

## REGULAR BOARD MEETING AGENDA

Date: Tuesday, October 2, 2018  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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## **In Praise and Thanksgiving**

*In the name of the Father, and of the Son, and of the Holy Spirit, **Amen***

L: We praise God for the abundant gifts bestowed upon us. In brotherhood and sisterhood may we enjoy God's gifts and share them in joy. May we be grateful each morning for the gift of a new day, and grateful each evening for the good we have received during the day, and for the good we have been able to do. **Amen.**

### **A Reading from the Gospel according to Matthew**

When Jesus heard of it, he withdrew in a boat to a deserted place by himself. The crowds heard of this and followed him on foot from their towns. When he disembarked and saw the vast crowd, his heart was moved with pity for them, and he cured their sick. When it was evening, the disciples approached him and said, "This is a deserted place and it is already late; dismiss the crowds so that they can go to the villages and buy food for themselves." (Jesus) said to them, "There is no need for them to go away; give them some food yourselves." But they said to him, "Five loaves and two fish are all we have here." Then he said, "Bring them here to me," and he ordered the crowds to sit down on the grass. Taking the five loaves and the two fish, and looking up to heaven, he said the blessing, broke the loaves, and gave them to the disciples, who in turn gave them to the crowds. They all ate and were satisfied, and they picked up the fragments left over—twelve wicker baskets full. Those who ate were about five thousand men, not counting women and children.

The Gospel of the Lord

***Praise to You Lord Jesus Christ***

### **Reflection Questions:**

How has God share the gift of abundance with you, your family and your community?

How are you being called to share your gifts of abundance with others in need?

## **Litany of Thanks**

For the blessing of life, and the gift of each new day,

***God of all gifts, we thank you.***

For the food we eat each day, and the home we share with family,

***God of all gifts, we thank you.***

For the faith that renews us, and the hope that we have for the human family,

***God of all gifts, we thank you.***

For the charity that we are privileged to offer,

***God of all gifts, we thank you.***

For the work for justice that we are called to do,

***God of all gifts, we thank you.***

For all the graces we have received, and all the good we have enjoyed,

***God of all gifts, we thank you.***

L: God, we celebrate your overflowing love, and we give thanks to you for all that we have, all that we are. We know abundance because of you. May we offer thanks to you by sharing what you have blessed us with: our talents, our graces, our spiritual as well as material goods. May we live in your light and in your love during this season, and during all the seasons of life. ***Amen.***

*(Adapted from Thanksgiving Prayer Service by Jane Deren, [educationforjustice.org](http://educationforjustice.org))*



## MINUTES OF THE REGULAR BOARD MEETING

Date: September 18, 2018  
Time: 7:30 pm  
Location: Catholic Education Centre, Board Room  
802 Drury Lane, Burlington, ON

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

Student Trustees: W. Charlebois S. Mazza  
D. Herrero

Senior Staff: S. Balogh L. Naar  
C. Cipriano R. Nego  
P. Daly, Secretary of the Board J. O'Hara  
C. McGillicuddy A. Prkacin  
R. Merrick J. Rowles

Also Present: A. Bartucci, Communications Officer, Strategic Communications Services  
J. Chanthavong, Manager, Budget and Capital, Financial Services  
L. Keating, Acting Chief Research Officer  
A. Lofts, Senior Manager, Financial Services  
S. Peesker, Metroland Media

Recording Secretary: R. Di Pietro

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### 1. Call to Order

#### 1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Herrero)

The meeting opened at 7:30 p.m. with a prayer led by D. Herrero.

#### 1.2 Motions Adopted In-Camera

The following motion was adopted in-camera:

***BE IT RESOLVED***, that the Halton Catholic District School Board make public the decision on not proceeding with the current notice of application for approval to expropriate land.

#### 1.3 Information Received In-Camera

The following information was received in-camera:

##### Acting Superintendent of Education

Jim Rowles appointed as Acting Superintendent of Education effective September 13, 2018 with an end date to be determined.

##### Acting Elementary Principals

Tom Durran appointed as Acting Principal at St. Joan of Arc Catholic Elementary School effective September 18, 2018 with an end date to be determined. John Langill appointed as Acting Principal at St. Anthony of Padua Catholic Elementary School effective September 17, 2018 with an end date to be determined.

#### Retirements

Lana Borsellino and Edward Skibinski retiring effective January 31, 2019.

#### Hiring

Alfredo Berardi, Kevin Da Silva, Alicia Greco and Marisa Veloce hired as probationary teachers effective September 1, 2018. Chanice Horuc-Lake hired as a probationary teacher effective September 7, 2018. Graciela Ray hired as a probationary teacher effective September 10, 2018. Jon-Luc Bozzo and Alexandra Herder hired as probationary teachers effective September 12, 2018. Erica Agnino, Carlo Cerminara, Lindsay Tarbutt and Jessica Weryho hired as probationary teachers effective September 13, 2018. Emma Harper and Rebecca Gilkinson hired as probationary teachers effective September 14, 2018. Daphne Couture, Lindsay Dalli, Tina Fargiugio, Shaelyn Mahon and Kyle Van Sickle hired as probationary teachers effective September 17, 2018.

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

**#198/18**

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

**Seconded by:** S. Trites

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

The Chair called for a vote on **#198/18** and it **UNANIMOUSLY CARRIED**.

## **3. Declarations of Conflict of Interest**

There were no conflicts on interest declared.

## **4. Presentations**

### **4.1 OCSOA Distinguished Leadership Award - Lorrie Naar (P. Daly)**

Superintendent Naar was recognized for her award and for her commitment to Catholic education.

## **5. Delegations**

There were no delegations.

## **6. Approval of Minutes**

### **6.1 Minutes of the September 4, 2018 Regular Board Meeting**

**#199/18**

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

**Seconded by:** A. Quinn

**RESOLVED**, that the minutes of the September 4, 2018 Regular Board Meeting be approved.

The Chair called for a vote on **#199/18** and it **UNANIMOUSLY CARRIED**.

### **6.2 Minutes of the September 11, 2018 Special Board Meeting**

**#200/18****Moved by:** A. Iantomasi**Seconded by:** S. Trites**RESOLVED**, that the minutes of the September 11, 2018 Special Board Meeting be approved.The Chair called for a vote on **#200/18** and it **UNANIMOUSLY CARRIED**.**7. Business Arising from Previous Meetings****7.1 Summary of Outstanding Items from Previous Meetings**

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

**8. Action Items****8.1 Policy I-19 - Occupational Health and Safety (P. Marai)****#201/18****Moved by:** P. Marai**Seconded by:** J.M. Rowe**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-19 Occupational Health and Safety, be approved.The Chair called for a vote on **#201/18** and it **UNANIMOUSLY CARRIED**.**8.2 Policy I-45 - Transparency and Accountability in Executive Compensation (P. Marai)****#202/18****Moved by:** P. Marai**Seconded by:** A. Quinn**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-45 Transparency and Accountability in Executive Compensation, be approved at first reading and be forwarded for stakeholder input and returned to an upcoming Policy Committee Meeting for further review.The Chair called for a vote on **#202/18** and it **UNANIMOUSLY CARRIED**.**8.3 Policy II-42 - Medical Conditions (P. Marai)****#203/18****Moved by:** P. Marai**Seconded by:** J. Michael**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-42 Medical Conditions, be approved as amended.The Chair called for a vote on **#203/18** and it **UNANIMOUSLY CARRIED**.**8.4 Policy III-15 - Workplace Violence (P. Marai)****#204/18****Moved by:** P. Marai**Seconded by:** A. Iantomasi**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-15 Workplace Violence, be approved.

The Chair called for a vote on **#204/18** and it **UNANIMOUSLY CARRIED**.

**8.5 St. Nicholas Catholic Elementary School Project Construction Budget  
(R. Merrick)**

**#205/18**

**Moved by:** A. Iantomasi

**Seconded by:** J. Michael

**RESOLVED**, that the Halton Catholic District School Board approve the revised Project Budget not to exceed **\$13,883,252** for the St. Nicholas Catholic Elementary School project in the Town of Oakville.

The Chair called for a vote on **#205/18** and it **UNANIMOUSLY CARRIED**.

**#206/18**

**Moved by:** A. Danko

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

**RESOLVED**, that the Halton Catholic District School Board approve the use of **Proceeds of Disposition (POD)** in the amount of **\$5,889,992** to partially fund the construction of the St. Nicholas Catholic Elementary School project in the Town of Oakville.

**#206/18 (AMENDMENT)**

**Moved by:** A. Quinn

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

**RESOLVED**, that the Halton Catholic District School Board approve the use of **Proceeds of Disposition (POD)** in the amount of **\$5,889,992** to partially fund the construction of the St. Nicholas Catholic Elementary School project in the Town of Oakville. This is an additional amount of **\$1,666,145** for a total of **\$ 5,889,992**.

The Chair called for a vote on **#206/18 (AMENDMENT)** and it **UNANIMOUSLY CARRIED**.

**#206/18 (AS AMENDED)**

**Moved by:** A. Danko

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

**RESOLVED**, that the Halton Catholic District School Board approve the use of **Proceeds of Disposition (POD)** in the amount of **\$5,889,992** to partially fund the construction of the St. Nicholas Catholic Elementary School project in the Town of Oakville. This is an additional amount of **\$1,666,145** for a total of **\$ 5,889,992**.

The Chair called for a vote on **#206/18 (AS AMENDED)** and it **UNANIMOUSLY CARRIED**.

Staff explained that the building design is already efficient, a further \$318,000 in efficiencies were identified. As per Trustee request a list of these efficiencies as well as those not deemed prudent to be emailed to the Board of Trustees.

**#207/18**

**Moved by:** A. Quinn

**Seconded by:** S. Trites

**RESOLVED**, that the Halton Catholic District School Board send a letter of concern to the Ministry of Education regarding school construction costs.

In order to be part of public record, Trustee Quinn requested that the letter be added to the minutes.

The Chair called for a vote on **#207/18** and it **UNANIMOUSLY CARRIED**.

**9. Staff Reports**

There were no staff reports.

**10. Information Items**

**10.1 Student Trustees Update (D. Herrero)**

Student Senate met to discuss goals and initiatives for the 2018-2019 school year. From November 4 – 6, 2018, Student Trustees will be attending the Ontario Student Leadership Conference taking place in Niagara Falls.

Student Trustee Charlebois updated Trustees on a possible province wide student walk out regarding the sex-ed curriculum. P. Daly confirmed he is looking into it and will provide direction to schools accordingly.

**10.2 School Educational Field Trips (S. Balogh)**

School trips were provided as information.

**10.3 2017-2018 Parent Retention Survey Results (P. Daly)**

Similar to previous years, the majority of parents who responded to this survey did not consider leaving the Halton Catholic District School Board in 2017-18. In addition, the parents reported that they thought that the right amount of emphasis was placed on strengthening the Catholic character at their child's school.

**10.4 Construction Report – St. Scholastica Catholic Elementary School (R. Merrick)**

A construction updated was provided for St. Scholastica Catholic Elementary School.

**10.5 Construction Report – St. Nicholas Catholic Elementary School (R. Merrick)**

A construction updated was provided for St. Nicholas Catholic Elementary School.

**10.6 Construction Report – St. Mark Catholic Elementary School (R. Merrick)**

A construction updated was provided for St. Mark Catholic Elementary School.

**10.7 Budget Report for September 1, 2016 to August 31, 2017 - Preliminary (R. Negoj)**

The Board was provided the preliminary 2017-18 budget report for the year ending August 31, 2018.

Staff indicated that there has been an approximate loss of \$2,000,000 in EDC funding.

**10.8 Preliminary Capital Projects Report as at August 31, 2017 (R. Negoj)**

Trustees provided the preliminary cost of capital projects and land as of August 31, 2018. Staff will continue to monitor the capital projects budgets and EDC shortfall.

**11. Miscellaneous Information**

**11.1 Minutes of the June 4, 2018 CPIC Meeting**

Minutes of the June 4, 2018 CPIC meeting were provided as information.

**11.2 Minutes of the June 12, 2018 Policy Committee Meeting**

Minutes of the June 12, 2018 Policy Committee meeting were provided as information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

No questions were submitted.

**14. In Camera**

There was no follow-up In-Camera session.

**15. Resolution re Absentees**

There were no absentees.

**16. Adjournment and Closing Prayer (H. Karabela)**

**#208/18**

**Moved by:** A. Quinn

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

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#208/18** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 8:27 p.m. with a prayer led by H. Karabela.

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Secretary of the Board

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Chair

### BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
May 1, 2018	Transportation to AP and/or IB Programs for Gifted Students in the HCDSB Secondary Schools	Staff Report on A New Vision for Transportation	R. Negoï	Fall 2018

### OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
June 6, 2017	Policy I-26 Student Trustees on the Halton Catholic District School Board	Approval, as amended	S. Balogh	Fall 2018
September 19, 2018	Policy I-45 Transparency and Accountability in Executive Compensation	2 <sup>nd</sup> and/or 3 <sup>rd</sup> reading	S. Balogh	Fall 2018

### Approved School Educational Trips

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

**Dated: Tuesday, October 2, 2018**

#### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. Gabriel CES, Burlington	7	65	Camp Muskoka Bracebridge, ON	The students will have the opportunity to build on leadership and team building skills. Students will have an opportunity to develop an understanding of the human person as a reflection of God. This camp experience will support building strong faith communities and friendships, as well as obtaining lifelong leadership skills. Students will participate in outdoor experiential learning in support of the Ontario Curriculum Expectations. Staff and students will participate in daily reflection and prayers.	Monday, October 29 - Wednesday, October 31, 2018	~\$355.00
St. Bernadette CES, Oakville	8	70	Muskoka Woods Camp Rosseau, ON	The students will have the opportunity to build on leadership and team building skills. Students will participate in outdoor experiential learning in support of the Ontario Curriculum Expectations. Staff and students will participate in daily prayers and in outdoor liturgies.	Wednesday, February 6 - Friday, February 8, 2019	~\$360.00

#### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Secondary</b>						
Holy Trinity CSS, Oakville	11 & 12	20	Ontario Student Leadership Conference, Niagara Fall, ON	The Ontario Student Leadership Conference will allow students to attend workshops to further develop leadership skills and peer mentorship qualities. This program aligns with the Focus on Faith themes – Global Solidarity and community and common Good - as well as our Catholic Values. Staff and students will participate in daily prayers. Parents have been notified of evening Mass on Saturday or morning Mass on Sunday.	Sunday, November 4 - Tuesday, November 6, 2018	~\$315.00



## Regular Board Meeting

## Information Report

Strategic Plan 2016-2021: Director's Report to Trustees – Year Two of Implementation	Item 10.3
October 2, 2018	

### Alignment to Strategic Plan

This report is linked to all strategic priorities -

**Achieving:** Meeting the needs of all learners

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

**Belonging:** Embracing relationships & sustaining safe, welcome schools

**Foundational Elements:** Optimizing organizational effectiveness.

### Purpose

The purpose of this report is to provide the Board of Trustees with an update on the monitoring results on Year Two of the implementation of the Board's multi-year strategic plan.

### Background Information

In September, 2016, the Halton Catholic District School Board launched a new multi-year strategic plan. The plan, *Focus on Our Students: Strategic Plan 2016-2021*, identifies specific outcome measures in four areas of priority (pillar): *Achieving*, *Believing*, *Belonging*, and *Foundational Elements*.

At the Regular Board Meeting held on September 19, 2017, the Director provided a report to the Board on the progress achieved during Year One of implementation of the multi-year plan.

### Comments

As was done in Year One, to assess our progress in Year Two of our multi-year plan, Research and Development Services conducted a monitoring activity at the end of the 2017-2018 school year to collect perceptual data from stakeholders (parents, teachers, educational assistants, students, administrators, support staff, Curriculum and Special Education staff, Corporate staff, Pastors and parish representatives). The monitoring activity asked stakeholders to comment on how well we did with respect to meeting our strategic goals, and areas of improvement.

The results from this monitoring activity are available in an interactive online format - [click here to view](#).



The goals within each pillar and their accompanying actions were also monitored at the end of Year Two. This report highlights successes that were accomplished under each area of strategic priority, and are attached as **Appendix A**.

### Next Steps

Overall, we have made significant progress towards fulfilling the goals outlined within our strategic plan. The senior staff team is currently refining the 2018-2019 System Priorities, which will incorporate the areas of improvement identified through our monitoring activities, and guide our work towards fulfilling the strategic goals and objectives.

#### Report Prepared by:

Laura Keating  
Chief Officer of Research Services (Acting)

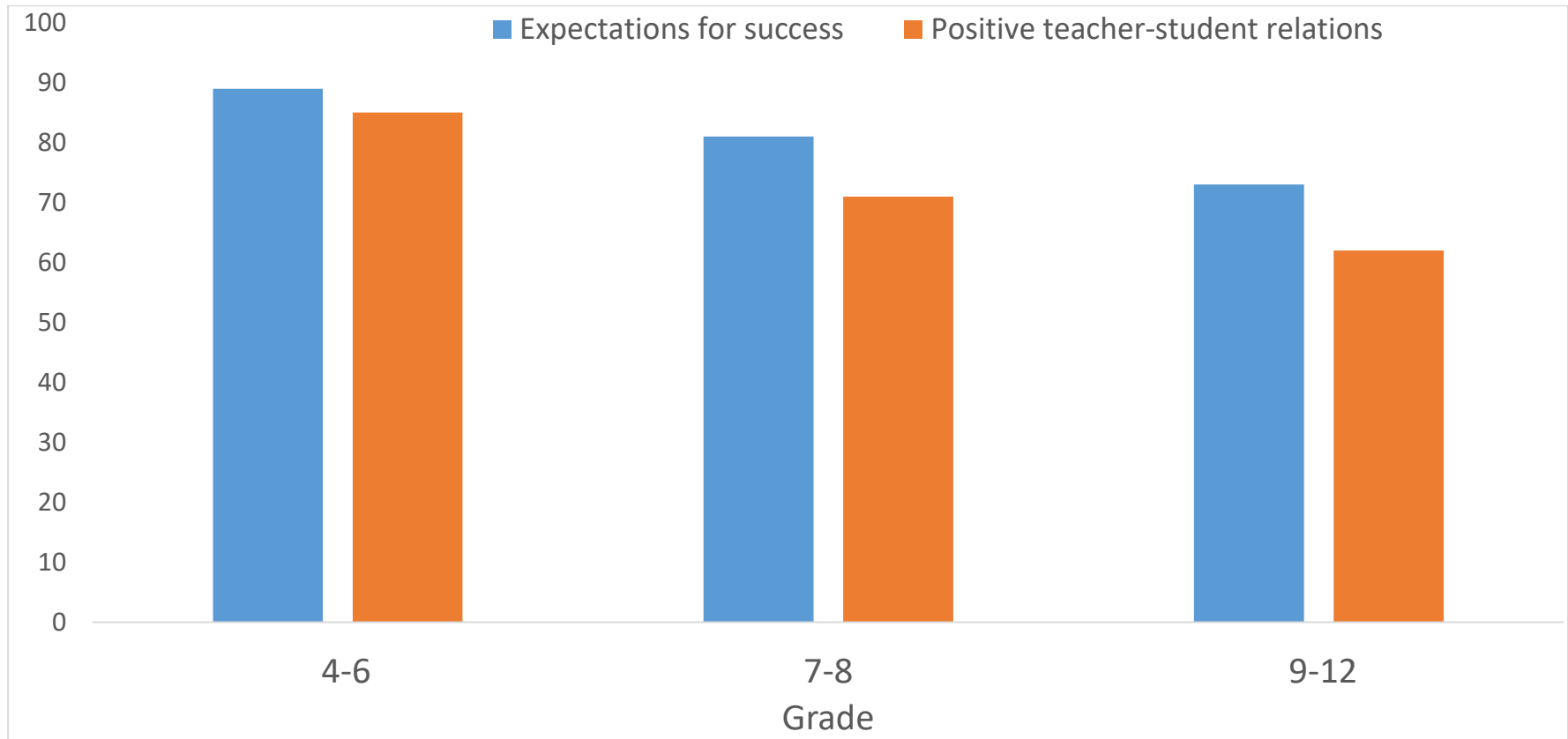
Allan Campopiano  
Research Analyst

Zoe Walters  
Researcher

#### Report Submitted by:

Patrick Daly  
Director of Education and Secretary of the Board

**Achieving:** Results from 2017-18 School Climate Survey



Expectations for success: Students feel teachers' value academic achievement and hold high expectations for all learners

Positive teacher-student relations: Students feel supported by their teachers and that teachers respond to their needs

I. Monitoring our **Achieving** Pillar: Successes for 2017-18

<b>Action</b> (What will we do to get there?)	<b>2017-18 Successes</b>
<b>1.1 Educational experiences and opportunities are differentiated to support all learners.</b>	
General	<ul style="list-style-type: none"> <li>• We continue to successfully operate Thomas Merton Centre for Continuing Education to support all learners in our school community.</li> </ul>
<b>I.1.1</b> Students are supported in their schools and classrooms using a tiered intervention model and evidence-informed instruction to meet individual needs.	<ul style="list-style-type: none"> <li>• Released the 2017-2021 Revised math strategy continued into second year, with strategies directed at learners from K-12: <ul style="list-style-type: none"> <li>○ Kindergarten: Implemented the Early Numeracy Screener initiative in 25 classrooms across 8 schools to identify strengths and weaknesses in math for 720 JK and SK students, involving 54 educators; tool developed by researchers at University of Western</li> <li>○ Five schools are participating the MathUp pilot initiative to monitor outcomes, and the license was purchased for 16 schools</li> <li>○ In January, our two RMS sessions focused on supporting our students with learning disabilities in mathematics</li> </ul> </li> <li>• Curriculum Services, Special Education staff, school administrators and staff and Information Technology Services work collaboratively to identify technology needs to support student learning with emphasis on new educational tools available on the Office365 platform</li> <li>• All schools and Board locations are technology enabled</li> <li>• 2017-18, an additional investment of \$375,000 (annually) has been committed to upgrading the school wireless infrastructure</li> <li>• System training on ABA Strategies provided to all SERTS, Department Heads, SETS, and two classroom teachers per school. The focus was data collection, proactive strategies, behaviour, and reinforcement.</li> <li>• Special Education Amount (SEA) delivered 475 Assistive Technology devices to students, an increase of 132% (from 205 in 2016-17) and provided 1882.17 hours of training on assistive technology to students</li> <li>• SEA Team provided Read and Write training to students at three CES in preparation for OSSLT</li> <li>• Increased SLP time spent supporting educators implementing programming at Tier One to support oral language development</li> </ul>

<b>Action</b> (What will we do to get there?)	<b>2017-18 Successes</b>
<b>I.1.2</b> Parents, educators, and professionals work together to determine student needs and goals.	<ul style="list-style-type: none"> <li>• We continued to use a successful IEP process: The IEP is a working document created by multiple parties and is reviewed and updated every reporting period; it is completed collaboratively between home and school and a copy is sent home at a minimum of twice per year</li> <li>• Transdisciplinary Rounds continued into 2017/2018 as a collaborative way to support students who's needs are at the top of Tier 2</li> </ul>
<b>I.1.3</b> Optional and alternative programming available in preparation for post-secondary destination pathways.	<ul style="list-style-type: none"> <li>• Students in grades 7 through 12 continue to use myBlueprint in preparation for post-secondary destinations. Specifically, there were 1,957 unique logins for grade 7 (91% increase from last year), 2,263 for grade 8 (no change), 3,018 for grade 9 (10% increase), 2,869 for grade 10 (no change), 2,810 for grade 11 (15% increase) and 2,514 for grade 12 (5% increase). (1.3)</li> <li>• We offered 5 concentrated OYAP programs across 3 secondary schools and 22 SHSM programs across all 9 secondary schools.</li> </ul>
<b>I.1.4</b> State of the art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.	<ul style="list-style-type: none"> <li>• Six major renovation projects at schools, including HVAC systems, lighting, washroom renovations, door and locker replacements, flooring, painting and programming improvements at elementary (St. Mark, St. Michael) and secondary (Assumption, Bishop P.F. Reding, Notre Dame) schools</li> <li>• Eleven new natural kindergarten outdoor learning play spaces were installed in elementary schools: (Ascension, Canadian Martyrs, Our Lady of Victory, St. Francis of Assisi, St. Gabriel, St. John (B), St. Mark, St. Michael, St. Patrick, St. Paul, St. Raphael); 42 of 45 elementary schools now complete.</li> <li>• School Services, Business Services and Facility Management Services successfully engaged school communities and coordinated the consolidation of Oakville Northeast Pupil Accommodation Review and Oakville South Central Pupil Accommodation Review, facilitating a successful start of the year for September 2018</li> </ul>

<b>Action</b> (What will we do to get there?)	<b>2017-18 Successes</b>
<b>I.1.4</b> State of the art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space (continued)	<ul style="list-style-type: none"> <li>• Facility Management Services and Planning Services collaborated to identify enrolment pressures and undertook a Boundary Reviews to reduce surplus pupil places at St. Benedict CES. Projects undertaken to achieve this action included: St Scholastica CES Boundary Review.</li> <li>• St. Scholastica CES – scheduled to open Sept 2018 – will incorporate improvements that support new pedagogies (resource rooms, teaching workrooms, food &amp; nutrition room)</li> <li>• Additional boundary reviews have been identified for the next five years as part of the 2018 LTCP</li> <li>• A 15 year Long-Term Accommodation Plan (LTAP) was approved in June 2018, identifying areas of enrolment growth and decline, confirming new school sites required to be registered in municipal development plans and identifying a plan of action to reduce empty pupil places through the system</li> <li>• Planning Services launched a website to house the LTCP information, and developed applications for Halton Residents to see what's happening in their communities.</li> <li>• In collaboration with municipal partners, Child Care Centre Spaces and EarlyON Centres have been identified in new and existing schools, addressing gaps in child care spaces within our system. Three new child care centres have been approved at St. Mark CES, St. Peter CES and Bishop P.F. Reding CSS</li> <li>• Planning Services and Facility Services were successful in identifying four future school sites to accommodate enrolment growth including:               <ol style="list-style-type: none"> <li>1) Milton #9 CSS</li> <li>2) Milton #10 CSS</li> <li>3) Milton #3 CSS</li> <li>4) Halton Hills VG CES#1 &amp; CSS#1 (JK-12).</li> </ol> </li> <li>• Planning Services will continue to identify and retain an interest in quality sites, to accommodate future state of the art facilities</li> <li>•</li> </ul>

Action (What will we do to get there?)	2017-18 Successes
<b>1.2 Teachers and Learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.</b>	
<b>I.2.1</b> Support innovative teaching practices and instructional methods enabled by technology to more precisely address the learning needs of all students	<ul style="list-style-type: none"> <li>• All schools have outfitted learning commons that encourage student engagement, learning and achievement. Library staff completed a survey that identified gaps in learning commons equipment and a 3-year plan is being implemented to address those gaps</li> <li>• Twelve sessions of the following eLearning courses were offered to students:             <ul style="list-style-type: none"> <li>◦ ASM2OE</li> <li>◦ BBB4ME</li> <li>◦ PPZ3CE</li> <li>◦ HHG4ME</li> <li>◦ HIP4OE</li> <li>◦ HSC4ME</li> <li>◦ OLC4OE</li> <li>◦ SCH4CE</li> <li>◦ SCH4UE</li> <li>◦ SPH4CE</li> </ul> </li> </ul>
<b>I.2.2</b> Engage students in authentic, personalized, and relevant inquiry learning	<ul style="list-style-type: none"> <li>• In 2017, we had 14 collaborative inquiry involving students in projects that focused on 21st Century teaching and learning.</li> </ul>
<b>I.2.3</b> Modernize schools and classrooms that support and enhance innovation in learning.	<ul style="list-style-type: none"> <li>• All schools have a Learning Commons at various stages of implementation (Memo C152)</li> <li>• Over the course of the 2016 school year, over 1,600 new devices were purchased; laptop and tablets purchased are specifically designed for an educational environment, with multi-year warranties</li> <li>• The Innovative Learning Fund (ILF) Inquiry project supported the purchase of over 300 devices, accessories, 3D printers, furniture for project participants, with the majority of new items being laptops and tablets</li> </ul>

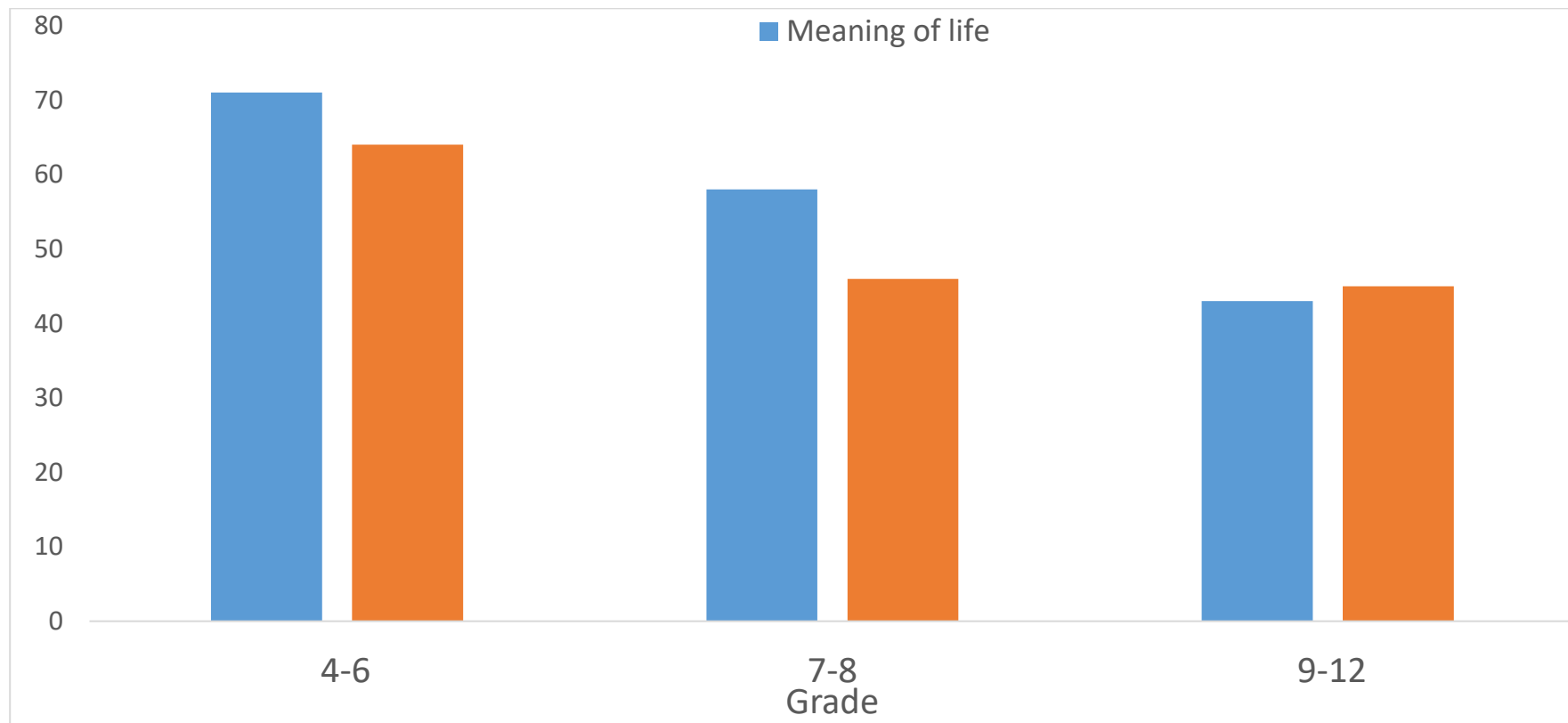
<b>Action</b> (What will we do to get there?)	<b>2017-18 Successes</b>
<b>I.2.4</b> Provide high capacity network infrastructure, software deployment strategies, cloud-based applications and seamless BYOD.	<ul style="list-style-type: none"> <li>• On an average school day, approximately 21,000+ wireless devices are active on our network</li> <li>• Increased internet bandwidth from 5GB to 10GB and installed fully redundant divergent circuits</li> <li>• Expanded our virtual learning environment to include Brightspace D2L, which empowers students to document and reflect upon their learning using pictures, videos, and uploaded documents, while educators can provide feedback through their Brightspace D2L portfolio dashboard</li> <li>• Staff are supported with training to enable them to adopt changes in learning tools and applications. A number of in-services were scheduled to help staff get started on the Microsoft Office 365 platform. IT Technicians and Curriculum resources provided one-on-one training to school staff on learning tools and applications (interactive whiteboards, OneNote, D2L). Training was also provided on all main systems for the end user (Trillium, BAS, School Cash Accounting, school websites etc)</li> </ul>
<b>I.2.5</b> Mapping of Ontario Catholic School Graduate Expectations and 21 <sup>st</sup> century competencies.	<ul style="list-style-type: none"> <li>• Building on a document that illustrates how Ontario Catholic School Graduate Expectations and 21<sup>st</sup> century competencies map onto one another, a 21<sup>st</sup> Century multidisciplinary team has been assembled</li> <li>• New Resources have been developed by the <i>Institute for Catholic Education</i> (ICE) to support the <i>Ontario Secondary Curriculum Policy Document Grades 9-12 Religious Education, 2016</i>. HCDSB will implement Grades 9 and 11 in the 2018-2019 school year. Chaplains and Religion Department Heads have worked together to develop and plan new in-services for September and October 2018</li> </ul>



<b>Action</b> (What will we do to get there?)	<b>2017-18 Successes</b>
<b>I.2.6</b> Provide staff with training and resources to better utilize technology relevant to their learning needs.	<ul style="list-style-type: none"> <li>• There were a number of in-services on 21<sup>st</sup> century teaching and learning offered to staff in 2018 by Curriculum Services: 7 sessions about the ILF projects, 2 sessions about the Learning Commons, 7 sessions about Coding Quest, 2 session about Hour of Code, and 5 sessions for Twilight Tuesday sessions on Office 36</li> <li>• There were also sessions provided on Lego WeDo and numerous Office 365 sessions run at school staff meetings, which were conducted by Itinerants, IT, as well as the 21<sup>st</sup> Century Curriculum Consultant</li> <li>• Principals and VPs across all elementary and secondary schools participated in professional development around 21<sup>st</sup> century technology and skills; 86% were satisfied with the sessions, while 51% indicated a desire to have more training</li> <li>• Technology Enhanced Teaching &amp; Learning PLC –we held after school session for both elementary and secondary teachers; 17 elementary teachers and 12 secondary teachers participate</li> <li>• All secondary subject councils were introduced to the 21<sup>st</sup> Century competencies</li> <li>• Teachers were introduced to technology via the incubator at Jean Vanier, either through a class visit or through a “road show”</li> <li>• Hour of Code: 15 HCDSB schools officially registered for Hour of Code in December 2017. Several other schools participated unofficially</li> <li>• STEAM initiative at Notre Dame: Project Based Learning training               <ul style="list-style-type: none"> <li>○ Leadership Course (July 2018): 1 P; 1 VP; 1 consultant</li> <li>○ Teachers workshop (August 2018): 12 secondary teachers sponsored through ILF (other teachers from spec ed and elementary also attended)</li> </ul> </li> </ul>

Action (What will we do to get there?)	2017-18 Successes
<b>1.3 We hold high expectations for all learners</b>	
<b>1.3.1</b> Provide support and self-directed professional learning opportunities.	<ul style="list-style-type: none"> <li>• Various PD sessions were offered to Educational Assistants, including Safe management, safe talk picture exchange system, equity and inclusion, Geneva Centre ABA training, meeting the needs of all ABA, faith day celebrations and the introduction of Brightspace D2L</li> <li>• Teachers were sponsored to attend the following conferences supported by curriculum, school funding, TLLP funding, or funding through Maureen Asselin:             <ul style="list-style-type: none"> <li>○ BOLLT (Bring online learning teachers together) Oct. 2017 – 3 teachers</li> <li>○ Bring IT Together (Nov. 2017) – 21 teachers</li> <li>○ Connect (April 2018) – 32 teachers</li> <li>○ Several teachers presented at these conferences as well</li> </ul> </li> <li>• Curriculum Staff facilitated 22 after school “Twilight” workshops for elementary teachers and DECEs addressing a variety of topics to support professional learning needs identified by the participants</li> </ul>
<b>1.3.2</b> Students provided with opportunities to gain experiences, skills and knowledge needed for success in the real world.	<ul style="list-style-type: none"> <li>• Students continue to use the IPP/ Pathways Planner in grades 7-12</li> <li>• Grade 7 and 8 students from Ascension, St Andrew, St Mary, Our Lady of Victory, St Francis of Assisi and Queen of Heaven CES participated in the Skills Ontario Cardboard Boat Race and Video Challenge. With the support of their teachers, students worked collaboratively using math, creative thinking, problem solving and hands on building skills, to design and build two unique and effective boats.</li> </ul>

## Believing: Results from 2017-18 School Climate Survey



Note: For all responses, higher numbers indicate a better score

<b>Action</b> (What will we do to get there?)	<b>Successes</b>
<b>2.1 All learners experience a Catholic learning environment rooted in Gospel values and the Ontario Catholic School Graduate Expectations</b>	
<b>2.1.1.</b> Increase awareness of Ontario Catholic School Graduate Expectations.	
<b>2.1.2.</b> Provide tools, resources and supports to staff so that Curriculum across all subject matters is taught through the lens of the Catholic faith.	<ul style="list-style-type: none"> <li>• Applied for and received accreditation from the Ontario College of Teachers to offer <i>Religious Education in Catholic Schools Part 1</i> to teaching staff in 2017</li> <li>• Received new <i>Secondary Religious Education Policy Document 2016</i> in 2017 and began planning with Religion, Social Science and Humanities Subject Council for system roll-out</li> <li>• Grade 5 “Growing in Faith, Growing in Christ” resource purchased in May, for roll out in September 2018</li> </ul>
<b>2.1.3.</b> Introduce and provide opportunities for traditional and contemporary Catholic spiritual practices to support all students in engaging and sustaining a vibrant spiritual life in relationship with God.	<ul style="list-style-type: none"> <li>• There were 6 masses and liturgies held at the CEC in 2017-18</li> <li>• Opportunities for Christian Meditation, Taize prayer, Rosary Devotions and Liturgy of the Hours were also offered at the CEC</li> <li>• Continued support of Christian Meditation in schools with presentations to staff, provision of two take home kits for each elementary school to encourage Christian Meditation in the Home</li> <li>• Two writing teams gathered to develop HRT 3M, <i>World Religions and Belief Traditions: Perspectives, issues and Challenges</i>, in an online format and in a version suitable for use in a travel for credit course. The online version of HRT 3M will be offered to students in the summer of 2018, through Thomas Merton.</li> </ul>
<b>2.1.4.</b> Provide liturgical supports and in-servicing for staff.	<ul style="list-style-type: none"> <li>• Implemented the grade three component of <i>Growing in Faith, Growing in Christ</i> in 2016 and the grade four Component in 2017;</li> <li>• In-serviced all grades one to four teachers on how to use the program to teach religion, and to implement Catholicity across the curriculum.</li> <li>• Provided in-services for our pastoral animators and chaplains in collaboration with the Hamilton Diocese, focused on liturgy planning, liturgical music selection and Pastoral care</li> </ul>

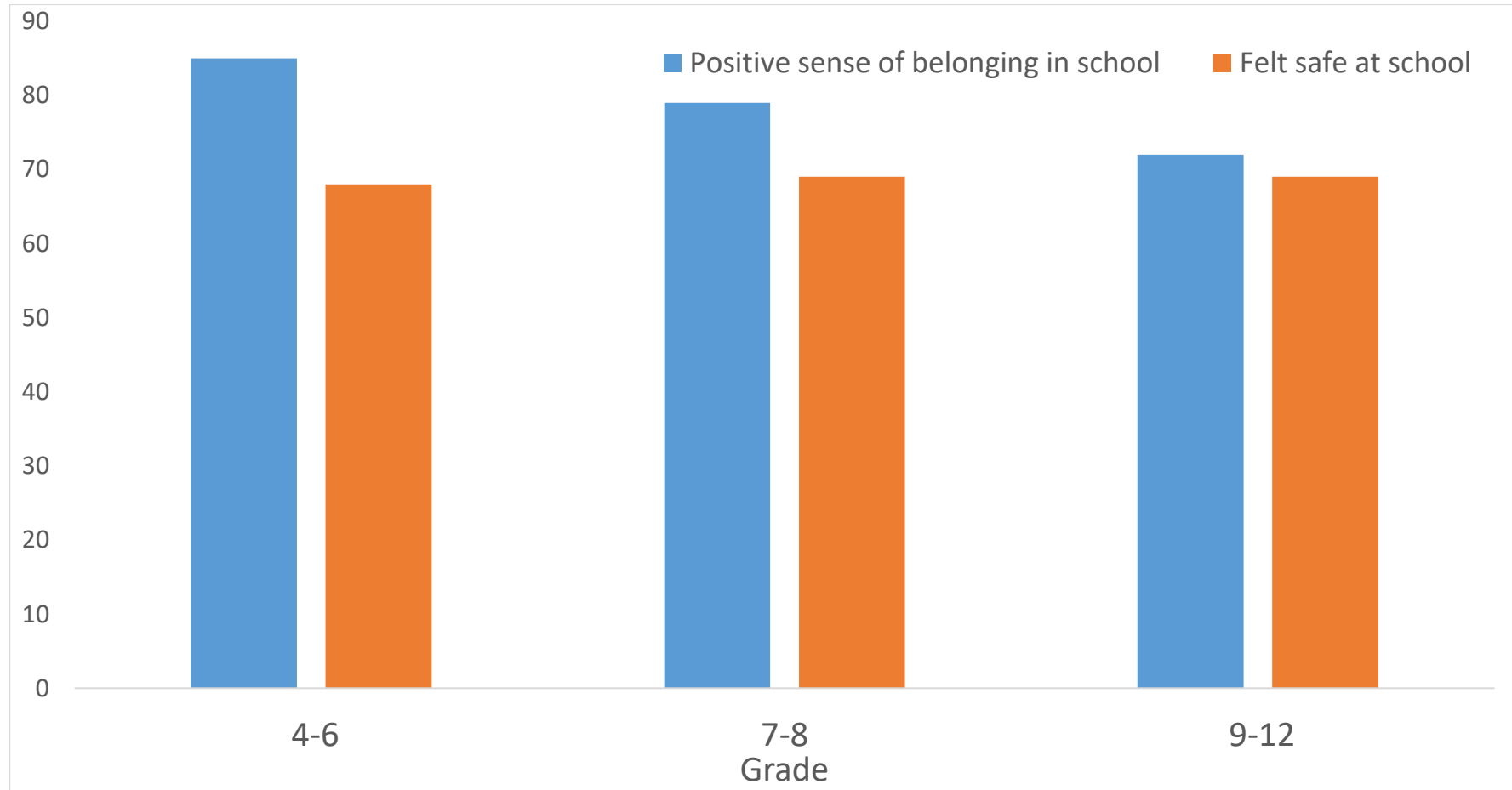
<b>Action</b> (What will we do to get there?)	<b>Successes</b>
<b>2.1.5.</b> Provide Adult Faith Formation opportunities all staff.	<ul style="list-style-type: none"> <li>• Supported two staff per school (150 teachers) to attend the 2017 <i>When Faith Meets Pedagogy</i> Conference</li> <li>• The AFF program offered 15 sessions with over 400 participants</li> <li>• One overnight retreat for board staff with 62 participants</li> <li>• The TEL program offered 3 sessions to all Administrators (School and CEC Administrators plus Senior Staff) with 132 participants</li> <li>• Senior Staff participated in three reflection days</li> </ul>
<b>2.1.6.</b> Provide staff with tools and supports to strengthen and enhance the characteristic belief and spirit of our Catholic school communities.	<ul style="list-style-type: none"> <li>• Each secondary school has one school chaplain</li> <li>• Supports were provided to all schools for making connections to the Theological theme in its second year</li> <li>• Grace notes continued to be sent out to staff and available on the Board Website to support liturgical seasons and the Theological Theme</li> <li>• We distributed a Focus on Faith Newsletter in June 2018</li> <li>• Chaplains created monthly reflections to support staff on liturgical seasons and making connections with the theological theme. These were made available to all on the Board Website</li> <li>• Materials to support visual celebration of Liturgical year to schools including</li> <li>• CCCRT had 46 members, who were provided professional development including grief support and prayer resources and a day of training with Andrea Warnick, Registered Psychotherapist, Registered Nurse, and thanatologist</li> <li>• Teams continued to support schools through traumatic events and grief<sup>2</sup></li> </ul>
<b>2.2 Our schools foster the relationship between home and parish.</b>	
<b>2.2.1</b> Create and facilitate opportunities for dialogue, initiatives and activities that will support a vibrant Catholic community.	<ul style="list-style-type: none"> <li>• Theology on Tap once again facilitated opportunities for dialogue to support a vibrant Catholic community; it was offered twice in 2017-18</li> <li>• A Home School Parish Steering Committee was established. A Brainstorming session took place with stakeholders to look at the</li> </ul>

<b>Action</b> (What will we do to get there?)	<b>Successes</b>
	<p>question: "In what ways might our communities work together to enhance relationships and engagement opportunities with the triad of home-school-parish?"</p> <ul style="list-style-type: none"> <li>• The Assembly of Catholic Bishops in Ontario released a pastoral letter celebrating and supporting Catholic Education in Ontario</li> </ul>
<b>2.2.2</b> Establish a Focus on Faith Council to intentionally look at Catholic School Graduate Expectations and faith connections across our system.	<ul style="list-style-type: none"> <li>• The Focus on Faith Council continued to meet and look at priorities in supporting our system in Faith Formation</li> <li>• The focus for much of the discussion was on the I.C.E. Symposium in the fall: there were three meetings and 8 members participated in the ICE symposium as Board Representatives</li> </ul>
<b>2.2.3</b> Work in collaboration with Diocese to strengthen collaborative initiatives (Training for student ministers, sacramental preparation, Diocesan Initiatives)	<ul style="list-style-type: none"> <li>• Two sessions of Eucharistic Ministry training took place for all interested staff with 52 participants</li> <li>• In 2017/18, representatives of each stakeholder group participated in the ICE Symposium. Representatives came together for a pre-conversation to prepare for the Symposium in the Fall of 2017</li> <li>• A session was offered in partnership with the Hamilton Diocese for all members of the community with David Wells who spoke on engagement in parish life</li> </ul>
<b>2.2.4</b> Offer opportunities for Faith Formation in partnership with local parishes and the Diocese for all members of the community (Parents, Staff, Trustees, and Parishioners).	<ul style="list-style-type: none"> <li>• In 2017 /18, ECCO café held 3 sessions with staff and community participants</li> <li>• The Board is represented on the Halton Interfaith Council and chaplains/ secondary school students have participated in a number of their events including: ring of support around mosque; support to Rohingya refugees, Oakville Walk for Peace, Social Justice Movie Night</li> </ul>

<b>Action</b> (What will we do to get there?)	<b>Successes</b>
<b>2.3 Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.</b>	
<b>2.3.1</b> Create and support opportunities for staff and students to work together on social justice issues through the eyes of faith and as people of life.	<b>3</b> People of Life session was held for High School students on how to be “Best Buddies” <b>4</b> Students from our secondary schools participated in the annual March for Life in Ottawa
<b>2.3.2</b> Work in partnership with the Office of Justice and Peace in the Diocese of Hamilton to communicate, promote, and connect schools with opportunities to support social justice initiatives within the Diocese.	<b>5</b> Administrators participated in an in-service on Conscientious Giving and Social Justice in cooperation with the Diocese of Hamilton <b>6</b> Students participated in the Diocesan Youth Rally and CYO Faith Day events.
<b>2.3.3</b> Retreats organized for staff and students.	<b>7</b> October 2017 Faith day was a success: CEC staff enjoyed a day at the Royal Botanical Gardens, Mass was celebrated by Fr. Con <b>8</b> Walk with Jesus: Approximately 18 students per school attended the walk along with 2-3 supervising staff per school. An additional 50 staff and parent volunteers also partook in the walk <b>9</b> There were 114 student retreats held in our secondary panel
<b>2.3.4</b> Develop a reflection component for students and staff to be incorporated into all social justice projects and initiatives.	<b>10</b> A reflection component is often built-in to program monitoring and evaluation. For instance, in 2017/18, staff in the AFF program were given the opportunity to reflect on their faith formation experiences

## Monitoring our **Belonging Pillar**: Successes for 2017-2018

### **Belonging:** Results from 2017-18 School Climate Survey



Note: For all responses, higher numbers indicate a better score



Monitoring our **Belonging Pillar**: Successes for 2017-2018

<b>Actions</b> (What will we do to get there?)	<b>2017-18 Success</b>
<b>3.1 Schools and workplaces are safe and welcoming for all, cultivating a positive sense of well-being</b>	
<b>3.1.1</b> Examine current transition programs and initiatives.	<ul style="list-style-type: none"> <li>• We completed an updated Board Mental Health and Addictions Scan in June 2018 to reflect the 2017-18 school year and will align our Board Mental Health and Well-being strategy upon receipt of the results later this year</li> </ul>
<b>3.1.2</b> Create opportunities for students, parents, and staff to become more engaged in school-level programs and initiatives.	<ul style="list-style-type: none"> <li>• School Councils continue to provide opportunities for parents to become involved in school-level programs and initiatives</li> <li>• 2017-18 School Climate survey administered to students, staff and parents: 6,289 students (more than 80%), 964 elementary staff, 370 secondary school staff and 2,546 parents responded; results of respondents were positive though response rates were low for staff (40%) and parents (10%)</li> <li>• We continue to successfully implement evidence-based programs and practices to foster well-being. Highlights for the 2017-18 school year include Roots of Empathy, offered in over 40 classrooms and celebrating 10 years of implementation at HCDSB, as well as Team Unbreakable, a 12 week inclusive program that focuses on belonging and the relationship between physical and mental health, saw over 700 participants in 2017-18</li> </ul>
<b>3.1.3</b> Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions.	<ul style="list-style-type: none"> <li>• The Medical Conditions committee met 3 times in 2017-18.</li> <li>• The Change program continued to support students in grades 5 to 8 with mental health needs in the area of anxiety and/or depression</li> <li>• Policy Program Memorandum 161- Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools was reviewed by medical conditions committee and used to draft updates to medical conditions policy, procedures, plans of care, and training for staff</li> <li>• Individual "Plan of Care" for anaphylaxis, asthma, diabetes and/or epilepsy are completed yearly in collaboration with parents and school.</li> </ul>

## Monitoring our **Belonging Pillar**: Successes for 2017-2018

<b>Actions</b> (What will we do to get there?)	<b>2017-18 Success</b>
<b>3.1.3</b> Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions continued.	<p>Concussions:</p> <ul style="list-style-type: none"> <li>• Concussion postcards continue to be available on the website for awareness and use by parents, staff, coaches, students</li> <li>• Concussion tracking sheets continue to be used by staff, parents</li> </ul> <p>Anaphylaxis:</p> <ul style="list-style-type: none"> <li>• We continue to offer online training for anaphylaxis for all staff; and training and in-service on use of epi-pen.</li> <li>• The protocol, as well as updates to the FAQs, are available on the Board website for parents</li> <li>• Epi-pen usage is monitored for each school via survey</li> </ul> <p>Other medical conditions:</p> <ul style="list-style-type: none"> <li>• We added a protocol for epilepsy, on addition to protocols for Diabetes and Asthma, to our website, as well as links to all forms.</li> <li>• We have Ophea Asthma Kits available to all of our schools.</li> </ul>
<b>3.1.4</b> Set standards and expectations for staff to model positive, inclusive and respectful language and behaviour in schools and workplaces.	<ul style="list-style-type: none"> <li>• HCDSB Indigenous Education Advisor, Sherry Saevil, was honoured with a Canada 150 Sesquicentennial Award, recognizing Canadians who positively impact and influence our community</li> <li>• In February, a cross panel group of Visual Arts teachers from the secondary panel and elementary teachers of the Arts joined with teachers from HCDSB and the Dufferin-Peel Catholic District School Board to engage in a collaborative inquiry into Indigenous Art.</li> <li>• In May, teachers received training for the mandatory expectations about First Nations, Metis and the Inuit, indigenous history and ways of knowing by Kelly Brownbill (junior and intermediate) and Qauyisag Eitiq (elementary).</li> </ul>
<b>3.1.5</b> Welcome and engage new families in activities and initiatives supporting their child's education.	<ul style="list-style-type: none"> <li>• HCDSB ESL teachers serviced almost 700 secondary and more than 800 elementary newcomer students and families</li> <li>• The Settlement and Multicultural Team served 1,114 new clients through the Welcome Centre and presented 80+ youth sessions with over 6,000 youth participants</li> </ul>

<b>Actions</b> (What will we do to get there?)	<b>2017-18 Success</b>
<b>3.2 Relationships with all educational partners are nurtured and supported.</b>	
<b>3.2.1</b> Work with community partners to enhance delivery of and access to services and supports.	<ul style="list-style-type: none"> <li>• 47 PRO grants totaling \$46,255 in funding, were awarded to our schools, representing a 14% increase over 2016-17</li> <li>• In partnership with the Halton Region School Years, Healthy Schools Division, HCDSB Child and Youth Counsellors and Grade 8 teachers were in-serviced on the <i>Healthy Transitions: Promoting Resilience and Mental Health in Young Adolescents Resource</i>.</li> <li>• In partnership with Ophea, two instructional coaches and one DPA representative continue to support the implementation of the Ontario 2015 Health and Physical Education Curriculum</li> <li>• Research &amp; Development continued collaborating with the Halton Our Kids Network, participating in the Youth Voices Matter survey in North Oakville, to evaluate developmental assets in 10 schools</li> <li>• Continued collaboration with Toronto Region MISA PNC, meeting twice in 2017-18; funds supported training sessions to engage staff in gathering, analysing, and discussing data with focus on school climate, 21st century learning, and Catholic Leadership</li> <li>• Continued to work with a number of community partners, including but not limited to Halton Food for Thought, Our Kids Network, HCCEF, United Way, Hamilton Diocesan Educational Partnership, Kings College, CODE, Halton Public and French School Boards</li> <li>• HCDB is represented on several external committees that address the wellbeing of students: Halton Prevention and Intervention Committee; Knowledge Transfer which allows us the ability to attend many clinical trainings at no cost or minimal cost to support the best interest of all students e.g. Trauma and DBT. Joint meetings with Halton CAS to ensure processes to protect students; Joint Protocol for Student Achievement –ensuring all children/youth involved with CAS receive additional attention to ensure they meet with academic success.</li> </ul>

Monitoring our **Belonging Pillar**: Successes for 2017-2018

<b>Actions</b> (What will we do to get there?)	<b>2017-18 Success</b>
<b>3.2.1</b> Work with community partners to enhance delivery of and access to services and supports continued.	<ul style="list-style-type: none"> <li>• The ppm149 committee vets external agencies and the current list of approved external agencies is posted on the Board website. Examples include: CCAC, ROCK, and the Regional Municipality of Halton; Memorandums of Understanding are in effect or are under revision/renewal where indicated with an asterisk (*) below:                         <ul style="list-style-type: none"> <li>○ Mental Health Nurses MOU with the Mississauga Halton Local Health Integration Network (“LHIN”)</li> <li>○ Halton FASD Resource Team – with the Halton FASD Collaborative (multiple agencies)*</li> <li>○ Halton FASD Assessment and Diagnostic Team – with the Halton FASD Collaborative</li> <li>○ Delivery of Coordinated Service Planning – multiple agencies*</li> </ul> </li> </ul> <p>As part of our Special needs strategy specifically, we work with LHIN, the Ministry of Education, Erin Oak, as well as CCAC</p>
<b>3.2.2</b> Launch an awareness campaign on community services available for families and students	
<b>3.3 Students are service-minded global citizens, engaged and empowered to be leaders in their communities.</b>	
<b>3.3.1</b> Explore and expand learning experiences for students outside of school.	<ul style="list-style-type: none"> <li>• The incubator at Jean Vanier CSS continues to provide experiential learning in the area of science and technology for high school students: there were 15 visits to the incubator in 2017-18 and there are currently 26 classes on the waitlist for an incubator visit</li> <li>• In addition, the incubator was used for in-services and twilight sessions</li> <li>• February 2018: First International Career Development Conference (ICDC) qualifier from Jean Vanier</li> </ul>
<b>3.3.2</b> Students supported and encouraged to apply for SpeakUp grants, Students as Researchers projects.	<ul style="list-style-type: none"> <li>• There were 24 SpeakUp grants awarded in 2017</li> </ul>

Monitoring our **Belonging Pillar**: Successes for 2017-2018

<b>Actions</b> (What will we do to get there?)	<b>2017-18 Success</b>
<b>3.3.3</b> Secondary schools have student leadership/mentoring programs.	<ul style="list-style-type: none"> <li>• DECA: a club that provides support and training for students to develop a business plan, is offered in many of our secondary schools including Notre Dame, Jean Vanier, Bishop Reding, Christ the King, Holy Trinity. This is a student-led initiative, offers experiential learning opportunities and a chance to meet with like-minded business.</li> <li>• There are several programs in our schools that empower students to be leaders in their community including, Playground Activity Leaders in schools, Friends for Life, MindUp, Roots of Empathy</li> </ul>
<b>3.3.4</b> Establish an HCDSB Alumni Association.	<ul style="list-style-type: none"> <li>• Assumption has a dedicated “Alumni Speakers Corner” on their website</li> <li>• Stories about HCDSB alumni tracked and shared through social media and Board website.</li> </ul>

## Monitoring our **Foundational Elements**: Successes for 2017-2018

<b>Actions</b> (What will we do to get there?)	<b>Successes</b>
<b>4.1 Improved access to services and supports for students and schools.</b>	
<b>4.1.1</b> Professional development, training, initiatives and staff support are provided to schools based on the Family of Schools model.	<ul style="list-style-type: none"> <li>Family of Schools champions for 21<sup>st</sup> Century Learning initiative was rolled out to provide training to administrators on technology to improve communication, collaboration and administration               <ul style="list-style-type: none"> <li>We identified 21<sup>st</sup> Century Lead Learners at elementary and secondary schools, with 48 elementary lead learners and 17 secondary lead learners</li> <li>The secondary teachers helped to organize the Secondary PA Day in November on 21<sup>st</sup> C Teaching and Learning</li> </ul> </li> </ul>
<b>4.1.2</b> Cross-panel learning activities take place within a Family of Schools.	<ul style="list-style-type: none"> <li>Invention Convention: Gr 7-8 students showcased inventions at Bishop Reding, Notre Dame and STA, led by high school students.</li> </ul>
<b>IV.1.3</b> Inter-departmental collaboration, shared learning, and planning.	<ul style="list-style-type: none"> <li>Grade 3 teachers at St Christopher's and St Andrews working with Dr. Ruth McQuirter at Brock University to evaluate the impact of integrating iPads in the classroom; results were published and ongoing collaborative projects are planned</li> <li>Stay, Play and Talk was an initiative in kindergarten classes across a collaboration of six elementary schools, with support from Speech and Language Pathology department</li> </ul>
<b>4.1.4</b> Mental Health Plan to support student well-being through increased awareness (Talk), professional development (Learn) and timely access to support (Support).	<ul style="list-style-type: none"> <li>The Burlington Healthy Kids Community Challenge grant funds provided an opportunity for Wellness teams of 3-5 students and a teacher/CYC mentor to be established to promote health and physical literacy initiatives in our 14 Burlington elementary schools.</li> <li>Mental Health in the Workplace workshops were included in a PD day at all 56 schools facilitated by a team of school site staff</li> <li>Kindergarten teachers were trained to administer the Early Development Instrument, which measures physical health and well-being, social knowledge and competence, emotional health/maturity, language and cognitive development, general knowledge and communication</li> </ul>
<b>4.1.5</b> Streamlining of supports and resources.	<ul style="list-style-type: none"> <li>IT, Planning and Research and Development continued to work together to streamline data requests from staff</li> </ul>

Monitoring our **Foundational Elements**: Successes for 2017-2018

<b>Actions</b> (What will we do to get there?)	<b>Successes</b>
<b>4.2 Communication is clear, transparent and responsive.</b>	
<b>4.2.1</b> Create a cohesive communications strategy that ensures timely sharing of information, aligned with strategic priorities.	<ul style="list-style-type: none"> <li>• We continued to send out HCDSB News Coverage emails to our community in 2017</li> <li>• We continue to use a weekly memo schedule to share important system information with principals and vice-principals.</li> <li>• We continue to share information with our community a number of ways, including through our school and Board websites, Synreemail, Twitter, Facebook and YouTube</li> <li>• Communications plans developed and implemented to ensure timely, consistent sharing of information related to new initiatives, programs, events.</li> <li>• Consistent messaging related to Board-wide initiatives featured across all school websites through posts and featured stories.</li> </ul>
<b>4.2.2</b> Establish feedback mechanisms for parents, staff and students that encourage and support two-way communication.	<ul style="list-style-type: none"> <li>• Parents, staff and students were invited to participate in 30 surveys delivered and analyzed by Research &amp; Development Services throughout the school year to obtain feedback on various initiatives or issues.</li> <li>• The Budget process is transparent and responsive and provides opportunities for public feedback. Regular reporting is provided to the Board and available on our website.</li> <li>• During 2017-18, the budget process included a budget town hall, two public surveys, a Trustee budget session, a SEAC budget session and regular reports presented to Administrative Council and the Board of Trustees</li> </ul>
<b>4.2.3</b> Create opportunities for cross-departmental collaboration between corporate staff.	<ul style="list-style-type: none"> <li>• The Budget process includes open communication between the senior administrator and Financial Services</li> <li>• The 21<sup>st</sup> Century Steering committee, comprised of a senior administrator, Program Services, principals, IT, Privacy and Records Management, and Research and Development Services</li> <li>• Mental Health in the Workplace workshops were organized by the Curriculum SO, Chief SW and Chief Mental Health Lead, HR Support Worker as well as the EAP provider</li> </ul>

<b>Actions</b> (What will we do to get there?)	<b>Success</b>
<b>4.3 Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.</b>	
<b>4.3.1</b> Develop organizational capacity for evidence-informed practice to support planning and improvement efforts across all schools and departments.	<ul style="list-style-type: none"> <li>• We started to develop and use interactive dashboards for planning efforts, and to promote data and research literacy for various Board initiatives.</li> <li>• 2016: data was used to support and inform various improvement efforts, including but not limited to, the BIPSA, SIPs, and the work of the Pathways team</li> <li>• Enrolment analysis is at the forefront of budget planning and monitoring. The Board strives to complete enrolment projections with an accuracy of 99% between reporting cycles. During 2017-18, the Budget Estimates Average Daily Enrolment (ADE) was within 0.8% of Revised Estimates ADE, and Revised Estimates ADE was within 0.16% of Actual ADE</li> <li>• Consistently strive to identify further efficiencies in the operations of the Halton Student Transportation Services consortium (HSTS), through annual route efficiency studies and review of sharing opportunities with municipal partners</li> <li>• Research and Development coordinated nine school-based research projects with external collaborators to evaluate innovative ways to improve learning and well-being</li> </ul>
<b>4.3.2</b> Establish monitoring cycles and report on progress regularly across all priority areas.	<ul style="list-style-type: none"> <li>• Planning Services is continuing to improve its Enrolment Register and OnSIS reporting cycles with the schools, identifying methods to better track enrolment in the system. Procedures and processes are also being tailored to increase overall efficiency in completing the monthly task of reconciling enrolment. Planning Services staff visited 50% of schools to help train in the system. For the next year, 100% of schools will be reached</li> </ul>



## Monitoring our **Foundational Elements**: Successes for 2017-2018

<b>Actions</b> (What will we do to get there?)	<b>Success</b>
	<ul style="list-style-type: none"> <li>Financial reporting cycles require adherence to strict timelines and reporting requirements; the board met all reporting deadlines and any reporting restrictions or requirements</li> <li>Year 2 monitoring the strategic plan was completed</li> </ul>
<b>4.3.3</b> Removing barriers around data and research literacy by creating relationships among educators and administrators.	<ul style="list-style-type: none"> <li>Research and Development worked with staff on multiple data collection initiatives including training on understanding the School Climate survey in January 2018 and ILF data</li> </ul>
<b>4.3.4</b> Providing research and data support that is accessible and improves learning.	<ul style="list-style-type: none"> <li>Planning Services has posted all of its 15-year enrolment projections on its standalone website, giving access to the community, educators, and administrators of the Board's current trends. Furthermore, listings of priority future Accommodation and Planning projects are provided on the website</li> <li>Ongoing review of enrolment against projections is communicated across the Board on a monthly basis</li> <li>Planning Services posted monthly enrollment reports on StaffNet a total of 10 times in 2017-18</li> <li>Research and Development Services worked with 50 educators and over 900 students to evaluate and report on collaborative inquiry project outcomes, including:                         <ul style="list-style-type: none"> <li>School Climate survey</li> <li>MindUP mindfulness program</li> <li>Early numeracy pilot project</li> <li>Epi-pen usage report</li> <li>Concussion report</li> <li>21<sup>st</sup> Century Learning</li> <li>Giftedness prediction tool</li> <li>Christian meditation</li> <li>Stay, Play and Talk</li> </ul> </li> </ul>

Actions	Successes
<b>4.4. Stewardship of resources optimizes human, financial, physical and material assets.</b>	
<b>General</b>	<ul style="list-style-type: none"> <li>During the 2017-2018 school year, 27 schools from the Halton Catholic District School Board received an EcoSchools certification</li> </ul>
<b>4.4.1</b> Regular analysis of budget for alignment with strategic priorities and outcomes.	<ul style="list-style-type: none"> <li>Stakeholder feedback received through senior staff Administrative Council meetings, budget survey, trustee budget session and budget town hall was used to ensure alignment to system needs and strategic priorities</li> <li>Business Services completed quarterly monitoring and reporting of the Board's budget, identifying budget pressures and working with all budget holders on solutions that address the needs of the system and support our strategic priorities</li> <li>Current and future environmental factors have been discussed both during senior staff Administrative Council meetings and the Trustee budget sessions, incorporated into the budget development process and approved by the Board on June 19, 2018</li> <li>Adult and Continuing Education programs will continue to be self-sustaining</li> </ul>
<b>4.4.2</b> Establish and maintain a capital and operating reserve fund	<ul style="list-style-type: none"> <li>As per the 2017-18 budget objectives, the Board set aside sufficient funds to achieve an Operating Reserve of 1% of budget</li> <li>As per budget objectives, each year, funds are dedicated to building the Board's Operating and Capital Reserves. As of August 31, 2017, the Operating Reserve amounted to \$3.4 million or 1% of the provincial allocation and the Capital Reserve amounted to \$7.4 million, or 2.25% of the provincial allocation. It is estimated that an additional \$740,000 will be transferred into the Operating Reserve, and an additional \$2.0 million into the Capital Reserve, for the year ending August 31, 2018</li> </ul>

<b>Actions</b> (What will we do to get there?)	<b>Successes</b>																																		
<b>4.4.3</b> Continuous review and monitoring of system staffing needs.	<ul style="list-style-type: none"> <li>During the original and revised budget estimates process in 2018, the staffing complement was reviewed and confirmed for every position, by each school and department administrator, and was compared to enrolment trends, staffing ratios and needs across the system</li> <li>728 new hires were added after reviewing our system staffing needs (47% increase from last year):                         <table border="1" data-bbox="831 513 1472 1166"> <tbody> <tr> <td>Secondary teachers – permanent</td><td>66</td></tr> <tr> <td>Elementary teachers – permanent</td><td>96</td></tr> <tr> <td>Principals and Vice-Principals</td><td>11</td></tr> <tr> <td>Designated ECEs - permanent</td><td>9</td></tr> <tr> <td>supply</td><td>36</td></tr> <tr> <td>Educational Assistants – permanent</td><td>31</td></tr> <tr> <td>supply</td><td>137</td></tr> <tr> <td>Custodians – summer placement</td><td>12</td></tr> <tr> <td>permanent</td><td>3</td></tr> <tr> <td>Casual – Clerical – supply</td><td>5</td></tr> <tr> <td>ASSP – permanent</td><td>4</td></tr> <tr> <td>temporary</td><td>10</td></tr> <tr> <td>Admin – permanent</td><td>14</td></tr> <tr> <td>temporary</td><td>11</td></tr> <tr> <td>Occasional teachers – supply</td><td>242</td></tr> <tr> <td>Secretary/Clerical – permanent</td><td>20</td></tr> <tr> <td>temporary</td><td>21</td></tr> </tbody> </table> </li> </ul>	Secondary teachers – permanent	66	Elementary teachers – permanent	96	Principals and Vice-Principals	11	Designated ECEs - permanent	9	supply	36	Educational Assistants – permanent	31	supply	137	Custodians – summer placement	12	permanent	3	Casual – Clerical – supply	5	ASSP – permanent	4	temporary	10	Admin – permanent	14	temporary	11	Occasional teachers – supply	242	Secretary/Clerical – permanent	20	temporary	21
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Secretary/Clerical – permanent	20																																		
temporary	21																																		

## Monitoring our **Foundational Elements**: Successes for 2017-2018

Actions	Successes
<b>4.4.4.</b> Identify school consolidation projects.	<ul style="list-style-type: none"> <li>• A Transition Committee for the Oakville Northeast CES consolidation plan was set up as the conduit between the Board and St John, St Michael and Our Lady of Peace communities; St John closed in June 2018, students moved to St Michael or OLP</li> <li>• Consolidated St. Joseph (O) and St. James into St. Nicholas CES</li> <li>• The Board completed the 2018 Background study to inform the new Education Development Charges (EDC) By-Law, and passed a one year EDC bylaw</li> <li>• The Board also approved a 15-year Long-Term Capital Plan which identifies enrolment pressures and future surplus spaces</li> </ul>
<b>4.4.5</b> Identify and implement cost-saving opportunities and practices (e.g. economy of scale centralized purchases).	<ul style="list-style-type: none"> <li>• 13% decrease in water consumption compared to 2016-17</li> <li>• The Green Station at Jean Vanier CSS was transformed into a mobile device charging area with USB and wireless docks; power is drawn from newly installed solar panels on the roof</li> <li>• Bishop Reding's Eco Team held a school assembly in November to kick off their "BR Goes Green!" campaign to educate staff and students on the life cycle of waste, and to raise awareness on the partnership between the Halton Region and the HCDSB</li> <li>• The Board engages in collaborative spending and competitive procurement, to establish savings and economies of scale. In 2017-18, our collaborative spending partners included, but were not limited to, the Ontario Education Collaborative Marketplace, Halton Cooperative Purchasing Group, Halton Student Transportation Services, Educational Computing Network of Ontario, Catholic School Boards Services Association, and various individual school boards and municipalities. The Board also actively engaged in opportunities with the Council of Senior Business Officials Effectiveness and Efficiency projects</li> </ul>
<b>4.4.6.</b> Review programs and services to ensure ongoing feasibility (cost-benefit analysis).	<ul style="list-style-type: none"> <li>• An independent audit of IT Security infrastructure was conducted and identified process improvements and investments required to proactively act on potential threats.</li> </ul>

Monitoring our **Foundational Elements**: Successes for 2017-2018

<b>Actions</b> (What will we do to get there?)	<b>Successes</b>
<b>4.5 Proactive recruitment, talent growth and succession planning are aligned to student and system needs.</b>	
<b>4.5.1</b> Develop and implement a strategic recruitment process to hire staff reflective of the communities we serve.	<ul style="list-style-type: none"> <li>• HR staff attended 15 Recruitment Fairs in Ontario and in other provinces: UOIT, Apply to Education, OISE, Queen's University, Western University, Brock University, Lakehead University, University of Windsor, Laurentian University, Mount Saint Vincent, Nipissing University, York University, McGill University, Universite de Moncton, University of Ottawa</li> <li>• HR implemented continuous recruitment process for supply lists for Occasional Teachers, Early Childhood Educators and Educational Assistants to meet system needs.</li> <li>• Succession plan implemented and in plan for Facility Management Services</li> <li>• The Business Services Succession plan is in the process of being implemented, skill gaps identified have been filled and cross training of key position has been initiated</li> </ul>
<b>4.5.2</b> Expand the leadership development strategy to include operational/business staff.	<ul style="list-style-type: none"> <li>• HR continued to replenish the leadership candidate pools list for school administrators.</li> </ul>
<b>4.5.3</b> Provide training and support to staff based on identified learning and departmental needs.	<ul style="list-style-type: none"> <li>• New staff continue to be provided with training and support from their departmental administrator and/or colleagues. In addition, various training resources are made available on StaffNet, and staff are expected to complete online training modules through Employee Self Service within two weeks of hire</li> </ul>

Energy Conservation Initiatives and Updates	Item 10.4
Tuesday, October 2, 2018	

## Alignment to Strategic Plan

This report is linked to our strategic priority of Foundational Elements: Optimizing organizational effectiveness through stewardship of resources.

## Purpose

To provide the Board with information on school energy & utility consumption, funding allocation and update on the initiatives recently undertaken to reduce energy consumption and improve the Board's carbon footprint.

## Background Information

Over the last several years, rising utility rates, along with an emphasis by all levels of government to reduce the effects of greenhouse gas and climate change, have resulted in the widespread adoption of energy efficiency measures, including at Ontario school boards. Facility Management Services staff at the Halton Catholic District School Board (HCDSB), in cooperation with other departments of the Board, have engaged in efficiency projects of varying scale and complexity, with the intention of conserving energy, lowering our carbon footprint and reducing the Board's operating costs.

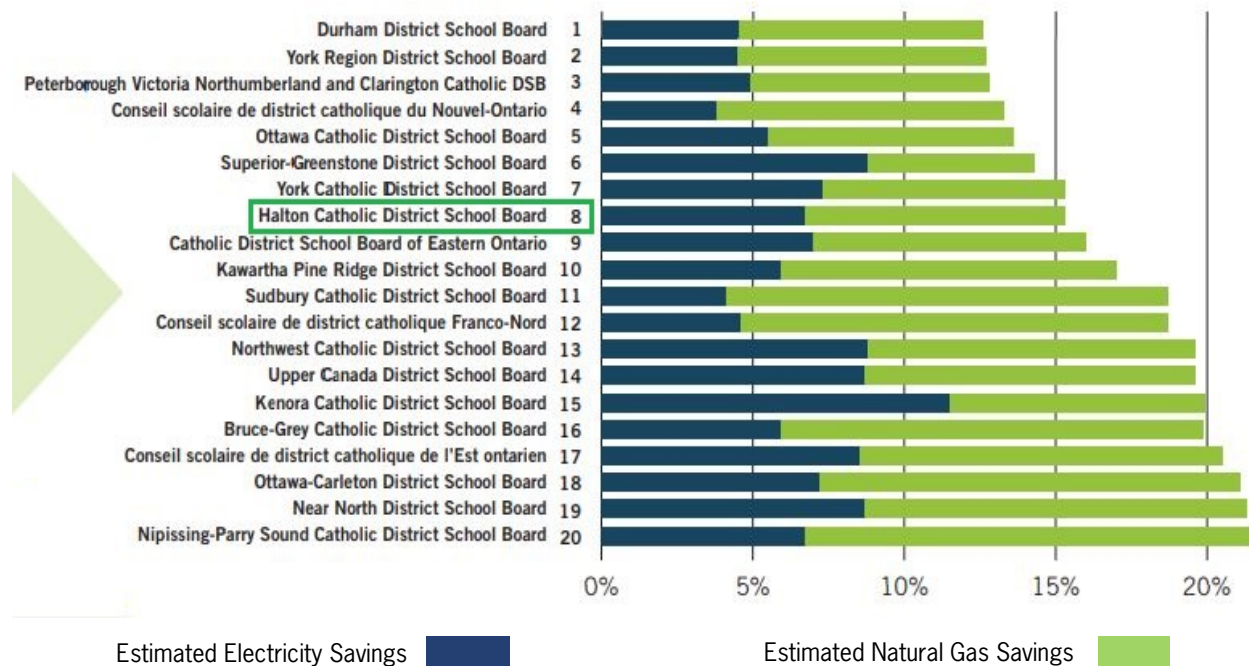
HCDSB has a long history of progressive decision-making surrounding energy efficiency measures, while also providing world-class learning environments for our students and staff. These measures include:

- Air-conditioning installed at all schools
- Centralized scheduling of the school's mechanical systems through building automation
- Widespread use of energy efficient technologies & equipment
- Green building construction & materials
- Real-time utility metering & monitoring
- Programs to positively influence student and staff behaviour



As a result, HCDSB facilities have routinely ranked among the most energy efficient in the province.<sup>1</sup>

**Figure 1 – Top Energy Performing School Boards in Ontario**



The Green Energy Act (O. Reg 397/11) came into effect in 2009, which mandated the reporting of energy consumption and greenhouse gas emissions by all public agencies. Under this Act, the Ministry of Education also implemented the Utility Consumption Database (UCD) to aid the 72 school boards across Ontario in compiling and organizing the necessary energy data to furnish these reports. Facility Management Services staff ensures all information in the UCD is current and accurate.

The Green Energy Act also requires that public agencies create and implement a 5-year Energy Conservation and Demand Management (CDM) Plan. Designed to further leverage the use of both operational and capital funding – predominantly School Renewal and School Condition Improvement grants – towards energy efficiency measures and initiatives, the CDM plan was first created in 2013 by HCDSB staff, and is scheduled to be renewed in 2019.

The annual report on energy consumption and Greenhouse Gas emissions, along with the current version of the Board's CDM Plan, are available online for public access on the website:

- [HCDSB 2016-17 Green Energy Act Report on Greenhouse Gas Emissions](#)
- [HCDSB Energy Conservation and Demand Management Plan](#)

Additional funding for energy conservation was made available to school boards starting in 2017 through cap and trade proceeds via the Greenhouse Gas Reduction Fund (GGRF). Over the last two years, Board staff apportioned the ~\$1.5 million in funding received by the Ministry to various projects including heat pump replacement, roof renovation and LED lighting installation.

<sup>1</sup> "2017 SUS Top Energy Performing Boards report" by Sustainable Schools, TRCA and Enerlife Consulting (June 2017)



## Comments

### Part I – Utility Consumption & Building Performance

For the Board's schools and administrative buildings, total energy consumption is the summation of its *electricity* and *natural gas* use over the fiscal year (September 1<sup>st</sup> – August 31<sup>st</sup>) and is expressed in equivalent kilowatt-hours or ekWh.

Many factors influence the energy consumption of a facility from year to year:

**Table 1 – Energy Consumption Factors of Influence**

Energy Reduction ↓	Energy Increase ↑
Mechanical or lighting retrofit projects (ie. technology upgrades)	Installation of portable classrooms or larger "Port-a-pack" units
Removal of portable classrooms or larger "Port-a-pack" units	Building additions or renovations
Building additions or renovations	School openings
School closures	Changes in Hours of Operation
Changes in Hours of Operation	Occupant Behaviour
Occupant Behaviour	Weather
Weather	

Generally speaking, as the number of schools and portable classrooms continue to rise in the Board, energy consumption will naturally trend upward as well. Counteracting that trend is the further integration of energy efficient technologies in the Board's facilities each year, via either smaller initiatives or larger Facility Renewal projects.

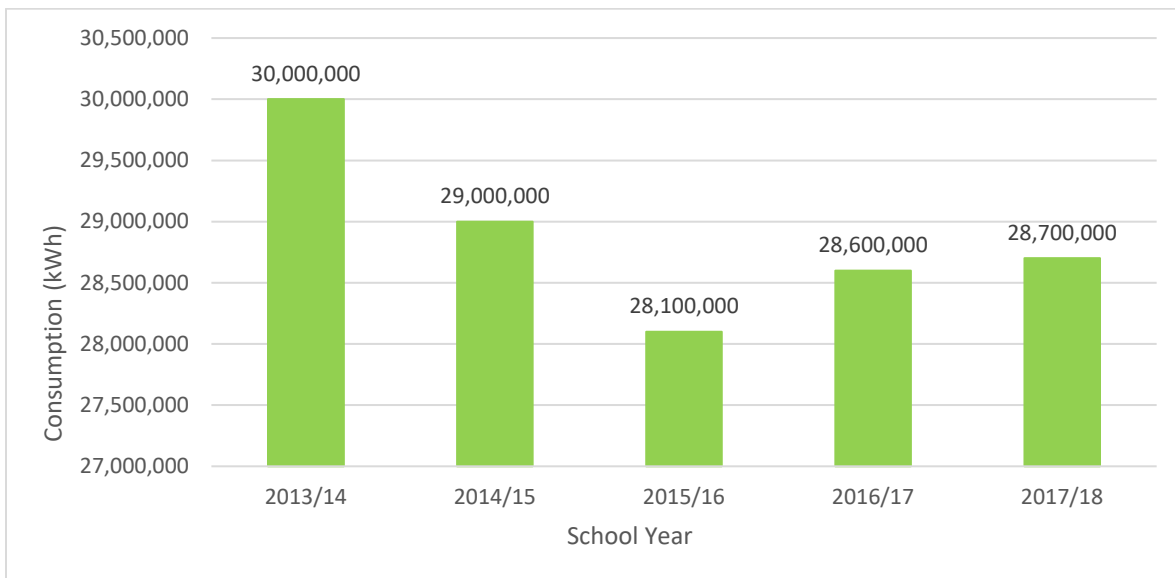
Weather is the only factor that the Board cannot exert some amount of control over. In 2017-18 for example, a much colder winter and hotter summer than previous years resulted in a greater demand for both electricity (heating & cooling) and natural gas (heating). The *Energy Management Infrastructure* section in Part III of this report details efforts currently underway to remove (or "normalizing" for) the effects of weather, which would allow for a more meaningful and valuable comparison of consumption year over year.

*Figures 2 and 3* show the Board's total electricity and natural gas consumption for the last five (5) years.

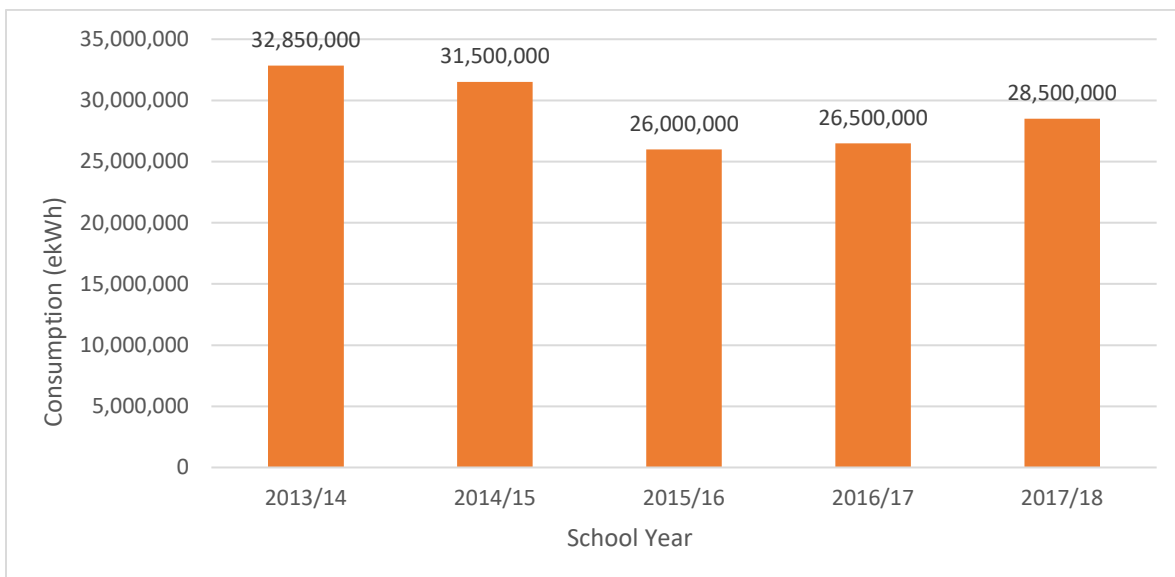




**Figure 2 – Total Electricity Consumption by Year**



**Figure 3 – Total Natural Gas Consumption by Year**

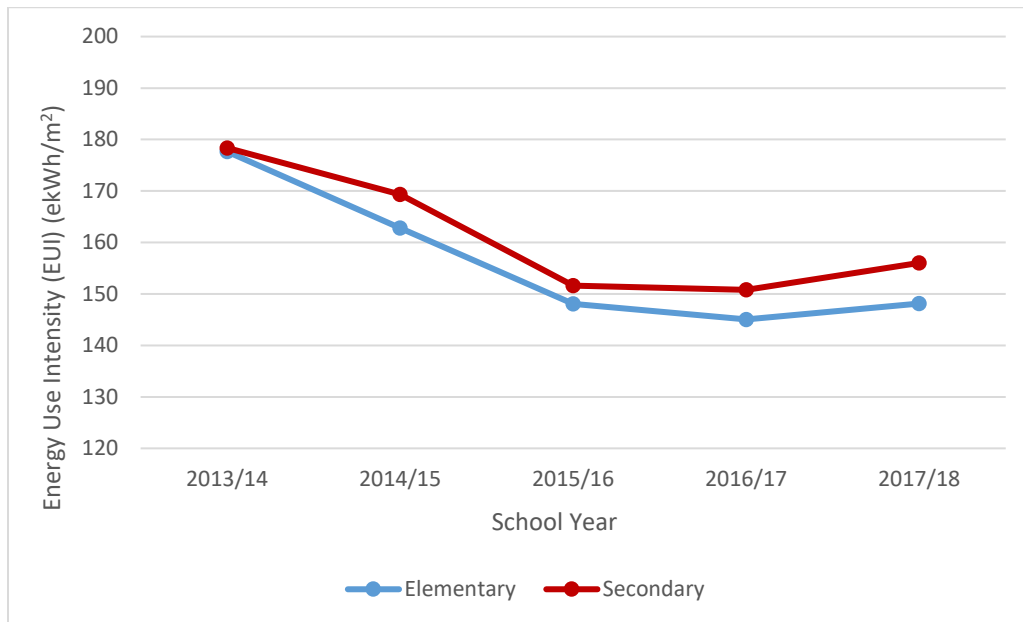




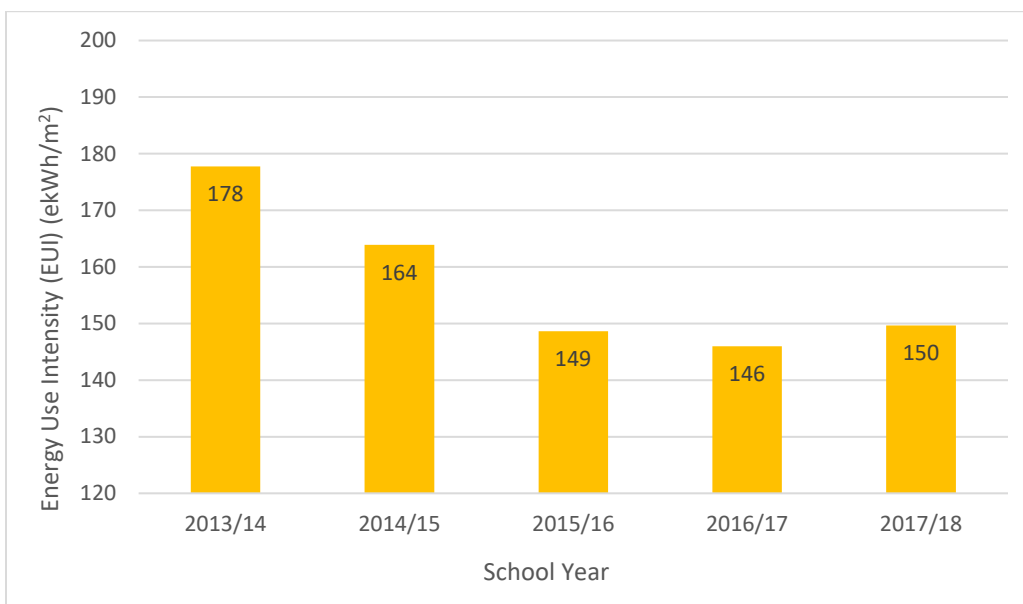
The most widely accepted metric for energy *performance* is *Energy Use Intensity (EUI)*, which is the total energy consumption divided by the gross floor area of the facility. EUI is measured in  $\text{ekWh}/\text{m}^2$ , and is a useful way to compare and contrast the energy efficiency of one, several or a portfolio of buildings.

Figures 4 and 5 below show how Board facility energy performance has trended over time. Similar performance metrics for individual school sites can be found in *Appendix A-C*.

**Figure 4 – Energy Performance by Year and School Type**



**Figure 5 – Energy Performance by Year (all Schools)**

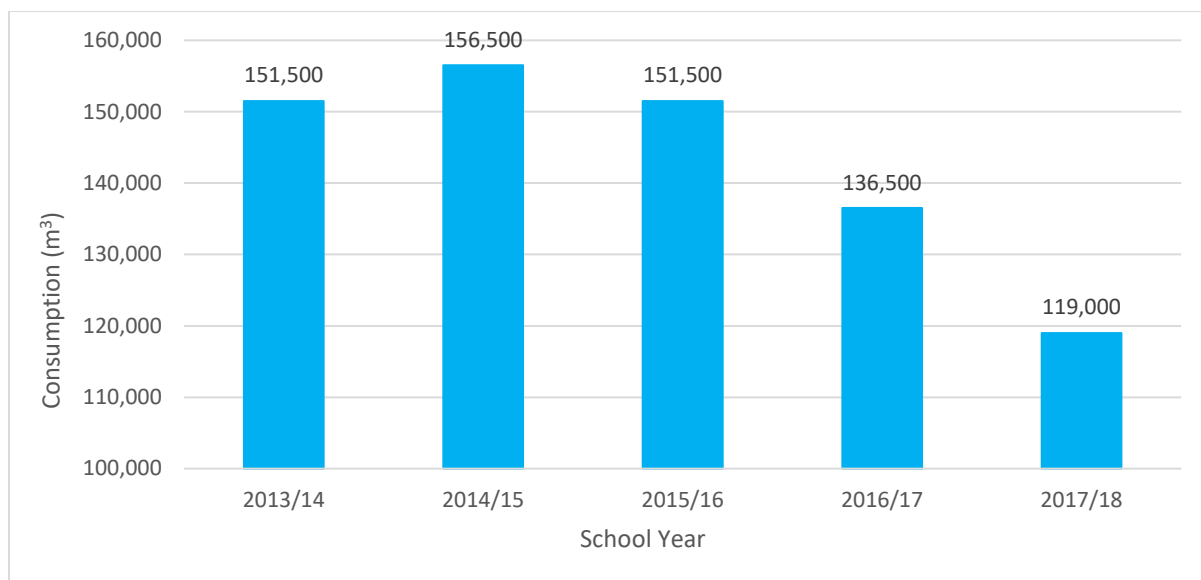




Facility Management Services has also placed a renewed focus on water consumption in recent years. In the 2015-16 school year, annual water costs exceeded natural gas costs for the first time. While an unusually mild winter led to a lower demand for heating in that particular year, it also served as the impetus for FMS staff to align water conservation efforts to those of electricity and natural gas.

As evidenced by *Figure 6*, which presents Board water consumption over the last several years, the introduced measures have been very effective in reducing water use. See the section on *Water Conservation* in Part III of this report for further information.

**Figure 6 – Total Water Consumption**

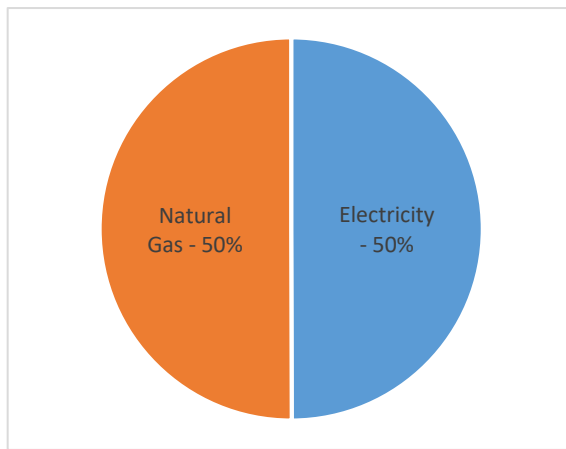




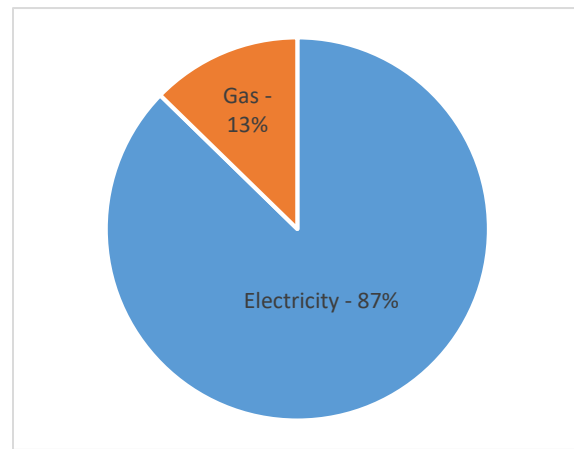
## Part II – Utility Expenditures

Utility expenditures are dependent on two main factors: consumption and the prevailing utility rate. Per unit of energy, natural gas is significantly lower in cost when compared to electricity; in 2017-18, the blended rate of electricity was 17.1 cents/kWh, whereas natural gas was 2.2 cents/ekWh. As such, reliance on natural gas for heating our facilities continues to be beneficial for operational budgets, but natural gas generates greater greenhouse gas emissions (GHG) than electricity. To further illustrate the disparity in consumption versus cost between the two commodities, see *Figure 7* and *8* below.

**Figure 7 – Energy Consumption by Commodity**



**Figure 8 – Expenditures by Commodity**



Smaller school facilities can be eligible for residential-level savings programs, like the Fair Hydro Plan, to both reduce the prevailing electricity rate and receive a rebate on the provincial tax portion of the electricity bill. In 2017, FMS staff enrolled twelve (12) elementary schools that met the Fair Hydro Plan criteria, and added two (2) more buildings in 2018 due to improvements in energy efficiency. As a result, while hydro-electric rates continue to rise province-wide, the total average cost of electricity the Board paid in 2017-18 was actually lower than the previous two years.

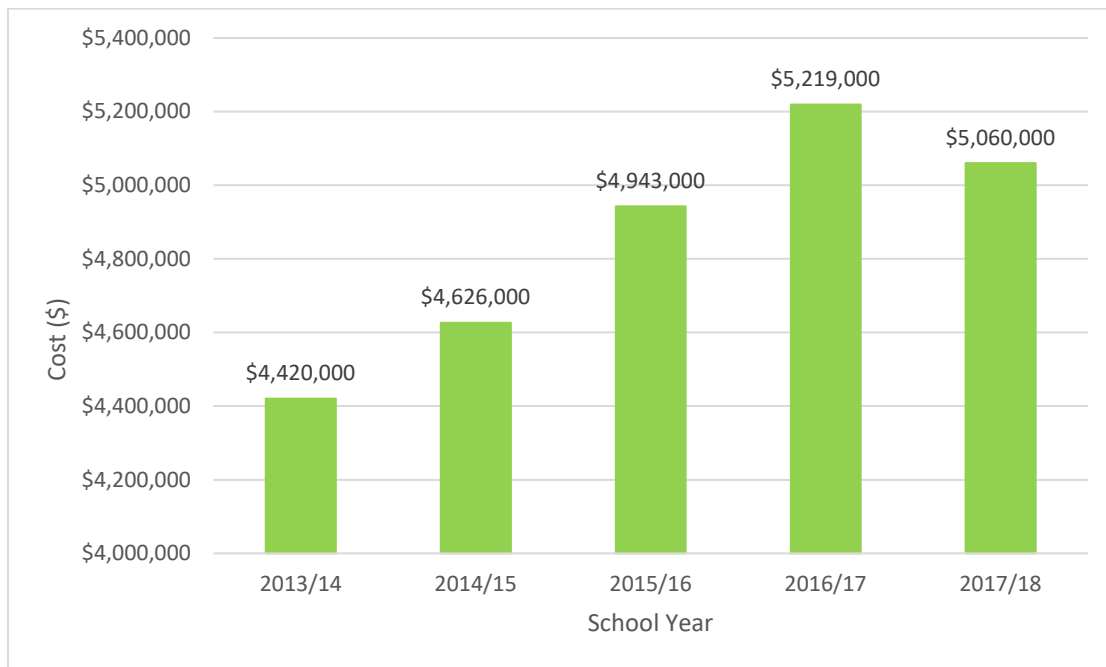
It is worth noting that, depending on the commodity, utility rates are either partially or wholly market driven, and thus can be volatile. Strategies that FMS staff use to mitigate and/or minimize market-driven impact are presented later in this Report in the *Commodity Purchasing Strategies* section of Part III.

Conversely, water utility rates are not subjected to the same market driven forces as electricity and natural gas; escalation in cost each year by the Region is a flat rate of approximately 5%.

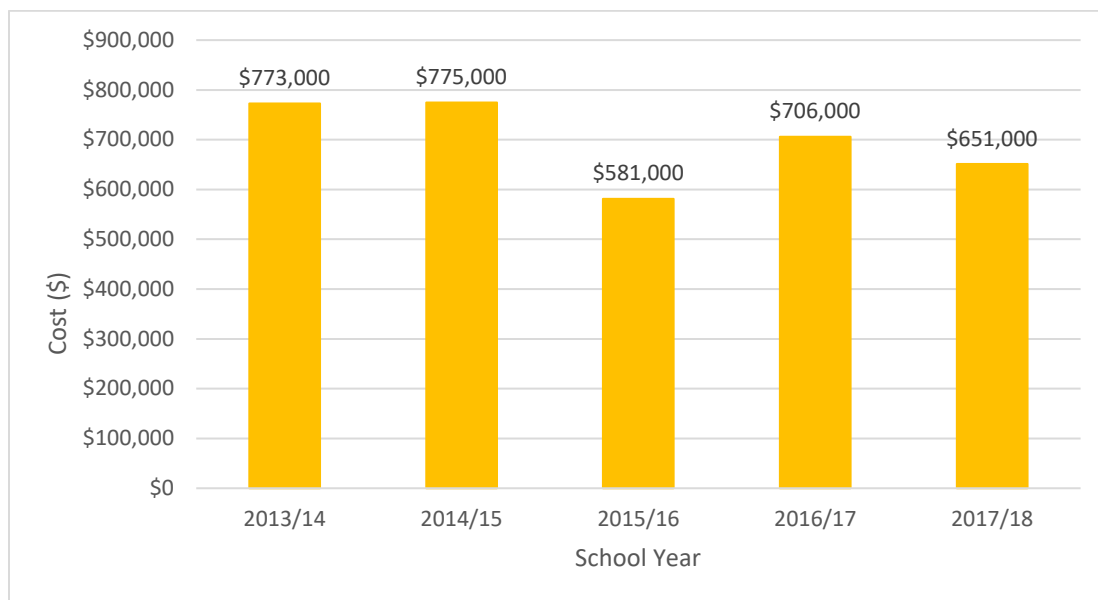
*Figures 9* through *11* detail the Board's annual costs for electricity, natural gas and water over the last five (5) years.



**Figure 9 – Annual Electricity Costs by Year**

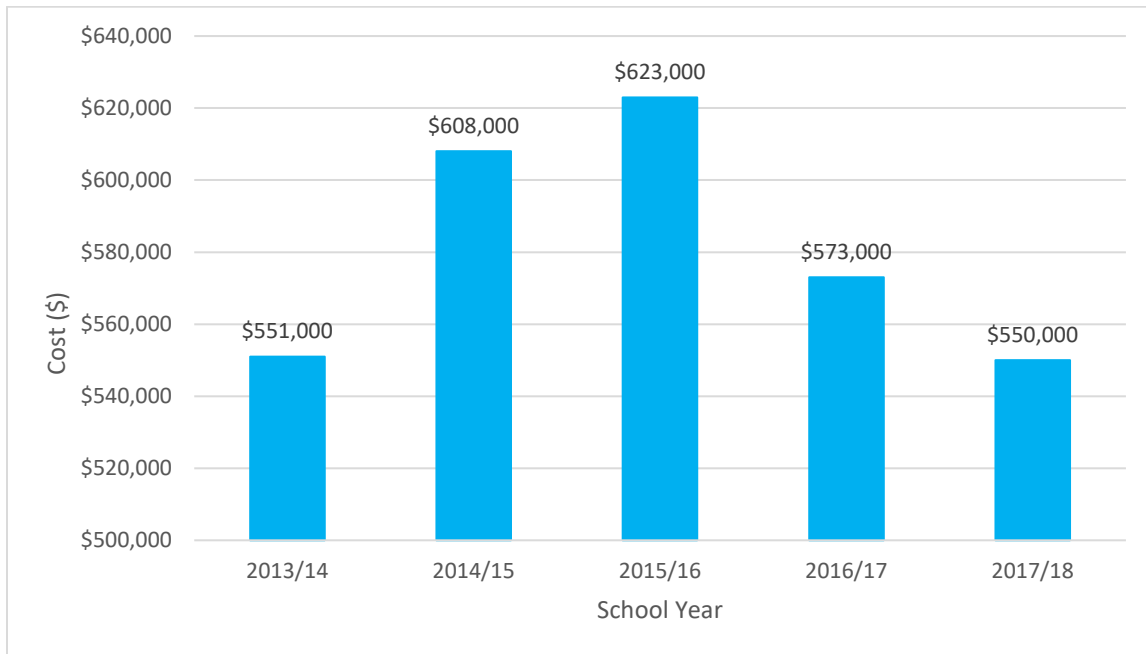


**Figure 10 – Annual Natural Gas Costs by Year**





**Figure 11 – Annual Water Costs by Year**





## Part III – Conservation Initiatives

### Real-Time Utility Metering, Sub-metering and Alarming

One of the main pillars of the Board's energy conservation strategy is the real-time utility metering and monitoring system. Originally installed at all Board facilities in 2010, this system has supplied utility data from the main electricity and gas meters. Accessible through a web interface, the continuously updating consumption information allows Facility Management Services to monitor building energy use at all times, rather than waiting for the monthly invoice from the utility company.

Furthermore, in the last three years, FMS staff have added the following capabilities to the real-time utility monitoring system:

- **Alarming** – The alarming package automatically sends out an email to FMS staff when a building exceeds a certain threshold for that utility. This feature allows Facility Management Services to react extremely quickly to operating and maintenance issues, thereby conserving time and resources. *Table 2* below summarizes the various utility alarms in place at all schools.

**Table 2 – Utility Alarms**

Electricity	Natural Gas	Water
Zero Electricity Usage (in case of power failure)	Zero Natural Gas Usage	Zero Water Usage
Maximum (unoccupied) Electricity Usage	Maximum Natural Gas Demand	Maximum (unoccupied) Water Usage
		Maximum Water Demand

- **Sub-system metering** – A further refinement of the current real-time monitoring system, sub-metering refers to tracking specific subsystems of the facility, rather than just the main utility meter. Examples include motors, pumps, lights and portable classrooms. Utilities used by child-care areas can be monitored separately as well.
- **Main water meter tracking** – Beginning in 2016, and in partnership with the Halton Region, FMS have been adding the schools' main water meter to the real-time utility monitoring system. Currently, 44 schools have received this upgrade, with the remainder of the schools scheduled for completion by the end of the 2018-19 school year. Extraneous water use due to leaks and other plumbing or mechanical issues have been greatly reduced as a result.

<b>Annual Cost Savings (est.)</b>	\$150,000
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## Water Conservation

Water conservation efforts have been comprised of the following initiatives from Facility Management Services:

- **Water Meter Standardization Program** – FMS staff have reviewed and appropriately sized the main water meters at all HCDSB schools based on the size of the facility, resulting significant cost savings.
- **Improved urinal control** – For many years, a flush tank was the default method to flush urinals in the male bathrooms and change-rooms. Various parts in these tank systems are prone to issues over time due to calcification, and/or wear and tear. Increased water use can result. Consequently, FMS staff have been gradually removing the flush tanks and replacing them with a new proprietary controller and piping system.
- **Real-time monitoring** – For information on this initiative, see the previous section on *Real-time Metering & Monitoring*.

<b>Annual Cost Savings (est.)</b>	\$50,000
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## Staff and Student Engagement

Changing human behaviour is one of the most challenging areas in energy conservation. To engage school staff and students by informing them of their building's energy use, FMS staff first installed a television at every school Board-wide. Then, with the help of the Board's IT department, an "Energy Dashboard" platform was developed to display a variety of school-specific information including real-time energy consumption, eco-related tips, trivia, and recycling/composting statistics. The school's Twitter feed is also shown as part of the dashboard.



Figure 12 – School Energy Consumption



Figure 13 – Greenhouse Gas Emissions



Figure 14 – Waste Audit Results

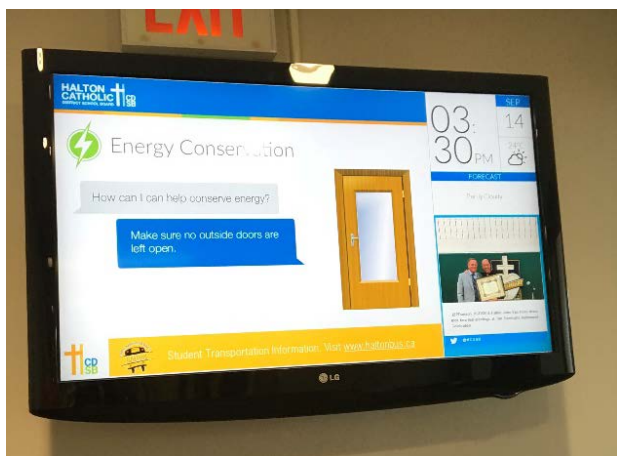


Figure 15 – Conservation Tips



In 2017, previously unconnected solar panels on the roof of Jean Vanier CSS were repurposed to power a cellphone charging station in the school's atrium. FMS Staff utilized the "Green Station" area in the atrium (see *Figure 16*) to mount the charging station receptacles and display statistics on electricity generation from the panels.

**Figure 16 – Solar-powered cellphone charging station**



Lastly, twenty-seven (27) of the Board's schools were certified Ontario EcoSchools in 2017-18. The EcoSchools program encourages energy conservation by equipping students with the resources to investigate how much power is used by the school's lighting systems and plug-in appliances. The audits can be submitted with their application for additional certification points.

Ultimately, it can be difficult to measure the positive impact that occupant engagement programs have on school energy use, but studies in the sector have shown that up to 8% savings can be realized<sup>2</sup>.

<b>Annual Cost Savings (est.)</b>	\$5,000
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<sup>2</sup> Commentary by Norm Vezina – Sen. Manager Environmental Services, at OMC Energy sub-committee meeting (March 2017)



### Incentive Programs

Facility Management Services have actively sought out incentive programs that generate revenue for the Board when installing energy efficient technology. The proceeds of these programs have been re-invested to support subsequent conservation projects.

In total, the Board has received more than \$290,000 in incentives since 2015 from the following local utility partners:

- Burlington Hydro
- Oakville Hydro
- Milton Hydro
- Halton Hills Hydro
- Union Gas
- Halton Region

A further \$180,000 is expected to be received by the Board for conservation projects carried out in 2017-18.

Furthermore, in late 2016, FMS Staff began to pursue a perceived error in gas consumption and billing at St. Joan of Arc CES in Oakville, extending back as far as 2012. It was eventually determined the Board had been over-charged for gas consumption at this school for almost 5 years. As a result, Union Gas reimbursed the Board for over \$85,000 in 2017.

For a full breakdown of the incentives and cost adjustments received by the Board, please see *Appendix E*.

<b>Total Energy Conservation Revenue (2015-2018)</b>	\$555,000
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### Energy Management Infrastructure

FMS Staff have recently developed a software tool to accurately forecast utility costs throughout the school year. On a monthly basis, senior administration is advised on the projected electricity, natural gas and water costs for the remainder of the year, allowing them to manage annual operating budgets effectively and swiftly allocate resources as required.

FMS staff have also been working collaboratively with Natural Resources Canada to build a facility database in their proprietary *RETScreen Expert* software. *RETScreen* is an energy accounting software suite capable of performing advanced regression analysis, project feasibility studies, building portfolio management, and providing a central database for utility information. When implemented, these features will allow FMS staff to analyze building performance changes over time with much more accuracy, and enhance staff's capability to evaluate project cost recovery.

In parallel, a web-based software package is being tested through *Elyxir Group Inc.* to automatically harvest energy and cost data directly from the utility company invoices. When implemented this software should effectively eliminate the time currently taken by FMS staff to populate programs like *RETScreen* or Microsoft Excel with the monthly energy data required to perform further analysis.

While still in progress, Facility Management Services expects to transition from the previous stand-alone energy management assets to the new software by the end of the 2018-19 school year.



## Commodity Purchasing Strategy

Except for the following six (6) elementary schools, the Board's electricity requirement is purchased directly from the local distribution company (LDC) in the municipality that the school is located.

- Ascension CES
- Holy Rosary (Burlington) CES
- St. John (Burlington) CES
- St Patrick CES
- St Paul CES
- St Raphael CES

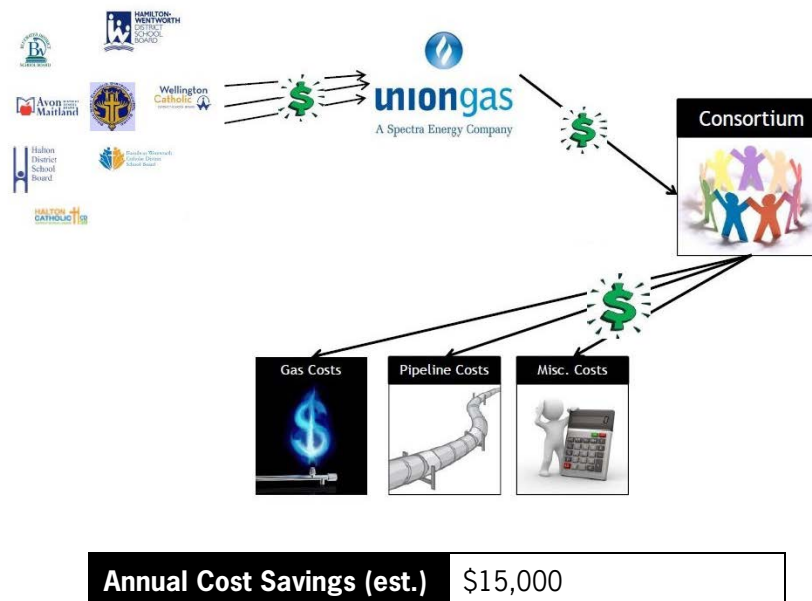
At the schools listed above, electricity is currently being purchased from a retailer on an annual contract to maximize savings through the Fair Hydro Plan.

For the Board's natural gas requirement, *Aegent Energy Advisors Inc.* manages a bundled account of eight (8) Ontario school boards. On behalf of this consortium, Aegent purchases a "pool" or reserve of natural gas from marketers – at wholesale levels due to the economy of scale – to meet the demands of the bundled account. HCDSB in turn pays the distributor (Union Gas) to use from or deplete this reserve.

Aegent also hedges the consortium's exposure to volatility in natural gas pricing by setting risk thresholds, which maintains a level of budget certainty for the Board, while also allowing for cost savings if natural gas pricing trends downwards. The consortium meets with Aegent several times per year to update and refine the risk management strategy.

The consortium purchasing strategy is summarized in *Figure 17*.

**Figure 17 – Natural Gas Purchasing Strategy**





## Renewable Energy

In 2011, the Board received funding from the Ministry of Education for four (4) renewable energy projects. As a result, a 10kW photovoltaic (solar) array was installed at four secondary schools under the Independent Electricity System Operator's (IESO) MicroFIT program. Since their commissioning in late 2011, revenue has been generated for the Board at 80 cents per kWh, which was the contracted rate at the time. *Appendix D* presents a summary of the energy production and revenue from the solar arrays.

## Technology Upgrades

As we construct new facilities or renew older ones, Facility Management Services continue to implement suitable energy efficient technologies in our buildings.

In addition to other measures presented in this Report, FMS staff will consider the installation of many, if not all, of the following technologies in our schools, as budget allows:

- Energy/heat recovery (ERV/HRV) for fresh ventilation air
- Variable speed drives (VFD) for larger fans and pumps
- Electronically commutated motors (ECMs) for smaller fans and pumps
- LED lighting with occupancy sensing and daylight harvesting
- Direct Digital Control (DDC) building automation systems, or replacement of aging pneumatic systems
- Carbon dioxide (CO<sub>2</sub>) demand control ventilation
- "Green" building construction & materials, including better insulation for roofs and walls
- Commissioning of building controls, including air and water balancing of mechanical systems
- "Free cooling" via economizers
- Astronomical clock control of exterior lighting
- Condensing space heating boilers and domestic hot water heaters
- Occupancy control for heating, cooling and ventilation of portable classrooms
- Adding new controls for regulating electric heat at existing schools
- Planting for shade to minimize solar heat gain
- Energy modelling of new schools with targets to exceed building energy codes



## Conclusion

Through a variety of efficiency measures and initiatives, the Halton Catholic District School Board is a leader in energy and utility conservation among all schools boards across Ontario. The Board is also in compliance with Green Energy Act (O. Reg 397/11) in 2017/18 by making our annual energy use and greenhouse gas emissions publicly available.

Report Prepared by:	S. Allum Manager, School Energy and Environmental
Report Submitted by:	R. Merrick Superintendent, Facility Management Services
Report Approved by:	P. Daly Director of Education and Secretary of the Board



## Appendix A – Annual Energy Use Intensity by Site (Elementary)

SCHOOL	Annual Energy Use Intensity (ekWh/m <sup>2</sup> )				
	2013-14	2014-15	2015-16	2016-17	2017-18
Ascension CES	240	205	180	164	183
Canadian Martyrs CES	180	170	151	145	162
Guardian Angels CES	185	168	154	135	146
Holy Cross CES	239	233	212	208	220
Holy Family CES	235	194	168	206	206
Holy Rosary (Burlington) CES	170	174	154	154	170
Holy Rosary (Milton) CES	140	117	121	118	129
Lumen Christi CES	177	145	136	142	158
Our Lady of Fatima CES	158	161	151	139	157
Our Lady of Peace CES	164	143	134	106	110
Our Lady of Victory CES	176	162	152	156	171
Queen of Heaven CES	Not Open	103	99	102	111
Sacred Heart of Jesus CES	120	120	105	103	135
St. Andrew CES	137	138	130	128	128
St. Anne CES	126	104	97	108	115
St. Anthony of Padua CES	176	157	143	137	146
St. Benedict CES	Not Open	130	104	114	127
St. Bernadette CES	137	146	130	132	133
St. Brigid CES	147	151	136	140	121
St. Catherine of Alexandria CES	157	163	159	139	137
St. Christopher CES	178	179	157	152	157
St. Dominic CES	183	171	169	168	184
St. Elizabeth Seton CES	148	156	119	124	137
St. Francis of Assisi CES	105 <sup>2</sup>	87 <sup>3</sup>	178	162	156
St. Gabriel CES	195	195	179	174	179
St. Gregory the Great CES	Not Open	Not Open	Not Open	124	130
St. Nicholas CES (form. St. James CES)	209	202	214	189	171
St. Joan of Arc CES	356 <sup>4</sup>	293 <sup>3</sup>	171 <sup>3</sup>	283 <sup>3</sup>	131
St. John (Burlington) CES	150	129	114	114	118
St. John (Oakville) CES	169	161	155	162	155
St. John Paul II CES	170	150	143	118	134
St. Joseph (Oakville) CES	171	166	153	147	148
St. Joseph (Acton) CES	218	189	163	144	153

<sup>3</sup> Gas meter malfunction – billed consumption lower than actual

<sup>4</sup> Gas meter malfunction – billed consumption higher than actual





SCHOOL	Annual Energy Use Intensity (ekWh/m <sup>2</sup> )				
	2013-14	2014-15	2015-16	2016-17	2017-18
St. Luke CES	150	156	135	128	111
St. Marguerite d'Youville CES	176	157	147	141	119
St. Mark CES	178	166	127	123	125
St. Mary CES	129	118	113	109	126
St. Matthew CES	208	199	166	159	176
St. Michael CES	222	212	186	189	209
St. Patrick CES	186	176	169	160	163
St. Paul CES	181	172	160	161	161
St. Peter CES	139	134	122	125	128
St. Raphael CES	239	213	202	187	180
St. Teresa of Calcutta CES	131	118	114	101	129
St. Timothy CES	161	128	121	115	124
St. Vincent CES	229	219	170	138	144
<b>AVERAGE EUI</b>	<b>178</b>	<b>163</b>	<b>148</b>	<b>145</b>	<b>148</b>



## Appendix B – Annual Energy Use Intensity by Site (Secondary)

SCHOOL	Annual Energy Use Intensity (ekWh/m <sup>2</sup> )				
	2013-14	2014-15	2015-16	2016-17	2017-18
Adult Learning Centers	N/A	N/A	N/A	N/A	260
Assumption CSS	182	170	169	183	172
Bishop P.F. Reding CSS	220	218	208	202	199
Christ the King CSS	190	169	155	149	153
Corpus Christi CSS	165	161	156	154	154
Holy Trinity CSS	164	161	137	137	146
Jean Vanier CSS	162	132	108	112	124
Notre Dame CSS	191	203	162	156	184
St. Ignatius of Loyola CSS	150	141	127	126	133
St. Thomas Aquinas CSS	182	169	144	139	150
<b>AVERAGE EUI</b>	<b>178</b>	<b>169</b>	<b>152</b>	<b>151</b>	<b>157 (168)<sup>5</sup></b>

## Appendix C – Annual Energy Use Intensity by Site (Administrative)

FACILITY	Annual Energy Use Intensity (ekWh/m <sup>2</sup> )				
	2013-14	2014-15	2015-16	2016-17	2017-18
Catholic Education Center	N/A	N/A	N/A	344	346

<sup>5</sup> Average EUI shown without (and with) Adult Learning Centers included



## Appendix D – Renewable Energy

SCHOOL	Photovoltaic Generation and Revenue (2015-18)	
	Production	Revenue
Assumption CSS	47,500 kWh	\$38,600
Christ the King CSS	46,500 kWh	\$37,800
Holy Trinity CSS	50,250 kWh	\$40,100
Notre Dame CSS	51,100 kWh	\$39,300
<b>TOTAL</b>	<b>195,350 kWh</b>	<b>\$155,800</b>



## Appendix E – Incentive Programs

SCHOOL	Incentive Amount				
	2013-14	2014-15	2015-16	2016-17	2017-18 <sup>6</sup>
Adult Learning Center			\$2,300		
Ascension CES					
Assumption CSS					
Bishop P.F. Reding CSS					\$62,300
Canadian Martyrs CES					
Christ the King CSS				\$5,500	\$1,800
Corpus Christi CSS				\$4,500	\$2,200
Guardian Angels CES				\$500	
Holy Cross CES					
Holy Family CES					
Holy Rosary (Burlington) CES			\$17,600		
Holy Rosary (Milton) CES			\$380		
Holy Trinity CSS				\$22,800	\$3,300
Jean Vanier CSS					\$3,500
Lumen Christi CES					
Notre Dame CSS					\$48,200
Our Lady of Fatima CES					
Our Lady of Peace CES			\$43,500		
Our Lady of Victory CES					
Queen of Heaven CES					
Sacred Heart of Jesus CES			\$9,000		
St. Andrew CES			\$6,120		
St. Anne CES					
St. Anthony of Padua CES				\$500	
St. Benedict CES					
St. Bernadette CES			\$30,500		
St. Brigid CES				\$31,300	
St. Catherine of Alexandria CES				\$500	
St. Christopher CES				\$500	
St. Dominic CES					
St. Elizabeth Seton CES				\$500	
St. Francis of Assisi CES					
St. Gabriel CES					
St. Gregory the Great CES			\$9,800		

<sup>6</sup> Incentive amounts for 2017-18 are projected



SCHOOL	Incentive Amount				
	2013-14	2014-15	2015-16	2016-17	2017-18 <sup>6</sup>
St. Ignatius of Loyola CSS					
St. Nicholas CES (form. St. James CES)					
St. Joan of Arc CES				\$84,000 <sup>7</sup>	\$1,350
St. John (Burlington) CES		\$12,900			
St. John (Oakville) CES					
St. John Paul II CES				\$500	
St. Joseph (Oakville) CES					
St. Joseph (Acton) CES					
St. Luke CES				\$19,250	
St. Marguerite d'Youville CES				\$23,800	
St. Mark CES					\$38,000
St. Mary CES					
St. Matthew CES				\$9,600	
St. Michael CES					\$10,200
St. Patrick CES					
St. Paul CES					
St. Peter CES					
St. Raphael CES					
St. Scholastica CES					\$11,900
St. Teresa of Calcutta CES			\$6,120		
St. Thomas Aquinas CSS					
St. Timothy CES				\$24,100	
St. Vincent CES			\$8,940		
<b>TOTAL</b>	<b>N/A</b>	<b>\$12,900</b>	<b>\$134,260</b>	<b>\$227,850</b>	<b>\$182,750</b>

<sup>7</sup> \$83,500 cost recovery from Union Gas for incorrect billing



## Regular Board Meeting

## Information Report

2018-19 Portable Classrooms and Surplus Classrooms Summary	Item 10.5
Tuesday, October 2, 2018	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To report on the Board's 2018-19 school year portable classroom accommodation needs and surplus classrooms in schools.

### Background Information

The Board has traditionally managed student enrollment growth pressures by utilizing temporary portable classroom accommodations at schools where the enrollment exceeds the functional capacity of the school building. Enrollment is driven by many factors and can trend differently throughout the many neighborhoods of Halton Region. All of the Board's portable classroom units are leased to provide greater flexibility in meeting enrollment adjustments, while ensuring that excess units and the associated costs are never incurred.

### Comments

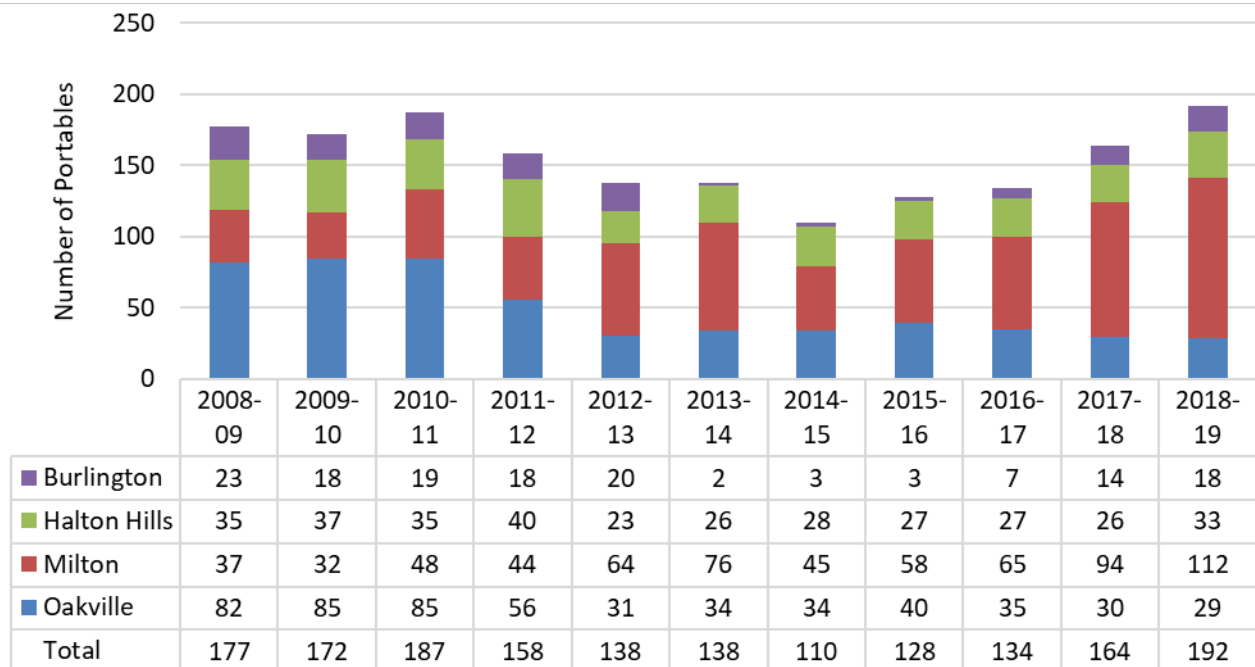
For the 2018-19 school year, overall student enrollment continued to grow within the Board. As a result, 28 additional portable classroom units were installed and a number of portable classrooms were relocated to accommodate changing enrolment throughout the Region. The majority of enrollment growth occurred in Milton, where 19 new or relocated portable classrooms were added the secondary panel and 1 portable classroom was removed at the elementary panel. Burlington added 4 portable classrooms at the secondary panel. Halton Hills added 4 portable classrooms at the elementary panel and 3 addition units at the secondary panel. Oakville decreased by 1 portable classroom at the elementary panel and was neutral at the secondary panel.


**Table 1 – Year-Over-Year Portable Classroom Accommodation Needs**

Municipality	Family of Schools	2017-18 Portable Classrooms		2018-19 Portable Classrooms		Difference	
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Burlington	Assumption	0	0	0	0		0
	Corpus Christi	5	0	6	0		0
	Notre Dame	9	0	8	4		+4
Halton Hills	Christ the King	14	12	18	15		+3
Milton	Bishop Reding	14	34	13	43		+9
	Jean Vanier	36	10	36	20		+10
Oakville	Holy Trinity	7	1	7	4		+3
	St. Ignatius of Loyola	12	0	10	0		0
	St. Thomas Aquinas	7	3	8	0		-3
Board Total		104	60	106	86	+2	+26
		164		192		+28	

- No Change
 - Decrease in Portable Classrooms
 - Increase in Portable Classrooms

The Board experienced decreases in the number of portable classrooms needed from 2007-08 to 2014-15. However, with continued increases in enrollment from the 2014-15 school year to the present, the number of portable classrooms has also increased. Figure 1 shows the historical trends in portable classroom accommodation needs by municipality.


**Figure 1 – Historical Portable Classroom Accommodation Needs by Municipality**



Surplus classrooms have decreased for the 2018-19 school year, from 114 surplus classrooms in 2017-18 to 78 surplus classrooms in 2018-19. This is despite the opening of St. Scholastica Catholic Elementary School, which will have 18 surplus classrooms for the 2018-19 school year. The closure of St. John (Oakville) and St. Joseph (Oakville) Catholic Elementary Schools greatly contributed to the year-over-year reduction in surplus classrooms. Table 2 shows a breakdown of the changes in surplus classrooms by family of schools for the 2018-19 school year as compared to the 2017-18 school year.

**Table 2 – Year-Over-Year Surplus Classrooms**

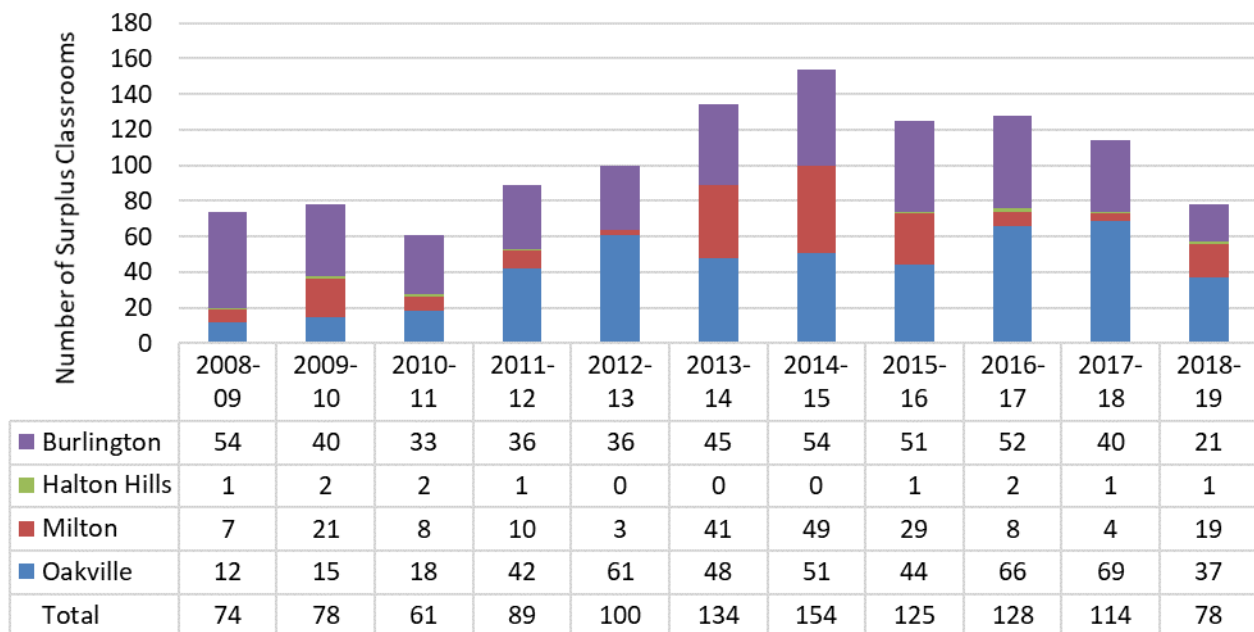
Municipality	Family of Schools	2017-18 Surplus Classrooms		2018-19 Surplus Classrooms		Difference	
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Burlington	Assumption	19	2	9	0	-10	-2
	Corpus Christi	3	9	5	6	+2	-3
	Notre Dame	1	6	0	1	-1	-5
Halton Hills	Christ the King	1	0	1	0	0	0
Milton	Bishop Reding	3	0	1	0	-2	0
	Jean Vanier	1	0	18	0	+17	0
Oakville	Holy Trinity	15	5	7	0	-8	-5
	Loyola	28	6	22	0	-6	-6
	St. Thomas Aquinas	15	0	8	0	-7	0
Board Total		86	28	71	7	-15	-21
		114		78		-36	

- No Change    
 - Decrease in Surplus Classrooms    
 - Increase in Surplus Classrooms

Approximately 75% of the Board's surplus classrooms are located in Burlington and Oakville, with very few surplus classrooms in Halton Hills and Milton, outside of the newly opened St. Scholastica CES. Figure 1 illustrates the historical trends in surplus classrooms by municipality.

To contain operating expenses, surplus classrooms are closely monitored by staff. Many surplus classrooms are allocated to schools for program purposes and Board-wide system uses. The remaining surplus classrooms are closed to avoid unnecessary operating costs.





**Figure 2 – Historical Surplus Classrooms by Municipality**

## Conclusion

As student enrollment continues to grow within the Board, there has been an increase in portable classroom accommodation needs and the number of surplus classrooms across the Board has decreased. For the 2018-19 school year, the number of portable classroom units increased from the 2017-18 school year by 28 to a total of 192 units. The number of surplus classrooms decreased by 36 classrooms for the 2017-18 school year to 78 surplus classrooms throughout the Board.

Staff will continue to monitor portable classroom and surplus classroom utilization to contain operating expenditures wherever possible.

Report Prepared by: R. Merrick  
Superintendent, Facility Management Services

Report Submitted by: R. Merrick  
Superintendent, Facility Management Services

Report Approved by: P. Daly  
Director of Education and Secretary of the Board



## APPENDIX A – PORTABLE AND SURPLUS CLASSROOMS BY SCHOOL

School		Portable Classrooms			Surplus Classrooms		
		2017-18	2018-19	Difference	2017-18	2018-19	Difference
Burlington	Assumption	0	0	0	2	0	-2
	Ascension	0	0	0	4	2	-2
	Holy Rosary (B)	0	0	0	3	2	-1
	St. John (B)	0	0	0	4	3	-1
	St. Patrick	0	0	0	3	1	-2
	St. Paul	0	0	0	3	0	-3
	St. Raphael	0	0	0	2	1	-1
	Family Total	0	0	0	21	9	-12
	Corpus Christi	0	0	0	9	6	-3
	Sacred Heart of Jesus	0	0	0	1	0	-1
	St. Anne	5	6	+1	0	0	0
	St. Christopher	0	0	0	2	3	+1
	St. Elizabeth Seton	0	0	0	0	2	+2
	Family Total	5	6	+1	12	11	-1
	Notre Dame	0	4	+4	6	1	-5
	Canadian Martyrs	0	0	0	1	0	-1
	St. Gabriel	3	2	-1	0	0	0
	St. Mark	5	5	0	0	0	0
	St. Timothy	1	1	0	0	0	0
	Family Total	9	12	+3	7	1	-6
Halton Hills	Christ the King	12	15	+3	0	0	0
	Holy Cross	0	0	0	0	0	0
	St. Brigid	12	15	+3	0	0	0
	St. Catherine of Alexandria	2	3	+1	0	0	0
	St. Francis of Assisi	0	0	0	0	0	0
	St. Joseph (A)	0	0	0	1	1	0
Family Total	26	33	+7	1	1	0	
Milton	Bishop Reding	34	43	+9	0	0	0
	Holy Rosary (M)	0	0	0	3	1	-2
	Our Lady of Victory	0	0	0	0	0	0
	St. Anthony of Padua	11	10	-1	0	0	0
	St. Peter	3	3	0	0	0	0
	Family Total	48	56	+8	3	1	-2
	Jean Vanier	10	20	+10	0	0	0
	Guardian Angels	9	9	0	0	0	0
	Lumen Christi	0	1	+1	1	0	-1
	Our Lady of Fatima	6	4	-2	0	0	0
	Queen of Heaven	9	10	+1	0	0	0
	St. Benedict	12	12	0	0	0	0
	St. Scholastica	N/A	0	0	N/A	18	+18
	Family Total	46	56	+10	1	18	+17
Oakville	Holy Trinity	1	4	+3	5	0	-5
	Holy Family	0	0	0	4	4	0
	Our Lady of Peace	0	0	0	3	2	-1
	St. Andrew	7	6	-1	0	0	0
	St. John (O)	0	0	0	4	N/A	-4
	St. Marguerite d'Youville	0	0	0	1	1	0
	St. Michael	0	1	+1	3	0	-3
	Family Total	8	11	+3	20	7	-13
	St. Ignatius of Loyola	0	0	0	6	0	-6
	St. Bernadette	0	0	0	0	0	0
	St. Gregory the Great	2	1	-1	18	10	-8
	St. Joan of Arc	0	0	0	4	4	0
	St. John Paul II	3	0	-3	0	0	0
	St. Mary	0	0	0	0	0	0
	St. Matthew	2	5	+3	0	0	0
	St. Teresa of Calcutta	5	4	-1	6	8	+2
	Family Total	12	10	-2	34	22	-12
	St. Thomas Aquinas	3	0	-3	0	0	0
	St. Dominic	4	4	0	0	0	0
	St. Nicholas	3	4	+1	10	0	-10
	St. Luke	0	0	0	5	6	+1
	St. Vincent	0	0	0	0	2	+2
Family Total	10	8	-2	15	8	-7	
Board Total		164	192	+28	114	78	-36

## Regular Board Meeting

## Information Report

Bishop P.F. Reding Catholic Secondary School Sketch Plan Design	<b>Item 10.6</b>
Tuesday, October 2, 2018	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.** Educational experiences and opportunities are differentiated to support all learners.

### Purpose

To present the Sketch Plan Design Book for the Bishop P.F. Reding Catholic Secondary School building addition project in the Town of Milton.

### Background Information

On June 12, 2017, the Ministry issued Memorandum 2017:B7 Request for Capital Priorities Project Funding Submissions, directing school boards to submit their 2017 Capital Priorities funding requests for consideration by the Ministry no later than September 8, 2017. Staff prepared a priority ranking of the proposed 2017 Capital Priorities Business Cases and Request of Early Year Capital Program (EYCP) Submission projects and presented [Action Report 8.17](#) for Trustee approval at the June 20, 2017, Regular Meeting of the Board. Subsequently, staff submitted to the Ministry the Board's 2017 Capital Priorities funding requests and the associated business cases for the top 8 projects as approved by the Board.

On January 19, 2018, the Board was informed of the Ministry's approval of Capital Priorities funding for the new Bishop P.F. Reding Catholic Secondary School building addition. The Minister of Education, Indira Naidoo-Harris, made the announcement that the Province of Ontario will fund the new addition to Bishop P.F. Reding School, as proposed by the Board. The Ministry approved a total funding allocation of \$20,130,036 for the project. The Board of Trustees unanimously authorized staff to proceed with capital planning for the project and approved the project budget through [Action Report 8.4](#) at the April 17, 2018, Regular Meeting of the Board.



## Comments

Staff has been working diligently to expedite the project preparations and start construction of the Bishop P.F. Reding Catholic Secondary School building addition project to achieve an initial occupancy date of September 2019.

The current Bishop P.F. Reding School was opened in 1988 and designed to accommodate 977 pupils. Since that time, the school enrolment has increased to more than 1900 students. The new addition to the Bishop P.F. Reding School building will add 609 permanent students' spaces to accommodate the long-term enrollment for Northeast Milton. The addition is comprised of four parts, which are detailed below.

Part 1 of the addition will house the majority of the new classrooms spaces and be located on the northwest corner of the existing school building. The new classroom area will consist of seven science laboratories and twenty regular classrooms, along with new washrooms and teacher workrooms.

Part 2 of the addition will be the new cafeteria space, appropriately sized for the increased capacity of the school. The new cafeteria space will be located at the northeast corner of the existing building. A new servery and commercial teaching kitchen will be connected to the new cafeteria. A new main entrance and atrium space will also be included in these works.

Part 3 of the addition will be the new child care centre, located at the southeast corner of the existing school building. The new space will feature infant, toddler and preschool programming. The child care centre will conform to the latest Provincial standards and replace the existing child care centre at Bishop P.F. Reding School.

Part 4 of the addition will incorporate a 4<sup>th</sup> gymnasium and exercise room into the existing athletic facilities at Bishop P.F. Reding School. The additional gymnasium will be located at the southwest corner of the existing building.

Parts 1 to 3 will commence construction in the Fall of 2018. Commencement of construction on Part 4 requires the completion of Part 3 and the relocation of the existing child care centre. The target date to start construction on Part 4 is Fall 2019.

Extensive renovations to the existing school facility will also be incorporated with the new addition works. Many of these renovations commenced in Summer 2018, and will continue in Summer 2019.

Snyder Architects Inc. has prepared a Sketch Plan Design Book, which summarizes the preliminary project work for the Bishop P.F. Reding School building addition project and is attached as Appendix A. The sketch plans document includes a description of the school design, the academic building program, preliminary school site and building information, schedule, site plan and floor plans.

## Conclusion

The 609 pupil place building addition at Bishop P.F. Reding Catholic Elementary School is underway. Project information including the school design, academic building program, site plan and floor plans have been summarized by Snyder Architects and are attached to this report.



Building permit submission and construction tendering for the project is expected to be completed in November 2018. Construction of the new school is anticipated to commence immediately after the conclusion of the tender process. The September 2019 occupancy date for building addition Parts 1 to 3 is an ambitious goal and is contingent on a number of factors, some beyond the control of the Board. Every effort will be made to achieve the September 2019 completion date.

**Report Prepared by:** R. Merrick  
Superintendent, Facility Management Services

**Report Submitted by:** R. Merrick  
Superintendent, Facility Management Services

**Report Approved by:** P. Daly  
Director of Education and Secretary of the Board



## Sketch Plans

for the Addition and Renovation of

### **BISHOP REDING CATHOLIC SECONDARY SCHOOL** Milton, Ontario

September 26, 2018

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## 1.0 Building Program

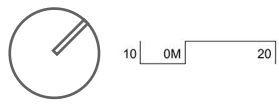
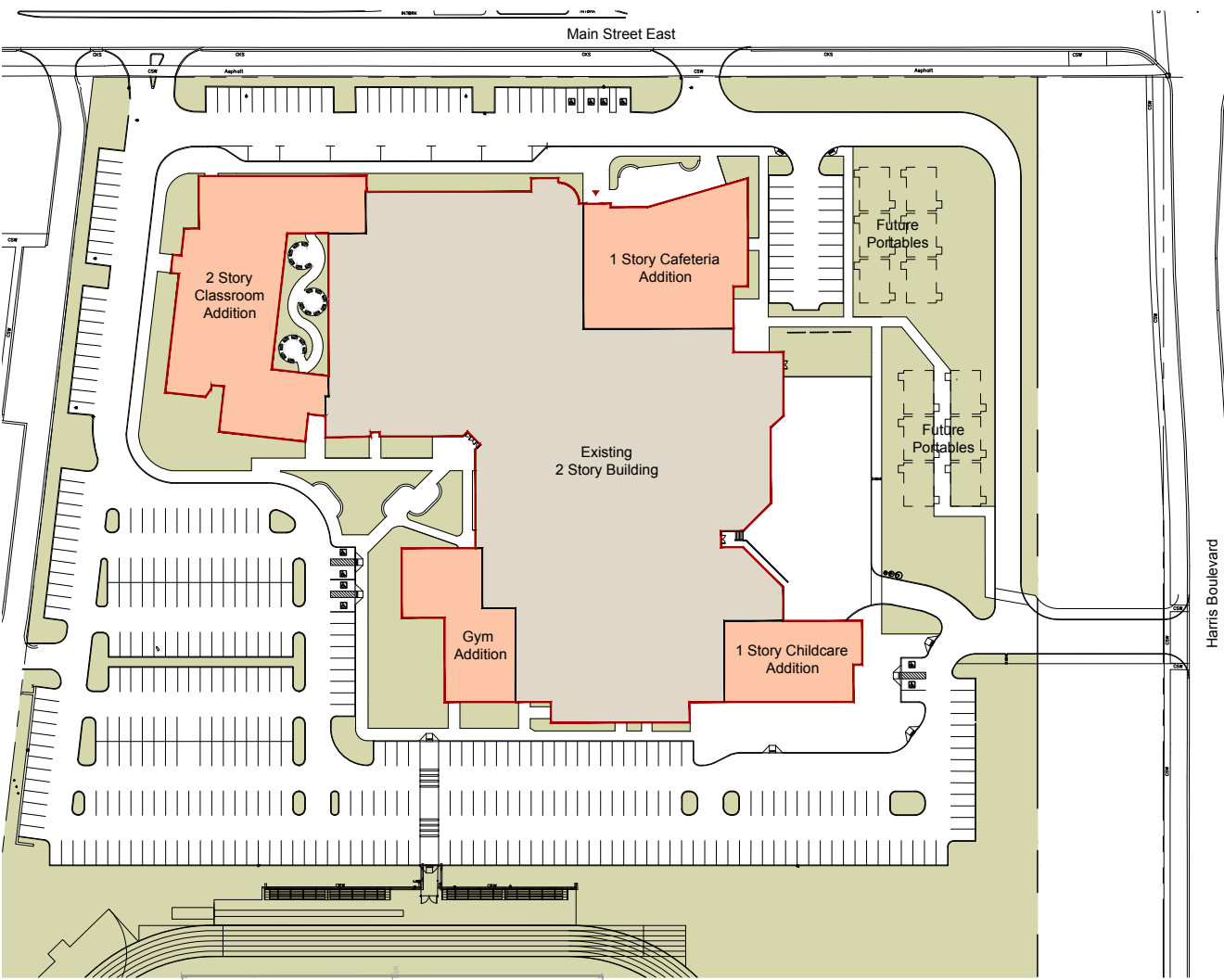
Room Number	Room Name	Level	Area (m <sup>2</sup> )
<b>ADDITIONS</b>			
FIRST FLOOR			
1156	CUST.	Level 1	7.4 m <sup>2</sup>
1157	VEST.	Level 1	8.6 m <sup>2</sup>
1158	EXERCISE RM.	Level 1	184 m <sup>2</sup>
1159	STORAGE	Level 1	21.4 m <sup>2</sup>
1160	STORAGE	Level 1	18 m <sup>2</sup>
1161	GYM 'D'	Level 1	360 m <sup>2</sup>
1191	CAFETERIA	Level 1	510 m <sup>2</sup>
1192	HOSPITALITY	Level 1	107 m <sup>2</sup>
1193	WR	Level 1	21 m <sup>2</sup>
1194	WR	Level 1	21 m <sup>2</sup>
1195	LAUN/STOR	Level 1	11.2 m <sup>2</sup>
1196	CUST.	Level 1	4.3 m <sup>2</sup>
1197	OFFICE	Level 1	5.1 m <sup>2</sup>
1198	DRY STOR.	Level 1	7.1 m <sup>2</sup>
1199	KITCHEN	Level 1	51 m <sup>2</sup>
1200	CH. RM.	Level 1	4.3 m <sup>2</sup>
1201	WR	Level 1	3 m <sup>2</sup>
1202	SERVERY	Level 1	76.2 m <sup>2</sup>
1203A	LOUNGE	Level 1	27.3 m <sup>2</sup>
1205	VEST.	Level 1	34 m <sup>2</sup>
1207	CLASSROOM #1	Level 1	69 m <sup>2</sup>
1208	CLASSROOM #2	Level 1	69 m <sup>2</sup>
1209	CLASSROOM #3	Level 1	69 m <sup>2</sup>
1210	CLASSROOM #4	Level 1	69 m <sup>2</sup>
1211	WORK RM.	Level 1	36 m <sup>2</sup>
1213	CLASSROOM #5	Level 1	69 m <sup>2</sup>
1214	CUST.	Level 1	2.4 m <sup>2</sup>
1215	UNIV. WR.	Level 1	17 m <sup>2</sup>
1216	OFFICE	Level 1	9.3 m <sup>2</sup>
1217	VEST.	Level 1	15.7 m <sup>2</sup>
1218	CLASSROOM #6	Level 1	69 m <sup>2</sup>
1219	CLASSROOM #7	Level 1	69 m <sup>2</sup>
1220	CLASSROOM #8	Level 1	69 m <sup>2</sup>
1221	CLASSROOM #9	Level 1	69 m <sup>2</sup>
1222	CLASSROOM #10	Level 1	69 m <sup>2</sup>
1223	CLASSROOM #11	Level 1	69 m <sup>2</sup>
1224	CLASSROOM #12	Level 1	69 m <sup>2</sup>
1225	VEST.	Level 1	12.5 m <sup>2</sup>
1226	WR	Level 1	23 m <sup>2</sup>
1227	WR	Level 1	25 m <sup>2</sup>
1228	LAN	Level 1	4.4 m <sup>2</sup>
1229	WR	Level 1	3.2 m <sup>2</sup>
1230	CLASSROOM #16	Level 1	69 m <sup>2</sup>
1231	CLASSROOM #15	Level 1	69 m <sup>2</sup>
1232	CLASSROOM #14	Level 1	69 m <sup>2</sup>
1233	CLASSROOM #13	Level 1	69 m <sup>2</sup>
1237	OUTDOOR CLASSROOM	Level 1	393 m <sup>2</sup>
1239	VEST.	Level 1	8.4 m <sup>2</sup>
1241	VEST.	Level 1	8.9 m <sup>2</sup>



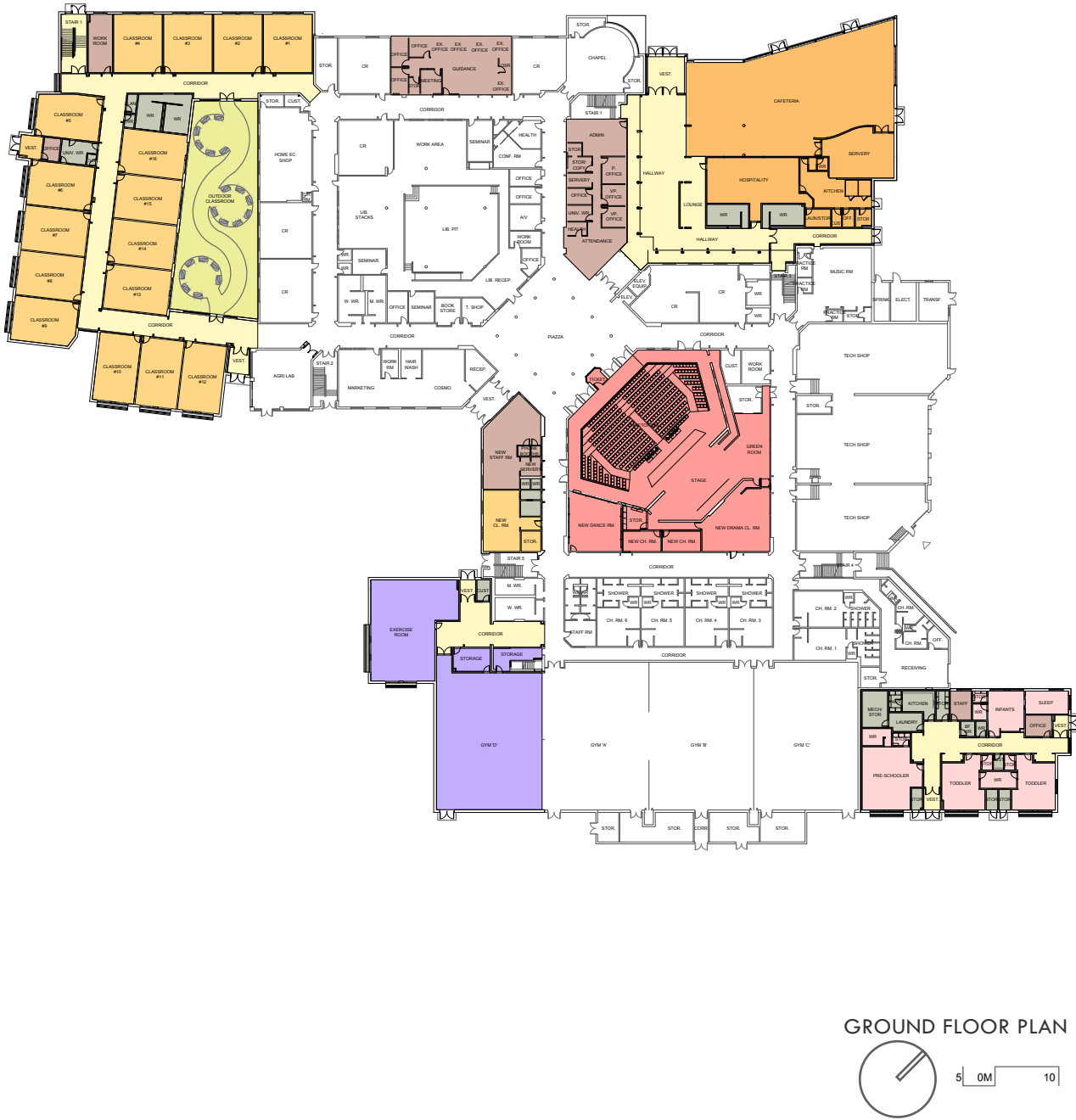
1242	SLEEP	Level 1	24 m <sup>2</sup>
1243	OFFICE	Level 1	14 m <sup>2</sup>
1244	INFANTS	Level 1	39.2 m <sup>2</sup>
1245	STOR.	Level 1	4 m <sup>2</sup>
1246	WR	Level 1	5.5 m <sup>2</sup>
1247	WR	Level 1	4 m <sup>2</sup>
1248	BF. WR	Level 1	5.1 m <sup>2</sup>
1249	STAFF.	Level 1	14.7 m <sup>2</sup>
1250	STOR.	Level 1	9 m <sup>2</sup>
1251	KITCHEN	Level 1	18.6 m <sup>2</sup>
1252	PANT.	Level 1	6.2 m <sup>2</sup>
1253	LAUNDRY	Level 1	15 m <sup>2</sup>
1254	MECH/STOR.	Level 1	22.7 m <sup>2</sup>
1255	PRE-SCHOOLER	Level 1	81 m <sup>2</sup>
1256	STOR.	Level 1	5.2 m <sup>2</sup>
1257	WR	Level 1	12 m <sup>2</sup>
1258	TODDLER	Level 1	49.5 m <sup>2</sup>
1259	STOR.	Level 1	4 m <sup>2</sup>
1260	CUST.	Level 1	4 m <sup>2</sup>
1261	TODDLER	Level 1	49.5 m <sup>2</sup>
1262	STOR.	Level 1	4 m <sup>2</sup>
1263	WR	Level 1	15 m <sup>2</sup>
1264	STORAE	Level 1	5.8 m <sup>2</sup>
1265	STORAGE	Level 1	5.8 m <sup>2</sup>
1266	STORAGE	Level 1	5.9 m <sup>2</sup>
SECOND FLOOR			
2097	XXX	Level 2	18 m <sup>2</sup>
2098	CLASSROOM #17	Level 2	69 m <sup>2</sup>
2099	CLASSROOM #18	Level 2	69 m <sup>2</sup>
2100	CLASSROOM #19	Level 2	69 m <sup>2</sup>
2101	CLASSROOM #20	Level 2	69 m <sup>2</sup>
2102	WORK RM.	Level 2	36 m <sup>2</sup>
2104	UNIV. WR	Level 2	10 m <sup>2</sup>
2105	CUST.	Level 2	2.4 m <sup>2</sup>
2106	STORAGE	Level 2	21 m <sup>2</sup>
2107	GEN. SCIENCE	Level 2	96 m <sup>2</sup>
2108	GEN. SCIENCE	Level 2	96 m <sup>2</sup>
2109	GEN. SCIENCE	Level 2	96 m <sup>2</sup>
2110	WORK RM.	Level 2	58 m <sup>2</sup>
2111	PHYSICS	Level 2	109 m <sup>2</sup>
2112	GEN. SCIENCE	Level 2	98 m <sup>2</sup>
2113	WR	Level 2	25 m <sup>2</sup>
2114	WR	Level 2	23 m <sup>2</sup>
2115	LAN	Level 2	4.4 m <sup>2</sup>
2116	WR	Level 2	3.2 m <sup>2</sup>
2117	CHEMISTRY	Level 2	115 m <sup>2</sup>
2118	PREP.	Level 2	29.5 m <sup>2</sup>
2119	ST.	Level 2	13 m <sup>2</sup>
2120	BIOLOGY	Level 2	114 m <sup>2</sup>
RENOVATIONS			
FIRST FLOOR			
1009	ATTENDANCE	Level 1	46 m <sup>2</sup>
1010	HEALTH	Level 1	6.2 m <sup>2</sup>

1011	UNIV. WR	Level 1	9.5 m <sup>2</sup>
1012	OFFICE	Level 1	9.5 m <sup>2</sup>
1013	SERVERY	Level 1	8.5 m <sup>2</sup>
1014	STOR/COPY	Level 1	14 m <sup>2</sup>
1015	VP	Level 1	11.9 m <sup>2</sup>
1016	VP	Level 1	11.9 m <sup>2</sup>
1017	P	Level 1	15.3 m <sup>2</sup>
1018	ADMIN	Level 1	45 m <sup>2</sup>
1019	MEETING	Level 1	12 m <sup>2</sup>
1020	STOR	Level 1	4.7 m <sup>2</sup>
1021	OFFICE	Level 1	11 m <sup>2</sup>
1022	GUIDANCE	Level 1	54.2 m <sup>2</sup>
1028	EX. OFFICE	Level 1	10 m <sup>2</sup>
1030	EX. OFFICE	Level 1	10 m <sup>2</sup>
1031	EX. OFFICE	Level 1	10 m <sup>2</sup>
1032	EX. OFFICE	Level 1	8.5 m <sup>2</sup>
1033	EX. OFFICE	Level 1	8 m <sup>2</sup>
1034	OSR STOR	Level 1	4.7 m <sup>2</sup>
1035	OFFICE	Level 1	10 m <sup>2</sup>
1036	OFFICE	Level 1	12 m <sup>2</sup>
1177	NEW STOR.	Level 1	10 m <sup>2</sup>
1178	NEW CL. RM.	Level 1	61 m <sup>2</sup>
1179	PHONE BOOTHS	Level 1	3.1 m <sup>2</sup>
1180	PHONE BOOTHS	Level 1	2.4 m <sup>2</sup>
1181	EX. WR	Level 1	2.5 m <sup>2</sup>
1182	EX. WR	Level 1	2.5 m <sup>2</sup>
1183	STAFF ROOM	Level 1	89.3 m <sup>2</sup>
1183A	NEW SERVERY	Level 1	9.2 m <sup>2</sup>
1184	NEW DRAMA CL. RM.	Level 1	90 m <sup>2</sup>
1185A	NEW CH. RM.	Level 1	19 m <sup>2</sup>
1185B	NEW CH. RM.	Level 1	19 m <sup>2</sup>
1186	NEW STOR.	Level 1	12 m <sup>2</sup>
1187	NEW DANCE RM.	Level 1	70 m <sup>2</sup>
1188	THEATRE	Level 1	408 m <sup>2</sup>
1189	EXIST. STAGE	Level 1	154.4 m <sup>2</sup>
1189	NEW GREEN RM.	Level 1	56.1 m <sup>2</sup>
1190	TICKET	Level 1	6.1 m <sup>2</sup>
SECOND FLOOR			
2041	TECH. DESIGN	Level 2	101 m <sup>2</sup>
2042	COMP. TECH.	Level 2	102 m <sup>2</sup>
2043	COMP. SCI.	Level 2	102 m <sup>2</sup>
2044	COMP. ENG.	Level 2	102 m <sup>2</sup>
2045	COMP. WORK RM.	Level 2	72 m <sup>2</sup>
2046	STOR.	Level 2	10.2 m <sup>2</sup>
2047	COMP. ENG.	Level 2	108 m <sup>2</sup>
2048	WR	Level 2	4.6 m <sup>2</sup>
2049	WR	Level 2	4.6 m <sup>2</sup>
2053	SEMINAR	Level 2	24.6 m <sup>2</sup>
2054	SEMINAR	Level 2	24.6 m <sup>2</sup>
2055	WORK RM	Level 2	51 m <sup>2</sup>
2124	NEW WORK RM.	Level 2	51 m <sup>2</sup>
2125	NEW CLASSROOM	Level 2	98 m <sup>2</sup>
2126	NEW STOR.	Level 2	2.5 m <sup>2</sup>

2.0 Site Plan



### 3.0 Floor Plans

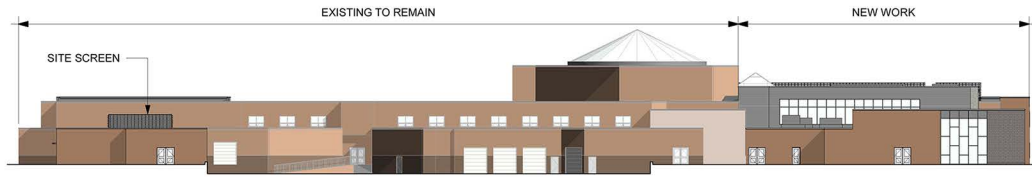




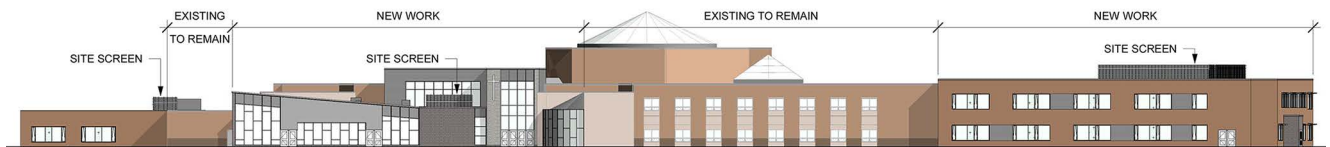
SECOND FLOOR PLAN



## 4.0 Building Elevations



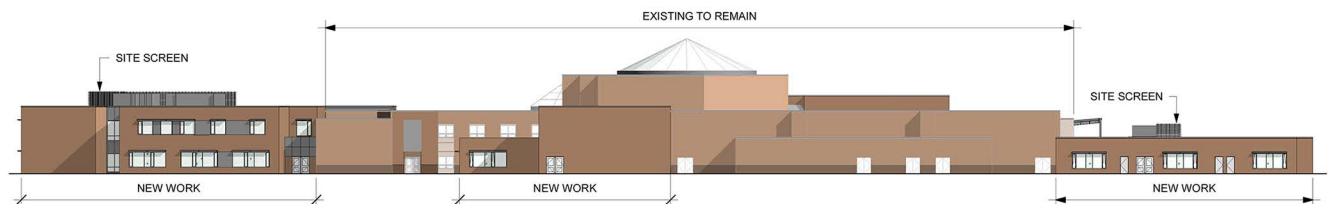
EAST ELEVATION



NORTH ELEVATION



WEST ELEVATION



SOUTH ELEVATION

## 5.0 Exterior Rendering





Assumption Catholic Secondary School Sketch Plan Design	Item 10.7
Tuesday, October 2, 2018	

## Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.** Educational experiences and opportunities are differentiated to support all learners.

## Purpose

To present the Sketch Plan Design Book for the Assumption Catholic Secondary School building addition project in the City of Burlington.

## Background Information

Staff presented the Board's Long-Term Facility Renewal Strategy (LTFRS) at the September 19, 2017, Regular Meeting of the Board as [Information Report 10.4](#). This plan was the third-generation facility renewal plan for the improvement of learning facilities to support student learning and excellence in Catholic education. Facility Management Services recognizes the continuous need to address facilities to ensure the best learning environments for our students. The renewal of Assumption Catholic Secondary School was identified as a major part of the LTFRS.

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

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





Staff further developed and presented a comprehensive school renewal plan for Assumption Catholic Secondary School at the January 16, 2018, Regular Meeting of the Board. The proposed renewal plan also incorporated a modest building addition to improve the common spaces of the school and allow the school to accommodate future enrolment.

At the February 6, 2018, Regular Meeting of the Board, in [Action Report 8.6](#), Trustees approved Phase 1 of the Assumption School renewal project, which involved the renovation of the existing science laboratories and adding air conditioning capabilities to the double gymnasium. Staff indicated to Trustees that they would continue to work on the necessary approvals for future phases of the project, including the proposed building addition.

At the May 15, 2018, Regular Meeting of the Board, in [Action Report 8.5](#), Trustees approved Phase 2 of the Assumption School renewal project. The Phase 2 renovations were more extensive than Phase 1 and included a four-classroom addition. An accelerated timeline was also approved, which would relocate the school community during the 2018-19 school year to complete the renovations.

## Comments

Staff has been working diligently to expedite the project preparations and start construction of the Assumption Catholic Secondary School building addition and renovation project to achieve an occupancy date of September 2019.

The forthcoming renovation of the Assumption School building includes many upgrades to critical building components. Improved lighting and ventilation will provide excellent learning environments for students and staff for many years to come. In addition to the critical building component upgrades required at Assumption School, several design improvements are needed to improve the form and function of the building to offer better programming for students. The majority of the Assumption School facility was constructed prior to full funding for the Catholic education system in Ontario; thus, the space program and funding model were very different. The proposed renewal works will attempt to resolve these deficiencies and close the gap versus other secondary schools in the Board.

As part of the new addition works, an expanded cafeteria and new library will be constructed. A new third-story will be added above the existing cafeteria to house the four new classrooms. Accessibility standards will also be improved throughout the school, in addition to several other programming improvements.

Svedas Architects Inc. has prepared a Sketch Plan Design Book, which summarizes the project work for the Assumption School building addition and renovation project. The design book is attached as Appendix A. The sketch plans document includes a description of the school design, the academic building program, preliminary school site and building information, schedule, site plan and floor plans.



## Conclusion

The 84 pupil place building addition and building renovation at Assumption Catholic Secondary School is underway. Project information including the school design, academic building program, site plan and floor plans have been summarized by Svedas Architects and are attached to this report.

Building permit submission and construction tendering for the project is expected to be completed in October and November 2018. Construction is anticipated to commence immediately after the conclusion of the tender process. The September 2019 occupancy date is an ambitious goal and is contingent on a number of factors, some beyond the control of the Board. Every effort will be made to achieve the September 2019 completion date.

**Report Prepared by:** R. Merrick  
Superintendent, Facility Management Services

**Report Submitted by:** R. Merrick  
Superintendent, Facility Management Services

**Report Approved by:** P. Daly  
Director of Education and Secretary of the Board

## Sketch Plans

# ASSUMPTION CATHOLIC SECONDARY SCHOOL

September 25, 2018



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3. Building Program.....	7
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## **1.0 School Design Description**

The proposed addition to Assumption Catholic Secondary School has a Functional Building Capacity (FBC) of 1,041 pupils. The total square footage for the school building is 13,147 square meters (141,513 square feet) and is located on a 2.19 ha (5.43 acres) site in southern Burlington.

Assumption Catholic Secondary School design complies with the Board's academic program while achieving a low ratio of ancillary circulation space to program space. All three (3) stories are fully accessible.

The site and front portion of existing school are reworked to allow fluid movement of pedestrians, vehicles and school buses. An avenue is created leading from Woodward Avenue towards the main entrance. A new student outdoor plaza is created immediately in front of the school with landscaped area and hardscape providing ample seating and informal gathering for students.

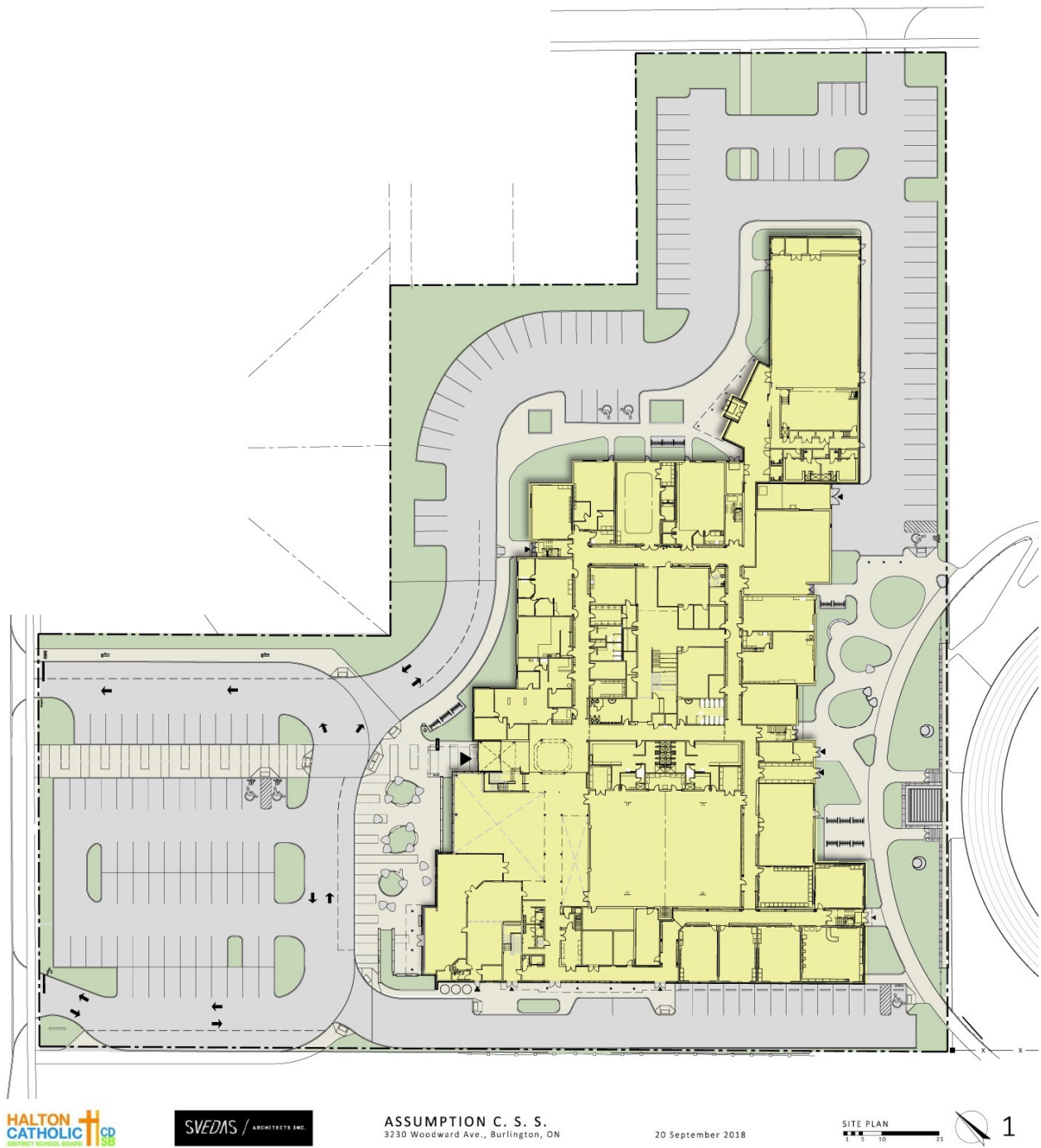
The 1,883 m<sup>2</sup> (20,268 SF) addition is located to the north-west of the existing building. The new entrance is framed by a 2 storey canopy. To the left of the Main Entrance is the refreshed existing office and to the right is the student Hub with new Cafeteria and Servery. New support spaces, including washrooms and elevator are located just west of the existing Gymnasium. A new Gallery and Student Teaching/Gathering Stair, Student Success, Classroom and ancillary spaces are located centrally at the heart of the school. A new Exercise Room is provided just south of the existing Gymnasium. The east end of the school has a new corridor linking the school to the 3<sup>rd</sup> Gymnasium/Stage area, as well refreshed Art Classroom, Special Education and Wood Shop Classroom.

The new Resource Room is located on the second floor and overlooks the front exterior student common space to the north and the student Hub on the interior to the East. Ancillary spaces including Washrooms and Elevator are located in close proximity to the new Resource Room. The second floor also has an interior corridor linking the new Resource/Library to the existing classroom addition completed in 2000. A new Hospitality Classroom is located on the Second floor near the Student Teaching/Gathering Stair.

On the third floor four (4) additional classrooms, ancillary spaces including washrooms and elevator are provided, making the 3 storey school fully accessible.

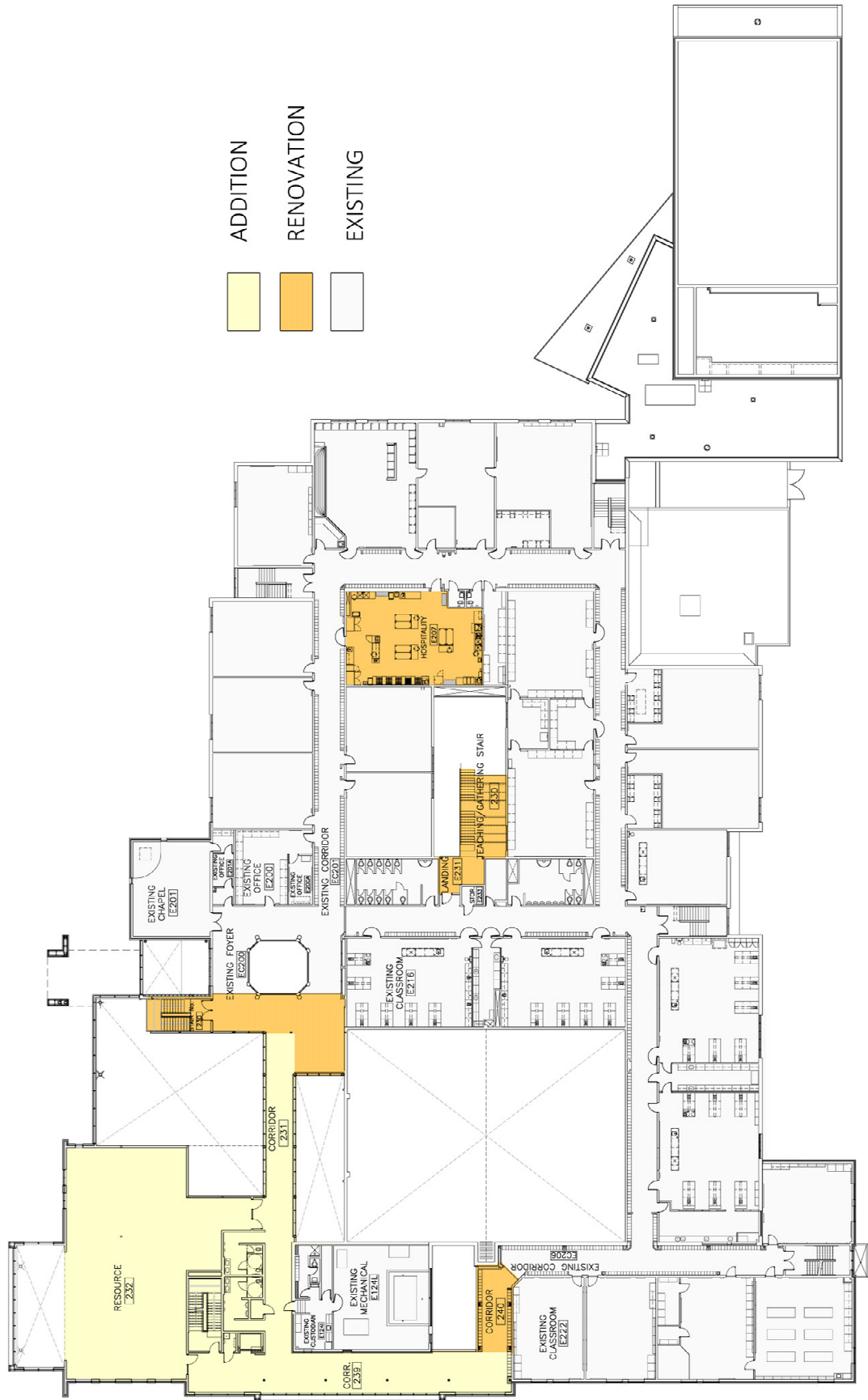
## 2.0 Drawings

Drawings of the proposed new Assumption Catholic Secondary School follow. They include Site plan, Ground, Second and Third Floor Plans, and Perspectives.

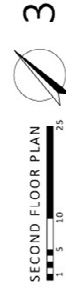








- ADDITION  
RENOVATION  
EXISTING



SECOND FLOOR PLAN 3

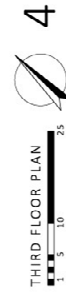
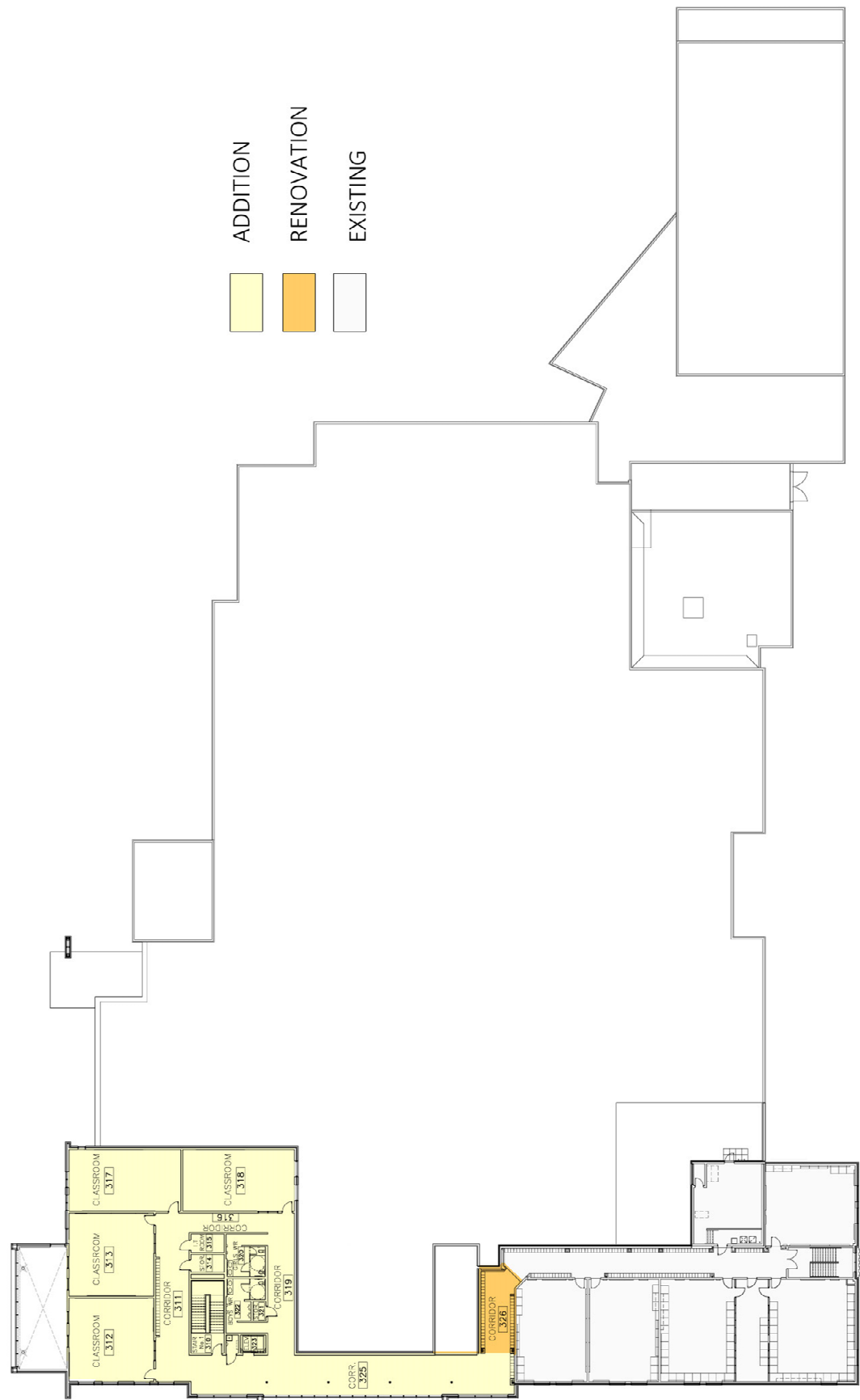
20 September 2018

ASSUMPTION C. S. S.  
3230 Woodward Ave., Burlington, ON

SVEDAS / ARCHITECTS INC.

HALTON CATHOLIC DISTRICT SCHOOL BOARD





THIRD FLOOR PLAN

20 September 2018

ASSUMPTION C. S. S.  
3230 Woodward Ave., Burlington, ON

SVEDAS / ARCHITECTS INC.





Exterior View

### 3.0 Building Program

Room Number	Space Type	Pupil Loading
<b>GROUND FLOOR</b>		
E100B	Exist. Admin	0
E100D	Exist. Meeting	0
E100E	Exist. Principal	0
EC100	Exist. Foyer	0
EC101	Exist. Corridor	0
101	Resource Room	12
102/103	Classroom	21
104	Theatre/Dramatic Arts	21
105	Music Rm (Instrumental)	21
106	Technical/Vocational	21
107	Exist. Special Ed.	21
108	Art Room	21
109	Classroom	21
110	New Exercise Room	21
111	New Exercise Room	21
112	Classroom	21
113A	Existing Gymnasium	21
113B	Existing Gymnasium	21
113C	Gym Storage	0
113D	Exist. Gym Storage	0
E114	Classroom	21
115	Classroom	21
116	Classroom	21
117	Technical/Vocational	21
118	Classroom	21
119	Teaching/Gathering Stair	0
E119D	Gallery	0
119F	Student Success	0
119G	Office	0
119H	Quiet Room	0

119I	Classroom	21
120	Gymnasium	0
E124G	Exist. Custodian	0
131	Vestibule	0
133	Corridor	0
134	Hub	0
135	Cafeteria	0
136	Servery	0
136A	Kitchen	0
136	Office/Storage	0
137	Girls WR	0
139	Boys WR	0
140	Elevator	0
143	Corridor	0
144	Receiving	0
145	Social Work Room	0
146	Corridor	0

**SECOND FLOOR**

EC200	Exist. Foyer	0
E200	Exist. Office	0
E200A	Exist. Office	0
201	Chapel	0
202	Classroom	21
203	Classroom	21
204	Classroom	21
205	Classroom	21
206	Classroom	21
E206	Exist. Corridor	0
207	Hospitality Classroom	21
208	Classroom	21
209	Classroom	21
210	Classroom	21

211	Computer Room	21
212	Classroom	21
213	Computer Room	21
214	Classroom	21
215	Classroom	21
216	Science Laboratory	21
217	Science Laboratory	21
218	Science Laboratory	21
219	Science Laboratory	21
221	Classroom	21
222	Classroom	21
223	Technical/Vocational	21
224	Science Laboratory	21
225	Classroom	21
230	Teaching/Gathering Stair	0
E231	Landing	0
231	Corridor	0
232	Library Resource Centre	0

**THIRD FLOOR**

301	Classroom	21
302	Classroom	21
303	Computer Room	21
304	Computer Room	21
305	Classroom	21
310	Stair No. 1	0
311	Corridor	0
312	Classroom	21
313	Classroom	21
314	Storage	0
315	IT Room	0
316	Corridor	0
317	Classroom	21
318	Classroom	21

319	Corridor	0
320	Girls WR	0
321	Storage	0
322	Boys WR	0
323	Elevator	0
325	Corridor	0
326	Corridor	0

<b>Total</b>	<b>1041</b>
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## 4.0 Preliminary Project Information

SITE	
Site Area	2.19 ha (5.43 acres)
Building Coverage	7,011 m <sup>2</sup>
Lot Coverage	31.9 %
Designated Accessible Parking	6
Total Parking Provided (incl. overflow)	160

BUILDING	
First Floor GFA	7,011 m <sup>2</sup> (75,465 ft <sup>2</sup> )
Second Floor GFA	4,793 m <sup>2</sup> (51,591 ft <sup>2</sup> )
	1,343 m <sup>2</sup> (14,455 ft <sup>2</sup> )
Total GFA	13,147 m <sup>2</sup> (141,513 ft <sup>2</sup> )

SCHEDULE *	
Tender (sequential)	October 18, 2018
Start of Construction	November 30, 2018
Occupancy	September 2019

\* Note that the September 2019 occupancy date is contingent upon the 2018 Municipal Approvals Date.



## Regular Board Meeting

## Information Report

Audit Committee Meeting Report to the Board of Trustees	Item 10.8
October 2, 2018	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

In accordance with Ministry of Education guidelines, after each Audit Committee meeting, the Audit Committee chair or the Superintendent of Business Services will provide an update of the matters discussed at the Audit Committee meeting. Where the Audit Committee brings forward a recommendation for the Board to adopt, the recommendation would be included in this report as well.

### Background Information

1. Information Report 10.6 Audit Committee Report to the Board of Trustees of the June 19, 2018 Regular Board Meeting.
2. Information Report 10.4 Audit Committee Report to the Board of Trustees of the November 21, 2017 Regular Board Meeting.

### Comments

The most recent Halton Catholic District School Board's statutory Audit Committee meeting was held on September 27, 2018. The following action items were presented at this meeting:

- **Revised Internal Audit Plan for 2018-19:** The Superintendent of Business Services and the Regional Internal Audit Manager presented the revised 2018-19 internal audit plan and the Audit Committee recommends that this item be approved by the Board of Trustees at the October 16, 2018 Regular Board Meeting. The original internal audit plan, approved at the June 19, 2018 Regular Board Meeting included a Health and Safety audit and a Privacy audit. Senior staff identified the need for a value for money Printing Services audit, to assist in finding efficiencies and align with the budget consultation process and the Board's direction to reduce printing costs. The Regional Internal Audit Manager was consulted and agreed to include this audit in the 2018-19 internal audit plan, and defer the Privacy audit to 2019-20.





The following resolution was approved by the Audit Committee:

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>Resolved</b> , that the Audit Committee recommend to the Board of Trustees that the Regional Internal Audit Team's Revised 2018-2019 Audit Plan be approved at the October 16, 2018 Regular Board Meeting.	

The following information items were discussed at the open Audit Committee meeting:

- The Regional Internal Audit Manager provided an update on the Regional Internal Audit Team's training plan, confirmed their independence and reviewed the internal audit mandate. The mandate required to be signed by the new Director of Education, the new Audit Committee Chair and the Regional Internal Audit Manager.
- The Superintendent of Business Services informed the Audit Committee of a recent school board audit and survey performed by the Auditor General. This year's audit involved three (3) school boards and focused on Information Technology, the possibility of a single provincial platform for various systems, in particular relating to the student information system, and training for staff on newly acquired technology / tools to be used in the classroom. A survey was also issued to all schoolboards, with a deadline of September 14, 2018. It is expected that the report will be available in December.
- The Preliminary Budget Report for September 1, 2017 to August 31, 2018 was presented to the Audit Committee, in anticipation of the financial statements completion.

## Conclusion

As per Ministry of Education guidelines, the Board can expect to receive an updated Audit Committee Report at following Regular Board Meeting. Trustees have access to the full Audit Committee agenda package and are invited to attend all meetings.

**Report Submitted by:** R. Negoï  
Superintendent of Business Services and Treasurer of the Board

**Report Approved by:** J. Fahrer  
Chair of the Audit Committee

Planning Services Work Plan for 2018-2019	Item 10.9
October 2, 2018	

## Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

## Purpose

To inform the Board of Trustees of the major projects that shall be undertaken by Planning Services over the course of the 2018-2019 school year, as well as anticipated milestones of when these projects are anticipated to be initiated.

Recurring annual projects completed by Planning Services typically include, but are not limited to: Long-Term Capital Plan updates; Education Development Charge (EDC) By-Law updates; boundary and accommodation reviews; and future capital project submissions.

## Background Information

- 1) Action Report 8.2, “2018 Long-Term Capital Plan (LTCP)” from the June 5, 2018 Regular Meeting of the Board.

## Comments

The purpose of this report is to provide the Board of Trustees with tentative milestones on when the Planning Services department will be reporting to Trustees, and Community Stakeholders. Detailed calendar dates will be subsequently provided as the process advances over the course of the year.

This report is for information purposes only. The final implementation of the projects shall ultimately require Board approvals for implementation.

This report shall also double as the “Annual School Accommodation Update Report” for the 2018-2019 school year. This is a requirement of Administrative Procedure VI-88: School Boundary Review Process, which requires Planning Services to identify potential accommodation projects.



## A 2019 LONG-TERM CAPITAL PLAN UPDATE (LTCP):

On June 5, 2018, the Board of Trustees approved in principle the new 2018 Long-Term Capital Plan, effectively superseding the 2013 Long-Term Capital Plan. The plan can be accessed [here](#), and is also presented within the interactive School Planning website (<https://schoolplanning.hcdsb.org/>).

As a new initiative, Planning Services will now complete annual updates and enhancements to the LTCP, as opposed to five (5) year cycles. This is to ensure the plan remains relevant to the current trends.

Accordingly, as part of the first annual review and update cycle, Planning Services intends to accomplish the following updates and enhancements:

- Update 15-year Enrolment Projections
- Update 15-year Yields
- Update 15-year Projects list
- Update Feeder School graphics
- Introduce new Birth Rate Data and Child Care Tax Benefit Information (if available)
- Identification of Capital Priorities Facility Partnership opportunities
- Identification of Holding &/or Development Areas

To complete the process, Planning Services anticipates to complete the following milestones over the 2018-2019 school year. Note all information will be posted on the aforementioned website.

TENTATIVE DATE	FORUM	ACTIONS
<b>October 2, 2018</b>	<b>Board Meeting</b>	<b>2018 Planning Services Work Plan</b>
Oct – Nov, 2018	Internal	Develop and complete preliminary enrolment projections for submission to the Ministry of Education
<b>December 2018</b>	<b>Ministry Submission</b>	<b>Enrolment Projection Submission</b>
<b>December 18, 2018</b>	<b>Board Meeting</b>	<b>LTCP – Preliminary Enrolment Projection Report</b>
February 2018	Publish Materials Online	LTCP - Updated Projections Posted Online
<b>April 16, 2018</b>	<b>Board Meeting</b>	<b>LTCP – Annual Facility Accommodation Report</b>
April 2018	Notification	Notifications sent regarding LTCP Public Meeting
<b>May 7, 2018</b>	<b>Board Meeting</b>	<b>Draft Report for LTCP</b>
May 2018	Public Meeting	Draft CPFP & 2018 LTCP Public Meeting
May 2018	Survey	Survey Launch
<b>May 21, 2018</b>	<b>Board Meeting</b>	<b>Delegations and Information Report for LTCP</b>
<b>June 4, 2018</b>	<b>Board Meeting</b>	<b>LTCP approval in principle</b>



## **B 2019 AMENDMENT TO THE 2018 EDUCATION DEVELOPMENT CHARGE (EDC) BY-LAW :**

During the 2017-18 school year, Board staff sought to renew the 2013 Education Development Charges By-law, as it reaches its five (5) year term, effectively expiring on June 24, 2018. Throughout the year, staff completed the necessary Background Study to pass a new By-law.

As the Board is aware, the Ministry was unable to grant approval on the Board's Background report prior, and following the Provincial election. This resulted in the By-law lapsing for a short period of time.

In working with the Ministry and the Province, a one (1) year by-law using the current rates was approved. Accordingly, on June 28, 2018, the Board passed the By-law, which came into effect on July 4, 2018. The by-law is set to expire on July 4, 2019.

Board staff is working with the Province and the Ministry to proceed with amending the by-law. Given that the Background Study is less than one (1) year of age, it can be used for the purpose of the amendment. The scope of the amendment will be twofold:

- 1) Increase the charges to reflect the increasing lands values and updated site requirements originally identified in the 2018 EDC Background Study (see Figure 1); and,
- 2) Increase the term of the by-law from a one (1) year to five (5) year term.

**Figure 1: HCDSB Education Development Charge Rates:**

<b>Rates</b>	<b>2013 EDC By-Law</b>	<b>2018 EDC By-law (Proposed)</b>	<b>Variance (+/-)</b>
<b>Residential</b>	\$2,269.00 / unit	\$3,648.00 / unit	+ \$1,379 / unit
<b>Non-Residential</b>	\$6.24 / m <sup>2</sup>	\$8.93 / m <sup>2</sup>	+ \$2.69 / m <sup>2</sup>

More information will be presented to the Board of Trustees as staff consults with the Ministry and the Province on next steps.

## **C BOUNDARY REVIEWS & HOLDING AREAS: MILTON SECONDARY SCHOOL BOUNDARY REVIEW**

On March 13, 2018, the Ministry advised the Board that the Milton #3 Catholic Secondary School project, the Board's #2 Capital Priority of the 2017 Capital Grant Program was not approved, despite the pressing need to accommodate growing enrolment pressures in the Town of Milton.

The 2018 Long-Term Capital Plan indicates that both Bishop P.F. Reding and Jean Vanier Catholic Secondary Schools will reach maximum portable capacity by 2019-2020. As a result, secondary students will need to be temporarily relocated to another secondary school in the Board's jurisdiction that has available space.

As a response to the above concerns, Planning Services will be proposing to initiate a Secondary School Boundary Review for the Town of Milton for winter of 2018-2019. The scope of the boundary review will be to undertaken the following:

- Complete an Interim Boundary Review in wait for the Milton #3 Catholic Secondary School opening, and establish a temporary Holding School; and,



- Complete the Ultimate Boundary Review process that will delineate the final Milton Secondary School Boundaries following the opening of the Milton #3 Catholic Secondary School.

## D 2018-2019 SCHOOL CAPITAL PRIORITIES:

For the 2017 Capital Priorities, the Board was successful in receiving funding for the Bishop P.F. Reding Catholic Secondary School permanent addition and childcare project; the St. Michael Catholic Elementary School addition and childcare project; and later in the year, as a separate submission, the Assumption Catholic Secondary School addition and Renewal project.

Staff anticipates that the 2018-2019 Capital Priorities Grant program should be released in the coming months. As has been the typical practice, staff will be presenting a list of priorities to be submitted to the Ministry that align with the Board's 2018 Long-Term Capital Plan.

Milton #3 Catholic Secondary School will be the #1 Priority project that requires funding within the next year given enormous enrolment pressures faced in the Town of Milton.

If the 2018 Capital Priorities Grant program is not released soon, staff will proceed in submitting the project outside of the typical grant program in attempts to expedite approvals.

**Figure 2: Future Capital Projects Listing**

FUTURE CAPITAL PROJECT DESCRIPTION	EFFECTIVE SCHOOL YEAR	PROJECT TYPE
<b>MILTON</b>		
Boyne Secondary Plan Milton #9 'Walker' Catholic Elementary School	2022-23	Growth
Boyne Secondary Plan Milton #10 'Cobben' Catholic Elementary School	2020-21	Growth
Boyne Secondary Plan Milton #11 'Bowes' Catholic Elementary School	2024-25	Growth
Milton #3 Catholic Secondary School	2020-21	Growth
<b>OAKVILLE</b>		
North Oakville CE#4 Catholic Elementary School	2020-21	Growth
North Oakville CE#3 or CE#5 Catholic Elementary School	2025-26	Growth
North Oakville CE#1, CE#3, or CE#5 Catholic Elementary School	2030-31	Growth
North Oakville CE#1 or CE#5 Catholic Elementary School	2032	Growth
North Oakville CS#1 Catholic Secondary School	TBD	Growth
St. Dominic Catholic Elementary School Partial Rebuild	TBD <sup>2</sup>	Renewal
<b>HALTON HILLS</b>		
Georgetown West Catholic elementary School (Holy Cross Rebuild)	TBD <sup>2</sup>	Growth/Renewal
Vision Georgetown Secondary Plan CE#1 Catholic Elementary School	2021-22 <sup>1</sup>	Growth
Vision Georgetown Secondary Plan CE#2 Catholic Elementary School	2025-26	Growth
Vision Georgetown Secondary Plan CS#1 Catholic Secondary Accommodations	2025-26 <sup>1</sup>	Growth

1. Note a JK-12 site has been designated in the Secondary Plan to accommodate Vision Georgetown CES #1 and CS#1.

2. Renewal project can be accommodated as soon as funding is made available.



## Conclusion

Over the 2018-2019 school year, Planning Services endeavours to complete the following projects as part of its annual work plan:

- A 2019 Long-Term Capital Plan Update**
- B 2019 Amendment to the 2018 Education Development Charges (EDC) By-law**
- C Milton Secondary School Boundary Review**
- D 2018-2019 School Capital Priorities Submission**

This report is for information purposes only. The final implementation of the above noted projects shall ultimately require Board approvals prior to implementation. Board staff will also continue to provide updates as the projects progress.

**Report Prepared by:** F. Thibeault  
Senior Manager, Planning Services

**Report Submitted by:** R. Negoi  
Superintendent of Business Services and Treasurer of the Board

**Report Approved by:** P. Daly  
Director of Education and Secretary of the Board

## MINUTES OF THE AUDIT COMMITTEE MEETING

Date: May 29, 2018  
Time: 7:50 pm  
Location: Catholic Education Centre – Board Room  
802 Drury Lane, Burlington, Ontario

Committee Members Present: J. M. Rowe (Chair)  
D. Rabenda  
P. Marai  
D. Morton  
J. Fahrer

Committee Members Excused:

HCDSB Staff Present: P. Dawson  
R. Negoï  
A. Lofts  
W. Elshof  
B. Cripps  
C. McGillicuddy  
P. Cianciolo  
A. Capling

RIAT Staff Present: J. Baker  
R. Jelacic

Invited Guests: D. Marks, External Auditor, KPMG  
A. Danko, Trustee

Recording Secretary: K. Jones

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### 1. Call to Order

#### 1.1 Opening Prayer

The meeting opened with a prayer led by J. M. Rowe.

### 2. Approval of the Agenda

The agenda was reviewed. M. Rowe added a discussion item regarding International Students to Item 6.2 RIAT Plan.

Moved By: D. Rabenda

Seconded By: J. Fahrer

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

***CARRIED***

### 3. Declarations of Conflict of Interest

None.

### 4. Approval of Minutes of the Audit Committee of November 16, 2017

Moved By: J. Fahrer

Seconded By: D. Morton

**RESOLVED**, that the minutes of the November 16, 2017 meeting be accepted as presented.

**CARRIED**

**5. Communications since the November 16, 2017 Meeting**

Not applicable.

**6. Action Items**

**6.1 2017-18 Year-End Audit Planning Report (D. Marks, KPMG)**

D. Marks from KPMG reviewed the audit plan for 2017-18 year-end, including the scope of the audit, materiality, independence, and the KPMG team. He also explained KPMG's audit approach and noted that KPMG utilizes a new process whereby the control owner is involved as well as KPMG staff. For example, the payroll process is mapped so that KPMG understands the process, flow of information, and is able to look for areas where there may be disruption and therefore efficiencies found. R. Negoï noted that this could be a beneficial approach. Data analytics will occur to audit school generated funds, and journal entries. D. Marks gave the Audit Committee an opportunity to ask questions or raise issues that the external auditors need to be aware of concerning fraud risks. There were no concerns noted.

**RECOMMENDATION**

*Moved by: P. Marai*

*Seconded by: J. Fahrer*

**RESOLVED**, that the Audit Committee recommend that the Board of Trustees approve the External Auditor's 2017-2018 Year-End Audit Planning Report at the June 19, 2018 Regular Board Meeting.

**CARRIED**

**6.2 RIAT Audit Plan for 2018-19 (J. Baker, RIAT)**

J. Baker presented the 2018-19 internal audit plan. The audit projects proposed for 2018-19 are: 1) Health and Safety, and 2) Privacy. Additional follow-up audits will be conducted for School Generated Funds, IT Strategy and BAS2000 Analytics and Data Integrity. Possible audits for 2019-20 include: Stakeholder Communications and School Accommodation Review.

M. Rowe questioned the process and procedures around International Students involving acceptance of fees. R. Negoï outlined that the current process utilizes controls to minimize risk to the Board, i.e. separate bank account for transfer of international funds. J. Baker noted that the scope of the Privacy Audit could include a component with respect to international students and agents. The audit committee agreed that this would add value to the audit.

School Accommodation Reviews: R. Negoï noted that the revised Pupil Accommodation Review Guidelines from the Ministry are in draft right now, and templates have not been released yet. It is expected that the all required documents will be released by the in the Fall of 2018, and the Policy will be revised at that time, and then reviewed by the RIAT in 2019-20.



For follow-up audits, D. Morton asked about the timing. J. Baker advised that RIAT tracks the implementation dates identified in the audit findings report by management and then follow-up after such time, or earlier at management request.

**RECOMMENDATION**

*Moved by: P. Marai*

*Seconded by: D. Rabenda*

**RESOLVED**, that the Audit Committee recommend to the Board of Trustees that the Regional Internal Audit Team's 2018-2019 Audit Plan be approved at the June 19, 2018 Regular Board Meeting.

**CARRIED**

**7. Discussion Items**

**7.1 RIAT Status Report (J. Baker, RIAT)**

J. Baker noted the RIAT independence. She also noted that the Auditor General (AG) released the Annual Report and that the Regional Internal Audit Managers have drafted a response for the Director, School Business Support Branch about how the regional internal audit teams can assist in addressing specific recommendations contained in the AG's report.

**7.2 Proposed Audit Committee Meeting Schedule 2018-19**

Proposed dates for 2018-19 are: Thursday, September 27, 2018; Thursday, November 15, 2018; and Thursday, May 30, 2019. Audit Committee members are asked to contact R. Negoj if they are unable to attend on those dates.

**8. Standing Reference Items**

8.1 Ont. Reg. 361-10

8.2 Ministry's Proposed Audit Committee Meeting Schedule

8.3 Schedule of Budget Reports

**9. Adjournment**

The following motion was put forth: That the meeting be adjourned at 8:30 pm.

Moved By: D. Rabenda

Seconded By: J. Fahrer

**RESOLVED**, that the meeting adjourn at 8:30 pm.

**CARRIED**

## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: June 18, 2018  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

Members Present	B. Agnew (Chair)	J. Parisi
	R. Barreiro	C. Parreira
	L. Currie	R. Quesnel
	D. Hotopeleanu	L. Stephenson
	M. Lourenco	

Staff Present

- B. Browne, Superintendent of Special Education Services
- A. Bator, Special Education Consultant
- C. Bauman, Special Education Consultant
- P. Codner, Chief Social Worker
- O. Foese, Chief of Psychology Services
- V. Goodwin-Duncan, Special Education Consultant
- A. Jones, Manager, Education Assistants
- D. Kattlus, Manager, Educational Assistants
- D. Kollee, Clinical Practice Leader, Speech-Language Pathology
- K. McCarthy, Special Education Consultant
- T. Melykuty, Chief of Mental Health Programming
- J. O'Reilly, Special Education Consultant
- M. Goulet, Behaviour Analyst
- K. Mann, Behaviour Analyst
- A. Wadsworth, Behaviour Analyst
- T. Wheatley, Behaviour Analyst

Members Excused

- K. Bivand
- L. Cipparrone
- A. Iantomasi
- H. Karabela
- D. Rabenda
- S. Trites

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:* J. Parisi

*RESOLVED*, that the agenda be accepted as received.

*CARRIED*

2. Special Education Staff Presentations

B. Agnew welcomed HCDSB staff. B. Browne introduced T. Melykuty, Chief of Mental Health Programming.

2.1 Mental Health Update (T. Melykuty)

T. Melykuty shared some of her professional background in the mental health field prior to taking on the role of Chief of Mental Health Programming and provided an update on HCDSB's Mental Health Strategy.

The focus around the province and mandates regarding the educational role in Mental Health for children were also discussed.

2.2 The Year in Review (Special Education Staff)

B. Browne introduced the Special Education staff present.

P. Codner began by discussing social workers' scope of practice and shared data on social work referral statistics.

D. Kollee present a video 'Special Education 2018 – A Celebration of Synergy' that she, in collaboration with special education staff, created for SEAC. The compilation showcased the collaborative work and successes in Special Education over the 2017-2018 school year.

3. Actions to be taken

3.1 Minutes of the, May 28, 2018 SEAC Meeting

*Moved by:* R. Quesnel

*Seconded by:* D. Hotopeleanu

*RESOLVED*, that the minutes of the May 28, 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

B. Agnew thanked members for the SEAC Soundbytes that had been submitted and told members she would appreciate any additional input. In addition to the new Soundbytes, some previous Soundbytes will be reviewed to be republished. Following that, the appropriate timing for each topic can be determined.

Plans for the next SEAC webinar will begin at the September SEAC meeting; the webinar will take place at the final SEAC meeting at the end of November.

6. Action and Information Items

6.1 Special Education Plan (B. Browne)

B. Browne noted that the intention was to have the Special Education Plan (SEP) for the May SEAC meeting, however there were delays in gathering all of SEAC's feedback. The combined input for staff was only available recently, resulting in staff having to review the plan at a hectic time of year. As such, consultation with SEAC on the SEP may need to examine different approaches moving forward. B. Agnew noted it was a good exercise to try, and if members had suggestions on how to approach differently, they were invited to share.

As requested, the final version of the SEP will be sent out to SEAC.

7. Communications to SEAC

7.1 **Superintendent's Report**

B. Browne pointed out that his usual updates were captured in the staff presentations, several of the items were highlighted:

Transitions are going on in June and continue at the end of August for our students with high needs; much of the work continues through the summer; Special Education Consultants are key to these transitions

The needs for the CYCs and Social Workers on our Compassionate Care Team increased considerably over the last few months re: both students and staff

This year's Torch Run, in partnership with the Halton police and school boards, included 35 schools from HCDSB.

The Track and Field event, in collaboration with our Curriculum Department was a wonderful event for our students; the two coordinators were tremendous in their working in partnership. Each year they continue to refine the cross country and track and field events and include our special Olympians. Every race is open with age appropriate peers; this is unique to HCDSB; kudos to all staff involved.

The Chair added that it was a great day and so heart-warming to see everyone on the same team.

7.2 Trustee Reports

7.3 Association Report

7.4 Reports from Other Stakeholder Meetings

R. Quesnel will be attending the Mental Health Leadership Team meeting later in the week.

8. Next Agenda: Meeting Monday, September 17, 2018

The agenda will include an Individual Education Plan (IEP) presentation and webinar planning.

Redistribution of the SEAC meeting evaluation form that been distributed at the June 2017 was discussed.

9. Adjournment

9.1 Resolution re Absentees (Chair)

*Moved by:* M. Lourenco

*Seconded by:* R. Quesnel

*RESOLVED, that K. Bivand, L. Cipparrone, A. Iantomasi, H. Karabela, D. Rabenda, S. Trites be excused. CARRIED*

9.2 Adjournment and Closing Prayer (Chair)

*Moved by:* D. Hotopeleanu

*Seconded by:* J. Parisi

*RESOLVED, that the meeting adjourn.*

*CARRIED*

The meeting adjourned at 8:23 p.m. with a prayer led by the Chair.