

**REGULAR BOARD MEETING
AGENDA**

Date: Tuesday, May 1, 2018
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

May 1, 2018 Board Meeting Prayer

The Lord is a refuge for the oppressed, a stronghold in times of trouble. Those who know your name trust in you, for you, Lord, have never forsaken those who seek you. Psalm 9:9–10

Lord our God, we look to you in our many needs, in the distress of our hearts, in the anguish of the whole world. We beseech you, let light come to your people everywhere on earth to bring them your help and your victory. Remember the wretched, the sick, the poor. Let your living strength come to them so that they can bear their sufferings and hold out joyfully to the end. Remember us all, O Lord our God, for we all need you. We are weak and poor and cannot go forward alone. Your Spirit must help us. May the Savior come to us, and may his grace and his power be born in our hearts.

Amen.

ST. MARY'S SCHOOL

1860

**THE FIRST CATHOLIC SCHOOL BETWEEN
TORONTO AND HAMILTON**



The "New" Brick St. Mary's, 1930-1987

ST. MARY'S SCHOOL

On the east side of this block (Block 35, Lots B, C, E and F) once stood St. Mary's School.

St. Andrew's has played an important role in the history of Catholic education in Ontario from the primary to post-secondary levels. The first resident pastor, Reverend Jeremiah Ryan, built St. Mary's. The two-storey clapboard school, completed in 1860, was the first Catholic school between Toronto and Hamilton. Fr. Ryan also purchased the southwest corner of King and Reynolds and established a convent for the Sisters who taught at the school. This home also served as a school for children of all denominations. As well, Fr. Ryan, an astute businessman, left a large sum, in trust, to his nephews (Fr. Lawrence Brennan and Fr. Patrick Ryan), who came from Ireland and became Basilian priests. With the money, Fr. Brennan purchased 50 acres of farmland in north Toronto (later, the site for St. Michael's College School). The sale of part of this land funded the Kelly Library at the University of St. Michael's College. In 1880, two lots of land on the west side of Reynolds, extending from Lakeshore to Robinson Streets, were transferred from Fr. Jeremiah Ryan to Fr. Patrick Ryan, and then to the Diocese of Hamilton. In 1929, the Diocese gave this land to the Oakville Catholic School Board, and in 1930 this funded the replacement of the original St. Mary's with a larger brick structure.

St. Mary's was a community hub. A venue for meetings, bazaars, choir practices, as well as wedding and funeral receptions, St. Mary's was also the mother school from which new schools found life. In 1978, St. Mary's Anglophone students were moved to St. James and St. Vincent schools, and St. Mary's became École Ste. Marie, Oakville's first French language school. Sadly, the school was demolished in 1987.



School picture, c.1904



School picture, 1946



Left: the original
St. Mary's, 1860-1930



Right:
Reverend Jeremiah Ryan,
builder of St. Mary's and
first resident pastor of
St. Andrew's



ORIGINAL ST. MARY'S SCHOOL WITH SECOND FLOOR MEETING ROOM



THE CONVENT





FR. JEREMIAH RYAN
PASTOR OF ST. ANDREW'S
CHURCH
1859-1876

CHAIRMAN, SEPARATE
SCHOOL TRUSTEES OF
OAKVILLE

CHAPTER I.

CORRESPONDENCE ARISING OUT OF THE RENEWED AGITATION IN REGARD TO SEPARATE SCHOOLS, 1865.

I. DOCTOR RYERSON TO THE EDITOR OF *The Leader* NEWSPAPER, TORONTO.

A new agitation has been commenced in Upper Canada by a portion of the Roman Catholics in behalf of a new Separate School Law; and their Organ, the *Toronto Canadian Freeman*, of the 9th instant, contains a formal attack upon myself, and upon the administration of the Separate School Law, as well as upon the Law itself. I beg permission, in your Columns, to reply to the attacks of *The Freeman*, and then to make some observations on this new agitation against the present Separate School Law, and for the enactment of a new one.

Now, in the Town of Oakville, the Reverend Jeremiah Ryan, Roman Catholic Priest, addressed a Letter in October last, to the Mayor and Council of Oakville, in behalf of the Separate School, claiming a share in the annual proceeds of the Clergy Reserve Municipalities Fund, above referred to. The Council referred the application to a Select Committee, which reported against the application, upon the alleged ground that the Committee conceived the Separate School Act of 1863 did not apply to that Fund.

Jeremiah Ryan, as Chairman of the Separate School Trustees of Oakville, applied to me on the subject some months ago. A Letter from him, dated the 28th of September, contains the following Paragraphs:—

I have spoken several times during the last few months to some Members of the Municipality of this Town in reference to our apportionment of the Clergy Reserve Fund, etcetera, which the Municipality of this Town receives and applies to Common School purposes, and of which the Separate School here is allowed its apportionment in accordance with the 20th Section of Separate School Act of 1863. Endorsed is an information I received this morning from Mr. C. H. Moore, Justice of the Peace, and Member of the Council of said Municipality.

I rely entirely on your sense of justice to see that our Separate School here will receive the benefit of the Law, and that you will direct me how I may receive what the 20th Section, above quoted, allows, for the Trustees are now in need of it for the payment of the Teacher. J. Ryan, C. Paxton, Chairman of the Board of Roman Catholic Separate School Trustees of this Town.

1930

**TWO-STOREY,
TWO-CLASSROOM
BRICK BUILDING
REPLACES
WOODEN SCHOOL**

1953

**ADDITION OF
FOUR CLASSROOMS
TO THE 1930
BRICK BUILDING**



1939





FIRST COMMUNIONS AND CONFIRMATIONS AT ST. MARY'S

Storm Can't Halt St. Mary's Service, Car Lights Altar

Monday night's storm that plunged Oakville into darkness helped only to make the special Confirmation Services at St. Andrew's Catholic church even more colorful and memorable than usual.

Against a flower-banked altar lighted with dozens of wax tapers, Bishop J. F. Ryan, D.D., of Hamilton, performed the solemn rite while a pair of headlights from a motor car driven right up to the church doors was used to light up the main aisle for the congregation of several hundred parishioners.

Some 78 children and adults, including many converts, formed the largest Confirmation class in the recent history of St. Andrew's. Plans for the 40 school children, the girls in white with flowing veils, and the boys wearing white armbands, to march in procession from St. Mary's school to the

church had to be abandoned when the storm broke just before services were to begin at 7:30 p.m.

Following a few words of welcome from Rev. J. A. Kirby, pastor, the congregation was addressed by Bishop Ryan who stressed the necessity of increasing the number of vocations to the priesthood and sisterhood in view of the tremendous expansion in the catholic population of central Ontario, the importance of prayers in the home, the necessity of all catholics supporting their schools with their taxes, and the necessity of participating actively in the Marian Year exercises designed to petition God for peace on earth.

Some eight priests from various centres in the diocese assisted Bishop Ryan in the colorful ceremonies.

CWL SOCIAL PREPARATIONS AT ST. MARY'S





COMMUNITY SKATING RINK

OAKVILLE MASQUERADE ICE FOLLIES

(OAKVILLE RECORD-STAR COVERAGE)

MASQUERADE CARNIVAL.—A masquerade carnival was held on St. Andrew's skating rink last Tuesday evening and while many adults took advantage of the good ice there was a large attendance of the younger fry as well. Some of the boys wearing attractive costumes were Murray Conder and Hubert Litchfield.

Frank McDermott as "missioner" and Eddie Lee, the "Prince of Patches." Among the little tots were the Kilgour twin sisters, little Nora in Indian costume, while wee Jean represented "the mariner." Margaret Markey was the only fairy to be seen on the rink and was the enchanting skating chum of "Diana" (Margaret Flood) most of the evening.

1904



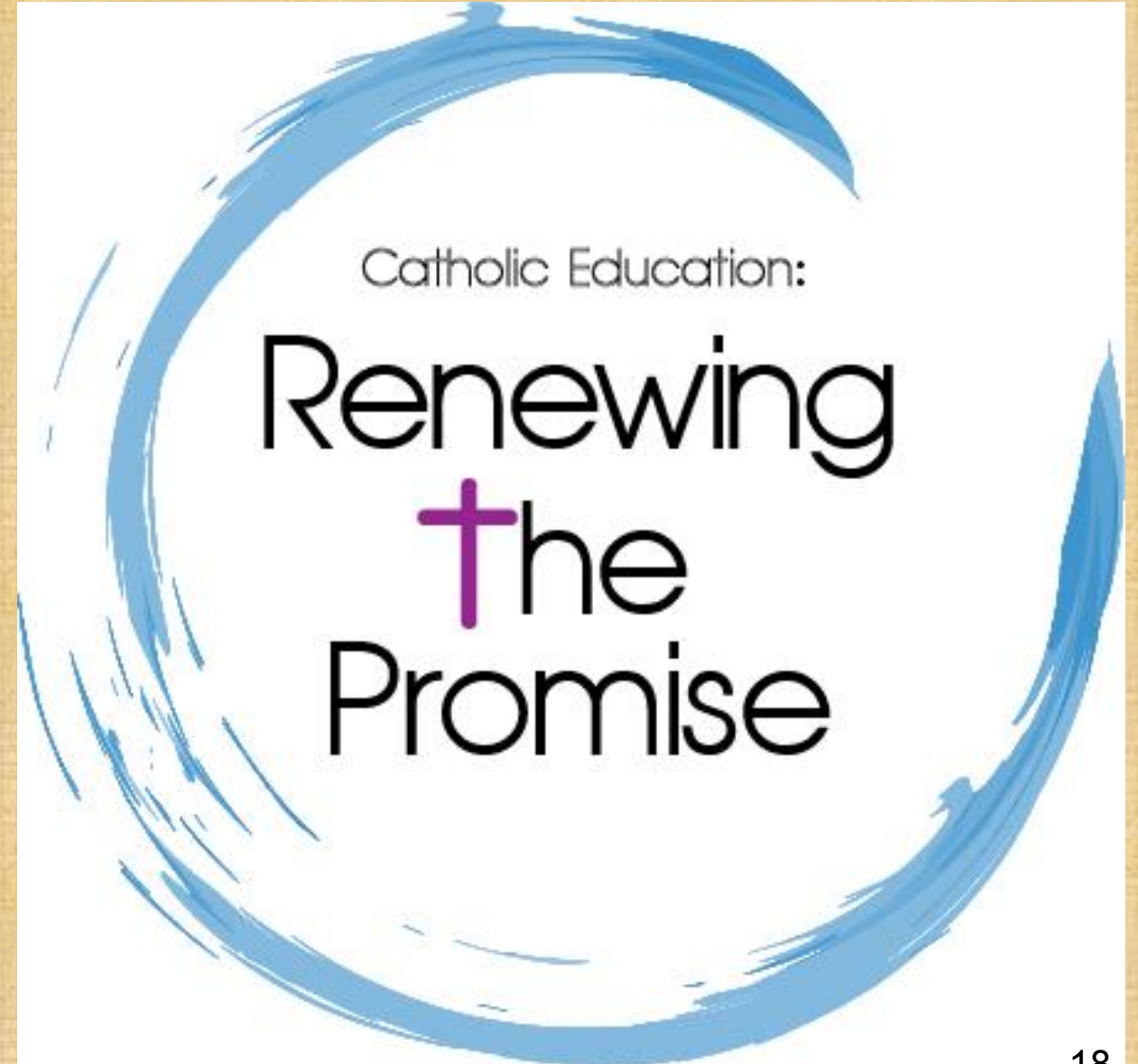
1910



1946







PRESENTATION REPORT

ITEM 4.2

HALTON CATHOLIC DISTRICT SCHOOL BOARD BULLYING PREVENTION AWARDS 2017-2018 SEE THE PROBLEM, BE THE SOLUTION

PURPOSE:

To provide trustees with information regarding the Halton Catholic District School Board Bullying Prevention Awards for the 2017-2018 school year and to recognize the award winning students.

BACKGROUND INFORMATION:

The Halton Catholic District School Board recognizes the profound importance of creating safe and inclusive communities. Our Student Trustees Christina Atrach, Ingrid Schwecht and Anamaria Barbul continue to lead this initiative within our Board and Region. All students have the right to feel safe, cared for, and that they belong. The 'Give Respect-Get Respect' movement that was first launched in 2010 in Halton Region aims to spread the message of respect and healthy relationships. Halton Catholic students in Grades 6 - 12 were challenged to develop creative arts-based public service messages that use the theme **"See the Problem, Be the Solution"**, promoting healthy relationships and inclusion to prevent bullying. Secondary and elementary student submissions were judged separately in the following categories: Best Poster, Best Original Song, and Best Video.

During the 2017-2018 school year, Thirty-Seven (37) of the elementary schools and seven (7) secondary schools, (with approximately 274 students), submitted entries. On April 5, 2018 all participants were invited to the *See the Problem, Be the Solution* Awards at Jean Vanier Catholic Secondary School. This year all students in Grades 6 - 12 were able to vote online for the 12 contenders that met the requirements. The response and participation was very positive. In the end, the students are the ones engaged and making the decisions on the favorite poster, song and video.

Category	Student Participants	School
Best Original Poster	Julia Czubik, Elisar Haydar, Siobhan Mehrotra, Alejandro Riveros-Franco	St. Thomas Aquinas CSS
Best Original Song	Alexandra Aquino, David Chournus, Mae Desembrana, Faith DeBarros, Shaelyn Digos, Charmaine Griffiths, Reigan Harder, Jeiska Kellerman, Emma Low, Raichel Santos, Lucas Yap	St. Teresa of Calcutta CES
Best Original Video	Nicola Baron, Hayley Cantwell, Rayna Croft, Kera Darabos, Sam Dimou, Sydney Durham, Emily Koppers, Jenna Lazarra, Mikayla Vidler, Angie Wallace	Christ the King CSS

CONCLUSION:

Congratulations are extended to not only our winners tonight, but to all the other students that participated in this Bullying Prevention initiative.

REPORT PREPARED BY:	T. PINELLI SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES
SUBMITTED BY:	T. PINELLI SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

DELEGATION REPORT

ITEM 5.1

DECLINED DELEGATIONS

As per Operating Policy I-06 – Delegation to the Board, a total number of two (2) delegations were declined for the May 1, 2018 Board meeting.

Individuals were encouraged to submit concerns in writing to be added as correspondence.

**REPORT SUBMITTED AND
APPROVED BY:**

D. RABENDA
CHAIR OF THE BOARD

Good evening Chairman and members of the Board. My name is Cynthia Giczey-Blenkin, a Mother of 2 boys at St. Joan of Arc in Oakville and a Parent Council member. Like many others, I only heard about the Sanctity of Life motion through the media and couldn't get my head around the concept that a Catholic School Board wanted to put an end to donating to charities like SickKids.

I endeavored to understand the motives of the 5 trustees who support this motion.

Trustee Quinn, I read your tweet on the Editorial in the Catholic Register. It gave me good insight into why you feel that what you are doing is God's work. For the benefit of everyone else, the article states that "... public displays of Christian morality can bring shaming and ridicule. (That) it takes courage to stay strong in a secular world". I would have to agree with this.

The article stated "... There was no whiff of respect, nor hint of tolerance, for the right of a Catholic institution to act according to its religious beliefs." It further drew the correlation between the parents and students dissent on this motion and the huge amount of work still required to communicate the mission of Catholic education, but it mostly focused on standing up for the right to life. I know that some of you have close affiliations with Pro-Life coalitions and I am not challenging those affiliations.

Another article you referenced on twitter highlighted Cardinal Thomas Collins' plea to a group of teachers to prevent the "watering down of faith in society". It was in response to a proposal to compel doctors who object to assisted suicide to refer patients to other doctors willing to end a patient's life. He said that Canadian society was getting colder and darker. I feel the same way sometimes.

The Cardinal sees large segments of Canadian society rejecting their Christian roots and that Catholic students need to be exposed to the Bible ... "but that scripture alone will not do the job". I believe that as educators and Board members, you are tasked with the difficult question ... how do you reconcile an age old scripture to handle today's world? I don't envy you and I think that's exactly what you are trying to do with this motion.

I don't believe that either of you are necessarily opposed to fundraising for SickKids or that any of you wouldn't take advantage of their life saving services, should your family need them, God forbid. I think your intention was to signify these Catholic values that you feel have been ignored. That if you did it quietly, you would feel a personal spiritual accomplishment in doing so. But you can't do it at the expense of the opinions and support of the people you represent.

Issues of euthanasia, abortion, contraceptives ... those can be taught. But believing in Pro-Life alone does not make you a good Catholic. It addresses the one aspect of Catholic thought. Mother Theresa's belief on this topic alone did not earn her the title of one of the most respected Catholics in the world.

The religious education course director, said "...when you see true Catholic faith, pure and true, it sets the heart on fire and we need that in Catholic schools."

There is no better way to see these hearts on fire then when you watch hundreds of students walking in unison wearing red supporting the Terry Fox foundation or wearing Green and Purple in memory of Maddie, a former student at St Joan of Arc who died of a brain tumour ... raising money for brain cancer research at SickKids.

One way in which our young children show an understanding and commitment to our Catholic faith is by coming together as a community, raising awareness, supporting and fundraising for initiatives that help the needy, poor and undesirable, just like Mother Theresa did.

Our children learn easiest by relating. Our young children, like mine who attend St Joan of Arc, do not know what abortion is yet, so fundraising for pro-life organizations is not an option yet. It is not relatable to them.

Cancer is. ALS is. Autism is. Humanitarian operations in developing countries are. Diseases that are treated by Sick Kids and the Canadian Cancer Society. Organizations that you have removed from the approved list. I know that there have been some added, removed, then added again. I've lost track and I'm not here to scrutinize this list today. The question is, has the Halton Catholic District School Board been running amuck for this many years fundraising for organizations that are not in line with the teaching of the Catholic church? Have the staff, superintendents, principals, Directors of Education, been so incompetent and unreasonable in the last several years, that the 5 of you felt that you needed to interject and save us?

And don't have such weak faith. If God was truly against this, there would be no science in the world that would work against his power. No doctor, no medicine that could possibly help a dying individual. I believe that God allows us to come together as a community to help others.

God puts obstacles in our way to challenge us to be better people. What can we do for one another?

Trustee Karabela, you clearly have a strong commitment to educating others on Pro-Life causes. You stand in front of hospitals holding "pro-adoption" signs. No one here is suggesting that you stop. That is your calling. That is your contribution to promoting the Catholic values that are important to you and to the Church.

But we all have a role to play. If you truly believe that students are rejecting their Christian roots, then don't take away the only relatable activity that keeps them connected. We will lose them at a faster rate than we already are.

Mr. Marai, you boasted last week that enrollment in the HCDSB has increased. But for how long? If we continue to polarize religion, we will have a declining enrollment.

In 2016 and 2017, you proudly tweeted about our participation in WE day.

You've tweeted several tweets with respect to charitable activities - with Canadian Liver Foundation, Alzheimer's Day, the fact that Canada was the 4th most charitable country in the world. Clearly, this is an important topic for you. What happened between 2016 and present day that you can no longer support these charities because they potentially are affiliated with stem cell research?

Likewise, in 2016, you re-tweeted Lucas Medina's tweet about Canada opening it's first foster care agency to support LGBTQ youth. You are, or at least were, a huge supporter of rights for the LGBTQ community. And even though the Board shot down the inclusive policy, you continued to allow their voices to be heard ... that the Catholic School Board had a responsibility for these youth to feel safe. That is your calling and you would be surprised how much support you would get from Catholic parents.

Finally, you tweeted an article about Students' Moral compasses being broken in the US. There is a lot of truth to that.

But when you put a group of LGBTQ students in the same room as their classmates, raising money for a mutually good cause like Cancer research, you break down that wall between them. They start to realize that they all have parents who don't know anything and drive them nuts. They celebrate their similarities which allows them to celebrate their differences.

When you put a group of Pro-Life students in the same room as their classmates, raising money to help find a cure for pediatric cancer, suddenly, the value of life becomes more clear. Those group of students become friends, they talk. They have an opportunity to share their strong Catholic values in an amicable environment and to potentially see that they have more in common than they may think.

Trustee Danko, you have been a member of the HCDSB since 2006 I believe. That's a long run and you've dedicated a lot of resources and time to this community.

It saddened me to keep hearing about Canada Summer Jobs. How did a politically charged issue between 2 opposing political parties make its way into our school system? How did we allow a member of the Conservative party to openly wage war on the government by exploiting our children?

You stated to the Globe and Mail that "If the federal government wishes to impose its beliefs on us, we can assert our morality where we're supposed to, which is in our schools,". Who's this "us" and "we"? You do not work for the Conservative party when you sit on this Board. The "us" and "we" are the students, parents and staff, not your charities that won't be able to benefit from the subsidies. Not our fight. Don't use my children for your political gain. For me personally, this was the most abuse of power that offended me in this entire ordeal, even more so than the way in which this motion was passed. My kids aren't old enough to understand dirty politics just yet.

I don't have to say much about Mother Theresa's legacy – she was one of the greatest humanitarians of the 20th century. Catholics and non-Catholics know what she stood for and there's a reason for that. Even though she was a huge proponent of pro-life, she focused on helping everyone who needed it. In the 80's, she opened 2 homes in the US to care for those infected with HIV and AIDS. When Rev.

William Whitt said "AIDS comes because of immoral acts," and asked. "Why is it doing charity work to bring them in?" Church officials responded, by saying that they are not condoning homosexuality but are ministering to the dying, as the church teaches.

We too, are not condoning abortion because we are raising money to help care for those who are dying of cancer.

Pope John Paul II, was an outspoken opponent of abortion, but he was also a supporter of Poland integrating with the European Union. He believed that The Church in Europe needed the Poles' testimony of faith, that the Catholic future in Europe relied on it.

Poland joined the EU in 2003. In the same year, Italy took over precedence of the EU. In the same year, the EU pledged \$28 billion in humanitarian aid and restructuring efforts to help Iraq. The Pope was such a huge opponent of the Iraq war, that he became a candidate for the Nobel Peace Prize.

What's the relevance?

Abortion in Italy was legal in 2003 and had been for over 20 years.

At the same time, Iraq had a national policy on assuring access to family planning and contraceptives. Abortion was also legal in the event that a mother's life was in danger or because of fetal impairment.

Neither of these laws prevented even Pope John Paul II, who was much more conservative than today's Pope, from helping those in need AND ensuring that Catholic presence in the secular world was not compromised.

As Mr. Harvey said so eloquently in his delegation, the 2 doctrines can co-exist. This was proven by Pope John Paul II himself.

We are definitely being challenged and asked to define what it means to be a Catholic in this day and age. We have to learn as Christians how we apply the word of Jesus in everyday life.

But not by dividing us. And certainly not by a smaller group deciding which values are more important than others. You do not have divine authority.

Let the Catholic faith resonate within all of us. Let the goodness that is meant to be shared spread by inviting others to spread the word of God with us.

And ask yourselves, does it feel right? We have been blessed with divine guidance. If Jesus stood in front of you today, what would he say? Would he ask you to take into account humanity in all your decisions? Let's not get into the business of judgement, rather focus on kindness and support to pull us out of this darkness that Cardinal Thomas referenced.

If you need to reflect and discuss it amongst yourselves, then ask for a recess and do so. Not just on a temporary pause, but on putting this issue to rest for good and focusing on the business of true Catholicism as a joint community, not a divided one. And when you do, ask yourself, with all your best intentions, did you expect to cause so much upset in your own community?

Finally, Trustee Marai, you tweeted in Dec 2016, "Public Consultation takes such minimal effort. This should be a lesson to the @HCDSB. ENGAGE & CONSULT with those you serve".

Show us that you are capable of doing just that.

And if there is no intention of listening to the community you represent, then please don't represent yourselves as Catholics simply because you endorse a subset of those values.

Thank you.

[Philippians 4:5](#)

Let your reasonableness be known to everyone. The Lord is at hand;

Romans 14:1

As for the one who is weak in faith, welcome him, but not to quarrel over opinions.

Proverbs 6:16-19

There are six things that the Lord hates, seven that are an abomination to him: haughty eyes, a lying tongue, and hands that shed innocent blood, a heart that devises wicked plans, feet that make haste to run to evil, a false witness who breathes out lies, and one who sows discord among brothers.

May 2nd Delegation

Tova Ralph

Good Evening Chairman and members of the Board. I would like to thank you for the opportunity to be here this evening. My name is Tova Ralph and I am a wife and mother to two amazing children. I am here because we send our children to Catholic Schools, not just for the theology, but for the community of faith and the charity that the Catholic school offers. While I can take them to church and teach them their lessons, I cannot alone provide that community.

I sat in church last Sunday listening to the homily on being a good Shepard. I believe that you are passionate in your belief in the Sanctity of Life motion which is being upheld without stakeholders feedback. But what I ask, is do you in your hearts believe that the way you went around getting this policy passed was being true to yourselves, your beliefs and what our Catholic church teaches us?

I just read Pope Francis's apostolic exhortation "Rejoice and Be Glad." This had me thinking, what would the church think about the actions taken by the trustees on this board? From my understanding the church was not consulted on this issue and Policy. If you truly believe that what is being done is right and just, then wouldn't you want the church to endorse it? What does the Bishop think? The Priests of the local churches? The Vicar?

Below, are Pope Francis' words:

7. I like to contemplate the holiness present in the patience of God's people: in those parents who raise their children with immense love, in those men and women who work hard to support their families, in the sick, in elderly religious who never lose their smile. In their daily perseverance I see the holiness of the Church militant. Very often it is a holiness found in our next-door neighbours, those who, living in our midst, reflect God's presence. We might call them "the middle class of holiness".[4]

YOUR MISSION IN CHRIST

19. A Christian cannot think of his or her mission on earth without seeing it as a path of holiness, for "this is the will of God, your sanctification" (*1 Thessalonians* 4:3). Each saint is a mission, planned by the Father to reflect and embody, at a specific moment in history, a certain aspect of the Gospel.

20. That mission has its fullest meaning in Christ, and can only be understood through him. At its core, holiness is experiencing, in union with Christ, the mysteries of his life. It consists in uniting ourselves to the Lord's death and resurrection in a unique and personal way, constantly dying and rising anew with him. But it can also entail reproducing in our own lives various aspects of Jesus' earthly life: his hidden life, his life in community, his closeness to the outcast, his poverty and other ways in which he showed his self-sacrificing love. The contemplation of these mysteries, as Saint Ignatius of Loyola pointed out, leads us to incarnate them in our choices and attitudes.[18] Because "everything in Jesus' life was a sign of his mystery",[19] "Christ's whole life is a revelation of the Father",[20] "Christ's whole life is a mystery of redemption",[21] "Christ's whole life is a mystery of recapitulation".[22] "Christ enables us to live in him all that he himself lived, and he lives it in us".[23]

21. The Father's plan is Christ, and ourselves in him. In the end, it is Christ who loves in us, for "holiness is nothing other than charity lived to the full".[24] As a result, "the measure of our holiness stems from the stature that Christ achieves in us, to the extent that, by the power of the Holy Spirit, we model our whole life on his".[25] Every saint is a message which the Holy Spirit takes from the riches of Jesus Christ and gives to his people.

22. To recognize the word that the Lord wishes to speak to us through one of his saints, we do not need to get caught up in details, for there we might also encounter mistakes and failures. Not everything a saint says is completely faithful to the Gospel; not everything he or she does is authentic or perfect. What we need to contemplate is the totality of their life, their entire journey of growth in holiness, the reflection of Jesus Christ that emerges when we grasp their overall meaning as a person.[26]

23. This is a powerful summons to all of us. You too need to see the entirety of your life as a mission. Try to do so by listening to God in prayer and recognizing the signs that he gives you. Always ask the Spirit what Jesus expects from you at every moment of your life and in every decision you must make, so as to discern its place in the mission you have received. Allow the Spirit to forge in you the personal mystery that can reflect Jesus Christ in today's world.

24. May you come to realize what that word is, the message of Jesus that God wants to speak to the world by your life. Let yourself be transformed. Let

yourself be renewed by the Spirit, so that this can happen, lest you fail in your precious mission. The Lord will bring it to fulfilment despite your mistakes and missteps, provided that you do not abandon the path of love but remain ever open to his supernatural grace, which purifies and enlightens.

My vocation is to be a wife and mother. It is my main priority. It is a 24-7 job in good times and bad.

Our local Priests have a vocation to the church, the people and the world. They also live and breath the Catholic church. The Priests are an important member of our church. They are the ones on the front line that try to uphold what the Catholic church stands for and believes in, and working with the community to serve the community. Last week, at my daughters first communion retreat we learned many things one being, that the chasuble they wear reminds the priest of the charity of Christ: “Over all these virtues put on love, which binds the rest together and makes them perfect” (Colossians, 3:14).

As trustees, this is your job, not vocation. Yes, we thank you for your service to your community. But at the end of the day this is a job. You leave. When your term is up you are done, you leave the business, politics and school board behind. You hope to leave a positive legacy or whatever noble mark that you were able to accomplish. Don’t let your legacy be the demise of the Catholic School system in Ontario by upholding Resolution 61/18.

By implementing this motion, I believe, as the Toronto Star recently reported, “we are further igniting the debate about mixing public dollars and religious beliefs” and giving organisations reason to question the need for a religious school board.

Recently, Parliament held a debate on Canada requesting papal apology on the Catholic Church’s part for the atrocities that took place in the residential schools that existed in Canada. I am not here to share my opinion on that matter, but ask that we do not give the secular world further reason to equate Catholicism with the thoughtless and unjust behaviour. Let’s be an example for the world on kindness, inclusiveness and charity.

If you don’t want to seek input from the Catholic Church and it’s leaders why even have a Catholic School system?

As parents we want to work with you. Of course, we don’t want to directly fund abortion, contraception, sterilization, euthanasia, or embryonic stem cell

research. But we do want to support our kids, our friends and our families. When this was first addressed in February, the HCBSD supported 100 or so charities and today, that list has been cut to less than half. But I have not seen a confirmed list as of yet.

Our children benefit most when schools are inclusive. How can we be inclusive when we can't donate to the services that we as a community have been so blessed to be helped by?

Personally, my family has been touched by many services. My 5-year-old was a patient of Sickkids before he was even born.

The day I found out my son was going to be born with a cleft lip and palate I was devastated. I cried the whole way home unsure of the news I just heard. I remember my midwife calling me about 30 minutes later. She asked me how I was doing and had to inform me of my rights given the situation. She asked me if I wanted to terminate my pregnancy. She was not asking me because she was encouraging a termination, but that this was her duty to inform me of my rights and she suspected my answer before I responded. I was shocked that people would terminate a pregnancy, but I understood. It is hard to have a child who has differences, to see your child undergo pain, people judge you. I rejected any further testing as I knew that no matter what, my husband and I would love this child. I remember crying and being so angry with God. Why was my little boy having to suffer, what did he do wrong, what did I do wrong? The first time I held him in my arms, I forgot why I was so scared and worried about him. I was "still" and knew that God placed this child with me for a reason and why was I so lucky to be his Mom? At 5 months we had his lip adhesion surgery. We anticipate at least 3 more surgeries before he is discharged at 18. He is a healthy patient of Sickkids. He has parents who can advocate for him. We are blessed to have him here. That he has a voice and that we have a voice. Many patients have never left the hospital. Parents don't get to have their child discharged and it is not fair. Is this their fault? Would God have given people the means to have doctors, nurses or hospitals if He thought they in any way were conflicted with the Catholic church's doctrine on abortion? I understand saving an unborn baby's life. But let's STOP!!!! What message are we sending Halton, Ontario, Canada and the World by implementing this motion?

My daughter is 7 and she asked me a few weeks ago if the school supports autism? I didn't know the answer, but I do now. No, No you don't. Yesterday, my

kids got to wear a hint of blue in support of Autism. No monetary donation. How do you think this made children who currently sit on the spectrum feel?

We will wear a bit of blue but will not donate a toonie to show that your school, your community and your church is in this with you. Because by supporting your need for Autism research, we are threatening our own Catholicity. How should children with special needs feel that the school they attend doesn't support the needs of the children in their community. Furthermore, how should the parents of these children feel, who's taxes go to pay for these schools?

We believe that the HCDSB no longer supports ALS, Brain tumour research, Autism awareness, Cancer society, Cerebral Palsy, Epilepsy, Special Olympics, MS to name a few. These are the kind of causes that the children are moved to support- because they are real and in front of them. Not because they are on a list.

Are we not teaching our children to be more like Christ? We are all aware of the company Jesus kept- He did not help only those that believed what He believed. In fact He did the opposite. So why would we limit our kindness to those that believe what we believe? What are we teaching our kids by doing that?

People don't ask for Autism, Down Syndrome, mental health issues, cancer, broken bones, abuse, neglect, poverty and so many more challenges we face in this world. How can we love our neighbour without the school community? How can a school that teaches us to live a life that Jesus lived, not walk the walk and talk the talk with the students they spend so much time with?

It is reasonable to not fund abortion but completely unreasonable to not support Autism awareness.

God chooses to pass final judgement at the end of one's life and not at the turn of each poor decision, making it always possible to be in a positive balance at the end of life. That is why we continue to strive to be better people each day. And Don't be confused. The children we are raising are not the future of the church. They are the present of the church. Work with us parents to help give these children the tools they need to grow the Catholic church from what it is today, not alienate them.

What I am hoping to accomplish by being here today is to provide you with a different perspective and to ask you to overturn this resolution. We ask that you have faith in our schools and your staff to make informed decisions based on the needs that reflect their own communities. After all this really is about our children

and teaching them to be engaged Catholics and to encourage them to take their faith out into the world and make a difference. That is so much more meaningful than checking a box. Thank you....

Available Placements in Secondary

Secondary Panel Exceptionality	Regular Classroom with			Special Education Classrooms	
	Indirect Support	Resource Support	Withdrawal Assistance	With Partial Integration	Full Time
Learning Disability	†	†	†		
Deaf and/or Hard of Hearing	†	†	†		
Language and/or Speech Impairment	†	†	†		
Autism	†	†	†	†	†
Giftedness	†	†	†		
Mild Intellectual Disability	†	†	†	†	
Developmental Disability	†	†	†	†	†
Behaviour	†	†	†		
Physical Disability	†	†	†		
Blind and Low Vision	†	†	†		
Multiple	†	†	†	†	†

According to the Ministry of Education,

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”

Regulation 181/98, S (3) of the Education Act states that:

“The individual education plan must include,

(a) specific educational expectations for the pupil;

(b) an outline of the special education program and services to be received by the pupil; and

(c) a statement of the methods by which the pupil’s progress will be reviewed.

GIFTED PROGRAMMING IN HCDSB SECONDARY SCHOOLS

A TRUE AND PERSONAL STORY

I would like to introduce you to my son, Joshua, a grade 11 student here in Halton Catholic. For the past 13 years, it has been the responsibility of this Board to provide him with an appropriate education. Joshua was identified as “Gifted” at the end of Grade 6, at which time it became the responsibility of this Board, as mandated by the Ministry, to provide him with an individualized program specific to his needs. Even with a professional diagnosis, which cost us over \$1,000, it literally took months to get anything in place. And then, the programming consisted of Joshua completing multiple choice practice math contests, after he had completed his same work the rest of the class was doing. He did this in a corner, on a computer, by himself, with no teacher oversight. There weren’t even solutions provided for many of the questions. It became a game where he repeated the same contest over and over until he got perfect. Now, please excuse me for stating what may seem obvious but I did have to explain to the Special Education Resource Teacher (SERT) that he probably wasn’t learning anything or developing his math skills by doing this. In fact, the SERT was dumbfounded when we asked for this activity to stop. “But how will he prepare for upcoming math contests?” she asked. I’m not quite sure how she thought he was preparing for the contests. When Joshua did actually write the live contests, he did so in a group in the special education resource room while the teacher supervised....literally, just supervised. The extent of her involvement was to review the answers – as in, the answer to question 3 is “c”. When I suggested it might be helpful to have a teacher actually review the solutions, the response I got was “sorry, math is not my strength”and apparently, there were no other resources available throughout the whole of the board

After we raised a fuss, things improved a bit. The teacher was given some direction from the Special Education Consultant as to how they could program for Joshua, and the math contest practice became a group activity, although still lacking teacher intervention beyond basic supervision. But we had to raise a fuss to even get that.

My first clue to the lack of programming in high school should have come when we started to plan for Joshua's Grade 8 year. The SERT told us that the placement option for Grade 8 would be "indirect support" as that is all that is offered in high school. I reminded her that Grade 8 is not high school and there was a full range of placements available for elementary. I also later learned from the Board website, that, officially, there are three placement options for high school. See Appendix A for this information.

In grade 8, we decided to enrol Joshua in a rigorous, extra-curricular math enrichment program. It cost us \$3,000 for the academic year. \$3,000, out of our pockets, in after-tax-dollars because he wasn't getting what he needed from this board. It was through this program that Joshua's true math capabilities were finally unleashed. Soon, Joshua was flying through all the regular Grade 8 math, including all of the enrichment activities that his teacher could find. And I do believe that that teacher truly did her best, with the resources available to her. But it wasn't enough. He was flying through all of it. She got permission for Joshua to work out of the Grade 9 textbook; something not normally allowed. It was the right thing to do. But even the Grade 9 Math was too easy. So it occurred to me that perhaps Joshua could earn the grade 9 credit while still in grade 8. I remembered a couple of kids that did this when I was in grade 8; at least one of them went on to become an extremely successful actuary. The public board actually has a program where Grade 8 students earn their Grade 8 and 9 credits in Grade 8. Most importantly, this would allow Joshua to work at a level appropriate to his skills.

And so we began discussions with the high school; somewhat reluctantly on their part, I came to realize. There were many challenges presented. The first was that Joshua would be enriched in Grade 9 by taking “AP” Math. Even though AP is “not a special education program”... We argued that he was already doing Grade 9 math, and Grade 9 AP Math is really just Grade 9 math with a little bit of grade 10 math. The other major argument was that Joshua would end up with no math in Grade 12, a year before university.....even though there are three Grade 12 math courses which could be spread out between Grades 11 and 12..... I further suggested that a solution would be to skip math in grade 9 altogether and just start math in grade 10....again there was the concern of a year without math. I reminded them that that could happen anyway, if he took math in semester one one year, and semester two the next. In fact, this could happen to any student in any course. If this is such a big issue, why do we even have a semester system at all?? And, if it was a bit of a challenge for him to get up to speed in grade 10....well, that was kind of the point. A challenge was exactly what we were looking for! As you might have guessed, I didn’t give up so easily.

So we met with the high school Principal, who reviewed some of the work Joshua had been doing outside of school. He finally relented and proposed that Joshua could write the grade 9 AP math exam in June of his grade 8 year. If he achieved a mark of 85% or better, he would be exempted from Grade 9 AP math. We accepted the challenge.

Foolishly, we thought this also meant that Joshua might actually get some help towards achieving this goal....nope.

Again, as we sought assistance for our child, your student, we were challenged at every turn. His Grade 8 teacher couldn’t help because she wasn’t qualified to teach high school math. The high school couldn’t help because they didn’t have the resources and besides he wasn’t “their” student until September. *Funny, they collected the \$65 activity fee in November, almost a full year before he was*

“their student”. But I digress. The two schools in the same school board, a couple of kilometres apart,

[REDACTED], were playing hot potato with my son. Nobody would help.

Joshua’s placement is “regular classroom with resource support”. Where were the resources? Well, reaching ahead is not “part of the program” so there were no resources. Even though it was precisely what he needed at that point in time to be successful and to work toward his potential. It was not part of their “program”.

The elementary school Principal made a couple of suggestions; a couple of the teachers had high school math qualifications, there were some itinerants that could maybe come and help. But no real plan. And all the suggestions fell through for one reason or another. One of the teachers didn’t have time to help because it was soccer season *and* he was busy organizing the school talent show.

In the meantime, we were having meetings and discussions to plan for Grade 9. The SERT was again quite eager to change his placement. I still have the e-mail, in which she told me “we now have to change the placement for all Grade 8’s to Indirect Support in preparation for Grade 9”. She was surprised when I told her that the Board officially offered three different placement options for high school. In our planning discussions, which included the high school SERT, we repeatedly asked what about Joshua’s math programming. We were repeatedly told, if he doesn’t get 85%, he has to take the course. We said “yes, we understand that, but considering that he is already doing grade 9 math with some success, he will likely need more”. The Ministry defines a special education program 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”. That’s what we were asking for. We were repeatedly told that the AP course would be sufficiently challenging and enriching, and that nothing more would be needed. Even though AP is not a “special education program” as we have all been repeatedly told.

(Spoiler alert – Joshua got 100% in both Grade 9 and 10 AP math without ever studying for a test or the final exam.)

In an effort to obtain a more formal assessment of Joshua's current capabilities in math, and to determine a plan to prepare him for the exam, we requested a KeyMath assessment be completed. That was another hurdle. KeyMath is widely used throughout our Board to assess students; we heard about it just this past week at SEAC. It is a tool designed to do precisely what we wanted. But this board only uses it for struggling students, to find *their* gaps. They couldn't comprehend using it for a student who was working ahead of grade level. Eventually they agreed to complete the assessment. Joshua maxed out the assessment in every category but one; in his grade 8 year, his math abilities were somewhere above a grade 10 level. In one category, they were "only" at a grade 8 level. When we finally got some help, it was to work with him on exercises generated by the assessment tool, exercises to address the *one* category he wasn't excelling at. The exercises were so ridiculously remedial that the itinerant sent Joshua back to class after about 10 minutes. Nobody looked for a more appropriate level of exercises to provide him with; they didn't seek to enrich the skills that were more than 2 years ahead of his age group. They sent him back to class.

All the while I continued to look for help for Joshua in preparing for the exam. I found out there were free online high school courses available, so I looked into that. The elementary Principal connected me with the Curriculum Consultant at the time, Jack Nigro. He actually seemed to try. But there were issues with the online course as well. They had already started, Joshua wasn't a high school student yet, etc., Honestly, I don't even remember. What I remember most is the desperation and sheer frustration and feeling of complete abandonment by this board. I explained to Superintendent Nigro that Joshua was an identified Gifted student and there should be resources to help him. He offered to speak to the Superintendent of Special Education on my behalf. He called me back about 5 minutes later and said that he had been told that special education "wasn't a program for acceleration".

You may recall from a report I sent to you, included as correspondence to this package, that acceleration has been proven to be the most effective intervention for Gifted students. But this board won't touch it. Superintendent Nigro did arrange for us to have the textbooks we needed to prepare for the exam. Even something that simple had been overlooked up to that point.

I realized that all this lobbying and following up for help was getting me absolutely nowhere. I was just wasting my time. Time I could use myself to help my son prepare for the exam. And so I buckled down. For the next 6 weeks, as the laundry and take out menus piled up in our house, I focused on Grade 9 AP math so that I could help my son, your student prepare for his exam.

In the end, Joshua achieved a mark of 79% on the exam. 79%. With absolutely no professional instruction or intervention. I am not a teacher and it has been a long time since I took Grade 9 math.

And so we were told, he had to take the course. And we didn't argue because that is what we had agreed to. Even though he was only 6 points shy of the 85%. Even though the marks he lost were due to careless errors or not showing his work; not a lack of understanding the actual course content. But that's what we had agreed to, so fine.

So in September, we went back to asking what his Math program would look like. Those had to be some of the most frustrating and downright infuriating discussions we have ever had. Like a broken record we were told "well he didn't get 85% so he has to take the course". He was 6 points away from an exemption yet they felt it was appropriate for Joshua to sit in class and take the course like every other student for whom this was new material. They didn't understand that he might be bored. That this was a waste of his time. Because it's AP. And there are other "smart" kids in the class. Even though it's not a Special Education program. But it was everything he needed.

It was like we had bought our son a Ferrari, and the school board told him he could only drive it in rush hour traffic. What a waste.

We even had to fight to have his achievement on the exam recorded as an “Assessment” on his Individual Education Plan. This wouldn’t otherwise be recorded anywhere because Joshua wasn’t registered in the course. It was also pretty key to understanding his capabilities, so it should be noted in the document that was supposed to plan his program. We were told that only professional assessments could be listed in the document. I had to prove, by providing a website link, that Ministry guidelines and examples allowed for all sorts of things to be included as “assessments”, even interest surveys. If an exam marked by a professional teacher isn’t an assessment, I don’t know what is. And these discussions were with a seasoned [REDACTED]

[REDACTED] These people should know better.

After much wrangling, they agreed to put together an enrichment plan for Joshua. What we received was a high level and generalized description of enrichment for gifted students. Nothing specific to Joshua. So we wrangled some more. Then we received an overly detailed description of every single textbook question that Joshua would complete for the first two units of the Math course...way too detailed. According to the Ministry, a special education plan is “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”. We’ve never seen anything resembling that.... But we felt more assured with the detailed plan, which also included a commitment to continuously develop the plan for future units of the course. That seemed reasonable; it is after all supposed to be a program of “continuous assessment”. So we backed off.

Guess what happened when they got to unit 3? Nothing. No more plan for Joshua. He was now expected to sit in the class and do the same work as the rest of the students. This is where I really lost it. And this is why I tell you, there is no program in high school, in reality, *there is* no other placement

besides “indirect support” unless parents are willing to constantly advocate and be vigilant. Which is exhausting. In the end, we had a good conversation with the classroom teacher, who had been absent all the previous meetings. He did develop something of a program and did challenge Joshua with material outside the curriculum. I don’t know how much of a plan there was and I never saw any goals, but it was something. And we were grateful for that. But it took a year of fighting. We started these discussions with Spec Ed staff in grade 8.

In grade 10 math, there was no plan and Joshua really didn’t receive anything. We pretty much gave up for Grade 11. In other courses we’ve been told “well it’s AP so that’s the enrichment”, or “we don’t normally enrich in this class”. I’ve had a teacher turn down my suggestions because it was too much work for him. Other teachers have recognized Joshua’s capabilities and given him extensions here and there. But this is differentiation, which they are supposed to do anyway. And really, I don’t blame the teachers. We are obviously asking for something that is outside of the norm. Something that their employer doesn’t actually expect from them, despite a Ministry mandate and contrary information in this Board’s own Special Education Plan and on their website.

I can’t imagine what Joshua’s high school career would have looked like if he had had to settle for all Academic courses. I truly believe that it is the rigor and challenge of the AP courses and the exposure to like-minded peers that has kept him truly engaged throughout high school. Even then, in his area of strength, Math, he could have used more.

And so I ask you, based on our story, which is unusual only in the amount of advocating and fighting that we were willing to do, does it sound to you like this Board provides appropriate programming for its Gifted students in a regular classroom, and particularly, in high school?

APPENDIX A

From the HCDSB Website, under Special Education Programs:

Available Placements in Secondary

Secondary Panel Exceptionality	Regular Classroom with			Special Education Classrooms	
	Indirect Support	Resource Support	Withdrawal Assistance	With Partial Integration	Full Time
Learning Disability	†	†	†		
Deaf and/or Hard of Hearing	†	†	†		
Language and/or Speech Impairment	†	†	†		
Autism	†	†	†	†	†
Giftedness	†	†	†		
Mild Intellectual Disability	†	†	†	†	
Developmental Disability	†	†	†	†	†
Behaviour	†	†	†		
Physical Disability	†	†	†		
Blind and Low Vision	†	†	†		
Multiple	†	†	†	†	†

Indirect Support: Elementary and Secondary

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Resource Support: Elementary and Secondary

The Halton Catholic District School Board integrates students with special needs in regular classrooms. Students are integrated into the regular classroom in a responsible manner, considering their need for professional and paraprofessional support. If a change of support is being considered, information is gathered from specialized staff, parents and school staff as part of the problem-solving process. If a change of placement is being considered between a regular classroom and any self-contained system class, a system or Regional IPRC would then be convened. (see chart above)

When parents choose to have resource support as their child's placement, they understand that the responsibility for program planning and evaluation lies with the classroom teacher. The Special Education Resource teachers provide support to the programs and services outlined in a student's IEP. Resource support may include modified program support in the classroom, direct intervention and assistance by other staff (i.e. Special Education Resource Teacher (SERT), Child and Youth Counsellor (CYC) or Social Worker, Educational Assistant) or withdrawal by the SERT, CYC or Social Worker.

Withdrawal Assistance: Elementary and Secondary

The student is placed in a regular class and receives instruction outside of the classroom for less than 50 percent of the school day from a qualified Special Education Teacher. Through withdrawal assistance students now access more frequent, integrated and ongoing programming provided by specialized staff in their home schools. Withdrawal programming may include enrichment, direct instruction in an alternative curriculum as outlined in a student's IEP and/or intervention to address a student's identified need.

Schools share information about all range of placement options prior to the IPRC. Parents and students have opportunity to visit the host schools of the self-contained classes to assist them in making placement determinations. These visits are generally scheduled before or after school in an effort to maintain student confidentiality and minimize program disruption. In the spring of each school year, open houses are scheduled at the Gifted Self-Contained Classes, the Essential Skills Classes, and the Structured Teaching Classes.

MINUTES OF THE REGULAR BOARD MEETING

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

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

- J. Ammendolia, Watson & Associates Economists Ltd.
- A. Bartucci, Communication Officer, Strategic Communications
- K. Boyd, President, Halton OECTA Secondary Unit
- A. Lofts, Senior Administrator, Financial Services
- J. Lochrie, Parliamentarian
- N. March, President, Halton OECTA Secondary Unit
- A. Swinden, Administrator, Strategic Communications
- B. Teichman, Overland LLP
- F. Thibeault, Administrator, Planning & Assessment Services
- Media

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

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

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

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

There was no information received in-camera.

2. Approval of the Agenda

Trustee Quinn made a request to rearrange the agenda and that Action items 8.2 – 8.11 come before Delegations 5.1 – 5.4.

#100/18

Moved by: A. Quinn

Seconded by: A. Danko

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#100/18** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations**4.1 2018 Education Development Charge (EDC) By-Law: Policy Review Public Meeting**

#101/18

Moved by: A. Iantomasi

Seconded by: A. Quinn

RESOLVED, that the Halton Catholic District School Board grant an exception to the Board's approved Rules and Regulations and allow for presentations to be made from the floor at the two Education Development Charges public meetings.

The Chair called for a vote on **#101/18** and it **UNANIMOUSLY CARRIED**.

Jack Ammendolia of Watson and Associates, the Board's economic consultant and Brad Teichman of Overland LLP addressed the policy review.

There were no delegations.

#102/18

Moved by: P. Marai

Seconded by: A. Danko

RESOLVED, that the Halton Catholic District School Board receive as information the EDC Policies verbal report from Watson and Associates;

BE IT FURTHER RESOLVED, that the Halton Catholic District School Board receive as information the Legislative Requirements verbal report from Overland LLP; and

BE IT FURTHER RESOLVED, that the Halton Catholic District School Board receive as information the verbal/written presentations from the floor regarding education development charges policy review (if any).

The Chair called for a vote on **#102/18** and it **UNANIMOUSLY CARRIED**.

#103/18**Moved by:** S. Trites**Seconded by:** J. Michael**RESOLVED**, that the Policy Review Public Meeting adjourn.

The Chair called for a vote on **#103/18** and it **UNANIMOUSLY CARRIED**.

4.2 2018 Education Development Charges (EDC) By-Law: Proposed EDC By-Law Renewal Public Meeting

Jack Ammendolia of Watson and Associates, the Board's economic consultant and Brad Teichman of Overland LLP provided an overview of the process and methodology supporting the proposed charges and text of the by-law.

There were no delegations.

#104/1818**Moved by:** A. Danko**Seconded by:** S. Trites**RESOLVED**, that the Halton Catholic District School Board receive as information the Methodology and Proposed Charges verbal report from Watson and Associates;**BE IT FURTHER RESOLVED**, that the Halton Catholic District School Board receive as information the Draft By-law verbal report from Overland LLP; and**BE IT FURTHER RESOLVED**, that the Halton Catholic District School Board receive as information any verbal and written presentations given from the floor regarding the proposed education development charges by-law (if any).

The Chair called for a vote on **#104/18** and it **UNANIMOUSLY CARRIED**.

#105/18**Moved by:** J. Michael**Seconded by:** A. Iantomasi**RESOLVED**, that Proposed EDC By-Law Renewal Public Meeting adjourn

The Chair called for a vote on **#105/18** and it **UNANIMOUSLY CARRIED**.

As per amended agenda, Action items 8.2 – 8.11 took place prior to delegations 5.1 - 5.4.

Action Items**8.2 2018-2019 School Year Calendar (C. Cipriano)****#106/18****Moved by:** A. Danko**Seconded by:** P. Marai**RESOLVED**, that the Halton Catholic District School Board approve the 2018-2019 School Year Calendar option "B" (October 22, 2018 PA Day) as presented.

The Chair called for a vote on **#106/18:**

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

The motion was **DEFEATED**.

#107/18

Moved by: J. Michael

Seconded by: A. Iantomasi

RESOLVED, that the Halton Catholic District School Board approve the 2018-2019 School Year Calendar option "A" (October 5, 2018 PA Day) as presented.

The Chair called for a vote on **#107/18** and it **UNANIMOUSLY CARRIED**.

8.3 St. Peter CES Child Care Addition Approval to Proceed with School Capital Planning (R. Merrick)

#108/18

Moved by: A. Danko

Seconded by: A. Iantomasi

RESOLVED, that the Halton Catholic District School Board authorize staff to proceed with the selection of an architect and the school capital planning process for the St. Peter Catholic Elementary School child care centre addition project.

The Chair called for a vote on **#108/18** and it **UNANIMOUSLY CARRIED**.

#109/18

Moved by: A. Danko

Seconded by: A. Iantomasi

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.

The Chair called for a vote on **#109/18** and it **UNANIMOUSLY CARRIED**.

#110/18**Moved by:** A. Danko**Seconded by:** A. Iantomasi

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.

The Chair called for a vote on **#110/18** and it **UNANIMOUSLY CARRIED**.

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

#111/18**Moved by:** A. Danko**Seconded by:** S. Trites

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.

The Chair called for a vote on **#111/18** and it **UNANIMOUSLY CARRIED**.

#112/18**Moved by:** A. Danko**Seconded by:** S. Trites

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.

The Chair called for a vote on **#112/18** and it **UNANIMOUSLY CARRIED**.

#113/18**Moved by:** A. Danko**Seconded by:** S. Trites

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.

The Chair called for a vote on **#113/18** and it **UNANIMOUSLY CARRIED**.

8.5 Oakville Northeast CES Addition Approval to Proceed with School Capital Planning (R. Merrick)

#114/18

Moved by: A. Danko

Seconded by: H. Karabela

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.

The Chair called for a vote on **#114/18** and it **UNANIMOUSLY CARRIED**.

#115/18

Moved by: A. Danko

Seconded by: H. Karabela

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.

The Chair called for a vote on **#115/18** and it **UNANIMOUSLY CARRIED**.

#116/18

Moved by: A. Danko

Seconded by: H. Karabela

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.

The Chair called for a vote on **#116/18** and it **UNANIMOUSLY CARRIED**.

#117/18

Moved by: A. Danko

Seconded by: H. Karabela

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.

The Chair called for a vote on **#116/18** and it **UNANIMOUSLY CARRIED**.

**8.6 Recommended Names for Milton No. 8 FORD Catholic Elementary School (C. Cipriano)
#118/18**

Moved by: A. Iantomasi

Seconded by: J. Michael

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

1st Choice: St. Maria Goretti (preferred)

2nd Choice: St. Scholastica (alternate)

BE IT FURTHER RESOLVED, that the Board approved list of possible school names be submitted to Bishop Douglas Crosby for his consideration and response.

The Chair called for a vote on **#118/18** and it **UNANIMOUSLY CARRIED**.

**8.7 Recommended Names for Oakville South Catholic Elementary School (T. Pinelli)
#119/18**

Moved by: A. Danko

Seconded by: S. Trites

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.

The Chair called for a vote on **#119/18** and it **UNANIMOUSLY CARRIED**.

**8.8 Naming of the New Consolidated Oakville North East Catholic Elementary School (Support Action) (T. Overholt)
#120/18**

Moved by: H. Karabela

Seconded by: A. Quinn

RESOLVED, that the Halton Catholic District School Board approve the name St. Michael for the newly consolidated Oakville North East Catholic Elementary School.

The Chair called for a vote on **#120/18** and it **UNANIMOUSLY CARRIED**.

**8.9 Religious Education Resource Selection (A. Prkacin)
#121/18**

Moved by: A. Danko

Seconded by: A. Iantomasi

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.

The Chair called for a vote on **#121/18** and it **UNANIMOUSLY CARRIED**.

**8.10 Secondary Academic and Applied Geography Textbook Selection (A. Prkacin)
#122/18**

Moved by: A. Quinn

Seconded by: J. Michael

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.

The Chair called for a vote on **#122/18** and it **UNANIMOUSLY CARRIED**.

**8.11 2018 Education Development Charge (EDC) By-Law: Application of Operating Surpluses and Alternative Accommodation Arrangements (R. Negoj)
#123/18**

Moved by: A. Danko

Seconded by: S. Trites

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 has been no opportunities to implement alternative accommodation arrangements and;

BE IT FURTHER RESOLVED, 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.

The Chair called for a vote on **#123/18** and it **UNANIMOUSLY CARRIED**.

5. Delegations

5.1 Concerns Regarding Resolution #61/18 (D. Harvey)

The majority of Trustees did not agree to allow a ten-minute extension in order for Mr. Harvey to get through his entire presentation.

Mr. Harvey spoke to the legality of the Board attempting to enforce the Resolution prior to the completion of the consultation process required by Regulation 612/00 under the Education Act.

5.2 Response to April 3, 2018 Board Proceedings (J. Joseph, B. Sabourin)

The students of Christ the King Catholic Secondary School spoke to the proceedings of the April 3, 2018 Board meeting.

5.3 Opposition to Resolution #61/18 Upholding the Sanctity of Life Through Donations to Charities and Non-Profits (J. MacLeod)

Mr. MacLeod spoke to his opposition of Resolution 61/18.

5.4 Ongoing Issues with Fundraising Policies, Distribution of Trustees and Executive Compensation (C. Waddick, J. O'Hearn, A.M. Jander)

The delegation was in regards to fundraising policies, distribution of Trustees and Executive Compensation, and the ongoing issues surrounding the actions of the Board of Trustees.

6. Approval of Minutes

6.1 Minutes of the March 20, 2018 Regular Board Meeting #124/18

Moved by: J. Michael

Seconded by: A. Iantomasi

RESOLVED, that the minutes of the March 20, 2018 Regular Board Meeting be approved.

The Chair called for a vote on **#124/18** and it **UNANIMOUSLY CARRIED**.

6.2 Minutes of the April 3, 2018 Regular Board Meeting #125/18

Moved by: J. Michael

Seconded by: S. Trites

RESOLVED, that the minutes of the April 3, 2018 Regular Board Meeting be approved.

The Chair called for a vote on **#125/18** 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.

#126/18

Moved by: J. Michael

Seconded by: P. Marai

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

The Chair called for a vote on **#126/18** and it **UNANIMOUSLY CARRIED**.

8. Action Items – continued

8.1 Response to Delegations (D. Rabenda) #127/18

Moved by: A. Quinn

Seconded by: H. Karabela

BE IT RESOLVED, that the Halton Catholic District School Board refer the matter to a future meeting in timing with the report from Senior Staff on the feedback and consultation process on Policy V-04 – School Fundraising Activities.

The Chair called for a vote on **#127/18:**

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**.

The Director of Education was served with a Notice of Application for Judicial Review from Mr. D. Harvey (Delegate from meeting).

8.12 Halton Catholic District School Board Budget - Respecting Taxpayers (P. Marai) #128/18

Moved by: P. Marai

Seconded by: A. Danko

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 Marai thanked Staff for the excellent budget consultation that was undertaken. The motion provides another outlet for staff and public to provide feedback on how we can provide savings as an organization. A way of hearing from not just senior staff but all staff.

Trustee Marai clarified that the survey would come directly from the Board of Trustees through the Chair of Board.

Trustee Iantomasi voiced concern on where money would be found.

Trustee Michael stated she would be opposed to a confidential consultation.

Trustee Rowe reminded fellow Board members that Halton Catholic has been the example in the province and that staff look for savings with the approved budget. Trustee Rowe expressed that the motion should not be passed at this time due to unanswered questions such as who will vet the information. He suggested the current practice of the town hall could adjusted if need be but the motion should not pass.

Director Dawson reviewed that the last survey went to all staff and results were shared with Trustees. The Director had concerns with how Trustees would execute survey without the support of staff such as structuring of questions which should be vetted through the Board's research department.

Trustee Marai clarified that Trustees would work with staff on the survey however questions would be then be vetted and approved by Trustees.

Trustee Quinn felt the survey could be used as a suggestion box and a way to hear from a greater number of people.

Trustee Rowe voiced that staff and public consultation is necessary as it provides an unbiased opinion and eliminates any personal agendas.

Superintendent Negoï stressed that the budget is a public process and as Treasurer had concerns of not seeing the responses to the survey. Research staff should vet questions and are experienced on how to form them without being biased. Any results of survey are public and should be shared. Trustee Marai agreed that the ideas coming back from the survey would be public with no identifiers.

Trustee Rowe suggested that the motion be withdrawn and that the budget consultation process be brought to the Policy Committee for discussion.

The Chair reminded Trustees that notices of motion do not allow time to learn. She expressed the importance of going through the process of information, staff and then action reports to assist in understanding.

Superintendent Negoï explained the number of ways efficiencies are found and provided clarifications to the motion.

#129/18

Moved by: H. Karabela

Seconded by: A. Danko

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

There was not unanimous agreement therefore **#129/18** was **DEFEATED**.

The Chair explained that the meeting would adjourn following the completion of Action item 8.12.

The Director reminded Trustees that a survey has taken place and results directly submitted, a town hall took place and results provided, input was requested from Trustees however, none were received. The Director confirmed that staff would assist in collecting results of a confidential survey.

#128/18 (AMENDMENT)

Moved by: A. Danko

Seconded by: 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, **no later than the second meeting in May**, 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.

The Chair called for a vote on **#128/18 (AMENDMENT)**:

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**.

#128/18 (AS AMENDED)**Moved by:** P. Marai**Seconded by:** A. Danko**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, **no later than the second meeting in May**, 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.

The Chair called for a voted on **#/128/18 (AS AMENDED)**:

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 motions **CARRIED**.

The Chair approved Trustee Karabela's request that Staff report 9.2 be brought forward to the next scheduled meeting of the Board.

#130/18**Moved by:** J. Michael**Seconded by:** J.M. Rowe**RESOLVED**, that the meeting adjourn.

The meeting adjourned at 10:37 p.m.

- 8.13 Policy II-15 International Languages Elementary Program (P. Marai)**
The meeting was adjourned.
- 8.14 Policy II-31 Risk Management - First Aid (P. Marai)**
The meeting was adjourned.
- 8.15 Policy II-33 Safe Arrival at School Program (P. Marai)**
The meeting was adjourned.
- 8.16 Policy II-38 Educational Research (P. Marai)**
The meeting was adjourned.
- 8.17 Policy II-43 Voluntary, Confidential, Self Identification of First Nation, Metis and Inuit Students (P. Marai)**
The meeting was adjourned.
- 9. Staff Reports**
 - 9.1 2018 Education Development Charge (EDC) By-Law: Proposed EDC By-Law Renewal Overview (R. Negoï)**
Report was provided as information.
 - 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. Negoï, T. Pinelli)**
Report was provided as information.
 - 9.3 Request for Out of Canada Travel (T. Pinelli)**
Report was provided as information.
- 10. Information Items**
 - 10.1 Student Trustees Update (I. Schwecht)**
The meeting was adjourned.
 - 10.2 School Educational Field Trips (T. Pinelli)**
School trips were provided as information.
 - 10.3 Construction Report - Milton No. 8 CES (R. Merrick)**
Report was provided as information.
 - 10.4 2018 Long Term Capital Plan (LTCP) Enrolment Projection Update & Annual Facility Accommodation Report (R. Negoï)**
Report was provided as information.
- 11. Miscellaneous Information**
 - 11.1 Minutes of the February 27, 2018 Policy Committee Meeting**
Minutes were provided as information.

12. Correspondence

- 12.1 Ted Arnott, MPP Wellington-Halton Hills**
- 12.2 Halton District School Board**
- 12.3 C. Tupe, BILD**
- 12.4 J. Lim**
- 12.5 M. Lourenco**
- 12.6 The Honourable Indira Naidoo-Harris, Minister of Education**
- 12.7 A. Jander**
- 12.8 K. Matheson-Green**
- 12.9 St. Anne Catholic School Council**
- 12.10 C. Waddick**

13. Open Question Period**QUESTION ONE**

The new draft fundraising policy requires board staff to research the activities charities and non-profit organizations, including determining who their subsidiaries, affiliates and associates are and their activities, to determine compliance with the stipulations in the fundraising policy.

1. Has staff prepared an estimate of the time that will be required to complete these new duties?
2. Will it be necessary to hire new staff as a result of these new duties?
3. What are the estimated costs relating to these new duties?
4. Will an estimate be sent to stakeholders so that any costs associated with this policy can be taken into account when stakeholders provide their input on the policy?

POST-NOTE:

The draft fundraising policy, if approved, will require the addition of staff. Details of the position are to be determined. The Board of Trustees require feedback from stakeholders on their governance of policy and then the Director of Education would be required to implement the policy operationally.

QUESTION TWO

The Board is currently enforcing Resolution 61/18, but given that there is no new Fundraising Policy or Procedure in place to guide Board Staff, how are charities "approved" in the interim and are they implementing the draft policy that was just sent out for stakeholder feedback but not been approved? If so, where in the By-Laws or Governance Policies does it say that staff can implement unapproved policies?

POST-NOTE:

Once a resolution is passed by the Board of Trustees it is considered in force. In the interim, while the draft Fundraising Policy is out for stakeholder consultation, charitable organizations are certifying they are compliant with the requirements in Resolution #61/18.

QUESTION THREE

Given that the Board is likely to be taken to court over its insistence on enforcing Resolution 61/18 before the completion of the consultation process, against the advice of the Minister of Education, ratepayers have a right to know whether the Board is on solid legal ground or are wasting money fighting a losing battle. Has the Board received a legal opinion from the Board's lawyers regarding enforcement of Resolution 61/18 prior to the completion of the consultation process? Will the Board waive solicitor/client privilege and release the legal opinion to the public?

POST-NOTE:

Any legal opinions received would remain privileged and confidential.

QUESTION FOUR

I believe under the insistence of our Minister of Education, last week the Board sent an email to a list of undisclosed recipients soliciting stakeholder feedback on Resolution 61/18. As a parent council member, I have an obligation to communicate information from the Ministry to school councils and to the parents. We understand the board is ignoring the minister's request to pause on the implementation of the policy until stakeholder feedback is obtained, but we do need to understand and document what the process entails.

As part of this process, we need to understand who is defined as a stakeholder and how is stakeholder feedback quantified? This includes how the responses are calculated and verified to prevent duplication on either side.

How do we ensure that submissions are by stakeholders who's children attend our schools? I am sure trustees, you can appreciate why parents would not want people who do not have a direct interest in these students' futures to influence policy. Surely, you wouldn't want anyone who may have a personal agenda to influence our children's education. With all the controversy surrounding this motion, I assume the Board in good practice has already considered who the third party will be to calculate and communicate these results? We need to understand who that party will be. This Board would lose much more confidence by parents, staff and students if we were to operate under the assumption that the tallying of votes (for lack of a better term) will be performed legally and without interference when the original motion itself was already passed illegally.

As Catholic members of this school community, it is critical that our parents are assured that those we voted in and represent us, are law abiding members. Otherwise, what Catholic values are we really promoting here?

POST-NOTE:

In the policy feedback form (<https://www.hcdsb.org/Board/Policies/Pages/Policies-under-consultation-form1.aspx>) there is a drop-down menu with a list of the stakeholder groups that include:

HCDSB Parent, HCDSB Staff, HCDSB Student, HCDSB Catholic Ratepayer, Deanery Parish Rep., HCDSB Union, Catholic School Council, SEAC, CPIC, Trustee, Other

Our Research department will be responsible for reviewing and collating all the responses and preparing the report for the Board of Trustees.

QUESTION FIVE

As someone who grew up in the Catholic tradition, attending Catholic schools throughout my education, including receiving a Masters in Religios Education from one Toronto's Catholic Universities, I have one question for the Trustees. Is it a question that my husband and I tried to instill in our three children while they were growing up and being educated in Halton catholic Schools. In fact, our son was one of the very first student trustees in this Board. It is a question that I would put to my students when I was teaching values and moral decision making in my religion classes. The question is, what is the most loving thing to do here? What would Jesus expect of us in this situation? Would He demand to know a person's views on abortion or stem cell research, before rescuing them from a burning building or a sinking ship? I ask you to carefully consider this question before putting one issue, above all others – before putting the final nail in the coffin of Catholic education.

QUESTION SIX– from Mary Ellen Chown

Given that this resolution has deeply divided our community, often in ways that are not in keeping with our belief in the dignity of each person, and given the call of Jesus to be peacemakers in our communities, could not a bridge position be agreed upon by all

- i) where charities could be asked to earmark Halton Catholic School funds for specific initiatives that are in keeping with our teaching (just as university alumnae can designate where their funds go)

POST-NOTE:

The earmarking of funds for specific initiatives that align with the Sanctity of Life motion was a consideration during the debate but was not accepted in the final resolution.

and

- i) school communities retain the right to raise funds for charities, that often arise out of Christ-like compassion for members of that community who have experienced loss?

POST-NOTE:

Under Resolution #61/18, these charities would still require compliance with the details set out in the resolution.

14. In Camera

The meeting was adjourned.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer (A. Quinn)

The meeting adjourned following Action item 8.12 with a prayer led by A. Quinn.

Secretary of the Board

Chair

MINUTES OF THE SPECIAL BOARD MEETING

Date: April 24, 2018
Time: 8:25 p.m.
Location: Catholic Education Centre, Board Room
802 Drury Lane, Burlington, ON

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

Senior Staff: C. Cipriano R. Merrick
P. Dawson, Secretary of the Board J. O'Hara
C. McGillicuddy T. Overholt

Recording Secretary: R. Di Pietro

The following in-camera agenda items were brought out to public session at 8:25 p.m.

6. Information Items

6.2 Notice of Motion - Amendment to Resolution #61/18 – Upholding the Sanctity of Life Through Donations to Charities and Non-Profits (P. Marai)

***WHEREAS**, on January 19, 2014, Pope Francis wrote to the participants of the March for Life in France: "Let's say 'Yes' to life and 'No' to death" and*

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

***BE IT RESOLVED**, that the Halton Catholic District School Board (HCDSB), because it is a Catholic Institution, will not provide or facilitate any financial donations to any charities or non-profits that publicly support, either directly or indirectly, abortion, contraception, sterilization, euthanasia, or embryonic stem cell research. For the purposes of this motion, "public support" for the issues listed above (i.e. abortion, contraception etc....) is not support when privately expressed but is support when publically expressed on a website, in press material or found in some other public area.*

***BE IT FURTHER RESOLVED**, the Director of Education will provide a list of all charities and non-profits, which benefit from financial donations from the Board by the board meeting of February 20, 2018.*

***BE IT FURTHER RESOLVED**, that this resolution's third paragraph be implemented only after:*

(1) the completion of community consultations,

(2) the adoption of an amended fundraising policy by the Board in response to this resolution; and in any event not earlier than the commencement of the 2018/2019 school year.

BE IT FURTHER RESOLVED, that the Director advise schools and school councils that they may continue their fundraising activities in the same manner as they did prior to resolution #61/18 until an amended fundraising policy is approved by the Board in response to this resolution.

6.3 Notice of Motion – Trustee Determination and Distribution (J. Michael)

WHEREAS, Trustees voted on Trustee Determination and Distribution at the March 6 Board meeting under Action Item 8.7, and at the conclusion of that vote it was asked that we consult with stakeholders on what the Board had decided in this matter;

WHEREAS, Staff sent out a survey to stakeholders about the decision which remained open until March 19;

WHEREAS, the results of the survey were to be shared at the April 3 Board meeting under Information Item 10.4. Since our April 3 Board meeting concluded before getting to the Information Item about the survey results, there has been no move to revisit those results;

WHEREAS, a consultation demands discussion and input, a survey was conducted and nothing was done with it;

BE IT RESOLVED, that the results of the survey be shared as soon as possible for discussion and action.

7. Discussion Items

7.1 Stakeholder Feedback re: Policy V-04 School Fundraising Activities (P. Dawson)

Constituent concerns regarding stakeholder feedback were brought forward.

T.Overholt clarified that due to the resolution the usual process was modified. There is a plan to send a simplistic reminder and include Frequently Asked Questions.

Discussion took place regarding holding a public meeting to address questions. Staff to look into possibilities.

IC#131/18

Moved by: A. Iantomasi

Seconded by: J.M. Rowe

RESOLVED, that the move in-camera.

The meeting moved back to in-camera at 8:51 p.m.

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

**AMENDMENT TO RESOLUTION #61/18
UPHOLDING THE SANCTITY OF LIFE THROUGH DONATIONS TO
CHARITIES AND NON-PROFITS**

RESOLUTION

Moved by: P. Marai
Seconded by:

WHEREAS, on January 19, 2014, Pope Francis wrote to the participants of the March for Life in France: "Let's say 'Yes' to life and 'No' to death" and

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

BE IT RESOLVED, that the Halton Catholic District School Board (HCDSB), because it is a Catholic Institution, will not provide or facilitate any financial donations to any charities or non-profits that publicly support, either directly or indirectly, abortion, contraception, sterilization, euthanasia, or embryonic stem cell research. For the purposes of this motion, "public support" for the issues listed above (i.e. abortion, contraception etc....) is not support when privately expressed but is support when publically expressed on a website, in press material or found in some other public area.

BE IT FURTHER RESOLVED, the Director of Education will provide a list of all charities and non-profits, which benefit from financial donations from the Board by the board meeting of February 20, 2018.

BE IT FURTHER RESOLVED, that this resolution's third paragraph be implemented only after:

(1) the completion of community consultations,

(2) the adoption of an amended fundraising policy by the Board in response to this resolution; and in any event not earlier than the commencement of the 2018/2019 school year.

BE IT FURTHER RESOLVED, that the Director advise schools and school councils that they may continue their fundraising activities in the same manner as they did prior to resolution #61/18 until an amended fundraising policy is approved by the Board in response to this resolution.

TRUSTEE P. MARAI

ACTION REPORT

ITEM 8.3

TRUSTEE DISTRIBUTION AND DETERMINATION

RESOLUTION

Moved by: J. Michael
Seconded by:

WHEREAS, Trustees voted on Trustee Determination and Distribution at the March 6 Board meeting under Action Item 8.7, and at the conclusion of that vote it was asked that we consult with stakeholders on what the Board had decided in this matter;

WHEREAS, Staff sent out a survey to stakeholders about the decision which remained open until March 19;

WHEREAS, the results of the survey were to be shared at the April 3 Board meeting under Information Item 10.4. Since our April 3 Board meeting concluded before getting to the Information Item about the survey results, there has been no move to revisit those results;

WHEREAS, a consultation demands discussion and input, a survey was conducted and nothing was done with it;

BE IT RESOLVED, that the results of the survey be shared as soon as possible for discussion and action.

TRUSTEE J. MICHAEL

ACTION REPORT

ITEM 8.4

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 8.5

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 8.6

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 &

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 8.7

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 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 8.8

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

ACTION REPORT

ITEM 8.9

REQUEST FOR OUT OF CANADA TRAVEL

OASDI TRADE MISSION: MADRID, SPAIN/MOSCOW, RUSSIA

NOVEMBER 18 – 22, 2018

CAPS-I 2019 TRADE MISSIONS: MILAN, ITALY - 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 21st 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.

Request for Out of Canada Travel,
OSADI Trade Mission – Spain/Russia November 18-22, 2018
CAPS-I 2019 Trade Missions:
Milan, Italy – February 11-12, 2019
Mexico City, Mexico - May 27 -30, 2019

Page 1 of 2

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.

RESOLUTION:

Moved by:
Seconded by:

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 – Spain/Russia November 18-22, 2018
CAPS-I 2019 Trade Missions:
Milan, Italy – February 11-12, 2019
Mexico City, Mexico - May 27 -30, 2019

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ACTION REPORT

ITEM 8.10

**NAMING OF THE MILTON #8 “FORD”
CATHOLIC ELEMENTARY SCHOOL**

PURPOSE:

To inform Trustees of the response from Bishop Crosby on the selection of a name for Milton #8 “Ford” Catholic Elementary School.

BACKGROUND INFORMATION:

Following the Regular Board Meeting on April 17, 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 requesting that his preference of St. Scholastica Catholic Elementary School be selected. 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. Scholastica Catholic Elementary School for the new Milton #8 Catholic Elementary School.

**REPORT PREPARED &
SUBMITTED BY:**

C. CIPRIANO
SUPERINTENDENT OF EDUCATION

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



802 Drury Lane
Burlington, ON
L7R 2Y2
(905) 631-6306
www.hcdsb.org

April 18, 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 New Milton #8 "Ford" Catholic Elementary School

The Board at its Regular Meeting of March 20, 2018 selected a preferred name for the new Catholic Elementary School in Milton, 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 newest elementary school is **St. Maria Goretti 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 school is expected to 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 – St. Scholastica Catholic Elementary School.

The Board respectfully requests your consideration of the proposed name, and will await your comments before proceeding.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Paula Dawson".

Paula Dawson
Director of Education

/mz

c.c. Camillo Cipriano, Superintendent of Education



BISHOP OF HAMILTON

April 23, 2018

Ms. Paula Dawson,
Director of Education
Halton Catholic District School Board
802 Drury Lane
Burlington, Ontario L7R 2Y2

Dear Ms. Dawson,

Thank you for your letter of April 18, 2018, in which you present a preferred name for the newest elementary school – St. Maria Goretti Catholic Elementary School.

You also inform me that an alternate name has been proposed should the preferred name not meet with my approval – St. Scholastica Catholic Elementary School.

While this is a choice between two beautiful and powerful witnesses of the faith, I prefer that the school be named **St. Scholastica Catholic Elementary School**. Being the twin sister of St. Benedict, clearly there is a synergy between the two – and a great love; and we would hope that a similar synergy would develop between the two schools, and between the new school and the new parish.

Additionally, the feast day for *St. Scholastica* is February 10 – which means it will be celebrated during the school year. (The feast day for St. Maria Goretti is in July.)

I note that the difference between the two names is a matter of one vote – a small percentage. I trust that the Board will accept my preferred option with the same grace that has been given previous selections.

Surely, we will learn much about *St. Scholastica* in the coming years. May it be an experience of rich blessing for the School, the Board, and the Parish!

Sincerely in the Risen Christ and Mary Immaculate,

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

/cd

STAFF REPORT

ITEM 9.1

2018 LONG-TERM CAPITAL PLAN (LTCP)

PURPOSE:

To present to the Board of Trustees the DRAFT 2018 Long-Term Capital Plan (LTCP) and upcoming milestones leading to the approval in principal of the new plan for June 2018.

BACKGROUND INFORMATION:

- 1) Information Report Item 10.4, "2018 LTCP Enrolment Projection Update and Annual Facility Accommodation Report" from the April 17, 2018, Regular Board Meeting.
- 2) Information Report Item 10.5, "2018 Long-Term Accommodation Plan (LTAP) Update" from the February 20, 2018, Regular Board Meeting.
- 3) Information Report Item 10.5, "Four Year Ministry Enrolment Projection and Long-Term Accommodation Plan (LTAP) Preliminary Enrolment Projection" from the December 19, 2017 Regular Board Meeting.
- 4) Information Report Item 10.4, "2017-18 Planning Services Work Plan: 2018 Education Development Charges (EDC) By-Law and 2018 Long-Term Accommodation Plan (LTAP)" from the October 3, 2017 Regular Board Meeting.

COMMENTARY:

The Long-Term Capital Plan (LTCP) is also referred to as the Long-Term Accommodation Plan (LTAP). As was discussed in the October 3, 2017 report referenced above, the Board's Long-Term Capital Plan (LTCP) is meant to identify the following Board projects over a 15-year period:

CAPTIAL PROJECTS	ACCOMMODATION REVIEWS
A) New Schools or Consolidation Projects	A) School Boundary Reviews
B) School Permanent Additions	B) School Closures and Consolidations
C) Renewal Projects & Rebuilds	C) Program Distribution

The last LTCP was last completed in June of 2013. As per the requirements of the Ministry of Education, the plan should be updated every five (5) years.

Staff have continued to progress the development of the 2018 LTCP. At the December 19, 2017, Regular Meeting of the Board, the Four-Year Ministry Enrolment Projections and preliminary 15-year enrolment projection for the LTAP was presented.

At the February 20, 2018, regular meeting of the Board, staff informed the Board of Trustees that projections were being refined with updated development information and trends. Information sheets were developed that present the 15-year enrolment projections by the Board's Elementary Review Areas (ERA) and Secondary Review Areas (SRA), and were later posted on the Board's School Planning website in March.

The website is as follows: <https://schoolplanning.hcdsb.org/LTCP/>

On April 17, 2018, staff provided the Board of Trustees with the 2018 LTCP Enrolment Projection and Annual Facility Accommodation Report as part of the Board package. The report outlines the Board's future school projects and potential partnership opportunities in new school projects or through the use of underutilized space. This report also informed a number of sections contained within the 2018 Long-Term Capital Plan.

As per the requirements of the Board's Community Facility and Planning Partnership Operating Policy, this information must be presented at a public meeting. Accordingly, staff has scheduled a Public Meeting on May 7, 2018, at Corpus Christi Catholic Secondary School to present the contents of the 2018 Annual Facility Accommodation Report as well as the Draft 2018 Long-Term Capital Plan. Note that on an ongoing basis, this will be the practice undertaken by staff to present both jointly given their similarities.

The following are the milestones that have been completed and are upcoming. Note these are also posted on the website for public review.

TENTATIVE DATE	FORUM	ACTIONS
October 3, 2017	Board Meeting	Report to Board regarding 2017 Planning Services Work Plan
October-November, 2017	Internal	Develop and complete preliminary enrolment projections for submission to the Ministry of Education
December 6, 2017	Ministry Submission	Memorandum 2017: SB28 Enrolment Projection Submission
December 19 2017	Board Meeting	LTCP – Preliminary Enrolment Projection Report
March/April 2018	Publish Materials Online	LTCP - Updated Projections Posted Online
April 17, 2018	Board Meeting	LTCP – 2018 Annual Facility Accommodation Report
April 2018	Notification	Notifications sent regarding LTCP Public Meeting
May 1, 2018	Board Meeting	Interim Report for LTCP
May 7, 2018	Public Meeting	Draft CPFP & 2018 LTCP Public Meeting
May 15, 2018	Board Meeting	Delegations and Information Report for LTCP
June 5, 2018	Board Meeting	Report to Board for finalized LTCP for Approval in principle

Attached for your review is Draft 2018 Long-Term Capital Plan. A printed copy has also been provided for your information and comments. This document will also be made available on the website following the meeting of May 1, 2018. Trustees are invited to attend the May 7, 2018, Public Meeting for their information.

On May 15, 2018, staff has allotted a time for the public to make delegations regarding the LTCP. Furthermore, staff also would like to have an opportunity to discuss the LTCP through an Information Report (verbal) with Trustees on this same night to inform the final version.

Following this meeting, Staff will review the Draft LTCP based on comments received. The final version of the 2018 LTCP will be presented on June 5, 2018, for Trustee consideration and approval in principle.

CONCLUSION:

Staff will continue to refine the 2018 LTCP as it progresses through its Public Meetings and consultation with the community, stakeholders, and Trustees. It is anticipated that the 2018 Long-Term Capital Plan will be completed for June 5, 2018, and be brought forward for approval in principal.

The Draft Recommendation is as follows:

DRAFT RECOMMENDATION:

RESOLUTION:

Moved by:
Seconded by:

WHEREAS, the 2018 Long-Term Capital Plan will serve as a framework to guide the implementation of the Board's long-term capital and accommodation planning strategies for the next 15-year period;

WHEREAS, the implementation of Pupil Accommodation Review and School Boundary Review projects contained within the 2018 Long-Term Capital Plan requires the Board to follow the legislative requirements under the Education Act, Ministry of Education Guidelines, and relevant Board Operating Policies and Administrative Procedures; and,

WHEREAS, the commencement and consideration for implementation of Pupil Accommodation Review and School Boundary Review projects contained within the 2018 Long-Term Capital Plan will require subsequent Board of Trustee approvals.

BE IT RESOLVED, that the Halton Catholic District School Board hereby approves in principle, the 2018 Long-Term Capital Plan.

REPORT PREPARED BY:

D. GUNASEKARA
PLANNING OFFICER OF PLANNING SERVICES

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

2018 LONG-TERM CAPITAL PLAN

DRAFT

DRAFT

2018 Long-Term Capital Plan

Halton Catholic District School Board
May 1, 2018 **DRAFT**

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Executive Summary

Introduction

The Long-Term Capital Plan (“LTCP”) is a comprehensive planning tool that presents detailed enrolment projections and school utilization for a fifteen (15) year horizon. This plan will be used to guide accommodation planning at the Halton Catholic District School Board. The data provided in the LTCP is analyzed to:

1. Identify enrolment pressures such as over and under-utilization of schools and suggest preferred mechanisms for addressing these accommodation issues such as:
 - School Boundary Reviews
 - School additions and renovations
 - Pupil Accommodation Reviews (PARs may result in school closures and consolidations as per Board’s *Operating Policy I-09: School Accommodation Review – Consolidation/Closure*)
 - Propose new schools
2. Identify potential partnership opportunities as per Board’s *Operating Policy I-37: Community Planning and Facility Partnerships*.
3. Identify future Capital Projects and potential future School Closure and Consolidation projects to be submitted in response to Ministry Funding Announcements.

This plan has been developed internally by Planning Services in partnership with Facility Management Services, and further informed throughout discussions with other Board departments, as required.

It is expected that the plan will be updated annually due to the dynamic nature of accommodation planning, which can result in changes to enrolment projections and proposed accommodation challenges as a result of changing demographics, new residential developments, and programming changes.

Enrolment Trends & Accommodation Issues

Halton is located within the Greater Golden Horseshoe region of Ontario, which is one of the fastest growing regions in North America. As a municipality within this region, Halton is projected to continue increasing in population. Halton's overall population has increased over the last decade, from 439,206 in 2006 to 548,435 in 2016, an increase of 25%. However, not all municipalities grew at the same pace over this ten-year period – Milton grew by 104%, compared to 17% in Oakville, which had the second highest population growth in Halton. This has resulted in accommodation pressures in HCDSB schools.

City of Burlington

The City of Burlington has primarily been characterized as a municipality with maturing neighbourhoods, which results in decreasing student aged population and an imbalance in student population across some schools. The City is proposing intensification at new “Mobility Hubs” located at key GO Stations in the City. Enrolment in South Burlington elementary schools (CEB2) has increased overall due to a recent increase in JK population; however, it is uncertain whether similarly high JK cohorts will occur over the next few school years. St. Timothy CES (CEB3) has seen an increase in enrolment recently and St. Anne CES (CEB4) continues to increase in enrolment over the long-term; while enrolment is forecasted to decline in the Orchard community schools (CEB4). Overall, the secondary panel in Burlington (CSB1) is expected to be relatively stable in the long-term; however, Corpus Christ CSS is forecasted to have more than 200 surplus pupil places.

Town of Halton Hills

The two (2) primary urban community areas in the Town of Halton Hills, Acton and Georgetown, contain the majority of the area's student population. Accordingly, Acton is primarily characterized as a municipality with maturing neighbourhoods with fewer pockets of growth, resulting in a decreasing student aged population at St. Joseph (A) CES (CEH3). Alternatively, Georgetown has a mix of both mature and new neighbourhoods. The mature neighbourhoods are located in the north (CEH1), and are served by Holy Cross CES and St. Francis of Assisi CES. Holy Cross CES faces site capacity constraints and high renewal needs. The newer neighbourhoods are located in the south (CEH2), and are served by St. Catherine of Alexandria CES and St. Brigid CES, both seeing year-to-year increases in enrolment. Residential

growth continues to occur for these two schools due to continued developments in South Georgetown. In addition, the Town of Halton Hills is undergoing the secondary planning process for the Vision Georgetown Secondary Plan (CEH2). The construction target of 2021 remains in effect, introducing over 6,000 new residential units in the community of Georgetown. Staff is working closely with the Town to secure elementary and secondary school sites within or near the boundaries of the plan. These new developments will also impact the sole Catholic Secondary School in Halton Hills, Christ the King CSS (CSH1).

Town of Milton

The Town of Milton is one of the primary growth areas for the Board, and as a result, is expected to generate a significant number of students within the south Milton urban area. This growth is also one of the key factors that sustain the Board's ongoing yearly increase in student population, moderating the effects of declines. With the exception of Holy Rosary (M) CES and Our Lady of Victory CES (CEM1), all other communities in Milton have been recent developments and are expected to continue to yield a high number of students for a number of years. As it relates to future development potential, Milton still has a generous supply of greenfield developments (low to medium density development subdivisions – Single Family Dwelling and Townhomes) to meet its growth targets; these include the Boyne Secondary Plan (CEM2C-2D), Milton Education Village (CEM2D), and most recently the Milton Urban Expansion Lands (CEM3A).

In Milton, Holy Rosary (M) CES (CEM1), Queen of Heaven CES (CEM1), St. Anthony of Padua CES (CEM2A) and St. Benedict CES (CEM2B) are expected to face accommodation issues due to high enrolment from recently completed developments or new developments. 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 remaining schools within these review areas will continue to exceed Functional Building Capacity (FBC) over the medium- to long-term. Milton #8 Boyne CES (CEM3D) is expected to open in September 2018. This school is projected to exceed Site Capacity by 2021.

On January 19, 2018, the Ministry of Education announced that it would fund a 29-classroom addition and a 4-room Child Care Centre to Bishop P. F. Reding

CSS (CSM1), which will increase the FBC of the school from 912 to 1542. Due to the new development within Milton, both Bishop P. F. Reding CSS and Jean Vanier CSS (CSM2) are expected to face accommodation pressures over the medium- to long-term.

Town of Oakville

Overall, Oakville's built neighbourhood fabric can be characterized one of three (3) ways: maturing, established, and new growth. South of the QEW (CE01) is comprised of the oldest maturing neighbourhoods; North of the QEW and South of Upper Middle Road (CE02, CE03, CE05) are mostly maturing but newer neighbourhoods seeing mostly infill growth and low enrolment yields; however, there remains areas with greenfield development potential (Saw Whet Golf Course and Glen Abbey Golf Course). North of Upper Middle Road and South of Dundas Street (CE02 and CE05) are established neighbourhoods with sustained and continued development and enrolment growth. And lastly, the geography north of Dundas Street (CE06) is new greenfield development, characterized by high development growth and potentially high enrolment yields.

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 following a Modified Pupil Accommodation Review for the area in 2015-16. This school consolidation will address high renewal needs at St. Joseph (O) CES and low utilization at St. James CES (below 50%). Overall enrolment will decline almost 20% over the long-term in most schools south of Dundas Street, including St. Vincent (CE01), St. Luke (CE01), St. Joan of Arc CES (CE02), St. John Paul II (CE02), St. Teresa of Calcutta CES (CE02), St. Bernadette CES (CE03), Holy Family CES (CE04) and St. Marguerite D'Youville CES (CE05). As a part of the Ministry of Education's Capital Priorities program in 2017, the Board received funding for an addition to the St. Michael CES facility to create Oakville North East CES following its consolidation with St. John (O) CES. St. John (O) CES had a 50% utilization rate and 146 surplus pupil places by 2017, which will be addressed through this consolidation. The decision to consolidate Holy Family CES with St. Marguerite D'Youville CES 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.

Accommodation Strategies

To address accommodation issues identified within this plan, a list of accommodation strategies/projects were formulated. These projects include future tentative Board actions that will be required over the long-term to meet the accommodation and program needs of the Board's students. These projects include the following types of projects:

- New capital projects in developing areas of the Halton Region that require new pupil places to meet growth demands;
- Pupil Accommodation Reviews (PARs) in areas of declining enrolment, when empty pupil places could be removed to enhance efficiencies;
- School Boundary & Program Reviews in areas where enrolment can be re-balanced to address over- and under-utilization rates at schools;
- Capital Renewal Projects for specific schools that require capital works for maintenance purposes, classroom enhancements, program enhancements, or capacity enhancements;
- Schools with underutilized spaces are schools that are still needed to provide pupil accommodations and operate as a viable schools, but have excess space that can be utilized with approved community partners to fill empty spaces no longer needed for school accommodation.

Capital Projects

Municipality	Project Description	Year Required	CPFP Opportunity
Burlington	N/A	N/A	N/A
Halton Hills	Georgetown West CES - CEH1/Holy Cross CES Replacement Facility	2019-20	Yes
	Vision Georgetown #1 CES (Site shared with Vision Georgetown #1 CSS)	2020-21	Yes
	Vision Georgetown #2 CES	2025-26	Yes
	Vision Georgetown #1 CSS (Site shared with Vision Georgetown #1 CES)	2025-26	Yes
Milton	Milton #3 CSS	2020-21	Yes
	Milton #9 or #10 CES (TBD based on timing of development in area)	2020-21	Yes
	Milton #9 or #10 CES (TBD based on timing of development in area)	2022-23	Yes
	Milton #11 CES	2024-25	Yes
Oakville	St. Dominic CES Rebuild	2019-20	Yes
	North Oakville #4 CES	2020-21	Yes
	North Oakville #3 or #5 CES (TBD based on timing of development in area)	2025-26	Yes
	North Oakville #1, #3 or #5 CES (TBD based on timing of development in area)	2030-31	Yes
	North Oakville #1 or #5 CES (TBD based on timing of development in area)	2032+	Yes

School Boundary & Program Reviews

Municipality	Project Description	Year Required	CPFP Opportunity
Burlington	CEB2, CEB3 School Boundary Review	2020-21	TBD
Halton Hills	N/A	N/A	N/A
Milton	Milton Elementary School Boundary and French Immersion Program Review	2018-19	No
	Milton Secondary Interim School Boundary Review	2019-20	No
Oakville	Oakville North of QEW School Boundary and French Immersion Program Review	2020-21	TBD

Renewal Projects

Municipality	Project Description	Year Required	CPFP Opportunity
Burlington	Assumption CSS Renewal and/or Addition	2018-19	No
	Canadian Martyrs CES Renewal	2018-19	No
	Notre Dame CSS Renewal	2018-19	No
	St. Mark Renewal and Addition	2018-19	No
Milton	Bishop P. F. Reding CSS Renewal and Addition	2018-19	No
Oakville	St. Michael CES (Oakville North East CES) Renewal and Addition	2018-19	No

Schools with Underutilized Spaces (1-5 years)

Municipality	Project Description	Year Required	CPFP Opportunity
Burlington	N/A	N/A	N/A
Halton Hills	N/A	N/A	N/A
Milton	N/APupi	N/A	N/A
Oakville	St. Luke CES	2021-22	Yes
	Holy Family CES	2021-22	Yes
	St. Teresa of Calcutta CES	2022-23	Yes

DRAFT



Introduction

- 1.1** About HCDSB
- 1.2** Long-Term Capital Plan Guiding Principles
- 1.3** Long-Term Capital Plan Overview
- 1.4** Projection Methodology

1.1

About HCDSB

DRAFT

The **Halton Catholic District School Board (HCDSB)** is a model learning community, widely recognized as distinctively Catholic. A provincial leader in student achievement, HCDSB provides exceptional educational experiences and services to over 34,000 students of all ages. God's call to love and to serve is nurtured across our 46 elementary schools, 9 secondary schools, and 3 continuing education facilities, serving the communities of Burlington, Halton Hills, Milton, and Oakville. With a focus on Achieving, Believing, and Belonging, we provide our students and staff with the tools for realizing their fullest potential, while also instilling a life-long commitment to the community.

Our Mission

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

Our Vision

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve.

Our Values

Our Catholic Faith
and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.

The Whole Child
and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

Excellence in Learning
and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.

Relationships and Partnerships
and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.

The Importance of Contributing to Our Communities
and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.



1.2

LTCP Guiding Principles

- 1 Ensure classroom sizes and grade distributions meet Ministry requirements and are sustainably sized to foster an ideal environment for academic achievement, social diversity, and overall student well being.
- 2 Ensure all learners have access to a wide variety of high-quality school programming and equity of opportunity, while maintaining viability of offered programs.
- 3 Maximize the number of students accommodated in permanent school buildings and minimize the use of portable classrooms to the best extent possible.
- 4 Acknowledging the need for portable classrooms in new communities going through their peak enrolment to ensure schools do not have excess capacity once neighbourhoods matures, and avoid overbuilding.
- 5 Minimize school boundary adjustments and transitions to the best extent possible, thereby ensuring that said boundaries remain stable over the long-term, and identify development holding areas in growing communities to serve as notice to new communities regarding future school boundary changes.
- 6 Promote active and sustainable transportation to/from schools, and where required according to Board policy, optimize the cost-effective use of school transportation.
- 7 Address facility renewal and maintenance needs in school facilities to ensure learning environments are safe, healthy, energy-efficient and meet 21st century learning needs, while ensuring effective stewardship of the Board's financial assets.
- 8 To the extent possible, give due consideration to the concept of a school functioning as a gathering space or "hub" for the Catholic Parish, local youth and families, students, and the wider community.
- 9 Work collaboratively with local partners to ensure effective use of existing Board facilities and examine new co-build opportunities, which may serve to strengthen the role of schools in communities, provide a place for programs, and facilitate the coordination of services for students and the wider community.



Image: Bishop P. F. Reding CSS, Milton (opened 1988).

1.3

Long-Term Capital Plan (LTCP) Overview

The Long-Term Capital Plan (“LTCP”) is an comprehensive planning tool that presents detailed enrolment projections and school utilization for a fifteen (15) year horizon. This plan will be used to guide accommodation planning at the Halton Catholic District School Board. The data provided in the LTCP is analyzed to:

1. Identify enrolment pressures such as over and under-utilization of schools and suggest preferred mechanisms for addressing these accommodation issues such as:
 - School Boundary Reviews
 - School additions and renovations
 - Pupil Accommodation Reviews (PARs may result in school closures and consolidations as per Board’s Operating Policy I-09: School Accommodation Review – Consolidation/Closure)
 - Propose new schools
2. Identify potential partnership opportunities as per Board’s Operating Policy I-37: Community Planning and Facility Partnerships.
3. Identify future Capital Projects and potential future School Closure and Consolidation projects to be submitted in response to Ministry Funding Announcements.

This plan has been developed internally by Planning Services in partnership with Facility Management Services, and further informed throughout discussions with other Board departments, as required.

It should be noted that any proposals identified as a part of this LTCP are potential solutions to the challenges expected by the Board. Reviews required to address accommodation challenges will follow respective Board policies and procedures. It is expected that the plan will be updated annually due to the dynamic nature of accommodation planning, which can result in changes to enrolment projections and proposed accommodation challenges due to changing demographics, new residential developments, and programming changes.

The Ministry requires Boards to submit a long term plan every five (5) years at a minimum. The 2013 Long Term Capital Plan was approved in principle by the Board of Trustees on June 18, 2013.

The enrolment projections provided in this plan are accurate as of April 6, 2018.



1.4

Projection Methodology

What is an Enrolment Projection?

An Enrolment Projection is a reflection of the movement of students throughout their elementary and secondary academic careers within and outside the Board. The path of a student is tracked from their entrance at the Board throughout their progression from elementary to secondary, and their ultimate graduation from Grade 12. The Board uses enrolment projections for budget estimates, programming, determination of portable needs, identification of future capital projects (both additions and new schools), boundary reviews, and potentially school closures. The following are other key principals of a projection:

1. Birth rates are very helpful in predicting new students coming to the Board.
2. Important factors to review in predicting the movement of students is to observe school, local, regional, and provincial trends.
3. Parental choices for their children are hard to predict, therefore hard to project.
4. Ultimately, a projection is an estimate and it is not written in stone.

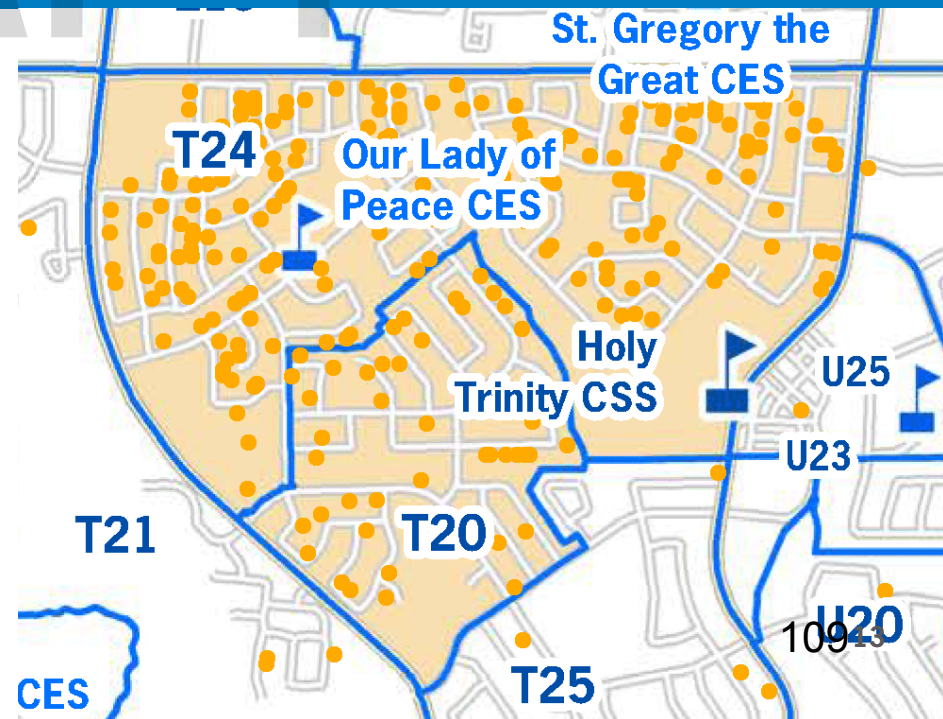
Students from Existing Community

An Existing School Community is made up of students that currently attend a school of the Board and/or reside within the neighbourhood(s) a school serves in its catchment boundary. The projection of an Existing School Community will have very little or no new homes that will be constructed, and does not take into account growth in its projection.

To begin the development of an Existing School Community's Enrolment Projection, Planning Services staff uses the number of students by grade that are attending an individual school as of October 31, the count date. Staff also observes a school's historic enrolment for the previous 5-10 years to review past trends to better understand the movement of students through the school system within their academic career. Staff also reviews the geographic concentrations of students within an Existing School Community.

All the above data is used to calculate enrolment trends of previous years to predict the future enrolment of an Existing School Community. The below sub-sections provide more information on what types of trends Planning Services staff use in their projections.

Figure 1-1: Scatter plot map showing the location of students at Our Lady of Peace CES. Image provided for illustration purposes only.



Progression Factors

Grade-to-grade, year-over-year, at the same school.

Examples: New JK registrations, neighbourhood move-ins, cross boundary siblings, external transfers

GRADE	JK	SK	1	2
2012	15	15	13	13
2013	15	16	14	13
2014	15	16	15	14
2015	15	17	15	15
2016	15	16	15	15

Progression Rules

School-to-school for specific program offerings.

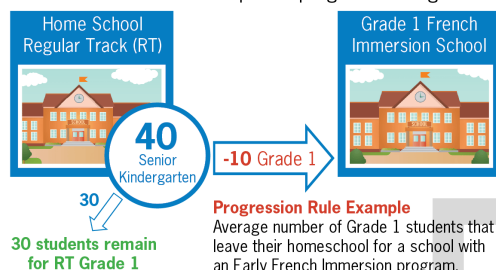


Figure 1-2: The difference between Progression Factors and Progression Rules are depicted in this illustration.

Students from Future Developments

The Region of Halton is one of the fastest growing communities in North America, where the province projects to direct a large proportion of its greenfield development from now to 2041. With this high rate of growth and development in the Halton Region, there will be a number of students that will be generated from the new homes. With an increase in student enrolment, new elementary and secondary schools may be required to accommodate this growth. Board staff reviews the following in reviewing growth in the Region:

- Board Staff regularly receives development applications from the four (4) municipalities of Halton Region
- Development applications are commented on and tracked for future student yields based on the type of units being built
- Each proposed residential unit is phased over a period of time, and allocated a specific student yield based on the unit type

As per the diagram, each type of unit will generate a different number of students over a 15-year period. This is what is referred to as a “unit yield”. The unit yields are calculated by reviewing how many students were generated from a particular unit type over the 15-year period. This is then applied to the future proposed units being developed.

Historically, the number of students generated from a unit varies from unit-to-unit. For example, in the Halton Region, lower density developments (e.g. single family homes) have historically yielded a greater number of students than medium density development (e.g. townhomes), which have historically yielded a greater number of students than higher densities units (e.g. apartments).

It should be noted however that these yields are fluid as time progresses, and housing choices change. As such, staff consistently monitors yields.

Figure 1-3: The yield from each type of development varies, as lower-density units (single-detached and semi-detached homes) yields a higher number of students than aptmnt buildings.

Historic Junior Kindergarten (JK) Registrations

Junior Kindergarten (JK) registrations are the starting point of students’ academic career, and are very important in development of a 15-year Long-Term projection. The cohort size of a school’s JK in the first year will predict it’s overall enrolment size in the long-term. Accordingly, JK enrolment is monitored regularly. The below are key principals:

- JK projections are first calculated by mirroring the previous year’s actual JK enrolment (assuming a flat line projection)
- JK projections are adjusted based on historic birth rates within the school’s boundary (provided by Halton Region)
- JK enrolment may also be adjusted when reviewing the previous year’s JK enrolment data

Progression Factors & Rules

Progression Factors and Rules represent historic trends of where students go year-over-year by grade, which are then applied to predict their future movements through their academic career. Below are explanations of the two (2):

- A **Progression Factor** is the ratio of students that move from grade-to-grade, year-over-year at the same school (e.g. ratio (%) of students progressing from Grade 1 to Grade 2).
- A **Progression Rule** is the ratio of students that move from school-to-school for specific program offerings (e.g. ratio of students progressing from Grade 4 to Grade 5 Extended French).

Progressions Factors can have ratios that are equal to, lower than, or higher than 100%. If a Progression Factors is above 100%, it means the school historically gains students year-over-year in that particular grade. If a Progression Factor is below 100%, it means the opposite, where the schools loses students year-over-year in a particular grade.

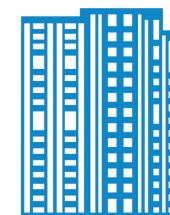
Progression Rules are similar to Progression Factors. Typically, a ratio of a grade is transferred to another school, and the remaining ratio remains at the school to continue in the regular stream.



High Yield
per 100 units



Medium Yield
per 100 units



Low Yield
per 100 units

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Halton Region

- 2.1 Regional Overview & Enrolment Trends
- 2.2 Development & Growth

2.1

Regional Overview & Enrolment Trends

Halton is located within the Greater Golden Horseshoe region of Ontario – one of the fastest growing regions in North America. As a municipality within this region, Halton is projected to continue increasing in population, largely due to migration from within Canada as well as new immigrants entering Canada. This will continue to support a vibrant and growing student population in HCDSB. The Board will need to ensure that Catholic student accommodation is adequately provided for existing students and families as well as future students in Halton.

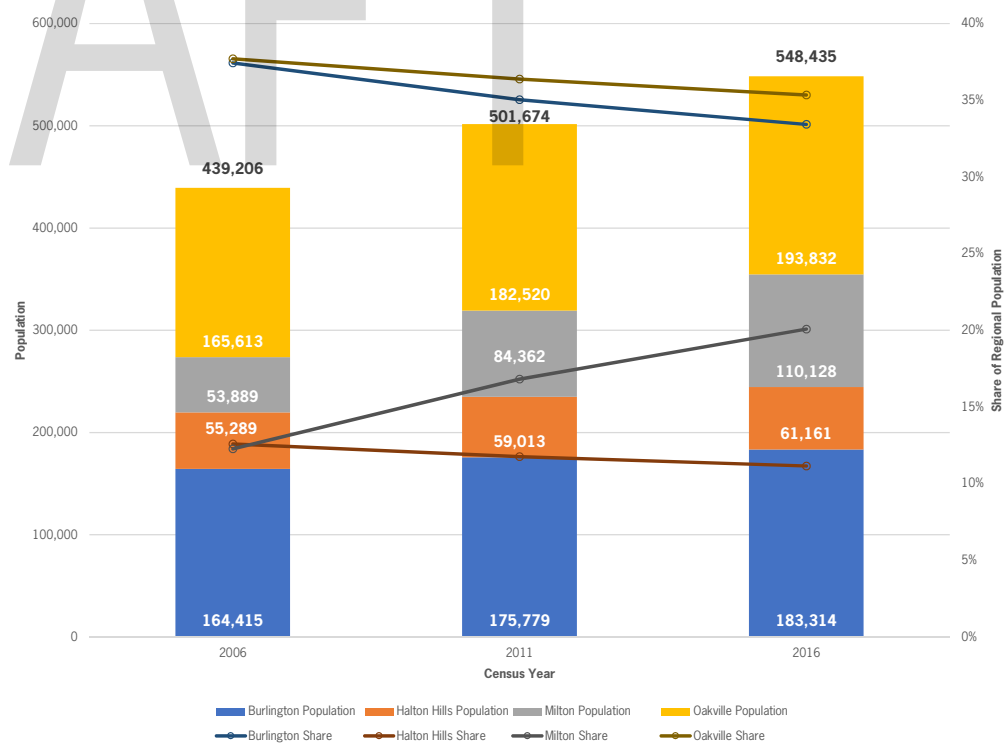
Halton's overall population has increased over the last decade, from 439,206 in 2006 to 548,435 in 2016, an increase of 25%. However, not all municipalities grew at the same pace over this ten-year period – Milton grew by 104%, compared to 17% in Oakville, which had the second highest population growth in Halton.

Due to this, the share of each municipality's population as a percentage of the Region's population has also changed. Oakville, Burlington and Halton Hills have seen declines in their share by 2 to 4%, while Milton's share has increased by 8%.

How to read graph to the right:

This graph depicts the historical population in Halton by municipality along with the share of the Region's population by municipality from the 2006 to 2016 Census. For the population, see primary vertical axis (on the left). For the share of population, see secondary vertical axis (on the right). Total Regional population is indicated at the top.

Data provided by Statistics Canada, 2016.



Regional Enrolment Trends

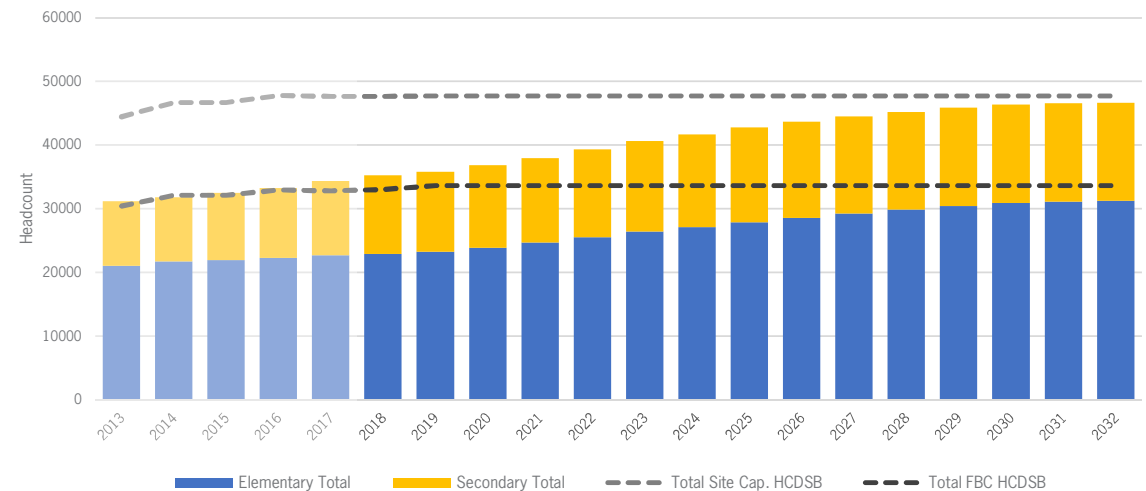
The changes in population over the past 10 years have been reflected in the Board's student population. The Board's total enrolment, excluding the Adult Learning Centre, has increased from 28,598 students in 2006 to 34,394 students in 2017, an increase of 20%. The largest increase in student population occurred in the Milton elementary panel, where enrolment increased from 2,897 in 2006 to 6,641 in 2017, an increase of 129%.

To accommodate the growth in student population since 2006, the Board opened 2 elementary schools and 1 secondary school in Burlington; 9 elementary schools (1 additional expected for September 2018) and 1 secondary school in Milton; and 2 elementary schools in Oakville.

The total enrolment of the Board for the elementary and secondary school panels are projected to continue growing overall. Overtime, the Board will be required to increase its overall capacity in the growing areas with the introduction of new schools, and construction of permanent classroom additions. Alternatively, the Board will also be required to reduce its overall capacity in areas of decline to ensure schools remain viable overtime.

The projection period for the Long-Term Capital Plan (LTCP) is over 15 years, between the 2018-2032 school years. During this time, the Board anticipates the following:

- Within a 15-year period, the **Board's elementary panel enrolment is projected to increase from 22,678 students to 31,289 students**, and increase of approximately 38%.
- Within a 15-year period, the **Board's secondary panel enrolment is projected to increase from 11,716 students to 15,394 students**, and increase of approximately 31%.



Enrolment Projections and Facility Utilization

Panel	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Elementary Total	13%	22758	10718	33476	Enrol.	21010	21718	21950	22306	22678	22900	23268	23884	24717	25547	26394	27146	27871	28584	29222	29862	30451	30922	31146	31289	38%
					UTZ	107%	102%	103%	101%	103%	103%	105%	108%	112%	115%	119%	123%	126%	129%	132%	135%	137%	140%	141%	141%	
Secondary Total	6%	10737	4410	15147	Enrol.	10147	10101	10570	10960	11716	12329	12557	12959	13243	13809	14237	14540	14901	15078	15261	15361	15413	15472	15405	15394	31%
					UTZ	95%	94%	98%	102%	109%	115%	110%	114%	117%	121%	125%	128%	131%	133%	134%	135%	136%	136%	136%	135%	
HCDSB Total (Avg. for FCI)	10%	33495	15128	48623	Enrol.	31157	31819	32520	33266	34394	35229	35825	36843	37960	39356	40631	41686	42772	43662	44483	45223	45864	46394	46551	46683	36%
					UTZ	102%	99%	101%	101%	105%	107%	106%	109%	113%	117%	121%	124%	127%	130%	132%	134%	136%	138%	138%	139%	

How to read table above:

This table shows the total historic and projected enrolment for the Board's elementary and secondary panel. Where enrolment exceeds Total Site Capacity (sum of Functional Building Capacity and total portable capacity on site), enrolment is bolded in red. Facility utilization is a calculation derived from taking the enrolment divided by the total Functional Building Capacity (FBC).

The Facility Condition Index (FCI) is the average of the Board's elementary and secondary school facility condition values.

2.2

Development & Growth

Through Ontario's Places to Grow initiative in 2005, regional growth plans were developed to guide long-term land use policies. The first growth plan, Growth Plan for the Greater Golden Horseshoe, took effect in 2006. This plan established a long-term framework for the growth of the region. The provincial government replaced the 2006 Growth Plan with a new Growth Plan for the Greater Golden Horseshoe, which took effect on July 1, 2017. Overall, the Greater Golden Horseshoe region is forecast to grow to 13.5 million people by 2041 - of this, Halton is forecasted to grow to 1 million by 2041.

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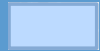


Halton continues to have large areas for greenfield development remaining. Most of these lands are within the Town of Milton. Remaining development will take the form of intensification within the existing urban areas - these includes the Mobility Hubs concept proposed in Burlington's "Grow Bold" plan, and Growth Areas in the Town of Oakville. Additional information regarding these developments are provided within the respective municipal sections on this plan.

Maps showing the location of large-scale development (e.g. secondary plans, proposed secondary plans and development areas and growth centres) are provided in the following pages.

Image to previous page: Subdivision development.
Image on this page: Sherwood Survey South development. Milton Lumen Christi CES appears on centre left of the image.

Development in South Halton Burlington & Oakville



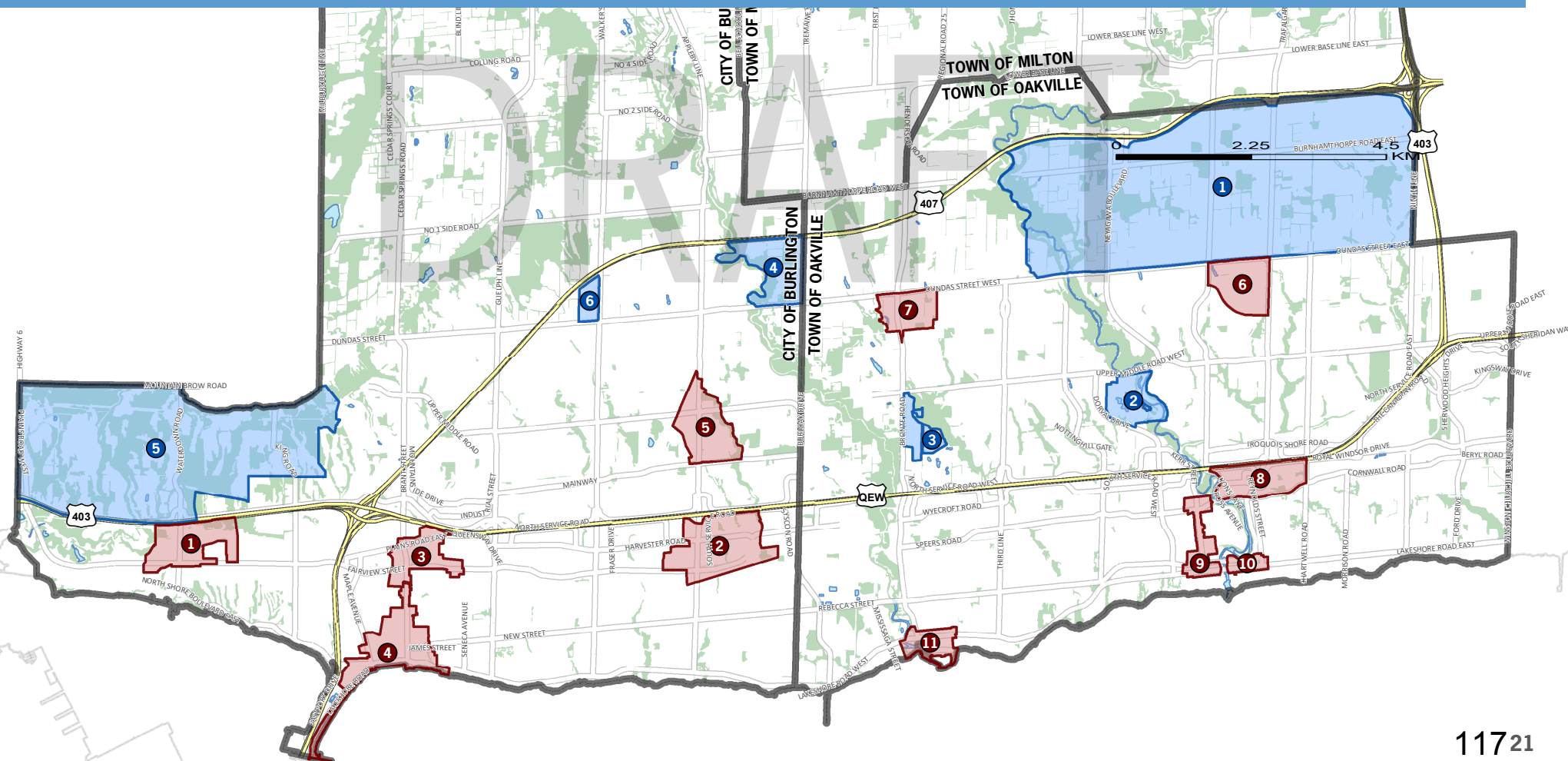
Greenfield Development

1. North Oakville East
2. Glen Abbey Golf Course (ClubLink)
3. Saw Whet Golf Course (Bronte Green Corp.)
4. Evergreen Community
5. North Aldershot
6. Alton Village West (Sundial Homes)



Development through Intensification (Growth Areas)

1. Aldershot GO Mobility Hub
2. Appleby GO Mobility Hub
3. Burlington GO Mobility Hub
4. Downtown Burlington Mobility Hub
5. Uptown Growth Centre (Burlington)
6. Uptown Core Growth Area (Oakville)
7. Palermo Village Growth Area
8. Midtown Oakville Growth Area
9. Kerr Village Growth Area
10. Downtown Oakville Growth Area
11. Bronte Village Growth Area



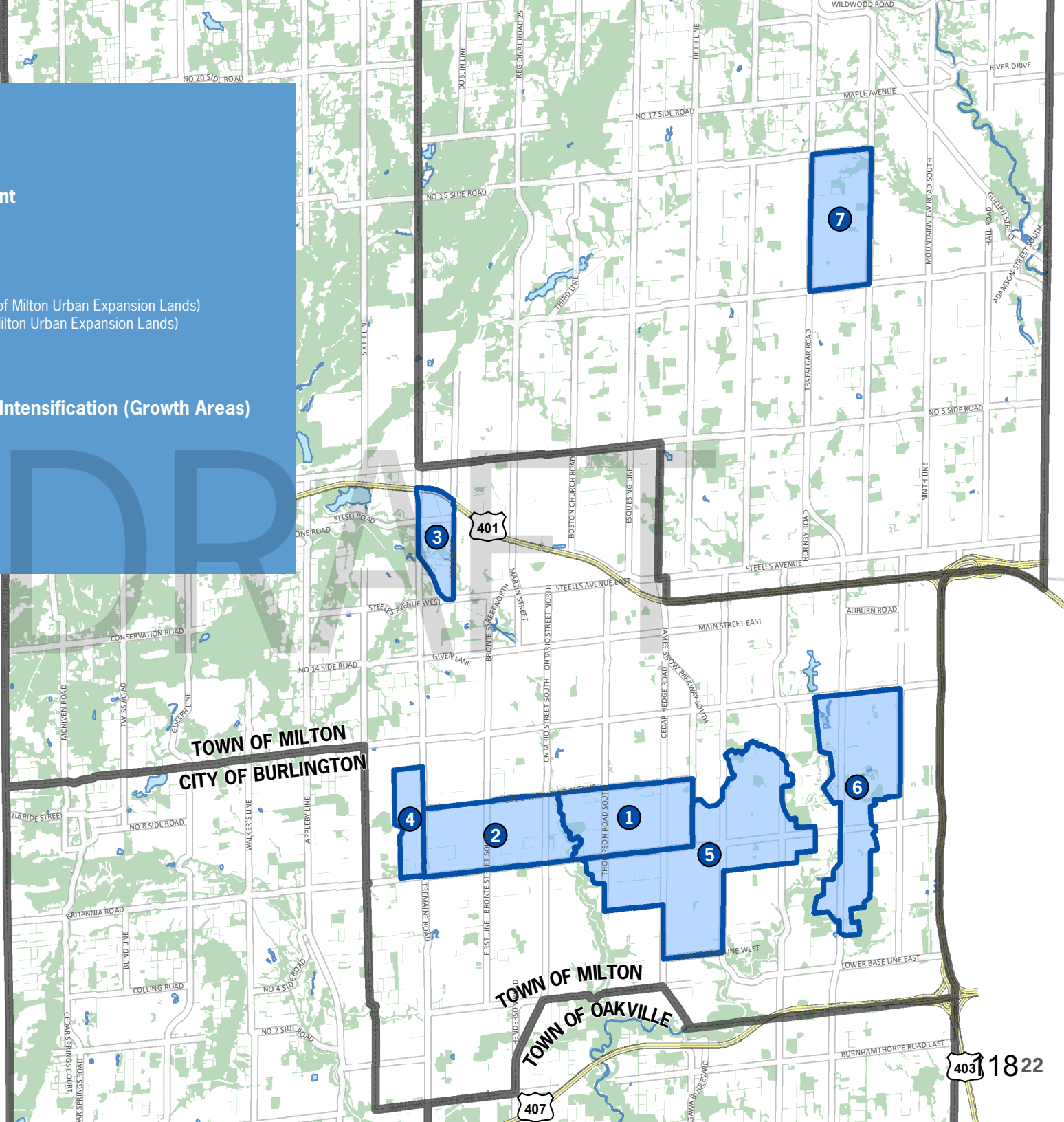
Development in North Halton Milton & Halton Hills

Greenfield Development

1. Boyne East
2. Boyne West
3. Milton Heights
4. Milton Education Village
5. Britannia East & West (part of Milton Urban Expansion Lands)
6. Trafalgar Corridor (part of Milton Urban Expansion Lands)
7. Vision Georgetown

Development through Intensification (Growth Areas)

N/A



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- 3.1** School Programming
- 3.2** School Feeders
- 3.3** Grade 8 to Grade 9 Transfers
- 3.4** Facility Condition & Renewal
- 3.5** Community Planning & Facility Partnerships

3.1

School Programming

Planning Services projects enrolment for the following:

Elementary school programs: Regular Track, French Immersion (Early French Immersion), Extended French Immersion and Gifted;

Secondary school programs: Regular Track, Extended French Immersion, International Baccalaureate, and International Student Program.

There are additional programs available at the Board, which are not projected by Planning Services, such as the Adult Education (Thomas Merton Adult Learning Centre) and specialized courses/programming integrated into Regular Track programs (e.g. Advanced Placement).

Regular Track (RT)

Regular Track is the standard educational programming offered at all elementary and secondary schools in the Board where the language of instruction for all courses, except specialized language courses (e.g. Core French) are provided in English.

Core French

Core French is taught as a subject in our schools from Grades 4 through 9 for all students in Halton Catholic elementary and secondary schools.

French Immersion (FI/EFI)



In 2013, the Board implemented the Early French Immersion Pilot Program, offered at four (4) school sites across the Region to a limited number of students beginning in Grade 1. At its meeting on November 21, 2017, the Board of Trustees approved the Early French Immersion Pilot as a permanent program. In this program, students are provided instruction in French for 4 periods in a day and it is expected that students would have received 3800 hours of French language instructions by the end of Grade 8. In this document, this program is referred to as “French Immersion” or FI in this Plan.

The Board offers a maximum of two (2) classes per FI site, and students are selected to the program through a random selection (lottery) process.

Extended French Immersion (ExFI)



The Board offers an Extended French Immersion (ExtFI) program for students starting in Grade 5 at 9 sites in Halton. In this program, students are provided instruction in French for 3 periods in a day and it is expected that students would have received 1260 hours of French language instructions by the end of Grade 8.

Similar to the French Immersion program, the Board offers a maximum of two (2) classes per FI site, and students are selected to the program through a random selection (lottery) process.

Gifted



The Board offers self-contained Gifted placement classrooms for students identified as exceptional on the basis of giftedness from Grades 5-8. Giftedness is defined as an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated. Screening for potential “gifted” students is carried out by the Board in Grade 4. Parents are notified by the school Special Education Resource Teacher (SERT) and provided with test administration information at that time.

The Board offers these placements regionally at select schools throughout Halton.

Special Education



Children with special needs require teaching interventions that differ from the average population in order to learn, to optimally develop skills, and to reach their full potential. Many types of special needs exist, and in education these are referred to as “exceptionalities”. An “exceptional” student is a student who has significant, behavioural, communication, intellectual (including gifted), physical, or multiple needs such that he or she is considered to need a special education program.

The Board offers self-contained Special Education classes regionally at select schools throughout Halton.

International Baccalaureate (IB)



International Baccalaureate (IB) is a globally recognized program that better prepares students for university, promotes highly educated students, and encourages globally aware and involved individuals by emphasizing critical, compassionate thinking, community involvement and intercultural understanding.

Currently, St. Thomas Aquinas Catholic Secondary School in Oakville is accredited to offer the IB Diploma Programme.

Advanced Placement (AP)



Advanced Placement (AP) courses offer university-level content to students in secondary school. Students in AP and pre-AP programmes study topics in greater depth, providing an opportunity for enhanced learning.

The Board offers AP courses regionally at select schools throughout Halton.

International Student Program (ISP)



A fee-paying program that provides an opportunity for students outside of Canada to attend and study in HCDSB schools. Students enrolled in this program are not funded through Ontario's Ministry of Education.

Only secondary school students from this program are projected by Planning Services.

3.2

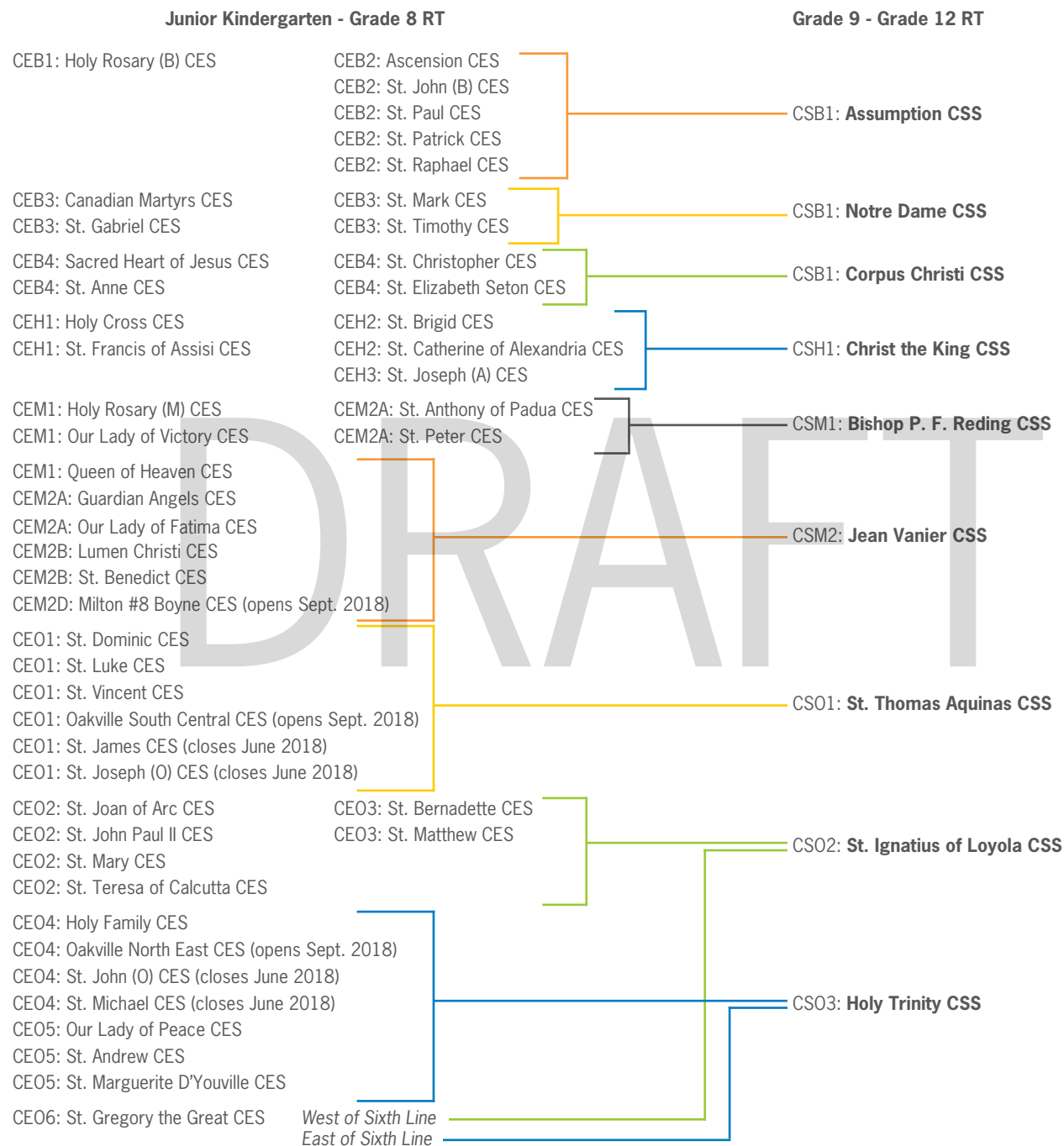
School Feeders

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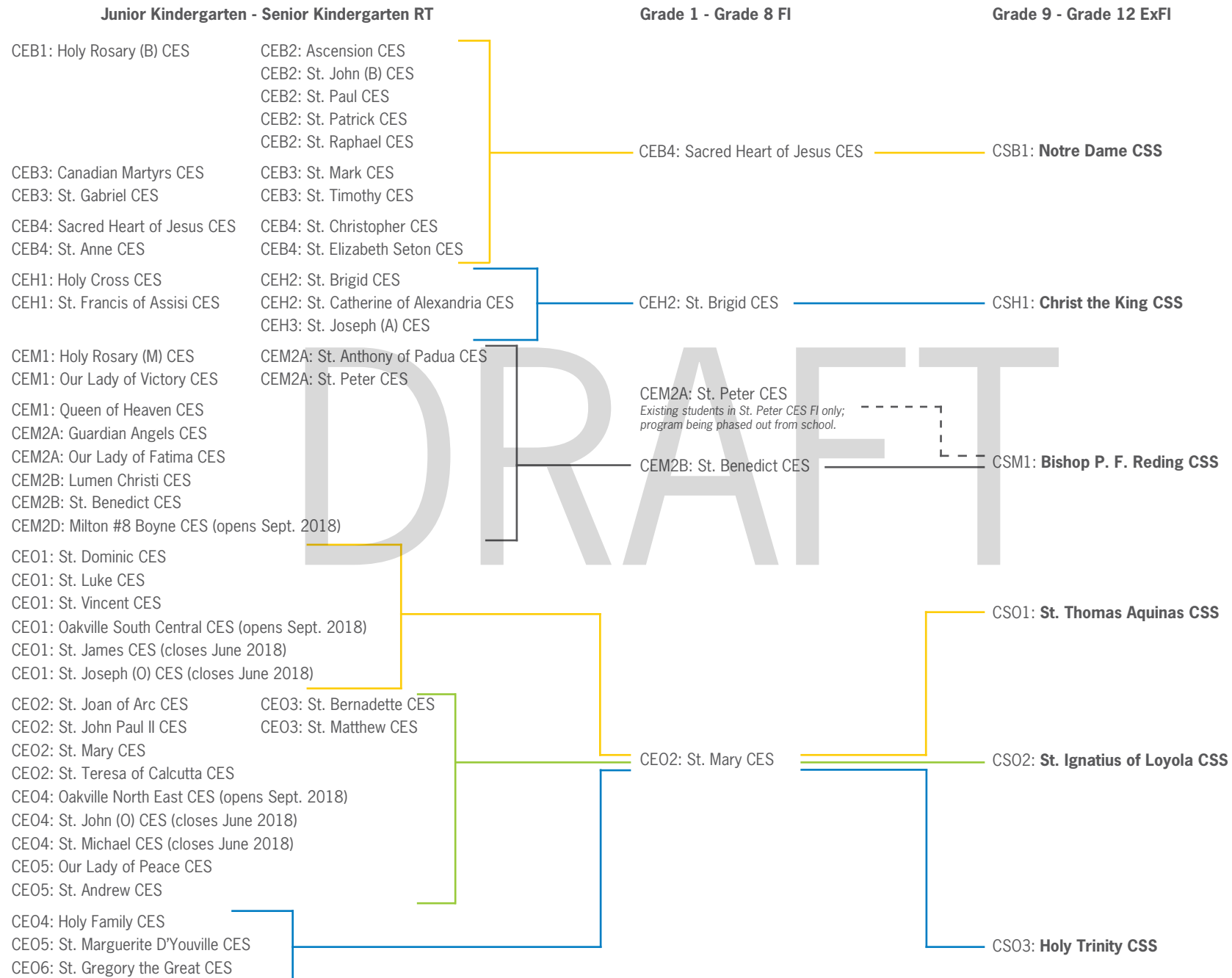
All Regular Track programs at the elementary and secondary school levels are based on school catchments. Unless students chose to attend a different school due to Cross-Boundary or specialized programming, students will transfer as one cohort from an elementary school to a secondary school. The Board strives to ensure cohorts remain together during transitions, however school capacity and geographic proximity to certain schools may result in cohort splits. Currently, the Board has some split elementary-secondary school transitions where students from one cohort at a school will attend multiple elementary schools (e.g. French Immersion, Extended French Immersion) or secondary schools due to their geographic location, which are illustrated in the feeder flow charts in this section.

School catchments are continually reviewed to balance enrolment, establish new school boundaries or as part of Pupil Accommodation Reviews.

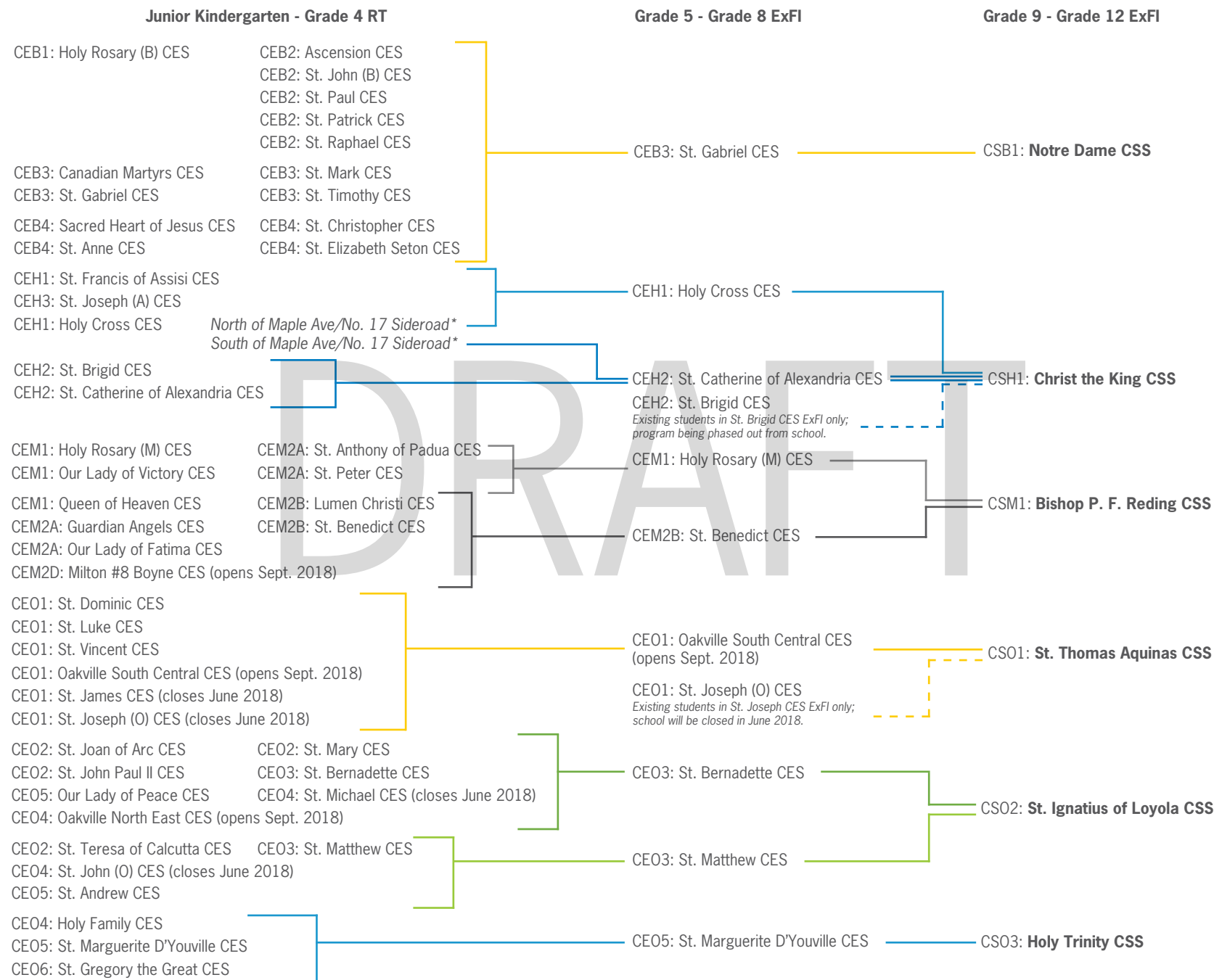
Regular Track School Feeders



French Immersion School Feeders (Grade 1 Entry Option)



Extended French Immersion School Feeders (Grade 5 Entry Option)



* Visit www.hcdsb.org for Extended French Immersion catchment boundaries.

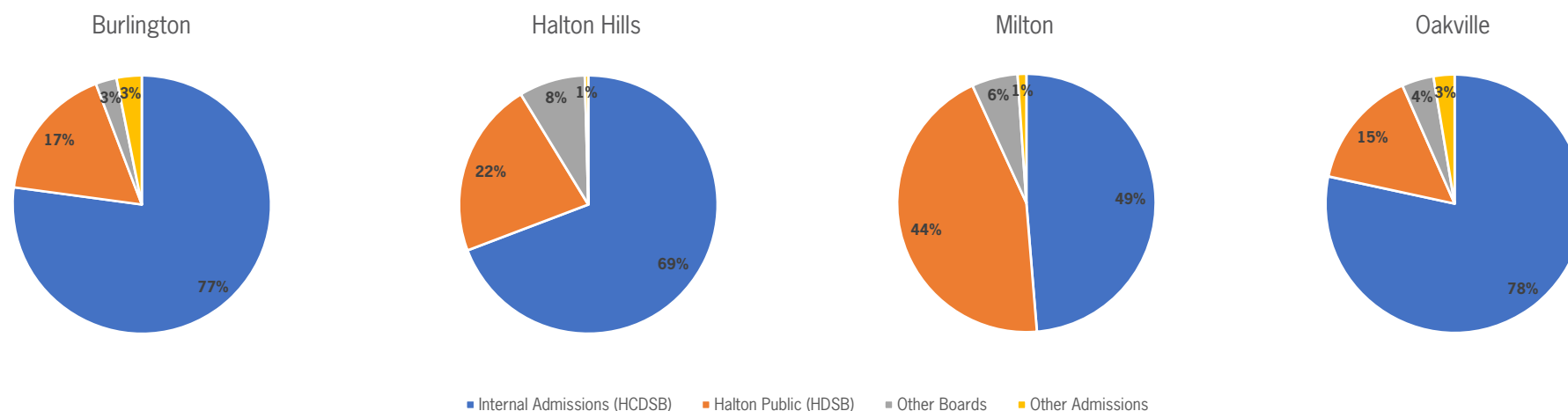
3.3

Grade 8 to Grade 9 Transfers

Admission to Grade 9

Due to open access provided at Catholic Secondary Schools, non-Catholic students may also enrol in the Board's secondary schools. These admissions continue to support enrolment at the Board's nine (9) secondary schools. The admission rates vary significantly across secondary schools in Halton, with the highest admission rates occurring in Milton at 51%.

For the 2017-18 school year, the largest admission rate from a non-HCDSB Grade 8 program occurred at Jean Vanier CSS (CSM2) where 54% of the incoming Grade 9 cohort did not attend Grade 8 at HCDSB. As this catchment and Bishop P. F. Reding CSS (CEM1) include new development areas, the highest portion of students from other Boards (excluding Halton District School Board) occurs in this area – these students may have attended Grade 8 in a different co-terminus Board in Halton or another school Board in Ontario. Bishop P. F. Reding CSS has the second highest rate of admissions from a non-HCDSB Grade 8 program at 49%. A breakdown by each of these schools is provided below.



Grade 8 to Grade 9 Retention Rates

Elementary Review Area	Elementary School	School Code	Family of Schools	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017
CEB1	Holy Rosary (B) CES	HLRB	ASPT	100%	98%	98%	98%
CEB2	Ascension CES	ASCN	ASPT	95%	100%	100%	97%
	St. John (B) CES	JOHB	ASPT	94%	100%	100%	96%
	St. Patrick CES	PATR	ASPT	89%	81%	81%	100%
	St. Paul CES	PAUL	ASPT	97%	92%	92%	100%
	St. Raphael CES	RAPH	ASPT	97%	98%	100%	100%
CEB3	Canadian Martyrs CES	CDNM	NTDM	91%	100%	100%	100%
	St. Gabriel CES	GABR	NTDM	95%	99%	99%	99%
	St. Mark CES	MARK	NTDM	100%	100%	100%	100%
	St. Timothy CES	TIMB	NTDM	98%	100%	100%	100%
CEB4	St. Anne CES	ANNB	CORP	100%	100%	100%	93%
	St. Christopher CES	CHRS	CORP	100%	100%	100%	100%
	St. Elizabeth Seton CES	ELIZ	CORP	97%	96%	96%	100%
	Sacred Heart of Jesus CES	SHOJ	CORP	87%	86%	86%	98%
CEH1	St. Francis of Assisi CES	FRAN	KING	98%	100%	100%	94%
	Holy Cross CES	HLYC	KING	100%	100%	100%	95%
CEH2	St. Catherine Of Alexandria CES	ALEX	KING	98%	95%	95%	98%
	St. Brigid CES	BRID	KING	95%	95%	95%	99%
CEH3	St. Joseph (A) CES	JOSA	KING	98%	100%	100%	100%
CEM1	Holy Rosary (M) CES	HLRM	BHRD	89%	98%	98%	94%
	Our Lady of Victory CES	OLVM	BHRD	100%	100%	100%	92%
	Queen of Heaven CES	QUEN	JEAN	100%	100%	100%	100%
CEM2A	Our Lady of Fatima CES	OLFA	JEAN	100%	99%	99%	93%
	St. Anthony of Padua CES	ANTH	BHRD	98%	100%	100%	100%
	St. Peter CES	PETE	BHRD	100%	100%	100%	97%
	Guardian Angels CES	GUAR	JEAN	95%	100%	100%	100%
	St. Benedict CES	BENE	JEAN		100%	100%	97%
CEM2B	Lumen Christi CES	LUMN	JEAN		96%	96%	91%
	St. Dominic CES	DOMI	AQUI	94%	96%	96%	97%
CEO1	St. Joseph (O) CES	JOSO	AQUI	96%	100%	100%	100%
	St. Luke CES	LUKE	AQUI	86%	96%	96%	100%
	St. James CES	STJA	AQUI	100%	89%	89%	100%
	St. Vincent CES	VINC	AQUI	30%	29%	29%	24%
	St. Joan of Arc CES	JOFA	LYLA	94%	89%	89%	100%
CEO2	St. Mary CES	MARY	LYLA	100%	100%	100%	80%
	St. Teresa of Calcutta CES	MOTH	LYLA	92%	90%	92%	99%
	St. John Paul II CES	POPE	LYLA	98%	88%	89%	86%
	St. Bernadette CES	BERN	LYLA	86%	96%	96%	70%
CEO3	St. Matthew CES	MATT	LYLA	84%	89%	89%	91%
	Holy Family CES	HLYF	HLYT	45%	44%	44%	78%
CEO4	St. John (O) CES	JOHO	HLYT	86%	100%	100%	100%
	St. Michael CES	MICH	HLYT	100%	100%	100%	100%
	St. Andrew CES	ANDR	HLYT	88%	77%	77%	82%
CEO5	St. Marguerite D'Youville CES	MARG	HLYT	55%	97%	97%	80%
	Our Lady of Peace CES	OLPO	HLYT	97%	97%	97%	96%
CEO6	St. Gregory the Great CES	GREG	LYLA				93%
Board				91%	93%	92%	93%

Students in Grade 8 have the option to attend the secondary school based on their school catchment (as shown in the previous section), or a different HCDSB secondary school based on programming (e.g. Advanced Placement, International Baccalaureate). Students may also attend a secondary school at a co-terminus school board (e.g. Halton District School Board) or a private school due to proximity to HCDSB secondary schools compared to other schools, programming or other reasons. Retention Rates indicate the number of Grade 8 students from a HCDSB school that continue on to Grade 9 in a HCDSB secondary school.

Overall, retention rates have increased across elementary schools in Burlington from 2014 to 2017, with the lowest retention being 93% in 2017 at St. Anne CES (CEB4). Eight (8) of the fourteen (14) elementary schools in Burlington have retention rates of 100%. Retention rates in schools in CEB2 schools have seen increases in retention over the past 3 years, from a low of 81% at St. Patrick CES to a low of 96% in 2017.

Retention rates have across elementary schools in Halton Hills have consistently stayed above 95%, and in Milton retention rates have consistently been above 90%.

Overall, retention rates have increased across elementary schools in Oakville from 2014 to 2017. Eleven (11) of the eighteen (18) elementary schools in Oakville have retention rates above 90%. Retention rates in St. Vincent CES (CEO1) are the lowest in the Board at 24% in 2017. Due to the proximity of St. Vincent CES and its catchment to the co-terminus board's secondary school, students may opt to not attend the local Catholic Secondary School (St. Thomas Aquinas CSS). Meanwhile, retention rates at St. Luke CES (CEO1) has increased from 86% in 2014 to 100% in 2017. Retention at Holy Family CES (CEO4) has increase significantly from previous rates around 44% to 70% in 2017.

How to read table:

The percentage values indicate the percentage of a school's grade 8 cohort that chose to attend a grade 9 program at a HCDSB Catholic Secondary School.

The first year indicated in the header is the grade 8 school year, followed by the grade 9 school year (e.g. the 2013 to 2014 column indicates percentage of grade 8 students from the 2013-14 school year that chose to attend grade 9 at a HCDSB Catholic Secondary School in the 2014-15 school year).

3.4

Facility Condition & Renewal

The Board has constructed a number of new schools in the past twenty (20) years to meet the continuous student enrolment growth in Halton Region. Each new school has been an improved design from the previous model and has been revised based on feedback from administrators, teachers and support staff.

As the number of new facilities increased, the inequities between the new schools in developing communities and the older schools in the existing communities of Halton was recognized and Facility Management Services staff have created plans to upgrade existing school facilities to ensure equitable learning facilities and opportunities are provided for students and staff.

Facility Condition Index

An index used to support determining the condition and renewal needs of schools is the Facility Condition Index (FCI). The Facility Condition Index is a warehouse of data on each and every school's state of repair. Information on the condition of Ontario schools is gathered in five-year cycles, the first of which took place from 2011 to 2015. The program is currently in year two of its second cycle (2016 to 2020). Facility Condition Assessments are completed by third-party facility inspectors contracted by the Ministry of Education in five-year cycles, and the facility condition database is updated by Board staff as projects are completed.

The cost of a school's repair and renewal needs are then compared against the cost of rebuilding that same school from the ground up. The results of this comparison — fixing a school or rebuilding it — give the school its FCI, which is measured as a percentage. The FCI is a standard benchmark that is used to compare the relative condition of a group of buildings. It compares a facility's total five year renewal needs to the cost of rebuilding the facility.

$$\text{FCI} = \frac{\text{Five year of renewal needs (year of assessment plus four(4))}}{\text{Asset Replacement Value (based on Ministry Construction Benchmarks)}}$$

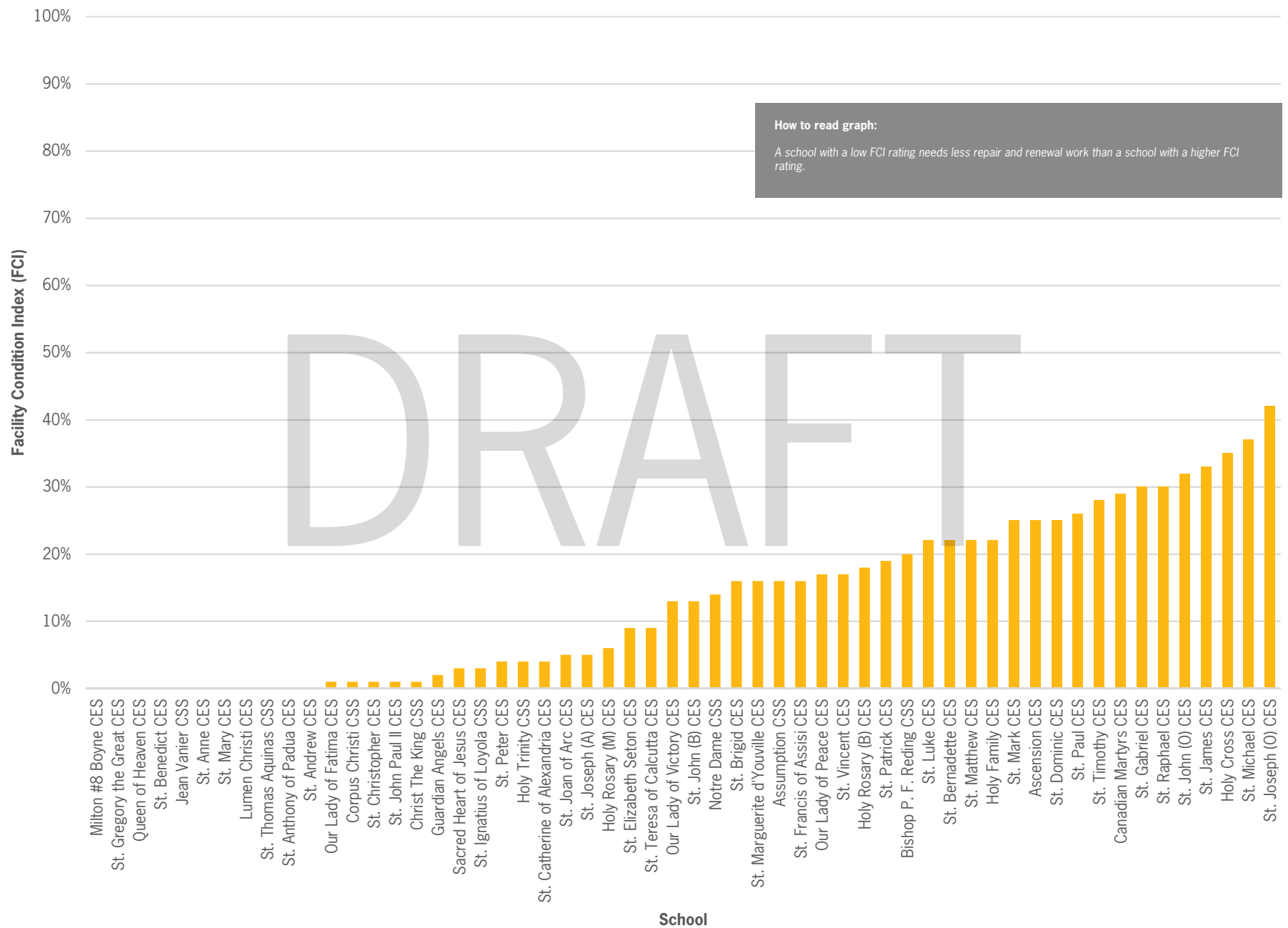
In general, the higher the FCI, the more renewal needs and therefore the poorer condition of the building. For the education sector, estimated costs for the next 5 year period are used as the standard period to calculate the FCI.

For example, if it costs an estimated \$1 million to rebuild a facility but \$100,000 to repair it, then the FCI would be 10%.

Facility conditions are continually monitored by Facility Management Services staff to ensure equitable and safe learning facilities are provided to all students across the Board. The FCI for each school in the Board is provided in the following graph.

Based on these assessments, Facility Management Services staff presented the Board of Trustees with the Long-Term Facility Renewal Strategy at its meeting on September 19, 2017, which outlined the schedule of projects over the next 5-year window. This data is provided for each school in the review area sections that follow.

Facility Condition Index by School



3.5

Community Planning & Facility Partnerships

The Board believes in supporting the development of facility partnerships whose operations enhance and respect the Board's vision, mission statement, values, as well as the Board's Multi-Year Strategic Plan and strategic directions.

Partnerships with community agencies and public service providers presents a key opportunity in creating complete neighbourhoods with an array of services and programs, located in a central and accessible community hub for students and residents alike.

Types of Partnerships

Co-Building with Community Partners

- New schools, additions and significant renovations may be considered as opportunities for partnerships
- Site size, topography and other restrictions may limit partnership opportunities
- Site design co-ordination, sharing outdoor facilities (fields, domes etc...)
- Each opportunity will be reviewed on a case by case basis

Sharing Underutilized Space in Existing Schools

- Facility Services and Business Services jointly perform a yearly analysis of all schools to determine if schools are suitable for a partnership opportunity

Criteria for determining suitability of facilities for partnership opportunities:

1. Facilities utilized at 60% or less for 2 consecutive years and/or have 200 or more unused pupil places;
2. 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;
3. Ability to identify and create a separate, distinct, and contiguous space within the facility, separate from the students;
4. Facility is not located within an area where a Pupil Accommodation Review has been announced, subject to Operating Policy I-39;
5. Space will not be required in the future for programming or other uses;
6. Appropriate access to the space;
7. Parking availability;
8. Site use restrictions; and,
9. Official Plan Designation and/or Zoning Restrictions.

Current Partnerships

List of partnerships by school are provided in the review area sections.

Through this Long-Term Capital Plan and annual review, potential partnership opportunities will be identified and presented to the Board of Trustees and members of the public through the annual Community Planning and Facility Partnerships Meeting held in mid-Spring.

Woodview Mental Health & Autism Services

Queen of Heaven CES, Milton

Reach Out Centre for Kids (ROCK)

EarlyON Child and Family Centre

St. Mark CES, Burlington (scheduled to open Jan. 2019)

The Family Place

Bishop P. F. Reding CSS, Milton

Our Kids Network

Holy Rosary (B) CES, Burlington

Our Lady of Victory CES, Milton

Parkview Children's Centre

St. Gregory the Great CES, Oakville

YMCA Greater Toronto (Child Care)

St. Brigid CES, Halton Hills

YMCA Oakville (Child Care)

Our Lady of Peace CES, Oakville

St. Bernadette CES, Oakville

St. Luke CES, Oakville

St. Marguerite D'Youville CES, Oakville

YMCA Hamilton, Burlington, Brantford (Child Care)

Notre Dame CSS, Burlington

St. Christopher CES, Burlington

St. Mark CES, Burlington (scheduled to open Jan. 2019)

St. Timothy CES, Burlington

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Burlington

- 4.1** Municipal Overview & Enrolment Trends
- 4.2** Elementary Review Areas
- 4.3** Secondary Review Areas

4.1

Municipal Overview & Enrolment Trends

The City of Burlington has primarily been characterized as a municipality with maturing neighbourhoods, which results in decreasing student-aged population.

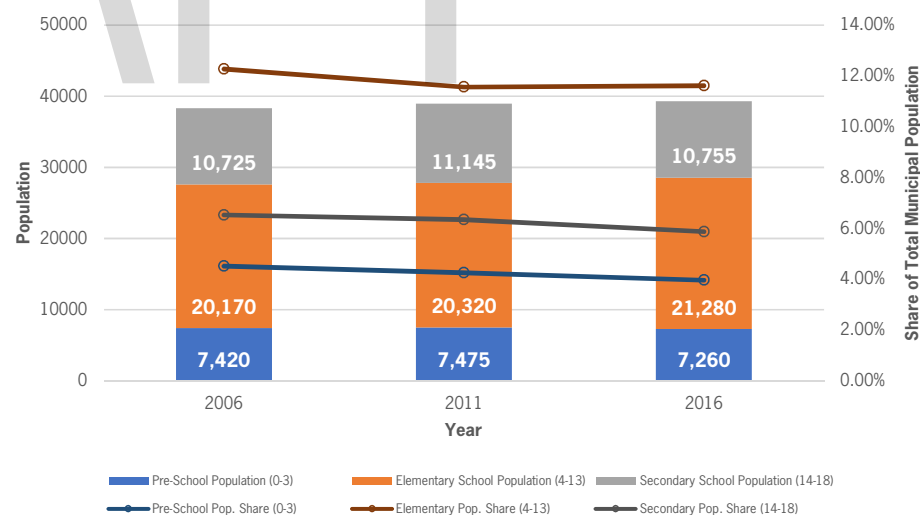
As it relates to development potential, Burlington will be relying predominantly on intensification activities within the core (e.g. high-density development units – condominiums) to meet growth targets, as well as some low-density infill developments. Greenfield development (low to medium density development subdivisions – Single Family Dwelling and Townhomes) lots are still available in Burlington; however, they will not account for the majority of growth.

Overall School-Aged Population Trends

From the 2006 to 2016 Census, Burlington's total population has increased from 164,415 to 183,315, an increase of 11.5%. However, the increase in population has not been evenly distributed across various age group. The largest increase occurred in the population over 45 years of age, which increased by 26.4%. Meanwhile, the population aged 19 to 44 declined by 0.45%.

The proportion of the City's population that are children (aged 18 or under) has declined overall from 2006 to 2016. Total pre-school population (children aged 3 or younger) has declined from being 4.5% of Burlington's population in 2006 to 4.0% of the population in 2016. Children aged 4 to 13 has declined from being 12.3% of the population in 2006 to 11.6% of the City's population by 2016. Children aged 14 to 18 has declined from being 6.5% of the City's population in 2006 to 5.9% by 2016.

Refer to Projection Methodology for more information regarding data used for enrolment projections.



How to read graph to the right:

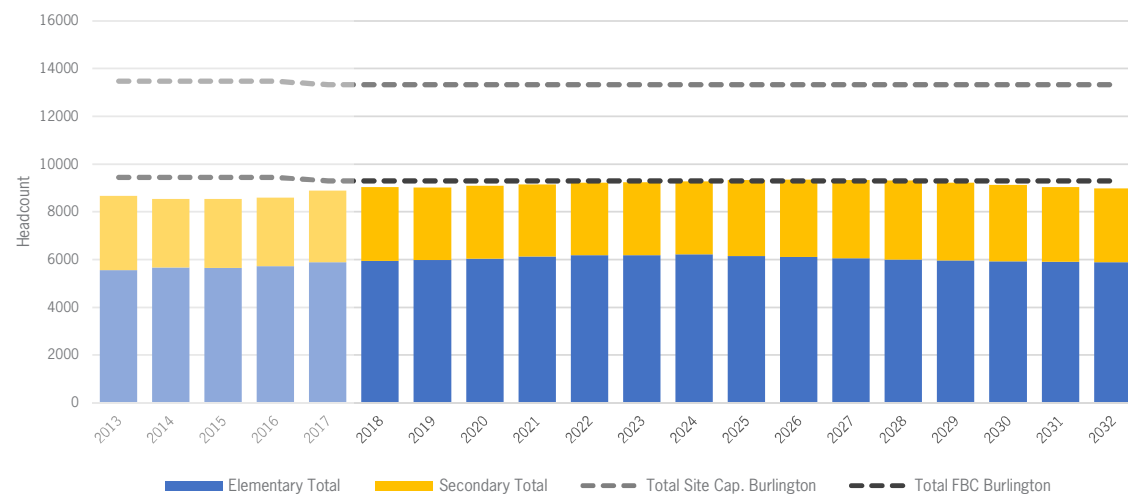
This graph depicts the historical municipal population by pre-school and various school-aged population along with the share of the municipal population by these age groups from the 2006 to 2016 Census. For the population, see primary vertical axis (on the left). For the share of population, see secondary vertical axis (on the right). Data provided by Statistics Canada, 2006-2016.

Municipal Enrolment Trends

Total enrolment for the City of Burlington for both the elementary and secondary school panel are projected to remain relatively stable overall, not showing any significant growth or declines overall. Note however that there are areas within the City of Burlington that continue to see or are beginning to witness declines. The Board will need to continue monitoring these areas, and determine what actions may need to be taken to re-balance the enrolment in these specific areas.

The projection period for the Long-Term Capital Plan (LTCP) is over a 15-year projection period, between the 2018-2032 school years. During this time, the Board anticipates the following:

- Within a 15-year period, the City of Burlington's **elementary panel enrolment is projected to remain relatively stable, only increasing from 5,878 students to 5,906 students**, representing less than a 1% growth overall.
- Within a 15-year period, the City of Burlington's **secondary panel enrolment is projected to increase from 3,001 students to 3,085 students**, an increase of approximately 3% overall.



Enrolment Projections and Facility Utilization

Panel	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Elementary Total	18%	6065	2852	8917	Enrol.	5557	5659	5652	5729	5878	5944	5979	6040	6125	6185	6181	6222	6154	6111	6044	6006	5970	5933	5911	5886	0%
					UTZ	90%	91%	91%	92%	97%	98%	99%	100%	101%	102%	102%	103%	101%	101%	100%	99%	98%	98%	97%	97%	
Secondary Total	10%	3237	1176	4413	Enrol.	3110	2887	2891	2872	3001	3082	3044	3046	3017	3041	3063	3061	3176	3238	3282	3313	3243	3188	3124	3085	3%
					UTZ	96%	89%	89%	89%	93%	95%	94%	94%	93%	94%	95%	95%	98%	100%	101%	102%	100%	98%	97%	95%	
Burlington Total (Avg. for FCI)	15%	9302	4028	13330	Enrol.	8667	8546	8543	8601	8879	9026	9023	9086	9142	9226	9244	9283	9330	9349	9326	9319	9213	9121	9035	8971	1%
					UTZ	92%	90%	90%	91%	95%	97%	97%	98%	98%	99%	99%	100%	100%	101%	100%	100%	99%	98%	97%	96%	

Review Areas in Burlington

There are 5 elementary review areas and 1 secondary review area in Burlington.

4.2

Elementary Review Areas

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Elementary Review Areas in Burlington

CEB1

Aldershot Elementary
Holy Rosary (B) CES

CEB2

South Burlington Elementary
Ascension CES
St. John (B) CES
St. Patrick CES
St. Paul CES
St. Raphael CES

CEB3

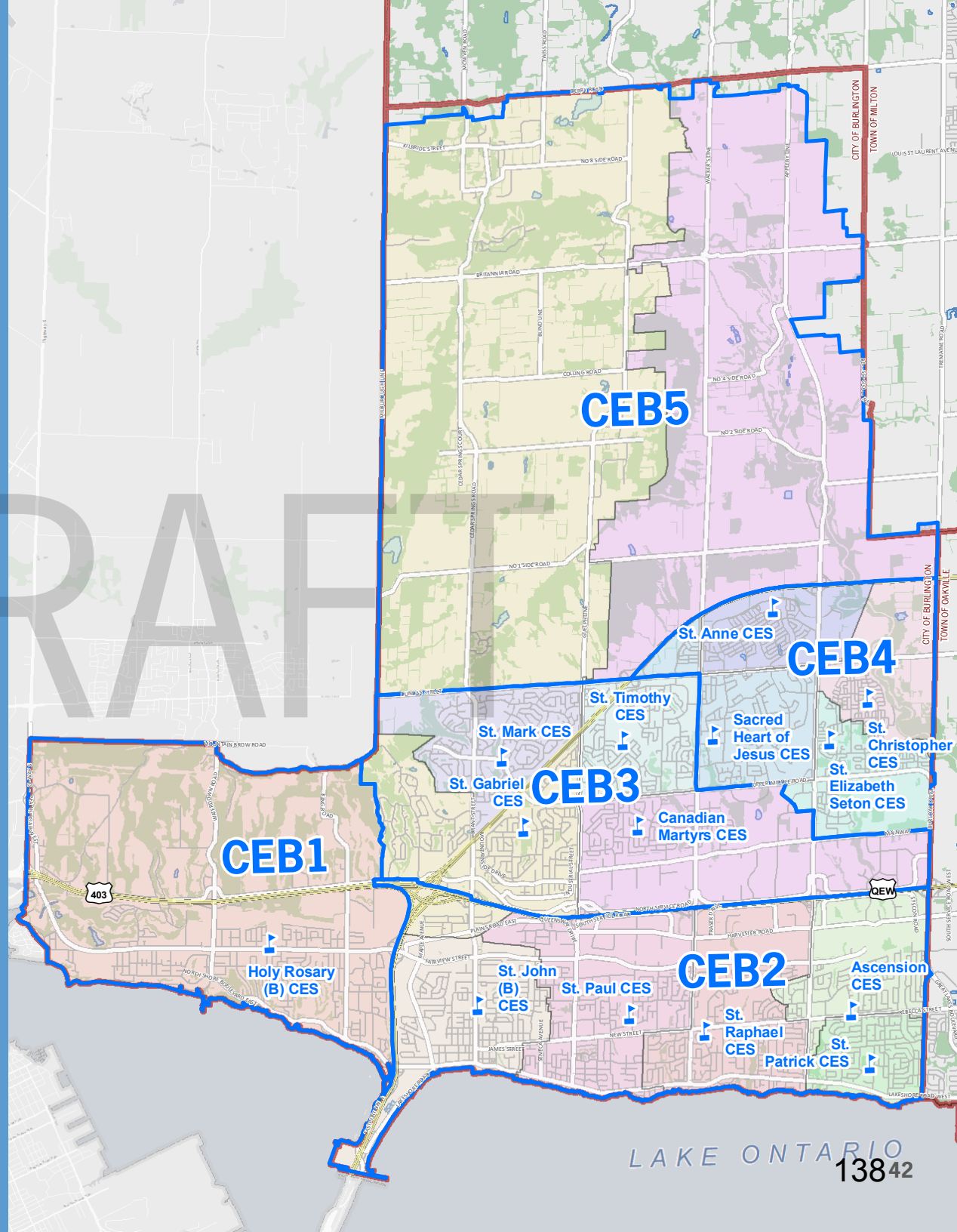
Tyandaga, Mountainside & Headon Elementary
Canadian Martyrs CES
St. Gabriel CES
St. Mark CES
St. Timothy CES

CEB4

Millcroft, Orchard & Alton Elementary
Sacred Heart of Jesus CES
St. Anne CES
St. Christopher CES
St. Elizabeth Seton CES

CEB5

Rural Burlington Elementary
No schools within this review area.



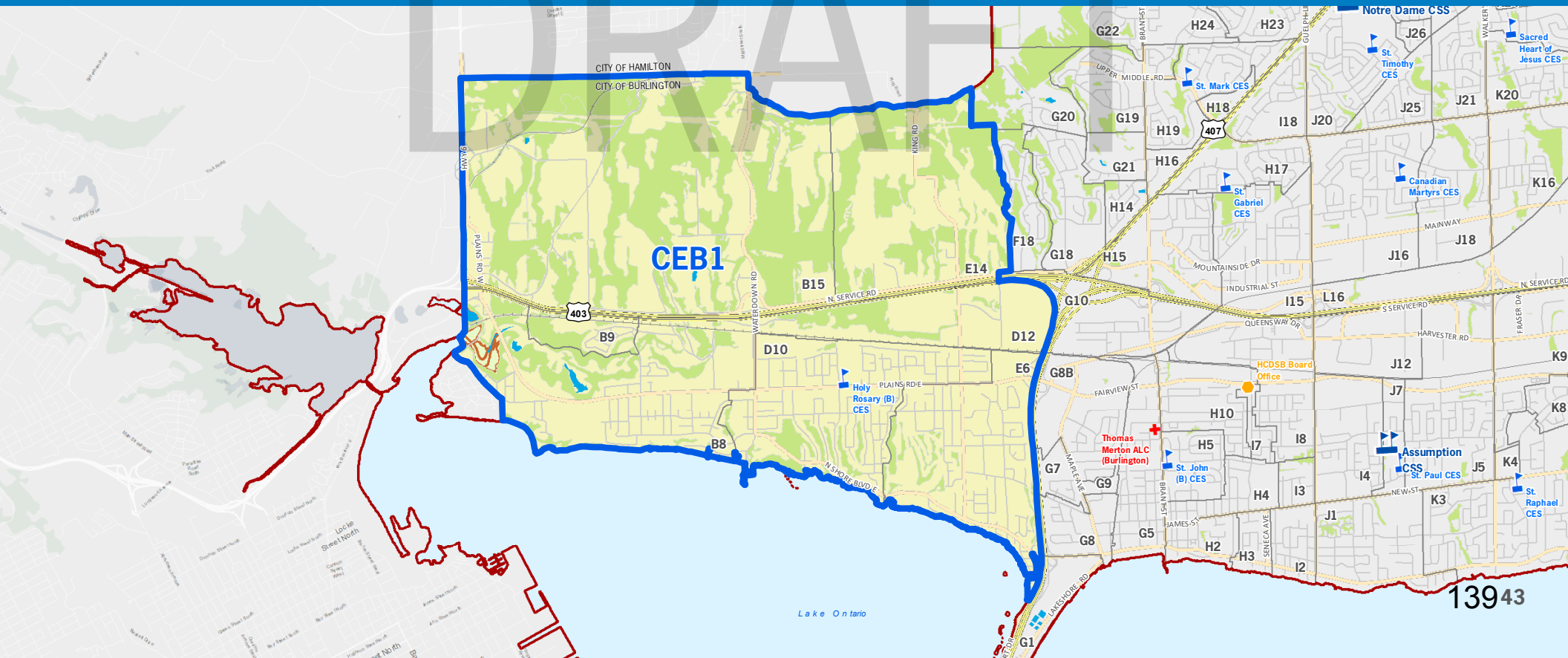
CEB1

Aldershot Elementary

Assumption Family of Schools

Review Area Overview

- Enrolment has declined over the past five years; however, it is **forecasted to increase slightly** then stabilize over the long-term at **Holy Rosary (B) CES** due to slight increases in birth rates. This has resulted in a slightly larger JK cohort at the school, and increased development activity.
- This is a mature review area with some greenfield development areas in the **North Aldershot Area** (north of Highway 403). Based on the City of Burlington's proposed "Grow Bold" Official Plan, additional technical studies would need to be completed to determine development potential of some of these areas. At this time, timing of this development is unknown.
- The area includes the **proposed Aldershot GO Mobility Hub**, which envisions low-to-high-density residential developments within the existing urban areas. Typically, higher density developments have not yielded a large number of students. Enrolment and yields will continue to be monitored for changing trends.



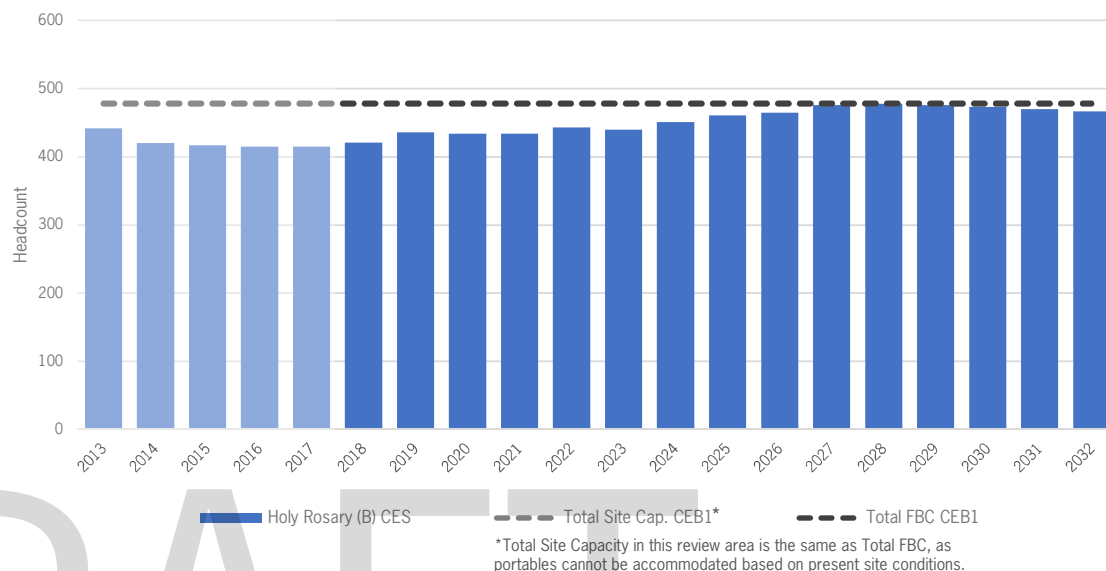
2013 LTCP Recommendations

Repair/renewal needs were recommended to be addressed to prevent FCI from increasing to over 50% by 2022-23.

History of Actions

2016-17 Renewal projects undertaken at Holy Rosary (B) CES.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Holy Rosary (B) CES	18%	478	0	478	Enrol.	442	420	417	415	415	421	436	434	434	443	440	451	461	465	476	478	476	473	470	467	13%
					UTZ	92%	88%	87%	87%	87%	88%	91%	91%	91%	93%	92%	94%	96%	97%	100%	100%	100%	99%	98%	98%	
CEB1 Total (Avg. for FCI)	18%	478	0	478	Enrol.	442	420	417	415	415	421	436	434	434	443	440	451	461	465	476	478	476	473	470	467	13%
					UTZ	92%	88%	87%	87%	87%	88%	91%	91%	91%	93%	92%	94%	96%	97%	100%	100%	100%	99%	98%	98%	

Planned and Proposed Major Residential Developments

A large-scale redevelopment has been proposed for existing rental townhomes at King Road and Surrey Lane, which would see the demolition of existing townhomes to create 1450 dwelling units in the form of townhomes and apartments. This redevelopment will have the greatest impact on enrolment in the medium-term. Students from this development have been forecasted in the above projections.

There are multiple medium- to higher-density development proposed within the existing urban area in this community. Due to the higher density nature of these developments, the Board is not expected to yield a large number of students.


Based on the proposed Official Plan for the City of Burlington, "Grow Bold", greenfield development is proposed for the North Aldershot Area (north of Highway 403). However, additional technical studies would need to be completed to determine development potential of certain areas within North Aldershot. At this time, timing of development is unknown.

As a part of the City of Burlington's Official Plan Review, the City is creating Area Specific Plans (ASPs) for each of the Mobility Hubs. These Mobility Hubs are planned to be complete, compact and sustainable communities that will also take advantage of Metrolinx's planned Regional Express Rail along the Lakeshore West Line. It is expected that each of the Area Specific Plans will be delivered to City Council for approval no later than June 2018. One (1) of four (4) proposed Mobility Hubs fall within this elementary review area, Aldershot GO Mobility Hubs. Due to the higher density nature of these developments, the Board is not expected to yield a large number of students.

Area School Profiles



Holy Rosary (B) CES

FACILITY	Opening Year	1951	FBC Capacity	478	PROGRAMS & FEEDERS	Program Feeders	Hosted Programs	COMMUNITY USES	Child Care Spaces	Other Uses
	School Site Size (ha)	1.17	Portable			Gr. 1 FI	SHOJ		Infant	 Our Kids Network
	Facility Condition Index (5-yr)	18%	Capacity	0		Gr. 5 ExFI	GABR		Toddler	
	Facility Assessment Year	2016	Site Capacity	478		Gr. 9 RT	ASPT		Pre.S	

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Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Holy Rosary (B) CES							

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

Holy Rosary (B) does not currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

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Short-term Recommendations (1-5 years)

Continue to monitor enrolments.

Long-term Recommendations (6-15 years)

Continue to monitor enrolments.

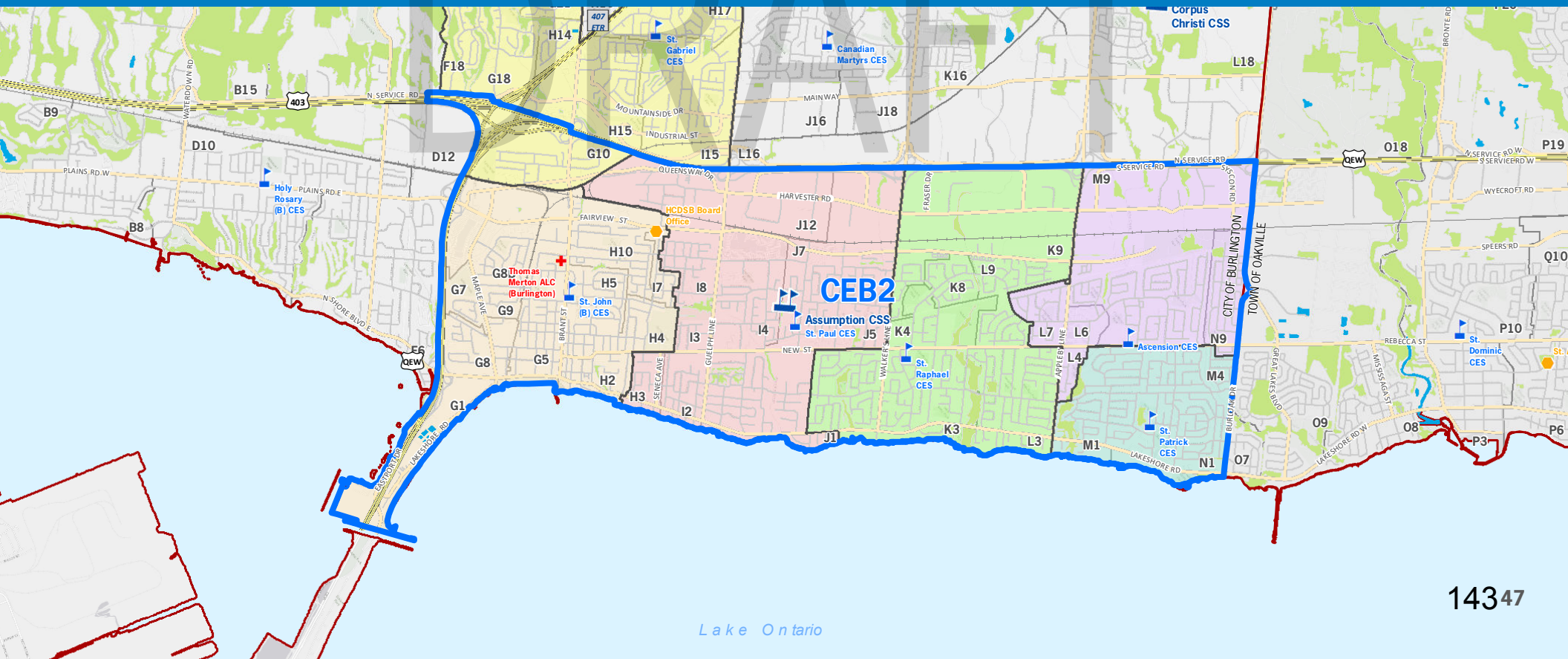
CEB2

South Burlington Elementary

Assumption & Notre Dame Family of Schools

Review Area Overview

- Enrolment has been relatively stable over the last five years; however, an increase was noted in 2017. Enrolment is forecasted to increase in this area over the long-term, largely as a result of **recent increases in the JK cohorts** at some schools. A significantly higher than average JK cohort has been noticed at St. Paul CES for 2017-2018, which has resulted in an increase to the school's projection. 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**. Enrolment at schools will continue to be monitored.
- This is a mature and relatively stable review area with no greenfield development potential. Future development will take the form of existing single-family home replacements and redevelopment of commercial, institutional or other sites for residential infill.
- Area includes **proposed Downtown, Burlington GO, and Appleby GO Mobility Hubs**, which envision medium- to high-density residential developments within the existing urban areas. Typically, higher density developments have not yielded a large number of students; however, enrolment and yields will continue to be monitored.



2013 LTCP Recommendations

A Pupil Accommodation Review was recommended in 2014-2015 to address declining enrolment, which would result in empty pupil places and high renewal needs.

History of Actions

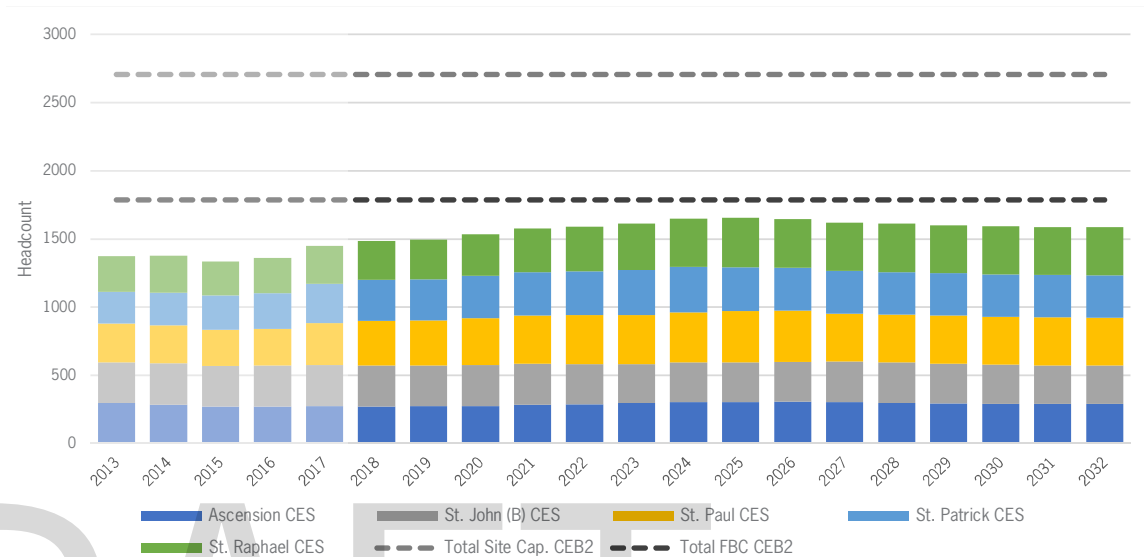
2015-16

Modified Pupil Accommodation Review (MPAR) initiated in January 19, 2016. The Board did not approve final recommendations from the Review on April 19, 2016.


2015-17

Renewal projects undertaken at St. John (B) CES.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Ascension CES 	25%	383	276	659	Enrol.	296	283	270	269	274	271	273	273	283	288	297	302	304	306	302	298	294	290	289	289	5%
St. John (B) CES	13%	383	46	429	UTZ	77%	74%	70%	70%	72%	71%	71%	71%	74%	75%	78%	79%	79%	80%	79%	78%	77%	76%	75%	75%	
					Enrol.	300	305	298	304	302	299	300	302	303	294	286	291	292	292	298	295	291	287	284	281	
St. Paul CES	26%	337	276	613	Enrol.	282	277	267	267	306	328	330	344	351	359	360	367	375	376	353	353	353	353	352	352	15%
					UTZ	84%	82%	79%	79%	91%	97%	98%	102%	104%	107%	107%	109%	111%	112%	105%	105%	105%	105%	104%	104%	
St. Patrick CES	19%	337	276	613	Enrol.	235	239	250	262	290	302	302	310	318	322	329	335	321	315	313	310	310	310	310	310	7%
					UTZ	70%	71%	74%	78%	86%	90%	90%	92%	94%	96%	98%	99%	95%	93%	93%	92%	92%	92%	92%	92%	
St. Raphael CES	30%	346	46	392	Enrol.	260	273	251	258	278	286	291	305	323	328	340	353	364	357	354	356	352	352	353	354	27%
					UTZ	75%	79%	73%	75%	80%	83%	84%	88%	93%	95%	98%	102%	105%	103%	102%	103%	102%	102%	102%		
CEB2 Total (Avg. for FCI)	23%	1786	920	2706	Enrol.	1373	1377	1336	1360	1450	1486	1496	1534	1578	1591	1612	1648	1656	1646	1620	1612	1600	1592	1588	1586	9%
					UTZ	77%	77%	75%	76%	81%	83%	84%	86%	88%	89%	90%	92%	93%	92%	91%	90%	90%	89%	89%	89%	

* St. Gabriel CES catchment includes a study area within CEB2.

Planned and Proposed Major Residential Developments

As a part of the City of Burlington's Official Plan Review, the City is creating Area Specific Plans (ASPs) for each of the Mobility Hubs. These Mobility Hubs are planned to be complete, compact and sustainable communities that will also take advantage of Metrolinx's planned Regional Express Rail along the Lakeshore West Line. It is expected that each of the Area Specific Plans will be delivered to City Council for approval no later than June 2018. Three (3) of four (4) proposed Mobility Hubs fall within this elementary review area, which are Downtown, Burlington GO, and Appleby GO Mobility Hubs.

Due to the higher density nature of these developments, the Board is not expected to yield a large number of students. However, staff will continue to monitor student yields within these areas to ensure projections reflect changes in housing choice.

Remaining development will take the form of infill development and redevelopment of commercial, institutional or other sites for medium- and high-density residential infill.

Area School Profiles



Ascension CES

FACILITY	Opening Year	1964	FBC Capacity	383
	School Site Size (ha)	2.32	Portable	
	Facility Condition Index (5-yr)	25%	Capacity	276
	Facility Assessment Year	2016	Site Capacity	659

PROGRAMS &
FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	ASPT

Hosted Programs



COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. John (B) CES

FACILITY	Opening Year	1995	FBC Capacity	383
	School Site Size (ha)	0.78	Portable	
	Facility Condition Index (5-yr)	13%	Capacity	46
	Facility Assessment Year	2015	Site Capacity	429

PROGRAMS &
FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	ASPT

Hosted Programs

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Paul CES

FACILITY	Opening Year	1968	FBC Capacity	337
	School Site Size (ha)	1.9	Portable	
	Facility Condition Index (5-yr)	26%	Capacity	276
	Facility Assessment Year	2016	Site Capacity	613

PROGRAMS &
FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	ASPT

Hosted Programs

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Patrick CES

FACILITY	Opening Year	1970	FBC Capacity	337
	School Site Size (ha)	1.62	Portable	
	Facility Condition Index (5-yr)	19%	Capacity	276
	Facility Assessment Year	2016	Site Capacity	613

PROGRAMS &
FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	ASPT

Hosted Programs

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Raphael CES

FACILITY	Opening Year	1958	FBC Capacity	346
	School Site Size (ha)	0.75	Portable	
	Facility Condition Index (5-yr)	30%	Capacity	46
	Facility Assessment Year	2016	Site Capacity	392

PROGRAMS &
FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	ASPT

Hosted Programs

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Ascension CES							
St. John (B) CES							
St. Paul CES							
St. Patrick CES							
St. Raphael CES							

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

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Short-term Recommendations (1-5 years)

A **School Boundary Review** should be conducted with CEB3 to balance enrolment across area schools.

Long-term Recommendations (6-15 years)

Continue to monitor enrolments.

CEB3

Tyandaga, Mountainside & Headon Elementary

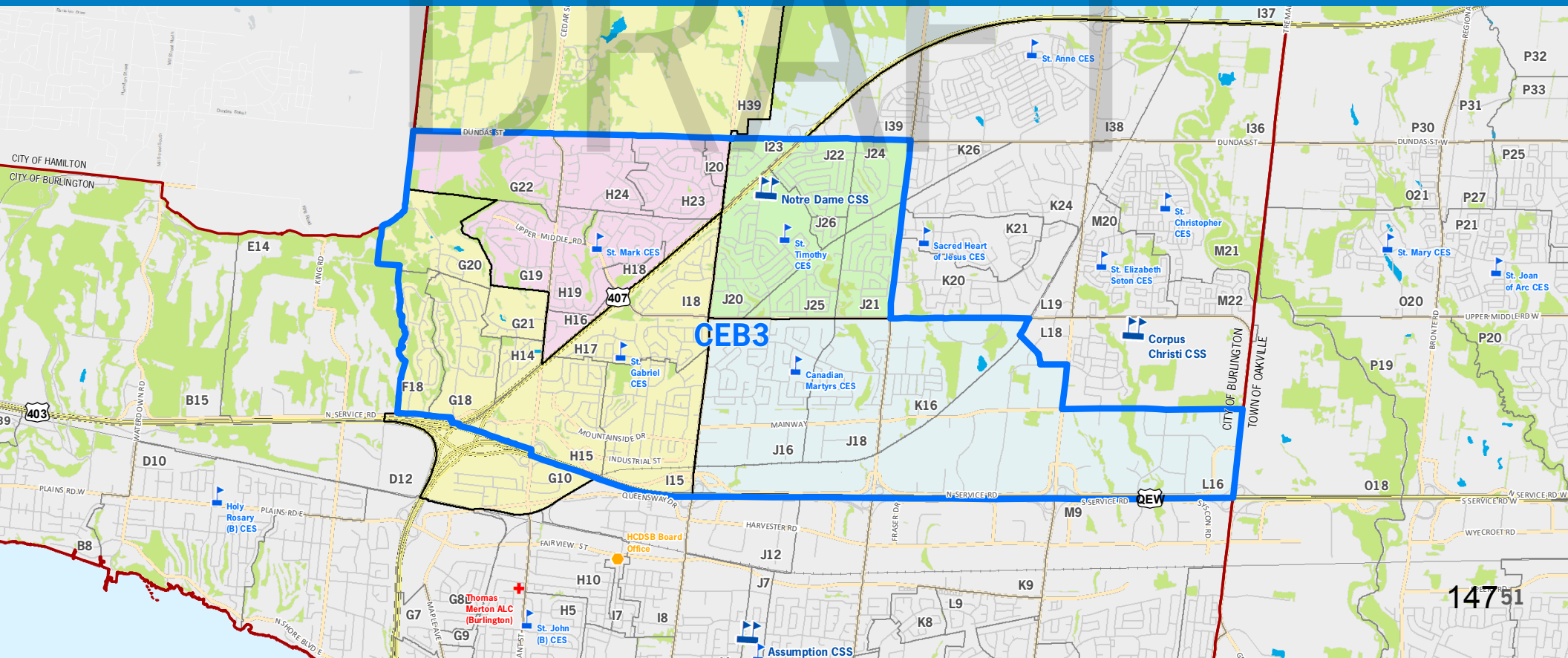
Notre Dame Family of Schools

Review Area Overview

- Overall, enrolment has been relatively stable over the last five years and is forecasted to increase, then stabilize in the medium-term. The overall increase is driven largely by an **increase in enrolment at St. Timothy CES**.
- There is expected to be an **imbalance in enrolment across schools**, with St. Gabriel CES, St. Mark CES and St. Timothy CES requiring portables over the long-term while Canadian Martyrs CES expected to decline by 16%.
- Over the last 5 years, **St. Timothy CES** has observed large fluctuations in the size of its JK cohorts. Large JK cohorts have resulted in increases to the school's projection.

Enrolment at the school will continue to be monitored to establish trends.

- St. Gabriel CES currently hosts the regional Extended French Immersion program, and Canadian Martyrs CES hosts regional Gifted placements.
- This area contains maturing and stabilizing communities with limited development potential. Future development will take the form of existing single-family home replacements and redevelopment of commercial, institutional or other sites for residential infill.



2013 LTCP Recommendations

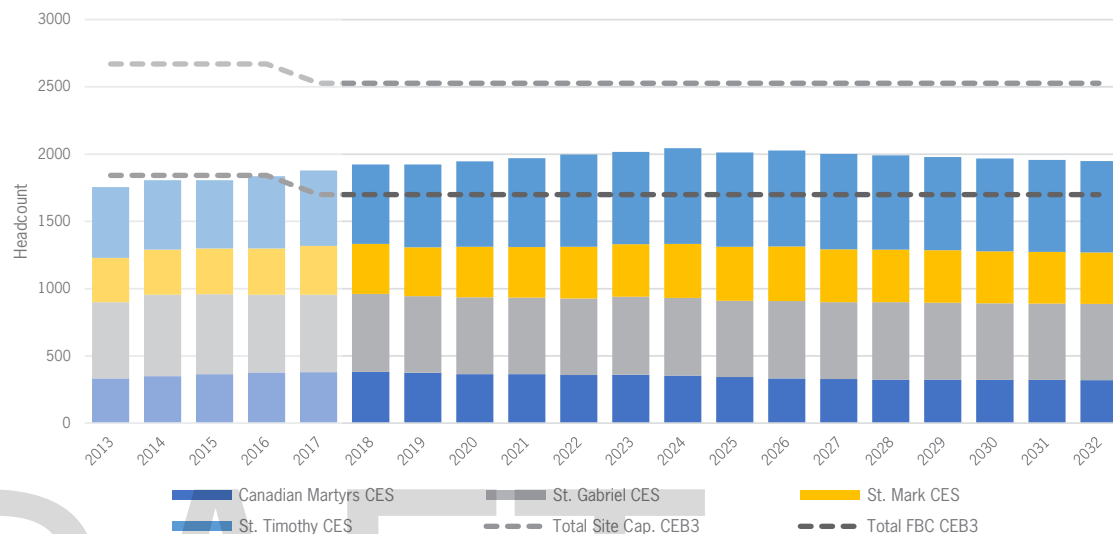
A Pupil Accommodation Review was recommended in 2016-17 to address declining enrolment, which would result in empty pupil places and high renewal needs.

History of Actions

2015-17 Renewal projects undertaken at St. Timothy CES.

2017-18 11-classroom portpak at St. Mark CES was demolished and replaced with a 5-classroom permanent addition with Child Care and Ontario Early Years Child and Family Centre (OEYCFC). Some renewal needs were also addressed as a part of this construction project.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Canadian Martyrs CES	29%	409	138	547	Enrol.	333	350	364	377	380	382	374	365	364	357	360	353	342	332	328	324	324	322	321	319	-16%
					UTZ	81%	86%	89%	92%	93%	93%	91%	89%	89%	87%	88%	86%	84%	81%	80%	79%	79%	79%	78%	78%	
St. Gabriel CES	30%	547	138	685	Enrol.	566	604	594	578	574	580	570	570	570	570	579	578	568	576	571	575	571	569	567	567	-1%
					UTZ	103%	110%	109%	106%	105%	106%	104%	104%	104%	104%	106%	106%	104%	105%	104%	105%	104%	104%	104%	104%	
St. Mark CES	25%	239	276	515	Enrol.	329	336	341	343	364	371	364	377	375	384	392	402	401	405	394	392	390	387	385	382	5%
					UTZ	86%	88%	89%	90%	152%	155%	152%	158%	157%	161%	164%	168%	168%	169%	165%	164%	163%	162%	161%	160%	
St. Timothy CES	28%	504	276	780	Enrol.	527	517	507	537	560	591	614	634	660	686	685	711	702	714	709	699	694	689	685	680	21%
					UTZ	105%	103%	101%	107%	111%	117%	122%	126%	131%	136%	136%	141%	139%	142%	141%	139%	138%	137%	136%	135%	
CEB3 Total (Avg. for FCI)	28%	1699	828	2527	Enrol.	1755	1807	1806	1835	1878	1924	1922	1946	1969	1997	2016	2044	2013	2027	2002	1990	1979	1967	1958	1948	4%
					UTZ	95%	98%	98%	100%	111%	113%	113%	115%	116%	118%	119%	120%	118%	119%	118%	117%	116%	116%	115%	115%	

* St. Gabriel CES catchment includes a study area within CEB2 and CEB6.

* Canadian Martyrs CES catchment includes study areas within CEB6.

Planned and Proposed Major Residential Developments

There are no major developments within this area.

Area School Profiles



Canadian Martyrs CES

FACILITY	Opening Year	1975	FBC Capacity	409
	School Site Size (ha)	1.78	Portable	
	Facility Condition Index (5-yr)	29%	Capacity	138
	Facility Assessment Year	2016	Site Capacity	547

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	NTDM

Hosted Programs

CI

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Gabriel CES

FACILITY	Opening Year	1959	FBC Capacity	547
	School Site Size (ha)	1.49	Portable	
	Facility Condition Index (5-yr)	30%	Capacity	138
	Facility Assessment Year	2016	Site Capacity	685

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	NTDM

Hosted Programs

ExFI

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Mark CES

FACILITY	Opening Year	1979	FBC Capacity	239
	School Site Size (ha)	2.63	Portable	
	Facility Condition Index (5-yr)	25%	Capacity	276
	Facility Assessment Year	2016	Site Capacity	515

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	NTDM

Hosted Programs

COMMUNITY USES

Child Care Spaces*	Other Uses
Infant	10
Toddler	15
Pre.S	24

* Proposed (expected Jan. 2019)



St. Timothy CES

FACILITY	Opening Year	1991	FBC Capacity	504
	School Site Size (ha)	2.31	Portable	
	Facility Condition Index (5-yr)	28%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	780

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	NTDM

Hosted Programs

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	0
Toddler	15
Pre.S	24

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Canadian Martyrs CES							
St. Gabriel CES							
St. Mark CES							
St. Timothy CES							

Renewal projects identified for 2018 school year:

Canadian Martyrs CES	Roof Replacement
St. Mark CES	Lighting Upgrade Mechanical System School Refresh Accessibility

* Additional information available in Staff Report 9.1 "Proposed 2018 Facility Renewal Projects" from December 19, 2017 Board Meeting.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

A **School Boundary Review** should be conducted with CEB2 to balance enrolment across area schools.

Long-term Recommendations (6-15 years)

Continue to monitor enrolments.

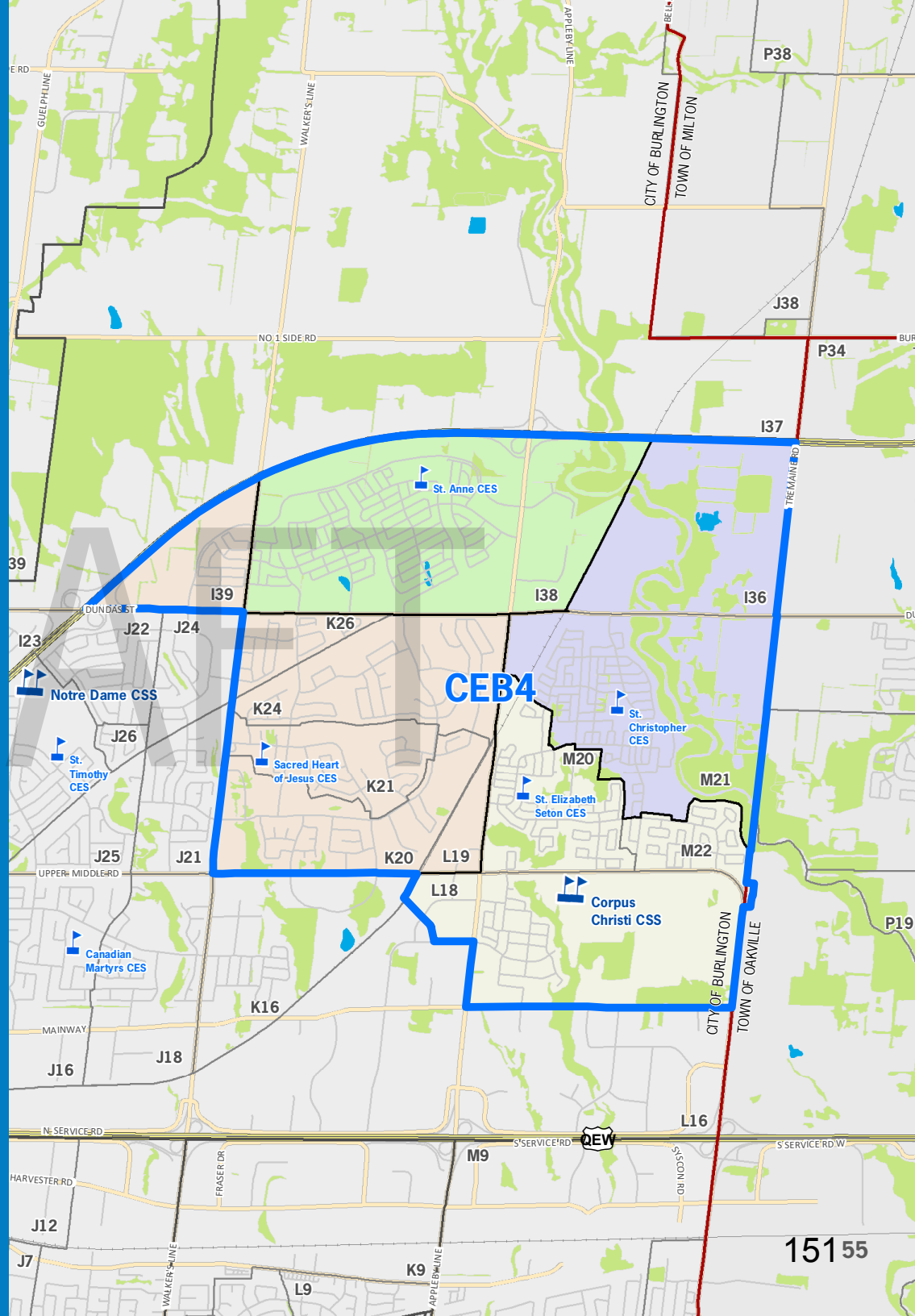
CEB4

Millcroft, Orchard & Alton Elementary

Corpus Christi Family of Schools

Review Area Overview

- Overall, enrolment has increased within this review area due to growth in the Alton community. Enrolment is forecasted to stabilize in the short-term before decreasing in 2023. The decrease is driven by significant declines in enrolment in the Orchard community as it matures, precipitated mostly by **decreasing JK enrolments**.
- This area will see an imbalance in enrolment with **St. Anne CES** consistently over 120% utilization and requiring portables while other schools are at or significantly below 100% utilization over the long-term. This school **offsets overall decline in this area**.
- Total enrolment at Sacred Heart of Jesus CES is maintained at 90-110% due to the French Immersion program over the long-term as well as by students projected from the new Alton West community (north of Dundas Street, west of Walkers Line). Inclusive of this new development, Regular Track enrolment at the school is forecasted to decrease by 23% over the long-term.
- **St. Christopher CES** is forecasted to decrease below 60% utilization by 2029, while **St. Elizabeth Seton CES** is forecasted to approach 70% by 2027. Combined, these two schools are **forecasted to have 326 empty pupil places** by 2032.
- It should be noted that **birth rates within the existing communities south of Dundas Street continue to decline**. These communities are fully built out with limited residential growth potential. Alton and Evergreen remain the only remaining greenfield development within this area.
- Some intensification opportunities do exist within this area, including the **Uptown Urban Centre**.



2013 LTCP Recommendations

Declines in enrolment at existing schools should be addressed through a school boundary review in 2018-19.

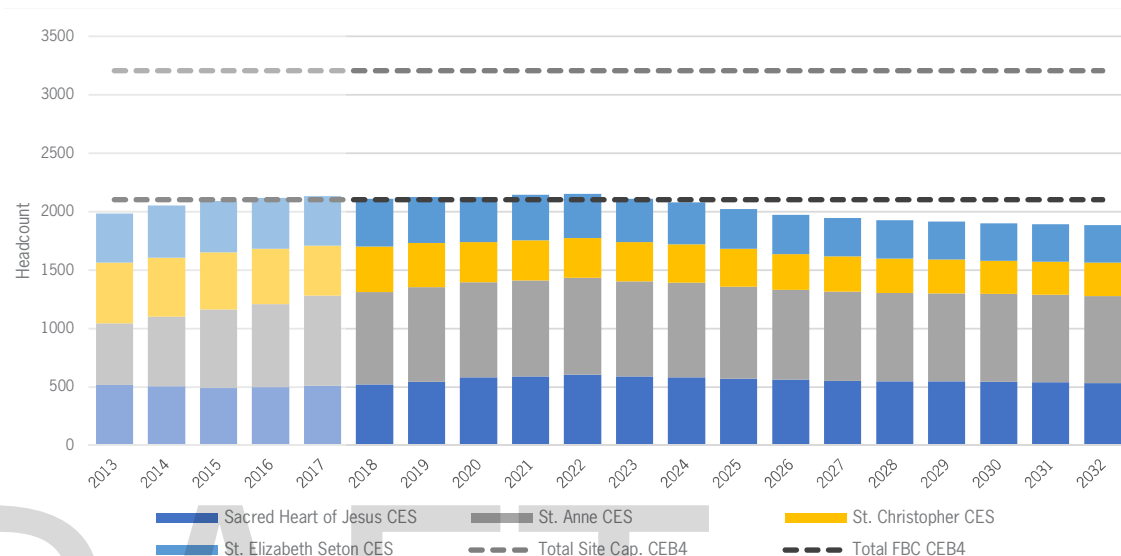
History of Actions

2013-14 St. Anne CES opened.

2016-17 Through a School Boundary Review future Evergreen Community was redirected from St. Anne CES to St. Christopher CES, and Alton West was redirected to Sacred Heart of Jesus CES to address enrolment issues at that school.

2017-18 Renewal projects undertaken at Sacred Heart of Jesus CES.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Sacred Heart of Jesus CES FI	3%	547	276	823	Enrol.	517	507	492	497	512	520	545	584	592	607	589	583	571	564	553	550	547	543	540	533	4%
					UTZ	95%	93%	90%	91%	94%	95%	100%	107%	108%	111%	108%	107%	104%	103%	101%	101%	100%	99%	99%	97%	
St. Anne CES	0%	622	276	898	Enrol.	528	595	670	711	770	791	808	811	820	828	817	808	789	768	763	755	756	753	749	745	-3%
					UTZ	85%	96%	108%	114%	124%	127%	130%	130%	132%	133%	131%	130%	127%	123%	123%	121%	122%	121%	120%	120%	
St. Christopher CES	1%	478	276	754	Enrol.	519	506	490	476	428	392	379	347	343	340	333	331	324	306	302	294	288	283	284	285	-33%
					UTZ	109%	106%	103%	100%	90%	82%	79%	73%	72%	71%	70%	69%	68%	64%	63%	62%	60%	59%	59%	60%	
St. Elizabeth Seton CES	9%	455	276	731	Enrol.	423	447	441	435	425	410	393	384	389	379	374	357	340	335	328	327	324	322	322	322	-24%
					UTZ	93%	98%	97%	96%	93%	90%	86%	84%	85%	83%	82%	78%	75%	74%	72%	72%	71%	71%	71%	71%	
CEB4 Total (Avg. for FCI)	3%	2102	1104	3206	Enrol.	1987	2055	2093	2119	2135	2113	2125	2126	2144	2154	2113	2079	2024	1973	1946	1926	1915	1901	1895	1885	-12%
					UTZ	95%	98%	100%	101%	102%	101%	101%	101%	102%	102%	101%	99%	96%	94%	93%	92%	91%	90%	90%	90%	

Planned and Proposed Major Residential Developments

The Alton West subdivision is currently under construction, with first occupation expected in late 2018. This development has a high number of lower density housing types (single-detached and semi-detached homes). The Board typically yields a high number of students from these housing types, which will support enrolment at Sacred Heart of Jesus CES in the short- and medium-term and offset decreases in enrolment within the existing community south of Dundas Street.

Multiple medium- and higher-density developments are planned in the remaining greenfield lands in the Alton community. Enrolment will be monitored at St. Anne CES over the medium-term to determine impact from these new developments.

The Evergreen Community (east of the CN Rail Tracks) is expected to impact enrolment starting in

2021. However, timing is subject to change due to approvals processes.

The Uptown Urban Centre at Appleby Line and Upper Middle Road is designated as an Mixed-Use Intensification Area in the City of Burlington's proposed new Official Plan ("Grow Bold"). It is expected that additional development within this area be through redevelopment of existing uses with higher density housing types. Due to the higher density nature of these developments, the Board is not expected to yield a large number of students. However, staff will continue to monitor student yields within these areas to ensure projections reflect changes in housing choice.

The vacant lands south of Upper Middle Road, east of Sheldon Creek are designated greenfield Employment Lands - no students are expected from this area.

Area School Profiles



Sacred Heart of Jesus CES

FACILITY	Opening Year	1999	FBC Capacity	547
	School Site Size (ha)	2.7	Portable	
	Facility Condition Index (5-yr)	3%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	823

PROGRAMS &
FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	CORP

Hosted Programs

FI

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Anne CES

FACILITY	Opening Year	2013	FBC Capacity	622
	School Site Size (ha)	0	Portable	
	Facility Condition Index (5-yr)	0%	Capacity	276
	Facility Assessment Year	N/A	Site Capacity	898

PROGRAMS &
FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	CORP

Hosted Programs

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Christopher CES

FACILITY	Opening Year	2007	FBC Capacity	478
	School Site Size (ha)	2.41	Portable	
	Facility Condition Index (5-yr)	1%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	754

PROGRAMS &
FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	CORP

Hosted Programs

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	0
Toddler	15
Pre.S	40



St. Elizabeth Seton CES

FACILITY	Opening Year	2002	FBC Capacity	455
	School Site Size (ha)	2.51	Portable	
	Facility Condition Index (5-yr)	9%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	731

PROGRAMS &
FEEDERS

Program Feeders	
Gr. 1 FI	SHOJ
Gr. 5 ExFI	GABR
Gr. 9 RT	CORP

Hosted Programs

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	

Renewal Project Timelines

School	School Year for Renewal Project					
	2016	2017	2018	2019	2020	2021
Sacred Heart of Jesus CES						
St. Anne CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.					
St. Christopher CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.					
St. Elizabeth Seton CES						

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

Continue to monitor enrolments.

Long-term Recommendations (6-15 years)

If enrolment continues to decline at **St. Christopher CES**, explore facility partnership opportunities at the school.

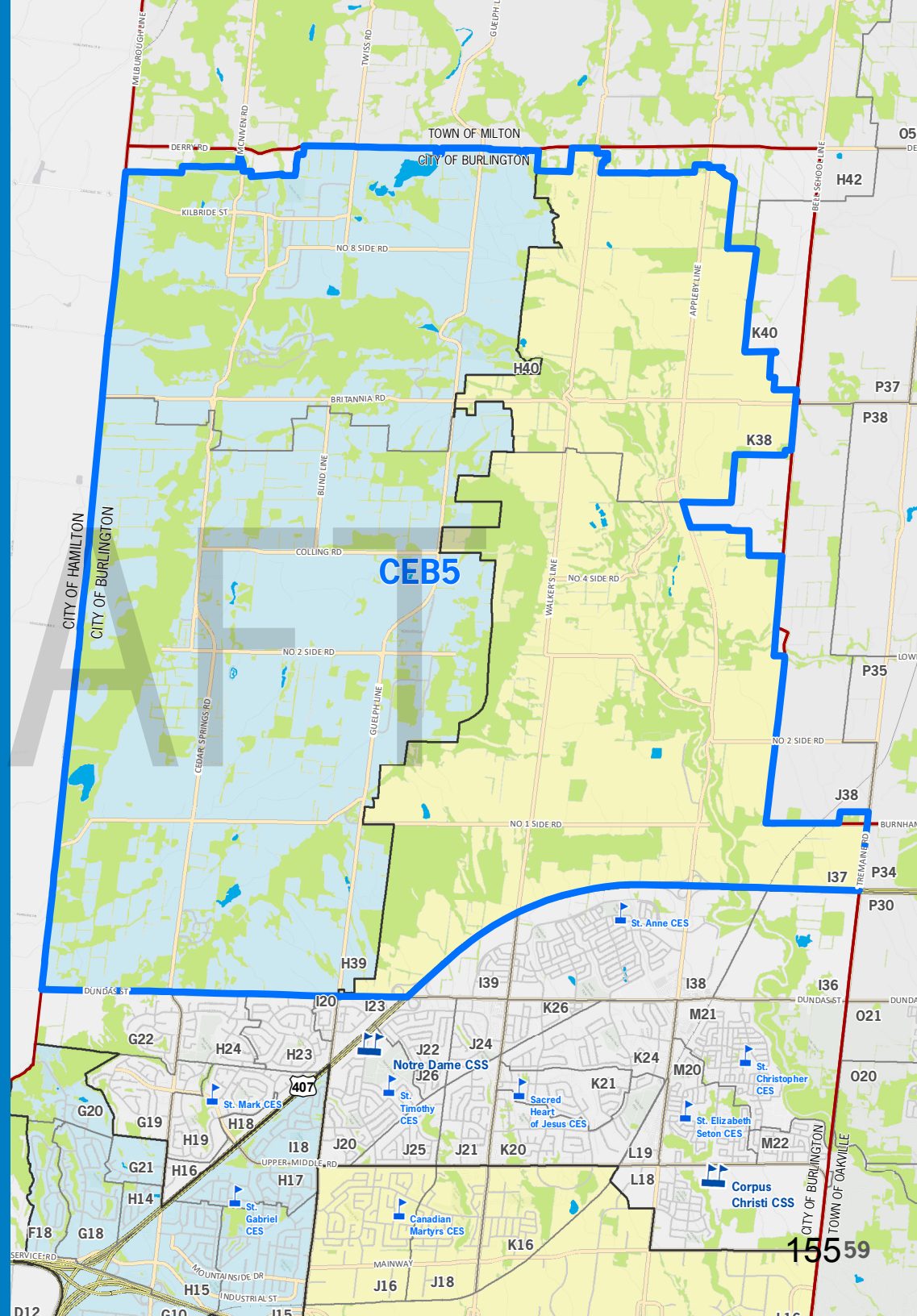
CEB5

Rural Burlington Elementary

Notre Dame Family of Schools

Review Area Overview

- There are no elementary schools within this review area – **students from within this area attend St. Gabriel CES and Canadian Martyrs CES in CEB3.**
- This area has no development potential as it sits outside of the Burlington Urban Boundary and is **protected under the Ontario Greenbelt Plan.**
- Area contains rural housing and includes the communities of Mount Nemo, Lowville and Kilbride, with some minor rural estate subdivisions



2013 LTCP Recommendations

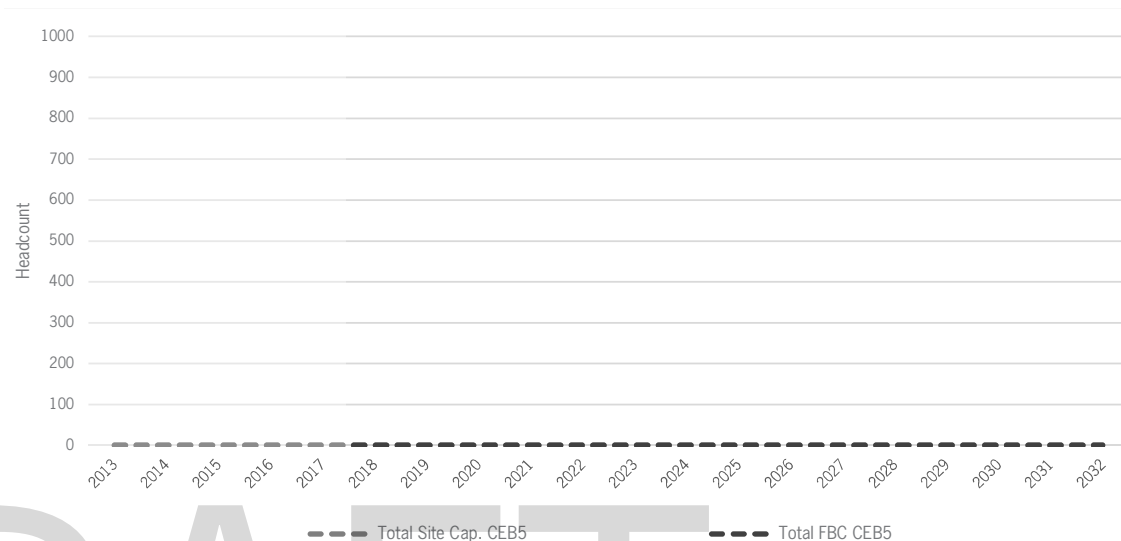
No recommendations were made for this review area due to low enrolment.

History of Actions

2016-17

A School Boundary Review was conducted to review elementary school catchments for rural Burlington students. The approved accommodation plan maintained status quo boundaries.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.	Enrol.	Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
CEB5 Total (Avg. for FCI)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
UTZ																										

* There are no elementary schools within CEB6. Students are directed to St. Gabriel CES and Canadian Martyrs CES in CEB3.

Planned and Proposed Major Residential Developments

This review area is entirely outside of the Burlington Urban Boundary and is protected under the Ontario Greenbelt Plan.

There are a few rural estate subdivisions within this area with unsold lots or under construction large single-detached rural estate homes. The Board has not historically seen many students from these types of new housing.

Area School Profiles

There are no schools within this review area.

DRAFT

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
No schools within this review area.							

Renewal projects identified for 2018 school year:

N/A

Potential Community Planning and Facility Partnership Prospects

N/A

DRAFT

**Short-term
Recommendations
(1-5 years)**

N/A

**Long-term
Recommendations
(6-15 years)**

N/A

4.3

Secondary Review Areas

DRAFT

Secondary Review Areas in Burlington

CSB1

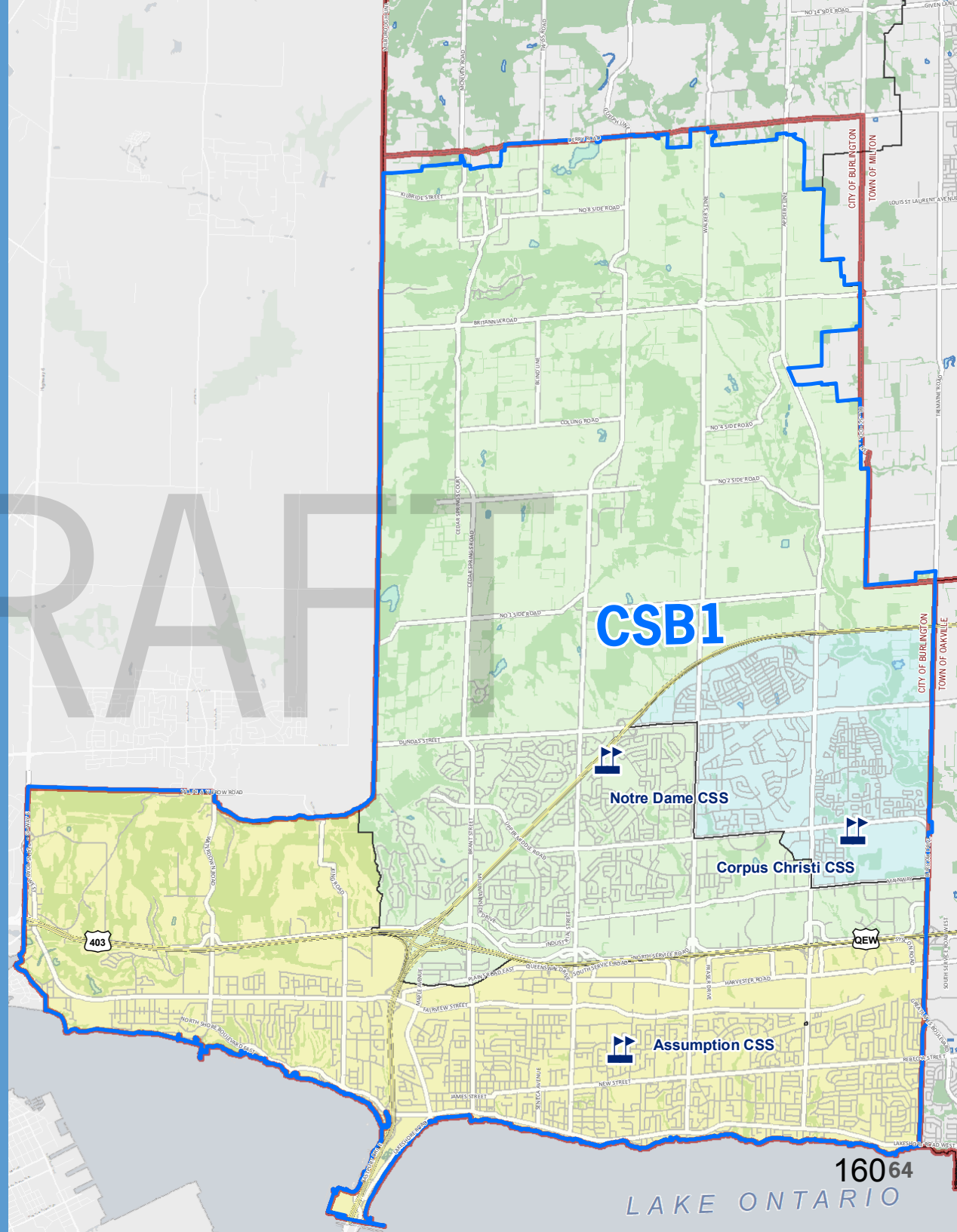
Burlington Secondary

Assumption CSS

Corpus Christi CSS

Notre Dame CSS

DRAFT



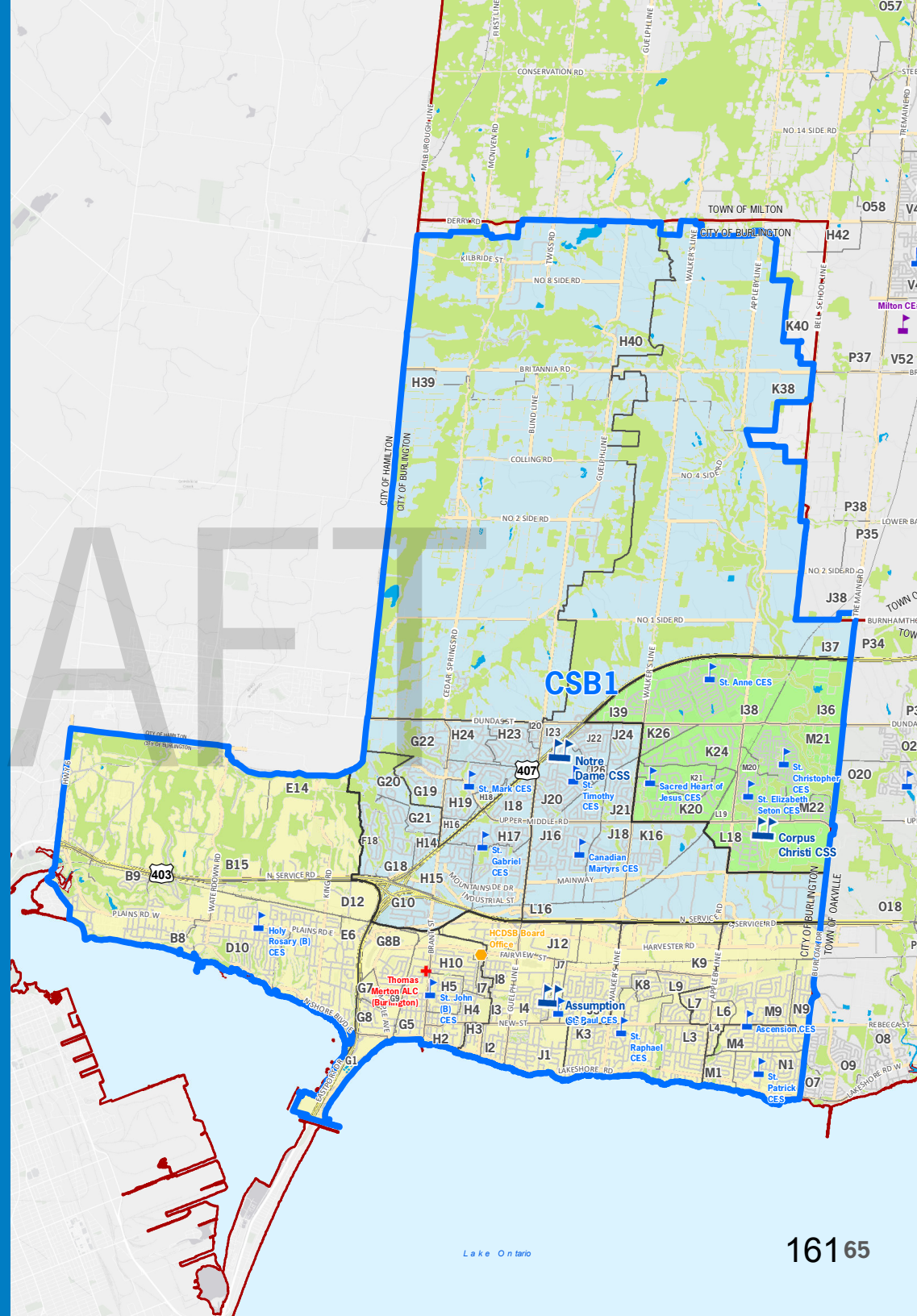
CSB1

Burlington Secondary

Assumption,
Corpus Christi & Notre Dame Family of Schools

Review Area Overview

- Enrolment has declined over the last five years but increased for 2017. Overall, it 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 over the long-term. It should be noted that the **Portable Capacity at the school has yet to be determined.**
- The availability of the **Advanced Placement (AP)** program is expected to continue attracting students to Assumption CSS.
- All secondary schools in Burlington see high retention of grade 8 students from feeder schools**, from 93% to 100% in the 2017 school year.
- Enrolment at **Notre Dame CSS** is supported by **new admissions from outside of the Board**. In 2017, 30% of the grade 9 students attended a non-HCDSB elementary school for grade 8.
- Notre Dame CSS hosts the regional secondary Extended French Immersion program.
- As Millcroft and Orchard communities mature, enrolment at Corpus Christi CSS is forecasted to decline due to smaller Grade 8 cohorts.
- Students from Alton and proposed Evergreen community will support enrolment at **Corpus Christ CSS** in the long-term. However, **over 200 surplus pupil places are forecasted** at the school in the long-term.
- Area also includes proposed **City of Burlington Mobility Hubs**, which envision medium- to high-density residential developments within the existing urban areas.



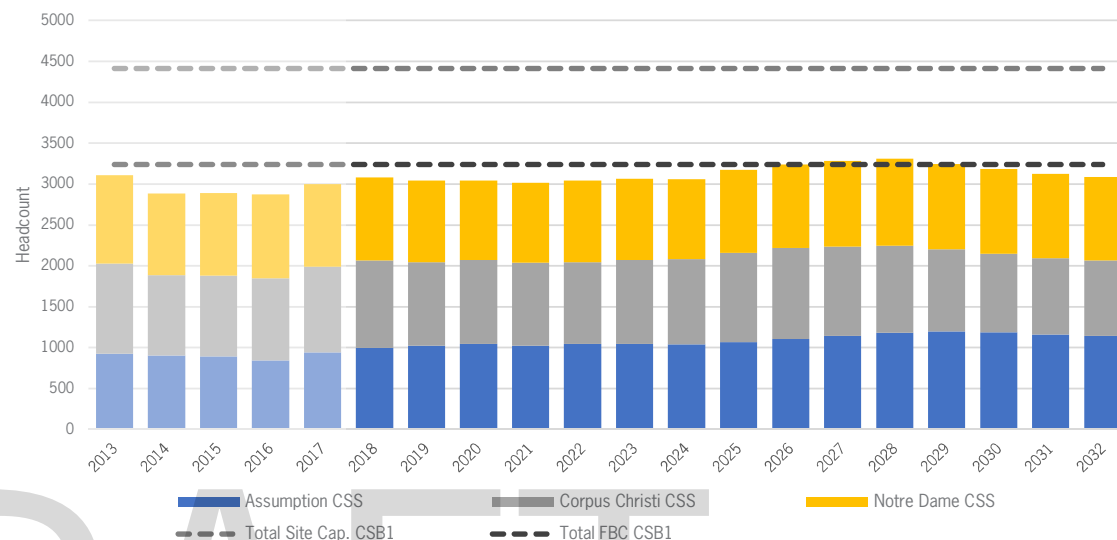
2013 LTCP Recommendations

A Pupil Accommodation Review was recommended for 2018-19 if enrolment declines.






History of Actions

2017-18 The Board is exploring options for undertaking significant renewal projects at Assumption CSS.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Assumption CSS  	16%	942	0	942	Enrol.	925	905	893	841	941	996	1025	1046	1025	1044	1046	1040	1070	1104	1143	1183	1197	1186	1161	1145	22%
					UTZ	98%	96%	95%	89%	100%	106%	109%	111%	109%	111%	111%	110%	114%	117%	121%	126%	127%	126%	123%	122%	
Corpus Christi CSS 	1%	1182	504	1686	Enrol.	1104	980	986	1006	1049	1072	1020	1025	1012	1001	1028	1042	1089	1113	1095	1066	1005	961	935	920	-12%
					UTZ	93%	83%	83%	85%	89%	91%	86%	87%	86%	85%	87%	88%	92%	94%	93%	90%	85%	81%	79%	78%	
Notre Dame CSS  	14%	1113	672	1785	Enrol.	1081	1002	1012	1025	1011	1014	999	975	980	996	989	979	1017	1021	1044	1064	1041	1041	1028	1020	1%
					UTZ	97%	90%	91%	92%	91%	91%	90%	88%	88%	89%	89%	88%	91%	92%	94%	96%	94%	94%	92%	92%	
CSB1 Total (Avg. for FCI)	10%	3237	1176	4413	Enrol.	3110	2887	2891	2872	3001	3082	3044	3046	3017	3041	3063	3061	3176	3238	3282	3313	3243	3188	3124	3085	3%
					UTZ	96%	89%	89%	89%	93%	95%	94%	94%	93%	94%	95%	95%	98%	100%	101%	102%	100%	98%	97%	95%	

Planned and Proposed Major Residential Developments

Based on the proposed Official Plan for the City of Burlington, "Grow Bold", greenfield development is proposed for the North Aldershot Area (north of Highway 403). However, additional technical studies would need to be completed to determine development potential of certain areas within North Aldershot. At this time, timing of development is unknown.

As a part of the City of Burlington's Official Plan Review, the City is creating Area Specific Plans (ASPs) for new GO Mobility Hubs. These Mobility Hubs are planned to be complete, compact and sustainable communities that will also take advantage of Metrolinx's planned Regional Express Rail along the Lakeshore West Line. It is expected that each of the Area Specific Plans will be delivered to City Council for approval no later than June 2018. Due to the higher density nature of these developments, the

Board is not expected to yield a large number of students.

The Alton West subdivision is currently under construction, with first occupation expected in late 2018. This development has a high number of lower density housing types (single-detached and semi-detached homes). The Board typically yields a high number of students from these housing types.

Area School Profiles



Assumption CSS

FACILITY	Opening Year	1980	FBC Capacity	942
	School Site Size (ha)	2.07	Portable	
	Facility Condition Index (5-yr)	16%	Capacity	0
	Facility Assessment Year	2016	Site Capacity	942

PROGRAMS

Hosted Programs
ISP AP

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



Corpus Christi CSS

FACILITY	Opening Year	2008	FBC Capacity	1182
	School Site Size (ha)	0	Portable	
	Facility Condition Index (5-yr)	1%	Capacity	552
	Facility Assessment Year	2015	Site Capacity	1734

PROGRAMS

Hosted Programs
ISP

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



Notre Dame CSS

FACILITY	Opening Year	1989	FBC Capacity	1113
	School Site Size (ha)	5.81	Portable	
	Facility Condition Index (5-yr)	14%	Capacity	736
	Facility Assessment Year	2016	Site Capacity	1849

PROGRAMS

Hosted Programs
ExFl ISP

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	10
Toddler	15
Pre.S	22

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Assumption CSS							
Corpus Christi CSS	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						
Notre Dame CSS							

Renewal projects identified for 2018 school year:

Notre Dame CSS Lighting Upgrade
Mechanical System

* Additional information available in Staff Report 9.1 "Proposed 2018 Facility Renewal Projects" from December 19, 2017 Board Meeting.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

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 Recommendations (6-15 years)

If enrolment continues to decline at **Corpus Christi CSS**, explore facility partnership opportunities at the school.

DRAFT



5.1 Municipal Overview & Enrolment Trends

5.2 Elementary Review Areas

5.3 Secondary Review Areas

5.1

Municipal Overview & Enrolment Trends

The Town of Halton Hills is largely comprised of two (2) urban communities, namely Acton and Georgetown, and a rural community. The urban areas are those where the Board's five (5) elementary schools and one (1) secondary school are located, along with the vast majority of the area's student population.

The community of Acton is primarily characterized as an area with maturing neighbourhoods with fewer pockets of growth.

The community of Georgetown has a mix of both mature and new neighbourhoods. The mature neighbourhoods are located in the north (CEH1), and are served by Holy Cross CES and St. Francis

of Assisi CES. The newer neighbourhoods are located in the south of Georgetown (CEH2), and are served by St. Catherine of Alexandria CES and St. Brigid CES.

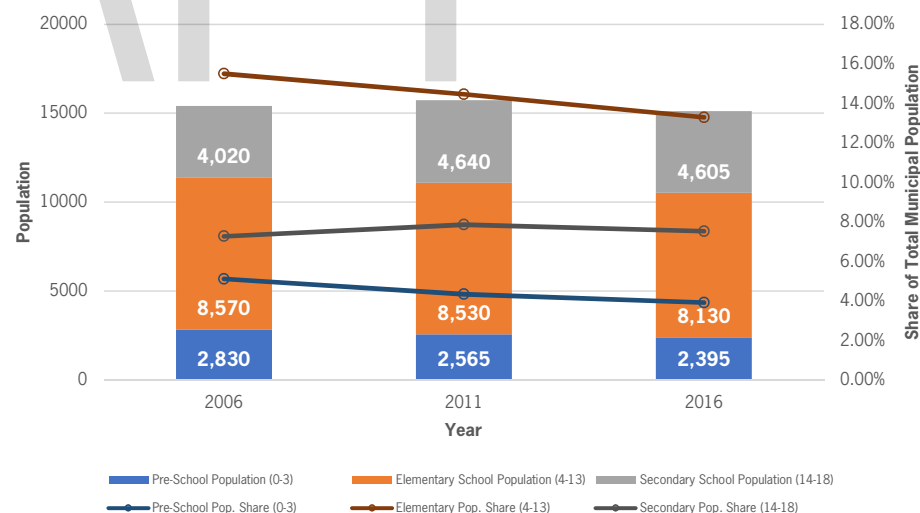
The community of Georgetown will also be undergoing additional significant growth as the Vision Georgetown Secondary Plan (CEH2) advances. This plan is anticipated to introduce over 6,000 residential units ranging in densities. Board staff is working closely with the Town to plan the future elementary and secondary school sites in the Georgetown community.

Overall School-Aged Population Trends

From the 2006 to 2016 Census, Halton Hills' total population has increased from 55,290 to 61,160, an increase of 10.6%. The increase in population has skewed towards the 18+ age group. The largest increase occurred in the population over 45 years of age, which increased by 15.3%, while the population aged 19 to 44 increased by 14.6%.

The proportion of the Town's population that are children (aged 18 or under) has declined overall from 2006 to 2016. Total pre-school population (children aged 3 or younger) has declined from being 5.1% of Halton Hills' population in 2006 to 3.9% of the population in 2016. Children aged 4 to 13 has decreased from being 15.5% of the population in 2006 to 13.3% of the Town's population by 2016. Children aged 14 to 18 has remained stable at 7.3% of the City's population in 2006 to 7.5% by 2016. Overall the demographic of 18-year-old and under has declined by 1.9% from 2006 to 2016.

Refer to Projection Methodology for more information regarding data used for enrolment projections.



How to read graph to the right:

This graph depicts the historical municipal population by pre-school and various school-aged population along with the share of the municipal population by these age groups from the 2006 to 2016 Census. For the population, see primary vertical axis (on the left). For the share of population, see secondary vertical axis (on the right). Data provided by Statistics Canada, 2006-2016.

Municipal Enrolment Trends

The total enrolment for the Town of Halton Hills for both the elementary and secondary school panels are projected to increase over time as Vision Georgetown develops and generates new students and demands for space. Existing communities (already built) are also expected to remain relatively stable overall, not showing significant declines overall. As time progresses, monitoring and re-balancing enrolment may be required.

The projection period for the Long-Term Capital Plan (LTCP) is over 15 years, between the 2018-2032 school years. During this time, the Board anticipates the following:

- Within a 15-year period, the Town of Halton Hills' **elementary panel enrolment is projected to continue growing significantly, increasing from 2,719 students to 4,063 students**, representing a growth of approximately 47% overall. Utilization for the elementary panel will increase from 110% to 165% over this period – thus requiring new pupil places.
- Within a 15-year period, the Town of Halton Hills' **secondary panel enrolment is projected to continue growing significantly, increasing from 1,731 students to 2,055 students**, an increase of approximately 24% overall. Utilization for the secondary panel will increase from 126% to 150% over this period – thus requiring new pupil places.



Enrolment Projections and Facility Utilization

Panel	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Elementary Total	15%	2399	874	3273	Enrol.	2736	2761	2729	2786	2760	2719	2754	2779	2990	3189	3383	3579	3789	3884	3974	4081	4182	4294	4175	4063	47%
					UTZ	116%	117%	114%	116%	115%	113%	115%	116%	125%	133%	141%	149%	158%	162%	166%	170%	174%	179%	174%	169%	
Secondary Total	1%	1350	378	1728	Enrol.	1559	1553	1563	1632	1656	1731	1728	1730	1760	1820	1873	1909	1919	1911	1933	1958	2020	2063	2050	2055	24%
					UTZ	115%	115%	116%	121%	123%	128%	128%	128%	130%	135%	139%	141%	142%	142%	143%	145%	150%	153%	152%	152%	
Halton Hills Total (Avg. for FCI)	9%	3749	1252	5001	Enrol.	4295	4314	4292	4418	4416	4450	4482	4509	4750	5009	5256	5488	5708	5795	5907	6039	6202	6357	6225	6118	39%
					UTZ	116%	116%	114%	118%	118%	119%	120%	120%	127%	134%	140%	146%	152%	155%	158%	161%	165%	170%	166%	163%	

Review Areas in Halton Hills

There are 3 elementary review areas and 1 secondary review area in Halton Hills.

It should be noted that the northern rural portion of the Town of Milton falls within ERA CEH3 and SRA CSH1.

5.2

Elementary Review Areas

DRAFT

Elementary Review Areas in Halton Hills

CEH1

Downtown Georgetown, Delrex &
Rural Halton Hills East Elementary

Holy Cross CES
St. Francis of Assisi CES

CEH2

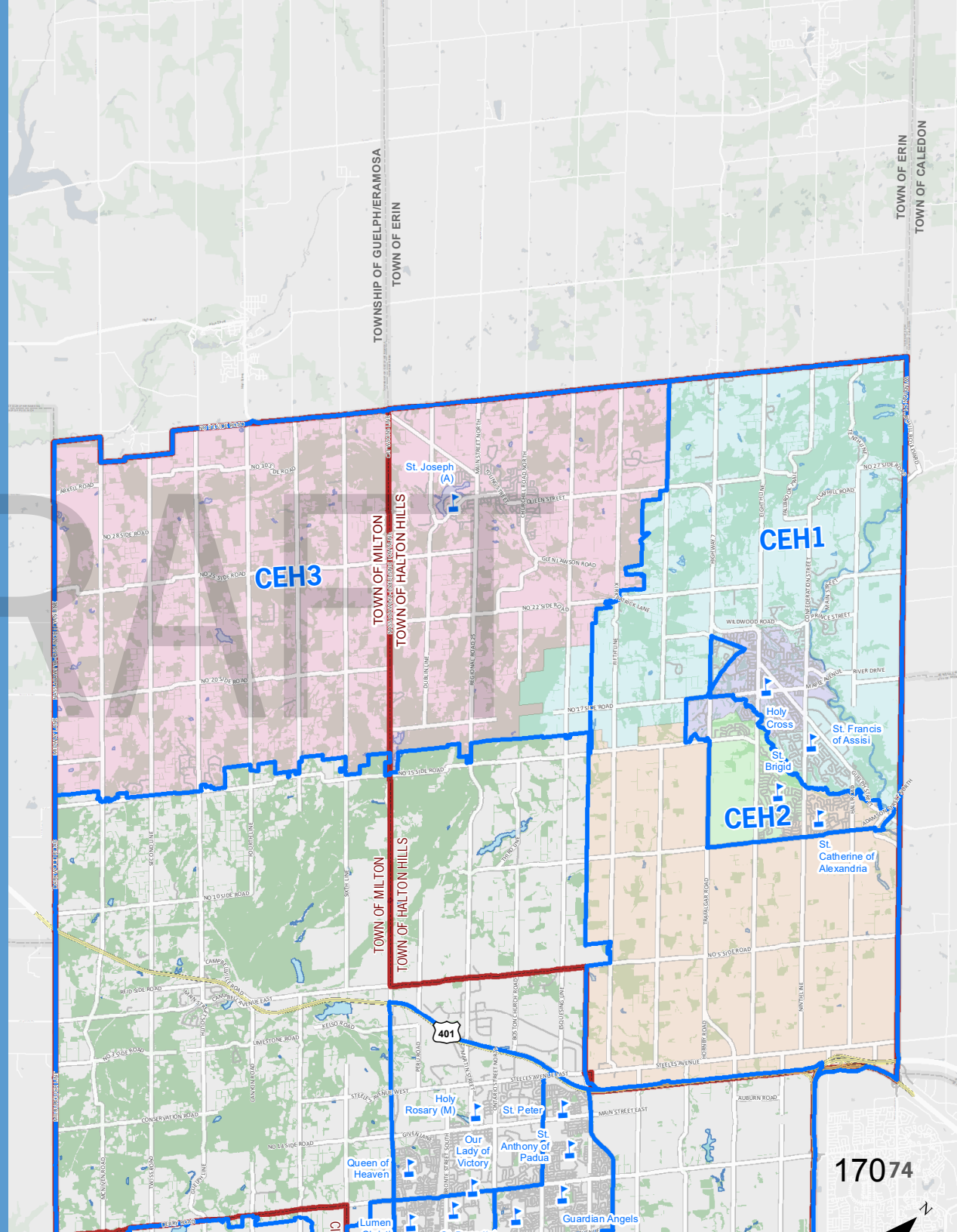
Georgetown South, Stewarttown & Vision Georgetown Elementary

St. Brigid CES
St. Catherine of Alexandria CES

CEH3

Acton, Halton Hills West & Rural Milton North Elementary

St. Joseph (A) CES



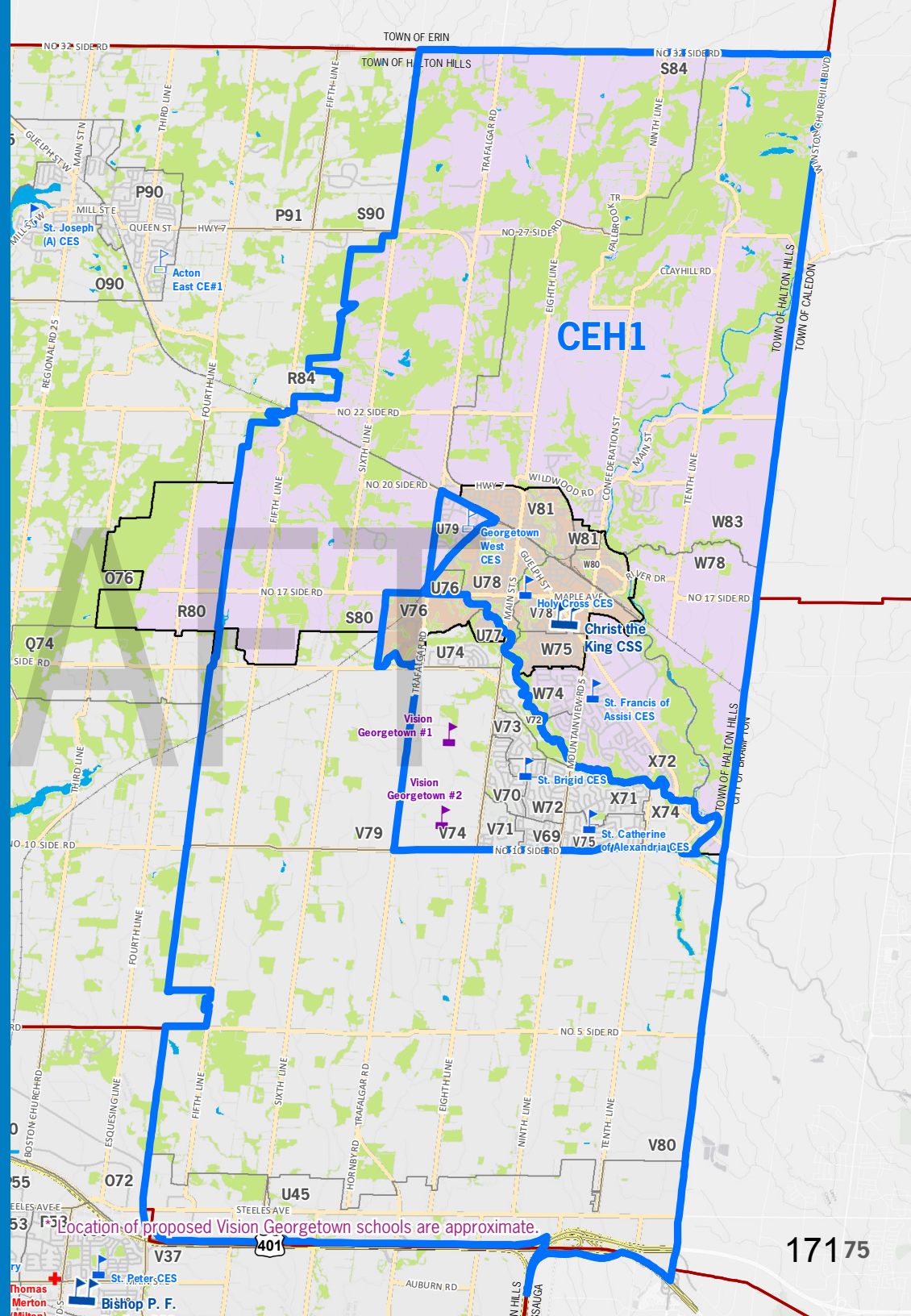
CEH1

Downtown Georgetown, Delrex & Rural Halton Hills East Elementary

Christ the King Family of Schools

Review Area Overview

- 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 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. Meanwhile, St. Francis of Assisi CES is forecasted to gradually decline in enrolment over the long-term.
- It should be noted that **Holy Cross CES** also has one of the **highest renewal needs** in the Board.
- 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 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. However, the **Board continues to identify the requirement for a replacement facility within this area.**
- Holy Cross CES hosts the regional Extended French Immersion program.
- This review area includes mature communities of Georgetown as well as rural communities.
- Development will largely occur as infill and redevelopment of existing uses for residential uses within the Georgetown urban area.



Location of proposed Vision Georgetown schools are approximate.

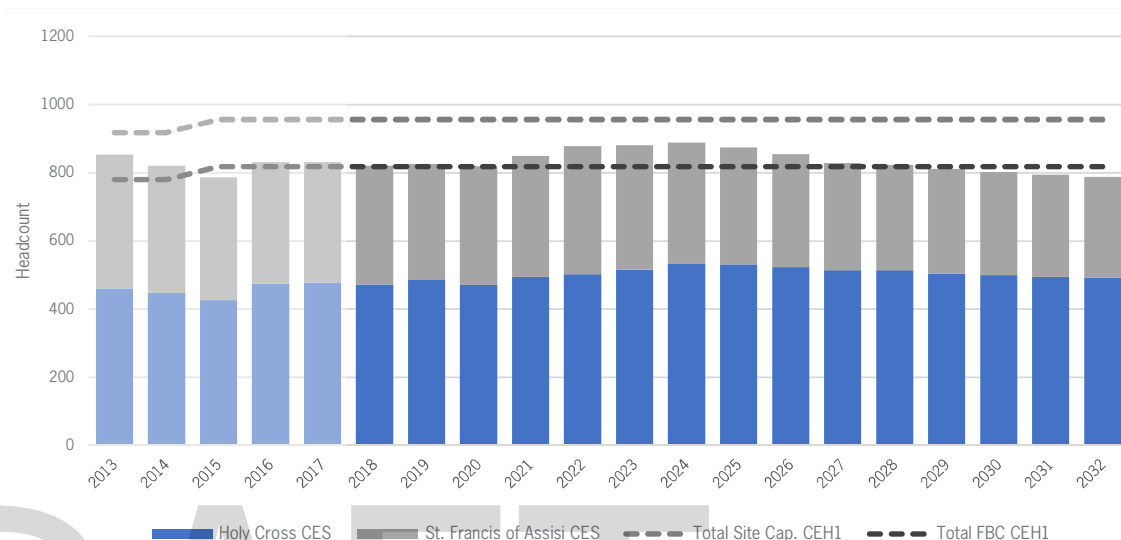
2013 LTCP Recommendations

The construction of Georgetown West CES (CEH1) in 2013-14 and a school boundary review for all schools in Halton Hills was recommended in 2013-14 to address enrolment and renewal/repair needs at existing schools. Note that this review area was formerly part of CEH1.



History of Actions

- 2014-15** Renewal projects and addition to St. Francis of Assisi CES completed.
- 2015-16** Modified Pupil Accommodation Review initiated in January 19, 2016; accommodation plan to consolidate schools into North Georgetown (Georgetown West) CES approved by the Board of Trustees on April 19, 2016. Consolidation dependent on Ministry funding, which was not received.
- 2016-17** New school boundaries approved for Holy Cross CES and St. Francis of Assisi CES, as part of the Georgetown South School Boundary Review.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Holy Cross CES 	35%	455	0	455	Enrol.	461	448	427	475	477	473	485	471	495	502	516	533	531	523	514	514	504	500	495	492	3%
					UTZ	101%	98%	94%	104%	105%	104%	107%	104%	109%	110%	113%	117%	117%	115%	113%	113%	111%	110%	109%	108%	
St. Francis of Assisi CES 	16%	363	138	501	Enrol.	393	373	360	356	354	348	341	349	355	376	365	356	343	332	315	309	308	303	299	296	-16%
					UTZ	121%	115%	99%	98%	98%	96%	94%	96%	98%	104%	101%	98%	94%	91%	87%	85%	85%	83%	82%	82%	
CEH1 Total (Avg. for FCI)	26%	818	138	956	Enrol.	854	821	787	831	831	821	826	820	850	878	881	889	874	855	829	823	812	803	794	788	-5%
					UTZ	109%	105%	96%	102%	102%	100%	101%	100%	104%	107%	108%	109%	107%	105%	101%	101%	99%	98%	97%	96%	

* Holy Cross CES catchment includes study areas within CEH2.

* St. Francis of Assisi CES catchment includes study areas within CEH2 and CEH3.

* St. Catherine of Alexandria CES (CEH2) catchment includes study areas within CEH1.

Planned and Proposed Major Residential Developments

Development will largely occur as infill. The Town of Halton Hills has initiated a planning study for Downtown Georgetown that will guide development in the area for the next 20 years. At this time, it is uncertain of the type of housing envisioned for this area.

It should be noted that if the developments are high-density in nature, the Board does not expect to yield a large number of students.

Area School Profiles



Holy Cross CES

FACILITY	Opening Year	1959	FBC Capacity	455
	School Site Size (ha)	2.74	Portable	
	Facility Condition Index (5-yr)	35%	Capacity	0
	Facility Assessment Year	2016	Site Capacity	455

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	BRID
Gr. 5 ExFI	HLYC
Gr. 9 RT	KING

Hosted Programs



COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Francis of Assisi CES

FACILITY	Opening Year	1971	FBC Capacity	363
	School Site Size (ha)	1.4	Portable	
	Facility Condition Index (5-yr)	16%	Capacity	138
	Facility Assessment Year	2016	Site Capacity	501

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	BRID
Gr. 5 ExFI	HLYC
Gr. 9 RT	KING

Hosted Programs



COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	

DRAFT

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Holy Cross CES							
St. Francis of Assisi CES							

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

Continue to **apply for Ministry funding for a replacement facility** to address high renewal needs and capacity constraints at Holy Cross CES.

Long-term Recommendations (6-15 years)

Continue to monitor enrolments.

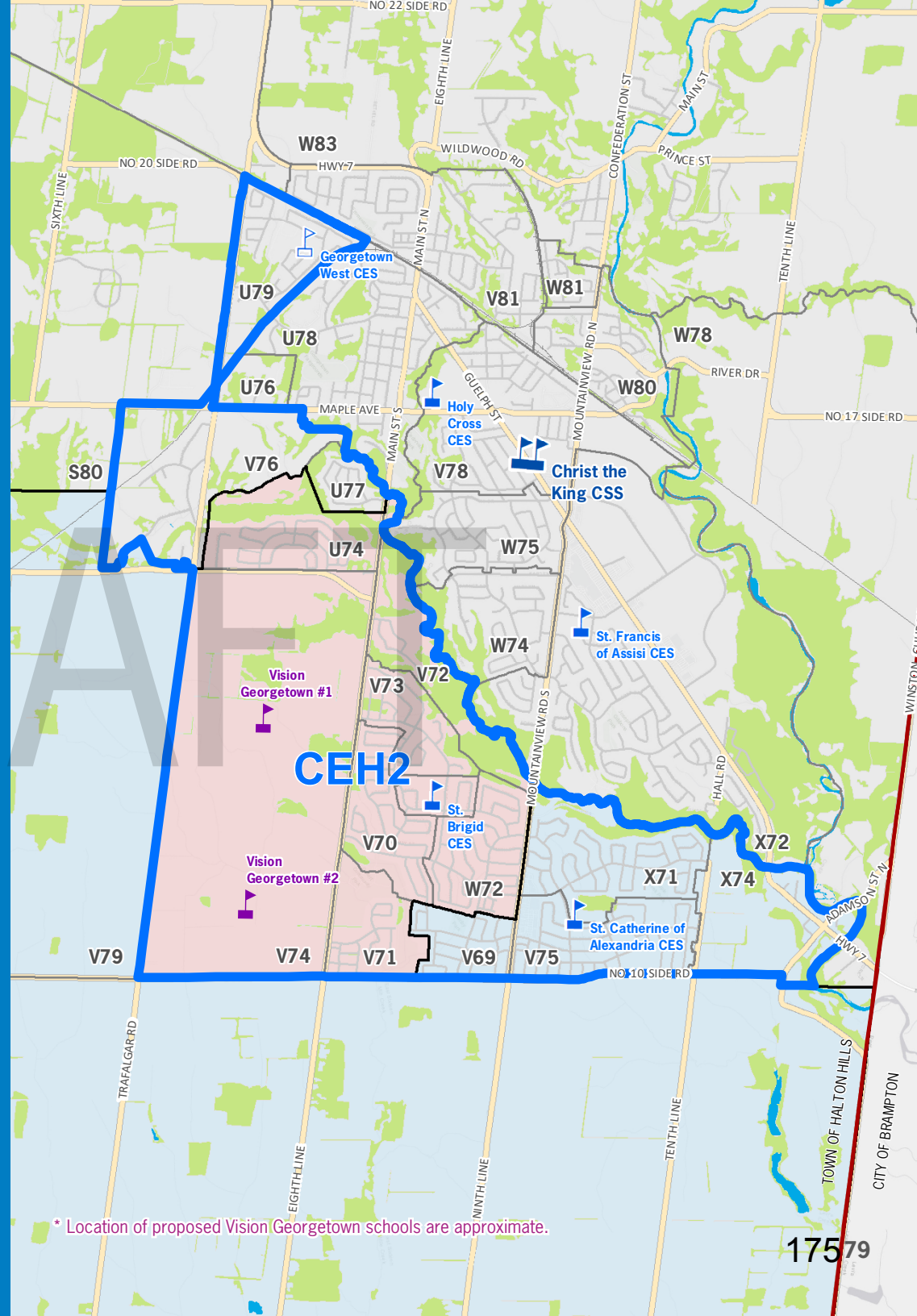
CEH2

Georgetown South, Stewarttown & Vision Georgetown Elementary

Christ the King Family of Schools

Review Area Overview

- Enrolment has increased within this area over the past five 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.**
- This review area has a mix of maturing neighbourhoods and new communities.
- **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.
- A boundary review was undertaken in 2015-16 to address enrolment concerns in South Georgetown until such time that new schools in the Vision Georgetown are constructed. This had the effect of balancing enrolment pressures from St. Catherine of Alexandria CES to Holy Cross CES and St. Brigid CES. However, a new elementary school is required immediately to relieve accommodation pressures at St. Brigid CES.



* Location of proposed Vision Georgetown schools are approximate.

2013 LTCP Recommendations

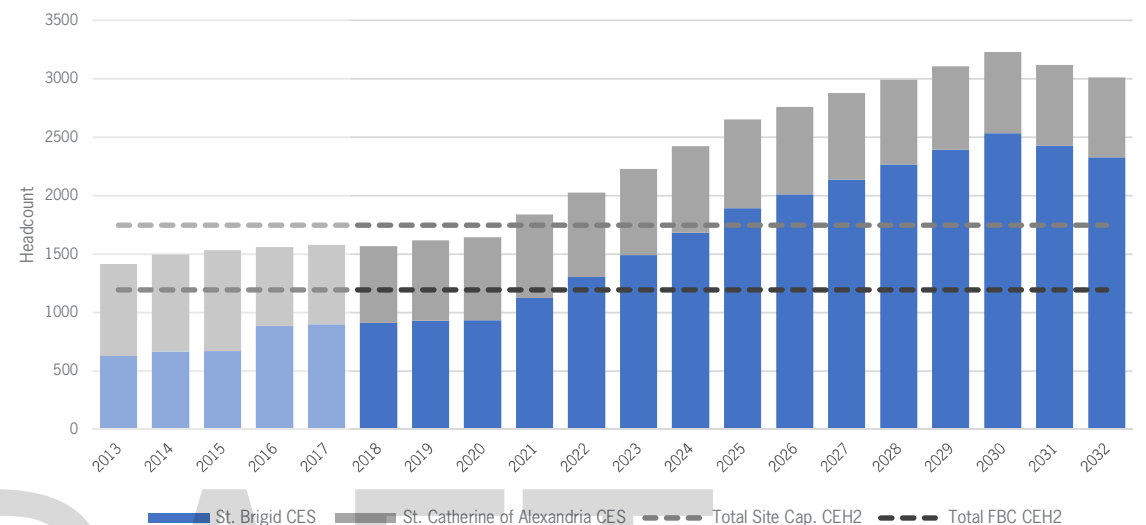
The construction of Georgetown West CES (CEH1) in 2013-14 and a school boundary review for all schools in Halton Hills was recommended in 2013-14 to address enrolment and renewal/repair needs at existing schools. Note that this review area was formerly part of CEH1.

History of Actions



2016-17 New school boundaries approved for St. Brigid CES and St. Catherine of Alexandria CES.

2017-18 Renewal projects undertaken at St. Brigid CES.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
St. Brigid CES 	16%	573	276	849	Enrol.	630	669	672	884	902	910	932	933	1124	1306	1492	1685	1893	2012	2138	2267	2396	2534	2430	2329	158%
St. Catherine of Alexandria CES 	4%	622	276	898	UTZ	110%	117%	117%	154%	157%	159%	163%	163%	196%	228%	260%	294%	330%	351%	373%	396%	418%	442%	424%	406%	1%
					Enrol.	786	828	862	679	677	659	686	713	717	723	736	739	760	750	741	728	712	697	691	686	
CEH2 Total (Avg. for FCI)	10%	1195	552	1747	UTZ	126%	133%	139%	109%	109%	106%	110%	115%	115%	116%	118%	119%	122%	121%	119%	117%	114%	112%	111%	110%	91%
					Enrol.	1416	1497	1534	1563	1579	1569	1618	1646	1841	2029	2228	2424	2653	2762	2879	2995	3108	3231	3121	3015	

* St. Catherine of Alexandria CES (CEH2) catchment includes study areas within CEH1.

* Holy Cross CES (CEH1) catchment includes study areas within CEH2.

* St. Francis of Assisi CES (CEH1) catchment includes study areas within CEH2.

Planned and Proposed Major Residential Developments

Georgetown South continues to develop. Developments in this area have typically proceeded at a slower pace than other large greenfield developments in Halton.

The Town of Halton Hills is currently undergoing a study for the Vision Georgetown area. The Town is expected to finalize a new secondary plan in the Spring of 2018. Vision Georgetown will be a large greenfield development planned for this area that seeks to develop over 6000 residential units of various densities based on the proposed land use concept. 53% of these units are anticipated to be low

density and yield a high number of students. These students are holding at St. Brigid CES until a new elementary school is constructed.

Area School Profiles



St. Brigid CES

FACILITY	Opening Year	1996	FBC Capacity	573
	School Site Size (ha)	2	Portable	
	Facility Condition Index (5-yr)	16%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	849

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	BRID
Gr. 5 ExFI	BRID
Gr. 9 RT	KING

Hosted Programs



COMMUNITY USES

Child Care Spaces		Other Uses
Infant	0	
Toddler	15	
Pre.S	24	



St. Catherine of Alexandria CES

FACILITY	Opening Year	2001	FBC Capacity	622
	School Site Size (ha)	2.39	Portable	
	Facility Condition Index (5-yr)	4%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	898

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	BRID
Gr. 5 ExFI	BRID
Gr. 9 RT	KING

Hosted Programs



COMMUNITY USES

Child Care Spaces		Other Uses
Infant		
Toddler		
Pre.S		

DRAFT

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
St. Brigid CES							
St. Catherine of Alexandria CES							

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

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Short-term Recommendations (1-5 years)

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 Recommendations (6-15 years)

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.

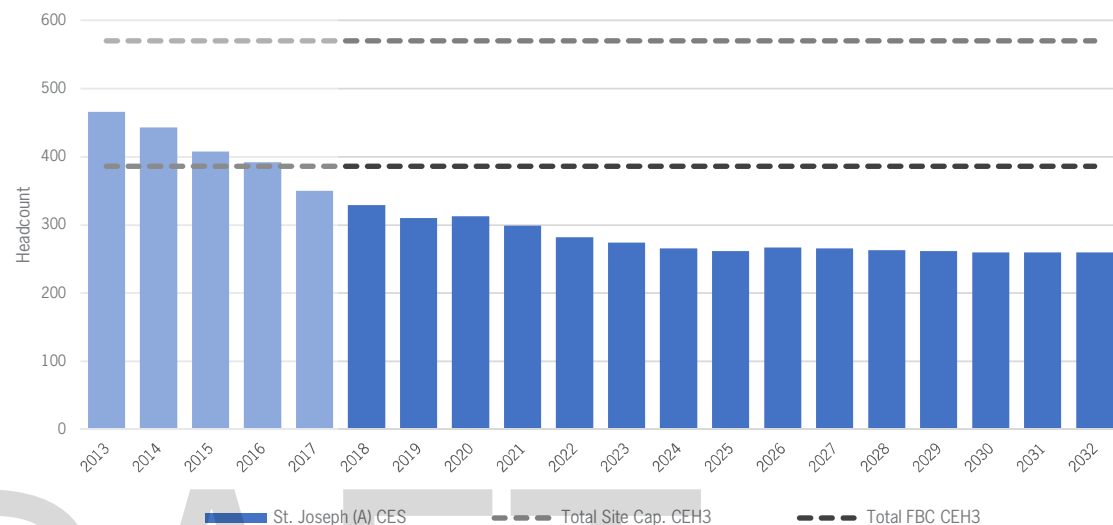
2013 LTCP Recommendations

The construction of Georgetown West CES (CEH1) in 2013-14 and a school boundary review for all schools in Halton Hills was recommended in 2013-14 to address enrolment and renewal/repair needs at existing schools. Note that this review area was formerly part of CEH1.

History of Actions

N/A

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
St. Joseph (A) CES	5%	386	184	570	Enrol.	466	443	408	392	350	329	310	313	299	282	274	266	262	267	266	263	262	260	260	260	-26%
					UTZ	121%	115%	106%	102%	91%	85%	80%	81%	77%	73%	71%	69%	68%	69%	69%	68%	68%	67%	67%	67%	
CEH3 Total (Avg. for FCI)	5%	386	184	570	Enrol.	466	443	408	392	350	329	310	313	299	282	274	266	262	267	266	263	262	260	260	260	-26%
					UTZ	121%	115%	106%	102%	91%	85%	80%	81%	77%	73%	71%	69%	68%	69%	69%	68%	68%	67%	67%	67%	

* St. Francis of Assisi CES catchment includes study areas within CEH3.

Planned and Proposed Major Residential Developments

Limited development potential within this area as lands are protected by the Ontario Greenbelt Plan.

New development will take the form of rural housing types and infill development.

Area School Profiles



St. Joseph (A) CES

FACILITY	Opening Year	1977	FBC Capacity	386
	School Site Size (ha)	1.98	Portable	
	Facility Condition Index (5-yr)	5%	Capacity	184
	Facility Assessment Year	2015	Site Capacity	570

PROGRAMS &
FEEDERS

Program Feeders	Hosted Programs
Gr. 1 FI	BRID
Gr. 5 ExFI	HLYC
Gr. 9 RT	KING

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	

DRAFT

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
St. Joseph (A) CES							

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

St. Joseph (A) CES does not currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

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Short-term Recommendations (1-5 years)

Continue to monitor enrolments.

Long-term Recommendations (6-15 years)

If enrolment continues to decline at St. Joseph (A) CES, explore **facility partnership opportunities** at the school.

5.3

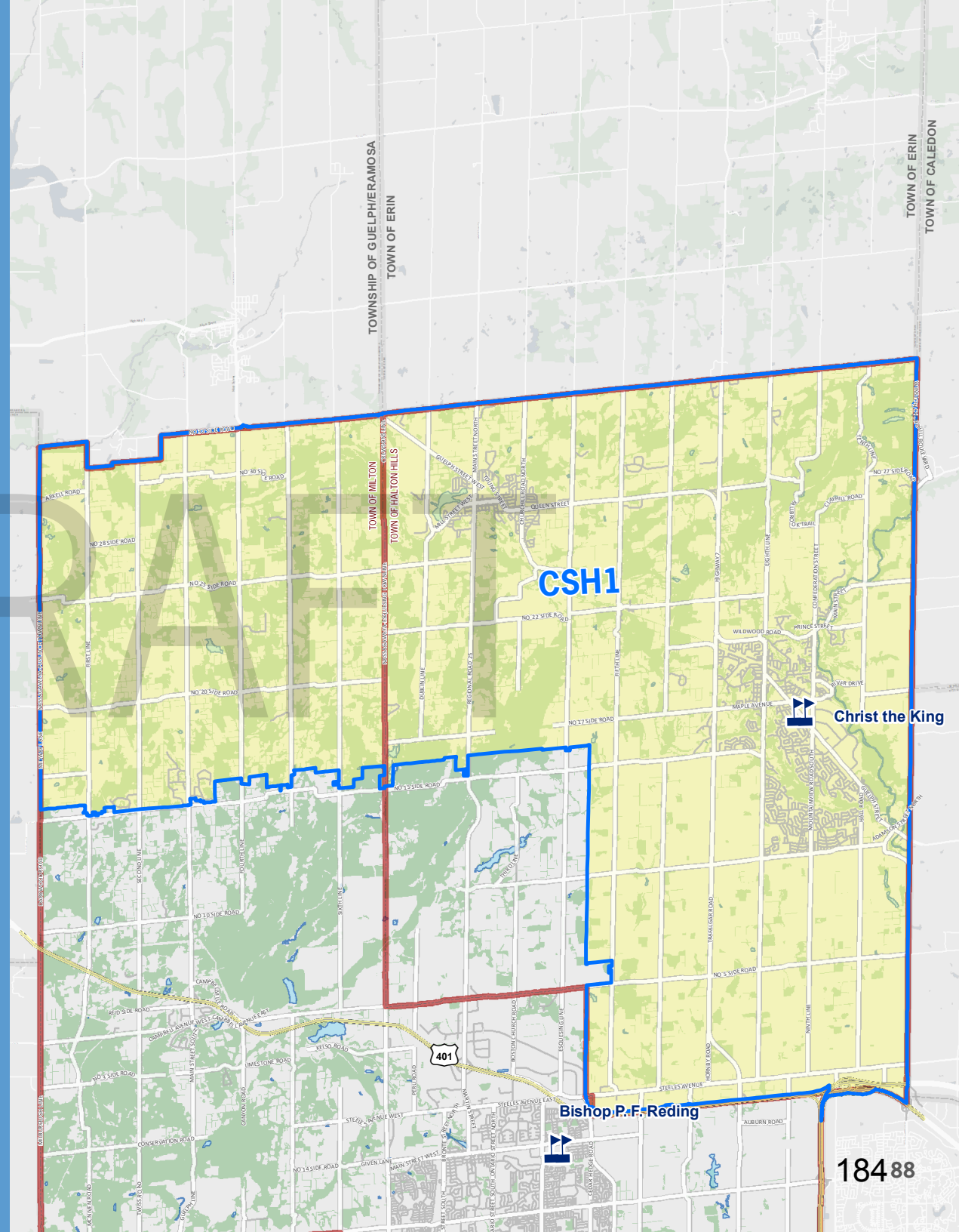
Secondary Review Areas

DRAFT

Secondary Review Areas in Halton Hills

CSH1
Halton Hills & Rural Milton North Secondary
Christ the King CSS

DRAFT



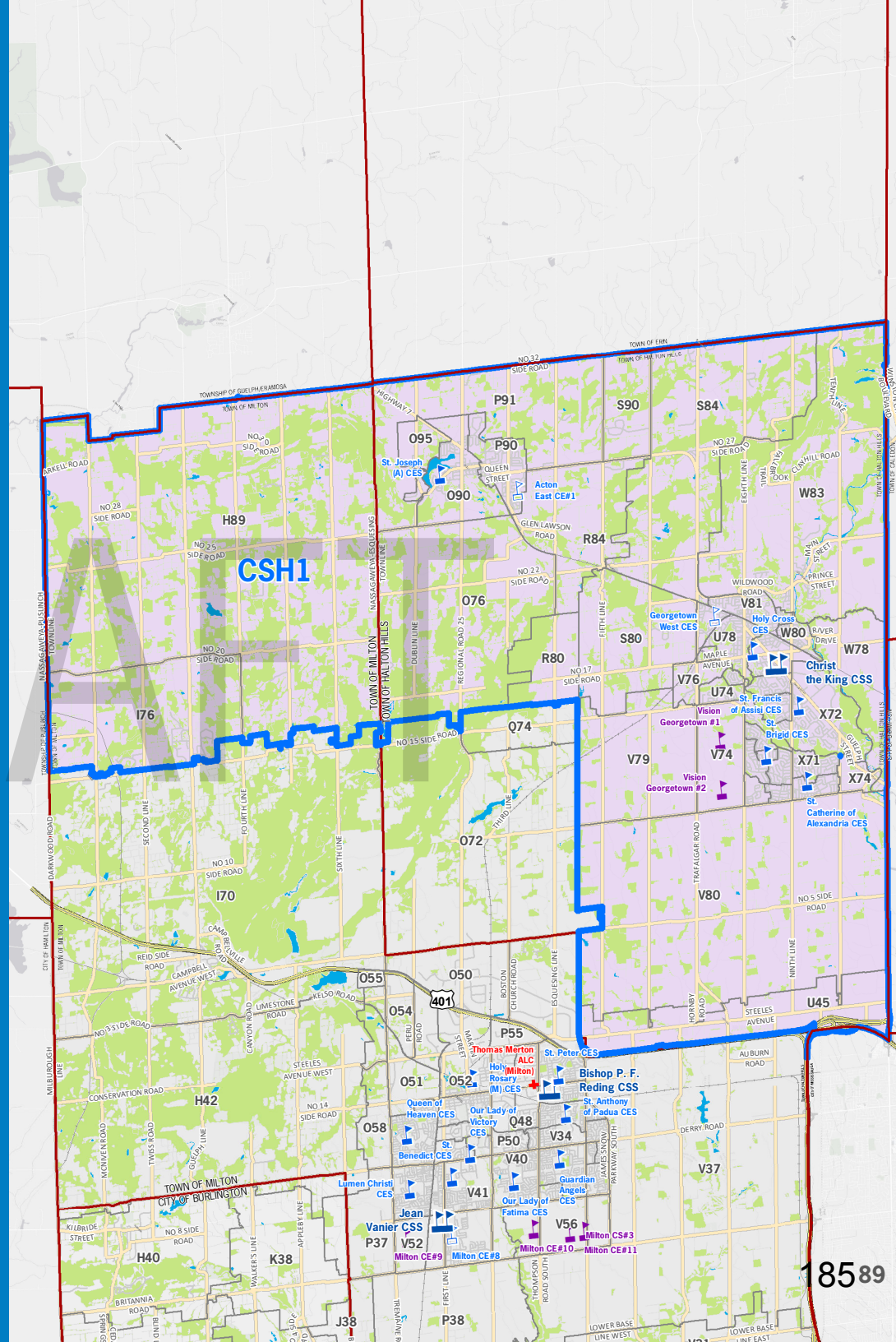
CSH1

Halton Hills & Rural Milton North Secondary

Christ the King Family of Schools

Review Area Overview

- Enrolment has been increasing at Christ the King CSS over the past five years and is forecasted to continue increasing over the long-term.
- **Christ the King CSS** typically sees a **high retention of Grade 8 students from feeder schools**, near 97%.
- The school also 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.
- Christ the King CSS hosts regional Extended French Immersion programming.
- This area contains a mix of mature urban communities in parts of Georgetown, Acton; rural communities; new communities in South Georgetown and proposed developments in **Vision Georgetown**.
- The **need for one (1) Catholic Secondary School** of approximately 1000 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.



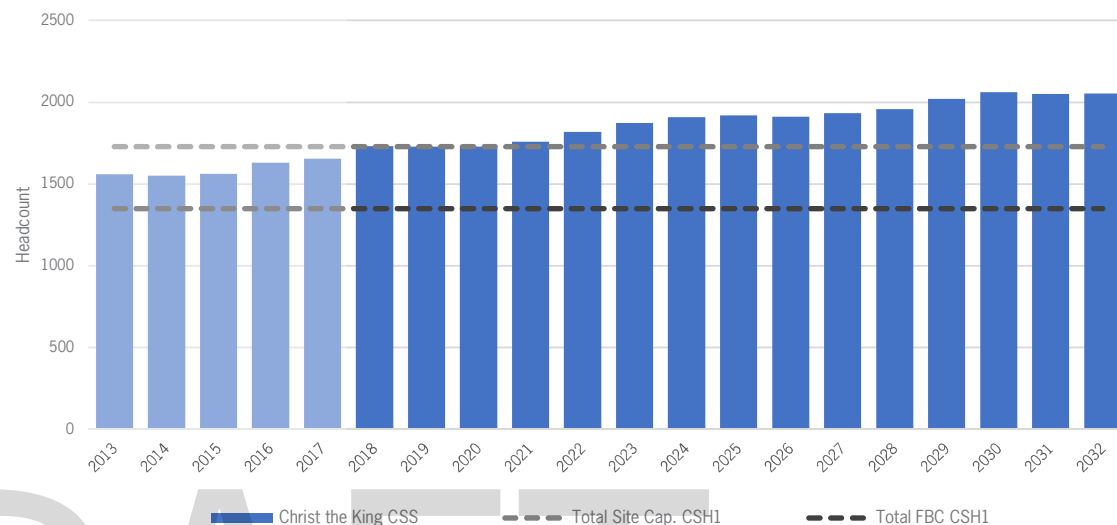
2013 LTCP Recommendations

It was recommended that enrolment be monitored, and repair/renewal needs be addressed.

History of Actions

N/A

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Christ the King CSS <small>ExPI to 2019</small>	1%	1350	378	1728	Enrol.	1559	1553	1563	1632	1656	1731	1728	1730	1760	1820	1873	1909	1919	1911	1933	1958	2020	2063	2050	2055	24%
					UTZ	115%	115%	116%	121%	123%	128%	128%	128%	130%	135%	139%	141%	142%	142%	143%	145%	150%	153%	152%	152%	
CSH1 Total (Avg. for FCI)	1%	1350	378	1728	Enrol.	1559	1553	1563	1632	1656	1731	1728	1730	1760	1820	1873	1909	1919	1911	1933	1958	2020	2063	2050	2055	24%
					UTZ	115%	115%	116%	121%	123%	128%	128%	128%	130%	135%	139%	141%	142%	142%	143%	145%	150%	153%	152%	152%	

Planned and Proposed Major Residential Developments

The Town of Halton Hills is currently undergoing a study for the Vision Georgetown area. The Town is expected to finalize a new secondary plan in the Spring of 2018. Vision Georgetown will be a large greenfield development planned for this area that seeks to develop over 6000 residential units of various densities based on the proposed land use concept. 53% of these units are anticipated to be low density and yield a high number of students.

To accommodate students from this new development, an increase in secondary capacity is required within this review area. The Board has identified the need for an additional 1000 secondary pupil places.

Georgetown South continues to develop. Developments in this area have typically proceeded at a slower pace than other large greenfield developments in Halton.

Outside of Vision Georgetown, any remaining development will largely occur as infill. In addition, the Town of Halton Hills has initiated a planning study for Downtown Georgetown that will guide development in the area for the next 20 years. At this time, it is uncertain of the type of housing envisioned for this area.

It should be noted that if developments are high-density in nature, the Board does not expect to yield a large number of students.

There is limited development potential within the rural areas of Halton Hills as lands are protected by the Ontario Greenbelt Plan. New development will take the form of rural housing types.

Area School Profiles



Christ the King CSS

FACILITY	Opening Year	2002	FBC Capacity	1350
	School Site Size (ha)	6.07	Portable	
	Facility Condition Index (5-yr)	1%	Capacity	414
	Facility Assessment Year	2015	Site Capacity	1764

PROGRAMS

Hosted Programs
<div><div>ExF</div><div>ISP to 2019</div></div>

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre-S	

DRAFT

Renewal Project Timelines

School	School Year for Renewal Project					
	2016	2017	2018	2019	2020	2021
Christ the King CSS						

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

Christ the King CSS does not currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

Explore potential to **increase capacity** at Christ the King CSS.

Long-term Recommendations (6-15 years)

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.

DRAFT



Milton

- 6.1** Municipal Overview & Enrolment Trends
- 6.2** Elementary Review Areas
- 6.3** Secondary Review Areas

6.1

Municipal Overview & Enrolment Trends

The Town of Milton is one (1) of the primary growth areas of the Board, and as a result, is expected to generate a significant number of students over the next 15 years and onward. This growth is also one of the key factors that sustain the Board's ongoing yearly increase in student population, moderating the effects of projected declines in older more maturing neighbourhoods.

With the exception of Holy Rosary (M) CES and Our Lady of Victory CES (CEM1), all other communities in Milton have within their attendance boundaries recent and/or new greenfield developments that generate a high number of students. These include Single Family Dwellings and Townhomes.

As it relates to future development potential, Milton still has a generous supply of greenfield developments (Single Family Dwelling and Townhomes) to meet its growth targets. The largest areas of lands identified for future development include the Boyne Secondary Plan (CEM2C-2D), the Milton Education Village (CEM2D), the Milton Heights Secondary Plan (CEM1), and most recently the Milton Urban Expansion Lands (CEM3A).

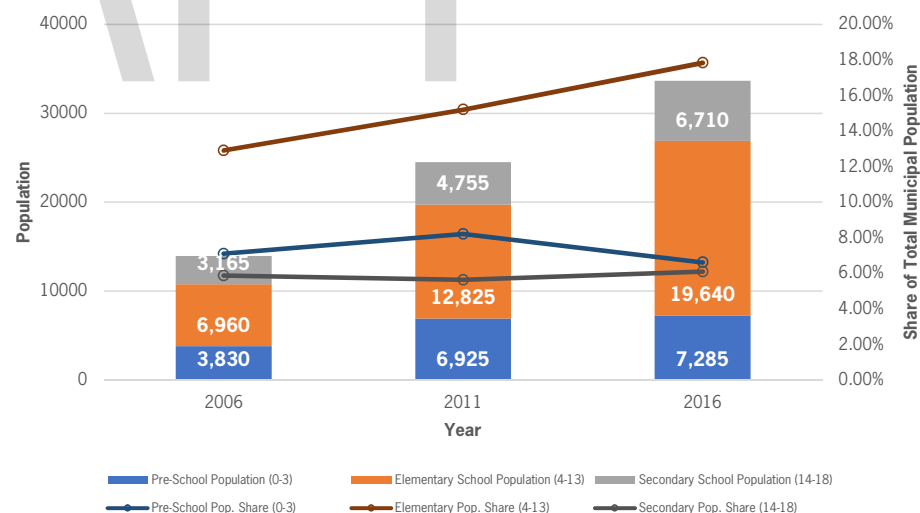
As development continues, the need for additional capacity will be required both at the elementary and secondary school panels, resulting in new schools over the next 15-year period and beyond.

Overall School-Aged Population Trends

From the 2006 to 2016 Census, Milton's total population has increased from 53,945 to 110,125, an increase of 104.2%. The population growth is largely attributed to new developments that have taken place in the Town, which has resulted in broad-scale increases in population across various age groups. The largest increase occurred in the population aged 18 and under, which saw an overall increase of 141% over the 10 years; followed by population aged 19 to 44, which saw an increase of 112%.

As a percentage of the total population, pre-school population (children aged 3 or younger) has declined from being 7.1% of Milton's population in 2006 to 6.6% of the population in 2016. Children aged 4 to 13 has increased its share of the population from being 12.9% of the population in 2006 to 17.8% of the City's population by 2016. Children aged 14 to 18 also increased from being 5.9% of the Town's population in 2006 to 6.1% by 2016.

Refer to Projection Methodology for more information regarding data used for enrolment projections.



How to read graph to the right:

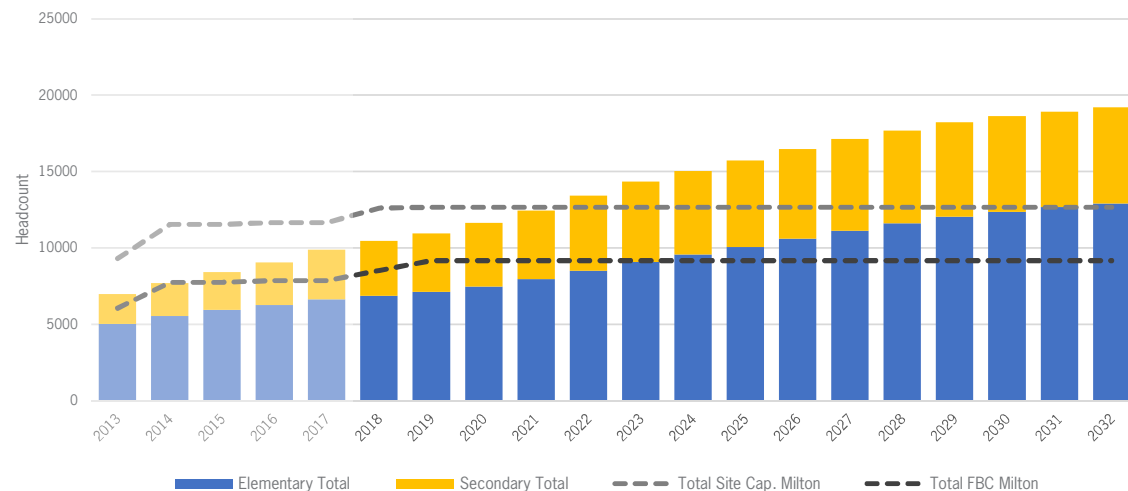
This graph depicts the historical municipal population by pre-school and various school-aged population along with the share of the municipal population by these age groups from the 2006 to 2016 Census. For the population, see primary vertical axis (on the left). For the share of population, see secondary vertical axis (on the right). Data provided by Statistics Canada, 2006-2016.

Municipal Enrolment Trends

The total enrolment for the Town of Milton for both the elementary and secondary school panels are projected to increase significantly as growth generates new students, and demand for space. Existing communities (already built) are also expected to remain relatively stable overall, showing slight overall declines as enrolment peaks balance over time, reducing portable needs.

The projection period for the Long-Term Capital Plan (LTCP) is over 15 years, between the 2018-2032 school years. During this time, the Board anticipates the following:

- Within a 15-year period, the Town of Milton's **elementary panel enrolment is projected to continue growing significantly, increasing from 6,865 students to 12,921 students**, representing a growth of approximately 95% overall. Utilization for the elementary panel will increase from 110% to 206% over this period – thus requiring additional pupil places to house students.
- Within a 15-year period, the Town of Milton's **secondary panel enrolment is projected to continue growing significantly, increasing from 3,586 students to 6,279 students**, an increase of approximately 94% overall. Utilization for the secondary panel will increase from 151% to 211% over this period – thus requiring additional pupil places to house students.



Enrolment Projections and Facility Utilization

Panel	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Elementary Total	2%	6201	2484	8685	Enrol.	5038	5539	5956	6267	6641	6865	7124	7476	7976	8502	9098	9580	10067	10621	11124	11602	12033	12371	12669	12921	95%
					UTZ	136%	103%	110%	113%	120%	111%	115%	121%	129%	137%	147%	154%	162%	171%	179%	187%	194%	200%	204%	208%	
Secondary Total	8%	2349	1596	3945	Enrol.	1941	2158	2472	2794	3241	3586	3843	4175	4482	4930	5243	5459	5673	5859	6010	6095	6197	6256	6265	6279	94%
					UTZ	83%	92%	105%	119%	138%	153%	130%	141%	152%	167%	177%	185%	192%	198%	203%	206%	209%	211%	212%	212%	
Milton Total (Avg. for FCI)	5%	8550	4080	12630	Enrol.	6979	7697	8428	9061	9882	10451	10967	11651	12458	13432	14341	15039	15740	16480	17134	17697	18230	18627	18934	19200	94%
					UTZ	115%	99%	109%	115%	125%	122%	120%	127%	136%	147%	157%	164%	172%	180%	187%	193%	199%	203%	207%	210%	

Review Areas in Milton

There are 7 elementary review areas and 3 secondary review areas in Milton.

As some review areas currently have no schools, but are expected to have future development (e.g. Milton Urban Expansion Lands in CEM3A), they have been combined with neighbouring review areas within this document. It should be noted that the northern rural portion of the Town of Milton falls within ERA CEH3 and SRA CSH1.

6.2

Elementary Review Areas

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Elementary Review Areas in Milton

CEM1

Old Milton, Timberlea, Scott & Milton Heights Elementary
 Holy Rosary (M) CES
 Our Lady of Victory CES
 Queen of Heaven CES

CEM2A

Bristol Survey Elementary

Guardian Angels CES
 Our Lady of Fatima CES
 St. Anthony of Padua CES
 St. Peter CES

CEM2B

Sherwood Survey South Elementary

Lumen Christi CES
 St. Benedict CES

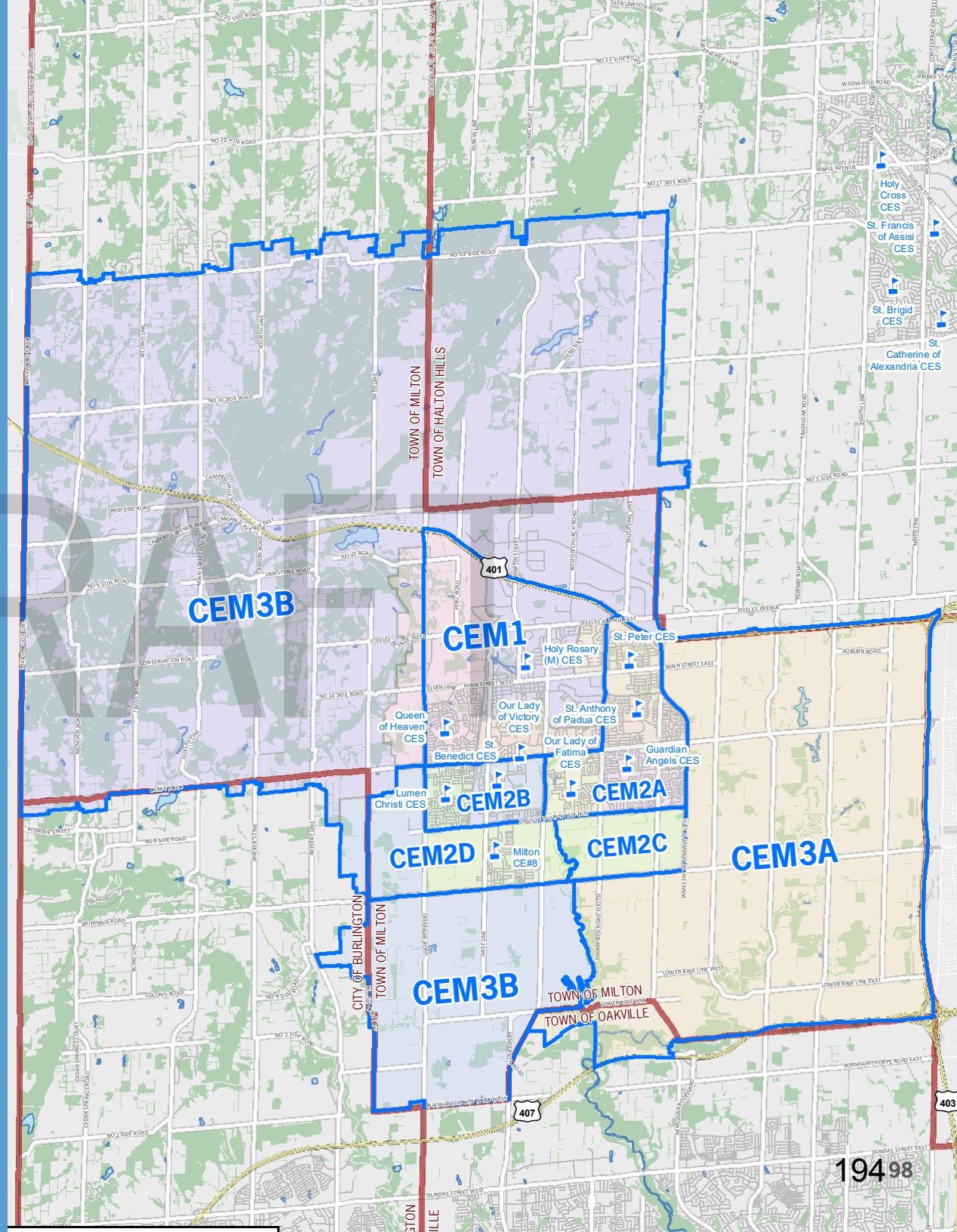
CEM2C-2D

Boyne & Milton Education Village Elementary

Milton #8 Boyne CES

CEM3A-3B

Milton Urban Expansion Lands & Rural Milton Elementary
 No schools within this review area.



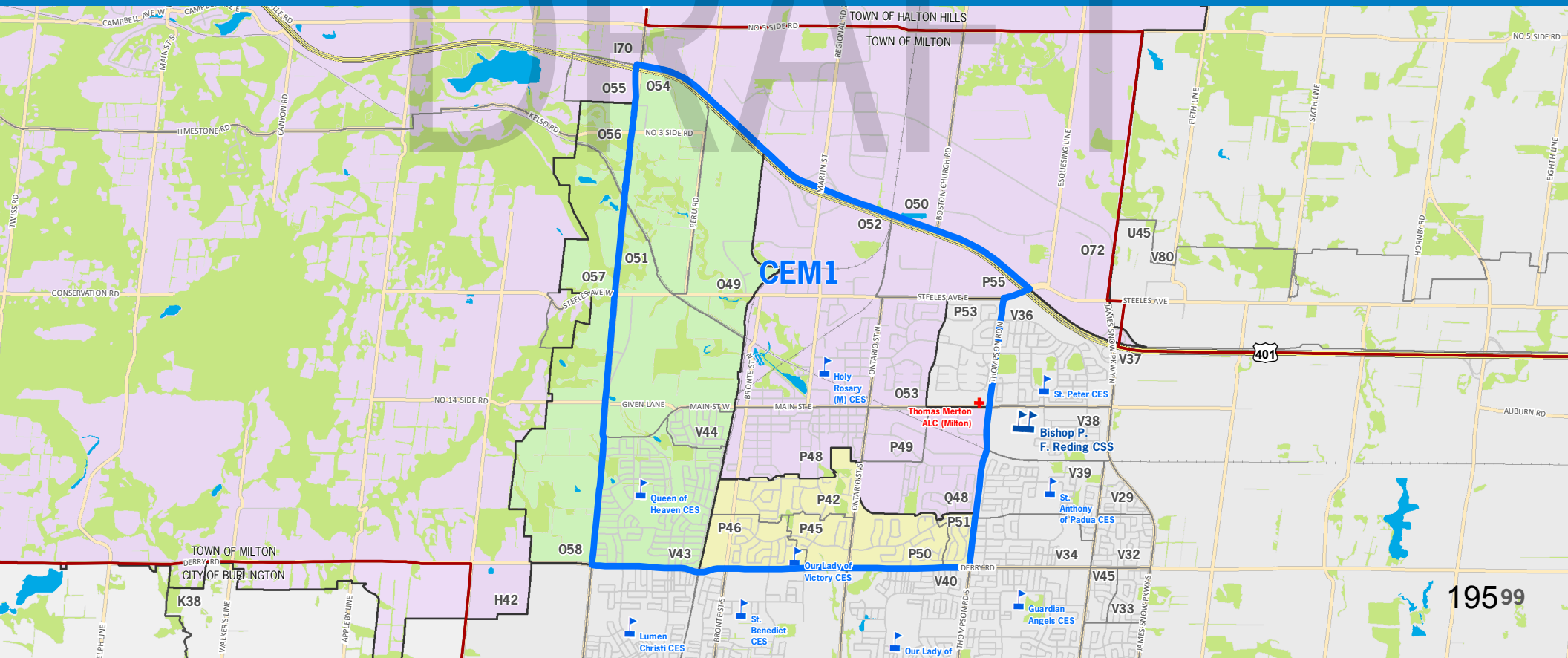
CEM1

Old Milton, Timberlea, Scott & Milton Heights Elementary

Bishop P. F. Reding & Jean Vanier Family of Schools

Review Area Overview

- Overall enrolment has fluctuated over the last five years within this area, largely due to declines in the existing community combined with increases from new developments. Overall, enrolment is expected to increase over the long-term.
- **Queen of Heaven CES is projected to exceed total Site Capacity by 2018, and Holy Rosary (Milton) CES is forecasted to exceed Site Capacity by 2024.** Both schools are expected to face accommodation pressures during this period.
- Holy Rosary (M) CES hosts regional Extended French Immersion programming and Our Lady of Victory CES hosts regional Gifted placements.
- This review area has a mix of mature communities in Old Milton and Timberlea, newer communities in Scott, and **planned developments in Milton Heights.**
- Remaining development will take the form of existing single-family home replacements, and medium and high-density intensification.



2013 LTCP Recommendations

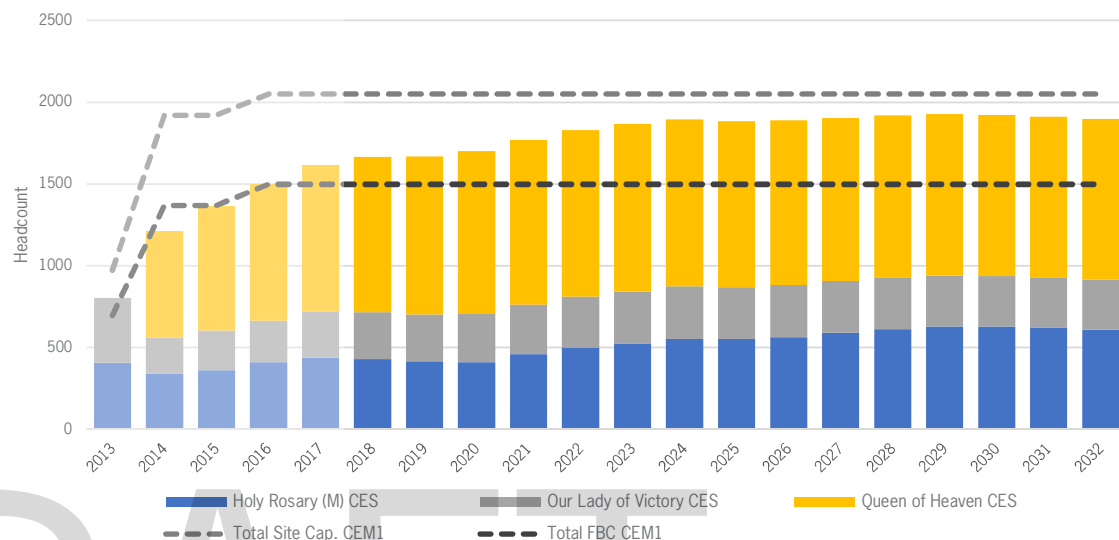
A Pupil Accommodation Review was recommended for 2018-19 to address declining enrolment, as well as repair/renewal needs.

History of Actions



2014-15 Queen of Heaven CES opened.

2016-17 Renewal and addition project undertaken at Holy Rosary (M) CES.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Holy Rosary (M) CES 	6%	536	0	536	Enrol.	407	341	362	410	438	431	417	412	460	501	524	554	553	565	592	614	630	629	620	609	39%
					UTZ	76%	84%	89%	76%	82%	80%	78%	77%	86%	93%	98%	103%	103%	105%	110%	115%	118%	117%	116%	114%	
Our Lady of Victory CES 	13%	291	276	567	Enrol.	398	221	244	255	281	286	287	295	304	312	319	321	317	317	314	311	309	308	307	9%	
					UTZ	137%	76%	84%	88%	97%	98%	99%	101%	104%	107%	110%	110%	109%	109%	109%	108%	107%	106%	106%		105%
Queen of Heaven CES	0%	671	276	947	Enrol.	0	650	761	836	897	948	966	996	1005	1016	1024	1021	1014	1009	995	991	987	985	983	983	10%
					UTZ		97%	113%	125%	134%	141%	144%	148%	150%	151%	153%	152%	151%	150%	148%	148%	147%	147%	146%	146%	
CEM1 Total (Avg. for FCI)	6%	1498	552	2050	Enrol.	805	1212	1367	1501	1616	1665	1670	1703	1769	1829	1867	1896	1884	1891	1904	1919	1928	1923	1911	1899	18%
					UTZ	115%	89%	100%	100%	108%	111%	111%	114%	118%	122%	125%	127%	126%	126%	127%	128%	129%	128%	128%	127%	

* Holy Rosary (M) CES and Queen of Heaven CES catchments include rural study areas within CEM3B.

Planned and Proposed Major Residential Developments

The Milton Heights development is forecasted to impact enrolment this review area. The development consists of a mix of low and medium-density residential uses, totaling approximately 1141 units. These types of development have typically yielded a high number of elementary students. Students from this development are anticipated to be directed to Holy Rosary (M) CES.

Medium and high-density developments may take place within the existing community in Old Milton and along Bronte Street South. It should be noted that the Board is not expected to yield a large number of students from high-density developments. However, staff will continue to monitor student yields within these areas to ensure projections reflect changes in housing choice.

Area School Profiles



Holy Rosary (M) CES

FACILITY	Opening Year	1999	FBC Capacity	536
	School Site Size (ha)	1.38	Portable	
	Facility Condition Index (5-yr)	6%	Capacity	0
	Facility Assessment Year	2015	Site Capacity	536

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	BENE
Gr. 5 ExFI	HLRM
Gr. 9 RT	BHRD

Hosted Programs



COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



Our Lady of Victory CES

FACILITY	Opening Year	1984	FBC Capacity	291
	School Site Size (ha)	2.62	Portable	
	Facility Condition Index (5-yr)	13%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	567

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	BENE
Gr. 5 ExFI	HLRM
Gr. 9 RT	BHRD

Hosted Programs



COMMUNITY USES

Child Care Spaces	Other Uses
Infant	Hub
Toddler	Our Kids Network
Pre.S	



Queen of Heaven CES

FACILITY	Opening Year	2014	FBC Capacity	671
	School Site Size (ha)	2.43	Portable	
	Facility Condition Index (5-yr)	0%	Capacity	276
	Facility Assessment Year	N/A	Site Capacity	947

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	BENE
Gr. 5 ExFI	BENE
Gr. 9 RT	JEAN

Hosted Programs

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	Specialized Programs
Toddler	Woodview
Pre.S	

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Holy Rosary (M) CES							
Our Lady of Victory CES							
Queen of Heaven CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

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Short-term Recommendations (1-5 years)

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 Recommendations (6-15 years)

Continue to monitor enrolments.

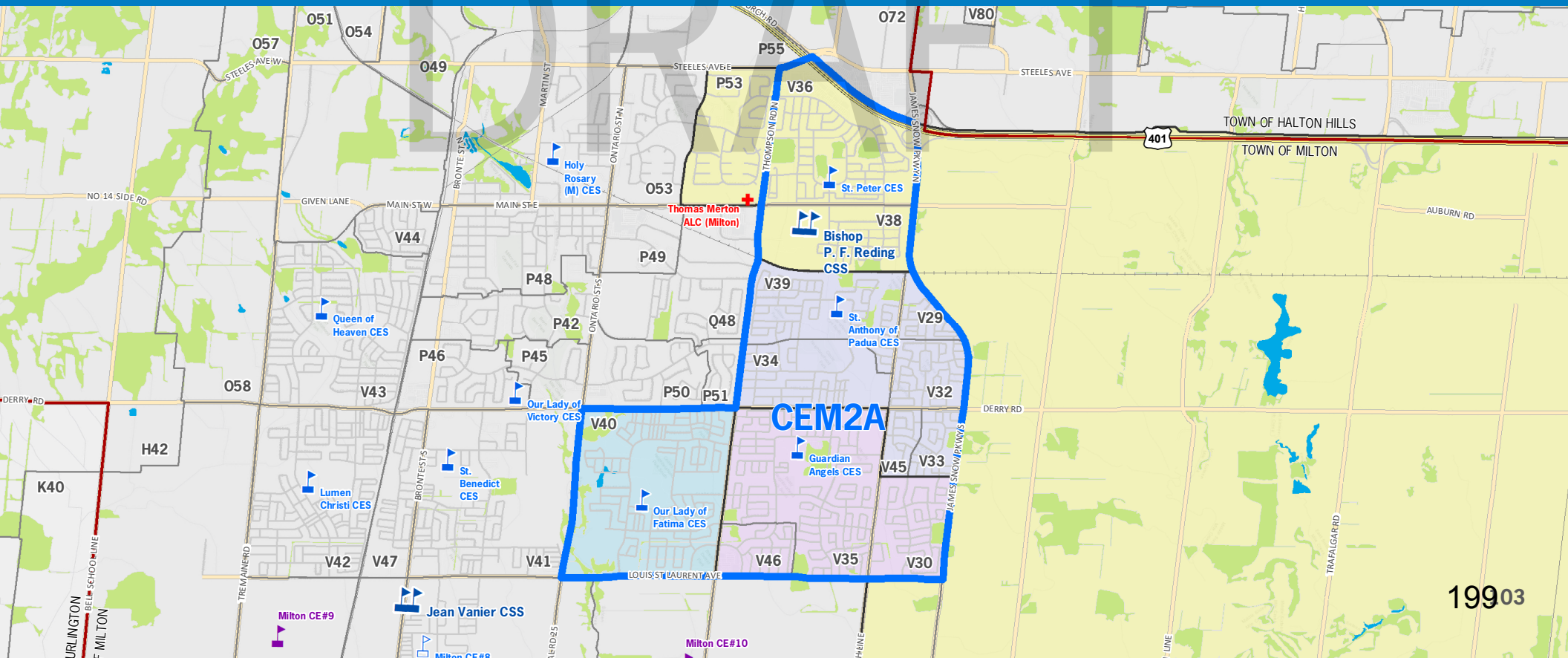
CEM2A

Bristol Survey Elementary

Bishop P. F. Reding & Jean Vanier Family of Schools

Review Area Overview

- Enrolment in this review area has been increasing at a rapid and consistent rate over the past ten (10) years since development began in the Bristol Survey, creating significant enrolment pressures on existing schools requiring the use of numerous temporary portable classrooms.
- Enrolments are projected to stabilize significantly over the long-term. It should be noted that **enrolment pressures will continue to exist at St. Anthony of Padua CES to 2021 as total Site Capacity will be exceeded.**
- St. Peter CES will no longer require portables by 2021, Our Lady of Fatima CES will no longer require portables by 2023.
- The Extended French Immersion program at Our Lady of Fatima CES was fully phased out by 2017, and the French Immersion program at St. Peter CES will be fully phased out by 2022.
- Most large-scale subdivision developments have been completed within this area, however lands remain available for some medium- to high-density developments within this area. There is a possibility that schools with available capacity within this area may serve as holding schools for the Milton Urban Expansion Lands (CEM3A).



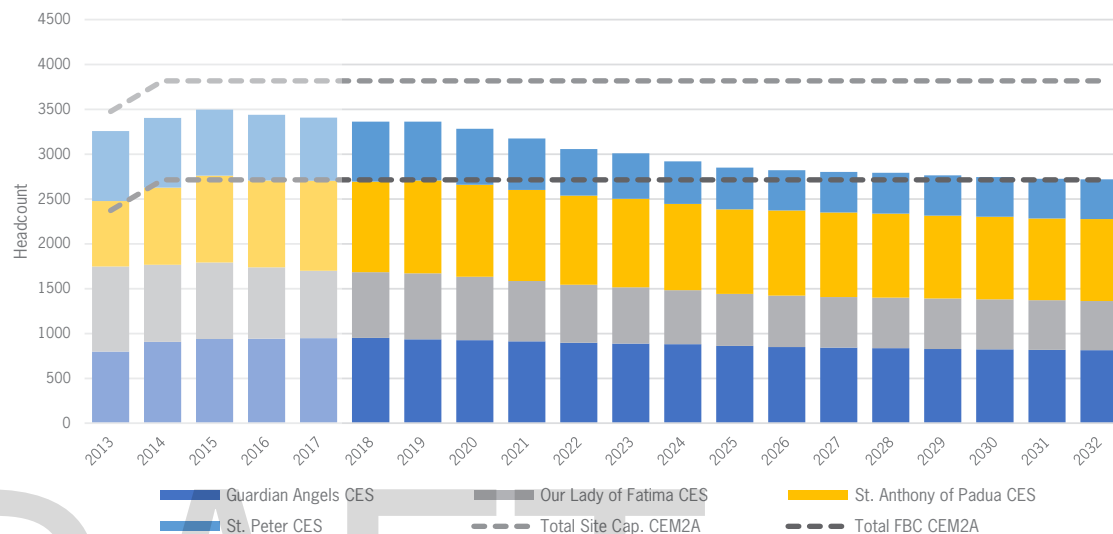
2013 LTCP Recommendations

The opening of St. Benedict CES (CEM2B) was expected to alleviate accommodation pressures at area schools.

History of Actions

- 2014-15** Addition to Guardian Angels CES opened.
- 2014-15** Addition to St. Anthony of Padua CES opened.
- 2017-18** Ministry of Education approved a 5-room Child Care addition at St. Peter CES.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Guardian Angels CES	2%	723	276	999	Enrol.	797	905	937	940	948	951	935	927	912	897	887	880	861	850	843	835	827	822	817	813	-14%
					UTZ	144%	125%	130%	130%	131%	132%	129%	128%	126%	124%	123%	122%	119%	118%	117%	115%	114%	114%	113%	112%	
Our Lady of Fatima CES	1%	648	276	924	Enrol.	950	862	856	799	752	732	735	707	673	646	629	603	580	573	565	565	562	558	553	550	-27%
					UTZ	147%	133%	132%	123%	116%	113%	113%	109%	104%	100%	97%	93%	90%	88%	87%	87%	87%	86%	85%	85%	
St. Anthony of Padua CES	0%	723	276	999	Enrol.	730	859	966	967	1004	1010	1036	1024	1016	995	986	963	943	950	941	938	926	920	914	913	-9%
					UTZ	132%	119%	134%	134%	139%	140%	143%	142%	141%	138%	136%	133%	130%	131%	130%	130%	128%	127%	126%	126%	
St. Peter CES <small>FI to 2021</small>	4%	619	276	895	Enrol.	779	779	736	733	702	669	655	626	573	519	506	473	464	449	452	453	448	445	442	442	-37%
					UTZ	126%	126%	119%	118%	113%	108%	106%	101%	93%	84%	82%	76%	75%	73%	73%	73%	72%	72%	71%	71%	
CEM2A Total (Avg. for FCI)	2%	2713	1104	3817	Enrol.	3256	3405	3495	3439	3406	3362	3361	3284	3174	3057	3008	2919	2848	2822	2801	2791	2763	2745	2726	2718	-20%
					UTZ	137%	126%	129%	127%	126%	124%	124%	121%	117%	113%	111%	108%	105%	104%	103%	103%	102%	101%	100%	100%	

* St. Peter CES catchment includes study areas within CEM1 and CEM3A.

Planned and Proposed Major Residential Developments

Development of medium- and high-density housing types continue within vacant greenfield lands within this area.

There are some remaining single-family homes being completed in the St. Anthony of Padua and Our Lady of Fatima CES catchments.

It should be noted that as the Milton Urban Expansion Lands (CEM3A) develop, there is a possibility that schools with available capacity in this review area may serve as holding schools.

Area School Profiles



Guardian Angels CES

FACILITY	Opening Year	2004	FBC Capacity	723
	School Site Size (ha)	2.54	Portable	
	Facility Condition Index (5-yr)	2%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	999

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	BENE
Gr. 5 ExFI	BENE
Gr. 9 RT	JEAN

Hosted Programs

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



Our Lady of Fatima CES

FACILITY	Opening Year	2009	FBC Capacity	648
	School Site Size (ha)	2.809	Portable	
	Facility Condition Index (5-yr)	1%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	924

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	BENE
Gr. 5 ExFI	BENE
Gr. 9 RT	JEAN

Hosted Programs

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Anthony of Padua CES

FACILITY	Opening Year	2007	FBC Capacity	723
	School Site Size (ha)	2.42	Portable	
	Facility Condition Index (5-yr)	0%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	999

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	BENE
Gr. 5 ExFI	HLRM
Gr. 9 RT	BHRD

Hosted Programs

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Peter CES

FACILITY	Opening Year	2009	FBC Capacity	619
	School Site Size (ha)	0	Portable	
	Facility Condition Index (5-yr)	4%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	895

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	BENE
Gr. 5 ExFI	HLRM
Gr. 9 RT	BHRD

Hosted Programs



COMMUNITY USES

Child Care Spaces *	Other Uses
Infant	10
Toddler	30
Pre.S	48

* Proposed (expected Sept. 2019)

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Guardian Angels CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						
Our Lady of Fatima CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						
St. Anthony of Padua CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						
St. Peter CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

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Short-term Recommendations (1-5 years)

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).

Long-term Recommendations (6-15 years)

Continue to monitor enrolments.

It should be noted that schools with available capacity within this review area may hold students from the Milton Urban Expansion Lands (CEM3A) due to its proximity to the area.

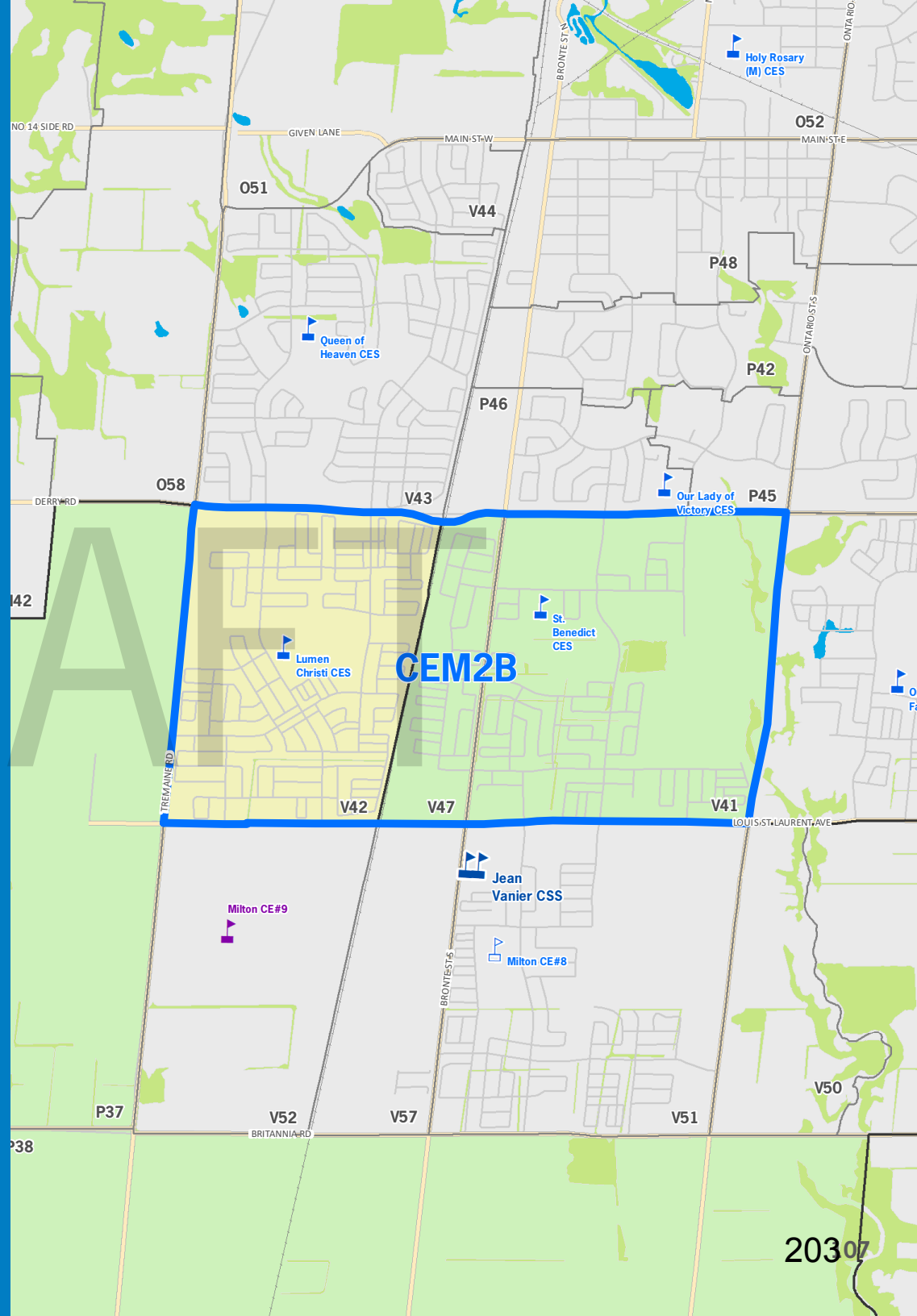
CEM2B

Sherwood Survey South Elementary

Jean Vanier Family of Schools

Review Area Overview

- Enrolment in this review area has been increasing at a rapid and consistent rate over the past ten (10) years since development was initiated in the Sherwood Survey, creating significant enrolment pressures on existing schools requiring the use of numerous temporary portable classrooms.
- Students from Boyne (CEM2D) are being accommodated St. Benedict CES. On November 21, 2016, the Ministry announced that it would fund the **Milton #8 Boyne CES (CEM2D)** that was submitted as part of the 2016 Capital Priorities Business Cases. A School Boundary Review was conducted in 2017-18 to establish new boundaries for Milton #8 Boyne CES. The school is **expected to open in September 2018 and expected to alleviate some accommodation pressures at that school.**
- St. Benedict CES currently hosts the regional French Immersion and Extended French Immersion programs.
- 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. **Programming shifts need to be considered Milton-wide** to address these challenges.
- **Portables will likely be required at Lumen Christi CES from 2018.**
- Most of the low-density residential developments are nearing completion within this area. Additional development will be medium and high-density housing in nature.



2013 LTCP Recommendations

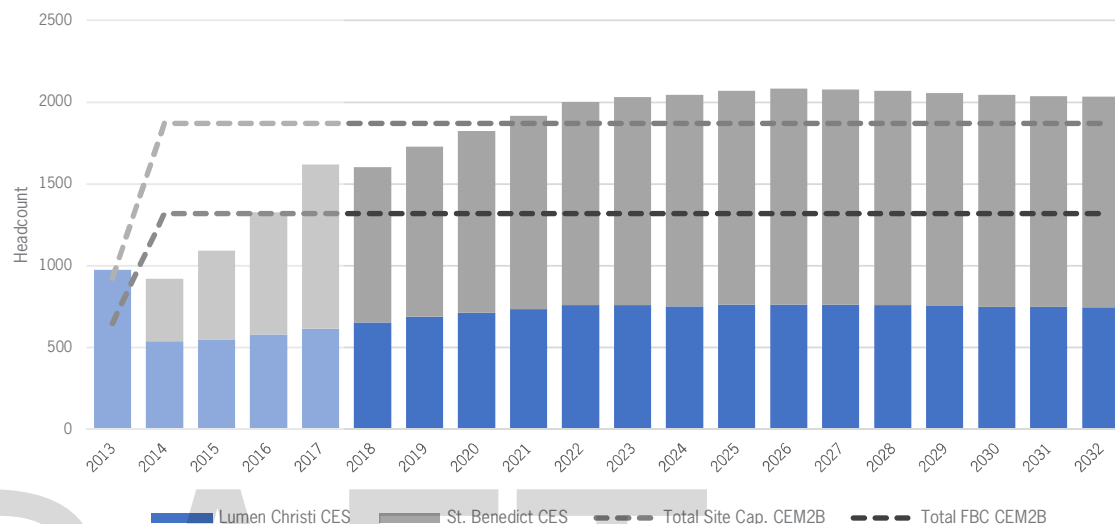
It was noted that the opening of St. Benedict CES and Milton #8 Boyne CES (CEM2D) would alleviate accommodation pressures over the long term.

History of Actions



2014-15 St. Benedict CES opened.

2017-18 A School Boundary Review was conducted to establish new boundaries for Milton #8 Boyne CES (CEM2D). The Boyne area (CEM2C-2D) will be redirected to the new school starting in September 2018.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Lumen Christi CES	0%	648	276	924	Enrol. UTZ	977 151%	539 83%	547 84%	581 90%	617 95%	655 101%	690 106%	714 110%	737 114%	761 117%	759 117%	751 116%	764 118%	764 118%	763 118%	759 117%	755 117%	750 116%	749 116%	748 115%	21%
St. Benedict CES  	0%	671	276	947	Enrol. UTZ	0 UTZ	383 57%	547 82%	746 111%	1002 149%	950 142%	1038 155%	1110 165%	1180 176%	1241 185%	1273 190%	1296 193%	1306 195%	1321 197%	1316 196%	1310 195%	1301 194%	1295 193%	1289 192%	1287 192%	28%
CEM2B Total (Avg. for FCI)	0%	1319	552	1871	Enrol. UTZ	977 151%	922 70%	1094 83%	1327 101%	1619 123%	1605 122%	1728 131%	1824 138%	1917 145%	2002 152%	2032 154%	2047 155%	2070 157%	2085 158%	2079 158%	2069 157%	2056 156%	2045 155%	2038 155%	2035 154%	26%

Area School Profiles



Lumen Christi CES

FACILITY	Opening Year	2011	FBC Capacity	648
	School Site Size (ha)	2.402	Portable	
	Facility Condition Index (5-yr)	0%	Capacity	276
	Facility Assessment Year	2016	Site Capacity	924

PROGRAMS & FEEDERS

Program Feeders		Hosted Programs
Gr. 1 FI	BENE	
Gr. 5 ExFI	BENE	
Gr. 9 RT	JEAN	

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Benedict CES

FACILITY	Opening Year	2014	FBC Capacity	671
	School Site Size (ha)	2.54	Portable	
	Facility Condition Index (5-yr)	0%	Capacity	276
	Facility Assessment Year	N/A	Site Capacity	947

PROGRAMS & FEEDERS

Program Feeders		Hosted Programs
Gr. 1 FI	BENE	FI ExFI
Gr. 5 ExFI	BENE	
Gr. 9 RT	JEAN	

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	

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Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Lumen Christi CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						
St. Benedict CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

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Short-term Recommendations (1-5 years)

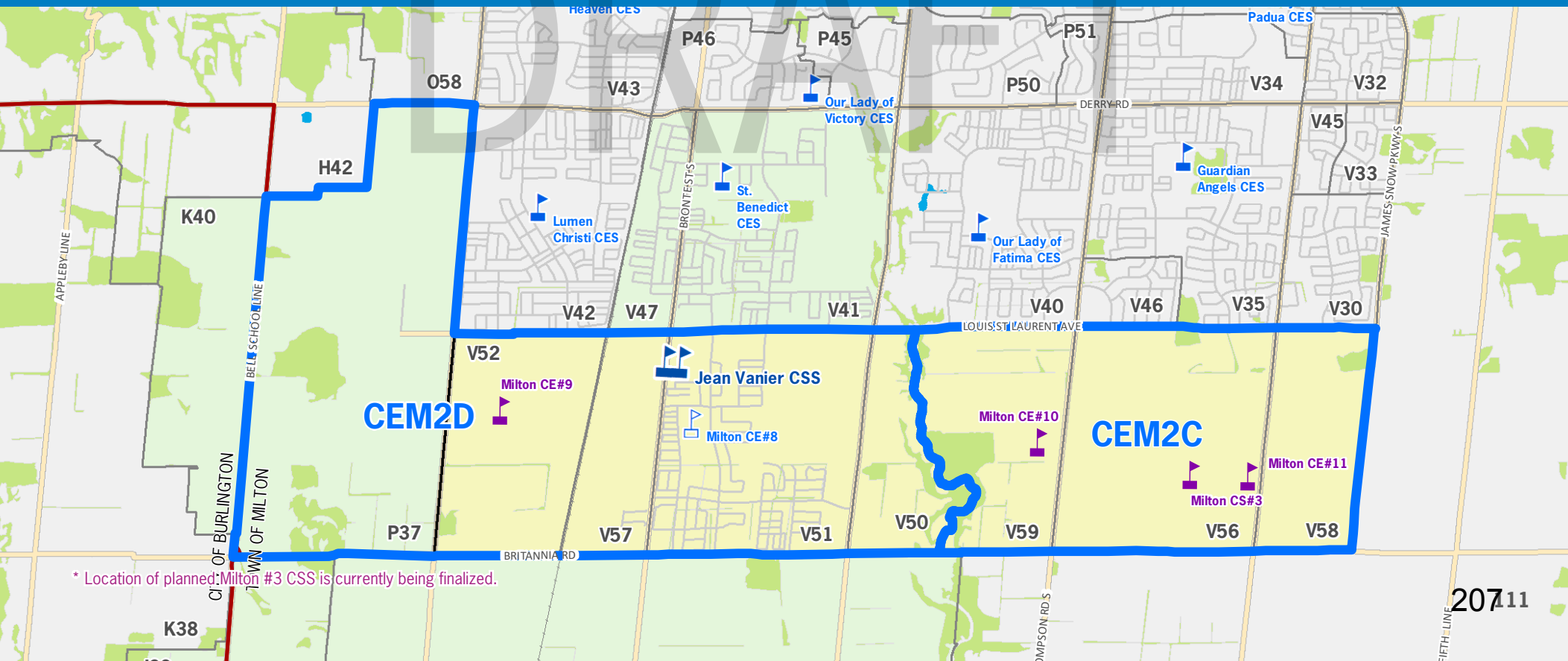
A **School Boundary Review** should be conducted involving **all Milton elementary schools** to balance enrolment across Milton in 2018-19. **French Immersion programming** should also be reviewed at this time to address accommodation challenges at St. Benedict CES (CEM2B).

Long-term Recommendations (6-15 years)

Continue to monitor enrolments.

Jean Vanier Family of Schools

- Greenfield development will continue to occur within the Boyne Secondary Plan over the long-term and is forecasted to impact enrolment in the community.
- 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.
- As a part of the school boundary review for Milton #8 Boyne CES, holding areas were designated for Milton #9 (Walker), Milton #10 (Cobban) and Milton #11 (Bows) Catholic Elementary Schools.
- In addition, development is planned in the Milton Education Village. It is expected that new schools in Boyne will have sufficient capacity to accommodate students from this development.



2013 LTCP Recommendations

Milton #8 Boyne CES was recommended to open to address residential growth within this area.

History of Actions

2017-18 A School Boundary Review was conducted to establish new boundaries for Milton #8 Boyne CES. The Boyne area will be redirected from St. Benedict CES (CEM2B) to the new school starting in September 2018.

2018-19 Milton #8 Boyne CES (yet to be named) is scheduled to open.

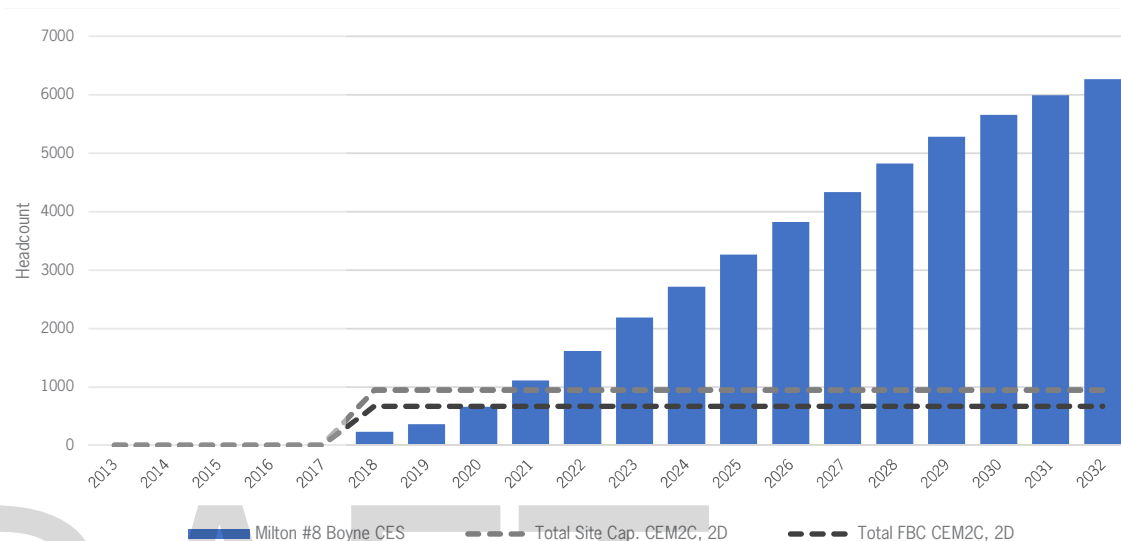
Based on enrolment projections, additional elementary schools will be needed as indicated in the draft timeline below:

2020-21 Milton #9 or #10 CES
(TBD based on timing of development in area)

2022-23 Milton #9 or #10 CES
(TBD based on timing of development in area)

2024-25 Milton #11 CES

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Milton #8 Boyne CES	0%	671	276	947	Enrol.	0	0	0	0	0	233	365	665	1116	1614	2191	2718	3265	3823	4340	4823	5286	5658	5994	6269	
CEM2C, CEM2D Total (Avg. for FCI)	0%	671	276	947	UTZ	0	0	0	0	0	35%	54%	99%	166%	241%	327%	405%	487%	570%	647%	719%	788%	843%	893%	934%	

* Milton #8 Boyne CES opens in 2018. School boundaries were established for the new school in January 2018, which resulted in the redirection of existing students at St. Benedict CES to Milton #8 Boyne CES for 2018.

Planned and Proposed Major Residential Developments

The Boyne Secondary Plan spans most of this review area and contains many low and medium-density units. Approximately 16,900 units are expected within this area. The Board has typically yielded a high number of elementary students from the most recent new developments in Milton (Bristol and Sherwood Surveys). These trends are expected to continue.

In addition, the Town of Milton is currently undergoing secondary planning for the Milton Education Village that is focused around the proposed Wilfred Laurier University campus. This development is expected to contain more high-density units that Boyne and is expected to yield lower number of students based on past trends. Therefore, it is expected that these students would be housed in future

elementary schools in the Boyne community, namely Milton #9 CES.

The Town is also undergoing studies for the expansion of its urban boundary south and east, known as the Milton Urban Expansion Lands. These lands are within CEM3A, however students from this development will be held at Milton #11 CES and schools in CEM2A where space is available (e.g. St. Peter CES), until schools are introduced in that area.

Area School Profiles



Milton #8 Boyne CES (scheduled to open Sept. 2018)

FACILITY	Opening Year	2018	FBC Capacity	671	PROGRAMS & FEEDERS	Program Feeders	Hosted Programs	COMMUNITY USES	Child Care Spaces	Other Uses
	School Site Size (ha)	2.81	Portable			Gr. 1 FI	BENE		Infant	
	Facility Condition Index (5-yr)	0%	Capacity	276		Gr. 5 ExFI	BENE		Toddler	
	Facility Assessment Year	N/A	Site Capacity	947		Gr. 9 RT	JEAN		Pre-S	

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Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Milton #8 Boyne CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						

Renewal projects identified for 2018 school year:

N/A

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

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Short-term Recommendations (1-5 years)

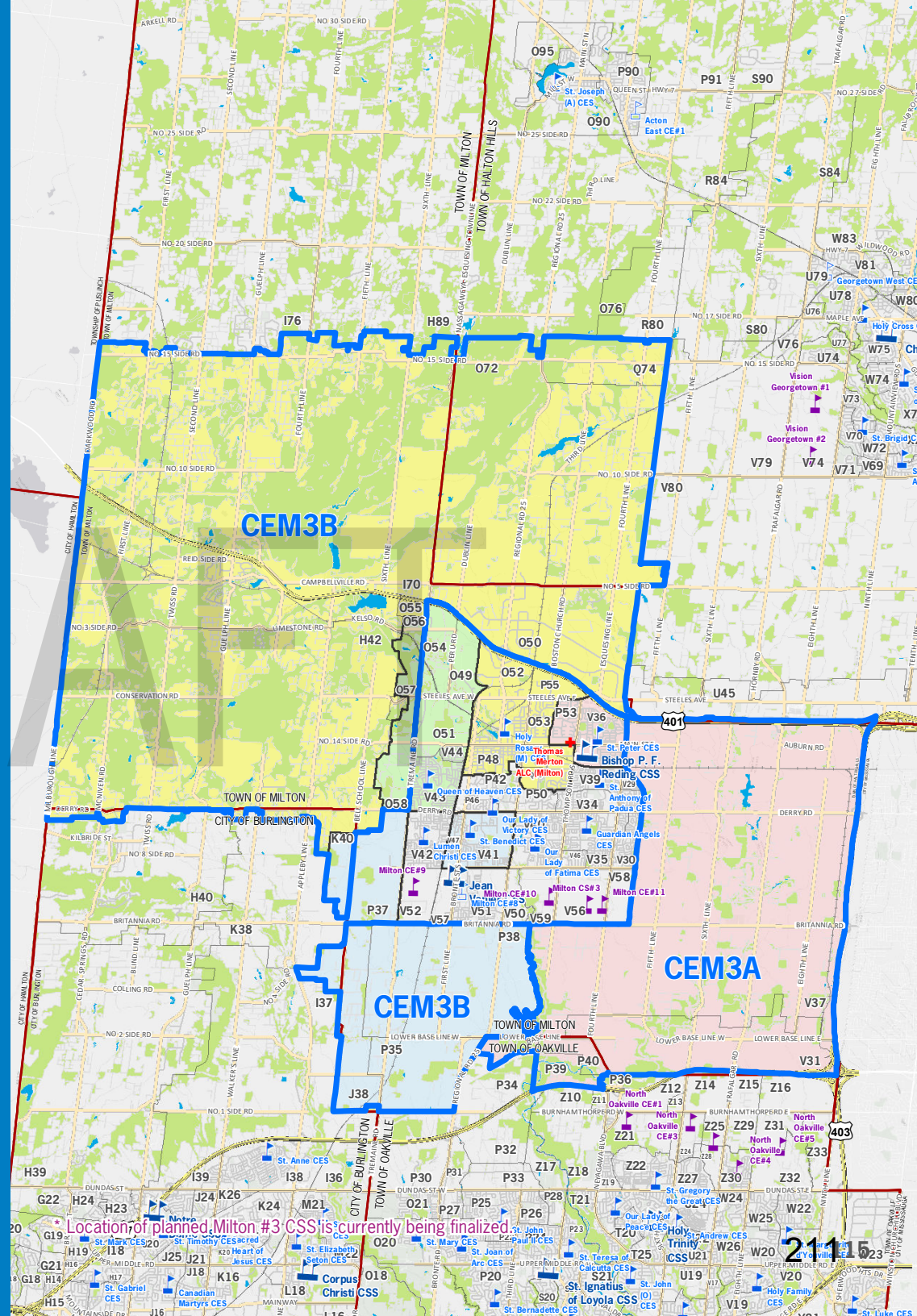
As development proceeds within the Boyne Secondary Plan and Milton Education Village, the **next elementary school (Milton #9 or #10 CES)** will be required by **2020-21** to accommodate students from new development. Following that, the **third elementary school (Milton #9 or #10 CES)** in Boyne will 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 Recommendations (6-15 years)

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.

Bishop P. F. Reding & Jean Vanier Family of Schools

- There are currently no schools within these review areas. **Students are being housed at Holy Rosary (M) CES (CEM1), Queen of Heaven CES (CEM1), St. Benedict CES (CEM2B) and St. Peter CES (CEM2A).**
- Currently this review area contains housing that is rural in nature.
- **Milton #9 (Walker) CES (CEM2D) and Milton #11 (Bowes) CES (CEM2C) are designated as holding schools** for some areas once these schools are introduced.
- Lands in **CEM3A** are designated as a part of the **Milton Urban Expansion Lands**, which will see significant residential development within the medium- to beyond the 15-year timeframe. The Board has indicated that 5 elementary school sites will be needed to accommodate students within this area.



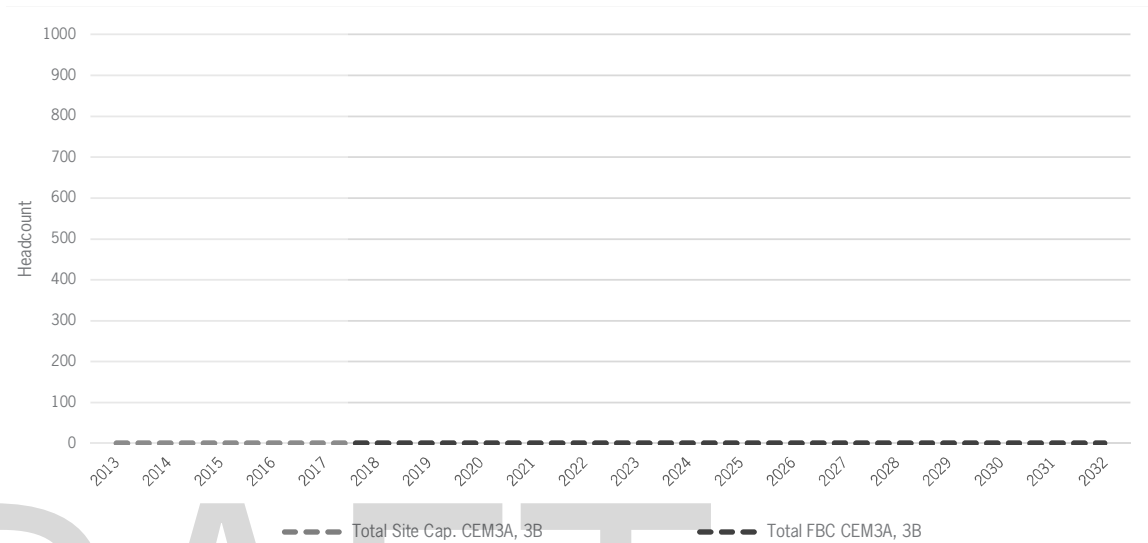
2013 LTCP Recommendations

N/A

History of Actions

N/A

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.	Enrol.	Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
CEM3A, CEM3B Total (Avg. for FCI)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UTZ																										

* There are no elementary schools within CEM3A and CEM3B. Students are directed to Holy Rosary (M) CES and Queen of Heaven CES in CEM1; St. Peter CES in CEM2A; and St. Benedict CES in CEM2B.

Planned and Proposed Major Residential Developments

The Town is also undergoing studies for the expansion of its urban boundary south and east, known as the Milton Urban Expansion Lands. These lands are within CEM3A, however students from this development will be held at Milton #11 CES (CEM2C) and schools in CEM2A where space is available (e.g. St. Peter CES), until schools are introduced in that area. The Board has indicated that 5 elementary school sites will be needed to accommodate students within this area.

The remaining areas are rural in nature. Any new developments will take the form of rural estate homes. A large portion of the lands in CEM3B are protected under Ontario's Greenbelt Plan and have very limited development potential.

Area School Profiles

There are no schools within this review area.

DRAFT

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
No schools within this review area.							

Renewal projects identified for 2018 school year:

N/A

Potential Community Planning and Facility Partnership Prospects

N/A

DRAFT

Short-term Recommendations (1-5 years)

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 Recommendations (6-15 years)

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.

6.3

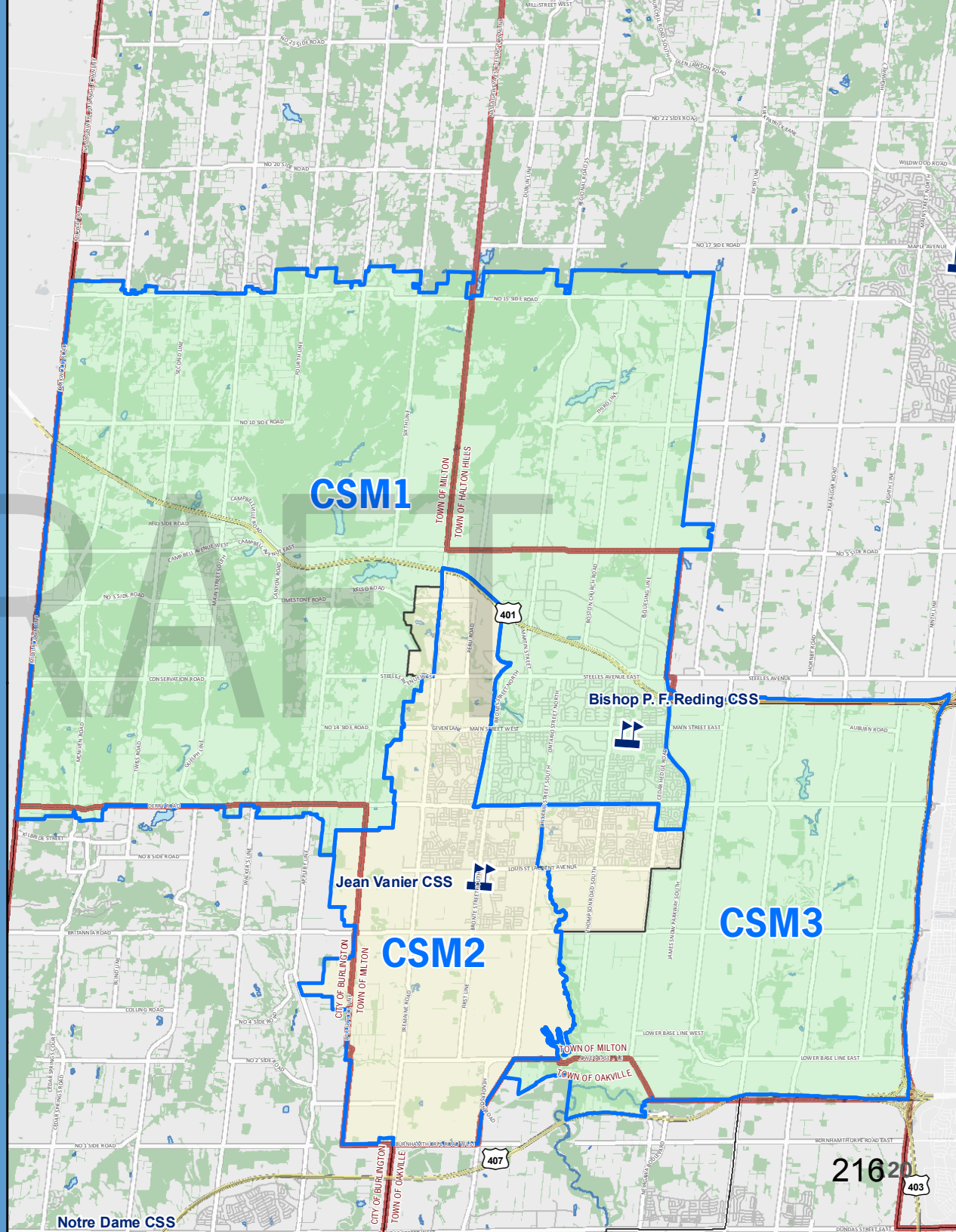
Secondary Review Areas

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Secondary Review Areas in Milton

CSM1
Old Milton, Bristol Survey North & Rural Milton West Secondary
Bishop P. F. Reding CSS

CSM2-3
Milton South & Milton Urban Expansion Lands Secondary
Jean Vanier CSS



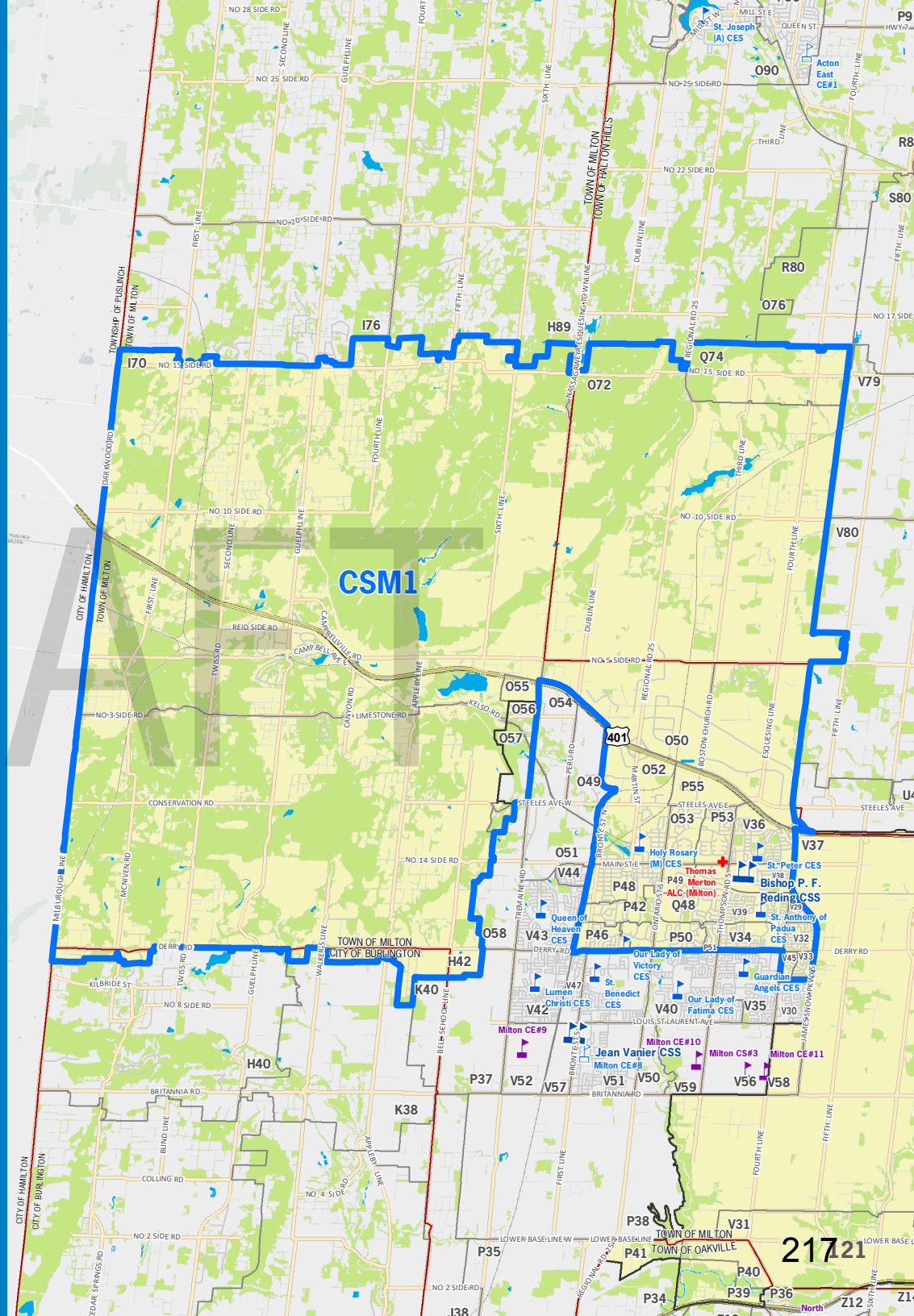
CSM1

Old Milton, Bristol Survey North & Rural Milton West Secondary

Bishop P. F. Reding Family of Schools

Review Area Overview

- Enrolment has been increasing at **Bishop P. F. Reding CSS** for the last five years. It is forecasted to continue increasing then stabilize over FBC 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.
- The school typically sees a **high retention of Grade 8 students from feeder schools**, near 95%.
- The school also sees a **high intake of students from outside of the Board**, which increases enrolment at the school. In 2017, **49% of the Grade 9 students did not attend a HCDSB elementary school for Grade 8**.
- The availability of the new **Advanced Placement (AP)** program is attracting students to the school. The school also hosts regional Extended French Immersion programming, which is a significant draw to the schools.
- 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 1542.
- This area includes a mix of mature neighbourhoods in Old Milton and Timberlea; rural housing in Halton Hills South, Milton West; recent developments in Scott and planned new developments in Milton Heights.
- In addition, there are some new medium and high-density developments in Old Milton.



2013 LTCP Recommendations

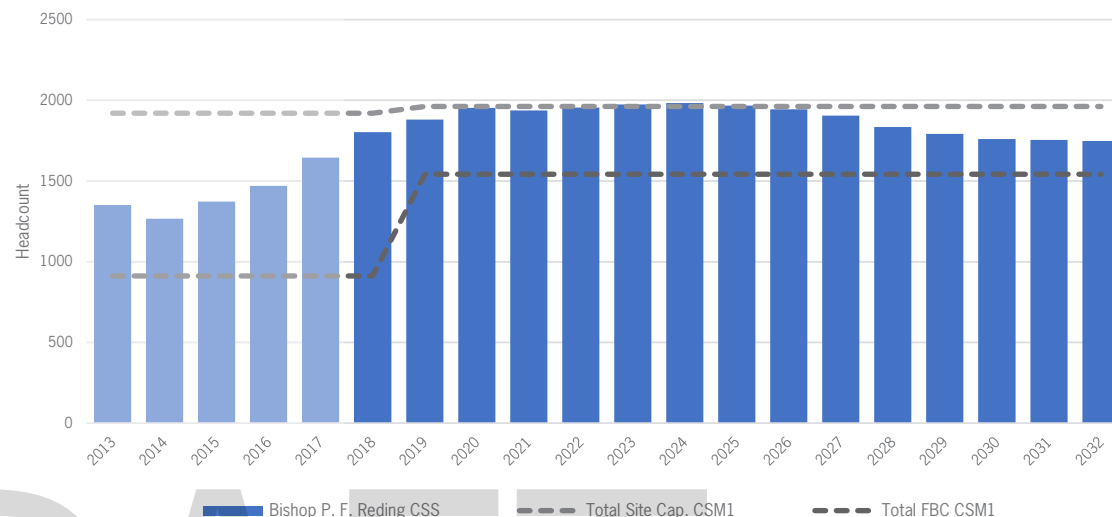
A new secondary school was recommended for 2019-20 to address enrolment growth in Milton. It should be noted that all of Milton Secondary was part of CSM1 at the time of the 2013 LTAP. It is currently split into three secondary review areas.

History of Actions

2017-18

The Ministry announced funding for a 29-classroom addition and a 4-room Child Care Centre (replacing existing 3-room Child Care Centre) to Bishop P. F. Reding CSS, which is scheduled to be complete for 2019-20.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Bishop P. F. Reding CSS <small>Ex-FI ISP AP to 2019</small>	20%	912	1008	1920	Enrol.	1352	1267	1373	1470	1646	1802	1881	1953	1937	1954	1974	1983	1967	1944	1906	1835	1792	1761	1755	1747	6%
					UTZ	148%	139%	151%	161%	180%	198%	122%	127%	126%	127%	128%	129%	128%	126%	124%	119%	116%	114%	114%	113%	
CSM1 Total (Avg. for FCI)	20%	912	1008	1920	Enrol.	1352	1267	1373	1470	1646	1802	1881	1953	1937	1954	1974	1983	1967	1944	1906	1835	1792	1761	1755	1747	6%
					UTZ	148%	139%	151%	161%	180%	198%	122%	127%	126%	127%	128%	129%	128%	126%	124%	119%	116%	114%	114%	113%	

* Bishop P. F. Reding CSS catchment includes a study areas within CS06.

* Bishop P. F. Reding CSS increases to 1542 pupil places in 2019 due to a 29-classroom addition.

Planned and Proposed Major Residential Developments

The Milton Heights development is forecasted to impact enrolment at area schools. The development consists of a mix of low and medium-density residential uses. These types of development have typically yielded a high number of elementary students.

Medium and high-density developments may take place within the existing community. It should be noted that the Board is not expected to yield a large number of students from high-density developments. However, staff will continue to monitor student yields within these areas to ensure projections reflect changes in housing choice.

Area School Profiles



Bishop P. F. Reding CSS

FACILITY	Opening Year	1988	FBC Capacity	912
	School Site Size (ha)	8.09	Portable	
	Facility Condition Index (5-yr)	20%	Capacity	1104
	Facility Assessment Year	2016	Site Capacity	2016

PROGRAMS

Hosted Programs

ExR

ISP
to 2019

AP

COMMUNITY
USES

Child Care Spaces *		Other Uses
Infant	10	
Toddler	15 [30]	
Pre.S	16 [24]	

* Proposed spaces in brackets
(expected Sept. 2019)

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Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Bishop P. F. Reding CSS	School to undergo addition to increase capacity.						

Renewal projects identified for 2018 school year:

Bishop P. F. Reding CSS Lighting Upgrade
Mechanical System
School Refresh
Classroom and Child Care Addition

* Additional information available in Staff Report 9.1 "Proposed 2018 Facility Renewal Projects" from December 19, 2017 Board Meeting.

Potential Community Planning and Facility Partnership Prospects

Bishop P. F. Reding CSS does not currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

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Short-term Recommendations (1-5 years)

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.

Long-term Recommendations (6-15 years)

Continue to monitor enrolments.

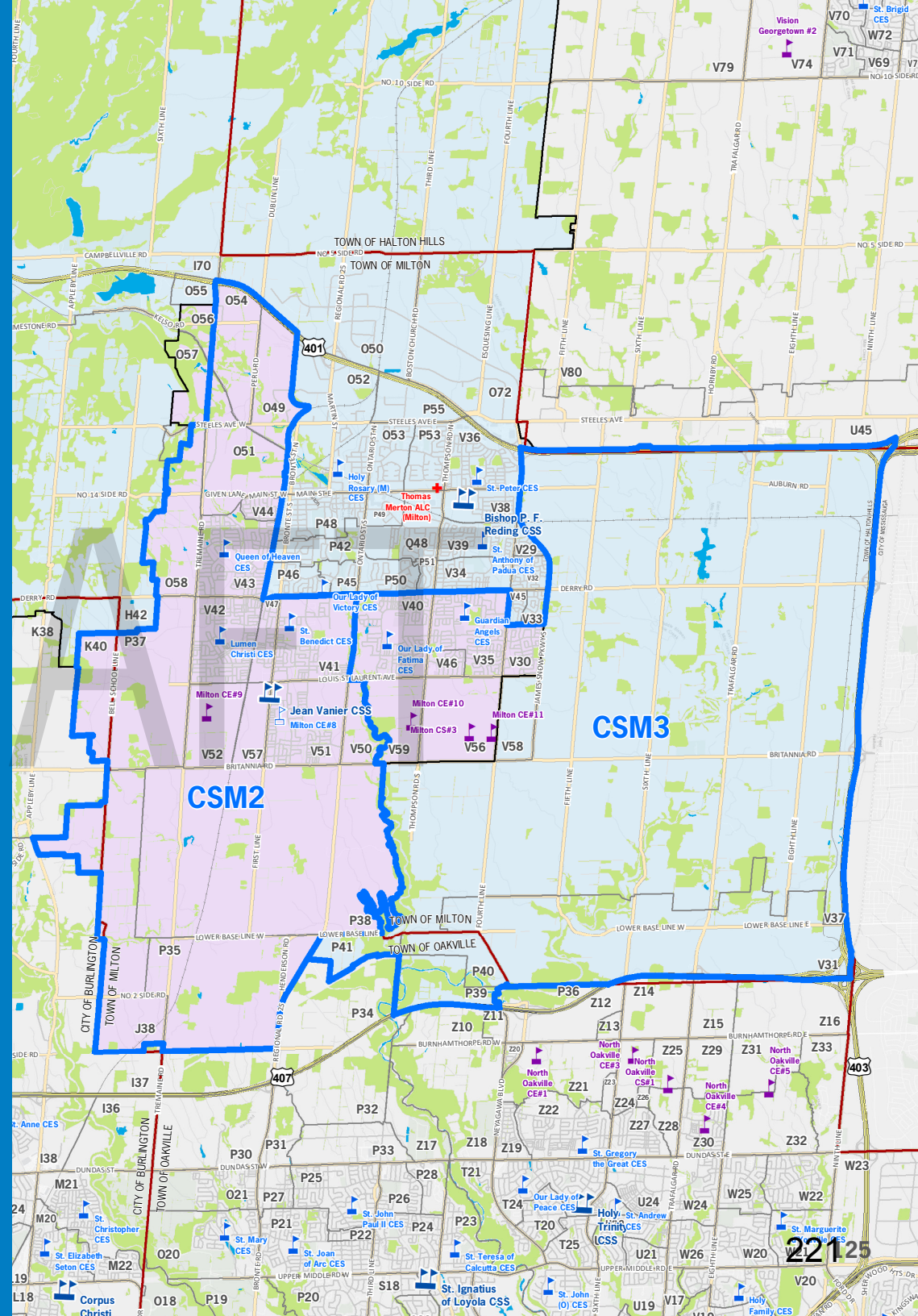
CSM2-3

Milton South & Milton Urban Expansion Lands Secondary

Bishop P. F. Reding & Jean Vanier
Family of Schools

Review Area Overview

- 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.
- The school typically sees a **high retention of Grade 8 students from feeder schools**, near 94%.
- The school also sees a **high intake of students from outside of the Board**, which increases enrolment at the school. In 2017, **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)**.
- These areas contain largely recently developed communities, as well as planned developments in Boyne. Proposed developments in the Milton Education Village (CEM2) and Milton Urban Expansion Lands (CEM3) also fall within these review areas.



2013 LTCP Recommendations

A new secondary school was recommended for 2019-20 to address enrolment growth in Milton. It should be noted that all of Milton Secondary was part of CSM1 at the time of the 2013 LTAP. It is currently split into three secondary review areas.

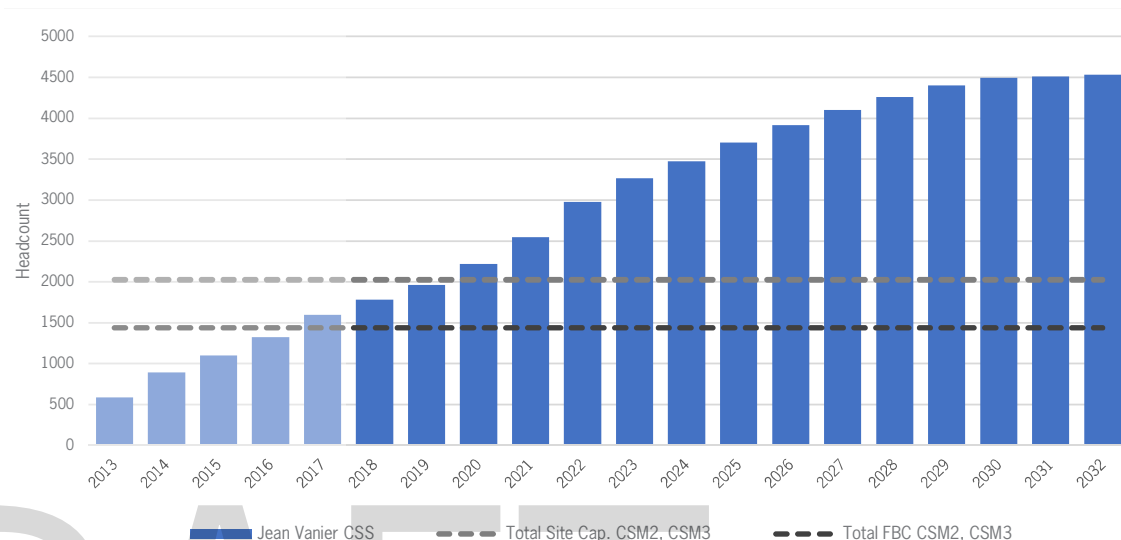
History of Actions

2013-14 Jean Vanier CSS opened.

Based on enrolment projections, additional secondary schools will be required as outlined below:

2020-21 Milton #3 CSS

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Jean Vanier CSS ^{ISP}	0%	1437	588	2025	Enrol.	589	891	1099	1324	1595	1784	1962	2222	2545	2976	3269	3476	3706	3915	4104	4260	4405	4495	4510	4532	184%
					UTZ	41%	62%	76%	92%	111%	124%	137%	155%	177%	207%	227%	242%	258%	272%	286%	296%	307%	313%	314%	315%	
CSM2, CSM3 Total (Avg. for FCI)	0%	1437	588	2025	Enrol.	589	891	1099	1324	1595	1784	1962	2222	2545	2976	3269	3476	3706	3915	4104	4260	4405	4495	4510	4532	184%
					UTZ	41%	62%	76%	92%	111%	124%	137%	155%	177%	207%	227%	242%	258%	272%	286%	296%	307%	313%	314%	315%	

* There are no secondary schools within CSM3. Students within CSM3 are directed to Bishop P. F. Reding CSS in CSM1 and Jean Vanier CSS in CSM2.

Planned and Proposed Major Residential Developments

The Boyne Secondary Plan spans both review areas and contains many low and medium-density units. The Board has typically yielded a high number of secondary students from these types of units in the most recent new developments in Milton (Bristol and Sherwood Surveys). These trends are expected to continue. It should be noted that a Catholic Secondary School site (Milton #3 CSS) is designated within the Boyne East Tertiary Plan (CEM3).

In addition, the Town of Milton is currently undergoing secondary planning for the Milton Education Village (CEM2) that is focused around the new Wilfred Laurier University campus. This development is expected to contain more high-density units than Boyne and is expected to yield lower number of students based on past trends.

The Town is also undergoing studies for the expansion of its urban boundary south and east, known as the Milton Urban Expansion Lands. The need for an additional Catholic Secondary School has been identified within the Milton Urban Expansion Lands (CEM3).

Area School Profiles



Jean Vanier CSS

FACILITY	Opening Year	2013	FBC Capacity	1437
	School Site Size (ha)	7.27	Portable	
	Facility Condition Index (5-yr)	0%	Capacity	644
	Facility Assessment Year	N/A	Site Capacity	2081

PROGRAMS

Hosted Programs
ISP

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre-S	

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Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Jean Vanier CSS	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

Jean Vanier CSS does not currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

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 Recommendations (6-15 years)

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.

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Oakville

- 7.1** Municipal Overview
- 7.2** Elementary Review Area Information
- 7.3** Secondary Review Area Information

7.1

Municipal Overview & Enrolment Trends

The Town of Oakville is one (1) of the primary growth areas of the Board, and as a result, is expected to generate significant enrolment yields over the next 15 years and onward. This growth is also one of the key factors that sustain the Board's ongoing yearly increase in student population, moderating the effects of projected declines in older more maturing neighbourhoods. Overall, Oakville's built neighbourhoods can be characterized one (1) of three (3) ways: maturing, established, and new growth.

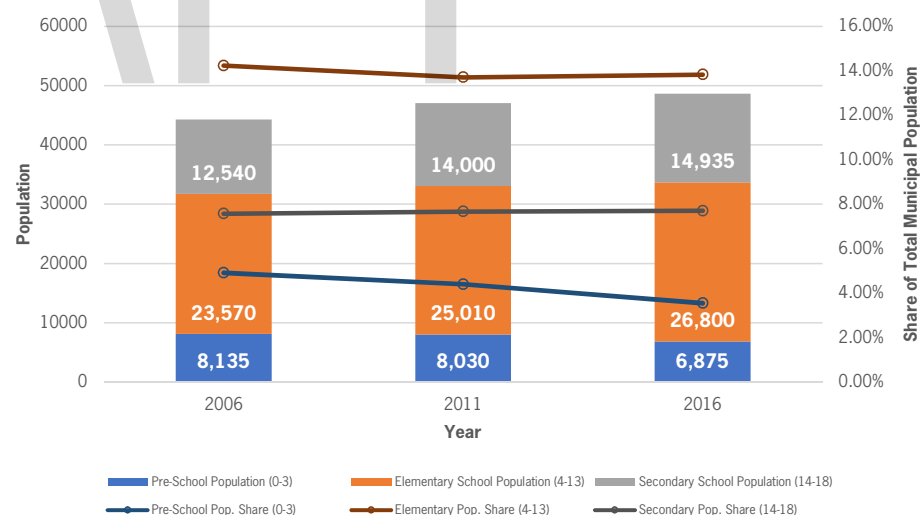
South of the QEW (CEO1) is comprised of the oldest maturing neighbourhoods; North of the QEW and South of Upper Middle Road are also maturing but newer neighbourhoods seeing mostly infill growth and low enrolment yields. North of Upper Middle Road and South of Dundas Street are established neighbourhoods with sustained and continued development and enrolment growth. The geography north of Dundas Street (CEO6) is new greenfield development, characterized by high development growth and potentially high enrolment yields. There is also the new growth area located between Upper Middle Road and the QEW, the former Saw-Whet Mills Golf Course (CEO2) being converted into residential developments. The Glen Abbey (CEO3) golf course's conversion has been denied by the Town and is under appeal.

Overall School-Aged Population Trends

From the 2006 to 2016 Census, Oakville's total population has increased from 165,610 to 193,830, an increase of 17.0%. The increase in population has been spread across various age group; however, some groups have increased greater than others. The largest increase occurred in the population over 45 years of age, which increased by 19.6%. Meanwhile, the population aged 19 to 44 increased by 19.1%.

The proportion of the Town's population that are children (aged 18 or under) has declined by 1.6% from 2006 to 2016. Total pre-school population (children aged 3 or younger) has declined from being 4.9% of Oakville's population in 2006 to 3.6% of the population in 2016. Children aged 4 to 13 has declined from being 14.2% of the population in 2006 to 13.8% of the City's population by 2016. Children aged 14 to 18 has increased slightly from being 7.6% of the City's population in 2006 to 7.7% by 2016.

Refer to Projection Methodology for more information regarding data used for enrolment projections.



How to read graph to the right:

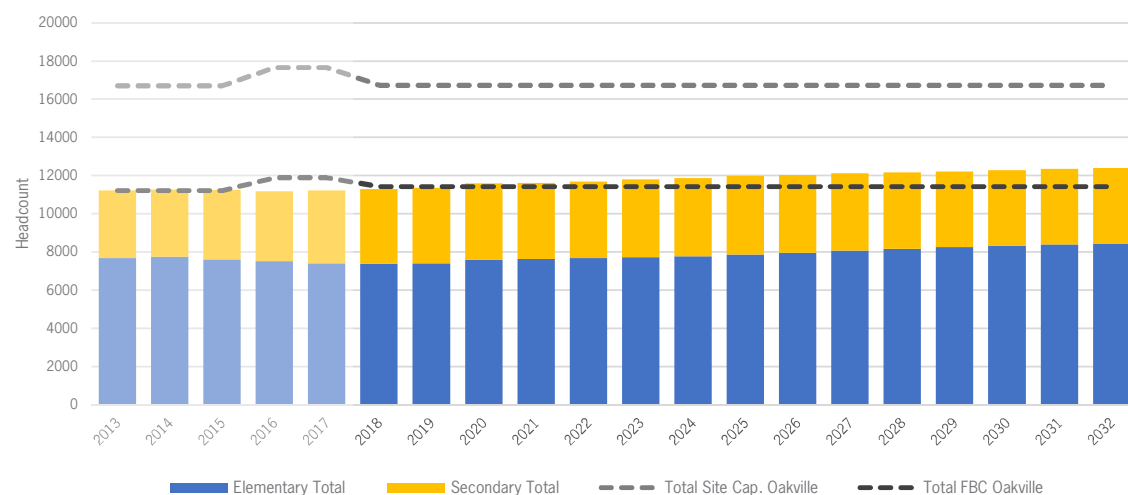
This graph depicts the historical municipal population by pre-school and various school-aged population along with the share of the municipal population by these age groups from the 2006 to 2016 Census. For the population, see primary vertical axis (on the left). For the share of population, see secondary vertical axis (on the right). Data provided by Statistics Canada, 2006-2016.

Municipal Enrolment Trends

The total enrolment for the Town of Oakville for both the elementary and secondary school panels are projected to be stable as growth generates new students that counteract declines in other areas. There are a number of existing communities that are experiencing overall declines as JK cohort sizes and birth rates decline. Overall, the North Oakville Secondary Plan area is slowing declining enrolment in Oakville. Also note that the imminent closure of two (2) schools will improve overall utilization.

The projection period for the Long-Term Capital Plan (LTCP) is over a 15-year projection period, between the 2018-2032 school years. During this time, the Board anticipates the following:

- Within a 15-year period, the Town of Oakville's **elementary panel enrolment is projected to continue growing overall, increasing from 7,372 students to 8,419 students**, representing an overall growth of approximately 14%. Utilization for the elementary panel will increase from 95% to 108% over this period.
- Within a 15-year period, the Town of Oakville's **secondary panel enrolment is projected to remain relatively stable, increasing slightly from 3,930 students to 3,975 students**, an increase of approximately 4%. Utilization for the secondary panel will increase from 97% to 107% over this period.



Enrolment Projections and Facility Utilization

Panel	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Elementary Total	16%	8093	4508	12601	Enrol.	7679	7759	7613	7524	7399	7372	7411	7589	7626	7671	7732	7765	7861	7968	8080	8173	8266	8324	8391	8419	14%
					UTZ	103%	105%	103%	93%	91%	98%	98%	100%	101%	101%	102%	103%	104%	105%	107%	108%	109%	110%	111%	111%	
Secondary Total	2%	3801	1260	5061	Enrol.	3537	3503	3644	3662	3818	3930	3942	4008	3984	4018	4058	4111	4133	4070	4036	3995	3953	3965	3966	3975	4%
					UTZ	93%	92%	96%	96%	100%	103%	104%	105%	105%	106%	107%	108%	109%	107%	106%	105%	104%	104%	104%	105%	
Oakville Total (Avg. for FCI)	11%	11894	5768	17662	Enrol.	11216	11262	11257	11186	11217	11302	11353	11597	11610	11689	11790	11876	11994	12038	12116	12168	12219	12289	12357	12394	10%
					UTZ	100%	100%	100%	94%	94%	99%	100%	102%	102%	103%	104%	105%	106%	106%	107%	107%	108%	108%	109%	109%	

Review Areas in Oakville

There are 6 elementary review areas and 4 secondary review area in Oakville. Municipal maps with review area boundaries are provided in the following pages.

7.2

Elementary Review Areas

DRAFT

Elementary Review Areas in Oakville

CE01

South Oakville & Clearview Elementary

Oakville South Central CES
St. Dominic CES
St. James CES
St. Joseph (O) CES
St. Luke CES
St. Vincent CES

CE02

West Oak Trails & Bronte Elementary

Ascension CES
St. Joan of Arc CES
St. John Paul II CES
St. Mary CES
St. Teresa of Calcutta CES

CE03

Glen Abbey Elementary

St. Bernadette CES
St. Matthew CES

CE04

College Park & Falgarwood Elementary

Holy Family CES
Oakville North East CES
St. John (O) CES
St. Michael CES

CE05

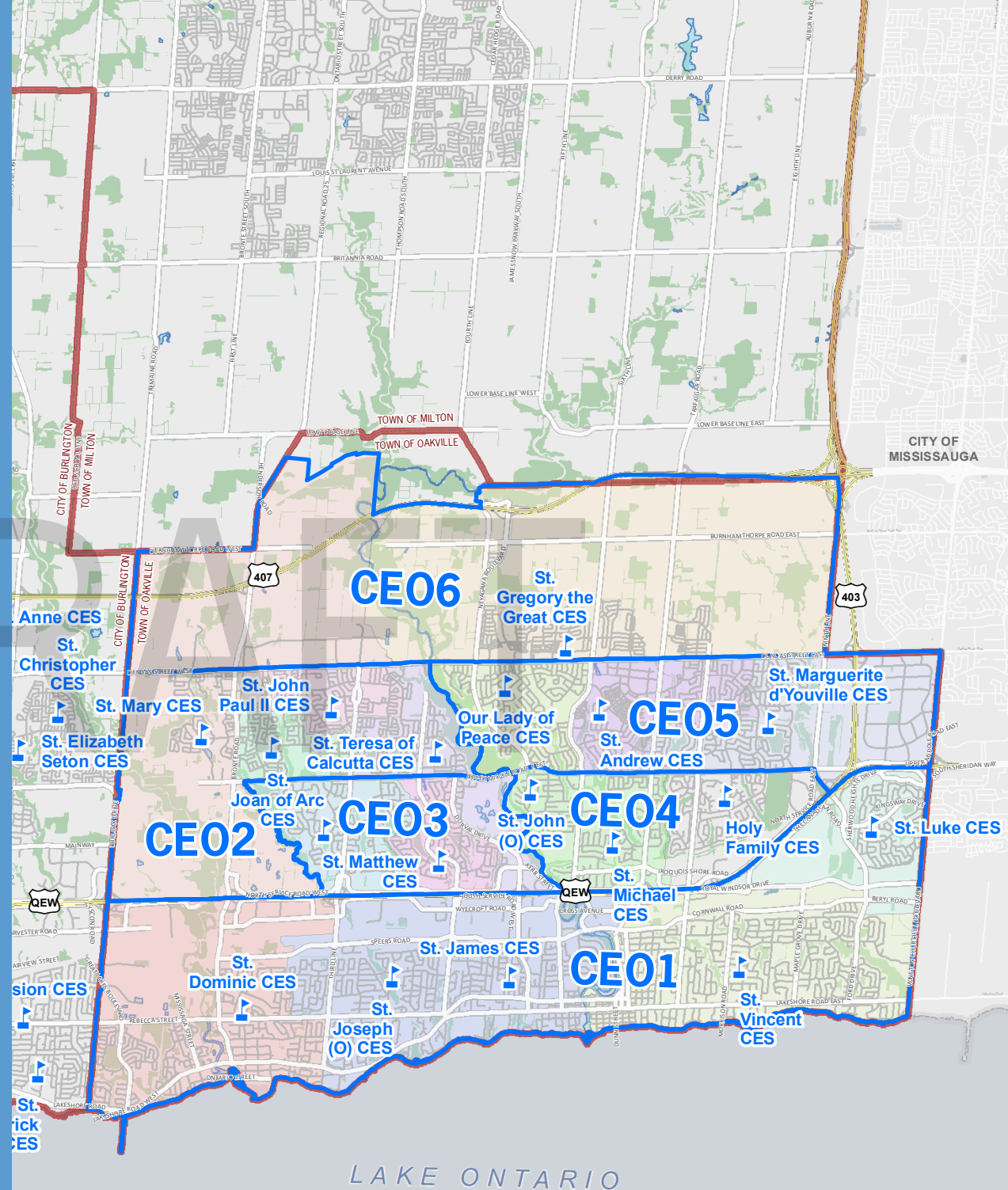
River Oaks & Iroquois Ridge North Elementary

Our Lady of Peace CES
St. Andrew CES
St. Marguerite D'Youville CES

CE06

North Oakville Elementary

St. Gregory the Great CES



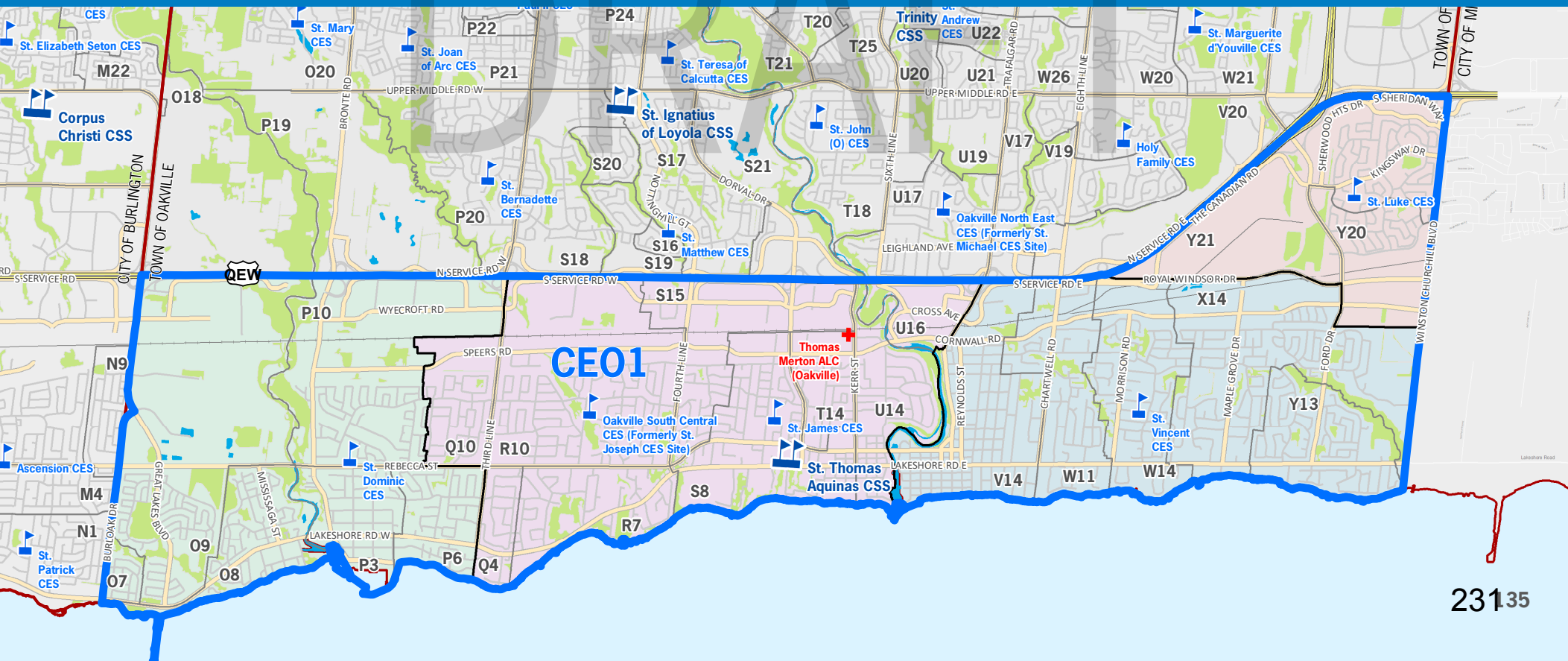
CE01

South Oakville & Clearview Elementary

St. Thomas Aquinas Family of Schools

Review Area Overview

- Enrolment has been decreasing over the last five (5) years and is projected to continue decreasing over the long-term. To address declining enrolment and high renewal needs, a Modified Pupil Accommodation Review (MPAR) was undertaken in 2015-16.
- 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.**
- St. Luke CES is forecasted to drop below 60% utilization** over the long-term.
- Neighbourhoods are continuing to age and mature within this area. Future development will take the form of existing single-family home replacements and redevelopment of commercial and institutional sites for residential uses. Medium and high-density intensification is proposed within the **Bronte Village, Kerr Street, Downtown Oakville and Midtown Oakville Growth Areas.**



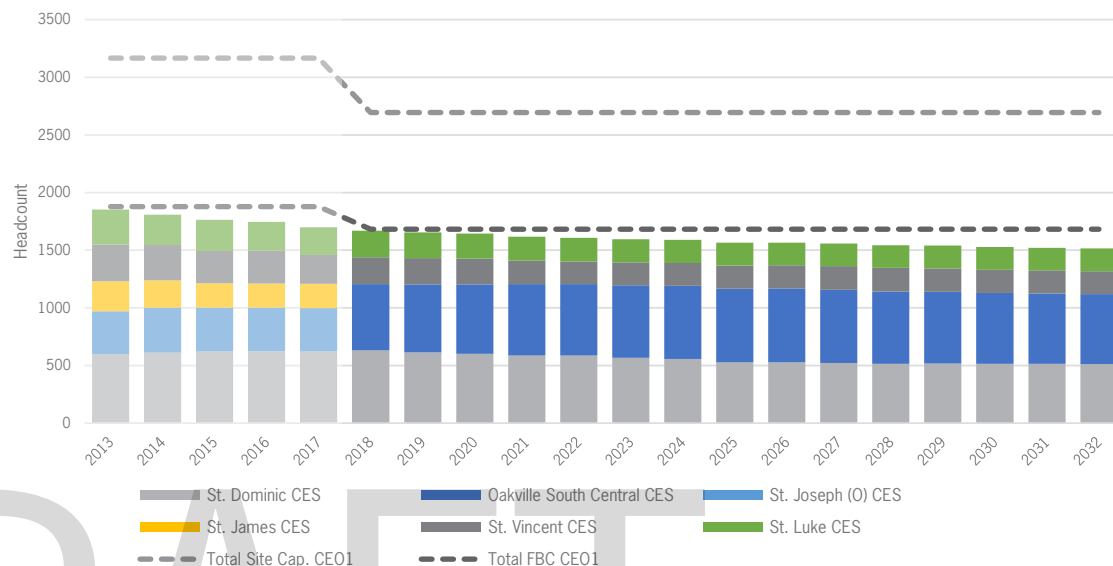
2013 LTCP Recommendations

A Pupil Accommodation Review was recommended in 2019-20 to address declining enrolment and high renewal needs.




History of Actions

- 2015-16** Modified Pupil Accommodation Review (MPAR) initiated in January 19, 2016; recommendations approved on April 19, 2016 impacting St. James CES, St. Joseph (O) CES and St. Dominic CES.
- 2017-18** Renewal projects undertaken at St. Vincent CES.
- 2016-17** The Ministry announced funding for Oakville South Central CES.
- 2016-17** Renewal projects undertaken at St. Luke CES.
- 2017-18** St. James CES and St. Joseph CES closes. The new Oakville South Central CES will be held at the former St. James CES facility for 2018-19 until the new building is complete at the former St. Joseph (O) CES site, scheduled for 2019.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)											15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032		
Oakville South Central CES 		527	276	803	Enrol.	0	0	0	0	0	577	589	603	619	619	628	633	640	643	635	627	623	614	610	606		
					UTZ						109%	112%	114%	117%	117%	119%	120%	121%	122%	120%	119%	118%	117%	116%	115%		
St. Dominic CES	25%	527	276	803	Enrol.	598	611	622	625	622	630	614	601	586	587	567	557	527	526	521	515	517	515	514	513	-18%	
					UTZ	113%	116%	118%	119%	118%	120%	117%	114%	111%	111%	108%	106%	100%	100%	99%	98%	98%	98%	98%	97%		
St. James CES 	33%	455	276	731	Enrol.	261	235	210	208	210	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-100%	
					UTZ	57%	52%	46%	46%	46%																	
St. Joseph (O) CES 	42%	268	276	544	Enrol.	372	393	382	379	376	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-100%	
					UTZ	139%	147%	143%	141%	140%																	
St. Luke CES	22%	360	276	636	Enrol.	303	263	269	251	239	231	224	218	210	205	200	201	198	196	197	197	197	197	197	197	-18%	
					UTZ	84%	73%	75%	70%	66%	64%	62%	61%	58%	57%	56%	56%	55%	54%	55%	55%	55%	55%	55%	55%		
St. Vincent CES	17%	268	184	452	Enrol.	318	306	280	283	251	231	228	222	203	196	199	199	200	201	206	205	203	201	200	199	-21%	
					UTZ	119%	114%	104%	106%	94%	86%	85%	83%	76%	73%	74%	74%	75%	75%	77%	76%	76%	75%	75%	74%		
CEO1 Total (Avg. for FCI)	31%	1878	1288	3166	Enrol.	1852	1808	1763	1746	1698	1669	1655	1644	1618	1607	1594	1590	1565	1566	1559	1544	1540	1527	1521	1515	-11%	
					UTZ	99%	96%	94%	93%	90%	143%	142%	141%	139%	138%	137%	137%	134%	135%	134%	133%	132%	131%	131%	130%		

* In 2018, Oakville South Central CES will open as a result of the consolidation of St. Joseph (O) CES and St. James CES. For more information, visit www.hcdsb.org.

Planned and Proposed Major Residential Developments

Medium and high-density intensification is currently occurring with this review area, largely within the Bronte Village, Kerr Street, Downtown Oakville and Midtown Oakville Growth Areas. Additional development of similar nature is expected to occur within this area.

Due to the higher density nature of these developments, the Board is not expected to yield a large number of students. It should be noted that approximately 3100 planned and under construction high-density units have been included in the above projections. However, staff will continue to monitor student yields within these areas to ensure projections reflect changes in housing choice.


Area School Profiles



Oakville South Central CES (opens Sept. 2018)*

FACILITY	Opening Year	2018	FBC Capacity	527
	School Site Size (ha)	2.21	Portable	
	Facility Condition Index (5-yr)		Capacity	276
	Facility Assessment Year		Site Capacity	803

* For up-to-date school consolidation information, visit www.hcdsb.org.

PROGRAMS & FEEDERS	Program Feeders	Hosted Programs
	Gr. 1 FI	
	Gr. 5 ExFI	 from 2018
	Gr. 9 RT	

COMMUNITY USES	Child Care Spaces	Other Uses
	Infant	
	Toddler	
	Pre.S	



St. Dominic CES

FACILITY	Opening Year	1966	FBC Capacity	527
	School Site Size (ha)	2.86	Portable	
	Facility Condition Index (5-yr)	25%	Capacity	276
	Facility Assessment Year	2016	Site Capacity	803

PROGRAMS & FEEDERS	Program Feeders	Hosted Programs
	Gr. 1 FI	MARY
	Gr. 5 ExFI	JOSO
	Gr. 9 RT	AQUI

COMMUNITY USES	Child Care Spaces	Other Uses
	Infant	
	Toddler	
	Pre.S	



St. James CES (closes June 2018)*

FACILITY	Opening Year	1956	FBC Capacity	455
	School Site Size (ha)	1.24	Portable	
	Facility Condition Index (5-yr)	33%	Capacity	276
	Facility Assessment Year	2016	Site Capacity	731

* For up-to-date school consolidation information, visit www.hcdsb.org.

PROGRAMS & FEEDERS	Program Feeders	Hosted Programs
	Gr. 1 FI	MARY
	Gr. 5 ExFI	JOSO
	Gr. 9 RT	AQUI

COMMUNITY USES	Child Care Spaces	Other Uses
	Infant	
	Toddler	
	Pre.S	



St. Joseph (O) CES (closes June 2018)*

FACILITY	Opening Year	1961	FBC Capacity	268
	School Site Size (ha)	2.21	Portable	
	Facility Condition Index (5-yr)	42%	Capacity	276
	Facility Assessment Year	2016	Site Capacity	544

* For up-to-date school consolidation information, visit www.hcdsb.org.

PROGRAMS & FEEDERS	Program Feeders	Hosted Programs
	Gr. 1 FI	MARY
	Gr. 5 ExFI	JOSO
	Gr. 9 RT	AQUI

COMMUNITY USES	Child Care Spaces	Other Uses
	Infant	
	Toddler	
	Pre.S	



St. Luke CES

FACILITY	Opening Year	1993	FBC Capacity	360
	School Site Size (ha)	1.94	Portable	
	Facility Condition Index (5-yr)	22%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	636

PROGRAMS & FEEDERS	Program Feeders	Hosted Programs
	Gr. 1 FI	MARY
	Gr. 5 ExFI	JOSO
	Gr. 9 RT	AQUI

COMMUNITY USES	Child Care Spaces	Other Uses
	Infant	0
	Toddler	15
	Pre.S	24



St. Vincent CES

FACILITY	Opening Year	1960	FBC Capacity	268
	School Site Size (ha)	1.74	Portable	
	Facility Condition Index (5-yr)	17%	Capacity	184
	Facility Assessment Year	2016	Site Capacity	452

PROGRAMS & FEEDERS	Program Feeders	Hosted Programs
	Gr. 1 FI	MARY
	Gr. 5 ExFI	JOSO
	Gr. 9 RT	AQUI

COMMUNITY USES	Child Care Spaces	Other Uses
	Infant	
	Toddler	
	Pre.S	

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Oakville South Central CES	Construction of new school building expected to begin in 2018.						
St. Dominic CES							
St. James CES	School building to be repurposed for Thomas Merton ALC following closure in 2019.						
St. Joseph (O) CES	School building to be demolished following closure in 2018.						
St. Luke CES							
St. Vincent CES							

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

St. Luke CES meets criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*. As such, the school should be available for facility partnership opportunities from 2021.

St. James CES also meets criteria identified in the Board's Administrative Procedure. Once the elementary school is closed, Thomas Merton Adult Learning Centre will be relocated to the closed elementary school. Community partnership opportunities could be explored for the closed facility following the relocation of the Adult Learning Centre.

DRAFT

Short-term Recommendations (1-5 years)

Continue to **apply for Ministry funding for 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.

Following the closure of St. James CES and the relocation of Thomas Merton Adult Learning Centre, **partnership opportunities could be explored** for that facility.

Long-term Recommendations (6-15 years)

If enrolment continues to decline at **St. Vincent CES**, explore facility partnership opportunities at the school.

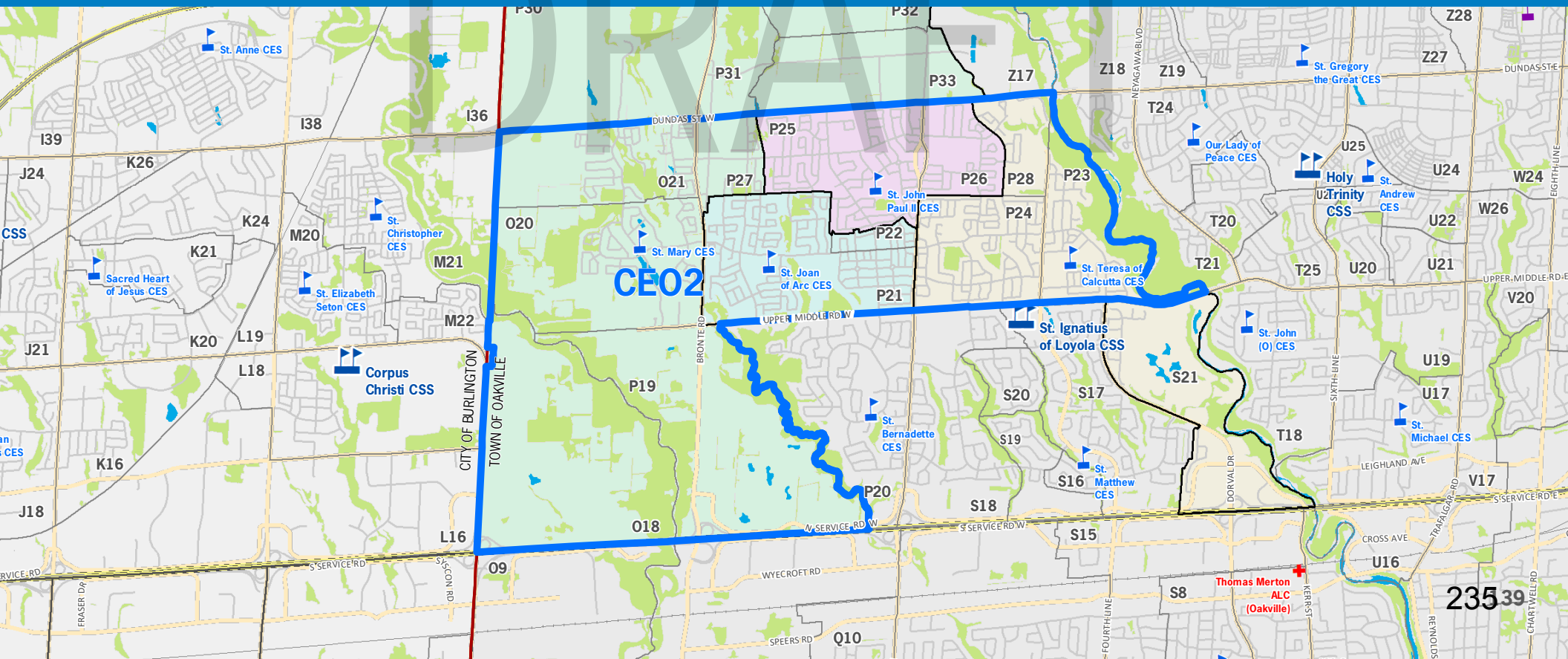
CE02

West Oak Trails & Bronte Elementary

St. Ignatius of Loyola Family of Schools

Review Area Overview

- Enrolment has declined in this review area over the last few years and is forecasted to continue declining over the long-term as communities age and mature.
- St. Mary CES** remains the only school within this area to experience a **consistent enrolment increase in both its Regular Track and French Immersion programs**. It should be noted that enrolment at the school is forecasted to **exceed total Site Capacity** from 2026 to 2030.
- 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 area is forecasted to have 435 surplus pupil places overall.
- Multiple large-scale residential developments exist within the **St. Mary CES** school catchment. This catchment has **high development potential** over the long-term.
- There is limited development potential within St. Joan of Arc CES and St. John Paul II CES catchments.



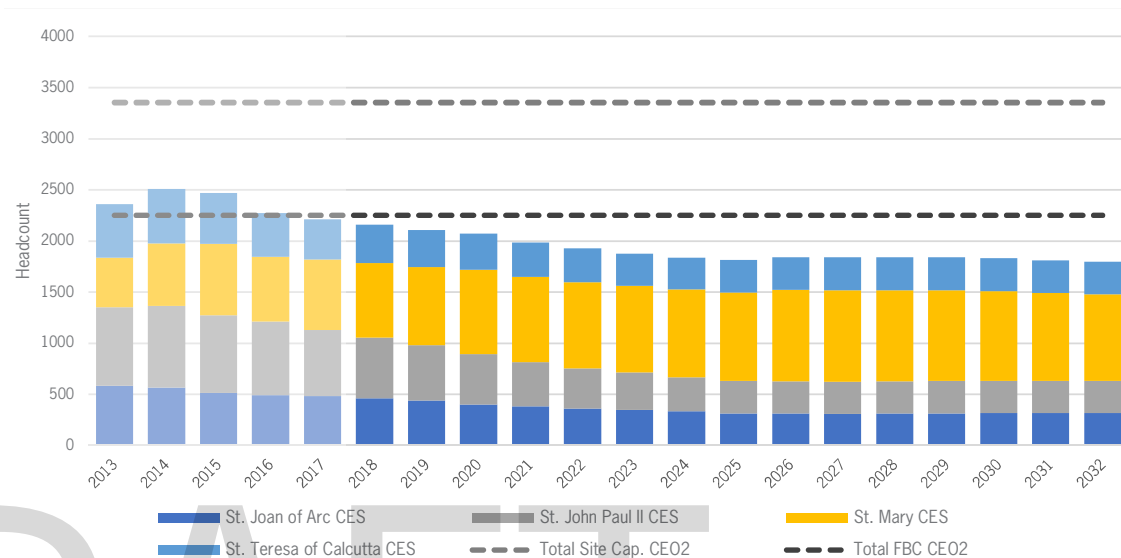
2013 LTCP Recommendations

It was recommended that enrolment be monitored, and repair/renewal needs be addressed as required.

History of Actions

2017-18 Renewal projects undertaken at St. Teresa of Calcutta CES.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
St. Joan of Arc CES	5%	547	276	823	Enrol.	585	566	512	492	484	460	440	398	382	362	349	334	312	312	308	311	313	316	316	316	-35%
					UTZ	107%	103%	94%	90%	88%	84%	80%	73%	70%	66%	64%	61%	57%	57%	56%	57%	57%	58%	58%	58%	
St. John Paul II CES	1%	570	276	846	Enrol.	766	797	759	718	644	596	541	493	431	391	364	333	319	315	316	316	317	317	317	317	-51%
					UTZ	134%	140%	133%	126%	113%	105%	95%	86%	76%	69%	64%	58%	56%	55%	55%	55%	56%	56%	56%	56%	
St. Mary CES ^{FI}	0%	599	276	875	Enrol.	487	612	700	636	690	726	764	829	836	845	848	859	866	893	895	891	888	877	859	845	22%
					UTZ	81%	102%	117%	106%	115%	121%	128%	138%	140%	141%	142%	143%	145%	149%	149%	149%	149%	148%	146%	143%	141%
St. Teresa of Calcutta CES ^{SE} <small>from 2018</small>	9%	533	276	809	Enrol.	521	533	498	427	396	377	362	354	337	328	316	312	317	320	321	321	321	320	320	320	-19%
					UTZ	98%	100%	93%	80%	74%	71%	68%	66%	63%	62%	59%	59%	59%	60%	60%	60%	60%	60%	60%	60%	60%
CEO2 Total (Avg. for FCI)	4%	2249	1104	3353	Enrol.	2359	2508	2469	2273	2214	2159	2107	2074	1986	1926	1877	1838	1814	1840	1840	1839	1839	1830	1812	1798	-19%
					UTZ	105%	112%	110%	101%	98%	96%	94%	92%	88%	86%	83%	82%	81%	82%	82%	82%	82%	81%	81%	80%	

* St. Mary CES catchment includes study areas within CEO6.

* St. Teresa of Calcutta CES catchment includes a study area within CEO3.

Planned and Proposed Major Residential Developments

The Palermo Village Growth Area is located within the St. Mary CES catchment. Medium and high-density development continues to occur within this area and will continue to impact enrolment at that school. In addition, a large high-density development planned near the Oakville Trafalgar Memorial Hospital may impact long-term enrolment at St. Mary CES.

Redevelopment of the Saw Whet Golf Course (Bronte Green) is expected to begin over the next 5 years and will impact enrolment at St. Mary CES in the long-term. This development contains approximately

785 residential units, 67% of which are low-density in nature (single-detached or semi-detached homes).

In September 2017, the Town of Oakville refused an application to redevelop the Glen Abbey Golf Course (CEO3) to include residential uses. The decision has been appealed to the Ontario Municipal Board (OMB)/Local Planning Appeals Tribunal (LPAT). As such, the yields from this development have not been incorporated into the St. Teresa of Calcutta CES enrolment. If this development proceeds, it may increase enrolment slightly over the long-term at the school.

Area School Profiles



St. Joan of Arc CES

FACILITY	Opening Year	2002	FBC Capacity	547
	School Site Size (ha)	2.42	Portable	
	Facility Condition Index (5-yr)	5%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	823

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	BERN
Gr. 9 RT	LYLA

Hosted Programs

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. John Paul II CES

FACILITY	Opening Year	2006	FBC Capacity	570
	School Site Size (ha)	2.42	Portable	
	Facility Condition Index (5-yr)	1%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	846

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	BERN
Gr. 9 RT	LYLA

Hosted Programs

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Mary CES

FACILITY	Opening Year	2012	FBC Capacity	599
	School Site Size (ha)	2.8	Portable	
	Facility Condition Index (5-yr)	0%	Capacity	276
	Facility Assessment Year	N/A	Site Capacity	875

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	BERN
Gr. 9 RT	LYLA

Hosted Programs

FI

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Teresa of Calcutta CES

FACILITY	Opening Year	1999	FBC Capacity	533
	School Site Size (ha)	2.43	Portable	
	Facility Condition Index (5-yr)	9%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	809

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	MATT
Gr. 9 RT	LYLA

Hosted Programs

SE
from 2018

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
St. Joan of Arc CES							
St. John Paul II CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						
St. Mary CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						
St. Teresa of Calcutta CES							

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

St. Teresa of Calcutta CES meets criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*. As such, the school should be available for facility partnership opportunities from 2022.

None of the other schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

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.

Long-term Recommendations (6-15 years)

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.

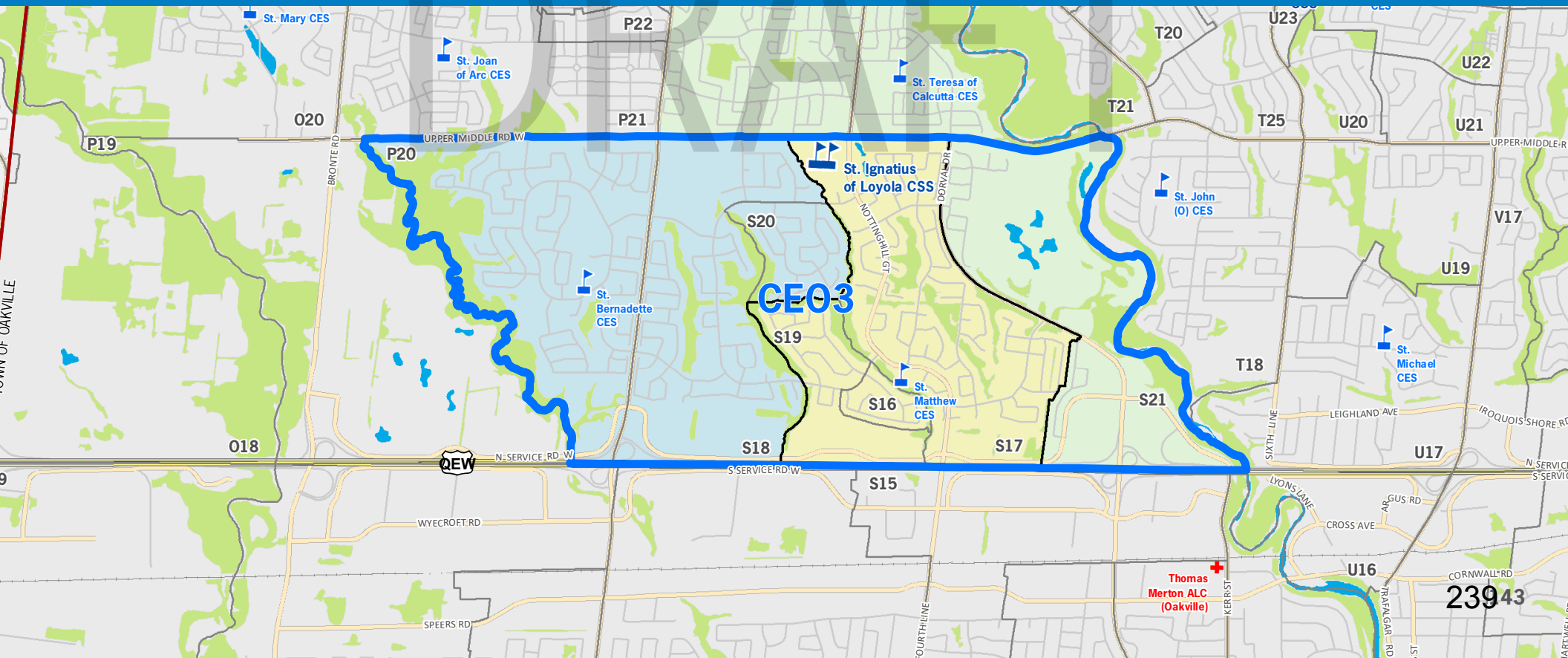
CE03

Glen Abbey Elementary

St. Ignatius of Loyola Family of Schools

Review Area Overview

- Enrolment has increased over the last five (5) years. It is forecasted to stabilize over the long-term; however, utilization will remain over 100% at St. Matthew CES.
- 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**.
- Both schools in this review area host regional Extended French Immersion programs, which support declining enrolment in the Regular Track programs.
- The **Glen Abbey Golf Course** is the last major area with development potential within this review area.



2013 LTCP Recommendations

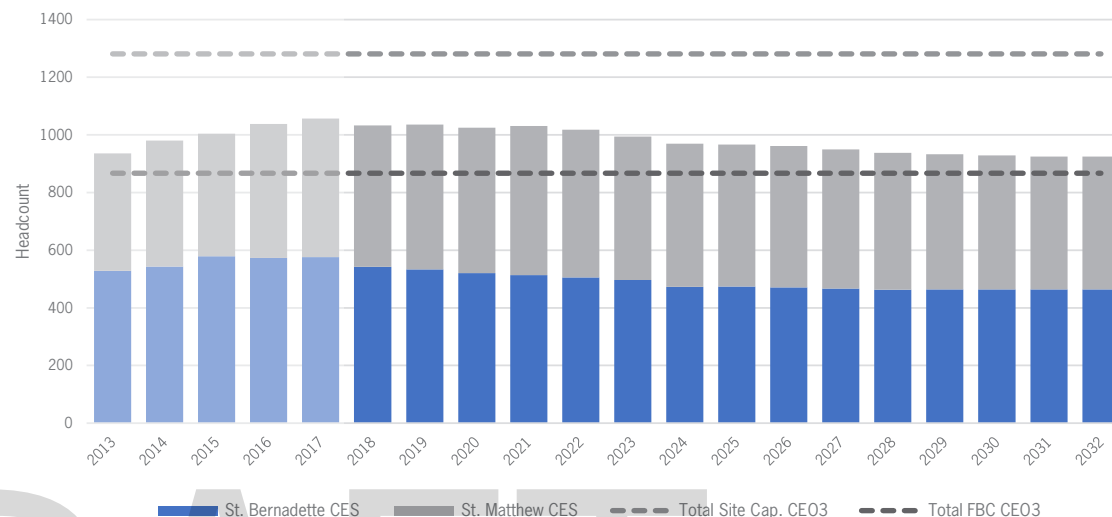
A Pupil Accommodation Review was recommended for 2020-21 to address declining enrolment, as well as repair/renewal needs.

History of Actions



2015-16 Renewal projects undertaken at St. Bernadette CES.

2017-18 Renewal projects undertaken at St. Matthew CES.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change					
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032						
St. Bernadette CES 	22%	504	276	780	Enrol.	528	543	579	573	576	542	533	521	514	506	497	473	474	471	467	463	464	464	464	-19%						
					UTZ	105%	108%	115%	114%	114%	108%	106%	103%	102%	100%	99%	94%	94%	93%	93%	92%	92%	92%	92%		92%					
St. Matthew CES 	22%	363	138	501	Enrol.	408	437	425	465	481	491	503	504	517	512	497	496	493	491	483	475	469	465	461	461	-4%					
					UTZ	112%	120%	117%	128%	133%	135%	139%	139%	142%	141%	137%	137%	136%	135%	133%	131%	129%	128%	127%	127%						
CEO3 Total (Avg. for FCI)						22%	867	414	1281	Enrol.	936	980	1004	1038	1057	1033	1036	1025	1031	1018	994	969	967	962	950	938	933	929	925	925	-12%
						UTZ	108%	113%	116%	120%	122%	119%	119%	118%	119%	117%	115%	112%	112%	111%	110%	108%	108%	107%	107%	107%	107%	107%	107%		

* St. Teresa of Calcutta CES catchment includes a study area within CEO3.

Planned and Proposed Major Residential Developments

In September 2017, the Town of Oakville refused an application to redevelop the Glen Abbey Golf Course to include residential uses. The decision has been appealed to the Ontario Municipal Board (OMB)/Local Planning Appeals Tribunal (LPAT). As such, the yields from this development have not been incorporated into the St. Teresa of Calcutta CES (CEO2) enrolment. If this development proceeds, it may increase enrolment slightly over the long-term at the school.

Area School Profiles



St. Bernadette CES

FACILITY	Opening Year	1992	FBC Capacity	504
	School Site Size (ha)	2.87	Portable	
	Facility Condition Index (5-yr)	22%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	780

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	BERN
Gr. 9 RT	LYLA

Hosted Programs



COMMUNITY USES

Child Care Spaces		Other Uses	
Infant	0		
Toddler	15		
Pre.S	24		



St. Matthew CES

FACILITY	Opening Year	1987	FBC Capacity	363
	School Site Size (ha)	1.97	Portable	
	Facility Condition Index (5-yr)	22%	Capacity	138
	Facility Assessment Year	2016	Site Capacity	501

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	MATT
Gr. 9 RT	LYLA

Hosted Programs



COMMUNITY USES

Child Care Spaces		Other Uses	
Infant			
Toddler			
Pre.S			

DRAFT

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
St. Bernadette CES							
St. Matthew CES							

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

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.

Long-term Recommendations (6-15 years)

Continue to monitor enrolments.

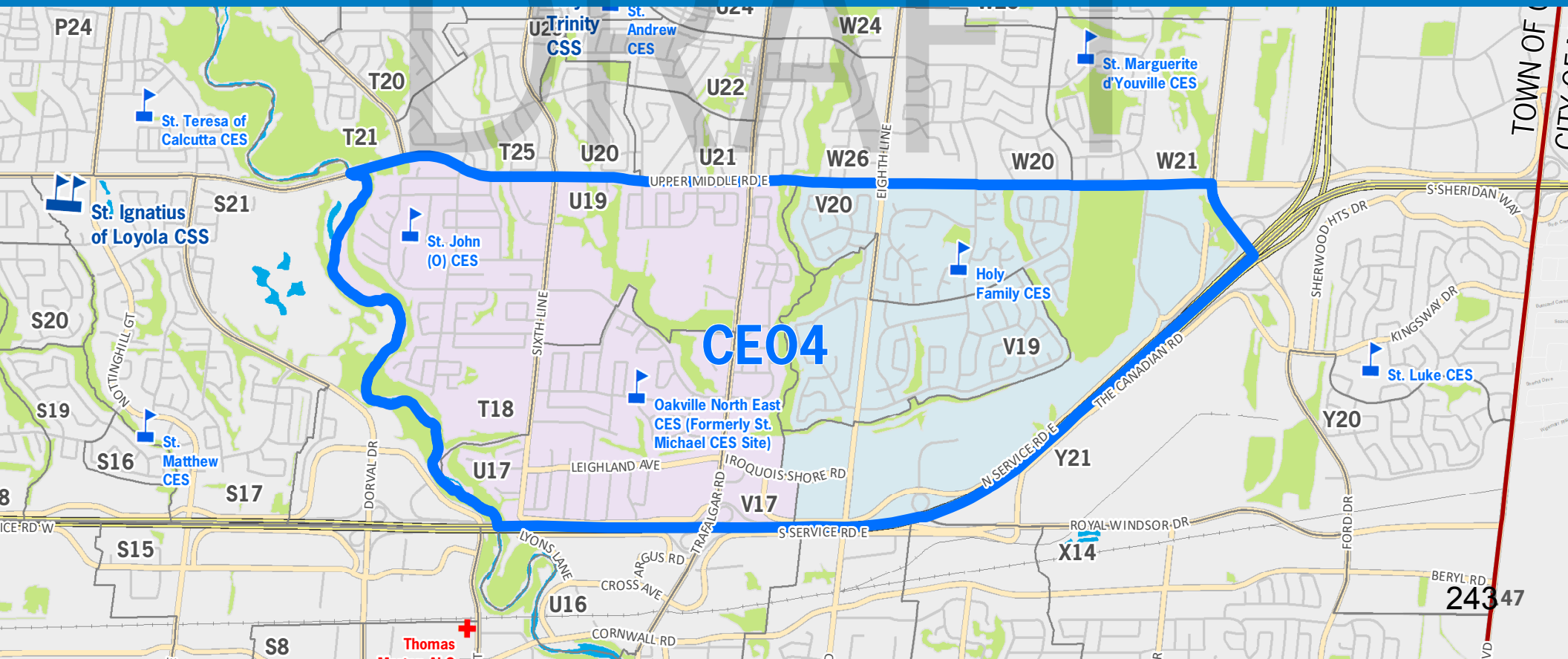
CE04

College Park & Falgarwood Elementary

Holy Trinity Family of Schools

Review Area Overview

- Enrolment has declined over the last five (5) years and is expected to continue decreasing over the long term as neighbourhoods continue to age. To address declining enrolment and high renewal needs, a Pupil Accommodation Review was undertaken in 2016-17.
- As a part of the Ministry of Education's Capital Priorities program in 2017, the **Board received funding for an addition to the St. Michael CES facility to create Oakville North East CES following its consolidation with St. John (O) CES**. St. John (O) CES had a 50% utilization rate and 146 surplus pupil places by 2017, which will be addressed through this consolidation.
- 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.**
- Development potential is limited within this area and will take the form of infill development and a few high-density developments along Trafalgar Road.



2013 LTCP Recommendations

A Pupil Accommodation Review was recommended for 2020-21 to address declining enrolment, as well as repair/renewal needs.

History of Actions

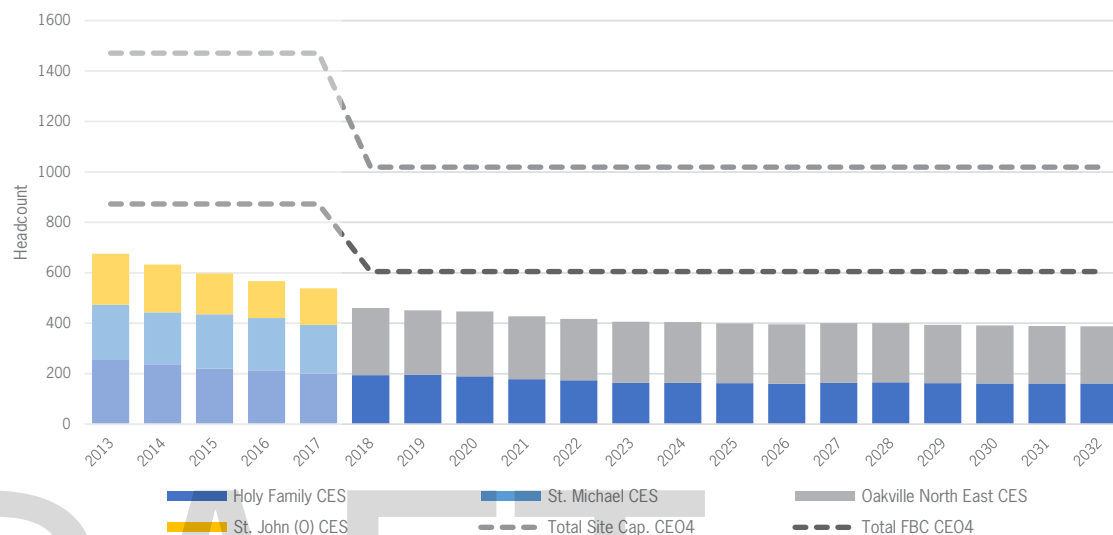
2016-17 Pupil Accommodation Review initiated in October 4, 2016, and accommodation plans were approved on March 7, 2017 impacting all schools.

2017-18 The Ministry announced funding for an addition and child care spaces at the consolidation Oakville North East CES (former St. Michael CES facility).

2017-18 The Board of Trustees rescinds motion to consolidate Holy Family CES and St. Marguerite D'Youville CES (CE05) on February 20, 2018.

2017-18 St. John (O) CES and St. Michael CES close to become consolidated Oakville North East CES from 2018-19.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)												15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032			
Holy Family CES	22%	314	230	544	Enrol.	254	237	220	213	200	194	195	190	178	174	164	164	163	160	164	166	162	161	161	161	-20%		
					UTZ	81%	75%	70%	68%	64%	62%	62%	61%	57%	55%	52%	52%	52%	51%	52%	53%	52%	51%	51%	51%			
Oakville North East CES		291	184	475	Enrol.	0	0	0	0	0	266	256	257	250	243	242	241	236	236	236	234	232	230	228	227			
					UTZ						91%	88%	88%	86%	84%	83%	83%	81%	81%	81%	80%	80%	79%	78%	78%			
St. John (O) CES <div>SE to 2017</div>	32%	291	184	475	Enrol.	202	189	163	146	145	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-100%		
					UTZ	69%	65%	56%	50%	50%																		
St. Michael CES	37%	268	184	452	Enrol.	220	207	215	208	194	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-100%		
					UTZ	82%	77%	80%	78%	72%																		
CE04 Total (Avg. for FCI)	30%	873	598	1471	Enrol.	676	633	598	567	539	460	451	447	428	417	406	405	399	396	400	400	394	391	389	388	-28%		
					UTZ	77%	73%	68%	65%	62%	76%	75%	74%	71%	69%	67%	67%	66%	65%	66%	66%	65%	65%	64%	64%			

* In 2018, Oakville North East CES will open as a result of the St. John (O) CES and St. Michael CES consolidation. Some study areas in the St. John (O) catchment will be directed to Our Lady of Peace CES in CE05. For more information, visit www.hcdsb.org.

Planned and Proposed Major Residential Developments

Some high-density developments are taking place along Trafalgar Road. Due to the higher density nature of these developments, the Board is not expected to yield a large number of students. However, staff will continue to monitor student yields within these areas to ensure projections reflect changes in housing choice.

Area School Profiles



Holy Family CES

FACILITY	Opening Year	1981	FBC Capacity	314
	School Site Size (ha)	1.6	Portable	
	Facility Condition Index (5-yr)	22%	Capacity	230
	Facility Assessment Year	2015	Site Capacity	544

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	MARG
Gr. 9 RT	HLYT

Hosted Programs

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



Oakville North East CES (opens Sept. 2018)*

FACILITY	Opening Year	2018	FBC Capacity	291
	School Site Size (ha)	1.6	Portable	
	Facility Condition Index (5-yr)		Capacity	184
	Facility Assessment Year		Site Capacity	475

* For up-to-date school consolidation information, visit www.hcdsb.org.

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	
Gr. 5 ExFI	
Gr. 9 RT	

Hosted Programs

COMMUNITY USES

Child Care Spaces*	Other Uses
Infant	10
Toddler	15
Pre.S	24

* Proposed (expected Sept. 2019)



St. John (O) CES (closes June 2018)*

FACILITY	Opening Year	1969	FBC Capacity	291
	School Site Size (ha)	2.43	Portable	
	Facility Condition Index (5-yr)	32%	Capacity	184
	Facility Assessment Year	2011	Site Capacity	475

* For up-to-date school consolidation information, visit www.hcdsb.org.

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	MATT
Gr. 9 RT	HLYT

Hosted Programs

SE
to 2017

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	



St. Michael CES (closes June 2018)*

FACILITY	Opening Year	1964	FBC Capacity	268
	School Site Size (ha)	1.6	Portable	
	Facility Condition Index (5-yr)	37%	Capacity	184
	Facility Assessment Year	2016	Site Capacity	452

* For up-to-date school consolidation information, visit www.hcdsb.org.

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	BERN
Gr. 9 RT	HLYT

Hosted Programs

COMMUNITY USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre.S	

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Holy Family CES							
Oakville North East CES	New school to open in 2018.						
St. John (O) CES	School closing in 2018.						
St. Michael CES	School to be renamed Oakville North East CES following addition in 2018.						

Renewal projects identified for 2018 school year:

St. Michael CES

Lighting Upgrade
Mechanical System
School Refresh

* Additional information available in Staff Report 9.1 "Proposed 2018 Facility Renewal Projects" from December 19, 2017 Board Meeting.

Potential Community Planning and Facility Partnership Prospects

Holy Family CES meets criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*. As such, the school should be available for facility partnership opportunities from 2021.

St. John (O) CES also meets criteria identified in the Board's Administrative Procedure. However, closing of the school building will result in the school no longer being open to such partnerships.

DRAFT

Short-term Recommendations (1-5 years)

A **School Boundary Review** and **French Immersion Program Review** should be conducted to balance overall enrolment across CEO2-5, as there is an imbalance in enrolment across schools within these review areas.

Identify **Holy Family CES** as available for **Community Planning and Facility Partnerships** starting in 2021.

Long-term Recommendations (6-15 years)

If the above described 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 (CEO5), a **Pupil Accommodation Review** involving CEO4 and CEO5 may be required.

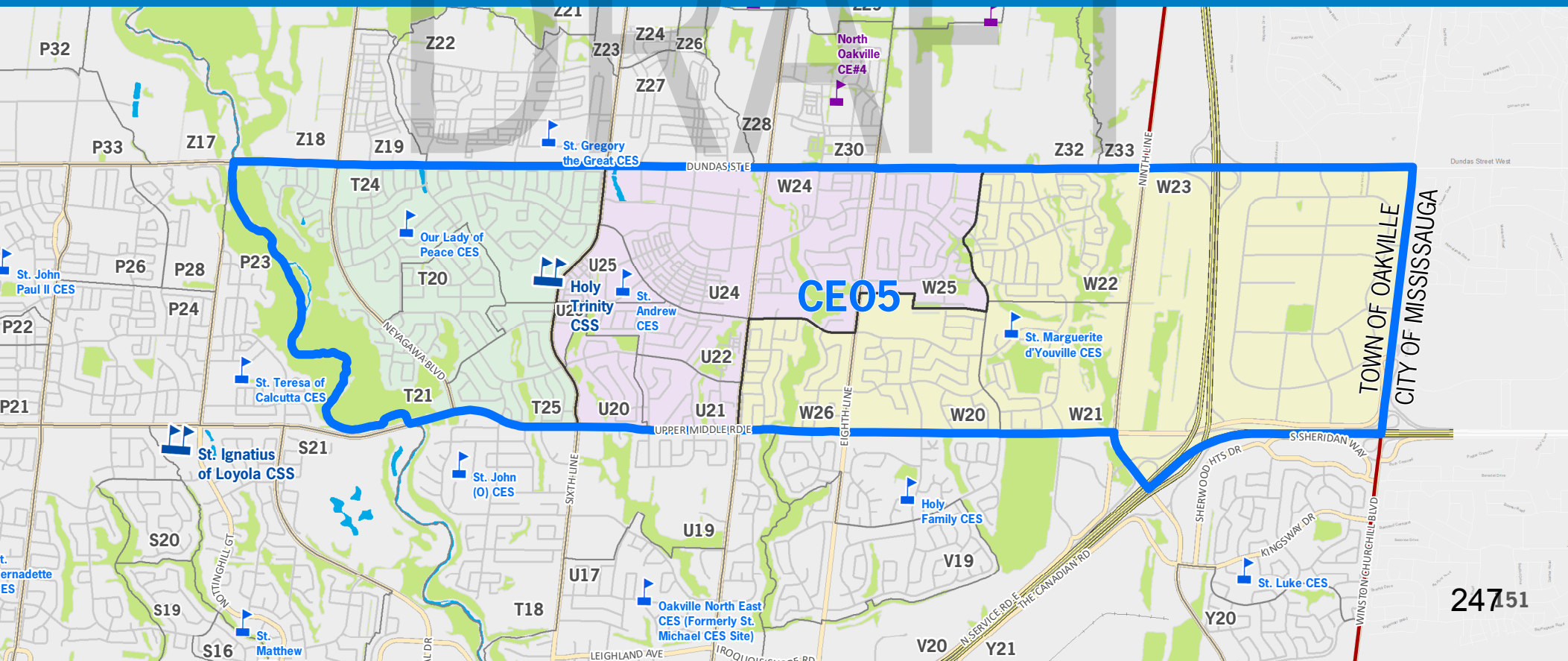
CE05

River Oaks & Iroquois Ridge North Elementary

Holy Trinity Family of Schools

Review Area Overview

- Overall, enrolment has declined in this review area over the past five years and is expected to continue declining over the long-term. To address declining enrolment and high renewal needs, a Pupil Accommodation Review was undertaken in 2016-17.
- As a part of the Ministry of Education's Capital Priorities program in 2017, the **Board did not receive funding for an addition to St. Marguerite D'Youville CES as a part of its consolidation with Holy Family CES (CE04) in 2020-21.** On February 20, 2018, the Board of Trustees rescinded the motion for the consolidation of these two (2) schools.
- 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.
- While enrolment at **St. Andrew CES** will continue to decline, **portables will be required** at the school over the long-term. The school also hosts regional Gifted placements.
- Development potential exists in the Uptown Core Growth Area (South of Dundas Street at Trafalgar Road) for the long-term. These developments are likely to be medium and high-density in nature and will impact St. Andrew CES.



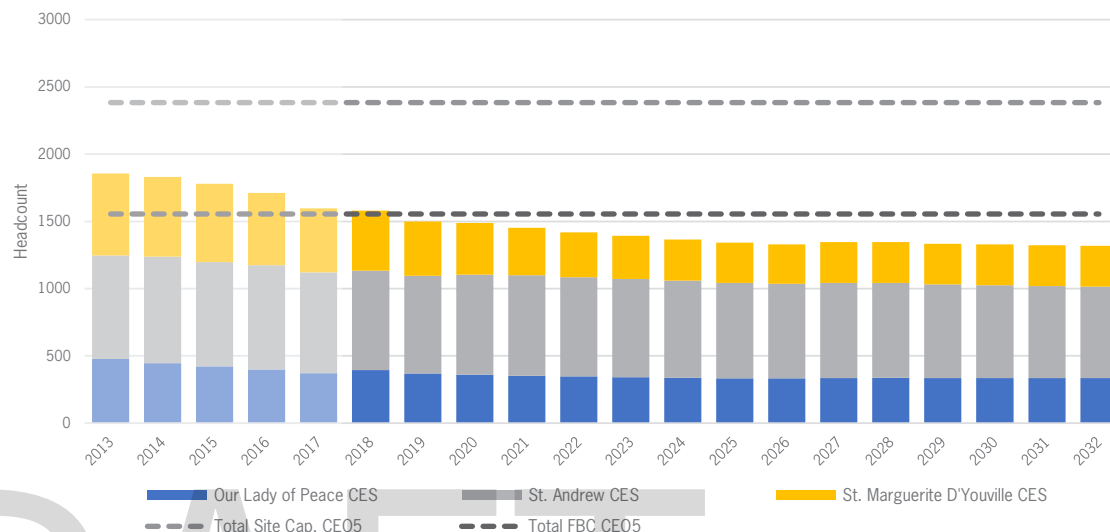
2013 LTCP Recommendations

A Pupil Accommodation Review was recommended for 2020-21 to address declining enrolment, as well as repair/renewal needs.

History of Actions

- 2016-17** Pupil Accommodation Review initiated in October 4, 2016; accommodation plans were approved by the Board of Trustees on March 7, 2017.
- 2016-17** Renewal projects undertaken at Our Lady of Peace CES.
- 2017-18** Renewal projects undertaken at St. Andrew CES and St. Marguerite D'Youville CES.
- 2017-18** The Board of Trustees rescinds motion to consolidate Holy Family CES and St. Marguerite D'Youville CES on February 20, 2018.

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Our Lady of Peace CES	17%	478	276	754	Enrol.	478	445	422	398	371	394	370	360	353	348	342	337	334	333	336	338	336	336	336	336	-9%
					UTZ	100%	93%	88%	83%	78%	82%	77%	75%	74%	73%	72%	71%	70%	70%	70%	71%	70%	70%	70%	70%	
St. Andrew CES	0%	573	276	849	Enrol.	768	793	776	777	751	740	726	744	747	737	730	723	709	704	707	704	695	690	683	679	-10%
					UTZ	134%	138%	135%	136%	131%	129%	127%	130%	130%	129%	127%	126%	124%	123%	123%	123%	121%	120%	119%	118%	
St. Marguerite D'Youville CES	16%	504	276	780	Enrol.	610	592	581	537	475	445	402	385	353	333	321	306	299	293	304	304	303	303	303	303	-36%
					UTZ	121%	117%	115%	107%	94%	88%	80%	76%	70%	66%	64%	61%	59%	58%	60%	60%	60%	60%	60%	60%	
CEO5 Total (Avg. for FCI)	11%	1555	828	2383	Enrol.	1856	1830	1779	1712	1597	1579	1498	1489	1453	1418	1393	1366	1342	1330	1347	1346	1334	1329	1322	1318	-17%
					UTZ	119%	118%	114%	110%	103%	102%	96%	96%	93%	91%	90%	88%	86%	86%	87%	87%	86%	85%	85%	85%	

Planned and Proposed Major Residential Developments

Medium and high-density developments are planned and under construction with the St. Andrew CES catchment, including the Uptown Core Growth Area.

High-density development potential will exist in the Uptown Core Growth Area (South of Dundas Street at Trafalgar Road) for the long-term. Due to the higher density nature of these developments, the Board is not expected to yield a large number of students. It should be noted that approximately 964 high-density residential units are included in the projections for St. Andrew CES. However, staff will continue

to monitor student yields within these areas to ensure projections reflect changes in housing choice.

Area School Profiles



Our Lady of Peace CES *

FACILITY	Opening Year	1993	FBC Capacity	478
	School Site Size (ha)	2.43	Portable	
	Facility Condition Index (5-yr)	17%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	754

* School involved in St. John (O) CES consolidation. For up-to-date school consolidation information, visit www.hcdsb.org.

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	BERN
Gr. 9 RT	HLYT

Hosted Programs

COMMUNITY USES

Child Care Spaces		Other Uses	
Infant	0		
Toddler	15		
Pre.S	24		



St. Andrew CES

FACILITY	Opening Year	1999	FBC Capacity	573
	School Site Size (ha)	2.67	Portable	
	Facility Condition Index (5-yr)	0%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	849

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	MATT
Gr. 9 RT	HLYT

Hosted Programs

GI

COMMUNITY USES

Child Care Spaces		Other Uses	
Infant			
Toddler			
Pre.S			



St. Marguerite D'Youville CES

FACILITY	Opening Year	1993	FBC Capacity	504
	School Site Size (ha)	2.83	Portable	
	Facility Condition Index (5-yr)	16%	Capacity	276
	Facility Assessment Year	2015	Site Capacity	780

PROGRAMS & FEEDERS

Program Feeders	
Gr. 1 FI	MARY
Gr. 5 ExFI	MARG
Gr. 9 RT	HLYT

Hosted Programs

ExFI

COMMUNITY USES

Child Care Spaces		Other Uses	
Infant	0		
Toddler	15		
Pre.S	24		

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
Our Lady of Peace CES							
St. Andrew CES							
St. Marguerite D'Youville CES							

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

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.

Long-term Recommendations (6-15 years)

If enrolment continues to decline at **St. Marguerite D'Youville CES**, explore facility partnership opportunities at the school.

If the above described 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 CE04 and CE05 may be required.

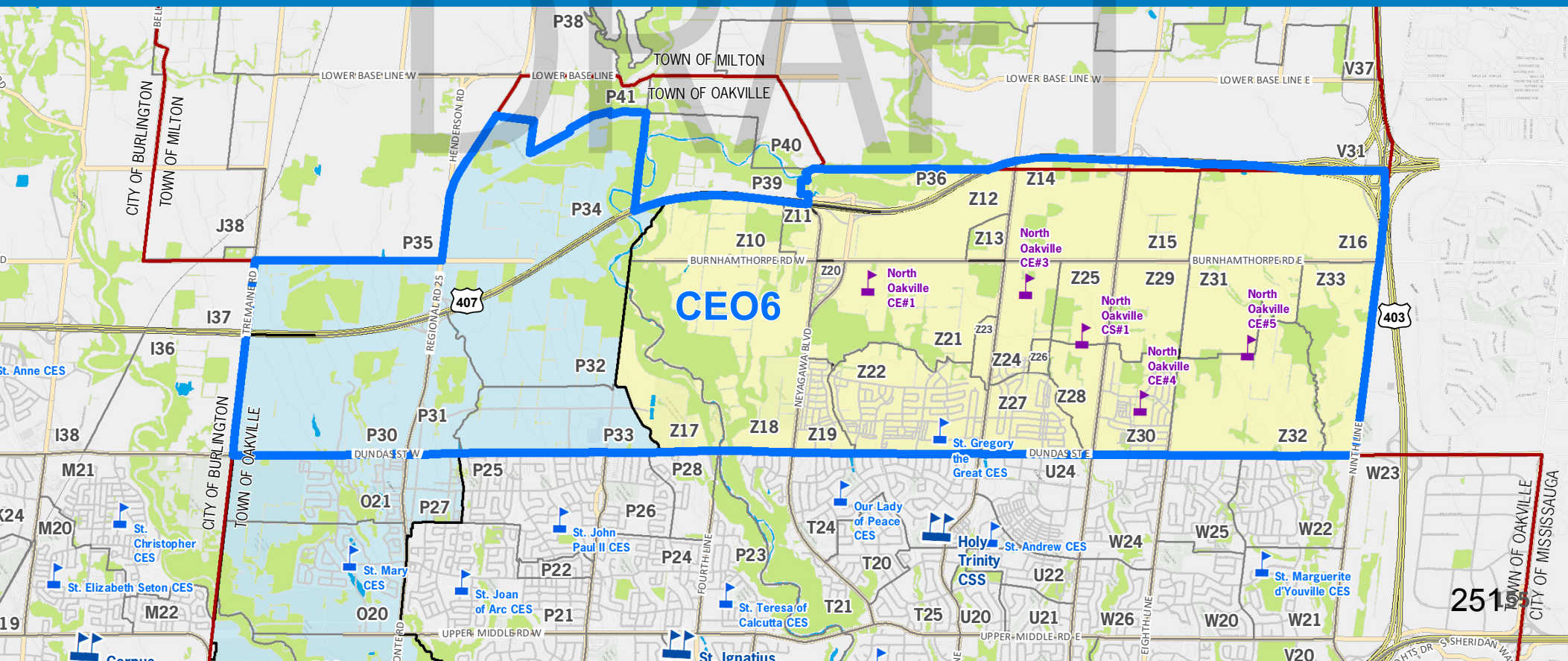
CE06

North Oakville Elementary

Holy Trinity & St. Ignatius of Loyola Family of Schools

Review Area Overview

- The first school within this review area was opened in 2016. Since then, enrolment has increased gradually at the school; however, it still remains below 50% utilization.
- Enrolment is projected to increase significantly over time** as development continues in North Oakville. The Board had identified the need for a total of **five (5) Catholic Elementary Schools** within the North Oakville East Secondary Plan. As such, St. Gregory the Great CES will be the holding school until a second Catholic elementary school is introduced in the area. **St. Gregory the Great CES is projected to exceed FBC by 2020.**
- Greenfield development will continue to occur within this area over the long-term and is forecasted to impact enrolment in the community.
- The pace of enrolment growth has been slower than expected within this new community. It also should be noted that **demographics within this community are not materializing as expected**. As such, **enrolment will continue to be monitored and timing for additional schools will continually be reviewed** to ensure accommodation requirements are met for this community.



2013 LTCP Recommendations

New schools were recommended within this new community to support growth in enrolment.

History of Actions

2016-17 St. Gregory the Great CES (formerly North Oakville #2 CES) opened.

Based on enrolment projections, additional elementary schools will be needed as indicated in the revised draft timeline below:

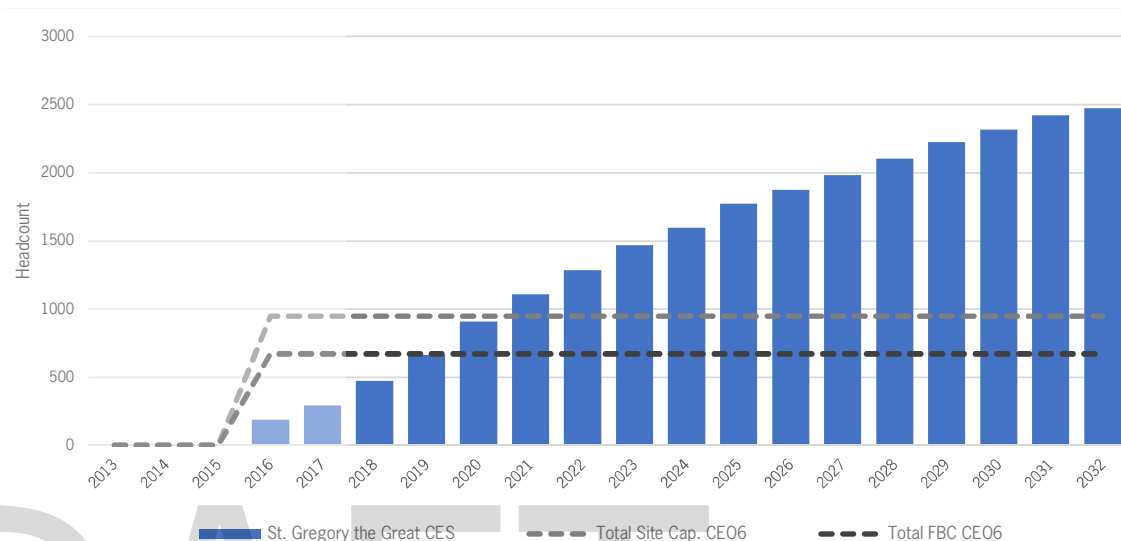
2020-21 North Oakville #4 CES ('Minto/Shieldbay')

2025-26 North Oakville #3 or #5 CES
(TBD based on timing of developments in area)

2030-31 North Oakville #1, #3 or #5 CES
(TBD based on timing of development in area)

2032+ North Oakville #1 or #5 CES
(TBD based on timing of development in area)

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
St. Gregory the Great CES <small>SE from 2018</small>	0%	671	276	947	Enrol.	0	0	0	188	294	472	664	910	1110	1285	1468	1597	1774	1874	1984	2106	2226	2318	2422	2475	742%
					UTZ				28%	44%	70%	99%	136%	165%	192%	219%	238%	264%	279%	296%	314%	332%	345%	361%	369%	
CEB2 Total (Avg. for FCI)	0%	671	276	947	Enrol.	0	0	0	188	294	472	664	910	1110	1285	1468	1597	1774	1874	1984	2106	2226	2318	2422	2475	742%
					UTZ				28%	44%	70%	99%	136%	165%	192%	219%	238%	264%	279%	296%	314%	332%	345%	361%	369%	

* St. Mary CES catchment includes study areas within CE06.

Planned and Proposed Major Residential Developments

North Oakville contains a large number of low-density residential units, as well as higher density units along major corridors. The Board has identified the need for a total of five (5) Catholic Elementary Schools within the North Oakville East Secondary Plan. These housing will continue to support growth in enrolment at St. Gregory the Great CES and proposed schools within the area. The above projections include approximately 12,600 residential units of varying densities.

Due to the demographics of this new community, yields will need to be monitored to establish enrolment trends.

Area School Profiles



St. Gregory the Great CES

FACILITY	Opening Year	2016	FBC Capacity	671	PROGRAMS & FEEDERS	Program Feeders	Hosted Programs	COMMUNITY USES	Child Care Spaces	Other Uses
	School Site Size (ha)	2.4	Portable			Gr. 1 FI	MARY		Infant	10
	Facility Condition Index (5-yr)	0%	Capacity	276		Gr. 5 ExFI	MARG		Toddler	30
	Facility Assessment Year	N/A	Site Capacity	947		Gr. 9 RT	LYLA		Pre.S	48



DRAFT

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
St. Gregory the Great CES	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

None of the schools currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

A **French Immersion Program Review** should be conducted to balance overall enrolment across CEO2-5, as there is an imbalance in enrolment across schools within these review areas. Based on enrolment at the time of the review, St. Gregory the Great CES may be included in this review.

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 Recommendations (6-15 years)

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 of #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.

7.3

Secondary Review Areas

DRAFT

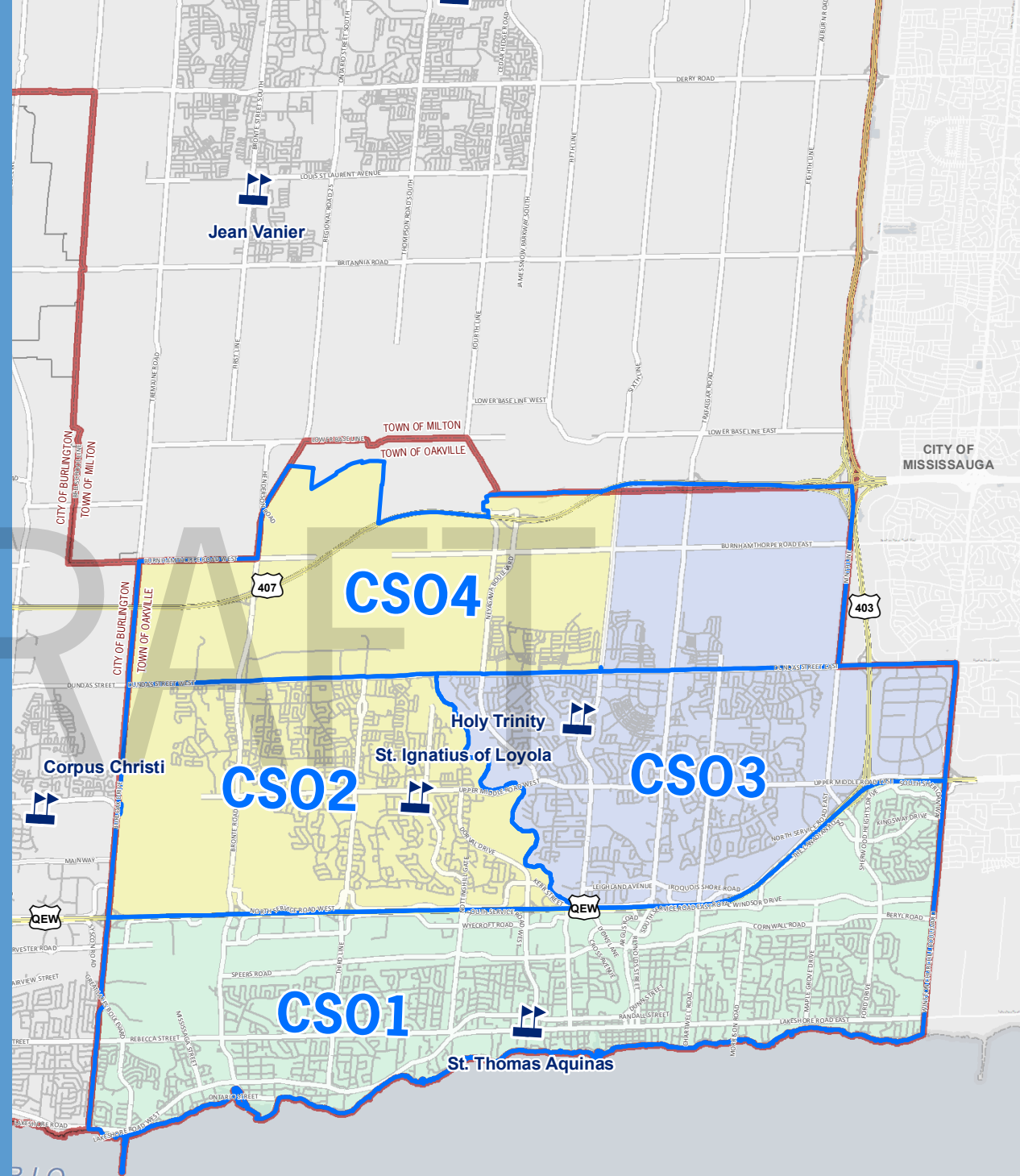
Secondary Review Areas in Oakville

CS01
South Oakville & Clearview Secondary
 St. Thomas Aquinas CSS

CS02
West Oak Trails & Glen Abbey Secondary
 St. Ignatius of Loyola CSS

CE03
College Park, River Oaks & Iroquois Ridge Secondary
 Holy Trinity CSS

CS04
North Oakville Secondary
 No schools within this review area.



CS01

South Oakville & Clearview Secondary

St. Thomas Aquinas Family of Schools

Review Area Overview

- Enrolment has increased at **St. Thomas Aquinas CSS** for the last five (5) years and forecasted to be stable over the long-term. While enrolment is forecasted to exceed FBC over the medium-term, students could be accommodated in portables during this period. It should be noted that this secondary school site has limited space for portables.
- The school typically sees a **high retention of Grade 8 students from feeder schools**, near 100%. In addition, the school sees a **modest intake of students from outside of the Board**. In 2017, 31% of grade 9 students attended grade 8 outside of HCDSB.
- The availability of the **International Baccalaureate (IB)** program continues to attract students to the school.
- Neighbourhoods are continuing to age and mature within this area.
- Future development will take the form of existing single-family home replacements and redevelopment of commercial sites for residential uses. Medium and high-density intensification is proposed within the **Bronte Village, Kerr Street, Downtown Oakville and Midtown Oakville Growth Areas**.



2013 LTCP Recommendations

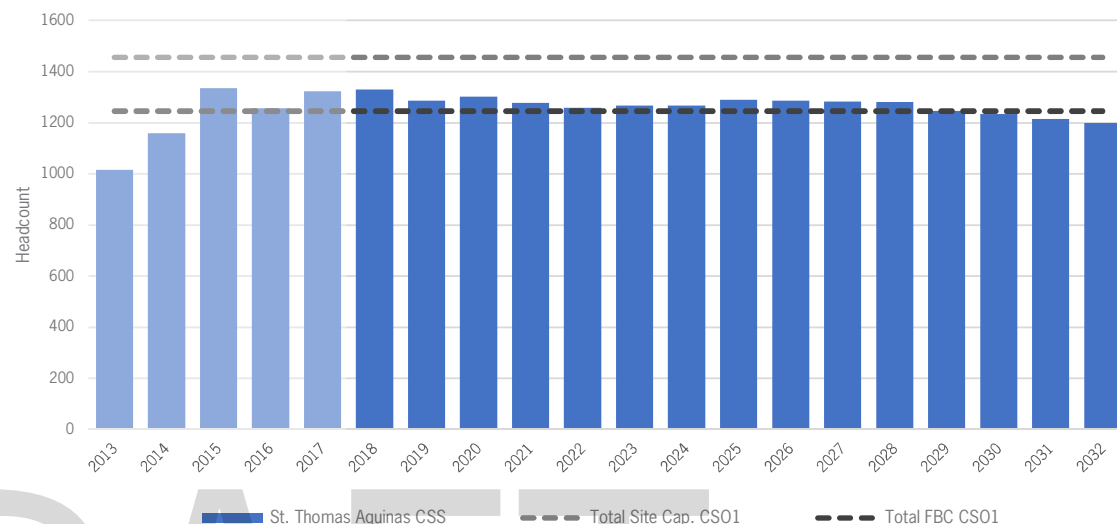
A School Boundary Review was recommended in 2018-19 involving all secondary schools in Oakville, if enrolment declined. It should be noted that at the time, Oakville Secondary was split into two (2) secondary review areas, whereas as it has currently been expanded to four (4).

History of Actions

2016-17

New school boundaries take effect for all Oakville Secondary Schools. Portions of St. Thomas Aquinas CSS catchment were redirected to St. Ignatius of Loyola CSS (CS02) and Holy Trinity CSS (CS03).

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
St. Thomas Aquinas CSS <small>(Ex-F) ISP IB to 2019</small>	0%	1245	210	1455	Enrol.	1016	1160	1335	1257	1324	1330	1287	1303	1278	1258	1267	1268	1290	1286	1284	1281	1246	1234	1215	1200	-9%
					UTZ	82%	93%	107%	101%	106%	107%	103%	105%	103%	101%	102%	102%	104%	103%	103%	103%	100%	99%	98%	96%	
CS02 Total (Avg. for FCI)	0%	1245	210	1455	Enrol.	1016	1160	1335	1257	1324	1330	1287	1303	1278	1258	1267	1268	1290	1286	1284	1281	1246	1234	1215	1200	-9%
					UTZ	82%	93%	107%	101%	106%	107%	103%	105%	103%	101%	102%	102%	104%	103%	103%	103%	100%	99%	98%	96%	

Planned and Proposed Major Residential Developments

Medium and high-density intensification is proposed within the Bronte Village, Kerr Street, Downtown Oakville and Midtown Oakville Growth Areas.

Due to the higher density nature of these developments, the Board is not expected to yield a large number of students. However, staff will continue to monitor student yields within these areas to ensure projections reflect changes in housing choice.

Area School Profiles



St. Thomas Aquinas CSS

FACILITY	Opening Year	2011	FBC Capacity	1245
	School Site Size (ha)	5.64	Portable	
	Facility Condition Index (5-yr)	0%	Capacity	230
	Facility Assessment Year	2016	Site Capacity	1475

PROGRAMS

Hosted Programs	
ExF	ISP to 2019
IB	

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre-S	

DRAFT

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
St. Thomas Aquinas CSS	Schools newer than 2002 are not identified in 5-year Renewal Strategy.						

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

St. Thomas Aquinas CSS does not currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

Continue to monitor enrolment and program offering at the school.

Long-term Recommendations (6-15 years)

Continue to monitor enrolment and program offering at the school.

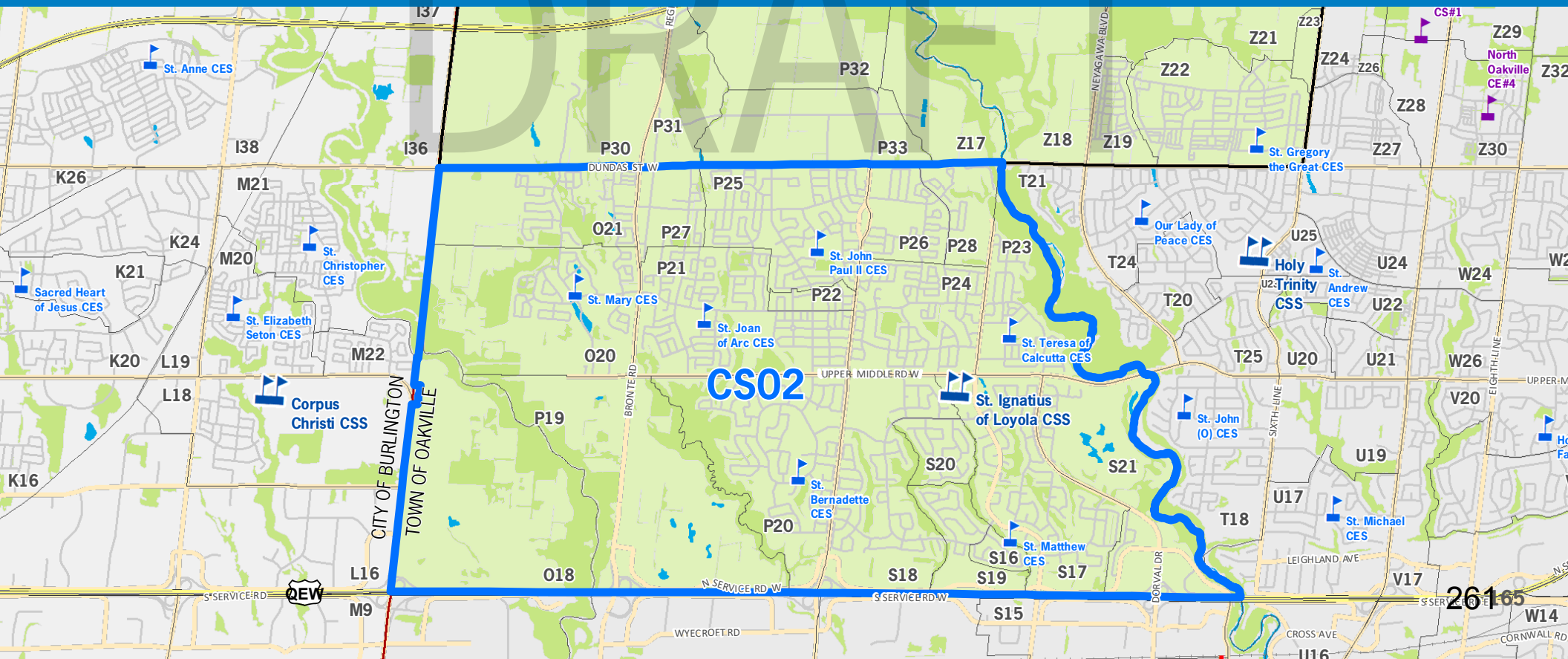
CS02

West Oak Trails, Bronte & Glen Abbey Secondary

St. Ignatius of Loyola Family of Schools

Review Area Overview

- Enrolment has increased at **St. Ignatius of Loyola CSS** for the last five (5) years and forecasted to be stable over the long-term. While enrolment is forecasted to exceed FBC, students could be accommodated in portables over the long-term.
- The school saw **varying retention of Grade 8 students from feeder schools**, from **68% to 100%** in the 2017 school year.
- The school hosts the largest number of students from the **International Student Program (ISP)**.
- Multiple large-scale residential developments exist within the school catchment. This catchment has **high development potential** over the long-term.
- The school includes students from new residential developments in **North Oakville (west of Sixth Line)**.



2013 LTCP Recommendations

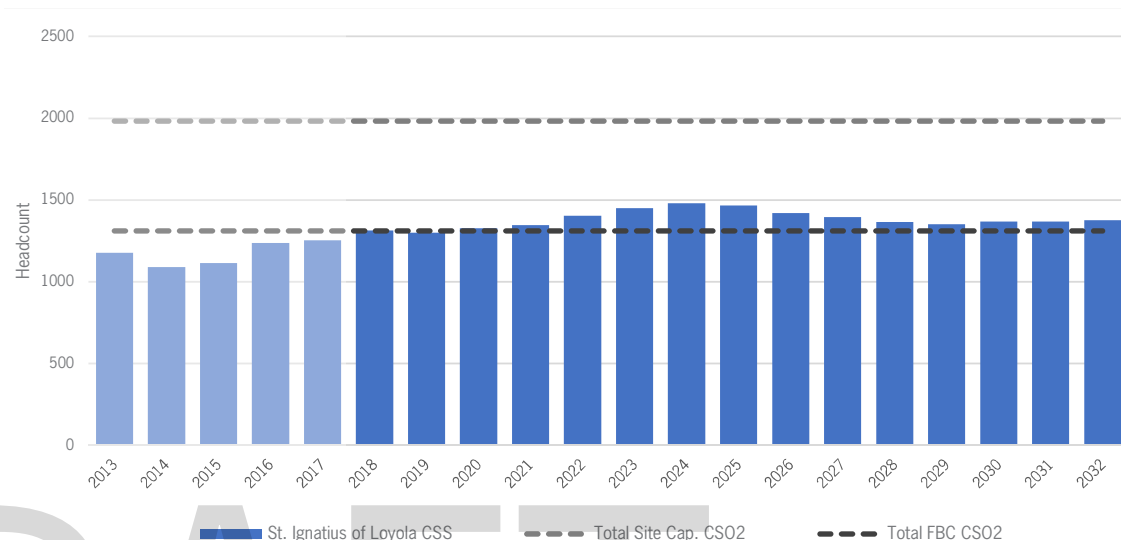
A School Boundary Review was recommended in 2018-19 involving all secondary schools in Oakville, if enrolment declined. It should be noted that at the time, Oakville Secondary was split into two (2) secondary review areas, whereas as it has currently been expanded to four (4). A new secondary school in North Oakville (CSO4) was recommended by 2027-28.

History of Actions



2016-17

New school boundaries take affect for all Oakville Secondary Schools. Portions of St. Thomas Aquinas CSS catchment were redirected to St. Ignatius of Loyola CSS (CSO2) and Holy Trinity CSS (CSO3).

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
St. Ignatius of Loyola CSS  	3%	1311	672	1983	Enrol.	1179	1091	1114	1237	1255	1315	1301	1329	1348	1405	1451	1482	1467	1420	1395	1365	1353	1369	1368	1377	10%
					UTZ	90%	83%	85%	94%	96%	100%	99%	101%	103%	107%	111%	113%	112%	108%	106%	104%	103%	104%	104%	105%	
CSO2 Total (Avg. for FCI)	3%	1311	672	1983	Enrol.	1179	1091	1114	1237	1255	1315	1301	1329	1348	1405	1451	1482	1467	1420	1395	1365	1353	1369	1368	1377	10%
					UTZ	90%	83%	85%	94%	96%	100%	99%	101%	103%	107%	111%	113%	112%	108%	106%	104%	103%	104%	104%	105%	

* St. Ignatius of Loyola CSS catchment includes a study areas within CSO9.

Planned and Proposed Major Residential Developments

The Palermo Village Growth Area is located within this review area. Medium and high-density development continues to occur within this area and will continue to impact enrolment. In addition, a large high-density development planned near the Oakville Trafalgar Memorial Hospital may impact long-term enrolment.

Redevelopment of the Saw Whet Golf Course (Bronte Green) is expected to begin over the next 5 years and will impact enrolment in the long-term. This development contains approximately 785 residential units, 67% of which are low-density in nature (single-detached or semi-detached homes).

In September 2017, the Town of Oakville refused an application to redevelop the Glen Abbey Golf Course to include residential uses. The decision has been appealed to the Ontario Municipal Board (OMB)/Local Planning Appeals Tribunal (LPAT). As such, the yields from this development have not been incorporated into the St. Ignatius of Loyola CSS enrolment. If this development proceeds, it may increase enrolment slightly over the long-term at the school.

It should be noted that St. Ignatius of Loyola CSS is one of the holding secondary schools for North Oakville (CSO4) students.

Area School Profiles



St. Ignatius of Loyola CSS

FACILITY	Opening Year	1986	FBC Capacity	1311
	School Site Size (ha)	4.9	Portable	
	Facility Condition Index (5-yr)	3%	Capacity	736
	Facility Assessment Year	2015	Site Capacity	2047

PROGRAMS

Hosted Programs	
ExFI	ISP

COMMUNITY
USES

Child Care Spaces	Other Uses
Infant	
Toddler	
Pre-S	

DRAFT

Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
St. Ignatius of Loyola CSS							

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

St. Ignatius of Loyola CSS does not currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

DRAFT

Short-term Recommendations (1-5 years)

Continue to monitor enrolment and program offering at the school.

Long-term Recommendations (6-15 years)

Continue to monitor enrolment and program offering at the school.

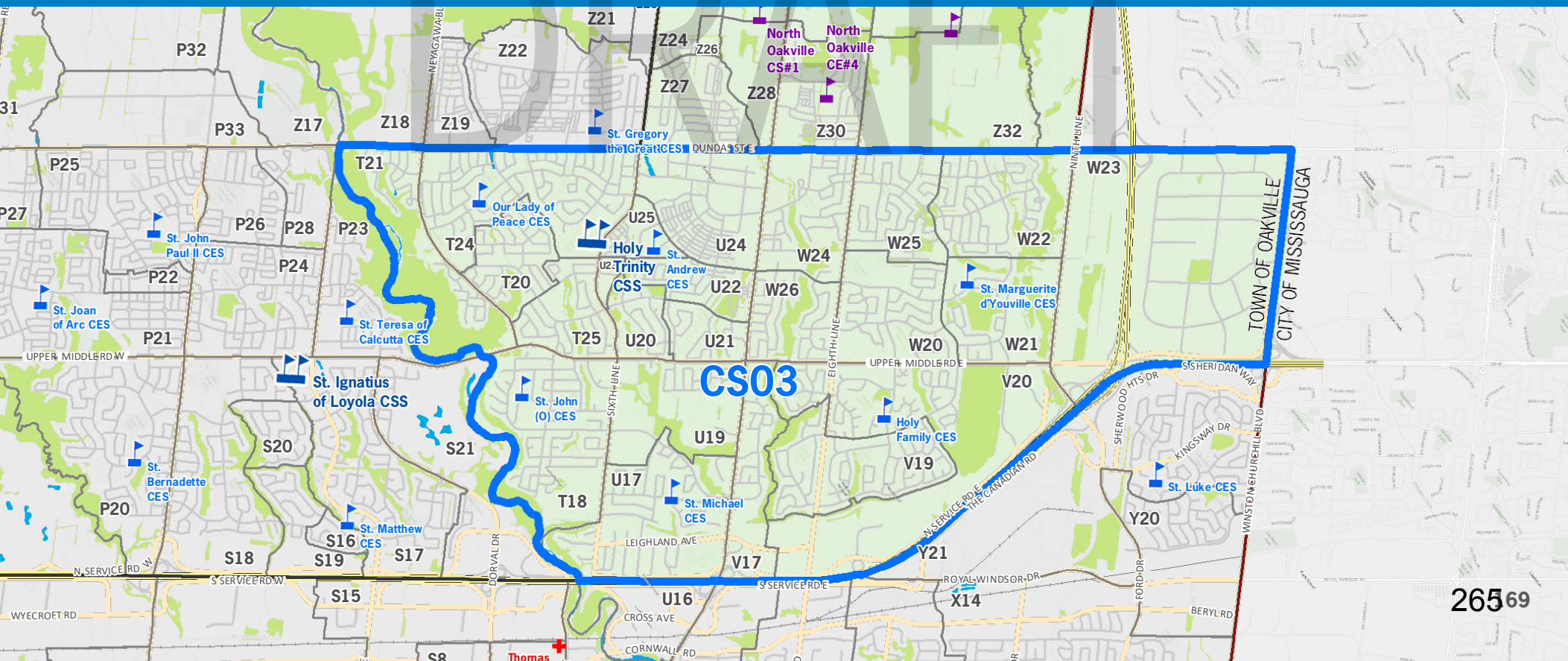
CS03

College Park, River Oaks & Iroquois Ridge Secondary

Holy Trinity Family of Schools

Review Area Overview

- Enrolment has been stable at **Holy Trinity CSS** for the last five years; and is forecasted to increase then stabilize just over FBC over the long-term. **Portables will be required at the school over the long-term** to accommodate students.
- The school saw **modest retention of Grade 8 students from feeder schools**, from 78% to 100% in the 2017 school year – **a significant increase from previous years**.
- The availability of the new **Advanced Placement (AP)** program is expected to attract students to the school.
- The school also hosts regional Extended French Immersion programming.
- Greenfield development potential exists around the **Uptown Core** at Trafalgar Road and Dundas Street. These developments are expected to be high-density in nature.
- The school includes students from new residential developments in **North Oakville (west of Sixth Line)**.



2013 LTCP Recommendations

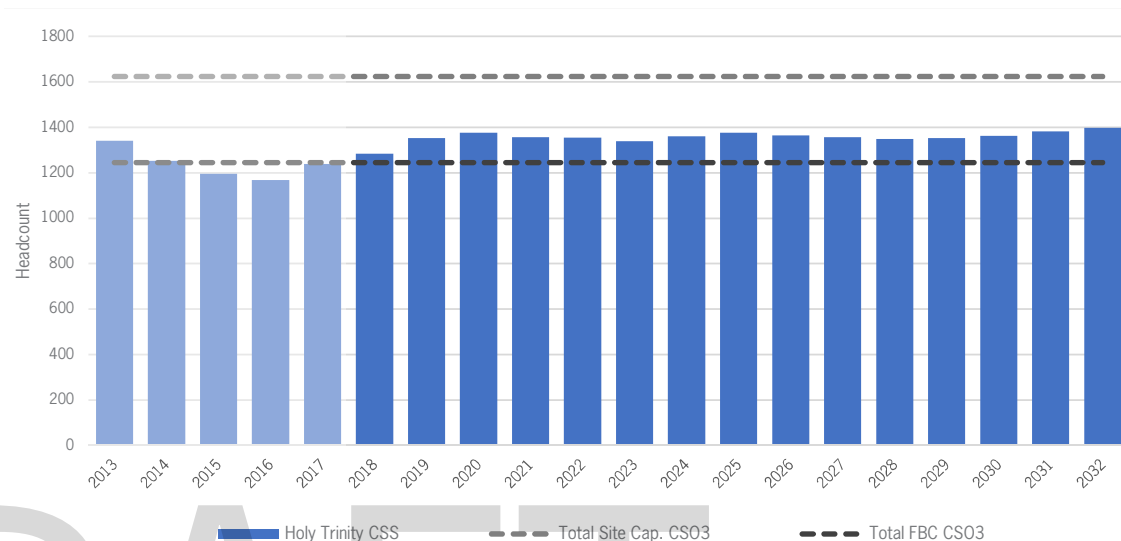
A School Boundary Review was recommended in 2018-19 involving all secondary schools in Oakville, if enrolment declined. It should be noted that at the time, Oakville Secondary was split into two (2) secondary review areas, whereas as it has currently been expanded to four (4). A new secondary school in North Oakville (CSO4) was recommended by 2027-28.

History of Actions




2016-17

New school boundaries take effect for all Oakville Secondary Schools. Portions of St. Thomas Aquinas CSS catchment were redirected to St. Ignatius of Loyola CSS (CSO2) and Holy Trinity CSS (CSO3).

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Holy Trinity CSS   	4%	1245	378	1623	Enrol.	1342	1252	1195	1168	1239	1285	1354	1376	1358	1355	1340	1361	1376	1364	1357	1349	1354	1362	1383	1398	13%
					UTZ	108%	101%	96%	94%	100%	103%	109%	111%	109%	109%	108%	109%	111%	110%	109%	108%	109%	109%	111%	112%	
CSO3 Total (Avg. for FCI)	4%	1245	378	1623	Enrol.	1342	1252	1195	1168	1239	1285	1354	1376	1358	1355	1340	1361	1376	1364	1357	1349	1354	1362	1383	1398	13%
					UTZ	108%	101%	96%	94%	100%	103%	109%	111%	109%	109%	108%	109%	111%	110%	109%	108%	109%	109%	111%	112%	

* Holy Trinity CSS catchment includes a study areas within CSO9.

Planned and Proposed Major Residential Developments

High-density development potential exists in the Uptown Core Growth Area (South of Dundas Street at Trafalgar Road) for the long-term.

Due to the higher density nature of these developments, the Board is not expected to yield a large number of students. However, staff will continue to monitor student yields within these areas to ensure projections reflect changes in housing choice.

It should be noted that Holy Trinity CSS is one of the holding secondary schools for North Oakville (CSO4) students.

Area School Profiles



Holy Trinity CSS

FACILITY	Opening Year	2002	FBC Capacity	1245
	School Site Size (ha)	5.67	Portable	
	Facility Condition Index (5-yr)	4%	Capacity	414
	Facility Assessment Year	2015	Site Capacity	1659

PROGRAMS

Hosted Programs

ExF

ISP

AP

COMMUNITY USES	Child Care Spaces	Other Uses
	Infant	
	Toddler	
	Pre-S	

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Renewal Project Timelines

School	School Year for Renewal Project					
	2016	2017	2018	2019	2020	2021
Holy Trinity CSS						

Renewal projects identified for 2018 school year:

None identified for 2018.

Potential Community Planning and Facility Partnership Prospects

Holy Trinity CSS does not currently meet criteria identified in *Administrative Procedure VI-78: Community Planning and Facility Partnerships*.

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Short-term Recommendations (1-5 years)

Continue to monitor enrolment and program offering at the school.

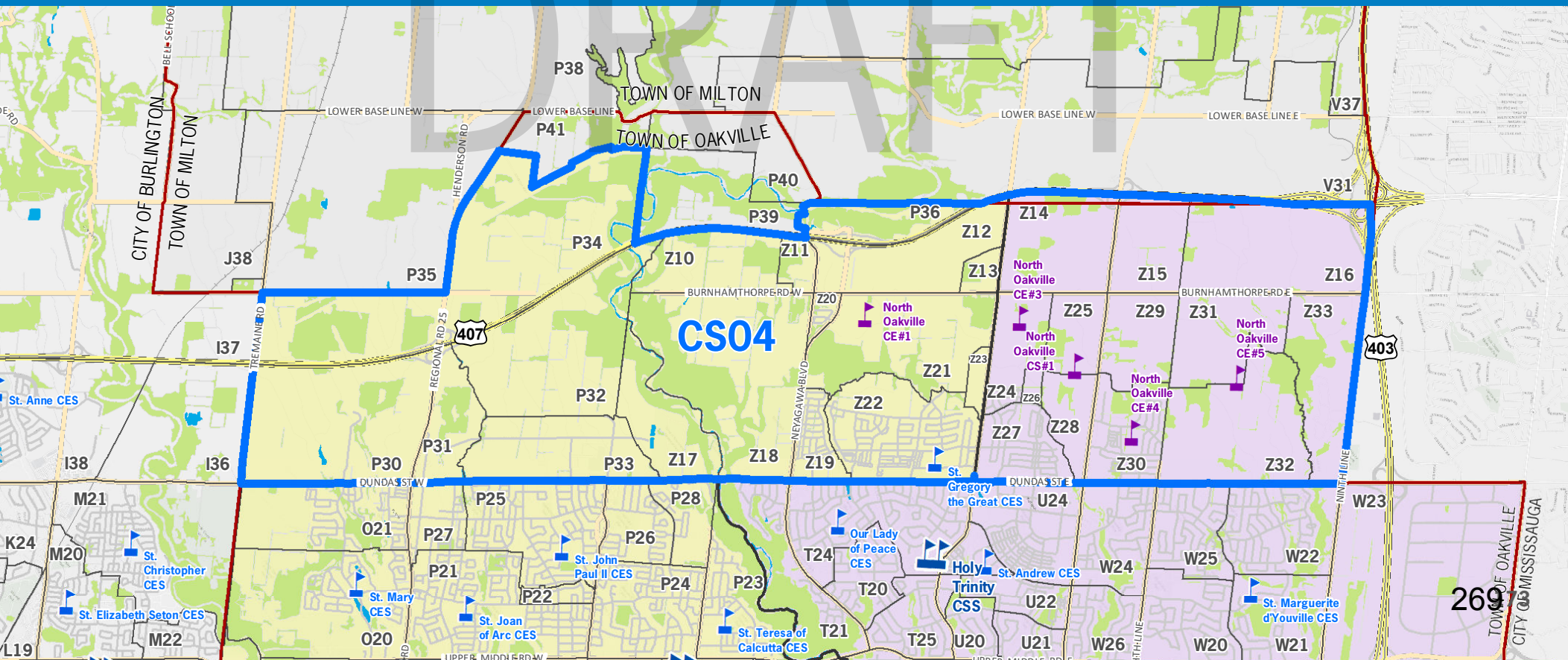
Long-term Recommendations (6-15 years)

Continue to monitor enrolment and program offering at the school.

Holy Trinity & St. Ignatius of Loyola Family of Schools

- There are **currently no secondary schools** within this review area. Students from this area attend St. Ignatius of Loyola CSS (West of Sixth Line) and Holy Trinity CSS (East of Sixth Line).
- Greenfield development will continue to occur within this area over the long-term and is forecasted to impact enrolment in the community.

- Enrolment is project to increase significantly over time as development continues in the North Oakville Secondary Plan. **One (1) Catholic Secondary School site has been designated within the North Oakville East Secondary Plan.** The timing of the new secondary school will continually be reviewed to ensure accommodation pressures are met.



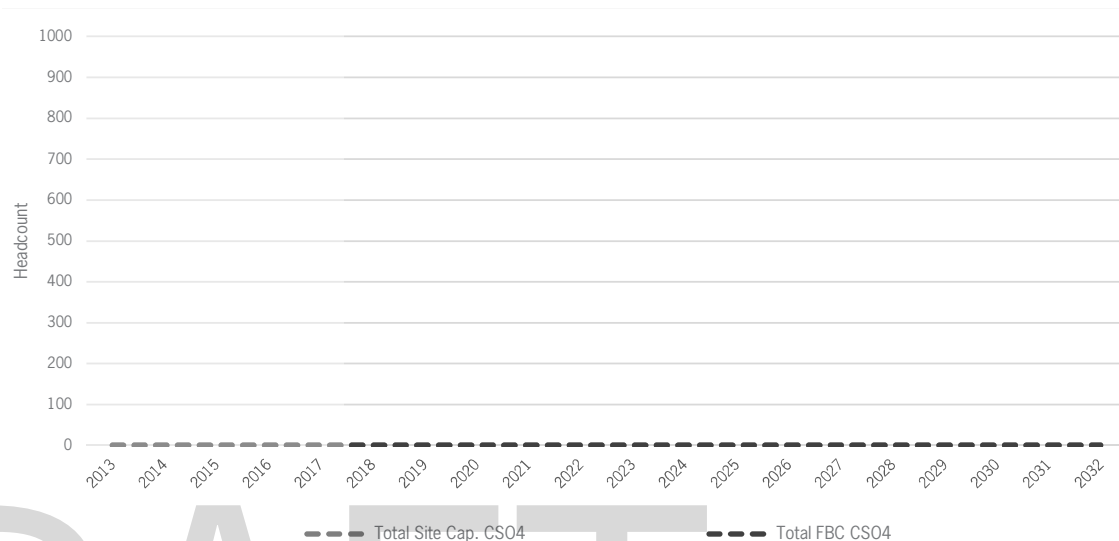
2013 LTCP Recommendations

A School Boundary Review was recommended in 2018-19 involving all secondary schools in Oakville, if enrolment declined. It should be noted that at the time, Oakville Secondary was split into two (2) secondary review areas, whereas as it has currently been expanded to four (4). A new secondary school in North Oakville (CSO4) by 2027-28.

History of Actions

N/A

Enrolment Trends



Enrolment Projections and Facility Utilization

School	FCI	FBC	Port. Cap.	Site Cap.		Historic					Projected (1-5 year)					Forecast (6-15 year)										15 year Change
						2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
CSO4 Total (Avg. for FCI)		0	0	0	Enrol.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
					UTZ																					

* There are no secondary schools within CSO9. Students are directed to St. Ignatius of Loyola CSS in CSO3 and Holy Trinity CSS in CSO8.

Planned and Proposed Major Residential Developments

North Oakville contains a large number of low-density residential units, as well as higher density units along major corridors. These housing will continue to support growth in enrolment at St. Ignatius of Loyola CSS and Holy Trinity CSS in the medium-term.

Enrolment will continue to be monitored to determine need for a new secondary school in the area.

Area School Profiles

There are no schools within this review area.

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Renewal Project Timelines

School	School Year for Renewal Project						
	2016	2017	2018	2019	2020	2021	2022
No schools within this review area.							

Renewal projects identified for 2018 school year:

N/A

Potential Community Planning and Facility Partnership Prospects

N/A

DRAFT

Short-term
Recommendations
(1-5 years)

Continue to monitor enrolments.

Long-term
Recommendations
(6-15 years)

Enrolment should be monitored to identify the need for a **new secondary school in North Oakville (North Oakville #1 CSS)**.

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The background image shows the exterior of St. Benedict Catholic Elementary School. The building features a modern design with a large glass facade on the left, a stone-clad section in the center, and a brick section on the right. A large blue number '8' is overlaid on the left side of the image. The school's name is visible on the brick section, and a 'HALTON CATHOLIC' logo is on the brick section to the right.

8

Accommodation Issues & Strategies

- 8.1 Summary of Recommendations
- 8.2 Proposed Capital Projects

8.1

Summary of Recommendations

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Burlington

Review Area	Short-Term Recommendation (1-5 year)	Long-Term Recommendation (6-15 year)
CEB1	Continue to monitor enrolments.	Continue to monitor enrolments.
CEB2 CEB3	A School Boundary Review should be conducted for CEB2 and CEB3 to balance enrolment across area schools.	Continue to monitor enrolments.
CEB4	Continue to monitor enrolments.	If enrolment continues to decline at St. Christopher CES, explore facility partnership opportunities at the school.
CEB5	N/A	N/A
CSB1	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.	If enrolment continues to decline at Corpus Christi CSS, explore facility partnership opportunities at the school.

Halton Hills

Review Area	Short-Term Recommendation (1-5 year)	Long-Term Recommendation (6-15 year)
CEH1	Continue to apply for Ministry funding for a replacement facility to address high renewal needs and capacity constraints at Holy Cross CES.	Continue to monitor enrolments.
CEH2	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.	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	Continue to monitor enrolments.	If enrolment continues to decline at St. Joseph (A) CES, explore facility partnership opportunities at the school.
CSH1	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.	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.

Milton

Review Area	Short-Term Recommendation (1-5 year)	Long-Term Recommendation (6-15 year)
CEM1 CEM2A CEM2B	<p>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).</p> <p>Explore potential to increase portable capacity at the Queen of Heaven CES school site to address accommodation pressures at the school.</p>	<p>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.</p>
CEM2C-2D	<p>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.</p>	<p>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.</p>
CEM3A-3B	<p>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.</p>	<p>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.</p>
CSM1 CSM2-3	<p>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.</p> <p>As development within the Boyne Secondary Plan continues to proceed, Milton #3 CSS (CSM3) will be required for 2020-21.</p>	<p>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.</p>

Oakville

Review Area	Short-Term Recommendation (1-5 year)	Long-Term Recommendation (6-15 year)
CE01	<p>Continue to apply for Ministry funding to address renewal needs and rebuild St. Dominic CES to address high renewal needs.</p> <p>Identify St. Luke CES as available for Community Planning and Facility Partnerships starting in 2021.</p> <p>Following the closure of St. James CES and the relocation of Thomas Merton Adult Learning Centre, partnership opportunities could be explored for that facility.</p>	<p>If enrolment continues to decline at St. Vincent CES, explore facility partnership opportunities at the school.</p>
CE02 CE03 CE04 CE05	<p>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.</p> <p>Identify St. Teresa of Calcutta CES as available for Community Planning and Facility Partnerships starting in 2022.</p> <p>Identify Holy Family CES as available for Community Planning and Facility Partnerships starting in 2021.</p> <p>Monitor enrolment at St. Marguerite D'Youville CES and Holy Family CES, and consider undertaking a program/accommodation review to address underutilization.</p>	<p>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.</p> <p>If enrolment continues to decline at St. Marguerite D'Youville CES, explore facility partnership opportunities at the school.</p> <p>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 CE04 and CE05 may be required.</p>
CE06	<p>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.</p> <p>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.</p>	<p>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 of #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.</p>
CS01 CS02 CS03 CS04	<p>Continue to monitor enrolment and program offering at the school.</p>	<p>Enrolment should be monitored to identify the need for a new secondary school in North Oakville (North Oakville #1 CSS).</p>

8.2

Proposed Capital Projects

Based on the short-term (1-5 year) and long-term (6-15 year) recommendations, a list of projects over the next 15-year planning horizon were formulated. These projects include future tentative Boards actions that will be required over the long-term to meet the accommodation and program needs of the Board's students. Note, the implementation of all listed processes requires Board approval prior to proceeding and require will follow the Board's operating policies and administrative procedures.

School Boundary Review, Program Review, and Pupil Accommodation Review (PARs) processes include many opportunities for public consultation. Final decisions in these reviews are made by the Board of Trustees, based on Board policy.

These projects are provided to allow the public and stakeholders across Halton to review the HCDSB's future plans, opening the door for potential collaborations with stakeholders, and align stakeholder capital plans with the Board's future capital plans.

These projects include the following types of projects:

- **New capital projects** in developing areas of the Halton Region that require new pupil places to meet growth demands;
- **Pupil Accommodation Reviews (PARs)** in areas of declining enrolment, when empty pupil places could be removed to enhance efficiencies;
- **School Boundary & Program Reviews** in areas where enrolment can be re-balanced to address over- and under-utilization rates at schools;
- **Capital Renewal Projects** for specific schools that require capital works for maintenance purposes, classroom enhancements, program enhancements, or capacity enhancements (among others);
- **Schools with Underutilized Spaces** are schools that are still needed to provide pupil accommodations and operate as a viable schools, but have excess space that can be utilized with approved community partners to fill empty spaces no longer needed for school accommodation.



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Capital Projects

Municipality	Project Description	Year Required	CPFP Opportunity
Burlington	N/A	N/A	N/A
Halton Hills	Georgetown West CES - CEH1/Holy Cross CES Replacement Facility	2019-20	Yes
	Vision Georgetown #1 CES (Site shared with Vision Georgetown #1 CSS)	2020-21	Yes
	Vision Georgetown #2 CES	2025-26	Yes
	Vision Georgetown #1 CSS (Site shared with Vision Georgetown #1 CES)	2025-26	Yes
Milton	Milton #3 CSS	2020-21	Yes
	Milton #9 or #10 CES (TBD based on timing of development in area)	2020-21	Yes
	Milton #9 or #10 CES (TBD based on timing of development in area)	2022-23	Yes
	Milton #11 CES	2024-25	Yes
Oakville	St. Dominic CES Rebuild	2019-20	Yes
	North Oakville #4 CES	2020-21	Yes
	North Oakville #3 or #5 CES (TBD based on timing of development in area)	2025-26	Yes

Pupil Accommodation Reviews

Provincial Moratorium currently in effect.

Municipality	Project Description	Year Required	CPFP Opportunity
Burlington	N/A	N/A	N/A
Halton Hills	N/A	N/A	N/A
Milton	N/A	N/A	N/A
Oakville	N/A	N/A	N/A

School Boundary & Program Reviews

Municipality	Project Description	Year Required	CPFP Opportunity
Burlington	CEB2, CEB3 School Boundary Review	2020-21	TBD
Halton Hills	N/A	N/A	N/A
Milton	Milton Elementary School Boundary and French Immersion Program Review	2018-19	No
	Milton Secondary Interim School Boundary Review	2019-20	No
Oakville	Oakville North of QEW School Boundary and French Immersion Program Review	2020-21	TBD

Renewal Projects

Municipality	Project Description	Year Required	CPFP Opportunity
Burlington	Assumption CSS Renewal and/or Addition	2018-19	No
	Canadian Martyrs CES Renewal	2018-19	No
	Notre Dame CSS Renewal	2018-19	No
	St. Mark Renewal and Addition	2018-19	No
Milton	Bishop P. F. Reding CSS Renewal and Addition	2018-19	No
Oakville	St. Michael CES (Oakville North East CES) Renewal and Addition	2018-19	No

Schools with Underutilized Spaces (1-5 years)

Municipality	Project Description	Year Required	CPFP Opportunity
Burlington	N/A	N/A	N/A
Halton Hills	N/A	N/A	N/A
Milton	N/APupi	N/A	N/A
Oakville	St. Luke CES	2021-22	Yes
	Holy Family CES	2021-22	Yes
	St. Teresa of Calcutta CES	2022-23	Yes

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B

Birth Rate

The number of births in a given school catchment in one year. The current birth data used by Planning Services is provided by the Region of Halton Public Health.

C

Capital Priorities (CP) Program

The primary capital funding program available to school boards through the Ministry of Education to fund projects that address enrolment pressures (e.g. new schools, additions). In addition, this program can be used to address projects that will replace schools with high facility renewal needs. Following the completion of the School Consolidation Capital Funding program in June 2017, this program will also act as the primary funding source to support school consolidation projects.

Cohort

A group of students that progress through their academic career together. The largest unit considered by Planning Services for enrolment projection purposes is by grade, not class.

Core French

Core French is taught in our schools from grades 4 through 9 for all students in HCDSB elementary and secondary schools.

Cross-Boundary

A process followed by the Board to grant students entry into a school outside of their school catchment. For more information, see Operating Policy I-04: Cross Boundary and Non-Resident Student School Attendance.

E

Empty/Surplus Pupil Places

When enrolment is less than the Functional Building Capacity of a school, this is the number of additional pupil places available within the school building to reach capacity.

Elementary Review Area (ERA)

A geographic unit of analysis created by Planning Services staff to analyze larger community trends impacting elementary schools at a smaller scale than the municipal or regional scale. Typically, these geographic units have similar characteristics such as general age of housing stock, unit composition and demographic trends.

F

Facility Condition Index (FCI)

An index used by the Board and Ministry of Education to support determining condition and renewal needs of schools. For additional information, see section on Facility Condition & Renewal.

Functional Building Capacity (FBC)

Sum of the capacity of individual instructional spaces within the permeant school building that could be used for regular full-time classes only. Specialized program spaces are included in this calculation, such as science labs and gymnasiums (secondary schools only).

G

Greenfield development

The process of developing largely rural agricultural or amenity spaces outside of the existing urban area to create new urban or suburban-type uses.

I

Infill Development

The process of developing vacant or underused parcels within existing urban areas that are already largely developed.

Intensification (Residential)

This refers to the land development practice where a municipality focuses on moving the focus of new development from the periphery (greenfield development) to adding new residential units within the existing urban area. This shift would result in new development taking a high-density form, i.e. townhomes and apartment buildings.

P

Portable Capacity

The total capacity available from maximum number of portables possible on site, based on the existing site condition and features.

Pupil Accommodation Review (PAR)

This is a review undertaken by the Board to address changing student populations, which may lead to school consolidations/closures. This process follows Operating Policy I-09: School Accommodation Review – Consolidation/Closure and involves consultation from the public and affected school communities.

R

Regular Track (RT)

Regular Track is the standard educational programming offered at all elementary and secondary schools in the Board where the language of instruction for all courses, except specialized language courses (e.g. Core French) are provided in English. Students within this program are taught Core French as a subject from Grade 4 to 9.

S

School Boundary Review

This is a review undertaken by the Board to create and/or change school boundaries. This process follows Operating Policy I-29: School Boundary Review Process and involves consultation from the public and affected school communities.

School Consolidation Capital (SCC) Program

A former capital funding program available to school boards through the Ministry of Education to support projects that address a school board's excess capacity. Examples of supported projects include consolidating two (or more) schools into one facility, new additions and renovations. As of June 2017, this funding program has been discontinued by the Ministry and future submissions of a similar nature will be provided through the Ministry's Capital Priorities (CP) program.

Secondary Review Area (SRA)

A geographic unit of analysis created by Planning Services staff to analyze larger community trends impacting secondary schools at a smaller scale than the municipal or regional scale. Unlike elementary review areas, these review areas are larger and typically reflect secondary school catchments.

Site Capacity (Total)

The sum of the Functional Building Capacity and the Portable Capacity. This is considered the total number of pupil places available at a school site based on the current site conditions and features.

Student Yield

This is the number of students generated by each new residential unit. The unit yields are calculated to reviewing how many students were generated from a particular unit type over the 15-year period. This is then applied to the future proposed units being developed. See Projection Methodology for more information.

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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 3rd 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

Approved School Educational Trips

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

Dated: Tuesday, May 1, 2018

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
Ascension CES Burlington	8	31	Camp Tanamakoon Huntsville, ON	The trip to Camp Tanamakoon will provide opportunities for students to foster community building and leadership skills. Students will be responsible for caring for themselves, their peers and their environment all in an atmosphere that supports Catholic Values and promotes the Catholic graduate expectations. This trip hopes to teach the students the importance of collaboration and solidarity with encouraging an active lifestyle. Staff and students participate in daily reflection and prayer before each meals.	Monday, June 4 – Thursday, June 7, 2018	~\$400.00
St. Matthew CES Oakville	8	58	Quebec City, QC	This Grade 8 trip to Quebec City provides supplementation to the Canadian History Curriculum, and French as a Second Language. Students will participate in guided tours and visit historical sites in Quebec City including a guided tour of Notre Dame Basilica. Staff and students will also participate in daily prayers, and quiet reflection and prayer while visiting St. Anne Basilica.	Tuesday, June 12 – Friday, June 15, 2018	~\$725.00

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Corpus Christi CSS Burlington	12	2	OFSAA Badminton Championship Windsor, Ontario	2 Students will be participating in OFSAA Badminton Championship. This tournament promotes team building, student engagement, competition, school bonding and positive peer influences. The team will pray before every match. At all our meals, students will thank God for what he has provided and ask him to guide us on our journey.	Wednesday, May 2 – Saturday, May 5, 2018	~\$150.00

INFORMATION REPORT

ITEM 10.3

UPDATE ON THE RELEASE OF THE 2018-19 GRANTS FOR STUDENT NEEDS (GSN)

PURPOSE:

To provide the Board with updated information regarding the release of the 2018-19 Grants for Student Needs.

BACKGROUND:

The following information regarding the Board's 2018-19 budget process was previously provided to trustees:

1. Information Report 10.5 Release of the 2018-19 Grants for Student Needs (GSN) from the April 3, 2018 Regular Board Meeting.
2. Budget Information Session – March 7, 2018 Trustee Budget Consultation Session.
3. Information Report 10.4 2018-19 Budget Consultation Process – Summary of Feedback from the March 6, 2018 Regular Board Meeting.
4. Staff Report 9.1 2018-19 Budget Estimates Schedule, Objectives and Consultation from the February 6, 2018 Regular Board Meeting.

COMMENTS:

The Ministry announced the release of the GSN on Monday, March 26, 2018. In addition to the three Ministry Memoranda related to the GSN that were previously issued, the Ministry has released:

- Memorandum 2018:SB05 – Cash Management Strategy (Appendix A)
- Grants for Student Needs Projections for the 2018–19 School Year (Appendix B)

The Education Finance Information System (EFIS) forms and 2018–19 Technical Paper are expected to be released soon. Updates from these releases will be discussed at the May 15th Regular Board Meeting, which will also include the first draft of the 2018-19 Budget. The below public link is provided for additional, up-to-date information released by the Ministry relating to the 2018-19 Budget: <http://www.edu.gov.on.ca/eng/policyfunding/funding.html>

Memorandum 2018 SB05: Cash Management Strategy

Effective September 1st, 2018, the Ministry is updating its operating cash flow policy and procedure for school boards to reduce provincial borrowing costs. As a result, provincial grant payments to boards will be delayed until a formula-driven adjusted accumulated surplus and deferred revenue balance meets specific criteria. This strategy is not expected to have a material impact on HCDSB's cashflows for 2018-19; however, it will be monitored going forward and may result in decreased interest revenue in the future.

Grants for Student Needs Projections for the 2018–19 School Year

The Board submitted enrolment projections to the Ministry on December 6, 2017, in accordance with Ministry 2017: SB28 Memorandum - District School Board Enrolment Projections for 2018-19 to 2021-22. The Ministry uses this submission to project the 2018-19 funding allocation for all boards in the province.

The Ministry has now released the provincial projections for the 2018-19 school year and a copy of the Provincial Summary and HCDSB's Summary is included in Appendix B. Preliminary analysis suggests that HCDSB remains the lowest funded board per student in the province; however, in reviewing these projections, it should be noted that the Ministry Board by Board projections are preliminary in nature, and keep in mind the following:

- They only reflect the revenue side and do not take into account expenses for the year and therefore they are not a reflection of our potential surplus or deficit position.
- They are high-level Ministry projections for the 2018-19 year, built on and compared to projections for the current year (2017-18 Revised Estimates are based on the actual enrolment count on October 31 and a projected enrolment count for March 31).
- The Education Finance Information System (EFIS) forms will be used to calculate all aspects of the grants specific to our Board, and as such, will supersede the projection.
- Enrolment projections for 2018-19 (which drive the majority of our grants) are subject to revision up until the budget is passed in June, based on the actual enrolment for March 31 of this year and school registrations for next year.

The updated 2018-19 Budget Estimates Schedule is attached as Appendix C.

REPORT PREPARED BY:

J. CHANTHAVONG
ADMINISTRATOR, BUDGET AND CAPITAL

REPORT REVIEWED BY:

A. LOFTS
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY:

R. NEGOI
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Ministry of Education

Financial Analysis and
Accountability Branch
20th Floor, Mowat Block
900 Bay Street
Toronto, Ontario M7A 1L2

Ministère de l'Éducation

Direction de l'analyse et de
la responsabilité financières
20^e étage, édifice Mowat
900, rue Bay
Toronto, Ontario M7A 1L2

**2018: SB05**

MEMORANDUM TO: Superintendents of Business

FROM: Med Ahmadoun
Director
Financial Analysis and Accountability Branch

DATE: April 16, 2018

SUBJECT: Cash Management Strategy

The purpose of this memorandum is to provide more details on the regulation changes to subsections 11(3) and (4) of the Education Act in regards to the cash management strategy, referred to below as “the policy”. These changes were first communicated in Memoranda 2018:B06 Grants for Student Needs (GSN) for 2018–19.

Background

The ministry is updating the operating cash flow policy and procedures for school boards effective September 1, 2018 to reduce the associated borrowing costs currently incurred by the Province and to more closely align our practices to the OPS cash management directive. As a result of this change, part of the grant payments from the ministry will be delayed until the adjusted accumulated surplus and deferred revenue balances of school boards meet specified criteria. Boards impacted by this policy will report a grants receivable from the Province to track the amount of delayed payments. It should be noted that this is a change to cash flow only and the annual funding entitlements provided to school boards under the GSN will not be affected by this change.

Delayed Grant Payment Calculation

The Delayed Grant Payment Amount will be calculated using a sliding scale based on the “adjusted accumulated surplus and deferred revenue balance” (defined below) as a percentage of the annual operating allocation of each school board.

Adjusted Accumulated Surplus and Deferred Revenues (ASDR) Balance

The policy takes into consideration the size of accumulated surplus and deferred revenue balances, as well as some financial assets as reported in the most recent financial statements submission. As the policy is intended to provide a proxy of cash available to school boards, the ASDR balance shall be calculated as follows:

Total Accumulated Surplus (Deficit) plus Total Deferred Revenues
LESS

- Total Accumulated Surplus (Deficit) Unavailable for Compliance
- Committed Capital Projects
- Committed Sinking Fund Interest Earned
- Deferred Revenues - Third Party Grants – Operating
- Deferred Revenues - Third Party Grants – Capital
- Tuition Fees Receivable (First Nation)
- Long-Term Investments (Temporary Exemption)

As school boards have long-term investments which may carry penalties for early redemption, the temporary exemption for long-term investments will be as follows:

- Until the end of February 2019: where interest is pro-rated under the terms of the investment; or
- Until the investment matures: where there is a penalty or interest is lost entirely if redeemed prior to maturity.

Boards must provide the ministry with detailed information in regards to their long-term investment balances to determine the length of the temporary exemptions. Any new long-term investments, as of September 1, 2018 will not be excluded from the Delayed Grant Payment amount.

Sliding Scale

The **Delayed Grant Payment amount** is calculated using a sliding scale based on the ASDR Balance as a percentage of Operating Allocation:

- The portion of the ASDR balance equal to 5% or less of the operating allocation will not be subject to delayed grant payment.
- The portion of the ASDR balance between 5.01% and 10% of the operating allocation will be subject to delayed grant payment at a rate of 80%.
- Any portion of the ASDR balance exceeding 10% of the operating allocation will be subject to delayed grant payment in its entirety.

Implementation and Reporting

The Delayed Grant Payment amount will be in effect as of September 1, 2018. The calculation to support the delayed grant payment amount will be initially included in the 2018-19 Estimates EFIS forms, based on the information reported in 2016-17 Financial Statements. The Delayed Grant Payment amount will then be updated annually based on the most recent financial statements submitted by school boards.

Transfer Payment Adjustment

The Delayed Grant Payment amount will be applied as an adjustment to the regular monthly transfer payments, where applicable. The adjustment will begin in September 2018 and continue to apply until the full amount of the Delayed Grant Payment balance has been reached.

After the initial set-up of the Delayed Grant Payment amount, the annual change to the balance will be reflected in future transfer payments based on the latest financial statements submitted by school boards.

If you require further information, please contact Andrew Yang, Manager of the Financial Standards and Consolidation Unit, at (416) 325-4212 or andrew.yang@ontario.ca, or Patrick Pelletier, Project Manager, Financial Standards and Consolidation Unit at (416) 325-3314 or patrick.pelletier@ontario.ca.

Original signed by

Med Ahmadoun
Director

Education Funding

**Grants for Student Needs
Projections for the 2018-19 School Year**

Spring 2018
Ministry of Education

Une publication équivalente est disponible en français sous le titre suivant : Financement de l'éducation : Subventions pour les besoins des élèves, Projections pour l'année scolaire 2018-2019, printemps 2018, sur le [site Web](#) du ministère de l'Éducation.

ISBN: 978-1-4868-2109-9 (PDF)

Grants for Student Needs Projections for the 2018-19 School Year

The following tables contain projected board-by-board allocations of the Grants for Student Needs (GSN) including other related information for the 2018-19 school year. The funding projections have been prepared by the Ministry of Education and are based on enrolment and other data provided by school boards. The tables also contain board-by-board allocations from prior years.*

These projections include the impact of enrolment change, new investments, savings measures, and structural refinements on GSN funding levels for the 2018-19 school year. The actual revenue that a school board receives through the GSN over the course of the school year may change as in-year information on enrolment and other factors become available. In addition, some individual grants may not be comparable year over year due to grant realignments, changes in grant structure, the introduction of new grants and allocations, as well as changes in accounting practices. The data in the tables from prior years is drawn from the most recent financial information submitted to the Ministry by school boards.

It should be noted that, in 2014-15, there was a significant increase in total funding. This increase was largely due to the movement and integration of funding for Ontario's Full-Day Kindergarten (FDK) program from Education Programs – Other (EPO) into the GSN.

Grants for Operating and Other Purposes

This section shows the grant allocations for operating and other purposes for each board listed by grant and allocation, as well funding for selected capital funding costs and funding for School Authorities. Details on how operating grants are calculated are found in the Technical Paper, 2018-19, Spring 2018.

Average Daily Enrolment

The measure of enrolment used for funding purposes is the Average Daily Enrolment (ADE) of pupils. Boards report the full-time equivalent of students enrolled at each school as of October 31 and March 31, which are the two count dates in the school

* This document includes data beginning in 2002–03. Data from 1998–99 through 2001–02 is available on the Ministry of Education's [website](#).

board fiscal year. The calculation of ADE is based on an average of full-time equivalent students reported on the two count dates.

Projected Grants for Student Needs for the 2018-19 School Year
(73) Provincial Totals

Spring 2018

Grants for Operating and Other Purposes ¹	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Revised Estimates	2018-19 Projections
1. Pupil Foundation Grant	8,075,061,286	8,164,747,394	8,411,386,751	8,856,954,477	8,324,100,385	8,722,112,959	9,058,127,594	9,253,961,913	9,533,573,718	9,810,602,145	9,772,503,430	9,556,199,172	10,486,522,040	10,431,848,964	10,600,259,079	10,865,877,479	11,161,033,708
2. School Foundation Grant					1,122,132,244	1,211,243,561	1,276,917,472	1,321,596,390	1,357,128,147	1,394,686,259	1,385,684,124	1,371,013,115	1,418,161,430	1,414,029,379	1,434,802,628	1,466,258,162	1,491,920,071
3. Special Education Grant	1,624,805,781	1,836,999,359	1,853,789,176	1,968,483,409	2,003,504,920	2,098,595,740	2,176,709,590	2,248,243,417	2,318,167,473	2,511,041,923	2,496,118,477	2,483,308,568	2,700,369,557	2,713,505,497	2,763,696,454	2,865,747,743	3,005,016,586
4. Language Grant	444,048,784	456,847,749	530,870,197	551,723,099	565,349,974	577,410,913	597,045,247	608,191,421	629,444,558	649,681,421	643,832,010	641,842,377	653,249,253	662,799,226	723,629,635	756,991,708	795,079,227
5. Indigenous Education Grant						12,072,115	21,581,790	28,604,891	42,959,636	39,158,029	40,614,791	42,261,105	47,035,377	50,919,099	65,167,370	72,262,783	71,309,593
6. Geographic Circumstances Grant	189,567,139	234,951,705	268,788,189	274,877,880	165,236,917	186,546,530	189,920,094	195,122,818	194,265,621	192,756,854	183,296,414	180,641,622	201,325,263	195,819,234	190,865,807	204,887,940	207,111,648
7. Learning Opportunities Grant	297,506,775	441,691,985	514,183,563	523,695,723	391,539,143	404,953,606	418,480,276	418,532,290	462,353,856	477,348,444	495,774,164	491,356,994	502,698,919	500,401,372	532,586,619	763,982,233	742,862,889
8. Safe and Accepting Schools Supplement							43,530,045	44,312,402	44,844,330	46,085,657	45,948,395	45,511,753	47,131,368	46,919,826	47,497,498	48,290,705	49,100,354
9. Program Enhancement Grant						35,332,500	45,586,600	45,538,350	45,326,050	45,036,550							
10. Continuing Education and Other Programs Grant	101,360,588	101,770,993	99,942,691	102,930,341	104,603,097	106,239,518	123,315,403	135,627,506	140,371,510	143,933,671	145,649,948	153,750,414	150,392,871	145,855,934	141,376,389	138,452,705	141,152,271
11. Cost Adjustment and Teacher Qualifications and Experience Grant	594,772,008	628,853,515	659,347,722	625,117,769	711,443,643	806,118,385	949,391,613	1,083,786,735	1,271,516,648	1,415,926,033	1,381,810,234	1,450,202,347	1,684,754,564	2,042,837,664	2,030,893,266	2,262,689,616	2,270,531,543
12. Student Transportation Grant	629,266,993	651,293,655	688,456,431	721,912,654	742,961,683	781,955,083	816,021,615	827,628,406	839,763,167	852,455,036	850,030,249	866,568,097	861,982,587	863,457,288	885,239,606	919,551,662	961,403,294
13. Declining Enrolment Adjustment	38,169,459	109,352,779	88,595,314	123,963,177	68,437,839	67,055,692	70,460,454	59,451,450	59,663,626	60,262,568	62,179,997	72,882,355	66,510,239	39,281,341	18,152,737	13,928,666	12,322,403
14. School Board Administration and Governance Grant	462,643,860	467,294,486	477,146,241	487,601,247	493,812,937	501,083,592	526,835,022	540,384,766	542,350,367	548,842,026	541,304,315	537,237,563	573,440,679	574,510,679	596,469,050	616,805,594	685,180,405
15. School Operations Allocation	1,439,709,979	1,476,282,111	1,582,417,483	1,656,612,928	1,680,847,352	1,741,175,070	1,812,479,479	1,894,724,880	1,919,215,938	1,961,995,092	1,979,715,261	1,983,596,864	2,057,710,943	2,049,147,246	2,053,921,405	2,066,441,061	2,111,365,745
16. School Renewal Allocation (excluding GPL)	266,848,483	293,308,313	324,140,189	307,282,963	305,129,754	305,828,141	244,999,610	306,795,489	303,063,792	299,562,403	324,597,843	323,228,031	329,199,679	364,560,501	361,131,395	358,465,378	360,708,380
17. Interest Expense	255,072,199	263,426,541	290,680,212	311,144,266	347,299,596	383,858,485	404,476,696	432,250,885	451,626,012	441,968,271	442,805,209	447,662,603	439,769,301	426,642,482	412,311,078	386,298,343	364,345,138
18. Non-Permanently Financed Capital Debt	22,612,653	92,007,953	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450
19. OMERS ²	(83,774,355)	(27,843,993)							21,016,540								
20. Other amounts ³											80,680,547	25,638,124					
21. School Authorities ⁴	41,312,326	43,358,410	46,075,492	44,672,968	49,229,221	49,323,217	50,638,209	26,631,021	28,230,578	28,097,103	29,096,901	29,490,825	30,445,247	30,887,598	33,786,484	35,895,538	37,151,882
TOTAL	14,398,983,958	15,234,342,955	15,901,543,101	16,622,696,351	17,141,352,155	18,056,628,557	18,892,240,258	19,537,108,480	20,270,605,017	20,985,162,935	20,967,365,758	20,768,115,379	22,316,422,767	22,619,146,780	22,957,509,950	23,908,550,764	24,533,318,588

Average Daily Enrolment of Pupils of the Board	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Revised Estimates	2018-19 Projections
Elementary	1,323,942	1,316,404	1,300,674	1,286,401	1,264,051	1,248,001	1,230,694	1,218,511	1,213,881	1,213,880	1,214,567	1,219,574	1,356,214	1,356,776	1,375,823	1,389,278	1,397,005
Secondary	673,537	650,166	663,309	672,999	679,980	682,933	682,537	683,693	676,709	664,640	649,178	624,644	606,945	599,949	593,720	591,450	596,436
Total	1,997,479	1,966,570	1,963,983	1,959,400	1,944,030	1,930,934	1,913,231	1,902,203	1,890,589	1,878,520	1,863,745	1,844,218	1,963,159	1,956,724	1,969,543	1,980,728	1,993,441
School Authorities	2,096	2,052	2,031	1,895	1,792	1,762	1,683	1,082	1,096	1,086	1,089	1,084	1,125	1,147	1,177	1,219	1,219

Notes: *Totals may not add due to rounding.*

- 1 Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
- 2 OMERS (Ontario Municipal Employees Retirement System) reflects a funding recovery in 2002-03 and 2003-04 due to a pension contribution holiday. It also reflects a retroactive payment in 2010-11 to support a contribution increase effective January 2011.
In subsequent years, funding for the contribution rate increase is being flowed to school boards through increases to benefits-related benchmarks.
- 3 Funding agreed to through the Implementation Cost Estimate (ICE) Working Group in 2012-13 and 2013-14.
- 4 In September 2009, twenty School Authorities were amalgamated with the local district school boards and the funding for these amalgamated boards is reflected in the grants lines of the receiving boards.
- 5 In 2018-19, the Program Leadership Allocation is being introduced within the School Board Administration and Governance Grant (SBAGG) and is comprised of six lead positions that were previously funded either through the SBAGG or other GSN allocations (Learning Opportunities Grant and Indigenous Education Grant) and through Education Programs Other.

Projected Grants for Student Needs for the 2018-19 School Year
(46) Halton Catholic DSB

Spring 2018

Grants for Operating and Other Purposes ¹	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Revised Estimates	2018-19 Projections
1. Pupil Foundation Grant	98,327,916	102,863,750	110,683,461	119,461,506	114,108,831	121,392,269	129,020,199	135,044,658	140,615,929	147,659,304	150,274,385	150,713,027	169,077,248	172,785,021	178,810,144	187,894,236	196,598,653
2. School Foundation Grant					13,299,029	14,845,063	15,993,247	16,966,809	17,609,671	18,471,401	18,741,068	19,171,961	20,716,109	21,036,146	21,719,086	22,507,145	23,234,561
3. Special Education Grant	17,975,491	21,071,643	19,428,654	22,742,576	24,390,671	26,061,030	27,283,944	28,500,448	30,007,005	33,487,906	34,235,514	34,978,802	39,716,238	40,605,096	42,123,681	43,747,763	46,268,993
4. Language Grant	3,364,913	3,646,469	3,959,465	4,187,923	4,528,912	4,596,516	4,933,371	5,018,906	5,370,890	6,012,500	6,189,702	6,453,129	6,361,233	6,667,758	7,305,348	7,748,499	8,406,480
5. Indigenous Education Grant						31,249	47,322	92,453	296,353	211,609	228,471	153,034	193,949	179,380	348,036	348,399	272,345
6. Geographic Circumstances Grant	-	39,051	39,051	44,051	-	-	-	-	-	-	-	-	-	-	-	52,902	54,093
7. Learning Opportunities Grant	1,590,497	2,132,826	2,277,854	2,188,415	1,189,122	1,260,825	1,355,753	1,463,960	1,996,619	2,177,374	2,337,853	2,325,398	2,388,582	2,436,271	2,835,211	6,292,472	5,967,809
8. Safe and Accepting Schools Supplement							406,302	424,574	437,609	463,041	472,395	478,556	516,426	526,757	545,065	570,799	594,601
9. Program Enhancement Grant						352,500	463,200	472,850	472,850	482,500							
10. Continuing Education and Other Programs Grant	1,060,255	1,066,322	1,127,824	1,313,868	1,337,146	1,414,566	1,634,796	1,875,655	1,731,937	1,791,414	1,905,074	2,166,661	2,237,815	2,094,081	2,227,997	2,132,488	2,238,429
11. Cost Adjustment and Teacher Qualifications and Experience Grant	4,795,436	4,776,658	6,681,122	5,473,599	7,266,445	9,263,719	11,727,167	13,786,603	16,945,995	19,471,623	19,360,089	20,246,331	24,906,104	30,013,183	28,052,680	28,114,353	27,160,973
12. Student Transportation Grant	4,453,738	4,686,824	4,778,795	5,125,902	5,267,434	5,474,198	5,712,615	5,899,632	5,936,554	6,127,259	6,099,616	6,723,386	6,771,491	6,932,619	7,206,378	7,545,376	8,018,111
13. Declining Enrolment Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14. School Board Administration and Governance Grant	5,539,804	5,745,194	6,081,904	6,387,846	6,594,064	6,795,823	7,116,604	7,424,363	7,472,208	7,683,774	7,712,009	7,817,479	8,448,467	8,663,890	9,037,151	9,492,729	10,542,069
15. School Operations Allocation	16,238,338	16,710,097	18,309,007	19,630,975	20,285,610	21,343,796	22,701,098	24,500,585	24,710,567	25,708,268	26,316,953	27,428,692	29,849,769	30,684,805	31,585,708	32,804,529	34,276,766
16. School Renewal Allocation (excluding GPL)	2,563,649	2,693,625	2,935,816	2,919,067	2,946,509	2,995,741	2,446,777	3,159,640	3,105,916	3,118,292	3,402,023	3,489,239	3,729,899	4,299,852	4,345,496	4,425,099	4,554,390
17. Interest Expense	11,935,986	11,719,526	11,182,391	10,350,975	9,995,265	11,088,772	11,441,595	12,435,878	11,507,935	10,062,695	10,031,068	9,773,530	10,109,389	9,545,363	9,208,148	8,546,061	8,155,960
18. Non-Permanently Financed Capital Debt	15,792	66,321	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375
19. OMERS ²	(789,754)	(289,429)							281,023								
20. Other amounts ³											80,265	330,766					
TOTAL	167,072,061	176,928,876	187,532,719	199,874,079	211,256,413	226,963,442	242,331,365	257,114,389	268,546,436	282,976,334	287,433,860	292,297,367	325,070,094	336,517,597	345,397,504	362,270,226	376,391,609

Average Daily Enrolment of Pupils of the Board	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Revised Estimates	2018-19 Projections
Elementary	16,836	17,187	17,539	17,704	17,614	17,646	17,692	17,817	17,922	18,214	18,459	18,959	21,730	21,966	22,387	22,702	22,961
Secondary	7,533	7,644	8,230	8,795	9,109	9,312	9,520	9,779	9,809	9,890	10,007	9,923	9,905	10,372	10,741	11,415	12,013
Total	24,369	24,830	25,768	26,499	26,724	26,958	27,212	27,596	27,731	28,103	28,466	28,882	31,635	32,338	33,128	34,117	34,974

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Halton Catholic District School Board
2018-19 Budget Estimates Schedule

Date	Completed	Item	Description of Activity
September 18th	✓	Ministry Memorandum 2017:SB28	District School Board Enrolment Projections for 2018-19 to 2021-22 memorandum issued
October 17th	✓	ADM Memorandum	Ministry invitation to Education Funding consultation sessions
November 1st	✓	Provincial Consultation (Regional Symposium)	Ministry consultation on 'Education Funding'
November 24th	✓	Ministry Memorandum 2017:SB28	District School Board Enrolment Projections for 2018-19 to 2021-22 submitted to the Ministry
January 22nd	✓	Budget Estimates Schedule & Objectives	Discuss 2018-19 Budget Estimates Schedule & Objectives at Administrative Council
February 2nd	✓	Budget Process Memorandum	Distribute the 2018-19 Budget Process Memorandum to Superintendents, Administrators, Managers
February 2nd	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments
February 6th	✓	Budget Estimates Schedule & Objectives	Present 2018-19 Budget Estimates Schedule & Objectives and Provincial Consultation to the Board
February 14th	✓	Public Consultation (Online Survey)	Open online survey on 2018-19 Budget Estimates Process
February 16th	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
February 26th	✓	Public Consultation (Online Survey)	Close online survey on 2018-19 Budget Estimates Process
February 26th	✓	Budget Update	Budget Estimates Update (Administrative Council) / Approval of Program Enhancements
February 28th	✓	Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 1st	✓	Budget Survey	Review and collate results of online budget survey
March 6th	✓	Budget Update	Present the Board of Trustees the results of the Online Survey
March 7th	✓	Trustee Budget Consultation Session	2018-19 Budget Estimates: Trustee/Senior Staff Budget Consultation Session
March 19th	✓	Townhall Budget Consultation Session	Discuss upcoming budget
March 26th	✓	Ministry Memorandum 2018:B006	Release of the Grants for Student Needs (GSN)
March 30th	✓	School Budgets	Development of School Budgets Based on Forecasted Enrolment
March 30th	✓	Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2018-19 Budget)
April 3rd	✓	Budget Update	Budget Estimates Update (Administrative Council) / Prioritization of New Initiatives
April 3rd	✓	Ministry Memorandum 2018:B06	Board Report - Release of the Grants for Student Needs (GSN)
April 13th	✓	Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 20th	✓	Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 20th	✓	Salary and Benefits Budget	Receive FTE staffing confirmations (by this date)
April 27th	✓	Salary and Benefits Budget	Complete Salary and Benefits Budget
May 1st	✓	Ministry GSN Projections	Board Report - Update on the Release of the Grants for Student Needs (GSN)
May 4th		Release of EFIS Forms and Technical Paper	Release of EFIS Forms and Instructions and GSN Technical Paper
May 4th		Ministry Training Session	Ministry Training on 2018-19 Estimates EFIS changes
May 7th		Budget Update	Budget Estimates Update (Administrative Council)
May 14th		Budget Update	Budget Estimates Update (Administrative Council)
May 15th		Budget Update	Present the Board of Trustees with a Budget Update
May 28th		Budget Consultation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
June 4th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 5th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board
June 11th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 19th		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 22nd		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 29th		Ministry Memorandum 2018:B06	Submission of Budget Estimates to the Ministry (EFIS)
June 29th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

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

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

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: March 5, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present B. Agnew (Chair) R. Quesnel
 R. Barreiro D. Rabenda
 L. Cipparrone (Vice Chair) L. Stephenson
 D. Hotopeleanu S. Trites
 J. Parisi

Staff Present B. Browne, Superintendent of Special Education Services
 W. Reid-Purcell, Special Education Coordinator
 J. Thompson, Itinerant SERT – SEA Lead
 R. Havens, Computer Technician

Members Excused K. Bivand
 L. Currie
 A. Iantomasi
 H. Karabela
 M. Lourenco
 C. Parreira

Members Absent

Recording Secretary J. Crew

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer

The meeting opened at 7:02 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda

Moved by: R. Quesnel

Seconded by: S. Trites

RESOLVED, that the agenda be accepted as received.

CARRIED

2. Presentations

2.1 Spirit of Inclusion School Award Presentations (B. Agnew)

B. Agnew welcomed all those in attendance for the Spirit of Inclusion presentation and explained the criteria used when nominating candidates for the Spirit of Inclusion award.

B. Agnew invited this year's elementary recipient and the principal of Our Lady of Victory Catholic Elementary School to come forward and reviewed the nomination information that resulted in Teagan being selected as this year's elementary recipient of the Spirit of Inclusion award. A school plaque and a gift were presented.

B. Agnew invited this year's secondary recipient and the principal of Bishop Reding Catholic Secondary School to come forward and reviewed the nomination information that resulted in Serena being selected as this year's secondary recipient of the Spirit of Inclusion award. A school plaque and a gift were presented.

2.2 Assistive Technology / Special Education Amount (SEA) (J. Thompson)

B. Agnew introduced J. Thompson Itinerant SERT SEA Lead.

J. Thompson explained that she would begin by presenting updates to the information she had previously shared with SEAC last year.

Updates included:

- Increased SEA staff to better facilitate student needs
- SEA Inventory Intake Tool (SEA IT) to improve approval process and delivery time to students; allows for online submissions and approval of all claims; assigns and tracks the location of devices; alerts are set up for equipment that require updating; creates deliveries to schools. Next step will be to connect to Trillium to further streamline the process
- increase in number of laptops sent out and number of students trained; clips of a student sharing positive feedback on the training, and emails on feedback from SERTs were shared
- an overview of the staff training to date and a plan for expansion of training was reviewed
- *BoardMaker Online* is on trial for all Structured Teaching and Life Skills teachers. In partnership with Curriculum, our goal is to have it available board-wide in September
- computers and iPads: purchases are now being made for newer models of equipment including Dell 3380 and iPad 2017
- purchased 2 new Virtual Reality Headsets and 2 new HoloLens (mixed reality) to trial; devices will be trialed in the ESC and Gifted Classrooms to enhance student engagement in learning; J. Thompson played a clip of *Hollow Lens Mixed Reality* technology. Next steps: have reached out to Microsoft and other potential partnership to work on developing curriculum for students to develop financial literacy skills and daily life skills. This is a large scope project in the early stages

B. Browne noted this was previously an area of challenge that is turning into a real strength, J. Thompson has taken our work to another level. Staff attended the ISTE Conference and are taking a leadership role around the province. This is what happens when our staff lead; we have gone from a challenge to now talking about what's possible.

B. Agnew thanked J. Thompson.

3. Actions to be taken

3.1 Minutes of the February 12, 2018 SEAC Meeting

Moved by: R. Quesnel

Seconded by: D. Hotopoleanu

RESOLVED, that the minutes of the February 12, 2018 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion **CARRIED**.

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

Members were reminded about submitting SEAC Soundbytes; the Chair will also send out a reminder; would like to have Soundbytes by June; these can be submitted any time before June.

6. Action and Information Items**6.1 SEAC Role Review (B. Agnew)**

It was suggested that the SEAC Role Review be deferred to the next meeting; all were in agreement to defer.

7. Communications to SEAC**7.1 Superintendent's Report**

B. Browne provided updates on:

Special Need Strategy: an update was received today; current process remains for now; the government remains committed to seeing this through.

Chief of Mental Health Programming: interviews took place after the February SEAC meeting and we are very pleased to announce the hiring of T. Melkuty to the role. She will be starting after the March Break

Professional Development: Itinerant SERTs for Blind/Low Vision and a Speech Language Pathologist will be attending the inter-professional workshop at Holland Bloorview on supporting Alternative and Augmentative Communication in children with vision challenges

Stay, Play Talk classrooms: a third wave will be starting after March Break

Psychology: have hired a temporary Psycho-Educational Consultant to replace staff on a leave of absence and have confirmed the addition of a new position starting April 3rd; beginning then FTE will be up by 1.0, until the end of May; there are some anticipated leaves coming up.

Compassionate Care Crisis Response Team (CCRT): Special Education staff have been significantly involved in multiple CCCRT responses recently; in addition to Chaplains, the CCCRT involves Special Education staff, including I-CYCs, Social Workers, Psychology Staff and the school based CYCs; staff are out there doing amazing, challenging work.

Gifted Screening Process: currently in the final days of the gifted screening; based on results, we have revised our current cut-off criterion for the CCAT-7 VQN score in the group test stage downward to 95th percentile; adding all students with that score to our stage 2 screening. Preliminary numbers suggest that we are identifying 2.2% of the grade 4 population, up from the last two years, which were the first years with the WISC-5. This year's information will be used for extensive research evaluation of our process.

Gifted Survey of Secondary Students: staff have been taking a look at gifted program options at secondary school. Part of this research involved an intentional look at student voice; secondary students identified Gifted were invited to participate in a survey about how secondary is meeting their needs from a variety of perspectives. The survey received an 81% response rate, from an overall perspective: the majority of students responded being satisfied with their program, options, and opportunities overall in all three: the regular stream, the Advanced Placement (AP) program, and International Baccalaureate (IB). IB reported slightly lower due to a lack of flexibility in course selection. Qualitative responses valued the importance of course selection, extra-curricular, social, and high marks. We are pleased that secondary students reported strongly their satisfaction with the options available to them in secondary.

Kindergarten Information Night: for families of students with special needs, who will be joining us in September took place on Wednesday February 28th at 7:30 pm at St. Benedict School in Milton. Participation included SEAC, Special Education and Curriculum staff. B. Agnew presented on behalf of SEAC and did a great job of connecting with parents; Special Education Consultants connected with parents to start the transition process.

Spirit of Inclusion Award: presentation of individual awards will take place on Monday, April 30th at Corpus Christi; look forward to celebrating with our elementary and secondary award winners; as emailed previously SEAC members are welcome to attend.

Culture Counts Conference: B. Browne was invited to sit on panel, from a school board perspective, at a *Cultural Responsiveness and ASD Conference* on March 2nd; proud to share and talk about the work we do: our focus on capacity building; our foundational assumptions; our work towards independence; and how individual student needs drive our work.

7.2 Trustee Reports

S. Trites asked if members had any questions.

7.3 Association Reports

7.3.1 VOICE for Hearing Impaired Children (R. Quesnel)

R. Quesnel shared two upcoming events:

- The 26th Annual VOICE Conference: *Hear Me, Hear You – Technology & Transitions*. The conference takes place Friday May 4th 8:00 AM – 430 PM and Saturday May 5th 8:00AM-4:30 PM at Centennial College - Event Centre, 937 Progress Ave in Scarborough. May 4 is for professionals; May 5 for parents. Can register on line at website www.eventbrite.ca/e/26th-annual-voice-conference-tickets
- 2018 Dress Loud Day will take place on Friday May 4, 2018. Dress Loud Day typically occurs on the first Friday of Hearing Awareness Month. It is an event meant to raise awareness about hearing loss where participating schools and workplaces encourage students and staff respectively to dress in loud clothing, wild hats or accessories and participants can donate a toonie if they wish. Those wishing to participate can contact VOICE for more information. <https://www.voicefordeafkids.com/>

Discussion on providing event information to schools resulted in the decision to design a 'SEAC Awareness' calendar. B. Agnew will send out a follow up email to gather information from associations to be included in a 'year in advance' event awareness calendar to be sent out for consideration by schools. The goal will be to pull information together by the end of the school year.

7.3.2 Easter Seals Ontario (B. Agnew)

B. Agnew informed members that March is Easter Seals Awareness Month; fundraisers will be happening at retailers.

B. Agnew reported that Alison Morse has been appointed to the Education Accessibility Standard Development Committee for Kindergarten to Grade 12. A second Standard Development Committee (SDC) has been established for post-secondary education. The standard committees will be developing recommendations for the Accessibility Directorate of Ontario about how to improve accessibility in schools. The first meeting was held on February 5th; topics included: Mandate and Guiding Principles; K-12 Education SDC Key Messages–Orientation Meeting; and Accessibility Survey–Results in Context.

The *Accessibility Survey – Results in Context* is a high level overview of responses to last year's survey by the Ministry of Education. At the first meeting, in the session on barriers, there was support for expanding the list of identified barriers in education.

A. Morse will provide information to on how conversations go, regarding all students across the board; information will be shared as things move forward.

7.4 Reports from Other Stakeholder Meetings – CPIC

The Council of Chairs meeting took place February 28th; last Wednesday: each council received 44 books; items on the agenda included: Catholic Literacy; Indigenous Education; Christian Meditation; and the Legalization of Cannabis Impact on Schools.

8. Next Agenda: Meeting Monday, April 23, 2018

B. Browne asked members if they would be agreeable to submitting reports for April's agenda a week early, to allow preparation and distribution of the meeting documents to occur earlier in the month; it was agreed that documents for April's agenda would be submitted by Friday, April 6 and meeting documents will be distributed by April 11.

The April agenda will include Renewed Math Strategy; Empower Reading Program update; Special Education Plan updates from each subcommittee; and SEAC Role Review (item 6.2 deferred)

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: L. Stephenson

Seconded by: S. Trites

RESOLVED, that L. Currie, A. Iantomasi, H. Karabela be excused.

CARRIED

9.2 Adjournment and Closing Prayer (Chair)

Moved by: S. Trites

Seconded by: D. Hotopeleanu

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned 9:05 p.m. with a prayer led by the Chair.

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



April 13, 2018

Ms. Diane Rabenda
Chair
Halton Catholic District School Board
802 Drury Lane
Burlington ON L7R 2Y2

Ms. Kelly Amos
Chair
Halton District School Board
JW Singleton Education Centre, 2050 Guelph Line
PO Box 5005, Station LCD 1
Burlington ON L7R 3Z2

Dear Ms. Rabenda and Ms. Amos,

Thank you for your letter, which was sent to my predecessor, the Honourable Mitzie Hunter, about student transportation. I am pleased to respond.

The government is committed to getting children to school safe, on time, and ready to learn every day. The safety of students who ride school buses is a priority for the government, and for all others involved in delivering student transportation. The Ministry of Education recognizes the important role of school bus drivers in providing safe, effective and efficient services to students and their communities. I recognize that many areas of the province are currently being impacted by a systemic school bus driver shortage. This impacts service to our students and imposes a burden on parents.

That is why our government is investing over \$60 million in a new school bus driver retention bonus program. This initiative will allow eligible school bus drivers who provide continuous home-to-school transportation service under contract with school boards and transportation consortia to receive up to three retention bonuses in the 2017-18 and 2018-19 school years. This is intended to reward those school bus drivers who stay on the job throughout the school year, reduce driver turnover, and make student transportation services more reliable for students and families.

.../2

It is important to note that school bus driver wages and other conditions of employment continue to be matters between a school bus driver and the school bus operator employing them. The retention bonus provided through this program is not intended to replace or substitute any existing school bus driver compensation offered by school bus operators.

Additional details on the school bus driver retention bonus program, including eligibility criteria, process, and timing for bonus claim submissions, will be communicated to the student transportation sector in the near future.

Additionally, the Student Transportation Grant is projected to be \$961.4 million for the 2018-19 school year, which is an increase of approximately 50 per cent since 2003. To provide additional support for school boards to manage increased costs, we are increasing the cost update adjustment from two to four per cent, which is projected to be a total of \$25.5 million in the 2018-19 school year.

This retention bonus program is an interim step towards a longer-term vision. We also recognize the need for a responsive, accountable transportation system, which is why we are launching a broad engagement on a new vision for student transportation in Ontario. This will focus on how transportation services can be improved to best support the goals of the education system now and in the future. It will also provide guidance for future policy development on issues such as funding and accountability. For more information on the consultation, please refer to our website at www.ontario.ca/page/consultation-new-vision-student-transportation.

Thank you again for writing.

Sincerely,

A handwritten signature in black ink, reading "Indira Naidoo-Harris". The signature is fluid and cursive, with the first name "Indira" being the most prominent.

Indira Naidoo-Harris
Minister of Education
Minister Responsible for Early Years and Child Care

From: Marilyn Casey [REDACTED]
Sent: April 20, 2018 11:33 AM
To: Comments <Comments@hcdsb.org>
Cc: minister.edu@ontario.ca
Subject: Re-direction of Charitable Funds

Halton District
Catholic
School Board, Board Chair

I will be re-directing my taxes to public education. Listen to your area constituents.

The recent decision to exclude many charitable organizations on the basis that the organizations service practices around the subject of women and health has prompted me to take action by directing my taxes to public education.

To discourage the practice of supporting these organizations is to threaten the health and well being of women and children. I am appalled at the idea that you would think this is a representation of Catholic Education.

We empower our children to learn and use their education to make their own personal decisions not to have it dictated to by broad policy statements at a board level.

It is beyond reason that the Board would think this is necessary.

Regards,
Marilyn Casey
Mike Casey

Geoffrey F. Cauchi, LL.B., CIC.C

[REDACTED]

By email message to rabendad@hcdsb.org and dawsonp@hcdsb.org

April 30, 2018

Diane Rabenda, Board Chair

Paula Dawson, Secretary to the Board and Director of Education

Halton Catholic District School Board

Dear Ms. Rabenda and Ms. Dawson:

Re: Charitable Activity Board Policy

*In an insane world, all the sane can do is to continue to repeat the
obvious*

G.K. Chesterton

This is yet another follow up letter to my first letter of February 17, 2018 (“Letter #1”) (see my second letter of March 19, 2018) (“Letter #2”). Quite simply, I am a Catholic Elector who seeks to enforce the collective right of the members of the “class of persons” referred to in section 93 of the *Constitution Act, 1867* to have the group of Trustees they elected carry out their own constitutionally protected mandate to manage the denominational aspects of the affairs of the Board in compliance with the tenets of the Catholic faith. This right and this mandate are protected from interference by the Ontario Legislature, the Ministry of Education, and even the courts,¹ and trump the *Charter* rights of individuals opposed to the mandate and the collective class rights of Catholic Electors.

¹ To those who might say that the court decisions in *Marc Hall* (see *Hall (Litigation guardian of) v. Powers*, 2002 CanLII 49475 (ON SC) and *Hall v. Durham Catholic District School Board*, 2005 CanLII 23121 (ON SC) and *Erazo* (see *Erazo v. Dufferin-Peel Catholic District School Board*, 2014 ONSC 2072 (CanLII)) refute my statement of the law I counter with the argument that the courts made egregious errors of law in those cases. Any reasonable court in the post-*Amselem* and post-*Loyola* era would consider the decision of Justice MacKinnon on the motion for interim injunctive relief in the *Hall* case and the decision of the Divisional Court in the *Erazo* case to have been wrongly decided and therefore not binding or even persuasive in cases where an individual challenges the decisions of a Catholic Board.

For the record, I have not received even the most basic courtesy of an acknowledgment of my correspondence from the Board.

To avoid repeating myself in this letter, I re-affirm and rely upon everything I stated in Letter #1 and Letter #2.

I am aware that, on April 17, 2018, David Harvey served upon the Board a Notice of Application for Judicial Review of the Board's decision to pass the Charitable Activity Board Policy without first consulting with all of the Board's School Councils. I have obtained a copy of the Application, but not copies of the affidavits that he proposes to offer in evidence in support of his Application. It is not clear from the Notice of Application whether or not Mr. Harvey is a Catholic Elector. I am not privy to the Board's records as to his status in this regard. However, my comments in this letter are premised on the assumption that he is a Catholic Elector, and therefore a baptized Catholic.

In my opinion, his legal proceeding is ill-conceived² and "ill-fated", for many reasons, including those described by Mr. Justice Duncan A.D. Grace in *Myriam Michail v. Ontario English Catholic Teachers' Association ('OECTA') et al, London District Catholic School Board ('LDCSB'), Ontario Labour Relations Board ('OLRB')*, 2017 ONSC 3986 ("*Michail*").³

I have a right to expect, and do hereby insist, that all of the Trustees instruct the Board's lawyers to vigorously oppose, on behalf of the Board, Mr. Harvey's initial preliminary motion for the "leave" part of his Application, pursuant to the provisions of subsection 6(2) of the *Judicial Review Procedure Act* (the "JRPA"). If the Board's lawyers have already advised the Board that this is a viable legal strategy and recommended it, then I would obviously encourage the Board to follow that advice.

That said, just to be clear, if the judge hearing the Application on May 9, 2018, refuses "leave", I would not support follow up submissions to the judge indicating the Board's consent to the judge ordering that the Application be transferred to the Divisional Court.⁴ In other words, the Board ought to insist on an order dismissing the Application, albeit without prejudice to Mr. Harvey's right to commence the Application anew at the Divisional Court. Neither should the Board agree with Mr. Harvey on any kind of "consent" order to the same effect on the condition that the Board undertakes to not enforce the Policy for any period of time. In my opinion, Mr. Harvey's positions on the secondary preliminary issues of standing, justiciability, and jurisdiction are so weak that, even if the matter is transferred to the Divisional Court, it would likely be summarily dismissed by the Divisional Court at the start of the hearing for either lack of standing or lack of jurisdiction. Alternatively, it is highly unlikely that Mr. Harvey would be

² Mr. Harvey ought to have commenced his Application in Divisional Court and then included in his Application a request for an interim order in the nature of an injunction, if he was insistent that enforcement of the Policy be restrained until the full Application could be heard. See section 4 of the JRPA.

³ See, especially, paragraphs 41 to 49 of the decision (referred to in my detailed analysis below).

⁴ The judge hearing the motion for leave in the *Michail* case exercised his discretion to do so in that case pursuant to the provisions of subsection 6(3) of the JRPA. See paragraph 51.

able to satisfy the legal test for interim relief in the nature of an injunction.⁵ In the further alternative, I would argue that it is “premature” to refer the matter to the Divisional Court until such time as the Board’s efforts to “consult” (i.e., in an attempt to “cure” its alleged procedural defects) with School Councils have been completed. The expected date for completion is June 1, 2018. See *Jafine v. College of Veterinarians of Ontario*, 1991 CanLII 7126 (ON SC).

I also will be very upset if the Board now passes a resolution, voluntarily, and without legal compulsion, to suspend enforcement of the Policy for any period of time. It is now my understanding that the Board intends to vote on a new resolution to voluntarily suspend the operation of the Policy on the night of Tuesday, May 1, 2018.

In my opinion, such action would constitute an egregious breach by the Trustees of their fiduciary duty of loyalty to the Catholic Electors to take steps to ensure that the Board’s activities and those engaged in by teachers and students in the name of the Board are consistent with Catholic teaching, and that its teachers stop failing to fulfill their statutory duties set out in section 264(1)(c) of the *Education Act*, and their duties as Catholics under Canon Law. Capitulating to Mr. Harvey would be akin to the Board granting to him a “heckler’s veto”.⁶

I also warn the Board that, given what I know about the current Trustees and OECTA’s lobbying efforts to reverse the Policy, many of its Trustees could be in danger of contravening sections 5 and 6 of the *Municipal Conflicts of Interest Act*.⁷ I know that at least one of the Trustees

⁵See the recent Federal Court decision in *Right to Life Association of Toronto and Area v. Canada (Employment, Workforce and Labour)*, 2018 FC 102 (CanLII) : “ [9] Hence, in order to succeed in their motion for an interlocutory injunction, the applicants must establish that they satisfy each prong of the conjunctive three-part test set forth by the Supreme Court of Canada [SCC] in *RJR-Macdonald Inc v Canada (Attorney General)*, 1994 CanLII 117 (SCC), [1994] 1 SCR 311 [*RJR-Macdonald*]. Under that test, the applicants must establish that: 1) a serious issue has been raised in the Underlying Application; 2) they will suffer irreparable harm if the stay is not granted; and 3) the balance of convenience, which examines the harm to the applicants and to the respondent, as well as the public interest, favours them.” Mr. Harvey does not allege any justiciable harm that he himself has suffered; his Notice of Application cites only alleged harm that others, who are not parties to his Application, might suffer. Accordingly, it would be absurd to suggest that he has any chance of satisfying either the second or the third prong of the *Macdonald* test. He was given an opportunity to communicate his views directly to the Board, and he took up that opportunity on April 17, 2018. He does not challenge the proposition that the Board has every legal and constitutional right to disregard the views of School Councils or individual parents and enact the Policy *per se*, and it is highly unlikely that any reasonable court would agree that he could.

⁶ See *R. v. Keegstra*, 1988 ABCA 234 (CanLII): “This claim has been called the heckler’s veto: if you say that, I will be furious and very likely will burn down the town; therefore, you should not say it.”

⁷ 5 (1) Where a member, either on his or her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, in any matter and is present at a meeting of the council or local board at which the matter is the subject of consideration, the member,

- (a) shall, prior to any consideration of the matter at the meeting, disclose the interest and the general nature thereof;
- (b) shall not take part in the discussion of, or vote on any question in respect of the matter; and
- (c) shall not attempt in any way whether before, during or after the meeting to influence the voting on any such question. R.S.O. 1990, c. M.50, s. 5 (1).

Disclosure to be recorded in minutes

6 (1) Every declaration of interest and the general nature thereof made under [section 5](#) shall, where the meeting is open to the public, be recorded in the minutes of the meeting by the clerk of the municipality or secretary of the committee or local board, as the case may be. R.S.O. 1990, c. M.50, s. 6 (1).

intending to vote in favour of the motion to suspend has received financial contributions to his election campaigns in the past, and have good reason to suspect that all of the Trustees have been contacted by OECTA and promised support in the next election campaign if they vote the way the union wants them to vote on this issue, and threatened with active efforts to defeat them in the election if they do not. This in itself is sufficient to establish a pecuniary conflict of interest.⁸ To comply with the law, any such Trustee who intends to vote in favour of the resolution needs to make full and complete disclosure of all such communications from OECTA on the Policy issue, and comply with the requirements of section 5.

If he or she does not, and the resolution passes because one or more of the affected Trustees voted in contravention of the requirements of section 5, I will be instructing my solicitors to commence an application to a judge under the provisions of section 8 and/or 9, and requesting all

Idem

(2) Every declaration of interest made under [section 5](#), but not the general nature of that interest, shall, where the meeting is not open to the public, be recorded in the minutes of the next meeting that is open to the public. R.S.O. 1990, c. M.50, s. 6 (2).

⁸ See *O'Malley*, note 11, at paragraphs 95-99:

[95] Elected officials are expected to be free from conflicts so as to enable them to provide an unbiased, even-handed, and disinterested consideration of anything that comes before the elected body and to co-operate with their colleagues to administer the affairs of the elected body in a judicial manner. The Board submitted that a trustee who is in litigation with the very Board of which he is a member is attempting to "serve two masters".

[96] Disqualification at common law was discussed in *Old St. Boniface Residence Assn. Inc. v. Winnipeg (City)*, 1990 CanLII 31 (SCC), [1990] 3 S.C.R. 1170. Sopinka J., speaking for the majority, discussed at p. 1196 the nature of "personal interest" which will disqualify at common law:

I would distinguish between a case of partiality by reason of pre-judgment on the one hand and by reason of personal interest on the other. It is apparent from the facts of this case, for example, that some degree of pre-judgment is inherent in the role of a councillor. That is not the case in respect of interest. There is nothing inherent in the hybrid functions, political, legislative or otherwise, of municipal councillors that would make it mandatory or desirable to excuse them from the requirement that they refrain from dealing with matters in respect of which they have a personal or other interest. It is not part of the job description that municipal councillors be personally interested in matters that come before them beyond the interest that they have in common with the other citizens in the municipality. Where such an interest is found, both at common law and by statute, a member of Council is disqualified if the interest is so related to the exercise of public duty that a reasonably well-informed person would conclude that the interest might influence the exercise of that duty. This is commonly referred to as a conflict of interest.

[97] Therefore, common law disqualification may occur for both pecuniary and non-pecuniary reasons. The interest must be personal and substantial such that a reasonably well-informed person would conclude that it might influence the exercise of the public duty owed by that person. The interest must be more than an interest held in common with other persons of like opinion.

[98] In the matter at hand, the Board argued that there are at least two common law grounds for disqualifying Mr. O'Malley. First, the Board asserted that disqualification is reasonable based on Mr. O'Malley's discussing and voting on the motion to commence legal proceedings against him. Second, the Board took the position that disqualification should follow Mr. O'Malley's having repeatedly sued the very Board of which he was a member.

[99] With respect to the first ground, Mr. O'Malley had a "substantial personal interest" in the November 10, 2005 motion. This personal interest was both pecuniary and non-pecuniary. He had a non-pecuniary personal interest in continuing in office which would necessarily have influenced his vote irrespective of whether it was consistent with his public duty. In addition, he had a pecuniary interest based on the Board's claim for solicitor and client costs. A reasonably well-informed person would conclude that these interests would influence the exercise of his public duty.

or some of the relief available to me under the provisions of sections 9 and 10.⁹ I may also ask my solicitors to add a common law claim based on non-pecuniary conflicts of interest --- a Trustee's dissenting views on Catholic teaching.

I trust that you have now been adequately forewarned and will govern yourselves accordingly. I also trust that this will mean that all of you will re-direct your loyalties to the Catholic Electors who want you to fulfill your fiduciary duty to us to ensure the Catholicity of our schools.

In my capacity as a Catholic Elector of the Board, I am very dependent upon the Trustees to defend our class denominational rights on our behalf. The *Education Act* deems the Board to be a "corporation", but it is unlike any "corporation" in the normal sense. If it were a share capital or non-share capital corporation, I would be a shareholder or a member. It would have to hold annual general meetings, at which I could exercise certain rights. I would also have statutory and by-law rights to join with other shareholders or members in requisitioning a general meeting to consider removing from office directors and officers who do not fulfill their corporate duties. I would have statutory "derivative action" remedies if I believed that the board of directors was not asserting causes of action that it ought to pursue. If the corporation were a business corporation, I would have statutory "oppression" remedies. But no similar rights for electors have been included in the *Education Act*. Furthermore, if I thought the old common law

⁹ 8 (1) An elector, an Integrity Commissioner of a municipality or a person demonstrably acting in the public interest may apply to a judge for a determination of the question of whether,

(a) a member has contravened section 5, 5.1 or 5.2; or

(b) a former member contravened section 5, 5.1 or 5.2 while he or she was a member. 2017, c. 10, Sched. 3, s. 7.

Six-week period

(2) An application may only be made within six weeks after the applicant became aware of the alleged contravention. 2017, c. 10, Sched. 3, s. 7.

9 (1) Subject to subsection (3), an elector may, within six weeks after the fact comes to his or her knowledge that a member may have contravened subsection 5 (1), (2) or (3), apply to the judge for a determination of the question of whether the member has contravened subsection 5 (1), (2) or (3). R.S.O. 1990, c. M.50, s. 9 (1).

Contents of notice of application

(2) The elector in his or her notice of application shall state the grounds for finding a contravention by the member of subsection 5 (1), (2) or (3). R.S.O. 1990, c. M.50, s. 9 (2).

Time for bringing application limited

(3) No application shall be brought under subsection (1) after the expiration of six years from the time at which the contravention is alleged to have occurred. R.S.O. 1990, c. M.50, s. 9 (3).

Power of judge to declare seat vacant, disqualify member and require restitution

10 (1) Subject to subsection (2), where the judge determines that a member or a former member while he or she was a member has contravened subsection 5 (1), (2) or (3), the judge,

(a) shall, in the case of a member, declare the seat of the member vacant; and

(b) may disqualify the member or former member from being a member during a period thereafter of not more than seven years; and

(c) may, where the contravention has resulted in personal financial gain, require the member or former member to make restitution to the party suffering the loss, or, where such party is not readily ascertainable, to the municipality or local board of which he or she is a member or former member. R.S.O. 1990, c. M.50, s. 10 (1).

corporate law principles that were akin to these statutory rights applied to the electors of a Catholic Board, I would have to convince a court to make “new law”. Finally, I draw to your attention that OECTA has issued an email message to all of its member teachers, inviting them to volunteer to help defeat the “Slate of 5” at the upcoming elections in November. The “Slate of 5” know who they are, and others know that they will be receiving the benefit of campaign assistance from the union. In the current legal environment, a Catholic Elector has no effective statutory or regulatory remedy to stop a union from carrying on this egregious interference with his or her denominational rights. I can stop the courts and the Legislature from prejudicially affecting my rights, but I can’t stop OECTA from doing so. This is why Catholic Electors are so dependent on their Trustees having the backbone to endure the abuse they have been receiving from the opponents of the Policy.

In particular, I think it is essential that you specifically instruct your lawyers to argue that sections 19-23 of Regulation 612/00 are merely “directory” and not “mandatory”; a failure to “consult” with School Councils does not *ipso facto* result in any subsequently passed fundraising policy being a nullity. The court should then be strongly urged to exercise its discretion to either disregard or judicially “cure” any alleged non-compliance by the Board with sections 19-23 of the Regulation. Vis-a-vis Mr. Harvey, who is a “parent” but not a School Council or a member of a School Council, and the only applicant, the Board substantially complied with sections 19 and 23 of Regulation 612/00 by permitting him a full opportunity to appear before the Board on April 17, 2018 and make his case against the Policy directly to the Board. He took up that opportunity. As for any prejudice suffered by others, they have not commenced legal proceedings, they have been given multiple fair alternative opportunities to express their views, and, in the final analysis, the Regulation does not require the Board to accept direction from School Councils and parents on the substantive content of the Policy.¹⁰ Indeed, to conclude

¹⁰ See *B.W. v. Child and Family All Nations Coordinated Response Network*, 2009 MBCA 95:

“35 The word “shall” is presumptively imperative in nature and imposes an obligation to do something. See: [s. 15 of The Interpretation Act, C.C.S.M., c. 180](#), *Re Manitoba Language Rights*, 1985 CanLII 33 (SCC), [1985] 1 S.C.R. 721 at para. 27, Ruth Sullivan, *Sullivan on the Construction of Statutes*, 5th ed. (Markham: LexisNexis Canada Inc., 2008) at 74, and Pierre-André Côté, *The Interpretation of Legislation in Canada*, 3d ed. (Scarborough: Thomson Canada Limited, 2000) at 236.

36 In most cases the crucial debate is not whether the word “shall” is imperative, but whether there are consequences for not complying with an obligation. Obviously, where the legislation sets out the consequence there is no debate. Where the legislation is silent “it is left to the courts to determine whether non-compliance can be cured.” See Sullivan, 5th ed. at p. 75.

37 Sydney B. Horton, “The Manitoba Language Rights Reference and the Doctrine of Mandatory and Directory Provisions” (1987) 10:3 Dal. L.J. 195 explained the difference between mandatory and directory provisions (at pp. 197-98):

.... The leading cases show that the distinction between mandatory and directory provisions is not between those that must be obeyed and those that need not be. Both mandatory and directory provisions are obligatory. Both are to be observed. The distinction has only to do with the consequence of breach of the provision. If the provision is mandatory, invalidity of the act in question is automatic....

Sullivan explained the differences similarly (at p. 75):

If breaching an obligation or requirement imposed by “shall” entails a nullity, the provision is said to be mandatory; if the breach can be fixed or disregarded, the provision is said to be directory.

38 The object of the legislation in question and the effect of the ruling are crucial factors for determining whether a provision is mandatory or directory. See *British Columbia (Attorney General) v. Canada (Attorney General)*; *An Act respecting the Vancouver Island*

Railway (Re), [1994 CanLII 81 \(SCC\)](#), [1994] 2 S.C.R. 41, and *Blueberry River Indian Band v. Canada (Department of Indian Affairs and Northern Development)*, [1995 CanLII 50 \(SCC\)](#), [1995] 4 S.C.R. 344, in which McLachlin J., as she then was, wrote (at para. 42):

.... This Court has since held that the object of the statute, and the effect of ruling one way or the other, are the most important considerations in determining whether a directive is mandatory or directory: *British Columbia (Attorney General) v. Canada (Attorney General)*....

39 In *Caddy Lake Cottagers Association v. Florence-Nora Access Road Inc. et al.* (1998), [1998 CanLII 14094 \(MB CA\)](#), 129 Man.R. (2d) 71 (C.A.), Helper J.A. adopted the following three factors, as explained by Côté (at para. 42):

Three factors appear to influence the courts: the prejudice caused by non-compliance with formalities, the potential consequences of a court finding of nullity, and the subject matter of legislation. “

The Court went on to say the following, at paragraphs 46-49:

“As already stated, if a provision is mandatory, non-compliance with the obligation results in a nullity. However, non-compliance with an obligation contained in a directory provision does not mean that there is no consequence. Rather, it is within the discretion of the court to decide if the non-compliance should be disregarded or cured. Binnie, J., writing for the court, made this point in *M& D Farm Ltd. et al. v. Manitoba Agricultural Credit Corp.*, [1999 CanLII 648 \(SCC\)](#), [1999] 2 S.C.R. 961; 245 N.R. 165; 138 Man.R. (2d) 161; 202 W.A.C. 161 (at para. 44):

The distinction is well established between legislative provisions that are mandatory (in the sense that non-compliance results in invalidity) and directory (where non-compliance may in certain circumstances be relieved against): *Reference re Manitoba Language Rights*, [1985 CanLII 33 \(SCC\)](#), [1985] 1 S.C.R. 721, at p. 737. ... (Emphasis added)

The two most crucial factors for the courts to consider when exercising their discretion are the extent of the non-compliance and the extent of any prejudice suffered as a result of it.

When considering the extent of the non-compliance, judges often write in terms of whether or not there has been substantial compliance with the requirement. See, for example, *Regina (City) v. Newell Smelski Ltd.* (1996), [1996 CanLII 5084 \(SK CA\)](#), 152 Sask.R. 44; 140 W.A.C. 44 (C.A.); *Wascana Energy Inc. v. Gull Lake No. 139 (Rural Municipality) et al.* (1998), [1998 CanLII 12344 \(SK CA\)](#), 168 Sask.R. 58; 173 W.A.C. 58 (C.A.); *Friedrich v. Agricultural Credit Corp. of Saskatchewan* (1988), [1988 CanLII 5322 \(SK CA\)](#), 66 Sask.R. 107 (C.A.); *Central Mortgage and Housing Corp. v. Co-operative College Residences Inc. et al.* (1975), [1975 CanLII 636 \(ON CA\)](#), 71 D.L.R. (3d) 183 (Ont. C.A.); *Washtronics Ltd. v. Winnipeg (City) et al.* (1994), 97 Man.R. (2d) 258; 79 W.A.C. 258 (C.A.), affirming the decision of Beard, J., at (1994), 94 Man.R. (2d) 21 (Q.B.). See also S.G.G. Edgar, *Craies on Statute Law*, 7th Ed. (London: Sweet & Maxwell Limited, 1971), at 260.”

See also *J & R Property Management et al. v. Kenwell*, 2011 MBCA 5 (CanLII) and *Steinmann v. Kotello*, 2012 MBCA 30 (CanLII). In the latter case, the Manitoba Court of Appeal said the following at paragraph 25: “While substantial compliance favours the exercise of discretion to disregard or cure the non-compliance, it must be considered in the context of all of the circumstances, including any prejudice suffered by others. It may be that there has been substantial compliance, but there has also been prejudice suffered by the other party. In the end, it is a question of what is fair and just in the circumstances.”

I would also argue that the very “vagueness” of sections 19-23 of Regulation 612/00 is also one of the “circumstances” that a court would need to consider in deciding whether or not they are directory or mandatory. It seems to me that if the Minister of Education ever attempted to compel a school board to conduct a “consultation” and then tried to prosecute a failure to comply with that “order”, such an attempt would not likely survive a section 1 or section 7 (right to liberty) *Charter* challenge on a “void for vagueness” basis. See *Chernard and Bunn v City of Barrie*, 2016 ONSC 2120 (CanLII) and *R. v. Nova Scotia Pharmaceutical Society*, [1992 CanLII 72 \(SCC\)](#), [1992] 2 S.C.R. 606. What kind of “consultation” is required? Must a formal written notice of a request be sent? If so, to whom must the notice be sent? The chair of every School Council? Is the fact that a School Council is not a legal entity relevant? How much time must be given to a School Council to provide its feedback? In what form must the feedback be provided? It seems to me that if this requirement is mandatory, no school board could ever be reasonably sure that it had offered sufficient “consultation” to enable it to proceed to pass a fundraising policy that was lawful. This would be absurd. Indeed, the very vagueness of these provisions supports the view that the Legislature had no intention of imposing on school board the consequence of nullity on any school board that fails to comply with this procedural requirement before passing a policy.

otherwise would be absurd, since the Regulation itself requires School Council to comply with Board policies, and one of the core denominational rights of Catholic Electors is to have the Trustees they have elected (and no one else) manage the denominational aspects of the operations of their schools and carry out their constitutionally protected mandate to indoctrinate their students in the Catholic faith.

I take the position that any advice from your lawyers to the contrary would be irresponsible; it would be inviting the Trustees to do what may be personally politically expedient to them, but ignoring their overriding fiduciary duties to the Board's Catholic Electors. These duties include the duty of loyalty; the duty to put the legal and constitutional rights of your Catholic Electors above your personal interests and the interests of OECTA.

If the circumstances were different --- if there was no evidence that the Board's teachers were at the time the Policy was passed not fulfilling their statutory duties and were not failing to adhere to established Catholic doctrine on formal cooperation with evil, material cooperation with evil, and scandalizing other Catholics (especially young, impressionable students), I might agree with a strategy to compromise with Mr. Harvey's demands, in order to prevent a dispute that should be contained within the Catholic community from being aired in public and the civil courts. But those aren't the facts, which are not in dispute. Even OECTA has conceded that its member teachers (with its own encouragement) have been engaging in conduct that the Catholic Church forbids. The Board's own survey of the approximately 100 current third party charitable and non-profit "partners" of the Board reveals that about 70 of them carry on activities that the Church deems to be evil. The Board cannot be willfully blind to these facts. It must not agree to fetter its own constitutionally protected mandate to exercise, on their behalf, the denominational rights of its Catholic Electors, as a class; and it must not agree to delay taking action that is immediately necessary.

In Canada, at least 12 Bishops have recently taken immediate action in respect of alleged misconduct on the part of its own charitable arm --- Development and Peace --- and the Board must emulate this response in the context of third party charitable activities carried out in its name. In particular, Cardinal Collins is reported to have said that Development and Peace is a "significant recipient of funds collected as part of our annual ShareLife appeal. We consider our relationship with our donors to be that of a sacred trust.....As CCODP is the development arm established by the Catholic bishops, it is critical to ensure that it allocates no funds to projects or groups that operate contrary to the moral and social teachings of the church." How could a reasonable judge conclude that a Catholic Board cannot take the same position with respect to the charitable activities of its teachers and students that are carried out in its name? Moreover, how could such a reasonable judge conclude that he or she has lawful jurisdiction to make an order that impedes a Catholic Board's ability to take immediate action to stop such activity, which also happens to constitute, from a purely secular and civil law perspective, a contravention of a provision of the *Education Act* (s. 264(1)(c))?

I require the Board to advise me, as soon as practicable, and, in any event, before noon on Tuesday, May 1, 2018, whether or not the Board intends to vigorously oppose Mr. Harvey's Application for Judicial Review (including his motion for "leave" to proceed in the Superior

Court of Justice) and of the arguments it intends to make in court if it commits to such opposition.

If the Board informs me that it will oppose the Application but I am not satisfied that the Board and its lawyers will adequately represent and defend the interests of its Catholic Electors in this matter, I will be instructing my own solicitors to commence a motion within the Application for leave to intervene as an added party, under Rule 12.01 of the Rules of Civil Procedure.

If the Board does not respond to this letter, or I learn that it will capitulate to Mr. Harvey's demands, I will be instructing my own solicitors to commence:

1. an action against all of the Trustees who voted against the Policy or who now vote to suspend its enforcement, claiming:
 - (a) substantial and punitive damages for breach of their fiduciary duties to me, a Catholic Elector; and
 - (b) substantial and punitive damages arising from their commission of the tort of misfeasance in public office;
2. my own Application for Judicial Review of any decision by the Board to suspend enforcement of the Policy, with the intention of obtaining an order quashing that decision, on administrative law grounds. Before commencing any such Application, I will first seek any relief from the Diocese to which I may be entitled, as a Catholic, under Canon Law; and
3. Proceedings under the *Municipal Conflict of Interest Act*, and under the common law, as applicable. As previously indicated, if the Board passes a new resolution suspending the operation of the Policy, I will definitely pursue this option. However, even if it does not, I intend to commence an Application to a judge, based on the common law, for an order declaring vacant the seats of the current Chair of the Board and the three directors who originally opposed passage of the Policy, for the next two elections (See *Amaral v. Kennedy*, 2010 ONSC 5776 (CanLII) and *O'Malley*¹¹), on the ground of conflict of

¹¹ *Calgary Roman Catholic Separate School District No. 1 v. O'Malley*, 2007 ABQB 574 ("*O'Malley*"). See paragraphs 98-112:

[98] In the matter at hand, the Board argued that there are at least two common law grounds for disqualifying Mr. O'Malley. First, the Board asserted that disqualification is reasonable based on Mr. O'Malley's discussing and voting on the motion to commence legal proceedings against him. Second, the Board took the position that disqualification should follow Mr. O'Malley's having repeatedly sued the very Board of which he was a member.

[99] With respect to the first ground, Mr. O'Malley had a "substantial personal interest" in the November 10, 2005 motion. This personal interest was both pecuniary and non-pecuniary. He had a non-pecuniary personal interest in continuing in office which would necessarily have influenced his vote irrespective of whether it was consistent with his public duty. In addition, he had a pecuniary interest based on the Board's claim for solicitor and client costs. A reasonably well-informed person would conclude that these interests would influence the exercise of his public duty.

[100] With respect to the second ground, there is legal support for the proposition that if a trustee chooses to sue the board of which he is a member, he can create a disqualifying conflict for himself.

[101] Historically, there were many statutes which contained disqualifying provisions concerning elected officials being in litigation with the body to which they were elected to serve. An example is found in *Regina ex rel. McLean v. Whitton* (1968), 1967 CanLII 200 (ON SC), 1 O.R. 128 (Ont. H.C.J.), which involved an alderwoman who brought legal proceedings to quash a resolution that she had voted against, but that had

been passed by the municipal council. The enabling legislation provided that any person who has a claim, action or proceeding against a municipal corporation forfeited his or her right to sit and vote and must vacate his or her seat. The Ontario High Court found that the alderwoman forfeited her right to sit and, in doing so, commented at pp. 132 and 135 on the purpose of the disqualifying provision and the mischief it seeks to prevent:

Although there are many cases dealing with s. 35(1) (q) there seems to be an absence of decided cases interpreting cls. (r) and (s) but Judges and text writers have said many times [...] that their object "is to prevent from being elected or sitting or voting as a member of a council any one whose personal interest might clash with that of the corporation." [...]

In a number of cases it has been said that the precise object of these three clauses is obvious. "No person should be or become a member of a municipal council who cannot give a disinterested vote on a matter of dispute that may arise."

[...]

It is the attitude of conflict and disagreement within the Council which the statute seeks to remedy. It seeks to prevent a member sitting who is unable to give a disinterested vote. Her personal interest is her disagreement with other members of Council. She cannot settle her disagreement outside Council and remain on Council too.

[102] The High Court also commented at p. 132 on elected officials who were not prepared to accept the will of the majority, but instead continued their campaign of opposition outside of the elected body. In light of Mr. O'Malley's conduct, these comments are worth repeating:

The principle is as old as democratic Government. When the governing body has by the vote of a majority of its members decided on a course of action, that decision must be accepted by all members. Those who are not prepared to accept the result must resign. It is a rule enforced - at least up to the present time - ruthlessly in higher echelons of Government everywhere. If a member is of a mind to continue his opposition outside the governing body he must resign. The reason is plain, the implications are plain from the principles mentioned [...]

[103] This principle also has been addressed in the school board trustee context by the Ontario Superior Court of Justice in *Hearst (Town) v. District School Board Ontario North East*, [2000] O.J. No. 3419 at paras. 39 and 40:

[...] The individual trustees comprise the Board. [...] The Board's authority is exercised by the trustees making resolutions in duly convened meetings. While they are accountable to their communities, that accountability is both general and specific. From time to time, there will be a conflict between the interests of a specific constituency and the school community in general. That is to be expected. The trustees must make decisions in the best interests of the entire school community while trying to accommodate the specific constituencies. This will not always be easy. In fact, it is well accepted that there will often be a minority view or position which cannot be accommodated without special measures. Should an individual trustee be unable to persuade her colleagues to accept her view and wish to ask the Courts to favour her position over the majority of her colleagues, she should resign.

[...]

In answer to the vexing problems, that the trustee has limited powers of dissent if she disagrees with actions of the majority, the simple answer is that she should resign if she wishes to participate in litigation against the Board.

[104] It is only right that elected representatives should form views and opinions and declare themselves on issues of public interest. Elected officials are and should be entitled to maintain and forcefully to express their views without fear of disqualification or unwarranted interference by the courts. In this case, however, any reasonably well-informed person acquainted with the facts would inevitably conclude, as Justice McMahon did, that Mr. O'Malley, by attacking the validity of core governance policies through the courts, has a personal conflict of interest (both pecuniary and non-pecuniary) that likely would preclude him from bringing an unbiased mind to the performance of his Board responsibilities. Mr. O'Malley attempts to characterize this as a "political dispute". Whatever the characterization, he has demonstrated that he cannot and will not accept the will of the majority of the Board members or recognize the authority of the Chief Superintendent.

[105] Each time Mr. O'Malley chose to sue the Board, he ran the risk of legal costs being awarded against him, meaning that he had a personal financial interest which was in conflict with the financial interest of the Board. Moreover, a trustee who chooses personally to engage his own Board in litigation by attacking the Board's core governance policies necessarily places his private interest ahead of his public duty. Other trustees, including Maureen Emond and Chair Williams, testified that all decisions and activities of the Board flow, directly or indirectly, from these governance policies. Arguably, Mr. O'Malley was in an untenable conflict of interest on everything that came before the Board since he was opposed to all of the core governance policies and was seeking to have those policies declared null and void.

[106] Finally, but certainly not the least significant concern, Mr. O'Malley placed his private interest ahead of his public duty to carry out and advance the work and responsibilities of the Board when he sued over the issue of bussing fees. Mr. O'Malley unsuccessfully attempted to enjoin his own Board from deliberating on and passing its yearly budget. Mr. O'Malley admitted at discovery that this is an important and fundamental responsibility of the Board.

[107] Mr. O'Malley had a shared public duty to advance the work of the Board, which included deliberating on and passing a yearly budget. Yet he tried to halt the Board's budget work, thus putting his private interest in conflict with his shared public duty to carry out the responsibilities and work of the Board. Justice McMahon's comments at paras. 41-43 of his Reasons for Decision are particularly apt:

The trustees collectively and individually owe a public duty to carry out their responsibilities and the work of the Board in good faith and with reasonable diligence. They are elected for that purpose. They need not be of like mind. They may hold strong and conflicting views. They may debate with vigour, and occasionally with rancour. There is no rule requiring trustees to like each other. But they do have one overarching responsibility - a shared public duty to advance the work of the Board to which they had the privilege of being elected. A trustee who chooses to personally engage his Board in litigation concerning the Board's fundamental operations places a private interest ahead of a public duty.

The lawsuits [Mr. O'Malley] brought have been described earlier. When, for example, [Mr. O'Malley] attacked in Court the very policies under which the Board operated, and later sought a court order to halt its budget work, he brought himself into conflict with that collective duty. Appended to one of his affidavits in support of his motion was a letter in which his position was clearly stated: the "Board has lost all jurisdiction to deal with the budget in any way until the Notice of Motion is dealt with." Thus his private interest in maintaining that position in his litigation with the Board conflicted with his public duty to deal with the Board's responsibilities.

A trustee who cannot in good conscience continue to perform that duty has a choice. He can resign his position and regain the elector's right to challenge the Board in court. What he cannot do is remain and abandon his public duty to advance his private interest. He is unable, in those circumstances, to bring an unbiased mind to the performance of his public duty.

[108] If Mr. O'Malley was unable to accept the decisions and collective will of the Board, he should have resigned.

7) Did Mr. O'Malley breach his fiduciary duties to the District?

[109] Mr. O'Malley's steadfast refusal to play by the rules has caused untold turmoil and grief, not to mention the wasted time, money and resources expended to address and respond to his unethical conduct, frivolous lawsuits and unmeritorious complaints. It is clear from authorities such as *Margolis* at p.4 and *Toronto v. Bowes* (1854), 4 Gr. 489, aff'd. (1856), 6 Gr. 1 (C.A.), aff'd. (1858), 11 Moo. P.C. 463 that a school board trustee is a fiduciary. The position of fiduciary imports a high degree of trust requiring a very high standard of care. The need to maintain integrity in public office is of paramount importance and requires that elected officials be held to a very high objective standard of care.

[110] Ms. Moore, the corporate governance expert, testified that, upon reading Mr. O'Malley's Amended Statement of Defence, she concluded that Mr. O'Malley has a misguided understanding of to whom his fiduciary duties are owed. Ms. Moore testified that the fiduciary duties are owed to the corporate body (the Board) which is, in turn, accountable to the Catholic ownership. Mr. O'Malley wrongly believes that his duties are owed only to the people who voted for him. At p. 11 of her report, Ms. Moore quotes as follows from Carol Hansell's text entitled *Corporate Governance: what directors need to know* (Toronto: Carswell, 2003):

[...] the courts have been very clear that the fact of a director having been nominated to the board by a particular person does not entitle that director to prefer the interests of that person to the interests of the corporation. *A director must be concerned first and foremost with the interest of the corporation.* As an Ontario court put it, the corporate life of a nominee director who votes against the interests of his or her nominator 'may be neither happy nor long', but that director must nevertheless act in the best interests of the corporation. [Emphasis in expert report.]

[111] The Board also relied upon Michael Ng's text, *Fiduciary Duties: Obligations of Loyalty and Faithfulness*, looseleaf (Aurora, Ont.: Canada Law Book, 2003) at p. 2-6 for the proposition that the standard of faithfulness required of a fiduciary depends on the fiduciary's role but that, often, codes of professional conduct governing a particular group of fiduciaries inform the standard.

[112] The Board's Code of Conduct Policy GP-5 (the "Code of Conduct") sets out the standard of faithfulness and lays out the obligations owed by a trustee of the Board. The Board summarized as follows the provisions of the Code of Conduct which it alleges were breached by Mr. O'Malley:

- (a) The preamble which provides that trustees shall conduct themselves in an ethical and prudent manner and in a manner that reflects respect for the dignity and worth of all individuals;
- (b) Clause 1 of the Code of Conduct which stipulates that trustees shall be loyal to the interest of the ownership which loyalty shall supersede the personal interest of any trustee or any loyalty to any advocacy or special interest groups;
- (c) Clause 2 which provides trustees [must] exercise their powers and discharge their duties honestly and in good faith;
- (d) Clause 4 which stipulates trustees shall not attempt to exercise individual authority over the Chief Superintendent or any member of the staff;

interest, both pecuniary and ideological. The Chair and the three directors have put the interests of OECTA and their own peculiar religious beliefs ahead of the constitutional rights of Catholic Electors, which include the right to have their catholic schools managed in accordance with the tenets of the Catholic Church by the Trustees they have elected. I recently received evidence that OECTA has announced its intention to actively interfere in the election of Trustees for the Board at the next election in November; to actively work to defeat the five faithful Trustees who passed the Policy. I reasonably anticipate that those efforts will also include positive pecuniary support for the re-election of the Chair and the other three Trustees. This simply confirms that OECTA is willing to continue the same unethical tactics it has employed in past elections. I will do whatever I can do to ensure that the Chair and the three directors and other “OECTA favoured candidates” cannot benefit from this unethical interference by OECTA in the upcoming election.

I set out below various sources of information about the tenets of the Catholic Church that are relevant to this dispute, so that the Board and its lawyers will have a better understanding of the context of my submissions in this letter, as well as those set out in Letter #1 and Letter #2.

Sources of Key Principles to Establish Context

*“To appeal to a ‘faith of the Church’ in order to oppose the moral Magisterium of the Church is equivalent to denying the Catholic concept of Revelation. Not only that, but one can come to violate the fundamental right of the faithful to receive the doctrine of **the Church** from those who teach theology by virtue of a canonical mission and not the opinions of theological schools....Love for whoever errs must never bring about any compromise with error: error must be unmasked and judged. The love which the Church has for man obliges her to tell man how and when his truth is being denied, his good unrecognized, his dignity violated, his worth not adequately addressed.”*

Pope St. John Paul II, **Address to Participants in the International Congress of Moral Theology**, April 7-12, 1986.

“It is sometimes claimed that dissent from the Magisterium is totally compatible with being ‘a good Catholic’ and poses no obstacle to the reception of the sacraments. This is a grave error that challenges the teaching office of the Bishops of the United States and elsewhere.”

Pope St. John Paul II, **Address to the Bishops of the United States in Los Angeles**, September 16, 1987.

“While exchanges and conflicts of opinion may constitute normal expressions of public life in a representative democracy, moral teaching certainly cannot depend simply upon respect for a process; indeed, it is no way

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- (e) Clause 4.1 which stipulates that individual trustees shall make no judgments of the Chief Superintendent;
 - (f) Clause 4.2 which stipulates that trustees shall not encourage communication with employees who attempt to by-pass administration.;
 - (g) Clause 6 which stipulates that trustees shall represent the Board's corporate position when interacting with the public;
 - (h) Clause 7 which stipulates that trustees shall be familiar with the rules of procedure and proper conduct of a meeting;
 - (i) Clause 9 which stipulates trustees shall regularly take part in relevant trustee meetings such as the district advisory council meetings and the family school council meetings.’

established by following the rules and deliberative procedures typical of a democracy. **Dissent**, in the form of carefully orchestrated protests and polemics carried on in the media, **is opposed to ecclesial communion and to a correct understanding of the hierarchical constitution of the People of God.** Opposition to the teaching of the Church's Pastors cannot be seen as a legitimate expression either of Christian freedom or of the diversity of the Spirit's gifts. When this happens, the Church's Pastors have the duty to act in conformity with their apostolic mission, insisting that **the right of the faithful** to receive Catholic doctrine in its purity and integrity must always be respected.

Pope St. John Paul II, *Veritatis Splendour (the Splendour of Truth)*, 1993, paragraph 113.2.

"Truth cannot be measured by majority opinion."

Pope St. John Paul II, **Address to Participants in the Fourth International Conference for the Family of Europe and Africa**, March 14, 1988.

"70. At the basis of all these tendencies lies the ethical relativism which characterizes much of present-day culture. There are those who consider such relativism an essential condition of democracy, inasmuch as it alone is held to guarantee tolerance, mutual respect between people and acceptance of the decisions of the majority, whereas moral norms considered to be objective and binding are held to lead to authoritarianism and intolerance.

But it is precisely the issue of respect for life which shows what misunderstandings and contradictions, accompanied by terrible practical consequences, are concealed in this position.

It is true that history has known cases where crimes have been committed in the name of 'truth'. But equally grave crimes and radical denials of freedom have also been committed and are still being committed in the name of 'ethical relativism'. When a parliamentary or social majority decrees that it is legal, at least under certain conditions, to kill unborn human life, is it not really making a 'tyrannical' decision with regard to the weakest and most defenceless of human beings? Everyone's conscience rightly rejects those crimes against humanity of which our century has had such sad experience. But would these crimes cease to be crimes if, instead of being committed by unscrupulous tyrants, they were legitimated by popular consensus?

Democracy cannot be idolized to the point of making it a substitute for morality or a panacea for immorality. Fundamentally, democracy is a 'system' and as such is a means and not an end. Its 'moral' value is not automatic, but depends on conformity to the moral law to which it, like every other form of human behaviour, must be subject: in other words, its morality depends on the morality of the ends which it pursues and of the means which it employs. If today we see an almost universal consensus with regard to the value of democracy, this is to be considered a positive 'sign of the times', as the Church's Magisterium has frequently noted. But the value of democracy stands or falls with the values which it embodies and promotes. Of course, values such as the dignity of every human person, respect for inviolable and inalienable human rights, and the adoption of the 'common good' as the end and criterion regulating political life are certainly fundamental and not to be ignored.

The basis of these values cannot be provisional and changeable 'majority' opinions, but only the acknowledgment of an objective moral law which, as the 'natural law' written in the human heart, is the obligatory point of reference for civil law itself. If, as a result of a tragic obscuring of the collective conscience, an attitude of scepticism were to succeed in bringing into question even the fundamental principles of the moral law, the democratic system itself would be shaken in its foundations, and would be reduced to a mere mechanism for regulating different and opposing interests on a purely empirical basis.

Some might think that even this function, in the absence of anything better, should be valued for the sake of peace in society. While one acknowledges some element of truth in this point of view, it is easy to see that without an objective moral grounding not even democracy is capable of ensuring a stable peace, especially since peace which is not built upon the values of the dignity of every individual and of solidarity between all people frequently proves to be illusory. Even in participatory systems of government, the regulation of interests often occurs to the advantage

of the most powerful, since they are the ones most capable of manoeuvring not only the levers of power but also of shaping the formation of consensus. In such a situation, democracy easily becomes an empty word.

71. It is therefore urgently necessary, for the future of society and the development of a sound democracy, to rediscover those essential and innate human and moral values which flow from the very truth of the human being and express and safeguard the dignity of the person: values which no individual, no majority and no State can ever create, modify or destroy, but must only acknowledge, respect and promote.

Pope St. John Paul II, *Evangelium vitae (the Gospel of Life)*, 1995, paragraphs 70-71.

Code of Canon Law of the Catholic Church:

Canon 803:

- 1. A Catholic school is understood as one which a competent ecclesiastical authority or a public ecclesiastical juridic person directs or which ecclesiastical authority recognizes as such through a written document.*
- 2. The instruction and education in a Catholic school must be grounded in the principles of Catholic doctrine; teachers are to be outstanding in correct doctrine and integrity of life.*

Canon 804(2): *The local ordinary [the Bishop] is to be concerned that those who are designated teachers of religious instruction in schools, even in non-Catholic ones, are outstanding in correct doctrine, the witness of a Christian life, and teaching skill.*

Canon 806: *The diocesan bishop has the right to watch over and inspect the Catholic schools situated in his territory....He also has the right to issue directives concerning the general regulation of Catholic schools....*

Canon 1399: *In addition to the cases established here or in other laws, the external violation of a divine or canonical law can be punished by a just penalty only when the special gravity of the violation demands punishment and there is an urgent need to prevent or repair scandals.*

Canon 229(1): *Lay persons are bound by the obligation and possess the right to acquire knowledge of Christian doctrine appropriate to the capacity and condition of each in order for them to be able to live according to this doctrine, announce it to themselves, defend it if necessary, and take their part in exercising the apostolate.*

Canon 227: *The lay Christian faithful have the right to have recognized that freedom which all citizens have in the affairs of the earthly city. When using that same freedom, however, they are to take care that their actions are imbued with the spirit of the gospel and are to heed the doctrine set forth by the magisterium of the Church. In matters of opinion, they are to avoid setting forth their own opinion as the doctrine of the Church.*

Canon 750(2): *Each and every thing which proposed definitively by the magisterium of the Church concerning the doctrine of faith and morals, that is, each and every thing which is required to safeguard reverently and to expound faithfully the same deposit of faith, is also to be firmly embraced and retained; therefore, one who rejects those propositions which are to be held definitively is opposed to the doctrine of the Catholic Church.*

Canon 752: *Although not an assent of faith, a religious submission of the intellect and will must be given to a doctrine which the Supreme Pontiff or the college of bishops declares concerning faith and morals when they exercise the authentic magisterium, even if they do not intend to proclaim it by definitive act; therefore, the Christian faithful are to take care to avoid those things which do not agree with it.*

Canon 220: No one is permitted to harm illegitimately the good reputation which a person possesses nor to injure the right of any person to protect his or her own privacy.

Canon 221(1): The Christian faithful can legitimately vindicate and defend the rights which they possess in the Church in the competent ecclesiastical forum according to the norm of law.

Canon 223:

1. In exercising their rights, the Christian faithful, both as individuals and gathered together in associations, must take into account the common good of the Church, the rights of others, and their own duties towards others.
2. In view of the common good, ecclesiastical authority can direct the exercise of rights which are proper to the Christian faithful.

74. The passing of unjust laws often raises difficult problems of conscience for morally upright people with regard to the issue of cooperation, since they have a right to demand not to be forced to take part in morally evil actions. Sometimes the choices which have to be made are difficult; they may require the sacrifice of prestigious professional positions or the relinquishing of reasonable hopes of career advancement. In other cases, it can happen that carrying out certain actions, which are provided for by legislation that overall is unjust, but which in themselves are indifferent, or even positive, can serve to protect human lives under threat. There may be reason to fear, however, that willingness to carry out such actions will not only cause scandal and weaken the necessary opposition to attacks on life, but will gradually lead to further capitulation to a mentality of permissiveness.

In order to shed light on this difficult question, it is necessary to recall the general principles concerning cooperation in evil actions. Christians, like all people of good will, are called upon under grave obligation of conscience not to cooperate formally in practices which, even if permitted by civil legislation, are contrary to God's law. Indeed, from the moral standpoint, it is never licit to cooperate formally in evil. Such cooperation occurs when an action, either by its very nature or by the form it takes in a concrete situation, can be defined as a direct participation in an act against innocent human life or a sharing in the immoral intention of the person committing it. This cooperation can never be justified either by invoking respect for the freedom of others or by appealing to the fact that civil law permits it or requires it. Each individual in fact has moral responsibility for the acts which he personally performs; no one can be exempted from this responsibility, and on the basis of it everyone will be judged by God himself (cf. Rom 2:6; 14:12).

To refuse to take part in committing an injustice is not only a moral duty; it is also a basic human right. Were this not so, the human person would be forced to perform an action intrinsically incompatible with human dignity, and in this way human freedom itself, the authentic meaning and purpose of which are found in its orientation to the true and the good, would be radically compromised. What is at stake therefore is an essential right which, precisely as such, should be acknowledged and protected by civil law. In this sense, the opportunity to refuse to take part in the phases of consultation, preparation and execution of these acts against life should be guaranteed to physicians, health-care personnel, and directors of hospitals, clinics and convalescent facilities. Those who have recourse to conscientious objection must be protected not only from legal penalties but also from any negative effects on the legal, disciplinary, financial and professional plane.

Pope St. John Paul II, *Evangelium vitae (the Gospel of Life)*, 1995, paragraph 74.

Catechism of the Catholic Church: Paragraphs 2284-2287

Respect for the souls of others: scandal

2284 Scandal is an attitude or behavior which leads another to do evil. The person who gives scandal becomes his neighbor's tempter. He damages virtue and integrity; he may even draw his brother into spiritual death. Scandal is a

grave offense if by deed or omission another is deliberately led into a grave offense.]

2285 Scandal takes on a particular gravity by reason of the authority of those who cause it or the weakness of those who are scandalized. It prompted our Lord to utter this curse: "Whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened round his neck and to be drowned in the depth of the sea." [Mt 18:6; Cf. 1 Cor 8:10-13] Scandal is grave when given by those who by nature or office are obliged to teach and educate others. Jesus reproaches the scribes and Pharisees on this account: he likens them to wolves in sheep's clothing. [Cf. Mt 7:15]

2286 Scandal can be provoked by laws or institutions, by fashion or opinion.

Therefore, they are guilty of scandal who establish laws or social structures leading to the decline of morals and the corruption of religious practice, or to "social conditions that, intentionally or not, make Christian conduct and obedience to the Commandments difficult and practically impossible." [Pius XII, Discourse, June 1, 1941] This is also true of business leaders who make rules encouraging fraud, teachers who provoke their children to anger, [Cf. Eph 6:4; Col. 3:21] or manipulators of public opinion who turn it away from moral values.

2287 Anyone who uses the power at his disposal in such a way that it leads others to do wrong becomes guilty of scandal and responsible for the evil that he has directly or indirectly encouraged. "Temptations to sin are sure to come; but woe to him by whom they come!" [Lk 17:1]

"When a Catholic institution ends up owning, sponsoring or otherwise merging their [sic] Catholic mission with the delivery or sponsorship of what the Catholic Church forbids, the reality of positive scandal also demands a correct statement of principles rather than a misleading one."

Msgr. William B. Smith, *Modern Moral Problems* (edited by Fr. Donald Haggerty) (San Francisco: Ignatius, 201), at p. 51.

"Therefore, by the authority which Christ conferred upon Peter and his Successors, in communion with the Bishops- who on various occasions have condemned abortion and who in the aforementioned consultation, albeit dispersed throughout the world, have shown unanimous agreement concerning this doctrine-I declare that direct abortion, that is, abortion willed as an end or as a means, always constitutes a grave moral disorder, since it is the deliberate killing of an innocent human being. This doctrine is based upon the natural law and upon the written Word of God, is transmitted by the Church's Tradition and taught by the ordinary and universal Magisterium.

No circumstance, no purpose, no law whatsoever can ever make licit an act which is intrinsically illicit, since it is contrary to the Law of God which is written in every human heart, knowable by reason itself, and proclaimed by the Church.

63. This evaluation of the morality of abortion is to be applied also to the recent forms of intervention on human embryos which, although carried out for purposes legitimate in themselves, inevitably involve the killing of those embryos. This is the case with experimentation on embryos, which is becoming increasingly widespread in the field of biomedical research and is legally permitted in some countries. Although 'one must uphold as licit procedures carried out on the human embryo which respect the life and integrity of the embryo and do not involve disproportionate risks for it, but rather are directed to its healing, the improvement of its condition of health, or its individual survival', it must nonetheless be stated that the use of human embryos or fetuses as an object of experimentation constitutes a crime against their dignity as human beings who have a right to the same respect owed to a child once born, just as to every person."

Pope St. John Paul II, *Evangelium vitae (the Gospel of Life)*, 1995, paragraphs 62.3 – 63.

“To concur with the intention of another person to commit suicide and to help in carrying it out through so-called ‘assisted suicide’ means to cooperate in, and at time to be the actual perpetrator of, an injustice which can never be excused, even if it is requested.”

Pope St. John Paul II, *Evangelium vitae (the Gospel of Life)*, 1995, paragraph 66.2.

The More Detailed Analysis

If I were legal counsel for the Board, and also sensitive to the denominational rights of the class of persons referred to in section 93 of the *Constitution Act, 1967*, I would be seeking to persuade the Court to find the facts and reach the legal conclusions described below, on the preliminary issues of leave, standing, justiciability, and jurisdiction:

Leave

- 1. Based on the legal principles set out in the *Michail* decision alone,¹² it is highly unlikely that David Harvey will be granted “leave” to have his Application for Judicial Review heard by a single judge of the Superior Court of Justice.**

¹²See *Michail*, paragraphs 41- 49 [41] None of the other cases considering s. 6(2) of the JRPA have involved a similar situation. Those decisions have involved situations where a Superior Court Justice was able to consider the preliminary issue and the merits of the judicial review application after a single attendance as rule 68.02(2) of the Rules of Civil Procedure contemplates.

[42] A preliminary motion, followed by an application that in all likelihood will be heard on a bifurcated basis at least months apart, appears to be unprecedented.

[43] If the Superior Court of Justice was to assume jurisdiction, a single justice would have to be identified who, for reasons of judicial economy, would be expected to hear the application in its entirety. However, work ordinarily done by the Divisional Court is not part of the usual docket and would have to be scheduled on an exceptional basis. As it now stands, I would be the logical choice given the volume of materials I have already reviewed. Yet no date is currently available until December 21, 2017.

[44] The Divisional Court has limited presence in London. As noted, I am told that the Divisional Court list in London is currently full for November. There will be no other sitting until April, 2018. I believe the matter – at least the first component – could be accommodated then.

[45] However, had Ms. Michail proceeded in the normal course and filed a notice of application in form 68A in the Divisional Court and the application record and certificate of perfection rules 68.04 and 68.05 require, this matter could have been heard (once again, at least the first stage) in November, 2017. It cannot be the case that an ill-fated request for review under s. 6(2) of the JRPA can transform the underlying application into one that meets the failure of justice requirement.

[46] In any event, there will not be a failure of justice. I recognize that Ms. Michail says that she cannot travel to Toronto. She relies on the letter of Dr. Reist dated November 25, 2015. However, it is clear from the record that she has done so.

[47] If provided with a hearing date well in advance – as she would be – I simply do not accept that the travel would be prejudicial let alone compromise or result in a failure of justice.

Granting “leave” is up to the *discretion* of the judge. However, the judge does not have discretion to grant “leave” unless the Applicant meets two preconditions:

- i) It is “made to appear to the judge that the case is one of urgency”; and
- ii) “the judge is satisfied the delay required for an application to the Divisional Court is likely to involve a failure of justice”.

It seems to me that Mr. Harvey can meet neither of these preconditions.

The only relevant “sense of urgency” here is that experienced by the Applicant himself as a result of being directly impacted by the Board’s acts or omissions, as perceived by the Applicant. Any sense of urgency he feels vicariously through others directly impacted by such acts or omissions does not qualify. He has not been approved as the “representative” or guardian ad litem in respect of the Application for any such other person or entity, and the proceeding has not been certified as a class action. Mr. Harvey is not a student or teacher of the Board and is not a member of a School Council. As a parent, he was not prejudiced by the alleged failure to “consult”, as he was given an opportunity to express his views to the Board on April 17, 2018 and he took advantage of that opportunity. He is not personally harmed by any decision by the Board to enforce the Policy immediately; he is quite free to continue donating his money and time to the causes of the Canadian Cancer Society, despite its immoral activities (embryonic stem cell research). The only “harm” he could possibly claim is personal annoyance or “hurt feelings” in response to the Board’s refusal to join him in dissenting from Catholic teaching and to permit its teachers to continue to contravene section 264(1)(c) of the *Education Act* with impunity. No court on this planet would find that such narcissistic “harm” is a justiciable harm.

The delay required for an application to the Divisional Court is not likely to involve a “failure of justice” because:

- (a) Notwithstanding any alleged failure to “consult” with School Councils (composed by volunteer and unelected parents, some of whom may not be Catholic Electors), the Trustees have the exclusive and constitutionally protected mandate to ensure that the denominational aspects of any fundraising Board policy are consistent with Catholic teaching. In other words, in the final analysis, whether or not “leave” is granted, the Applicant is not likely to achieve his desired end result (to change the Policy so that teachers and students will be permitted to continue to contravene the *Education Act* and Canon Law). Courts generally are not willing to entertain requests to make orders that are meaningless or that will have no practical effect;

[48] Importantly, rule 1.08, item 7 of the Rules of Civil Procedure expressly allows an application for judicial review to be conducted by video conference. Ms. Michail objected to that suggestion too. With respect, I simply do not accept that her current health conditions as communicated to the court preclude participation in that fashion.

[49] Ms. Michail’s application raises a litany of issues.

- (b) The Applicant is not a School Council or a member of a School Council, and that is the only entity with which the Board is required to consult under the terms of section 19 of Regulation 612/00. The Applicant cannot, arguably, personally experience an injustice in these circumstances;
- (c) As previously stated, the alleged defect of the Board's process did not, in practical terms, result in substantive prejudice or injustice to the Applicant personally, as he was invited to and did in fact convey his views on the Policy directly to the Board; and
- (d) Mr. Harvey's Application raises "a litany of legal issues" that could not possibly be adequately addressed by a single judge, at a single sitting during the period set aside for motions on May 9, 2018. As this letter indicates, the Application raises complex legal issues of standing, jurisdiction (including the possible application of the Judicial Non-Interference Rule in respect of private religious organizations), section 93 *Constitution Act* issues [whether ss. 19-23 of Regulation 612/00 "prejudicially affect the rights and privileges protected by s. 93"], the proper interpretation of regulatory provisions that have never been judicially considered before (Is section 19 mandatory or merely directory? If merely directory, should the defect be disregarded or cured by the Court? Is the failure to consult, in any event, even justiciable? Is section 19 void for vagueness and uncertainty?) (What is the interplay between sections 19-23 of the regulation and sections 1(4) and 1(4.1), section 264(1)(c), section 53(3), section 230.19 and section 257.52 of the *Education Act*?), and *Charter* issues.

2. Even if the two preconditions were met, the judge would likely refuse to exercise his or her discretion in favour of the Applicant for one or more additional reasons.

Although a judge considering a request for "leave" is not supposed to consider the *substantive merits* of the application it seems to me that there is no principled reason why the judge could not anticipate some of the preliminary standing, jurisdiction, and justiciability issues that the Divisional Court would have to face if he or she decided to transfer the Application to the Divisional Court pursuant to his discretionary authority under subsection 6(3) of the JRPA. In other words, the court should be urged to dismiss the Application outright if it believes the Applicant faces insurmountable obstacles on the preliminary issues. That should be argued in respect of Mr. Harvey's application. In respect of actions, courts regularly do this on motions for summary dismissal of the action on the ground that the Statement of Claim discloses no reasonable cause of action, and they do so without being accused of making a decision on the merits of the case. Below are some of the grounds that qualify for this kind of treatment. In the case of grounds with respect to which a court would likely insist on a factual matrix and legal argument beyond the text of the Application for Judicial Review, and therefore likely refuse to dispose of the Application summarily, I deal with those in the next section, where it is presumed, for the sake of argument, that the Application is transferred to the Divisional Court.

- a) *The Application is made in bad faith and for an improper purpose*

Mr. Harvey's reliance on the Board's failure to comply with section 19 of Regulation 612/00 is a mere pretext to his real complaint, which is about the substantive content of the Policy.¹³ This is demonstrated well by the content of the text of his oral presentation to the Board heard on April 17, 2018. The dispute is essentially an internal dispute about discipline and doctrine in the Catholic community. The Court should be persuaded to consider the ulterior motives of Mr. Harvey in exercising its discretion to grant "leave" in this matter. Mr. Harvey appears to have an animus against the Catholic Church and the teachings of the Church. This supports the conclusion that his Application is not made in good faith.

He is clearly "opposed" (Can. 750(2)) to Catholic doctrine on formal cooperation with evil, material cooperation with evil, and scandalizing other Catholics. He ignores and seeks to undermine the denominational rights of other Catholic Electors to elect and maintain in office Trustees who will ensure that the Board will carry out its constitutional mandate to indoctrinate their children in the Catholic faith, as well as their canonical right to have their children indoctrinated in the Catholic faith. Mr. Harvey appears to have no concern that, if he succeeds, the Trustees, management and staff, and students of the Board, due to their own association with the Board, will be compelled, against their will, to become associated with political causes that many of them do not support as a result of charitable activities engaged in, in the name of the Board, that are forbidden by the Church. State-compelled ideological conformity is against *Charter* values, and some judges have said that it infringes the right to freedom of association of those who are victimized by it.

Critics of the Policy generally have expressed the view that the Policy should reflect a "much broader vision" of Catholic social teaching. In my view, this is the typical euphemistic and intolerant language we hear from people who are really saying that they dissent from the teachings of the Catholic Church and insist that all other Catholics do so as well. I think it is clear that Mr. Harvey's real intentions are to try to change the religious beliefs of the Church, in general, and the religious beliefs of the Trustees, specifically. This is an improper purpose, and therefore the Court should be persuaded to refuse leave and jurisdiction in this case for the same reasons the Human Rights Tribunals refused jurisdiction in the cases of *Dallaire v. Les Chevaliers de Colomb*, 2011 HRT0 639 (CanLII) and *Tesseris v. Greek Orthodox Church of Canada*, 2011 HRT0 775 (CanLII), to which I referred in my previous letters to you. His efforts could also be reasonably described as an abuse of the process of the court. I also think the lawyers should rely upon a little known statute by the name of the *Religious Freedoms Act* (Ontario), which states the Legislature's "guarantee" of the right of every citizen in Ontario the right to practice his or her faith. This statute suggests that the Province's courts have a duty to use their discretionary authority to prevent litigants from infringing this statutory right of others.

¹³ See *Hart v. Roman Catholic Episcopal Corp. of the Diocese of Kingston*, 2011 ONCA 728 (CanLII): ("Even though some aspects of Father Hart's dispute with the Archdiocese concern matters of property, for example, his loss of lodging, at its essence this dispute is ecclesiastical").

b) *Estoppel by Representation or Conduct*

I have assumed that Mr. Harvey is a Catholic Elector. He could not be a Catholic Elector if is not a baptized Catholic. In his Notice of Application, he does not describe his own “religious” status. However, I would also attempt to persuade the Court that, by representation and his conduct, he is estopped from denying that when he became a Catholic Elector and enrolled his children in the Board’s schools, he had consented to the Board’s Trustees managing those schools with the constitutionally mandated purpose of indoctrinating his children in the Catholic faith, which would necessarily involve crafting policies that required adherence to Catholic teaching on faith and morality.

c) *The Application Should be Dismissed on the Ground of Non-Justiciability Alone.*

Even though I believe that Mr. Harvey’s allegation of non-compliance with the “consultation” requirements of the Regulation is a mere pretext for a challenge of the substantive content of the Policy, let us, for the sake argument focus on the plain text of his Notice of Application for Judicial Review, and set aside the question of “non-justiciability” of his real complaint for the next section on “Jurisdiction”.

Sometimes a court will find that a respondent has contravened a statutory provision that imposed upon the respondent an obligation. However, notwithstanding that the statute used the word “shall”, the court finds that the obligation is “non-justiciable” and dismisses the application for judicial review. This line of argument should be pressed in this case. In *Friends of the Earth v. Canada (Governor in Council)*,¹⁴ the Federal Court said the following (from the headnote):

“The issue of the applicant’s standing was to be resolved solely on the basis of the justiciability of the substantive issues it raised. The justiciability of these issues was a matter of statutory interpretation directed at identifying Parliamentary intent: in particular, whether Parliament intended that the statutory duties imposed upon the Minister and upon the GIC by the [KPIA](#) be subjected to judicial scrutiny and remediation.

While the failure of the Minister to prepare a Climate Change Plan may well be justiciable, as evidenced by the mandatory term “shall” in [section 5](#) of the [KPIA](#), an evaluation of its content is not. The word “ensure” found in [section 5](#) and elsewhere in the [KPIA](#) is not commonly used in the context of statutory interpretation to indicate an imperative. The Act also contemplates an ongoing process of review and adjustment within a continuously evolving scientific and political environment. These are not matters that can be completely controlled by the Government of Canada such that it could unilaterally ensure Kyoto compliance within any particular timeframe. As paragraph 5(1)(f) allows for a failure to implement any of the required remedial measures for ensuring Kyoto compliance in a given year, it is implicit that strict compliance with the Kyoto emission obligations in the context of any particular Climate Change Plan is not required by [section 5](#). It would be incongruous for the Court to be able to order the Minister to prepare a compliant Plan where he has deliberately and transparently declined to do so for reasons of public policy.

¹⁴ 2008 FC 1183, affirmed 2009 FCA 297 (Fed. C.A.); leave to appeal to the Supreme Court of Canada refused, [2009] S.C.C.A. No. 497 (S.C.C.).

That the words “to ensure” used in section 5 reflect only a permissive intent is also indicated by the use of those words in section 7 dealing with the authority of the GIC to pass, repeal or amend environmental regulations.

If section 7 of the [KPIA](#) does not create a mandatory duty to regulate, it necessarily follows that all of the regulatory and related duties described in [sections 8 and 9](#) of the [KPIA](#) are not justiciable if the GIC declines to act. If the government cannot be compelled to regulate, it cannot be required to carry out the ancillary duties of publishing, reporting or consulting on the efficacy of such measures—unless and until there is a proposed [KPIA](#) regulatory change.

The issue of justiciability was also assessed in the context of the other mechanisms adopted by the [KPIA](#) for ensuring Kyoto compliance. [KPIA](#) creates rather elaborate reporting and review mechanisms within the Parliamentary sphere. Considering the scope of these review mechanisms, the statutory scheme must be interpreted as excluding judicial review over issues of substantive Kyoto compliance including the regulatory function. Parliament has, with the [KPIA](#), created a comprehensive system of public and parliamentary accountability as a substitute for judicial review.”

In the case of the present Application, the Board’s lawyers should make the following arguments:

1. Although section 19 of Regulation 612/00 uses the word “shall”, it requires the Board to only “consult”, and section 23 requires the School Councils to comply with the Board’s fundraising policies. Furthermore, if neither the courts nor the Legislature can interfere with the denominational aspects of the *content* of Board’s fundraising policy [section 93 of the *Constitution Act*, the *Hirsch* and *Griffin* cases¹⁵], then it would be “incongruous for the Court to be able to order “ the Board to suspend the operation of its Policy until it “goes back” and corrects its procedural “defect”.
2. If the *Education Act* does not give the Minister of Education jurisdiction to interfere at all in the denominational aspects of the Board’s fundraising policies, and the Catholic Trustees have the exclusive mandate over the denominational aspects of their policies and a mandate to indoctrinate their students in the Catholic faith, then “it necessarily follows” that all of the procedural duties regarding consultation with School Councils (made up of unelected volunteers who may or may not be Catholic and who may or may not dissent from Catholic teaching] and parents [who may or may not be Catholics and who may or may not dissent from Catholic teaching] “are not justiciable” if the Board decides to make the terms of the Policy consistent with the teachings of the Catholic Church.
3. It would be absurd for the Court to assume jurisdiction to make an order that would hinder or delay a Catholic Board’s ability to take immediate steps to correct an existing problem of non-compliance with its governing statute (s. 264(1)(c) of the

¹⁵*Hirsch v. Protestant Board of School Commissioners of Montreal*, 1928 CanLII 500 (UK JCPC), [1928] A.C. 200; 1926 CanLII 67 (SCC), [1926] S.C.R. 246 See also *Griffin v. Blainville Deux-Montagnes (Commission scolaire regionale)* (1989), 63 D.L.R. (4th) 37 (Que. S.C.).

Education Act and Catholic teaching [e.g. paragraph 74 of *Evangelium vitae* and paragraph 2287 of the *Catechism*] because of a defect in a mere procedural requirement in a regulation under that statute.

In the final analysis, therefore, the Application ought to be dismissed solely on the basis that the issues raised by the plain text of Mr. Harvey's Notice of Application for Judicial Review are "not justiciable".

- d) *The Superior Court judge is satisfied that, based on the Application Record, there is no possibility that he or she or the Divisional Court would find that any court had jurisdiction to grant any of the relief the Applicant requested.*

See the argumentation below, in the Jurisdiction section.

- e) *David Harvey has no "standing" to bring this Application for Judicial Review*

I have already explained why it is essential that the Board's lawyers argue before the Court that David Harvey has no *private interest or public interest standing* to commence the Application for Judicial Review. Even if we concede that the Board has not technically complied with the "consultation" requirement, he has not been personally prejudiced by that alleged defect. It is trite law that courts are only concerned with "live controversies" between the parties named as parties in the legal proceeding; not hypothetical questions. Moreover, I submit that no reasonable court would grant him *public interest standing* in this matter. I draw your attention to the case of *Landau v. Ontario (Attorney General)*, 2013 ONSC 6152 (CanLII).¹⁶ See also, on the subject of

¹⁶ The court said the following:

[16] Being a citizen, resident, taxpayer, does not give someone private interest standing to challenge government action a person believes is unconstitutional. This is trite law. Rather, to have private interest standing, a person must have a direct personal legal interest in the issue. In respect to issues of public policy, to have standing an applicant must show that she is "exceptionally prejudiced" or is "specially interested" in the issue. "Interested" here means having a legal interest, not having one's intellectual passion aroused. Ms Landau has no "special interest" here, nor is she "exceptionally prejudiced" by the funding of Catholic separate schools.

[17] Further, Ms. Landau's emphasis on her status as a "taxpayer" is, in my view, misplaced. "Taxpayers" do not have a privileged position to challenge state action. Those who are too poor to pay taxes do not have less recourse than others. Stay-at-home parents, children and young people who have not yet entered the work force, and the destitute, are not accorded reduced access to the courts because they do not pay taxes.

[18] Most of the time, where there is concern that government may be acting unconstitutionally, there are people directly affected who can bring legal challenges on the basis of their private interests. When that does not happen, another public actor, such as another level of government, a public agency or a non-governmental agency may do so. And sometimes there may be no one to bring a challenge, and yet there may be good reason for supposing that a challenge may have merit. It is for that limited range of cases that the courts have devised public interest standing.

[19] If Ms. Landau's position on private interest standing is correct, then there would be no need for public interest standing. Virtually everyone would have standing to challenge the constitutionality of virtually any government action. It is because this is not so that the courts devised public interest standing.

[20] I conclude that Ms Landau does not have private interest standing to bring this application.

standing, the case of *Good Spirit School Division No. 204 v Christ the Teacher Roman Catholic Separate School Division No. 212*, 2017 SKQB 109 (CanLII).

Jurisdiction to Hear the Application

3. **If “leave” is nevertheless granted and somehow the “standing” problem is overcome, or if the Application is transferred to the Divisional Court, in either case the Court will entertain arguments on the additional preliminary question of whether or not the Court has jurisdiction or should accept jurisdiction to hear the case, before agreeing to hear the true merits of the case. These arguments could be the same arguments heard on the “leave” question (without success) but which might receive a more receptive hearing on the strict question of “jurisdiction”. The Board’s lawyers should press these arguments at this stage as well, if the case reaches this stage. In addition, the following arguments should be pressed, if necessary:**¹⁷

a) *The Application is Premature*

[21] Private interest standing is not a matter of the court’s discretion. If someone has a legal interest, she is entitled to come to court as of right to protect it. Public interest standing is discretionary and is sometimes granted to a person who does not have private interest standing because the court concludes that it is in the public interest that the case proceed, and that the proposed applicant is an appropriate person to bring it.

In exercising the discretion to grant public interest standing, the court must consider three factors: (1) whether there is a serious justiciable issue raised; (2) whether the plaintiff has a real stake or a genuine interest in it; and (3) whether, in all the circumstances, the proposed suit is a reasonable and effective way to bring the issue before the courts.... The plaintiff seeking public interest standing must persuade the court that these factors, applied purposively and flexibly, favour granting standing. All of the other relevant considerations being equal, a plaintiff with standing as of right will generally be preferred.

[22] Ms Landau cannot satisfy any of the prongs of the test for public interest standing:

- (a) There are many persons with private interest standing who could bring this case so there is no need to appoint a public interest litigant;
- (b) The impugned judicial decisions are of recent vintage from the Supreme Court of Canada and the Ontario Court of Appeal. Subsequent jurisprudence does not suggest that these authoritative decisions are ripe for reconsideration. There is no serious issue to be tried in this application on the record before me.
- (c) Ms Landau is not an appropriate public interest litigant for this application. She has no personal interest in any of the issues she raises. Neither is she an experienced and qualified public interest litigant, such as the intervenor CCLA. An application brought by her is not a reasonable and effective means to bring these issues before the court.”

¹⁷ See *Volochay v. College of Massage Therapists of Ontario*, 2012 ONCA 541 (CanLII); *Savone v. Law Society of Upper Canada*, 2013 ONSC 1015 (CanLII); *Windsor-Essex Catholic District School Board v. Human Rights Tribunal of Ontario*, 2018 ONSC 1955 (CanLII); *Attorney General for Ontario v Ontario Secondary School Teachers’ Federation and York District School Board*, 2015 ONSC 2438 (CanLII); *Lambton Kent District School Board v. Workplace Safety and Insurance Board*, 2013 ONSC 839 (CanLII) .

The Board has extended the time for receiving input on the Policy from interested parties until June 1, 2018. It could therefore be reasonably argued that the Application is premature, and therefore should be summarily dismissed at the outset of the hearing of the Application.

Ontario courts have repeatedly stated that they will consider applications for judicial review of ongoing proceedings only in exceptional circumstances (see for example *Volochay v. College of Massage Therapists of Ontario*, 2012 ONCA 541 (CanLII)).

In *Halifax (Regional Municipality) v. Nova Scotia (Human Rights Commission)*, [2012] S.C.R. 364 at para. 36, the Supreme Court of Canada summarizes the reasons for such judicial restraint as follows:

Early judicial intervention risks depriving the reviewing court of a full record bearing on the issue; allows for judicial imposition of a “correctness” standard with respect to legal questions that, had they been decided by the tribunal, might be entitled to deference; encourages an inefficient multiplicity of proceedings in tribunals and courts; and may compromise carefully crafted, comprehensive legislative regimes.

- b) *Because the Policy has exclusively denominational aspects, in passing the Policy the Catholic Board did not exercise any statutory power of decision, but rather a right or privilege that existed prior to Confederation. As a result, the Court has no jurisdiction to judicially review the decision to pass the Policy. The exercise of statutory power of decision is a condition precedent to such jurisdiction.*

This argument is premised on a finding that, even though a Catholic Board is incorporated under the *Education Act*, it does not get its powers exclusively from that statute. As discussed more fully in the next subsection (c), I think that the Board’s lawyers should not have much trouble persuading a reasonable court to make that finding.

A court gets its jurisdiction to hear applications for judicial review exclusively from the JRPA. There is no jurisdiction to hear such applications unless the decision being reviewed involved the exercise of a statutory power of decision. There are many decisions a Catholic Board makes that have no denominational aspects, and in those cases, the Catholic Board is exercising a statutory power of decision authorized by the *Education Act*. I concede that all such decisions are subject to judicial review under the provisions of the JRPA.

However, in this case, surely it is not debatable that the Policy has exclusively denominational aspects. In this case, the Board’s authority comes exclusively from the rights and privileges of its Catholic Electors that pre-dated Confederation, including the core right and privilege of Catholic Electors to have Catholic Trustees they have elected manage their schools. These rights and privileges are not statutory; section 93 of the *Constitution Act, 1867* and sections 1(4) and 1(4.1) of the *Education Act* merely

recognize those rights and privileges ---- these statutory provisions are not the *source* of such powers of decision.

Accordingly, if the Board wanted to pass a fundraising policy that prohibited teachers, students, and School Councils from participating in “chocolate bar” fundraising activities at the schools to raise money for band uniforms if the chocolate bars contain peanuts or peanut by-products, compliance with the “consultation” requirements of sections 19-23 of Regulation 612/00 might be a pre-condition to passage of the policy. Any decision to proceed without consultations would be subject to judicial review, and a court might decide that compliance was mandatory unless the Board had to urgently respond to an order by the Minister of Health to put the policy in place immediately, as a matter of public safety.

In this case, however, it seems to me that a reasonable court could find that the decision to pass the Policy was not subject to judicial review at all because it was not an exercise of a statutory power of decision, and compliance or non-compliance with the procedural consultation requirement was irrelevant. In passing, the Court might explain that sections 19-23, for constitutional reasons, must be “read down” to apply only to those policies that have no denominational aspects. It seems to me that sections 1(4) and 1(4.1) of the *Education Act* essentially invite, if not direct, courts to take this kind of approach to interpreting the statute and the regulations thereunder.

c) *The Applicant did not first exhaust his remedies under Canon Law before seeking relief from the civil courts.*

This argument will be relevant only if the Board is able to establish that, from an administrative law perspective,

- (i) The Board is part of a *private religious organization*, even though it is incorporated under the *Education Act*; and
- (ii) The Board and the Catholic Church itself are affiliated and inseparable parts of that organization, even though, from a secular perspective, they are distinct corporate entities.

I think that a reasonable court would be open to making this finding, despite the conclusion reached by Justice MacKinnon on an interlocutory motion in the *Marc Hall* case, in 2002, that a Catholic Board was a “religious government actor” for *Charter* analysis purposes (the action was eventually dismissed). Ontario Catholic Boards are unique kinds of entities, as they are required to “serve two masters”. When their actions have exclusively denominational aspects, they are accountable to the Church and not to the Minister of Education; when their actions have exclusively secular or non-denominational aspects, they are accountable to the Minister of Education and the public.

Presuming that Mr. Harvey is a baptized Catholic, he has not pleaded in his Application that he has sought and exhausted his remedies under Canon Law before commencing his

Application. It is arguable that he had recourse to the Canonical legal system and process of the Hamilton Diocese if he believed that his rights as a Catholic were infringed by the passage by the Board of the Policy.

From the perspective of the Catholic community, the Catholic schools in Ontario are an inseparable part of the Catholic Church, even though, from a civil law perspective, the Bishop (a corporation sole) and the Board (a statutory corporation) are distinct legal entities. Canon law makes the Board accountable to the Bishop in respect of denominational aspects of their management of the schools. Moreover, a Catholic School Board in Ontario, together with the Catholic Church, are “self-governing” in respect of denominational aspects of their school operations, by virtue of the denominational rights protected by section 93 of the *Constitution Act, 1867*. Individual Catholics have rights and obligations under Canon law, including rights and obligations relating to their own education and the education of their children, and their interactions with their fellow Catholics.

Based on principles that go back to *Magna Carta*, the courts in Canada have recognized that they have no inherent jurisdiction to resolve internal disputes of discipline and doctrine in *private associations*, and particularly, *private religious associations*, and will refuse to accept jurisdiction in those cases. I have called this the “Judicial Non-Interference Rule” [see Geoffrey F. Cauchi, “A Catholic Lawyer Looks at the Marc Hall Case”, in Fr. Alphonse DeValk (Ed.), *Judicial Activism* (Toronto: Life Ethics Information Centre, 2003), at pp. 70-111], and I think a reasonable court would agree that the Rule applies in this case. In *Syndicat Northcrest v. Amselem*, 2004 SCC 47, the majority opinion of the Supreme Court of Canada conceded that “a court is not qualified to rule on the validity or veracity of any given religious practice or belief, or to choose among various interpretations of belief” [para. 51]. Iacobucci, J. said: “In my view, the State is in no position to be, nor should it become, the arbiter of religious dogma. Accordingly, courts should avoid judicially interpreting and thus determining, either explicitly or implicitly, the content of a subjective understanding of religious requirement, ‘obligation’, precept, “commandment”, custom or ritual. Secular judicial determinations of theological or religious disputes, or of contentious matters of religious doctrine, unjustifiably entangle the court in the affairs of religion.” [para. 50]. The exceptions to the Rule recognized by the line of cases prominently discussed in *Lakeside Colony of Hutterian Brethren v. Hofer*, [1992] 3 S.C.R. 165 ---- “where a property or civil right turns on the question of membership [in the church]”---- do not apply in this case.

Mr. Harvey has not asserted in his Application that he has exhausted his remedies under Canon Law. In my opinion, this defect is fatal to any effort by him to persuade any court to either give him “leave” to proceed with his Application at the Superior Court or, generally, accept jurisdiction to deal with his complaint. An ancillary part of the Judicial Non-Interference Rule is the principle that a member of a Church complaining of mistreatment at the hands of Church authorities should not be permitted to have recourse to the civil courts for a remedy unless and until he or she has exhausted his or her remedies under the Church’s own legal system, if it has one. A number of reported cases,

including some very recent ones, support this principle.¹⁸ These cases are based on the age-old common law attitude towards “voluntary associations”, especially Churches. Members or adherents are assumed to have voluntarily submitted themselves to the authority of the association or Church to measure their conduct against its own internal code of required conduct. I submit that a reasonable court would find that Mr. Harvey is estopped from denying that he submitted himself to the authority of Bishop Crosby (of the Hamilton Diocese) when he applied to have himself recorded on the taxpayer rolls as a Catholic Elector, and enrolled his children in the Board’s schools. As far as I know, Mr. Harvey has made no effort to engage the Church’s internal court system to deal with his dispute.

d) The Applicant has not asserted in his Application that he has exhausted both his remedies under the Board’s internal complaint process and his “public law remedies” under the Education Act. Quite apart from the common law relating to private associations or private religious associations, evidence of this is a pre-condition to the Court accepting jurisdiction to hear the Application.

I am aware that the Minister of Education has issued a letter to the Board that “encourages” the Board to suspend the Policy until a full consultation has been completed. However, the Minister of Education has thus far stopped short of actually ordering it to do so. The Applicant has not pleaded that he has requested the Minister of Education to make such an order and that this request has been refused. It may be that the Minister of Education does not have the constitutional authority to compel the Board to suspend the Policy. In that case, the point is moot. If the Minister has in fact made that assessment and is correct in that assessment (which I believe she is), then the court also lacks jurisdiction to provide the relief he has requested (*Hirsch, Griffin*) (as I discuss in the next section, below).

In *Lambton Kent District School Board v. Workplace Safety and Insurance Board*, 2013 ONSC 839 (CanLII), the Divisional Court stated the following:

[28] Judicial review is a discretionary remedy. Where an applicant has an adequate alternative remedy, failure to pursue that remedy may preclude relief by way of judicial review. For example, in *Volochay v. College of Massage Therapists of Ontario*, 2012 ONCA 541 (CanLII), the Court of Appeal rejected an application for judicial review of an investigation by the College of Massage Therapists, as there was an adequate alternative remedy available through the Health Professions Appeal and Review Board. The Court of Appeal described an alternative remedy to be adequate if the alleged defect is capable of being raised before the reviewing body, and the reviewing body is capable of curing the defect (at para. 73).

[29] The applicants have an alternative remedy to pursue in seeking the

¹⁸ See *Pedersen v. Fulton* (1994), 111 D.L.R. (4th) 367 (Ont. Gen. Div); *Zebroski v. Jehovah’s Witnesses* (1988), 11 A.C.W.S. (3d) 153 (Ont. C.A.); *Hart v. Roman Catholic Episcopal Corporation of the Diocese of Kingston, in Canada*, 2011 ONCA 728 (CanLII): (“A person who voluntarily chooses to be a member of a self-governing organization and who has been aggrieved by a decision of that organization must seek redress in the internal procedure of the organization”) (appeal to the Supreme Court of Canada dismissed, 2012 CanLII 26666 (SCC) — 2012-05-17); *Anozie v. McGrattan*, 2017 HRT0 1208 (CanLII).

personal information of the workers by bringing a freedom of information request. One of the applicants has commenced this process, but has not yet proceeded with the appeal to the IPC. While the applicants argue that the IPC will not consider the application of ss. 42 and 43 in the context of an appeal, it is not evident that this will be the case.

[30] It is preferable that the appeal of the earlier denial of access to information be determined by the IPC, a process that is less costly and likely to be more convenient than a court proceeding. If the applicants are not successful, they can then pursue an application for judicial review of the IPC decision. For this Court to determine the scope of the provisions of the *FIPPA* and their interaction with the *WSIA* in the present proceeding risks an inconsistent decision with that of the IPC.

e) *If the Ontario Legislature has no lawful jurisdiction to prejudicially affect a denominational right under section 93 of the Constitution Act, 1867, then neither does any court of law.*

In my opinion, the lawyers for the Board should have no difficulty establishing that, at the very least, it is *necessary* for the Board to pass the Policy with the content it has in order to carry its constitutionally protected mandate to indoctrinate its students in the Catholic faith. In the *Daly* and *Loyola* cases, the school boards offered in evidence the opinions of experts in Catholic education (Loyola – Professor Douglas Farrow from McGill University). In the *Marc Hall* case, the Catholic board offered an affidavit from the local Bishop – the late Bishop Meagher.¹⁹ It could also submit in evidence similar policies passed by neighbouring Catholic boards --- see three examples attached as “attachments” to this email letter.

¹⁹ In *Hall*, Justice MacKinnon inexplicably accepted submissions from OECTA’s lawyer, Paul Cavaluzzo, that he ought to disregard Bishop Meagher’s affidavit because there was a “multiplicity of Catholic opinions” on the morality of allowing a “gay” student to bring a same-sex date to a Catholic High School prom. I dare say that, in 2018, in the post-*Amselem*, post-*Loyola* era, no reasonable judge would make the same egregious error. It is interesting to note that the American version of the Judicial Non-Intervention Rule has a corollary principle that Canadian law does not currently explicitly recognize, but which I believe will inevitably adopt in the near future. See *Hosanna-Tabor Evangelical Lutheran Church and School v. Equal Employment Opportunity Commission*, [565 U.S.](#) 171 (2012), a decision of the U.S. Supreme Court. In the course of the majority judgment, Justice Roberts said the following: “In *Watson v. Jones*, 13 Wall. 679 (1872), the Court considered a dispute between antislavery and proslavery factions over who controlled the property of the Walnut Street Presbyterian Church in Louisville, Kentucky. The General Assembly of the Presbyterian Church had recognized the antislavery faction, and this Court—applying not the Constitution but a “broad and sound view of the relations of church and state under our system of laws”—declined to question that determination. *Id.*, at 727. We explained that **“whenever the questions of discipline, or of faith, or ecclesiastical rule, custom, or law have been decided by the highest of [the] church judicatories to which the matter has been carried, the legal tribunals must accept such decisions as final, and as binding on them.”** *Ibid.* As we would put it later, our opinion in *Watson* “radiates . . . a spirit of freedom for religious organizations, an independence from secular control or manipulation—in short, power to decide for themselves, free from state interference, matters of church government as well as those of faith and doctrine.” *Kedroff v. Saint Nicholas Cathedral of Russian Orthodox Church in North America*, 344 U. S. 94, 116 (1952).”

In *Hirsch v. Protestant Board of School Commissioners of Montreal*, 1928 CanLII 500 (UK JCPC), [1928] A.C. 200; 1926 CanLII 67 (SCC), [1926] S.C.R. 246, the Privy Council said the following [emphasis added]:

It is plain also that the dissentient supporters of such a school, who are bound together by a common religious faith, form a ‘class of persons’ having special rights and privileges with respect to the school, **including the right to appoint the managing Trustees and through those Trustees to select the teachers at the school, to control the course of study and to exclude children of another faith.**

Anglin, C.J.C. of the Supreme Court of Canada had held the following (a finding which was not disturbed by the Privy Council on the further appeal):

An analysis of the *Separate Schools Act of Upper Canada* of 1853, c. 5, makes it reasonably clear that in that province only Roman Catholics had the right of privilege of sending their children to Catholic Separate Schools, **although non-Catholic children might be admitted to them as a matter of grace (s. 12).** The separate school could be established only by Roman Catholics (ss. 2-3) and ‘for Roman Catholics’ (s. 2): only Roman Catholics could become separate school supporters (s. 14) or withdraw their support (s. 18): only Roman Catholics who were separate school supporters were exempted from the payment of public school taxes (s. 14): only Roman Catholic pupils might be taken account of in the apportionment of the legislative grant for common schools (ss. 12, 20, 22). As a privilege at the Union by law conferred in Upper Canada on the separate schools and school trustees of the Queen’s Roman Catholic subjects, **the power of excluding the adherents of other religious faiths was by s. 93 (2) extended to the ‘dissentient schools,’** but not to the ‘common schools’ of the province of Quebec. The latter remained subject to the provisions of ss. 66 and 129 of the Act of 1861.

See also *Griffin v. Blainville Deux-Montagnes (Commission scolaire regionale)* (1989), 63 D.L.R. (4th) 37 (Que. S.C.), in which the court refused a request from English-speaking Catholic students for an order directing English-speaking Protestant dissentient schools, on the grounds that it lacked jurisdiction under section 93 of the *Constitution Act, 1967* to do so. It reconfirmed that section 93 was intended to protect, in Quebec, the denominational rights of Protestants only.

I submit that what is true for one denominational right or privilege must be true for all of them. If an Ontario Catholic Board has the denominational right to control the

denominational aspects of its fundraising policies, then neither a court nor the Ontario Legislature has any jurisdiction to prejudicially affect that right.²⁰

Jurisdiction to Grant the Requested Remedies

4. **Assuming for the sake of argument that the Applicant overcomes all of the obstacles to the court assuming jurisdiction to hear it, the court will nevertheless entertain preliminary submissions that the court lacks jurisdiction to grant some or all of the relief that the Applicant has requested. The Board's lawyers should make such submissions on the following grounds:**

- a) *It is unlikely that the court will accept jurisdiction to grant the Applicant either interim or permanent injunctive relief because of Charter concerns.*

The Applicant has requested an order in the nature of an injunction. The authority of the court under the JRPA to order such relief is imprecise.

In *Slaight Communications Inc. v. Davidson*, [1989] 1. S.C.R. 1038, Chief Justice Lamer, speaking for the majority, said the following:

Legislation conferring an imprecise discretion must ...be interpreted as not allowing the Charter right to be infringed. Accordingly, an adjudicator exercising delegated powers does not have the power to make an order that would result in an infringement of the Charter, and he exceeds his jurisdiction if he does so.

In other words, the court is required to consider the impact of any order granting relief on persons and entities other than the applicant. In my view, there is no principled reason why a reasonable court would not extend this principle to constitutional rights other than *Charter* rights, such as those recognized by section 93 of the *Constitution Act, 1867*. In the alternative, it should be interpreted as *including* these particular rights as they are specifically referenced in the *Charter* and recognized as *superior* to *Charter* rights.

It seems to me that a strong argument can be made that injunctive relief should not be extended to David Harvey because such an order would infringe upon the denomination rights of Catholic Electors, as well as the section 2 *Charter* right to freedom of religion of the corporation (see *Loyola*), the individual Trustees, the Catholic Electors, teachers, principals, and Bishop Crosby, to the extent that they DO NOT dissent from Catholic

²⁰ As an aside, I think the result in the *Erazo* case would have been quite different had the *Hirsch* and *Griffin* cases been brought to the attention of the three judges of the Divisional Court who heard the case. Section 42 of the *Education Act* ought to have been struck down as unconstitutional, or at least “read down” to the extent it purported to apply to Separate Schools [for all twelve years of schooling]. If a Board has the constitutional and autonomous right to exclude all non-Catholics, then, if it admits them “as a matter of grace”, as a matter of logic, it must also have the constitutional right to impose conditions on their attendance, and neither a court nor the Legislature has jurisdiction to prejudicially affect that right.

teaching on the issues of formal cooperation with evil, material cooperation with evil, and scandalizing others. It seems to me that an injunction would also infringe the following other *Charter* rights of these persons and entities – the right to the freedom of conscience and opinion, the right to freedom of expression (including the right to NOT express support for any cause one does not actually support ---compelled speech), and the right to freedom of association (including the right to NOT associate with causes with which one disagrees; to not be subjected to coerced ideological conformity). As previously stated, some teachers and students, in the name of the Board, have been providing financial and material assistance to external organizations that carry on activities that the Catholic Church forbids. An injunctive order would frustrate the efforts of the Board to prevent those teachers and students from associating the Board's name with such activities.

In any event, as I have previously stated, it is unlikely that the Applicant would be able to satisfy the current legal test that justifies an order granting interim injunctive relief.

b) It is unlikely that a reasonable court would exercise its discretion to order declaratory relief.

In my opinion, a reasonable court could be persuaded that no order declaring that the Policy is a nullity because of a defect in the Board's consultation process should be issued because such an order would "serve no practical purpose because the dispute is theoretical, hypothetical or abstract", and would "have no utility". Ultimately, the Board is constitutionally mandated to teach what the Catholic Church teaches, not what individual parents or School Councils want it to teach, and has no legal obligation to implement any input provided by parents and School Councils on a fundraising policy that contains only denominational aspects. It cannot effectively ignore the results of any consultation with them.

In *Baars v. Children's Aid Society of Hamilton*, 2018 ONSC 1487 (CanLII), Justice A.J. Goodman of the Superior Court of Justice said the following:

[17] Notwithstanding that [s. 97](#) of the [Courts of Justice Act, RSO.1990, c. C.43](#), provides for declaratory relief under the Superior Court's inherent jurisdiction, at the outset of these proceedings, I raised the question of whether this Court ought to entertain the request for a declaration in this case.

[18] A declaratory judgment is "a formal statement by a court pronouncing upon the existence or non-existence of a legal state of affairs": *Zamir & Woolf, The Declaratory Judgment*, 3rd ed. (London: Sweet & Maxwell, 2002). The nature of the relief was articulated in detail by the *Supreme Court of Canada in Canada v. Solosky*, [1979 CanLII 9 \(SCC\)](#), [1980] 1 S.C.R. 821, [1979] S.C.J. No. 130 at pp. 830-832:

Declaratory relief is a remedy neither constrained by form nor bounded by substantive content, which avails persons sharing a legal relationship, in respect of which a "real issue" concerning the relative interests of each has been raised and falls to be determined.

The principles which guide the court in exercising jurisdiction to grant declarations have been stated time and again. In the early case of *Russian Commercial and Industrial Bank v. British Bank for Foreign Trade Ltd*, [[1921], 2 A.C. 438] in which parties to a contract sought assistance in construing it, the Court affirmed that declarations can be granted where real, rather than fictitious or academic, issues are raised. Lord Dunedin set out this test (at p. 448):

The question must be a real and not a theoretical question, the person raising it must have a real interest to raise it; he must be able to secure a proper contradictor, that is to say, someone presently existing who has a true interest to oppose the declaration sought.

[19] It is trite law that a declaratory action is discretionary. Two factors will influence the court in the exercise of its discretion are the utility of the remedy, if granted, and whether, it will settle the questions at issue between the parties. A Superior Court will be disinclined to grant a declaration in situations that are abstract or theoretical in nature: *Hudson: Declaratory Judgments in Theoretical Cases: "The Reality of the Dispute"* ((1977) 3 Dal. L.J. 706).

[20] In the case of *Glaspell v. Ontario*, 2015 ONSC 3965 (CanLII), Perrell J. had occasion to comment on this issue. At paras. 27 to 29, the learned jurist held:

Under section 97 of the [Courts of Justice Act, R.S.O. 1990, c. C.43](#), the Superior Court may make binding declarations of right, whether or not any consequential relief is or could be claimed. Declaratory orders are in the discretion of the court: *CTV Television Network Ltd. v. Kostenuk*, [1972 CanLII 435 \(ON CA\)](#), [1972] 3 O.R. 338 (C.A.) at para. 5.

The court's discretion to make a declaration should be exercised sparingly and with extreme caution: *Re Lockyer*, [1933 CanLII 137 \(ON CA\)](#), [1934] O.R. 22 (C.A.). As a general policy, the court will not make a declaratory order or decide a case when the decision will serve no practical purpose because the dispute is theoretical, hypothetical or abstract, and the remedy of declaratory relief is not generally available where the dispute or legal right may never arise: *Borowski v. Canada (Attorney General)*, [1989 CanLII 123 \(SCC\)](#), [1989] 1 S.C.R. 342; *Green v. Canada (Attorney General)*, [2011 ONSC 4778 \(CanLII\)](#), 2011 ONSC 4778 (S.C.J.).

Being a discretionary remedy, the court will withhold the exercise of its discretion to grant a declaration in circumstances in which a declaration cannot meaningfully be acted upon by parties; a declaration must have some utility: *Solosky v. The Queen*, [1979 CanLII 9 \(SCC\)](#), [1980] 1 S.C.R. 821 *Giacomelli v. Canada (Attorney General)*, 2010 ONSC 985.

[21] Perrell J.'s analysis and reasoning in *Glaspell* is instructive. I appreciate that the court has a discretion to refuse to grant declaratory relief and if granted, such relief is granted sparingly.

[22] I am also persuaded that this Court, as opposed to the Divisional court, is the appropriate forum and is suitably situated to hear the nature of this type of application for relief under the auspices of the [Charter](#).

Arguments on the Merits

5. **Assuming the Applicant could overcome all jurisdictional issues, the court would then proceed to hear arguments on the merits. In that case, the court is asked to**

determine whether the Board’s decision to pass and implement the Policy met the appropriate standard of review. In my opinion, the appropriate standard of review for school board policies is “reasonableness.”²¹

The decision to pass the Policy and implement the Policy without consulting with School Councils and Parents was reasonable in all the circumstances.

The circumstances include the following:

1. The urgency of the situation. Teachers and students were contravening Church teaching and section 264(1)(c) of the *Education Act*.
2. The Trustees have a constitutionally protected mandate to indoctrinate its students in the Catholic faith.
3. The Catholic faith means the teachings of the Church as prescribed by its Magisterium; these teachings are not determined by taking a poll of students or parents --- they are determined by the Trustees, who are expected to consult authoritative documents setting out the teachings of the Magisterium.
4. The content of the Policy is consistent with the moral requirements of the Catholic Church.
5. The Regulation does not require the Trustees to accept the recommendations of School Councils or parents.
6. In light of the denominational rights of Catholic Electors and the fiduciary obligations of the Trustees to the Catholic Electors, the provisions of the Regulation must be “read down” in order to save them from being struck down as an unconstitutional fetter on the discretion of the Trustees to manage the denominational aspects of a fundraising policy. Accordingly, sections 19-23 must be interpreted as applying only to the aspects of a fundraising policy that are non-denominational.
7. It was therefore reasonable for the Board to proceed with the Policy without first doing a consultation in connection with the Policy.
8. In any event, sections 19-23 are merely directory and not mandatory.
9. The Policy is not a nullity.

Govern yourselves accordingly.

“Geoff Cauchi”

Geoffrey F. Cauchi, LL.B., CIC.C

cc.

Diane Rabenda, Milton Trustee & Chair of the Board
905-632-6314 x. 7185
rabendad@hcdsb.org

²¹ See *Chamberlain v. Surrey School District No. 36*, [2002] 4 SCR 710, 2002 SCC 86 (CanLII).

Paul Marai, Oakville Trustee & Vice-Chair of the Board
905-842-3826
maraip@hcdsb.org

Arlene Iantomasi, Burlington Trustee, Wards 1 & 2
905-632-6314 x. 7182
iantomasia@hcdsb.org

Jane Michael, Burlington Trustee, Wards 3 & 6
905-802-6258
michaelj@hcdsb.org

Susan Tritess, Burlington Trustee, Wards 4 & 5
905-637-7377
tritess@hcdsb.org

John Mark Rowe, Halton Hills Trustee
905-877-9510
rowem@hcdsb.org

Anthony Danko, Oakville Trustee
905-825-9159
dankoa@hcdsb.org

Helena Karabela, Oakville Trustee
289-230-1423
karabelah@hcdsb.org

Anthony Quinn, Oakville Trustee
905-338-3919
anthonyquinn@hcdsb.org

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD
BOARD POLICY

Board Policy Number:	4.20
Subject:	Fundraising
Effective Date:	Revised (511) October 18, 1994; Revised (074) January 25, 2011; Revised (164) August 28, 2012

Reference: *General Administrative Procedure (GAP) 538.00, Fundraising; GAP 547.00, School Food and Beverage; GAP 514.02, Anaphylactic Reactions – Epi-Pen Use; Policy 1.01, Code of Ethics; Policy 5.30, Supply Chain Management*

Supporting charity and social justice is a constitutive element of the Dufferin-Peel Catholic District School Board. The Board may allow fundraising initiatives for charitable and social justice purposes as well as supporting local school needs. Charitable fundraising initiatives are activities to raise money or collect goods for local or global needs as identified by the Board and/or the School. All fundraising initiatives must adhere to the moral teachings of the Catholic Church as communicated through the local Ordinary (Archbishop of Toronto) and shall reflect the mission, values and system direction principles of the Board.

Definitions

"Fundraising Activities" are those activities for raising funds or other resources for school or charitable purposes which are devised and organized by the school community.

"School-generated funds" are funds that are raised and collected in the school or broader community in the name of the school. These funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets. School-generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties.

"School community" refers to students, parents, guardians, trustees, school administrators and staff, members of the broader community and partners, as well as others who support the local school and student achievement, as represented by the School Council.

All fundraising activities shall have a designated purpose and timeline. Fundraising activities, to support school related needs, shall be permitted according to this policy and regulated as per General Administrative Procedure (GAP) 538.00.

These activities must support the moral teachings of the Catholic Church and shall reflect the mission, values and system direction principles of the Board, and must also comply with current legislation and ministry policies and/or guidelines, which include a component encompassing consultation, transparency and accountability with the school community.

Fundraising proceeds shall not be used to replace public funding for education and shall not be used for items funded through provincial grants including, but not limited to, classroom learning materials, textbooks, and repairs or capital projects that increase the student capacity of a school (e.g., classrooms, labs) or significantly increase the operating or capital costs of the Board or school. For examples of acceptable and non-acceptable uses of fundraising proceeds refer to GAP 538.00.

The following items must be adhered to when undertaking any fundraising activity:

1. All fundraising activities must be complementary to, and not a replacement for, funding for public education, and all capital projects must receive prior approval as prescribed by GAP 538.00;
2. There must be no additional cost to the Board as a result of any fundraising activities;
3. A reasonable balance should exist between fundraising efforts which benefit the school community and those which constitute charitable or social justice outreach;
4. All school fundraising activities shall be carried out under the jurisdiction and supervision of the Principal and in consultation with the school community as represented by the School Council;
5. The safety of children shall receive prime consideration during all fundraising initiatives;
6. Participation in fundraising activities shall be voluntary for staff and students. All students under the age of 18 shall participate in fundraising activities only with the consent of their parent/guardian;
7. Under the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* and the *Personal Health Information Protection Act (PHIPA)*, no personal information of staff, students or other individuals shall be collected, used or disclosed for the purposes of fundraising activities, without express consent.
8. Financial reporting and accountability procedures must be adhered to as per GAP 538.00 and GAP 704.02.

REPORT TITLE:	POLICY REVIEW: PCE-06 CANVASSING AND FUNDRAISING
REPORT NUMBER:	8. 4) 10-2014
DESTINATION:	Board Meeting #10
DATE:	Wednesday, June 18, 2014
AUTHOR OF REPORT:	Stephen Charbonneau, Superintendent of Education
TYPE OF REPORT:	Action

Background:

1. The Ministry of Education released a Fundraising Guideline to establish a province-wide standard for fundraising in schools. The fundraising guideline:
 - identifies guiding principles and best practices,
 - provides a foundation for school boards to develop or update existing guidelines, policies and procedures, and
 - gives examples of appropriate and inappropriate practices to protect school board staff and fundraising volunteers when managing fundraising proceeds.
2. Like all activities that support education, fundraising should reflect the values and expectations of the school community, including those of parents, students, staff and school board trustees.

Comments:

3. All school boards are required to have an updated fundraising policy that is consistent with the ministry's guideline. The requirements outlined in the Ministry Guideline came into effect September, 2012. Our schools were informed of the requirements, and the public was notified via the Board website while the process for policy revision was undertaken.
 4. The revision process started last school year, but was delayed due to job action. It continued through this year involving consultation with principals, vice-principals, school communities, and, more recently, Catholic Parent Involvement Committee.
 5. Based on feedback from this process and the new requirements as outlined in the Fundraising Guideline, a revised Canvassing and Fundraising Policy and Guidelines are provided under a new name to better reflect requirements.
 6. The draft policy/guidelines refers to the School Reference Guide, including the "Guidelines for School-generated funds" to ensure compliance with Accountability and Financial Reporting requirements as outlined in the Fundraising Guideline.
 7. The revised policy and guidelines *PCE-06 Fundraising and School-generated Funds* is provided as **Appendix A**.
 8. Our current policy and guidelines *PCE-06 Canvassing and Fundraising* are attached as **Appendix B**.
 9. The newly released *Fundraising Guidelines* from the Ministry of Education are attached as **Appendix C**.
 10. Staff has undertaken the process of consultation and revising the current policy and guidelines to ensure that they are in compliance with the new guidelines.
 11. The Board Policy Review Committee reviewed and provided comments on several draft revisions over the past year. At the June 11th meeting, the Board Policy Review Committee recommended that the Board approve the final revision, as presented.
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Recommendation:

12. That the Board approve the revised Parent/Community Engagement Policy PCE-06 Fundraising and School-generated Funds, as presented.

PARENT/COMMUNITY ENGAGEMENT

Policy Number PCE-06

Fundraising and School-generated Funds

A. POLICY

- 1.1 In keeping with the teachings of the Roman Catholic Faith and the Philosophy of the Simcoe Muskoka Catholic District School Board, the Board endorses the principle of student participation in projects and activities to assist charitable organizations and community causes.
- 1.2 The Board also recognizes the value of and supports excursions and other school based projects for which the Board does not fully budget.
- 1.3 The Simcoe Muskoka Catholic District School Board supports the raising of funds and the collection of monies for these causes in accordance with the Guidelines listed below.

B. GUIDELINES

1. Definitions

- 1.1 Fundraising is defined as the raising of money for the support of a charity, of a community cause, or to defray the cost of excursions and other school based projects. Fundraising is any activity, permitted under a school board's policy, to raise money or other resources, that is approved by the school principal, in consultation with, and upon the advice of the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.
- 1.2 School-generated funds are funds that are raised and collected in the school or broader community in the name of the school by school councils or other school or parent administered groups. These funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets. School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties (e.g. tour operators, and lunch programs).

- 1.3 The school community refers to students, parents, guardians, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.
- 1.4 A major fundraising project is one which involves the majority of the school community. The nature of the undertaking could be either a single large scale activity or a series of smaller activities the funds for which are directed toward one specific cause.

2. Guiding Principles

- 2.1 The terms of this policy shall apply to all fundraising activities carried out in the name of the school or of the Simcoe Muskoka Catholic District School Board which may involve students, staff or a school associated fundraising group.
- 2.2 The safety of students is a primary consideration in all fundraising activities. Door-to-door and other types of canvassing by pupils in elementary and secondary schools in support of fundraising projects is strictly prohibited.
- 2.3 The Principal shall arrange and space fundraising activities so as not to overburden the school community at any one time.
- 2.4 Instructional time used for fundraising purposes is to be kept to an absolute minimum.
- 2.5 Funds raised for school purposes are used to complement, not replace, public funding for education.
- 2.6 The purposes for which funds are collected are consistent with the school board's mission, vision and values, and multi-year strategic plan.
- 2.7 Participation in fundraising activities is strictly voluntary. No individuals should feel compelled to participate in any fundraising activity, nor should they be subject to penalties, or be denied any benefits, if they choose not to participate.
- 2.8 Privacy must be respected. The personal information of staff, students or other individuals is not shared for the purposes of fundraising without prior consent. (The use of personal information is in compliance with the Municipal Freedom of Information and Protection of Privacy Act.)
- 2.9 Student fundraising activities require supervision and should be age-appropriate.

- 2.10 Appropriate safeguards are in place regarding collection, deposit, recording, and use of public funds. Transparent financial reporting practices to the school community are in place.
- 2.11 Fundraising activities are developed and organized with advice and assistance from the school community, including students, staff, parents, and community organizations. A fundraising plan is then submitted each year, by the principal to the appropriate superintendent of schools.
- 2.12 A fundraising activity must not result in any person, including school board staff or volunteers, benefiting materially or financially from the activity. This is not intended to prevent individuals from receiving rewards or incentives as part of the fundraising campaign.
- 2.13 Fundraising has a designated purpose and the proceeds are used for that purpose.

3. Fundraising for Charitable and Community Causes

- 3.1 All requests from charitable and community organizations for student assistance are to receive the initial approval of the Director of Education or designate.
- 3.2 Approval will not be given to any organization whose purposes appear not to be compatible with the teachings of the Roman Catholic faith (e.g. an organization that promotes abortion).
- 3.3 Following initial approval by the Director of Education or designate, decisions as to the participation of individual schools will be at the discretion of the Principal of each school.
- 3.4 Participation of any school in fundraising for charitable and community causes will be limited to two major projects per school year.
- 3.5 Participation of any school in fundraising of a minor nature for charitable and community causes is subject to the discretion and approval of the principal and the superintendent of schools.

4. Excursions and Other School Based Projects

- 4.1 Any fundraising activity for excursions and other school based projects (e.g. awards, sports equipment, books, library resources, etc.) is subject to the discretion and approval of the Principal, and the Superintendent of Schools.

5. Lotteries

- 5.1 Requests from charitable and community organizations to distribute and/or to sell lottery tickets through the students in the schools of this system will be denied.
- 5.2 The sale of lottery tickets is permissible where such has been initiated by the school or by a School Parent Committee in support of school related projects and where all proceeds derived therefrom are directed to the school.
- 5.3 Where the sale of lottery tickets does occur in a school, that activity will be governed by the appropriate municipal by-law(s) and be subject to the provisions of Section 2.2 of this policy.

6. General

- 6.1 The following activities in schools which generate funds by providing goods and services to students and parents are permitted in the Board's schools:
 - 1. Student Photographs
 - 2. Lunch programs and Cafeteria Services – All food provided for sale must meet the requirements of the Food and Beverage Policy.
 - 3. Selling school shorts, t-shirts, etc.

7. Accountability

All fundraising and activity in regards to school-generated funds is to meet the requirements as outlined in the document Guidelines for School-generated Funds.

Principals are required to review the pertinent sections of the document Guidelines for School-generated Funds on an annual basis with school staff and other members of the school community as appropriate.

- 7.1 Record Keeping
 - 7.1.1 Principals will account for funds in accordance with the instructions of the Associate Director of Education (Business and Finance). In the case of a school-associated fundraising group, the person responsible for the project shall be accountable to the Principal and to the membership.
 - 7.1.2 Each school will maintain a standard ledger according to the instructions of the Associate Director of Education (Business and Finance).

7.1.3 Annually each school shall submit to the Associate Director of Education (Business and Finance) a copy of the standard ledger in accordance with the requirements in Guidelines for School-generated funds.

7.1.4 Each year school accounts, selected at random, will be subject to auditing.

7.2 Safekeeping of Funds

7.2.1 All fundraising proceeds should be deposited to the bank on a timely basis.

7.2.2 Where the school acts as a “clearing house” for funds, the Principal will establish safe handling procedures in accordance with the instructions found in Guidelines for School-generated funds.

7.2.3 All accounts established are to require at a minimum the signing authority of two persons, one of whom will be the Principal for a school level project. For a system level project the Director of Education or Superintendent will be required to be a signing authority.

PARENT/COMMUNITY ENGAGEMENT

Policy Number PCE-06

Canvassing and Fund Raising

A. POLICY

- 1.1 In keeping with the teachings of the Roman Catholic Faith and the Philosophy of the Simcoe Muskoka Catholic District School Board, the Board endorses the principle of student participation in projects and activities to assist charitable organizations and community causes.
- 1.2 The Board also recognizes the value of and supports excursions and other school based projects for which the Board does not fully budget.
- 1.3 The Simcoe Muskoka Catholic District School Board supports the raising of funds and the collection of monies for the causes in accordance with the Guidelines listed below.

B. GUIDELINES

1. Definition

- 1.1. Fundraising is defined as the raising of money for the support of a charity, of a community cause, or to defray the cost of excursions and other school based projects.
- 1.2. A major fundraising project is one which involves the majority of the school community. The nature of the undertaking could be either a single large scale activity or a series of smaller activities the funds for which are directed toward one specific cause.

2. Fundraising for Charitable and Community Causes

- 2.1 All requests from charitable and community organizations for student assistance are to receive the initial approval of the Director of Education on a county basis or the Superintendent of Schools on an area basis.

- 2.2 Approval will not be given to any organization whose purposes appear not to be compatible with the teachings of the Roman Catholic faith (e.g. an organization that promotes abortion).
- 2.3 Following initial approval by the Director of Education or the Superintendent, decisions as to the participation of individual schools will be at the discretion of the Principal of each school.
- 2.4 Participation of any school in fundraising for charitable and community causes will be limited to two major projects per school year.

3. Excursions and Other School Based Projects

- 3.1 Any fundraising activity for excursions and other school based projects (e.g. awards, sports equipment, books, library resources, etc.) is subject to the discretion and approval of the Principal, and the Superintendent of Schools.

4. General

- 4.1 The terms of this policy shall apply to all fundraising activities carried out in the name of the school or of the Simcoe Muskoka Catholic District School Board which may involve students, staff or a school associated fundraising group.
- 4.2 Door-to-door and other types of canvassing by pupils in elementary and secondary schools in support of fundraising projects is strictly prohibited.
- 4.3 The Principal shall space fundraising activities so as not to overburden any one household at any one time.
- 4.4
 - 4.4.1 Instructional time used for fundraising purposes is to be kept to an absolute minimum.
 - 4.4.2 Under no circumstances shall a child be excluded from participating in any activity even if no monetary contribution has been pledged.
- 4.5 Lotteries
 - 4.5.1 Requests from charitable and community organizations to distribute and/or to sell lottery tickets through the students in the schools of this system will be denied.

- 4.5.2 The sale of lottery tickets is permissible where such has been initiated by the school or by a School Parent Committee in support of school related projects and where all proceeds derived therefrom are directed to the school.
- 4.5.3 Where the sale of lottery tickets does occur in a school, that activity will be governed by the appropriate municipal by-law(s) and be subject to the provisions of Section 4.2 of this policy.
- 4.6 4.6.1 The following activities in schools which generate funds by providing a service to students and parents are permitted in the Board's schools:
 - 1. Student Photographs
 - 2. Cafeteria Services – food and beverages must be nutritious and conducive to the physical growth and development of children
 - 3. Selling school shorts, t-shirts, etc.
- 4.6.2 The collection of store tapes for the purposes of raising funds is allowed provided no one store or company is singled out.

5 Accountability

- 5.1 Record Keeping
 - 5.1.1 Principals will account for funds in accordance with the instructions of the Associate Director of Education (Business & Finance). In the case of a school-associated fundraising group, the person responsible for the project shall be accountable to the Principal and to the membership.
 - 5.1.2 Each school will maintain a standard ledger according to the instructions of the Associate Director of Education (Business & Finance).
 - 5.1.3 Annually by July 15, each school shall submit to the Associate Director of Education (Business & Finance) a copy of the standard ledger.
 - 5.1.4 Each year school accounts, selected at random, will be audited by the Associate Director of Education (Business & Finance).

5.2 Safekeeping of Funds

- 5.2.1 Fundraising proceeds in excess of \$200.00 must be deposited in a bank account. The use of night deposit facilities is encouraged to minimize the amount of money kept in the school.
- 5.2.2 Where the school acts as a “clearing house” for funds, the Principal will establish safe handling procedures in accordance with the instructions of the Associate Director of Education (Business & Finance).
- 5.2.3 All accounts established are to require the signing authority of two persons, one of whom will be the Principal, Vice Principal for a school level project, or the Director or Superintendent for a system level project.

FUNDRAISING GUIDELINE

Objectives¹

Ontarians are proud of their publicly funded education system and committed to the high standards that provide every student with the opportunity to succeed. The province recognizes that parents and communities may choose to support their schools through fundraising activities. These activities have the potential to enrich the experience of our students, but also help build a broader sense of community outside school hours. Funds can be raised for a particular school or on a board level – both have the potential to enhance parent engagement and contribute to a student's educational experience².

Like all activities that support education, fundraising should reflect the values and expectations of the school community, including those of parents, students, staff, and school board trustees. In addition, communities deserve to know how schools and school boards will use the proceeds of their fundraising activities.

When a school chooses to engage in fundraising activities, it is important to consider the purposes and principles of public education, including diversity, accessibility, and inclusivity. These activities are conducted under the guidance of the school principal, in accordance with school board policies and with advice and input from the school community. Finally, it is important that fundraising has a designated purpose and that the proceeds be used for the intended purpose.

Funds raised for school purposes:

- Should not be used to replace public funding for education; and
- Should not be used to support items funded through provincial grants, such as classroom learning materials, textbooks and repairs or for capital projects that significantly increase operating costs.

While most fundraising takes place at the school level, school boards set board-wide fundraising policies and are responsible for the reporting and safekeeping of all school-generated funds. This guideline serves as an aid to school boards in the development of policies and to schools on how to effectively plan and administer fundraising activities and how to report on these activities to the school community.

The objectives of this guideline are to:

- Identify guiding principles and best practices;
- Provide a foundation for school boards to develop or update existing guidelines, policies and procedures; and,
- Give some examples of appropriate and inappropriate practices to protect school board staff and fundraising volunteers when managing fundraising proceeds.

The best practices and examples provided in this guideline are not intended to be a comprehensive list. School boards may identify other examples and best practices that reflect their geographic, demographic and community circumstances.

¹ On all legal questions relating to the subjects covered in this guideline, boards should rely on the advice of their own legal counsel.

² For additional information on parental involvement, please see <http://www.edu.gov.on.ca/eng/parents/getinvolved.html>

FUNDRAISING GUIDELINE

In summary, when schools choose to engage in fundraising activities, it is important to:

- Comply with school board policies to help ensure that the activities are consistent with the purposes and principles of public education;
- Seek advice from the school community; and
- Support and protect staff and volunteers from legal liability through practices that promote accountability for the handling and management of the proceeds raised from these activities.

Definitions

School-generated funds

School-generated funds are funds that are raised and collected in the school or broader community in the name of the school by school councils or other school or parent administered groups.³ These funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets.

School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties (e.g. tour operators, and hot lunch programs).

Fundraising

Fundraising is any activity, permitted under a school board's policy, to raise money or other resources, that is approved by the school principal, in consultation with, and upon the advice of the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

School Community

The school community refers to students, parents, guardians, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

Outline

This guideline addresses the following four areas:

- I. Guiding Principles** – key principles to guide school board fundraising policies
- II. Fundraising Activities** – compliance requirements related to fundraising activities including examples of eligible and ineligible activities
- III. Best Practices** – best practices related to fundraising activities
- IV. Accountability and Financial Reporting** – best practices to meet public expectations and uphold public trust, such as financial reporting requirements.

³This does not include funds raised by the Ontario Federation of Home and School Associations (OFHSA, <http://ofhsa.ca>) as an incorporated entity; while funds are in their possession. While this guideline does not apply to the activities undertaken by OFHSA for purposes of fundraising, schools should refer to this guideline and their boards' policies on fundraising when accepting donations or the proceeds from fundraising activities undertaken by OFHSA or its units.

FUNDRAISING GUIDELINE

I. Guiding Principles

A distinct board-wide fundraising policy will ensure consistency and transparency in the collection and distribution of funds and should reflect the following principles:

Complementary to Publicly Funded Education

- Funds raised for school purposes are used to complement, not replace, public funding for education.
- The purposes for which funds are collected are consistent with the school board's mission and values.
- Activities support student achievement and do not detract from the learning environment.

Voluntary

- Participation in fundraising activities is strictly voluntary. No individuals should feel compelled to participate in any fundraising activity, nor should they be subject to penalties, or be denied any benefits, if they choose not to participate.
- The school community is welcome to participate in fundraising activities. These activities should reflect the diversity, values and priorities of the local school community.
- Privacy must be respected. The personal information of staff, students or other individuals is not shared for the purposes of fundraising without prior consent. (The use of personal information by school boards is governed by the *Municipal Freedom of Information and Protection of Privacy Act*).

Safety

- The safety of students is a primary consideration in all fundraising activities.
- Student fundraising activities require supervision and should be age-appropriate.
- Appropriate safeguards are in place regarding collection, deposit, recording, and use of public funds.

Accountable & Transparent

- Fundraising activities are developed and organized with advice and assistance from the school community, including students, staff, parents, and community organizations.
- School boards have a distinct policy for fundraising that addresses the use of fundraising proceeds and accounting for school-generated funds. The policy is publicly available on the school board's website.
- A fundraising activity does not result in any person, including school board staff or volunteers, benefiting materially or financially from the activity.
- Fundraising has a designated purpose and the proceeds are used for that purpose.
- Transparent financial reporting practices to the school community are in place.

II. Fundraising Activities

There is a wide variety of ways a school community can show support for its local school, or the broader school community, including fundraising. Consistency with these guiding principles and school board policies and procedures should be considered when conducting any fundraising activity.

FUNDRAISING GUIDELINE

The Province provides capital funding for the construction of new schools and additions, for repairs and renovations, and for the operation and maintenance of schools, including heating, lighting and cleaning. Funds raised for school purposes are to be used to complement, not replace, public funding for education. (For additional information on education funding, please see <http://www.edu.gov.on.ca/eng/parents/funding/index.html>).

Capital projects supported by fundraising proceeds⁴ should:

- Be complementary to publicly funded education;
- Not result in an increase in the student capacity of a school⁵; and
- Not result in a significant increase in school or board operating or capital costs.

Fundraising activities must be compliant with:

- Municipal, provincial, and federal legislation; and
- Ministry of Education guidelines and policies, such as the School Food and Beverage Policy, Equity and Inclusive Education Strategy, Facility Partnerships Guideline and the Broader Public Sector Procurement Directive.

Examples of Unacceptable Uses of Fundraising Proceeds

- Items funded through provincial grants such as classroom learning materials and textbooks
- Facility renewal, maintenance, or upgrades funded through provincial grants such as structural repairs, sanitation, emergency repairs, or replacing flooring due to wear and tear
- Infrastructure improvements which increase the student capacity of a school or are funded by provincial grants (for example, classrooms, additions, gyms, labs)
- Goods or services for employees, where such purchases would contravene the *Education Act* or a school council's by-laws regarding conflict of interest
- Professional development including support for teacher attendance at professional development activities
- Administrative expenses not associated with fundraising activity. Any administrative expenses associated with fundraising activity should be minimized.
- Support for partisan political activity, groups or candidates.

Examples of Acceptable Uses of Fundraising Proceeds

- Assistance fund (for example, a fund serving a charitable purpose to benefit students, such as providing payment for the cost of a field trip for students who cannot afford it)
- Supplies, equipment or services which complement items funded by provincial grants (for example, extracurricular band equipment, audio-visual equipment)
- Field trips or other excursions (for example, in-province, out-of-province, or trips abroad)
- Guest speakers or presentations
- Ceremonies, awards, plaques, trophies or prizes for students
- Scholarships or bursaries

⁴This guideline does not address joint-use facilities; please refer to Facility Partnerships Guideline (February 11, 2010) http://faab.edu.gov.on.ca/Memos/B2010/B_%201%20Attach%20%20Facility%20Partnerships%20Guideline.pdf

⁵ As defined by the Ministry of Education's pupil place capacity.

FUNDRAISING GUIDELINE

- Extracurricular activities and events (for example, travel and entry fees for sports competitions, school team uniforms, school band, choir, clubs)
- School yard improvement projects (for example, playground equipment, shade structures, gardens, outdoor skating rink)
- Upgrades to sporting facilities such as running tracks, installation of artificial turf and scoreboards
- Support for activities that are unique to the denominational or cultural character of the school (for example, student retreats).

III. Best Practices

Fundraising activities can benefit schools and their communities by fostering stronger community and school partnerships, increased student and community engagement and by providing support for student or charitable organizations. The contribution of the school community towards these benefits is of value to schools.

School boards should consider the following when developing board-wide fundraising policies:

- Supporting schools to develop fundraising plans;
- Setting a limit on the number of and extent of fundraising activities in each school;
- Co-ordinating activities across schools and community organizations;
- Limiting the impact on classroom time for staff and students and administrative time for school principals and support staff;
- Supporting donations to board-level funds, or matching programs among schools and/or school councils (for example, a percentage of every dollar raised is allocated to a central board equity fund or put towards board-wide programs that benefit all students);
- Addressing shortages, overages, and cancellations; (students participating in fundraising activities should not be held responsible for any loss that may be incurred);
- Depositing fundraising revenues in school accounts as opposed to accounts held outside the school, to mitigate risk; and
- Minimizing administrative expenses associated with conducting fundraising activities.

In cases where a portion of school fundraising proceeds will be directed to support board-level funding, the board should be open and transparent with parents and the community about the intended use of those funds. For example, school boards should consider posting a list on their website that clearly identifies how proceeds from local school fundraising activities will be used.

When schools are planning and selecting capital projects which will be supported by fundraising activities the following best practices should be considered:

- Requiring a viability review that examines alignment with the school board's overall capital priorities and planning processes, the school improvement plan, and Ministry priorities;
- Analyzing costs for future maintenance and repairs ; and
- Restrictions related to conflict of interest and procurement policies.

FUNDRAISING GUIDELINE

IV. Accountability and Financial Reporting

To meet the public's expectations and demonstrate stewardship for public dollars, each school should prepare an annual report on school-generated funds.

The school community must be informed as to how proceeds from fundraising, fees, and corporate donations, are used. The intent of the donations should be clearly communicated to contributors to ensure that the donations can be recorded appropriately and to address any accounting implications.

Schools may determine the best communication vehicles for their local school community (e.g., newsletter, posting to school website). School boards may also choose to report to the school community in an annual report, which may include an overview of school-level fundraising across the school board and board-level donations and corporate partnerships.

Financial Reporting

Public Sector Accounting Board (PSAB) standards require that all school boards consolidate funds generated at the school level with the annual financial statements of the school board⁶. All funds collected through school, or school council, fundraising are subject to the board's regular audit and accountability requirements. As school councils are advisory bodies, and not entities with the legal capacity of a corporate body, funds collected through the school council must be reported by the school board, which is a corporate body.

By regulation, fundraising by school councils is required to be in accordance with board policies and for a purpose approved by the board, or authorized by board policy. In addition, school councils must report annually to the principal and to the board on their fundraising activities.

School board procedures must address:

- The establishment of school bank accounts, issuing receipts, authority to pay disbursements, recording donations, investments, bank reconciliations, records retention, financial reporting, financial responsibility for shortages and overages generated by the fundraising activity; financial review/audit; and a chart of accounts;
- Roles, responsibilities, and required approvals at the board and school level, for all activities related to school-generated funds; and
- Compliance with board policies and municipal, provincial, and federal laws and regulations.

School boards should communicate and train school administrative staff on procedures dealing with the collection, disbursement, and accounting of school-generated funds. These procedures should ensure both the safeguarding and the accurate financial reporting of these funds.

⁶ For more information on effective practices please see the Ontario Association of School Business Officials' Finance's Committee Guidelines for School-generated Funds (Revised January 2009)
http://www.oasbo.org/admin/eZeditor/files/f_10_OASBO_SchoolGeneratedFunds_Guidelines_January_2009.pdf

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 603B
<i>Former Policy #</i> 212	<i>Page</i> 1 of 4
<i>Original Approved Date</i> September 2012	<i>Subsequent Approval Dates</i> June 4, 2013

POLICY TITLE: FUNDRAISING FOR EXTERNAL CHARITABLE PURPOSES

1. PURPOSE

As Catholics we are called to 'love our neighbour'. The York Catholic District School Board is committed to supporting those in need, be they in our immediate community or on the other side of the globe. Charitable projects and fundraising for these purposes are encouraged in the classroom, in the school and Board-wide.

2. POLICY STATEMENT

All charitable projects and fundraising activities shall be for an approved organization and related to charitable, humanitarian, educational or service activities consistent with the tenets of Catholicism and the Board's mission and values. Activities will be developed and organized with the advice and assistance from the school community.

3. PARAMETERS

- 3.1 All charitable projects undertaken by a classroom, school club, student council, Catholic School Council, or by the school as a whole, shall be approved by the Principal and consistent with the Board approved charities.
- 3.2 All charitable fundraising proceeds shall have an approved designated purpose and be utilized as intended, unless further approval is obtained.
- 3.3 Activities to raise funds for support of charities shall only be organized if the charity is listed on the Canada Revenue Agency website. All exceptions to this practice (e.g. collection of funds for individual community charitable needs) must have written approval from the Superintendent of Education and must also be approved by the Director of Education if the expected amount to be raised is in excess of \$1,000. This is not applicable for gift-in-kind collections. The funds raised for external charities shall be recorded in a separate sub-ledger.
- 3.4 The Principal will complete the Fundraising for External Charitable Purposes form (Admin 86B) detailing each charitable project undertaken by the school community. The form will be submitted to the office of the Superintendent of Education and Budget & Audit Services Department annually for reference. The

principal will also post a summary of all charitable projects on the school web site and report annually to the school community in the June newsletter.

- 3.5 Recognizing that all fundraising activities in a community come from the same source, Principals will keep in mind the financial implications on the community when approving all major fundraisers.
 - 3.5.1 There shall be no more than two major charitable fundraisers (one per term) in one year. A major fundraiser involves the majority of the student body and is expected to raise at least an average of \$10 per student.
 - 3.5.2 Minor charitable fundraisers organized by classrooms or student groups should be spaced out and limited in scope so that the school is not constantly fundraising. Consideration should be given to having these charitable drives be non-monetary in nature or limited to 'loonie' and 'twoonie' drives.
- 3.7 Participation in charitable projects and fundraising activities is strictly voluntary for staff and students. The personal information of staff, students or other individuals will not be shared for the purpose of fundraising without prior consent.
- 3.8 A fundraising activity must not result in any student, staff or volunteer benefiting materially or financially from the activity. All proceeds will go to the charity intended.
- 3.9 The safety of students must be a primary consideration in all fundraising activities. No student shall be asked to do door-to-door canvassing including sales at local malls, plazas, or similar public locations.
- 3.10 None of the above activities shall encroach unduly on the school day, or adversely affect good public relations in a community or school.
- 3.11 Liability and Insurance
 - 3.11.1 Staff and Principal-authorized volunteers shall be protected against claims arising from the handling and management of fundraising activities through the Board's liability insurance coverage, subject to the terms and conditions of the policy.
 - 3.11.2 The Board shall be protected against claims arising from the handling of proceeds raised from fundraising activities, through its crime insurance coverage, subject to the terms and conditions of the policy.
 - 3.11.3 Staff and Principal-authorized volunteers shall utilize risk management practices that promote safety, accountability and due diligence in the handling and management of fundraising activities and the proceeds raised from fundraising activities in an effort to minimize related risks and exposure to liability.
- 3.12 Activities that involve the preparation and/or sale of food and beverages on school premises must comply with the YCDSB Healthy Schools Policies.
- 3.13 The proceeds of fundraising activities shall be deposited into the appropriate school level bank account unless the external charitable organization offers tax receipts to donors or has a method for directly collecting funds. If this is the

case, the collections will not be deposited into the school's bank account, but directly provided to the charity in the prescribed format.

- 3.14 Accurate accounting shall be maintained by school administration and the treasurer of the Council to comply with the requirement of accountability for both to the Principal and the school community.
- 3.15 Accurate records of daily transactions and regular reporting through the school level bank accounts are to be kept in the prescribed uniform format and subject to internal and external audit.

4. RESPONSIBILITIES

4.1 Director of Education

To oversee compliance with the Fundraising for External Charitable Purposes policy.

4.2 Superintendent of Education, School Leadership

- 4.2.1 To support the implementation and compliance with the policies and related guidelines and procedures.
- 4.2.2 To review, on an annual basis, the projected fundraising events of each school.
- 4.2.3 To provide guidance to principals on what can be included in fundraising activities.
- 4.2.4 To act as a resource on any questions regarding interpretation of this policy.

4.3 Principal

- 4.3.1 To approve all charitable projects and to ensure adherence to this policy.
- 4.3.2 To ensure that staff and authorized volunteers are aware of this Policy and related School Generated Funds Administrative Procedures.
- 4.3.3 To ensure that the fundraising has a designated purpose that is consistent with the school board's mission and values, and that the proceeds are used for that purposes, as intended.
- 4.3.4 To complete all documentation as outlined in the School Generated Funds Administrative Procedures and to supervise the record keeping of all fundraising revenues and expenditures that occur.
- 4.3.5 To ensure the school community is informed regarding participation and support of major fund-raising events, and to give a financial overview of these activities as per this policy.
- 4.3.6 To review safety procedures with students.
- 4.3.7 To be aware/manage the risk involved in the fundraising activity, i.e. supervision, safe location etc.

4.4 Budget and Audit Services Department

To ensure adherence to all Administrative Procedures, Guidelines and Policies through training and internal audits.

4.5 Catholic School Council

For the activities they are directly involved with, the School Council will communicate to the school community the participation and support of the event and provide a financial overview of the activities.

4.6 Students/Parents/Guardians

4.6.1 To have parental permission before approaching a friend or relative.

4.6.2 To be accompanied by a responsible guardian while approaching a friend or a relative.

4.6.3 To keep all monies at home until the total amount has been collected for all major charitable fundraisers. Parents are encouraged to write a cheque, payable to the school for the full amount. In this way cash is not transported to school. Parents are responsible for any charges the school incurs because of individual NSF cheques.

5. DEFINITIONS

5.1 Gifts in Kind

Also known as non-cash gifts, are gifts of property. For the purpose of this policy these would include items donated for charitable purposes.

5.2 Approved Charitable Organization

A charitable organization that is currently registered with Canada Revenue Agency or a specific cause as approved by the Superintendent of Education or Director (refer to parameter 3.3).

6. CROSS REFERENCES

YCDSB Policy 201 Healthy Schools

YCDSB Policy 201A Healthy Schools: Eating & Nutrition

YCDSB Policy 201B Healthy Schools: Physical Activity

YCDSB Policy 423 Conflict of Interest for Employees

YCDSB Policy 603A Fundraising

YCDSB Policy 708 Volunteers in Schools

YCDSB Policy 803 School Generated Funds

YCDSB School Generated Funds Admin. Procedures

YCDSB Registered Charity Program Guidelines

YCDSB Admin. 86 Projected Fundraising for the School Year

YCDSB Admin 86B Fundraising for External Charitable Purposes

Canada Revenue Agency <http://www.cra-arc.gc.ca/charities>

Municipal Freedom of Information Protection of Privacy Act

Approval by Board	September 2012 <i>Date</i>
Effective Date	September 2012 <i>Date</i>
Revision Date	June 4, 2013 <i>Date</i>
Review Date	June 4, 2018 <i>Date</i>

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> 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>
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> 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>

Cc: Rowe, Mark <RoweM@hcdsb.org>; Rabenda, Diane <RabendaD@hcdsb.org>; Dawson, Paula <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

From: Claudine Waddick <[REDACTED]>
Date: April 18, 2018 at 7:22:41 PM EDT
To: "Dawson, Paula" <dawsonp@hcdsb.org>, "Rabenda, Diane" <rabendad@hcdsb.org>
Subject: Modification of Consultation Process on Amended Fundraising policy

Hello Ms. Dawson & Ms. Rabenda,

The activities surrounded the Board of Trustees over the past few months has been a real eye opener for me and unfortunately, has damaged my faith in good governance; however, I still believe the Board can remedy the situation.

I accept that motion #61/18 has been reflected in policy and sent out for stakeholder consultation as per the regular, defined process for amending policies at the Board. This is good. This is what we have been asking for, and even the Trustees who supported this motion all along, should want. At the end of the day - everyone wants a fundraising policy that reflects the principles of upholding the sanctity of life in a manner that is consistent with the views of all stakeholders.

However, there is a flaw in the process. The stakeholder consultation process typically used by the Board is not appropriate for this issue. Collecting stakeholder input does not mean merely collecting stakeholder views and opinions. The views and opinions must be informed and relevant.

Currently, there is not a basic understanding of the revised policy and its implications to provide informed and relevant input. Unfortunately, when people do not understand an issue they will dismiss it and silence could be assumed to imply endorsement. I do not believe any one who says they want input, can honestly agree that, because stakeholders did not say anything, they must want this change. On the contrary, I would contend silence means they were happy with the status quo.

I am proposing that the Board pass a motion that will allow Board staff to amend the stakeholder input process for this policy change. The process needs to include an information sharing aspect where stakeholders can fully understand the intent and the implications of the policy change. I assume Board staff would be best qualified to determine the best way to disseminate this information being it a town hall, email communications, council communications, survey? ...

Secondly, the current process must accept all input from all stakeholders yet has no transparent process to weigh the input of different stakeholders. This could lead to abuse as simply as an individual could send in 1000 feedback sheets. Also, there is no impartial approved method for Board staff to say that the input received from a council is more valuable than a grandparents view from Thunder Bay. I highlight these potential abuses because I have been witness to so many and I refuse to be taken advantage of by playing by the rules when others are not. No one wants false, irrelevant input added to the stakeholder feedback.

I am aware that if the Board staff does ask for this remedy, it will not likely be passed by the majority of the Board (probably defeated 5-4) but I am willing to make this proposal because I do believe that all Trustees should want informed, relevant feedback. If nothing more than to support the original motion brought to the Board in January.

Time is of the essence with this matter because stakeholders have already received an initial email and are struggling with a response.

Please exert any influence you may have to allow for a proper consultation process to occur - everyone will benefit and nobody will lose.

Thank you for your time - Claudine Waddick

Can you please add this letter to correspondence for the special Board meeting on April 24th or at any time the matter of #61/18 is discussed at the Board or policy meetings.

From: Maria Lourenco <[REDACTED]>
Date: April 27, 2018 at 3:23:21 PM EDT
To: "RabendaD@hcdsb.org" <RabendaD@hcdsb.org>, "Dawson, Paula" <dawsonp@hcdsb.org>
Cc: "Marai, Paul" <MaraiP@hcdsb.org>, "AnthonyQuinn@hcdsb.org" <AnthonyQuinn@hcdsb.org>, Arlene Iantomasi <iantomasia@hcdsb.org>, "Michael, Jane" <michaelj@hcdsb.org>, "Rowe, Mark" <RoweM@hcdsb.org>, "Trites, Susan" <TritesS@hcdsb.org>, "Danko, Anthony" <DankoA@hcdsb.org>, "KarabelaH@hcdsb.org" <KarabelaH@hcdsb.org>
Subject: FW: Response to Staff Report "Transportation to Advanced Placement (AP) and/or International Baccalaureate (IB) Programs for Gifted Students within the Halton Catholic District School Board Secondary Schools

As the above noted Staff Report has been moved to the May 1st agenda, please include this e-mail and the attached report to the correspondence for the May 1st meeting.

I would ask Trustees to pay particular attention to the Ministry's position on equity, as outlined both in the e-mail below and in the attached report. Equity is not about giving everybody the same thing; it is about making sure that each student has what they need to be successful. In addition, the Ministry mandates specialized programming for students identified as exceptional, including "Gifted" students. I hope you will remember these very important points in your discussions and ultimately your decision with respect to your Gifted high school students.

Kind regards,
Maria

From: Maria Lourenco <[REDACTED]>
Sent: Monday, April 16, 2018 6:47:02 PM
To: RabendaD@hcdsb.org; Dawson, Paula
Cc: KarabelaH@hcdsb.org; Arlene Iantomasi; Michael, Jane; Trites, Susan; Marai, Paul; Danko, Anthony; Rowe, Mark; AnthonyQuinn@hcdsb.org; Christine Thammavongsa; Barb Cyr; Barb Cyr; Victoria Larke; karenbivand@gmail.com
Subject: Response to Staff Report "Transportation to Advanced Placement (AP) and/or International Baccalaureate (IB) Programs for Gifted Students within the Halton Catholic District School Board Secondary Schools

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 3rd, 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 17th Board package.

Sincerely,

Maria Lourenco
ABC Ontario SEAC representative, HCDSB

**RESPONSE TO APRIL 17TH 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 3rd 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 17th 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

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

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



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)

To the Board of Trustees and the Secretary of the Board,

Before I begin, I wanted to first say thank you to those of you who showed consideration and support to the “Gifted Programming” delegations at the April 3rd meeting, and for requesting a Staff Report to continue this conversation.

I am disappointed, though not surprised, by the recommendation in the Staff Report about to be shared at the next meeting for the following reasons:

1. The report does not address the concerns raised with respect to inadequate programming for ALL Gifted students in HCDSB secondary schools.
2. The report does not include the needs of our current grade 7 and 8 students as the April 3rd motion requested.
3. The report once again, does not acknowledge the ministry mandate to meet the needs of EVERY INDIVIDUAL exceptional learner.

The report continues to ignore the lacking HCDSB high school gifted programming by asserting 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.

In order to respond to the Staff Report by addressing the misleading nature of these claims and to provide clarifications for the questions raised during delegations, as **I was not fully able to respond due to the restrictions imposed on delegates**, I had put in another request to delegate at the upcoming meeting. Unfortunately, I have been denied the opportunity. I am deeply disappointed that some people were allowed to delegate about opposition to the Sanctity of Life motion three times, but not the gifted delegations. However, I do understand the Chair’s decision to follow through with the delegation policy to ensure that delegations no longer interfere with the board’s ability to address all other businesses. I have provided my proposed delegation script as a correspondence and I ask that you take the time to read it prior to the meeting as I clarify three main points:

1. AP is a research proven, most effective acceleration program for gifted students
2. Current HCDSB Gifted programming does not meet the needs of ALL Gifted students
3. Many other boards are using AP to meet their legal duty to program for Gifted students

I also ask that the Chair of the Board include this email as a correspondence in the upcoming May 1st board meeting package.

First, why AP?

One critical question the 12 year old students weren’t able to fully address during their question period was why AP is such an appropriate program for gifted students. You may recall from the delegations that their teacher, who is specially trained to support these students, recommended AP as their high school program during transition conversations.

AP is an accelerated program - Students move through traditional curriculum at rates faster than typical, with a focus on critical thinking skills and real life connections. Students in elementary gifted classes are already benefiting from acceleration. For example, my daughter's teacher does not make my daughter and her peers go lesson by lesson through the grade 7 math textbook just because they are in grade 7. Kids are grouped by their ability levels and learn through collaboration and open-ended challenges. They are allowed to speed up and dive into deeper challenges together. What will she be doing in her Academic grade 9 math? With the current programming model, I guess she will repeat the curriculum she already knows, quietly do her other class work during math, and maybe try out some of the math contests if she feels like it. Does this sound like individualized enrichment programming to you?

Another benefit of the AP program is that it allows for flexibility for individual students to select the areas of study to be accelerated in. For that alone, AP is the most suitable curriculum extension for gifted students as each identified student is to have an IEP in alignment with their strengths and needs. I already spoke at length in my last delegation why the current "enrichment list" and "differentiation" model don't provide enough stimulation and engagement for all Gifted students.

Acceleration is the most effective, research proven, intervention for Gifted students. "A Nation Deceived: How Schools Hold Back America's Brightest Students" ([access full report here](#)) and "A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students" ([access full report here](#)) are seminal works in the area of acceleration. I'd like to briefly highlight parts of the reports.

Acceleration is appropriate educational planning. It means matching the level and complexity of the curriculum with the readiness and motivation of the student. According to these reports, 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.

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 student's abilities. **AP is this acceleration. AP is an option in this board. But AP is NOT accessible by all gifted students.**

Is HCDSB Really Meeting the Needs of All Gifted Students?

Dr. Browne again concluded in his Staff Report that the board staff are able to meet and are meeting the Gifted students' needs in any chosen program or pathway. He stated "the most relevant takeaway is that the majority of gifted students in the secondary schools report being satisfied or very satisfied with their current program with a low percentage reporting dissatisfaction." What he neglects to tell you is that the needs of EVERY SINGLE student must be met. For those dissatisfied, the board is not doing its job.

As well, for those that are satisfied, we must remember that they are not ALL Academic stream students. AP students are just as well satisfied. But sadly, we only know the satisfaction rate of students who were fortunate enough to continue Catholic education with the board. For those who left our board after grade 8 due to lack of programming options, their voices will never be heard.

When Superintendent Pinelli was asked about the number of Gifted students who chose AP, she responded that some do, but “not overwhelmingly.” When my daughter delegated with her peers, they did tell you that 75 percent of St. Andrew’s grade 7 gifted preferred AP as a program of their choice. Do you not wonder how many of these 16 students will actually end up attending Holy Trinity’s AP program come September 2019? Well, I would bet that they will “not overwhelmingly” choose AP. Why? Because potentially more than half of the class won’t have transportation for the program that was recommended as the most suitable program during transition conversations with the Special Education classroom teacher. **I guess you will never know how lacking the current high school programming options are as no input was taken from the grade 7 and 8 parents and students, and again many will have to look to the Public board to access what they deserve.**

And don’t forget - **Last year alone, 12 % of our Gifted students left the board during their high school transition.** Dr. Browne told me I would be encouraged to hear that only 10 out of 90 students left the board. Does this sound encouraging to you? Would you say the same if 1 in every 9 autistic or developmentally delayed students left this board to have their needs met elsewhere? I sure hope not.

You see, the response to the delegations overlooks something really critical. Giftedness is a Ministry defined exceptionality. The Education Act defines an “exceptional pupil” as one “whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program.” **Under the Education Act, the Ministry of Education mandates that all exceptional children in Ontario have available to them appropriate special education programs and services without payment of fees.** If AP is the most suitable accelerated programming for gifted students, **they should not have to pay for private transportation to attend the program.**

Legal Obligation to Program for ALL Gifted Students

Because Dr. Browne insists that transportation to AP is not within the purview of Special Education, and that student interest just isn’t there for clustered/congregated based on his survey questions, I had requested AP as a proxy to a clustered program. This board does not have the student population to create a clustered program at every high school. I get that. But as you can clearly see from the April 3rd delegations, there are students who need access to AP to meet their learning needs. That is why I asked for transportation to AP for Gifted students. There are AP schools in each of the 3 regions of the board. Clustering is already occurring naturally at these locations. It is a simple solution!

Let me highlight how other boards have already taken advantage of AP/IB programs to support Gifted learners:

DPCDSB: 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 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 April 3rd board meeting, when Superintendent Pinelli was asked to comment on the percentage of Gifted students in the program, she instead went on to talk 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?**

In the Staff Report, AP College Board by-law Section 11.C was referenced to emphasize AP's nondiscriminatory practice. However, **providing transportation to Gifted students does not violate the "equitable access to admission" clause in the by-law. The program will still be open to all students.**

There also was the mention of possible system effect. **While I respect Trustee Iantomasi's voiced concern for possible reverse discrimination or inequity that other AP students and parents may feel, I must remind all of you that this ignores the equity for our exceptional learners.** At the April 3rd board meeting Trustee Iantomasi referred to Gifted students as may be being "entitled to something." What this fails to recognize is that something she thinks of as "entitlement" is actually a legal obligation!

The Ministry recognizes "equity" as a core provincial education priority. And with giftedness being a Ministry defined exceptionality, not having access to such necessary programming is a violation of the Education Act. Appropriate programming for Gifted students is a legal obligation of this board – not a special privilege.

Even the [Discussion Paper on a New Vision for Student Transportation](#) emphasizes the Ministry's new focus on "equity" for all learners in alignment with Ontario's goals for education. It clearly states that it is important that the system continue to meet the needs of students who require specialized

transportation. On pages 14 and 15, it also poses **key questions on provisions for students with special needs and comparability of service to other Ontario jurisdictions:**

- Does the student transportation system adequately take into account the diverse needs of different types of students?
- Do you have any specific examples of situations that show that there is an equity issue that needs to be addressed?
- What sorts of innovations and partnerships could help us create a more equitable and accessible transportation system?

Sadly however, the Staff Report you will be presented with at the next meeting only focuses on balancing the board's transportation budget and neglects your duty to meet the needs of ALL special needs students.

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, or that it is "unfair"... **the AP is the "accessible building" in this context for our Gifted students, a necessity, not an option to enjoy.**

Conclusion

Access to a flexible accelerated program such as AP is essential in order for many Gifted students to be successful. Students should not have to forego Catholic Education to reach their full potential. The board must meet its Ministry mandate and the principle of equity to all Gifted students by providing them with transportation to existing AP programs, regardless of the cost.