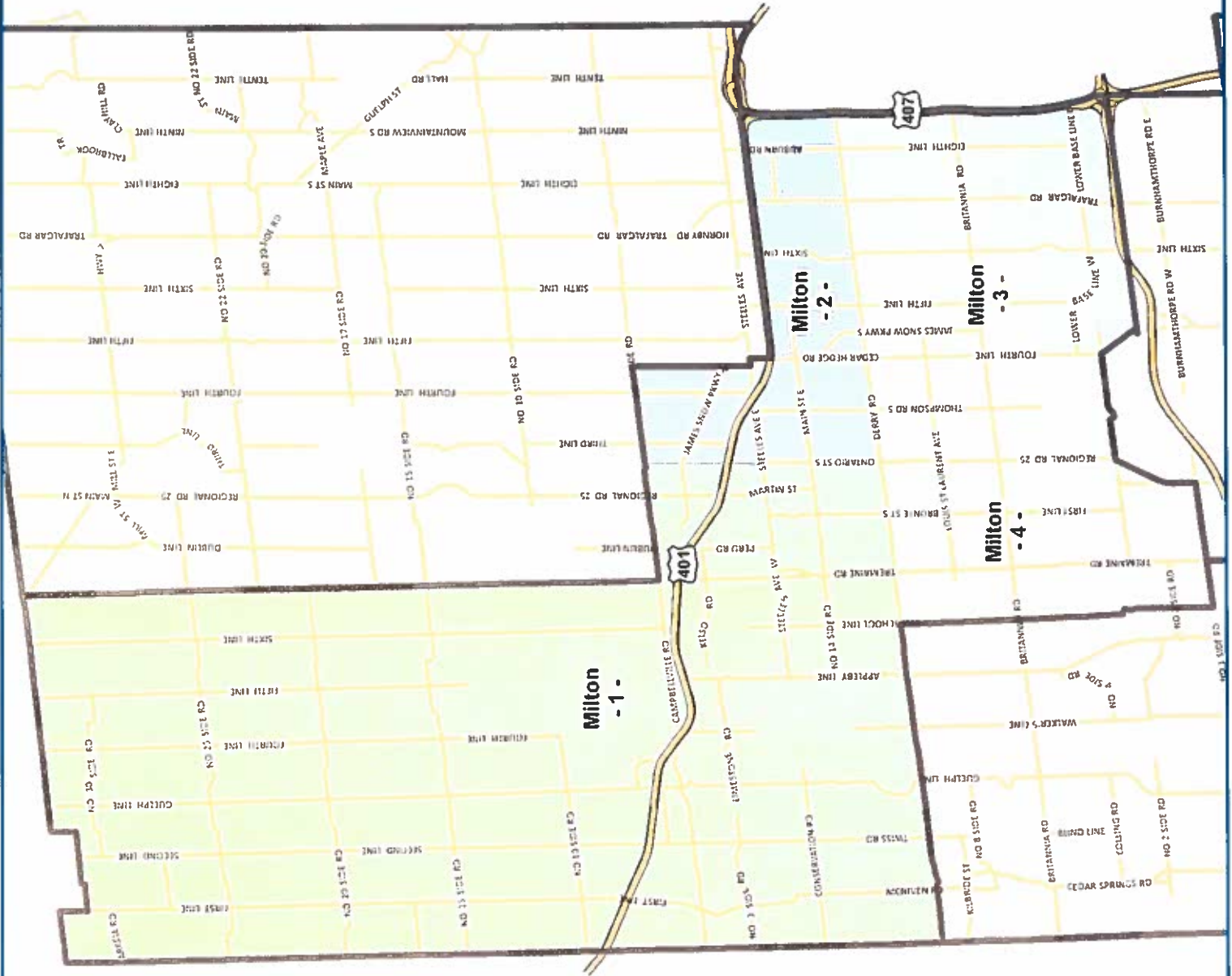
# Milton Wards



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### Milton - Current Trustees

Wards	Trustees	
Milton 1, 6, 7 & 8	Trustee 1	Kim Graves
Milton 2, 3, 4 & 5	Trustee 2	Donna Danielli
NEW for this year - Milton Wards reduced from 8 to 4		

### Milton Option 1

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Milton 1 & 3	Trustee 1	8	2	10	5,899	1,637	7,536	6,041	2,540	8,581	30,333	0.985
Milton 2 & 4	Trustee 2	9	0	9	6,327	1,142	7,469	6,167	0	6,167	30,784	0.999

### Milton Option 2

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Milton 1 & 4	Trustee 1	9	1	10	5,352	1,258	6,610	5,769	1,144	6,913	28,565	0.927
Milton 2 & 3	Trustee 2	8	1	9	6,874	1,521	8,395	6,439	1,396	7,835	32,552	1.057

### Milton Option 3

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Milton 1 & 2	Trustee 1	10	1	11	5,839	1,538	7,377	5,860	1,144	7,004	36,401	1.181
Milton 3 & 4	Trustee 2	7	1	8	6,387	1,241	7,628	6,348	1,396	7,744	24,716	0.802



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# Halton Hills - Current Trustees

Wards	Trustees	
Halton Hills 1, 2, 3 & 4	Trustee 1	Jeanne Gray

## Halton Hills Option 1 \* Status Quo

Wards	Trustees	2018/2019 Schools			Oct. 31, 2017 Student Location by Ward			Oct. 31, 2017 School Enrolment by Ward			MPAC School Board	
		Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Population of Electoral Group Report (PEG)	Quotient
Halton Hills 1, 2, 3 & 4	Trustee 1	13	2	15	4,497	1,903	6,400	4,507	1,955	6,462	38,011	1 234





April 17, 2018

Board of Trustees  
Halton Catholic District School Board  
802 Drury Lane  
Burlington, ON  
L7R 2Y2

Attention: Ms. Diane Rabenda, Chair

Dear Ms. Rabenda:

**Re: Halton Catholic District School Board Education Development Charges Study and Draft Proposed By-law**

---

On behalf of the members of our Halton Chapter, the Building Industry and Land Development Association ('BILD') would like to take this opportunity to thank your staff and your consultant, Watson & Associates, for meeting with industry stakeholders on March 23, 2018 to review the proposed policy and rate changes to the school board's education development charges (EDC) by-law. As interested and directly affected stakeholders, we value and appreciate the early-on engagement.

We are currently completing our assessment of the *Halton Catholic District and Halton District School Boards Education Development Charges Background Study*, alongside our Chapter members and retained consultants, Daryl Keleher of Altus Group and Denise Baker of WeirFoulds LLP. It is our understanding that following the statutory public meetings this evening, the Halton Catholic District School Board of Trustees will consider passing new EDC rates on May 15, 2018. During this period, we will share details of our review with staff, submitting comments and concerns as they arise.

As your community-building partners, we look forward to our continued, open dialogue on this subject. If you have any questions, please do not hesitate to contact the undersigned.

Sincerely,

Carmina Tupe, B.URPI  
Planner, Policy and Government Relations BILD

CC: Paula Tenuta, Vice-President Government Relations, BILD  
Jason Sheldon, BILD Halton Chapter Co-Chair  
Daryl Keleher, Altus Group  
Denise Baker, WeirFoulds LLP  
BILD Halton Chapter member

To the Board of Trustees and the Secretary of the Board,

I would like to thank you for taking the time to listen to the needs of gifted students at the last board meeting. I am also grateful for the motion to review the staff report at the next meeting to see what the transportation costs would be. However, I am concerned that there was a lack of clarity around the request.

I ask that the Chair of the Board include this email as a correspondence in the upcoming April 17<sup>th</sup> board meeting package.

We are simply requesting transportation to AP/IB for gifted students outside catchment areas. Why? Because the Education Act Regulation 181/98 requires school boards to provide in accordance with the regulations special education programs and services for its exceptional pupils. And since HCDSB currently does not offer any programming for gifted students, providing transportation to AP/IB programs would currently be the most feasible alternative, given that Superintendent's survey results indicated little to no interest in clustered gifted programming outside of an AP/IB program.

When the staff report is shared at the next meeting, and the cost is presented to transport ALL AP/IB students to be equitable to all students of the board, I ask you not to lose sight of the Board's mandate under the Education Act to meet the needs of exceptional students. Yes, AP and IB are optional programs open to all students, and the board is not mandated to provide transportation to optional programs to the general student population. However, the board IS mandated to meet the gifted students' learning needs. Many of their needs can be met by providing transportation to AP/IB.

I also would like to highlight how other boards are programming for gifted students, many of them utilizing AP/IB programs:

DPICSB: IB program designated as a high school program choice for gifted students

HDSB: Nelson - gifted (clustered)

Georgetown - gifted, IB

Milton - Gr 9-10 clustered classes + AP option

Abbey Park – Gr 9-11 clustered + Gr 12 AP

Iroquois Ridge – Gr 9-11 clustered + Gr 12 AP

O.T. – Gr 9 – 11 clustered classes + AP option

YCDSB: 4 regional schools with clustered program as pre-AP + Gr 12 AP

(Please note that YCDSB has elected to identify the AP as the curriculum extensions for gifted students)

YRDSB: 4 regional schools with congregated program Gr 9-10 + 11-12 AP choice

PDSB: 4 regional schools with clustered Enhanced learning program

TDSB: 10 congregated program locations

TCDSB: 7 clustered program locations including AP, STEM, IB and regional arts program as enrichment



At the board meeting, Superintendent Pinelli mentioned about partnerships with outside agencies for the AP/IB programs as she emphasized that these are NOT gifted programs. I am sure that the above boards must have similar partnership arrangements with the AP/IB programs as we do, and surely if they have not jeopardized their standing with these programs, then why is this a concern for HCDSB?

Also, when Superintendent Pinelli was asked to comment on the number of gifted students in AP/IB, she was not able provide any information other than “not overwhelmingly.” When the Staff Report comes back at the next board meeting with the number of gifted students in the AP/IB program, I would like you to all remember that not all gifted students had access to AP/IB due to geographical limitations. Last year alone, 12% of Grade 8 gifted students left the board, all of them from St. Andrew’s gifted class.

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. (pgs. 5-11 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 and for other reasons, such as programs, and student needs. Again, there are means available to fund transportation to meet the needs of our gifted students should they choose AP or IB as a way to satisfy their learning needs as exceptional students.

Gifted students have IPRC / IEP stated needs, as listed on their enrichment plan, such as curriculum differentiation, critical thinking skills development, and collaboration with intellectual peers who share interests and abilities, and AP/IB is where it’s already offered. Therefore, providing transportation only for the gifted students and not for others who participate in the AP/IB program without an IPRC is not a matter of discrimination or inequity.

Consider this example. You could have a special needs child with physical issues, for who perhaps the only Special Education funding needed was for transportation to an accessible building in which she would participate fully in the regular programming in a regular class. I doubt anyone would say her transportation should not be provided or funded... the AP/IB site is the “accessible building” in this context for our gifted students.

Only option currently available other than academic stream for secondary gifted programming is the AP/IB and must be equally accessible to all gifted learners. An alternate plan to access special education funding would be to designate AP/IB as the curriculum extension for gifted students like YCDSB. As noted above, YCDSB runs a clustered gifted/AP program called Program for Academic and Creative Extension (P.A.C.E.). But for now, transportation AP/IB can simply solve this issue without having to create new programs.

The board must meet its Ministry mandate and the principle of equity to all gifted students by providing them with transportation to existing AP/IB programs, regardless of the cost.

Sincerely,

Jessica Lim

To: Diane Rabenda, Chair of the Halton Catholic DSB  
Paula Dawson, Director of Education and Secretary of the Halton Catholic DSB

CC: All Trustees, Halton Catholic DSB  
Christine Thammavongsa, Acting President, ABC Ontario  
Barb Cyr, SEAC Coordinator, ABC Ontario  
Victoria Larke, President, ABC Halton  
Karen Bivand, ABC Ontario Alternate SEAC Representative, Halton Catholic DSB

I wanted to first of all thank you for the keen attention that you gave to the “Gifted” delegations on April 3<sup>rd</sup>, your thoughtful questions and discussion and your request for a Staff Report in order to continue this valuable conversation.

I am disappointed, though not surprised, in a Staff Report that strives to end the conversation. The report really did not address the concerns raised with respect to inadequate programming for all Gifted students in HCDSB secondary schools. Rather, the report continues to be predicated on the uncomprising assertion that has been in place from the beginning - that AP/IB are not special education programs and therefore not within the purview of the Special Education department or eligible for special education funding. The attached report addresses the misleading nature of these claims as well as addressing some things that I was not able to share in my delegation, or respond to during the questions of clarification due to the restrictions imposed on delegations, which I fully understand and respect, but which can be frustrating for delegates.

I hope that you will read the attached report as it contains a lot of good information that I think should be considered in deciding how to proceed. In summary:

- This request is not for a single parent/student; it is on behalf of all Gifted students.
- AP and IB are accelerated programs, supported by research as the most effective intervention for Gifted students.
- Appropriate programming for Gifted students is a legal obligation of this board – not a special privilege.
- The Board does not currently provide a sufficient range of programming options for Gifted students.
- The Ministry provides a great deal of discretion as to how boards provide and fund special education programs and services, as supported by Ministry documentation.
- Nowhere in the Ministry documentation does it state that special education programs must be “staffed by Special Education teachers, run, overseen or administered by the Special Education Department”, or that this is even a definition of “special education programs and services”.

The Ministry recognizes “equity” as a core provincial education priority. The Ministry defines this as follows: **“Fairness is not sameness.** Treating all children exactly the same means that children who need accommodations or modifications to the program in order to succeed will be disadvantaged. Some students require more or different supports than others in order to work at a level appropriate to their abilities and needs”. (emphasis added)

While the request was originally for transportation to AP or IB for Gifted students, the costs associated with IB seem prohibitive, and other school boards seem to offer one or the other as an option, not

both. At a cost of \$188,000 to transport Gifted students to AP programs, this would seem to be a reasonable and a fiscally responsible request, considering the Special Education budget is almost \$50 million and the total board budget is \$400 million, with only \$262,000 currently spent on Gifted students, all in elementary, including transportation.

In closing, I would like you to consider what might have happened if hockey coaches told Walter Gretzky that there was no advantage to his child seeking out a competitive level of hockey, because the majority of house league players are “satisfied” with their house league experience. This is the plight that Gifted parents and advocates face every day.

I look forward to further discussion of this request on Tuesday and if there are any questions in the meantime, please do not hesitate to contact me.

Please include this communication, including the attached document, as correspondence in the April 17<sup>th</sup> Board package.

Sincerely,

Maria Lourenco  
ABC Ontario SEAC representative, HCDSB

**RESPONSE TO APRIL 17<sup>TH</sup> HCDSB STAFF REPORT “TRANSPORATION TO ADVANCED PLACEMENT (AP)  
AND/OR INTERNATIONAL BACCALAUREATE (IB) PROGRAMS FOR GIFTED STUDENTS WITHIN THE  
HALTON CATHOLIC DISTRICT SCHOOL BOARD SECONDARY SCHOOLS”**

The following report provides additional information which I was not able to include in my April 3<sup>rd</sup> delegation or in the ensuing discussion between Trustees and staff, as well as addressing some of the misleading claims that continue to be made with respect to the issue of programming for secondary Gifted students in the Halton Catholic District School Board.

**Why are AP and IB considered appropriate programming for Gifted students?**

One critical question I was not able to fully address was *why* AP (and IB) are such appropriate programs for Gifted students. In fact, that could be another delegation unto itself! Put simply, these programs are accelerated programs – meaning, the curriculum is covered at a faster pace than normal. There is much research to support the efficacy of acceleration as a way to address the needs of gifted students, who become bored and disengaged in a traditional classroom. Acceleration can be delivered in many forms and the one that people are most familiar with is “grade skipping”. Educators cite social / emotional needs as a reason to hold students back from acceleration and place them with their same-age peers instead of their like-ability peers. There is also much research that refutes these claims; regardless, these concerns are *precisely* what makes AP (or IB) so ideal for Gifted students – they move through the curriculum at a faster pace, together with their same age AND like-ability peers.

I have included the executive summaries for “A Nation Deceived: How Schools Hold Back America’s Brightest Students” (Appendix A) and the follow up report “A Nation Empowered: Evidence Trumps the Excuses Holding Back America’s Brightest Students” (Appendix B). These are seminal works in the area of acceleration and they conclude that acceleration is the most effective intervention for Gifted students. I encourage you to at the very least skim these summaries as they are very informative, but in the meantime, I think even the titles are quite telling. I am happy to send the full reports as well if you are interested. Just a few more hundred pages to read!

### **The Special Education department review of Gifted programming in HCDSB Secondary schools**

Another issue I would like to address is how ABC Ontario, and myself as their representative, have been overlooked throughout this process. The “Background Information” in the Staff Report focuses on the initial request and ongoing conversation with one parent. Again, this is not simply a request from one parent for one student. This is a request that makes sense for all of our Gifted students, and as such I have continuously supported this request on behalf of all Gifted students in our Board. As I shared in my delegation, I have been nominated by ABC Ontario and appointed by this Board of Trustees as the representative for Gifted students to this Board; ABC being the organization recognized by the Ministry of Education to represent the needs of Gifted students throughout the province.

My exclusion from the Background Information shouldn’t come as a surprise, as I was similarly excluded from this whole process, despite expressly stating my desire to be involved and to work collaboratively with the Special Education department, again as the ABC Ontario representative to this Board. In response to a Trustee question about my involvement in the process, Dr. Browne shared that the results of his review were shared at a SEAC meeting at which I was not present. Notwithstanding that the final reporting is not “the process”, this is true. However, the Gifted review was not included on the published agenda for that meeting nor was I made aware that this would be discussed or that the review had been completed. In fact, despite my role, I was not ever made aware that a survey of Gifted students was going to be or had been conducted; I only knew about it and saw the questions because I am registered to receive the same notifications as Gifted students in my son’s high school (all external opportunities). Furthermore, the results of the review were shared first with Trustees, then with SEAC, then with the individual parent, then finally, lastly, to myself and the ABC Ontario alternate representative. It also seems that Trustees were provided both with an Executive Summary and “access to the full report” whereas SEAC never receives anything more than a verbal report and I, the representative for Gifted students to this Board, was simply forwarded a copy of an e-mail sent to the individual parent.

With respect to the Staff Report, it continues to overlook some key issues, including:

- Ministry mandated requirement for school boards to provide specialized programming to Gifted students;
- Ministry discretion as to how Boards program for exceptional students;
- Lack of sufficient or appropriate range of programming for HCDSB Secondary Gifted students;
- Ministry flexibility in how Boards fund their special education programs and how transportation budgets are allocated.

I will address each of these separately.

**Ministry mandated requirement for school boards to provide specialized programming to Gifted students**

- Ministry recognizes certain students to be at risk of not succeeding if not provided with appropriate programming – including Gifted students
- S 170 (1) paragraph 7 of the Education Act states 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; 1997, c. 31, s. 80 (1).”
- this means, if the board doesn’t have the appropriate programming, it must purchase it from another board
- **access to appropriate programming is a right of these students and a legal obligation of every school board – it is not a special “privilege”**
- all students’ needs must be met, not just the majority
- HCDSB has previously been required by a Special Education Tribunal to purchase gifted programming from another board, including transportation to the program
- why not just provide transportation to appropriate programming that already exists within our Board?

### Ministry discretion as to how Boards program for exceptional students

- in the Ministry's Special Education Policy and Resource Guide released in 2017:
  - the Ministry provides 5 placement options that "the IPRC may consider in making its placement decision" and further suggests that "other options exist to meet the student's needs, and parents and school board staff are encouraged to explore them" (D10)
  - a special education program is defined as "an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing special objectives and an outline of educational services that meet the needs of the exceptional pupil" (A3)
  - special education services are defined as "facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program" (A3)
- **nowhere in Ministry documentation does it specify that programming for these students must be "staffed by Special Education teachers, run, overseen, or administered by the Special Education Department" or even "funded through Special Education funding"**
- in fact, the vast majority of special education students are in regular classrooms with a regular classroom teacher for the majority if not the whole day
- the Ministry also encourages the use of other funding sources to meet special education needs
- if it is not the purview of the Special Education Department to provide or facilitate access to appropriate programming for special needs students, where does that responsibility lie?
- some school boards do not even have Special Education Departments and all are structured differently; again, the Ministry leaves this to the discretion of local school boards
- furthermore, other schools boards do provide AP or IB programs as options for their Gifted students, including Dufferin Peel Catholic, Halton District, York Catholic, York Region and Toronto Catholic
- *Note: at no time did any of the delegations request "automatic admission for Gifted Students", either to AP or IB*
- **these school boards seem not to have jeopardized their relationships with these organizations; why is this an issue for HCDSB?**

### **Lack of sufficient or appropriate range of programming for HCDSB Secondary Gifted students**

- as per above, the Ministry recommends at least 5 different placement options for exceptional students;
- technically, HCDSB provides 3 of these options in high school but practically speaking it really only offers one; two if parents are willing to constantly advocate and be vigilant; three if students want to receive programming at lunchtime or before the start of the school day
- this is based on personal experience, speaking with other parents, and meetings with Principals and/or Special Education department heads at 3 of HCDSB's 9 high schools
- students may access AP or IB programs if they are in the catchment or have transportation, otherwise the only option is Academic stream – or the public board
- all exceptional students are required to have an Individual Education Plan (IEP)
- Regulation 181/98, S (3) 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.
- Gifted IEPs in HCDSB simply state “enrichment” with no further detail provided and no progress reporting
- the Gifted survey results are vague and non-transparent; the percentage of “very satisfied” students has never been shared for any stream nor any results at all for IB students
- the survey does not capture students who may have left HCDSB due to lack of appropriate programming
- the survey fails to recognize that many students in one given stream have never experienced another option
- the survey concludes that because a *majority* of students enrolled in any of the available programs are *satisfied* with their program, that therefore, any of the available programs will be satisfactory for any given student – this is simply not a logical conclusion
- besides, the Ministry requirement is for programming to meet the individual needs of all exceptional students – not the majority



**Ministry provides flexibility in how Boards fund special education programs and allocation of transportation budgets**

- in reviewing Ministry documentation regarding special education funding, it is quite clear that the Ministry provides flexibility in how boards specifically allocate their funding, in order to meet the needs of its special education students (Appendix D)
- **nowhere does it say that the Special Education Grant can only be used to fund programs that are “staffed by Special Education teachers, run, overseen, or administered by the Special Education Department”**
- furthermore, the Ministry is clear in encouraging boards to access *other* grants to meet the needs of special education students (Appendix D)
- according to Business Services, the total HCDSB Special Education budget is \$48.7 million, up from \$46.4 million last year, and;
- HCDSB currently spends approximately \$42,000 on gifted specific programming and resources (not including classroom teachers, which are not an incremental cost) and;
- an additional \$220,000 is spent on elementary transportation, funded through the Transportation Grant
- even at \$262,000, total current, gifted specific, incremental costs are just over 0.5% of the total Special Education budget – for the second largest group of exceptional students
- it was indicated in the original report that “only” 10 Gifted students left our Board last year in the transition to high school
- that is over \$100,000 in lost funding from the GSN alone, not including other enrolment based grants
- that is more than half the cost of providing transportation to Gifted students currently enrolled in AP – and almost half the cost of providing transportation to all out of bounds students currently enrolled in AP
- according to item 8.12 on the Board’s April 17<sup>th</sup> Agenda, the Board’s budget has increased 60% in the last 10 years, compared to a less than 20% increase in both enrolment and the consumer price index
- how can HCDSB possibly justify spending \$600,000 to transport students to optional French programming , while denying transportation to Gifted students to access programming that is critical for their success?

### A Note on Equity

*“Fair isn’t everybody getting the same thing. Fair is everybody getting what they need in order to be successful”.*

It was noted in the Staff report that one of the delegations spoke to the consideration of “equity”. In fact, I believe this was a running theme through all of the delegations.

“Ensuring Equity” is a core provincial education priority. It was first introduced as a key belief in the Ministry document “Education for All, K-6”, released in 2005 and perhaps best described in that document: ***“Fairness is not sameness. Treating all children exactly the same means that children who need accommodations or modifications to the program in order to succeed will be disadvantaged. Some students require more or different support than others in order to work at a level appropriate to their abilities and needs.”***

For many Gifted students, access to these accelerated programs is essential in order to be successful and to reach their full potential. I am in no way opposed to facilitating access to these programs for all students who wish to attend. However, facilitating access to Gifted students (through transportation) should not be contingent on providing similar access to all students.

### Conclusion

In reviewing the information in the Staff Report, IB is clearly a much more expensive program to launch and to operate, and given that there is only one location, transportation costs are significantly higher. It also appears to have lower satisfaction rates according to the survey results, which are consistent with the feedback I have received through ABC Ontario with respect to Gifted students. Most other boards that offer these programs as Gifted placements, seem to do so through the Advanced Placement option. Transporting Gifted students to AP is relatively inexpensive, at a cost of less than \$200,000 a year, and only slightly more than \$200,000 for all out of catchment students.

Therefore, while I had initially advocated for access to either IB or AP as Gifted placements, I would be satisfied with the Board giving consideration instead to making AP a placement option for Gifted students, with transportation provided. Whether the Board would also wish to provide transportation to other out of bounds students and/or to IB students within a certain radius of St. Thomas Aquinas is, of course, within the discretion of the Board.

## APPENDIX A

# *A NATION DECEIVED*

## Executive Summary

### **A Nation Deceived: How Schools Hold Back America's Brightest Students**

Nicholas Colangelo, Susan G. Assouline, Miraca U. M. Gross

America's schools routinely avoid academic acceleration, the easiest and most effective way to help highly capable students. While the popular perception is that a child who skips a grade will be socially stunted, fifty years of research shows that moving bright students ahead often makes them happy.

Acceleration means moving through the traditional curriculum at rates faster than typical. The 18 forms of acceleration include grade-skipping, early-entrance to school, and Advanced Placement (AP) courses. It is appropriate educational planning. It means matching the level and complexity of the curriculum with the readiness and motivation of the student.

Students who are moved ahead tend to be more ambitious, and they earn graduate degrees at higher rates than other students. Interviewed years later, an overwhelming majority of accelerated students say that acceleration was an excellent experience for them. Accelerated students feel academically challenged and socially accepted, and they do not fall prey to the boredom that plagues many highly capable students who are forced to follow the curriculum for their age-peers.

For the first time, this compelling research is available to the public in a bold new initiative to get these findings into the hands of parents, teachers, and principals. The report is available at no cost to schools, the media, and parents requesting copies.

You'll find information about entering school early, skipping grades in elementary school, the Advanced Placement program, and starting college ahead of time. You'll read the comments of accelerated students, Deans of Colleges of Education, a school superintendent, and a school board member. Every sentence in this volume is culled from the research of America's leading education experts. If you'd like more research information, see Volume II of this report.

With all this research evidence, why haven't schools, parents, and teachers accepted the idea of acceleration? *A Nation Deceived* presents these reasons for why schools hold back America's brightest kids:

- Limited familiarity with the research on acceleration
- Philosophy that children must be kept with their age group

- Belief that acceleration hurries children out of childhood
- Fear that acceleration hurts children socially
- Political concerns about equity
- Worry that other students will be offended if one child is accelerated.

This report shows that these reasons are simply not supported by research. By distributing thousands of copies and launching a public-awareness campaign, the *Nation Deceived* report provides teachers and parents the knowledge, support, and confidence to consider acceleration.

The cost of the report, both online and print, has been covered by the John Templeton Foundation. *A Nation Deceived* hopes to change the conversation about educating bright children in America. This website has been established to encourage dialogue across the nation.

We invite you to learn more about why acceleration is so important for America's children. For further information, [download the report](#).

The Connie Belin & Jacqueline N. Blank International  
Center for Gifted Education and Talent Development  
College of Education, The University of Iowa  
600 Blank Honors Center  
Iowa City, Iowa 52242-0454  
800.336.6463  
<http://www.education.uiowa.edu/belinblank>

## APPENDIX B

# A Nation Empowered

### Evidence Trumps the Excuses Holding Back America's Brightest Students

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#### What Do We Need to Know About Academic Acceleration and Gifted Students?

- Acceleration works. An extensive research base supports acceleration for gifted students.
- Well-researched methods have been developed for systematically evaluating a candidate for acceleration and guiding teachers, counselors, administrators, parents, and the student through the process.
- Acceleration can be provided in a variety of ways, including content acceleration (where a student studies advanced content in only one subject), grade skipping, curriculum compacting, and dual enrollment in high school and college. Therefore, acceleration can be tailored to the academic and social needs of the individual student.
- Acceleration supports the social and emotional development of students by placing them with other like-minded students.
- Acceleration provides academic challenges and stimulation, which are needed for continuous development of students' abilities.
- Acceleration is an inexpensive educational option.
- Resources for making decisions about acceleration are available at [www.accelerationinstitute.org](http://www.accelerationinstitute.org)

#### Questions Schools Should Ask if a Student is Being Considered for Acceleration

- **Essential Question #1:** Have we assessed the student's ability correctly so that we know this child is really ready for an advanced, fast-paced curriculum?
- **Essential Question #2:** Given the results of our assessment, what might be the best form of acceleration for this student?
- **Essential Question #3:** In a few cases, acceleration has not been effective. What can we do as a school to ensure a successful acceleration of this student?

For more information and to order the report, *A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students*, visit [www.nationempowered.org](http://www.nationempowered.org)



## APPENDIX C

### QUOTES FROM MINISTRY DOCUMENTS REGARDING FUNDING OF SPECIAL EDUCATION PROGRAMS AND SERVICES

#### Special Education in Ontario: Kindergarten to Grade 12, Policy and Resource Guide 2017

- “While the Ministry of Education is responsible for the funding policy that directs the allocation of funds to school boards, each school board is responsible for allocating resources to schools, programs, and services according to their local needs and priorities” (A24)
- “The Special Education Grant....supports the incremental costs of the additional programs, services and equipment required to meet the educational students of these students and to support positive outcomes for them. In this way, it ensures equity for all students with special education needs.” (A24)
- “School boards have the authority to use their total GSN funding allocation – the SEG and other GSN grants – to meet their responsibility to provide programs and/or services for students who have special education needs” (A24)
- “the board’s special education plan must describe the types of students with special needs who are eligible to receive transportation and the ways in which these students can access the transportation”; the types of students listed included “students in special education programs, including students who are in regular classrooms” (B15 – B16)

#### 2017-18 Education Funding: A Guide 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. The Education Act mandates all school boards to provide special education programs and/or services for students with special education needs”. (pg. 2)
- “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 needs”. (pg 5)

- “School boards are given flexibility to use special education and other funding to support their special education policies and priorities because they have the greatest knowledge of their students and communities. They are best positioned to respond to local needs when setting budget priorities and determining what special education programs, services and/or equipment to provide. This means, for example, that individual school boards make such decision as classroom placement, classroom programming and staffing”. (pg. 6)
- “The Special Education Per Pupil Amount provides funding to every school board to assist with the costs of providing additional support to students with special education needs” (pg. 6)
- “A robust accountability framework for the Grants for Student Needs has been developed between school boards and the province. It recognizes that accountability to the ministry must be balanced with the need for school board flexibility to address local conditions”. (p. 11)
- “School boards are also able to use other Grants for Student Needs funding to support student with special education needs.” (p. 11)

#### **2017-18 Education Funding: A Guide to the Grants for Student Needs**

- “The Learning Opportunities Grant (LOG) provides funding to help students who are at greater risk of lower academic achievement”. (p. 13)
- “The ministry has agreed to establish a Local Priorities Fund to address a range of priorities including more special education staffing to support children in need, “at-risk” students and adult education”. (p. 13)
- With respect to the Special Education Grant; “There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education”. (p. 14)
- “The Special Education per Pupil Amount provides every board with foundational funding toward the cost of special education supports” (p. 15)



**Ministry of Education**

**Minister**

Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

**Ministre**

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2



Ontario

April 11, 2018

Dear colleagues,

I am writing to you about the school fundraising policy that was recently adopted by the board.

As you know, fundraising activities have the potential to enrich the experience of Ontario's students and to help build a broader sense of community outside school hours. That's why decisions regarding school fundraising policies must be made in consultation with school councils and communities to reflect their diverse needs and perspectives. A strong education system gives students the opportunity to grow and learn from a variety of rewarding learning experiences both inside and outside the classroom.

I was encouraged to see the board pass a motion in March to begin consultations on their recent fundraising policy with the HCDSB community, including parents and staff. However, I continue to receive numerous complaints and concerns from parents, students and stakeholders about the new policy. And following last week's board meeting, I am concerned to see that this issue may be interfering with the board's ability to effectively carry out its responsibilities and duties.

Good local governance of school boards cannot be overlooked and is key to ensuring that students, educators and school communities have the tools and resources they need to succeed. An effective board of trustees should be a support to students and the local school community and inspire public confidence in publicly funded education.

I encourage the board to pause implementation of its new policy and continue with its consultation to ensure the various voices in the school community are heard and considered. I will continue to monitor this situation closely to inform potential next steps to ensure the board is acting in the best interests of its students and community.

Sincerely,

A handwritten signature in black ink, reading 'Indira Naidoo-Harris'.

Indira Naidoo-Harris  
Minister of Education  
Minister Responsible for Early Years and Child Care

On Apr 12, 2018, at 9:22 AM, AM Says <[REDACTED]>

Good Morning,

To begin, Chair Rabenda, I ask this letter be considered official correspondence and recorded as such.

I am sending the link below to all of you as the response from Trustee Danko is yet further proof he has no interest in appropriately undertaking his role as a trustee. That decision negatively affects not only all of you but the HCDSB community as a whole.

Mr. Danko, you do not have "the right to have a policy" that has been forced through without consultation from stakeholders. You do not "have a duty to uphold our Catholic mission" with you single-handedly determining what that mission is. A quote directly from your webpage during the last election states *"The duty of a Catholic school trustee is to consult with ALL Catholic ratepayers on a continual basis in order to develop the STRATEGIC PLAN for the board. Trustees represent electors and collectively, on their behalf, develop a multi-year plan aimed at promoting student achievement and well being."*

It seems to me Mr. Danko continues to fail at any form of consultation with ANY Catholic ratepayers. His continued decisions represent nothing but his personal agenda. Continually ignoring the opinions, feedback and input of Catholic ratepayers is the exact opposite of representing them. His comments in the attached article are a clear indication he plans to continue to do as he pleases, regardless of direction from the Education Minister. My question then is who does he think he is that he feels he has that right?

My question to the rest of you is why you continue to follow Mr. Danko's lead without listening to your own constituents and why you do not demand his behaviour falls in-line with the very requirements of being a trustee? Are you really willing to defy the direction of the Education Minister? Are you willing to dig in your heels to the point the Minister's office needs to step in because you are no longer as a board acting in good faith & providing good governance? It would be naive for any of you to think the community, the stakeholders and the ratepayers are going away anytime soon. We will continue our fight to ensure our voices are heard.

For those of you that have fought against this behaviour, I thank you. Be assured the community is aware of who is actually looking out for the rights of ratepayers, parents and students. We are also very aware of those of you who are following suit and ignoring the very people you claim to represent. It seems you too have forgotten the basis of your roles as trustees.

<https://www.theglobeandmail.com/canada/education/article-ontario-education-minister-asks-halton-catholic-school-board-to/>

Regards,  
Anne-Marie Jander

Dear Secretary of the Board,

My name is Katie Matheson-Green and I am currently a grade 12 student at Holy Trinity CSS. I am writing you today because me, along with my friend Jordan Lie, would like for you to understand how we as students feel about the recent decision affecting fundraising. Given that this is our last year, we were looking forward to being involved in our school community one last time and try to leave our mark on the school.

As someone who took on the role of head chair for Relay for Life, I knew the time commitment needed to make it successful so I avoided joining other clubs/teams as well as retiring from the sport I have been playing for nine years. In addition to that, my aunt was diagnosed with terminal brain cancer this past August, the news which became a further motivation for me. I became even more determined to give back to an organization that supports victims, like her, and works to cure this horrible disease. Of course that dream is no longer attainable through a school wide Relay for Life.

There are also multiple members of the Holy Trinity Community, who depend or have depended on such organizations for support with their own or their family's situations. Like me, these people want to give back to charities that have positively impacted them and that they trust. Places like the Canadian Cancer Society, Sick Kids, and UNICEF are household names that increase likelihood of donation given their powerful name. Thus far, the majority of the approved organizations are unknown to a large portion of the population. Although I assume they do great work, they do not have the reach and mass impact of those listed above.

As Catholics I thought we were supposed to help those in need and be a voice for the voiceless. We have been raised to do good and work for what we believe in. School is arguably the best platform for us to do this., given the large population that can be reached and the additional ease of planning and funding a successful event. Not only do these organizations get a large sum of money to benefit their cause, but it empowers youth to make positive change in the world. It is a way to bring students together in solidarity to work towards the greater good. Clubs and groups that organize these events allow for students to find a collection of like minded individuals to acquaint themselves with. They are also leadership opportunities that contribute greatly to the development of transferable skills. From working with others, accountability, responsibility, and other valuable traits that create better students and employees in the future.

The decision that was reached has put a difficult obstacle in the way of youth who were looking to be the change. It's almost unbelievable that this obstacle is present to us in the shape of a cross.

We are blessed to have been able to do so much good and raise so much money for these organizations up to this point. As a student who has been very involved in her school communities since the fifth grade, I am saddened to hear that charitable organizations are now withdrawing from involvement with a school board that has made such a uncalled for decision.

Personally, I feel my reputation has been negatively affected by this change seeing as the controversy has been exposed to the media, respectfully so. From kindergarten, I was proud of my roots in Catholic education with the Halton Catholic District School Board and now I am not so sure.

I appreciate you taking the time to read this over and hope you take it into consideration.

Thank you

April 13, 2018

**Diane Rabenda, Chair of the Board of Trustees**  
**Halton Catholic District School Board, Board of Trustees**  
[Comments@hcdsb.org](mailto:Comments@hcdsb.org)  
[rabendad@hcdsb.org](mailto:rabendad@hcdsb.org)

Dear Chair Rabenda,

We request that this letter be distributed to all the HCDSB Trustees.

On behalf of the St. Anne Catholic School Council, we would like to take this opportunity express our concern and discontent with the board's decision to pass [Resolution 61/18, the "Sanctity of Life Motion"](#), and in particular, without any consultation from parents, schools, or school councils.

As Trustees, you are accountable to our school community and in your role, you are required to be available and accessible to the public to address concerns from the community with respect to Board policies. As outlined on the HCDSB website, in your [Guidelines for Trustee Communications](#), you are responsible for recognizing "that communication is an integral part of the role of its elected Trustees. Effective communication enhances a Trustee's ability to represent constituents, and helps to encourage public participation, build understanding and consensus in the community, and build support for publicly funded Catholic education." Your recent actions in passing the Sanctity of Life motion and associated policies without consultation, goes against your own guidelines.

The Education Act indicates that fundraising decisions are to be made by school administrators. The Minister of Education has written to the Board of Trustees urging you to consult with schools, parents and school councils prior to enacting this policy. At the March 20th Board of Trustees, it was indicated that you would consult, however, the policy remains in place.

At the April 12th, 2018, St. Anne Catholic School Council meeting this policy issue was discussed. As representatives of the parent community of St. Anne Catholic School, it is important for us to ensure all questions, comments and concerns which had been brought forward to us by our school community be heard and addressed in a timely manner.

The majority of the comments heard to date focus on the following 2 items:

1. The lack of transparency that surrounded the process and the absence of stakeholder input prior to passing this resolution.
2. The overwhelming perception that this new resolution discriminates against charities that are important and valuable to our school community.

We believe that the Board of Trustees decision is short-sighted and ill-advised. Despite this we look forward to having our community show that there are many other ways to serve those in need and give back to those organizations that truly represent the Catholic values of love, compassion, tolerance and understanding.

You have heard from a number of students and parents over the last couple months, expressing their views, comments and concerns. We urge you to take immediate action to address these issues in a consultative way that demonstrates that you are listening to students and parents, whom you represent.

Sincerely,  
St. Anne Catholic School Council

**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.

-----Original Message-----

From: Claudine Waddick [REDACTED]

Sent: April 5, 2018 11:18 AM

To: DiPietro, Rosie <DiPietroR@hcdsb.org>; Rabenda, Diane <RabendaD@hcdsb.org>; Dawson, Paula <DawsonP@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>; Iantomasi, Arlene <IantomasiA@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>

Cc: emmanuel.dowuona@ontario.ca; ted.arnottco@pc.ola.org

Subject: Unanswered questions regarding Motion #61/18

Morning Rosie,

Thank you for your response but it does not answer my question as to how Trustee Danko's motion was put on the Board's agenda after it was had been dismissed at the March 20th meeting.

I was at the meeting and watched in dismay the shenanigans surrounding this motion. I was proud of Chair Rabenda for doing the correct thing but I need to ask, why did she have to do it twice. She dismissed the exact motion at the March 20th meeting. How was it allowed to be brought up again?

The 5 trustees are abusing the power and process in order to push their personal agendas. This abuse is affecting students today! No one has told me how the Board is continuing to implement the resolution without consultation occurring. They did not follow the process and therefore everything needs to be stopped and restarted following the appropriate process. I have copied Diane Rabenda, Paula Dawson, and Mark Rowe because I believe they need to answer that question. If it is easier, I'll pose a direct question - Why was Relay for Life cancelled for this spring at Ctk? What policy demanded that to be done? I know the resolution was passed with the majority of the Board but the resolution requires a policy change and that revised policy has not been passed by the majority of the Board or abided by the Education Act or Board policies.

I look forward to reaching out to the Ctk community to get their feedback on the eventual amended policy but until then please let me know why the Board continues to implement the resolution and entertain Motions at the Board which compound the underlying problem with this resolution that - no consultation has occurred!

This question needs to be answered.

I have also copied my contact from the Ministry of Education and Ted Arnott's office because I believe they are interested in receiving this answer as well.

Please add this correspondence to the record for other opportunities where Motion #61/18 is discussed at the Board.

Yours truly,  
Claudine Waddick

On Apr 5, 2018, at 9:11 AM, DiPietro, Rosie <[DiPietroR@hcdsb.org](mailto:DiPietroR@hcdsb.org)> wrote:

Good morning,

At the April 3, 2018 Board meeting Trustee Danko's motion was dismissed.

Take care,

Rosie

-----Original Message-----

From: Claudine Waddick [REDACTED]  
Sent: April 3, 2018 4:03 PM  
To: DiPietro, Rosie <[DiPietroR@hcdsb.org](mailto:DiPietroR@hcdsb.org)>  
Subject: Re: Tonight's Agenda - Action Item 8.2

Thank you.

So if I am correct this is what happened -

Trustee Danko had his motion added to the agenda at the March 20th meeting as an information item without providing a copy to the student trustees. He tried to have it addressed as a motion in response to the delegations. At that time, the motion was dismissed by the Chair. But because the meeting went so late and it was not considered as part of information later in the meeting, it is automatically moved to an action item at the next meeting. It is irrelevant that he tried to have it addressed and failed once. He has another chance at this meeting with again having no need to justify his rationale or reason for the motion. This is clearly abuse of his power to bring a personal agenda.

Why is no one questioning the purpose of his motion? I had to justify my purpose in being a delegate to the meeting but a trustee does not? Please help me understand.

Claudine



On Apr 3, 2018, at 3:28 PM, DiPietro, Rosie <[DiPietroR@hcdsb.org](mailto:DiPietroR@hcdsb.org)> wrote:

Good afternoon,

On March 20th during the approval of the agenda, Trustee Danko made a notice of motion (hard copy of the text was provided to Trustees). The Chair added this item to the March 20, 2018 meeting as information. The Chair called for a vote on the agenda, as amended and it unanimously carried. The meeting adjourned and we did not get to the Information items. It therefore is sent out electronically to all Trustees and the text is part of the March 20th minutes.

A Notice of Motion becomes an Action item at the next scheduled meeting of the Board (April 3rd).

I hope this helps.

Rosie

-----Original Message-----

From: Claudine Waddick [REDACTED]

Sent: April 3, 2018 1:58 PM

To: DiPietro, Rosie <[DiPietroR@hcdsb.org](mailto:DiPietroR@hcdsb.org)>

Cc: Rowe, Mark <[RoweM@hcdsb.org](mailto:RoweM@hcdsb.org)>; Rabenda, Diane <[RabendaD@hcdsb.org](mailto:RabendaD@hcdsb.org)>; Dawson, Paula <[DawsonP@hcdsb.org](mailto:DawsonP@hcdsb.org)>

Subject: Tonight's Agenda - Action Item 8.2

Hi Rosie,

Can you please refer me to the vote where Trustee Danko's Motion under Action Item 8.2 was agreed to be put on the Agenda for the Board Meeting of April 3rd, 2018?

Thank you - Claudine Waddick