

REGULAR BOARD MEETING AGENDA

Date: Tuesday, November 20, 2018
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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1. Call to Order	
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1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
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17.	Adjournment and Closing Prayer (J. M. Rowe)	

Prayer for Peace

OPENING PRAYER

God of faithfulness, we come to You troubled by the threat of violence. What change are we able to effect by our prayer before You, by our words, by our deeds? What can we do to bring peace to our world?

God, we are in need of Your grace to unsettle and redirect our hearts. We are in need of Your hope to rekindle and sustain our passion for justice. We are in need of Your wisdom that we might recognize anew Your presence dwelling within us, calling us to live as children of light and of hope rather than of darkness and fear.

Be with us in our prayer this day. Help us to truly believe, not only in Your abiding presence within and among us, but in the power of our prayer to move mountains. All this we ask in the name of Jesus our brother, who shares our lives and Yours in the unity of the Spirit. Amen.

(Adapted from opening prayer of "Vigils in Case of Outbreak of War", Our Prayers Rise Like Incense: Liturgies for Peace, Pax Christi USA, 1998.)

READING

A reading from the Prophet Isaiah (Is 2, 2-5)

In days to come, the mountain of the Lord's house shall be established as the highest of the mountains and shall be raised above the hills; all the nations shall stream to it. Many peoples shall come and say, "Come let us go up to the mountain of the Lord, to the house of the God of Jacob; that he may teach us his ways and that we may walk in his paths." ...He shall judge between the nations, and shall arbitrate for many peoples; they shall beat their swords into plowshares, and their spears into pruning hooks; nation shall not lift up sword against nation, neither shall they learn war any more. O house of Jacob, come, let us walk in the light of the Lord! (Pause)

The Word of the Lord. All: *Thanks be to God*

Moment of Silent Reflection

PETITIONS

We pray for world leaders; that they may use the power they have in the service of the poor; that they may seek opportunities to create dignified work, and enact policies which show that they believe people to be more important than profit. Lord, in your mercy, *Response:* Hear our prayer.

We pray for the Church: that her leaders may understand the needs and aspirations of workers and the unemployed, and that she may use her voice in their support and for their care. Lord, in your mercy, *Response:* Hear our prayer.

We pray for child workers, for bonded and forced labourers, for child soldiers, for all those whose work is slavery and who have no choice but to work. Let them experience the warmth of your love and compassion, particularly when it seems to them that no one cares. Lord, in your mercy, *Response:* Hear our prayer.

We ask that workers, employers, shareholders and consumers may understand their responsibilities to help build a fairer world, where the many and not just the few share in what has been created. Lord, in your mercy, *Response:* Hear our prayer.

We pray for all the victims and those affected wars and conflicts in the world. Give strength to all the people who are helping them. Lord, in your mercy, *Response:* Hear our prayer.

CONCLUDING PRAYER

O God, you promise a world
Where those who now weep shall laugh; Those who are hungry shall feast;
Those who are poor now, and excluded, shall have your kingdom for their own.
We want this world too.
We renounce despair. We will act for change.
We choose to be included in your great feast of life.
Amen.

Prayers taken from (*Celebrating One World: A Worship resource on Social Justice*
ed. by Linda Jones, Annabel Shilson-Thomas and Bernadette Farrell, in association with CAFOD. Pub. Harper Collins, London 1998
For Love or Money: A Christian Aid Lent Course by Rebecca Dudley and Peter Graystone. Pub. Christian Aid, 2000)

Thank you for the opportunity to delegate this evening. I recognize that it is a privilege to be able to do so and I appreciate that this privilege has been extended to me once again. I hope you also appreciate that this is by no means an easy task. It is a lot of work to put together and especially, to condense everything that needs to be said into a short 10 minutes, and to deliver it in such a public forum, to be forever available on Youtube. But honestly the toughest part is what comes afterwards. To listen to the discussion where staff, who have had days to prepare responses to your delegation and have exclusive access to all of the relevant data, respond to Trustee questions by casting aspersions on what you have presented. To not be able to respond when information is being presented that does not actually match the reality of what parents and students experience. I don't know what's worse – to have your delegation received as information when you know there is no plan to address the issues, or to have Trustees ask for a Staff Report which invariably fails to address the issues anyway, and is just used by Staff as an opportunity to refute the delegate and reassert Staff's position. So why am I here again? Because I can not stand idly by and allow Trustees to make crucial decisions based on manipulated and biased information. Decisions which jeopardize the future of some of our most vulnerable, at-risk students. Also, I have come into possession of some of that data which was previously withheld by staff, and can demonstrate that misinformation has been provided to Trustees in the decision making process.

In discussions regarding secondary Gifted programming over the last year, much weight has been placed on the results of a survey conducted with Gifted high school students. Staff concluded that based on the survey, the majority of Gifted students are not interested in a program designed specifically for Gifted students and that "from the perspective of support and programming for Gifted students, HCDSB staff are able to meet and are meeting student needs in any chosen program or pathway".

Tonight I will demonstrate to you that the survey was not only poorly structured and biased but that no reasonable, objective person could have reached those conclusions. The survey was conducted back in January and February and a report issued to Trustees in

March. Staff's interpretation of the results were shared at a SEAC Meeting at which I, the Gifted student representative for this Board was not present, then with a parent, and then finally, lastly, with me. Unlike other surveys conducted by this Board, the actual detailed results of the survey were never shared in a board report and I did not see them until the Chair of the Board shared them with a parent from our co-terminus board just a couple of weeks ago, despite having asked both the previous and current Superintendent of Special Education for a copy. You have to ask yourself, "why so secretive?". The answer is, because the survey does not actually support the interpretations that have been shared, and upon which you as Trustees have been basing your decisions.

First of all, the respondents to this survey were restricted to Gifted secondary students currently enrolled in HCDSB. It excluded Gifted students who left HCDSB at some point before Grade 9 because programming was not available to meet their needs. HCDSB does not offer self-contained Gifted classes in high school so students who really wanted or needed that environment would have left our system. Asking the student who remained about their interest in courses "exclusively with other gifted students" creates a bias by exclusion.

The survey was conducted in response to a request for better access to accelerated, enriched programs such as AB or IP and/or clustered programming, which occurs naturally within those programs. Gifted self-contained classes were never requested. Nonetheless, all students (including those currently in an AP or IB program) were indeed surveyed about their interest in classes for exclusively Gifted students and never asked about any other program other than the one in which they were currently enrolled – students in Academic were not asked about their potential interest in AP or IB, IB students were never asked about AP and AP students were never asked about IB. Just because students are "satisfied" in their current program doesn't mean they might not have a preference, or more importantly be better served, in another pathway, should it be accessible to them.

Students were also asked about their interest in a "Clustered Gifted Program". I'm not sure that is even a correct term but more importantly, that term was never defined.

Clustering is an educational process which places a group of Gifted students and/or high-ability and/or high-achieving students in an otherwise heterogenous class. It **is not** a class of exclusively or even necessarily a majority of Gifted students. This is not a term or concept that most people would be familiar with, however it was never defined in the survey. In the Staff Report dated May 1st, it states that the survey asked students "about their interest in being in clustered classes with like-minded and high achieving peers". This is false. The terms "like-mind and high achieving peers" are not found anywhere in the survey. Students' interpretation of a "Clustered Gifted Program" is anybody's guess. However, the qualitative responses do make one thing very clear. Students interpreted the questions as to whether they would be interested in changing out of their current program and into a newly created program for and/or with *exclusively* Gifted students. Some did indicate that they would, in fact, be interested in a Gifted program under different circumstances and one CTK student did indicate an interest in the IB program.

"I wouldn't want to switch schools"

"I do not want to switch schools or leave my friends at Loyola"

"I would enroll in a program specifically for gifted students however I do not want to leave the Holy Trinity community"

"I have already made connections with friends and teachers in this school, and am an integral part to some school activities. I feel like it would be unfair to transfer schools at this point, however if there had been the option before I entered high school, I may have chosen to go to a different school".

"Because it is too late now. I have already made friends and established foundations at STA. I do not want to uproot my high school life and move to a new school. The idea of the program is good regardless, like I really like the idea, but it isn't something I would change schools for now. If the program was available prior to my entry to high school, things would be different".

"I would only enroll if it was offered in grade 9 but I would not change my school after already going to BR"

"I can't say I like the gifted program as it but I'd prefer an ib program at ctk"

Based on all of these biases, and as demonstrated by the comments, no conclusion can possibly be drawn about the interests of potential incoming Grade 9 students or the interest of current students in an alternative program, included a truly clustered program, AP or IB, which is not *exclusively* for Gifted students.

The survey results do provide some very interesting information about how well the programs are meeting the needs of the students, but it is not what you have been led to believe. In the e-mail to me last March, the Superintendent claimed that 76% of Academic and 72% of AP students were satisfied "overall"; a number was not provided for IB. I always wondered how this "overall" factor was defined. It turns out it was based on a question about satisfaction with "your courses overall". Personally, I think the question "I am happy with my current courses/streams" would be a much more relevant question upon which to draw a conclusion regarding "overall satisfaction". For that question, 76.6% of AP students agreed or strongly agreed versus 69.4% for Academic and 44% for IB. The low response for IB is likely due to the very structured nature of that program which limits the electives available to students. But all of these multiple choice answers are extremely subjective. What does "satisfied" mean? How does one define "happiness"? The real meat of this survey can be found in the 29 pages of qualitative comments from students, none of which have ever been shared before.

With respect to the conclusion that "from the perspective of support and programming for Gifted students, HCDSB staff are able to meet and are meeting student needs in any chosen program or pathway", the following student comments would suggest otherwise:

"Currently there is nothing that I like about my current program set up because there has been no added benefit in being recognized as gifted. I have never even met my SERT until my grade 11 year and most of my teachers had no idea that I was recognizes as gifted". (Academic, response to what they like *most* about their "current program set-up").

"Everything. The whole program has been a waste of time filling out forms that don't translate into any challenged or advanced learning throughout my high school experience. I was never challenged by teachers usually due to the fact that they had no idea that I was gifted. In addition to the few teachers that I had talked to about my IEP the only advanced learning I was offered was more work". (Academic, response to what they like *least* about their "current program set-up")

"Not much, poorly organized by board. (Teacher name redacted) I believe is doing her best, but our IEP's that we spend time filling out I feel are not being looked st or considered for the benefit of our education." (AP, "response to what they like *most* about their "current program set-up")

"I dislike to organization or 'setup' of the program here where one teach (name redacted) has to try to meet many students need when she isn't able to see us everyday in our learning environment, she is not able to change our programs or shift the teaching style to fit the needs of the students who need help.....I have heard this expressed by my previous gifted classmates, their needs are not being met either, they also are not getting the most they believe they are getting the education they deserve". (AP, response to what they like *most* about their "current program set-up").

With respect to student's experiences in the various programs and whether or not they are meeting student needs, the comments are very telling, and I only wish I had time to share more of them with you, however they are all included in the Gifted Student Survey Report attached.

Comments from Academic students about what they like "most" about their programs include:

- **"I like how the classes are easy to follow and it is not difficult to earn high marks, though I do feel as though I should be challenged more in school"**
- **"it is simple and easy to achieve high marks";**

What they like "least" includes:

- **"I miss the way the classes ran and the enrichment in the gifted class, as well as not receiving many challenges"**
- **"It took 3 years to be learning things I am interested in"**
- **"It's very easy"**

- ***"The lack of an AP or IB program tends to make programs less challenging and therefore less interesting"***
- ***"There is no academic enhanced programs such as AP that would challenge me and allow me to feel more satisfied education. Our school has advanced programs for sports which doesn't help me or the other gifted students in any way".***

The previous Superintendent of Special Education indicated that he did not survey parents because "parents always want more". Wouldn't you want more for your child, Gifted or not, than for them to be getting easy marks without trying? To not be challenged in high school? So that they can get into a competitive university program for which they will be woefully unprepared and likely flunk out of? Yes, parents definitely want more than that.

By contrast, what IB students liked "most" about their program includes comments such as:

- ***"I like how many of the students in IB are like-minded and have similar academic goals, it builds a community of dedicated and perseverant students. Additionally, the IB teachers are equally dedicated to the instruction of their courses and engage the students. Overall, the program is very challenging and I rarely find myself a moments peace with the work in addition to a variety of extracurriculars, but through it I've been challenged and I've made so many amazing and intelligent friends"***

What AP students liked "most" includes:

- ***"I like the AP program because it moves at a faster pace than the academic stream and I can connect with people who are passionate about the subject like I am. However I also like that I can take some courses in AP and some in academic to lighten my workload so that I can participate in extracurricular activities as well".***

The survey clearly demonstrates that many students in a Regular Academic Stream are coasting through high school, whereas their peers in AP or IB are being intellectually stimulated. How can these kids possibly reach their potential if they are not being challenged? This Board is failing those students, whether they are "satisfied" or not. My kids would be very satisfied with pepperoni pizza for dinner every night; that doesn't mean I stop feeding them a balanced, nutritious diet because I know they need it to be healthy.

This Board has a legal obligation to meet the needs of every student, not just the majority, and to provide an individual education plan and special education programs and services for those identified with an exceptionality. HCDSB is failing in its obligations.

At the last Board meeting, Superintendent Cipriano indicated that the Board was not required to offer a full range of special education placements. That is correct. However, the Education Act also requires Boards to purchase special education programs or services from other Boards, if it is not able to provide the appropriate programming. This Board was ordered to do just that in a Tribunal decision dated July 27, 2011 after repeatedly failing to comply with the Education Act and previous Tribunal orders with respect to a Gifted student, who by that time was entering Grade 12. Is that how this Board prefers to operate?

Furthermore, Superintendent Cipriano stated that the Special Education Plan was approved annually by the Ministry. But the Special Education Plan is just a plan, and outlines the placement options available and not much else about the programming for these students. It does not address issues of an insufficient or inappropriate IEP, or issues where the IEP is not being implemented. At the September SEAC meeting, I asked when was the last time that the Ministry had conducted an IEP audit. Staff could not recall such an audit in recent memory.

The only way to truly know if these students' needs are being met is to audit the Gifted IEPs, and interview parents as to their experience and the effectiveness of their child's programming. I am therefore requesting that Trustees request:

- (i) a Ministry of Education audit of Gifted IEPs,
- (ii) and an open ended survey of all parents of Gifted students in all grades and placements to be shared with SEAC and Trustees, and
- (iii) a commitment from staff to rectify deficiencies, the effectiveness of which is to be determined through a follow up survey of parents of Gifted students.

True Results of the Gifted Student Survey

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

1. I would prefer a Clustered Gifted Program over the program I am currently enrolled in.

2. I would prefer to be in courses exclusively with other gifted students.

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

“I wouldn’t want to switch schools”

“I do not want to switch schools or leave my friends at Loyola”

“I would enroll in a program specifically for gifted students however I do not want to leave the Holy Trinity community”

“I have already made connections with friends and teachers in this school, and am an integral part to some school activities. I feel like it would be unfair to transfer schools at this point, however if there had been the option before I entered high school, I may have chosen to go to a different school”.

“Because it is too late now. I have already made friends and established foundations at STA. I do not want to uproot my high school life and move to a new school. The idea of the program is good regardless, like I really like the idea, but it isn’t something I would change schools for now. If the program was available prior to my entry to high school, things would be different”.

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HCDSB “BELIEVES THAT EACH STUDENT IS A UNIQUE GIFT FROM GOD AND AS SUCH HAS THE RIGHT TO AN EDUCATION WHICH WILL FOSTER SPIRITUAL, INTELLECTUAL, PHYSICAL, EMOTIONAL, AND SOCIAL GROWTH. WE BELIEVE THAT STUDENTS WITH SPECIAL NEEDS (EXCEPTIONALITIES) SHOULD BE GIVEN THE OPPORTUNITIES AND SUPPORT NECESSARY TO REACH THEIR FULL POTENTIAL.”

*- A PARENT’S GUIDE TO SPECIAL EDUCATION PROGRAMS AND SERVICES
HCDSB, REVISED MAY 2018*



Gifted Student Survey Report

Report Prepared by:
Research & Development Services
2/20/2018

For more information, please contact:

Zoe Walters, MA, *Researcher*

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Gifted Student Survey Report

This report summarizes gifted-identified students' feedback regarding their current program at the secondary level. Responses from this survey have been grouped by school and discussed below to summarize respondents' experiences and perceptions.

Overall Participant Responses

Between January 16th and February 9th, all secondary gifted-identified students were asked through an email invitation to participate in a survey. A reminder email was sent on January 31st, encouraging participants to respond to the online survey if they had not yet had the opportunity. In total, 195 survey responses were received.

Respondents' School:

SCHOOL	TOTAL # OF GIFTED STUDENTS	# OF STUDENTS WHO RESPONDED	RESPONSE RATE
Assumption	36	13	36.1%
Bishop P.F. Reding	55	53	96.4%
Christ the King	37	32	86.5%
Corpus Christi	13	11	84.6%
Holy Trinity	21	18	85.7%
Jean Vanier	7	6	85.7%
Notre Dame	11	11	100%
St. Ignatius of Loyola	21	19	90.5%
St. Thomas Aquinas	40	32	80%
Overall Response Rate:	241	195	80.9%

The graph and table above illustrate how many students from each secondary school completed the survey. The table also exemplifies the response rate for each school. The response rate for each school ranges from 80 to 100%, with the exception of the 36.1% response rate from Assumption Secondary School. Overall, 80.9% of HCDSB gifted-identified students (n = 195) completed the survey.

Respondents' Grade Level:

32.3% of respondents (n=63) were in grade 9, 21% were in each grade 10 and 12 (n=41), and 25.6% were in grade 11 (n=50).

Respondents' Sex:

Ninety-two respondents (47.2%) indicated they were male, and 97 respondents (49.7%) indicated they were female. Six respondents (3.1%) selected 'prefer not to answer'.

Respondents' Program:

The majority of the respondents (n = 109; 55.9%) were enrolled in the regular academic stream. Sixty-one respondents (31.3%) were enrolled in the Advanced Placement (AP) program, and 25 respondents (12.8%) were enrolled in the International Baccalaureate (IB) program.

Program Responses

The following compares the responses of participants who were enrolled in the Regular Academic Stream, the AP Program, and the IB Program.

Respondents' School: (n = 195)

School	Regular Academic Stream	International Baccalaureate	Advanced Placement	Total
Assumption	23.1% (n = 3)	0.0% (n = 0)	76.9% (n = 10)	13
Bishop P.F. Reding	17% (n = 9)	0% (n = 0)	83.0% (n = 44)	53
Christ the King	100% (n = 32)	0% (n = 0)	0% (n = 0)	32
Corpus Christi	100% (n = 11)	0% (n = 0)	0% (n = 0)	11
Holy Trinity	61.1% (n = 11)	0% (n = 0)	38.9% (n = 7)	18
Jean Vanier	100% (n = 6)	0% (n = 0)	0% (n = 0)	6
Notre Dame	100% (n = 11)	0% (n = 0)	0% (n = 0)	11
St. Ignatius of Loyola	100% (n = 19)	0% (n = 0)	0% (n = 0)	19
St. Thomas Aquinas	21.9% (n = 7)	78.1% (n = 25)	0% (n = 0)	32
TOTAL	109	25	61	195

The table above illustrates the how the 195 respondents are distributed among the three programs, as organized by their school. As shown above, 100% of respondents from St. Ignatius of Loyola, Corpus Christi, Jean Vanier, Christ the King, and Notre Dame are enrolled in the regular academic stream.

Respondents' Grade Level: (n = 195)

Grade	Regular Academic Stream	International Baccalaureate	Advanced Placement	Total Respondents per Grade
9	26.6% (n = 29)	8% (n = 2)	52.5% (n = 32)	63
10	19.3% (n = 21)	36% (n = 9)	18% (n = 11)	50
11	26.6% (n = 29)	32% (n = 8)	21.3% (n = 13)	41
12	27.5% (n = 30)	24% (n = 6)	8.2% (n = 5)	41
TOTAL	109	25	61	195

Respondents' Sex: (n = 195)

Sex	Regular Academic Stream	International Baccalaureate	Advanced Placement	Total
Male	52.3% (n = 57)	52% (n = 13)	36.1% (n = 22)	92
Female	45.9% (n = 50)	44% (n = 11)	59% (n = 36)	97
Prefer not to answer	1.8% (n = 2)	4% (n = 1)	4.9% (n = 3)	6
Total	109	25	61	195

Q: In your opinion, how challenging is your course load? (n = 194)

Responses	Regular Academic Stream	International Baccalaureate	Advanced Placement	Total # of Respondents per Response
Not at all challenging	10.1% (n = 11)	0% (n = 0)	3.3% (n = 2)	13
Not so challenging	23.9% (n = 26)	12% (n = 3)	11.7% (n = 7)	36
Somewhat challenging	42.2% (n = 46)	32% (n = 8)	46.7% (n = 28)	82
Moderately challenging	21.1% (n = 23)	40% (n = 10)	36.7% (n = 22)	55
Extremely challenging	2.8% (n = 3)	16% (n = 4)	1.7 % (n = 1)	8
Total	100% (n = 109)	100% (n = 25)	100% (n = 60)	194

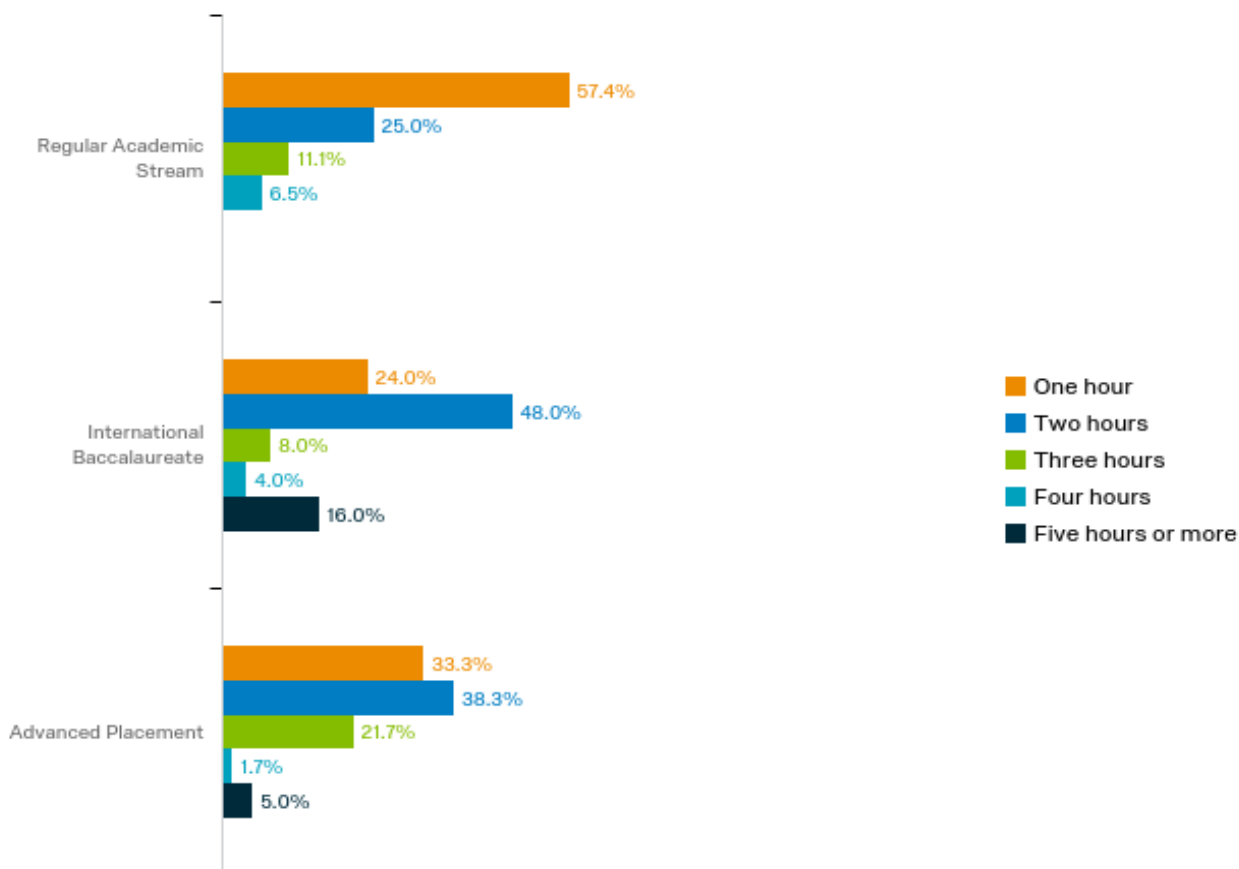
For the regular and AP programs, the most selected response was 'somewhat challenging' (42.2% and 46.7% respectively); 'moderately challenging' was the most selected response for IB respondents (40%). Cumulatively, only 13 respondents (6.7% of all respondents) find their course load not at all challenging, and 8 respondents (4.1% of all respondents) find their course load extremely challenging.

Q: How well do you think you manage your courses and the workload? (n = 194)

Responses	Regular Academic Stream	International Baccalaureate	Advanced Placement	Total # of Respondents per Response
Extremely well	18.3% (n = 20)	16% (n = 4)	16.7% (n = 10)	34
Moderately well	57.8% (n = 63)	48% (n = 12)	60% (n = 36)	111
Somewhat well	15.6% (n = 17)	16% (n = 4)	15% (n = 9)	30
Not so well	6.4% (n = 7)	16% (n = 4)	8.3% (n = 5)	16
Not well at all	1.8% (n = 2)	4% (n = 1)	0% (n = 0)	3
Total	100% (n = 109)	100% (n = 25)	100% (n = 60)	194

For all three programs, between 48% and 60% of respondents stated they are managing their courses and workload moderately well. Only 3 respondents overall (1.5% of all respondents) said they are managing 'not well at all'.

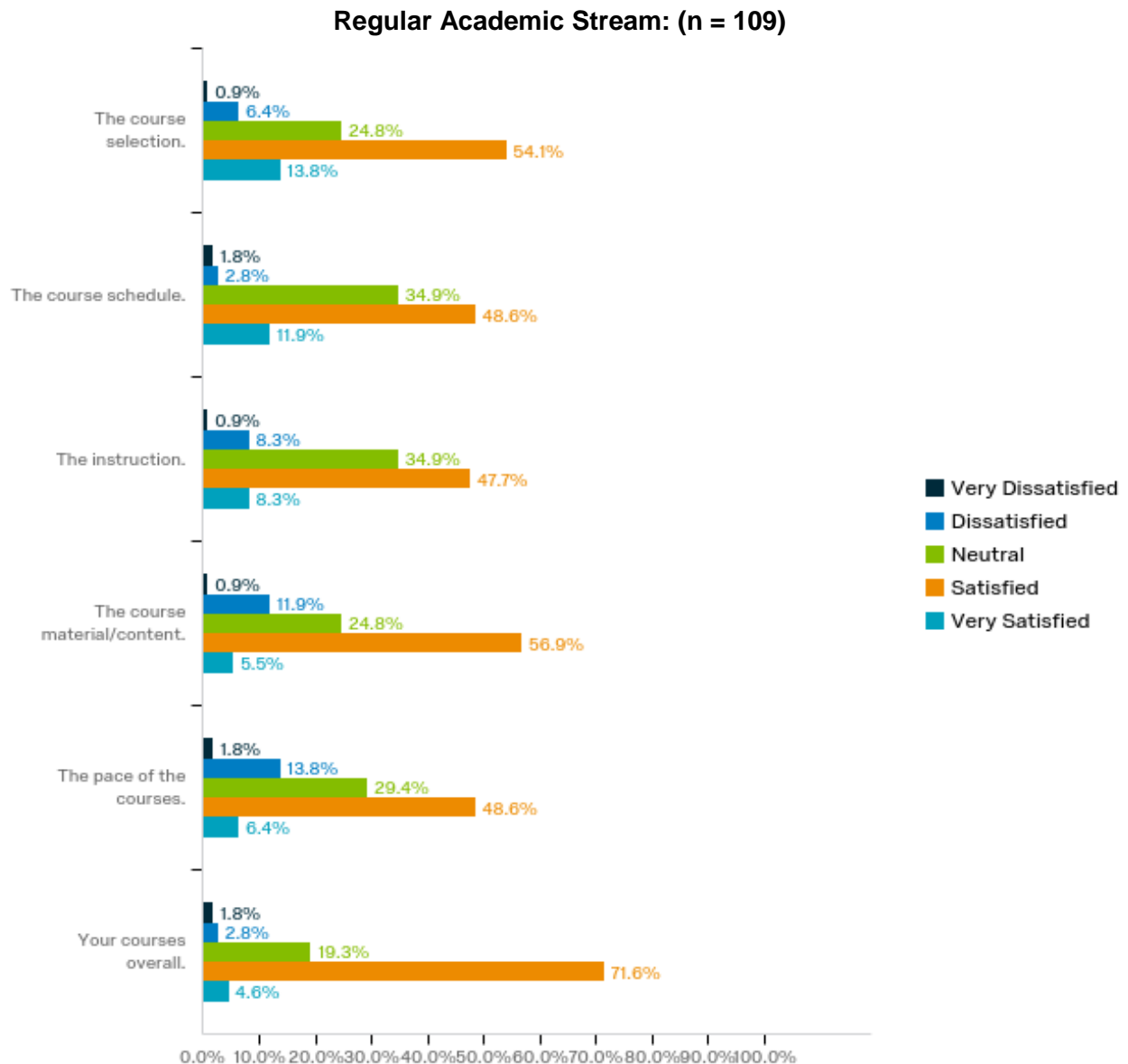
Q - On average, how much time do you spend on coursework on an average school night? (n = 193)



As indicated in the graph above, over half of regular academic respondents (57.4%) spend one hour per night on coursework, which is significantly higher than the 24% and 33.3% of AP and IB respondents, respectively, who reported spending one hour per night on coursework. None of the regular academic respondents reported spending five hours or more on coursework per night, whereas 5% and 16% of AP and IB respondents, respectively, reported doing so.

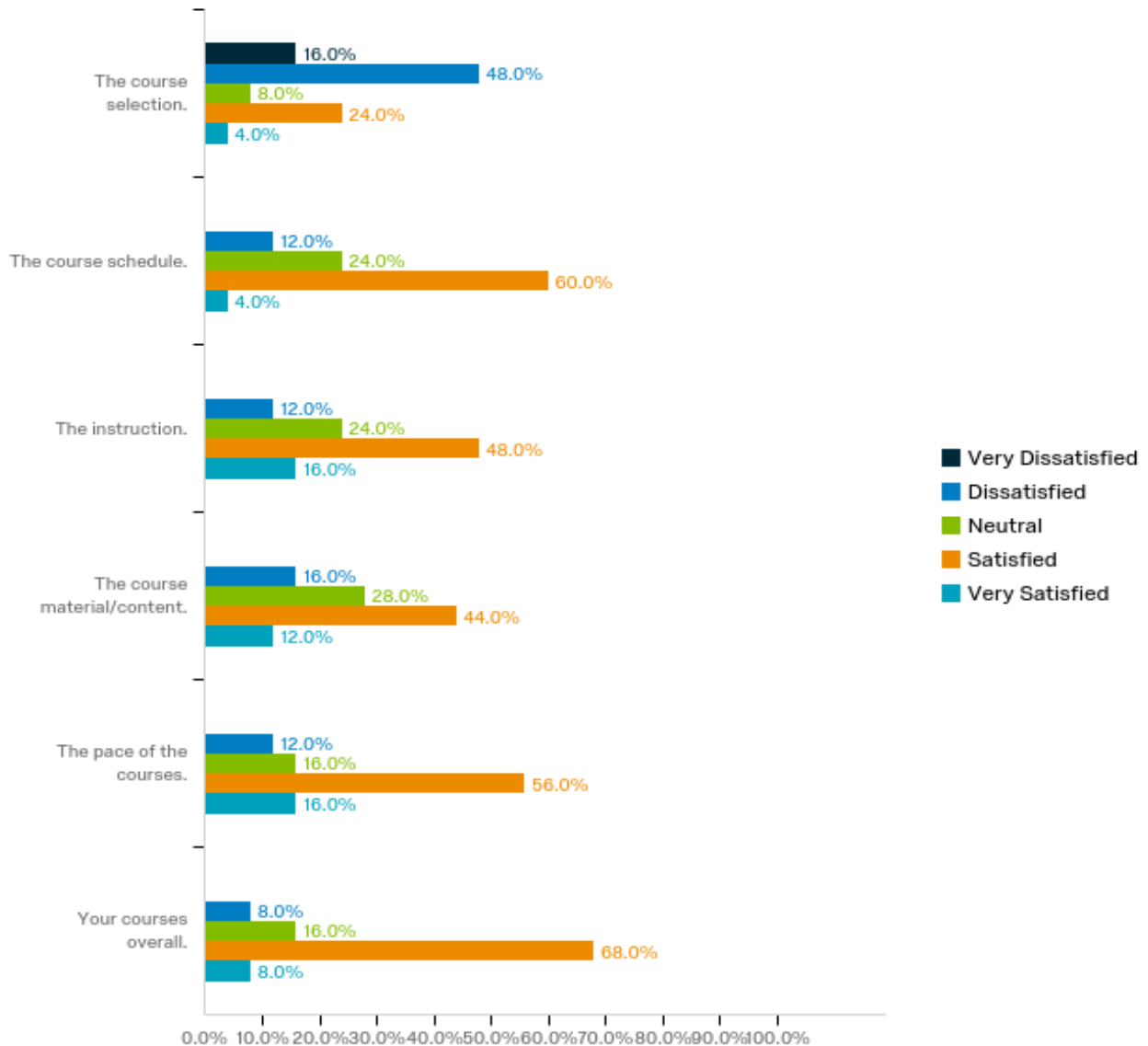
Q - In your opinion, how satisfied are you with the following: (n = 194)

The graphs below display respondents' level of satisfaction in regards to six aspects of their respective program: the course selection, the course schedule, the instruction, the course material/content, the pace of the courses, and their courses overall.



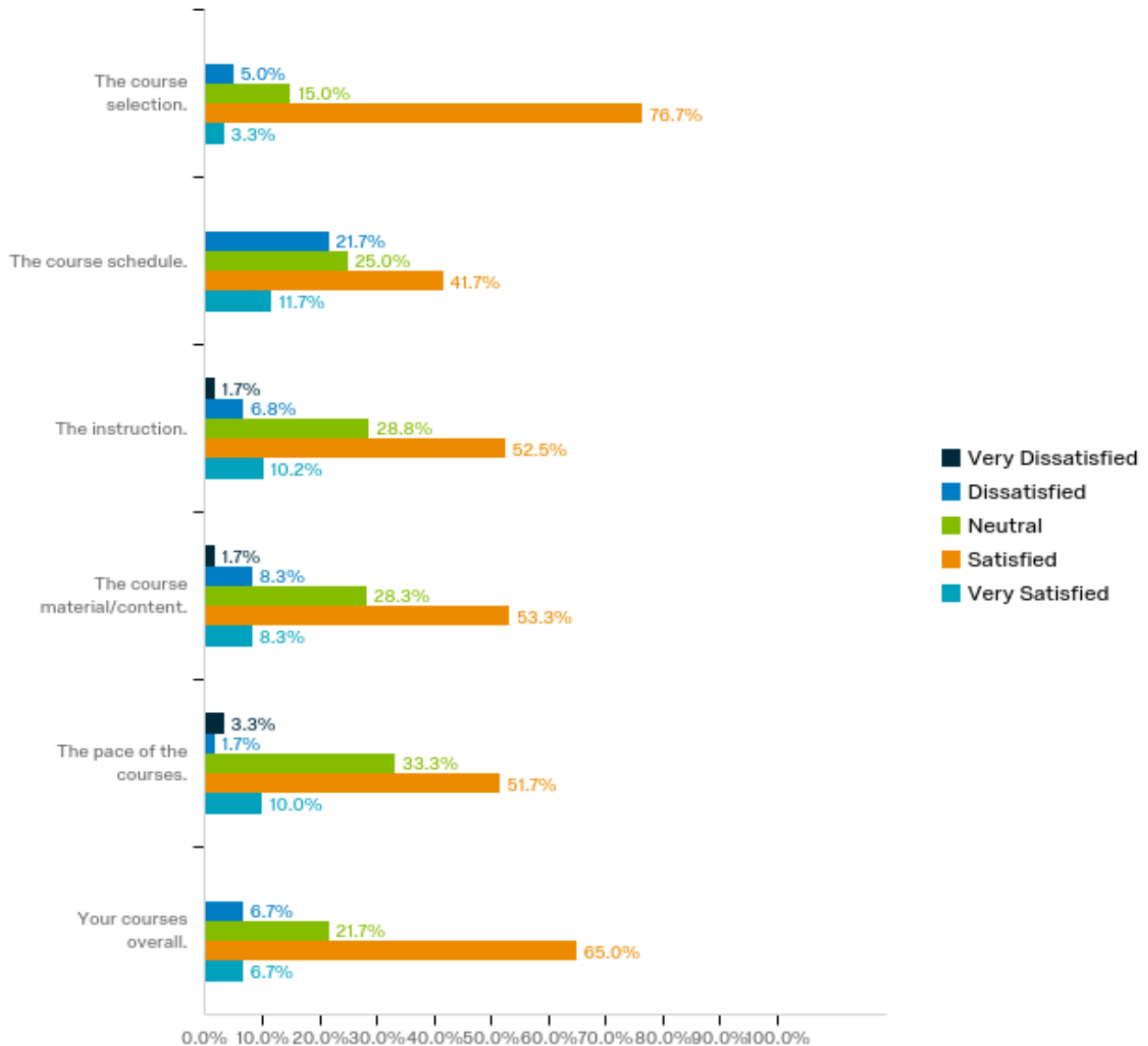
As indicated by the teal and orange bars, the majority of respondents (55 – 76.2%) were either satisfied or very satisfied with all aspects. Few respondents were either dissatisfied or very dissatisfied (4.6 – 15.6%) with each of the six aspects of their program stream, as indicated by the royal blue and black bars.

IB Program: (n = 25)



As indicated by the orange and teal bars, the majority of respondents (55 – 76.2%) were either satisfied or very satisfied with all aspects, other than their program's course selection. Sixty-four percent of IB respondents stated they were dissatisfied or very dissatisfied with the course selection in their program. However, other than this aspect, respondents expressed low rates of dissatisfaction (8 – 16%) with all other aspects of their program, as indicated by the royal blue bars.

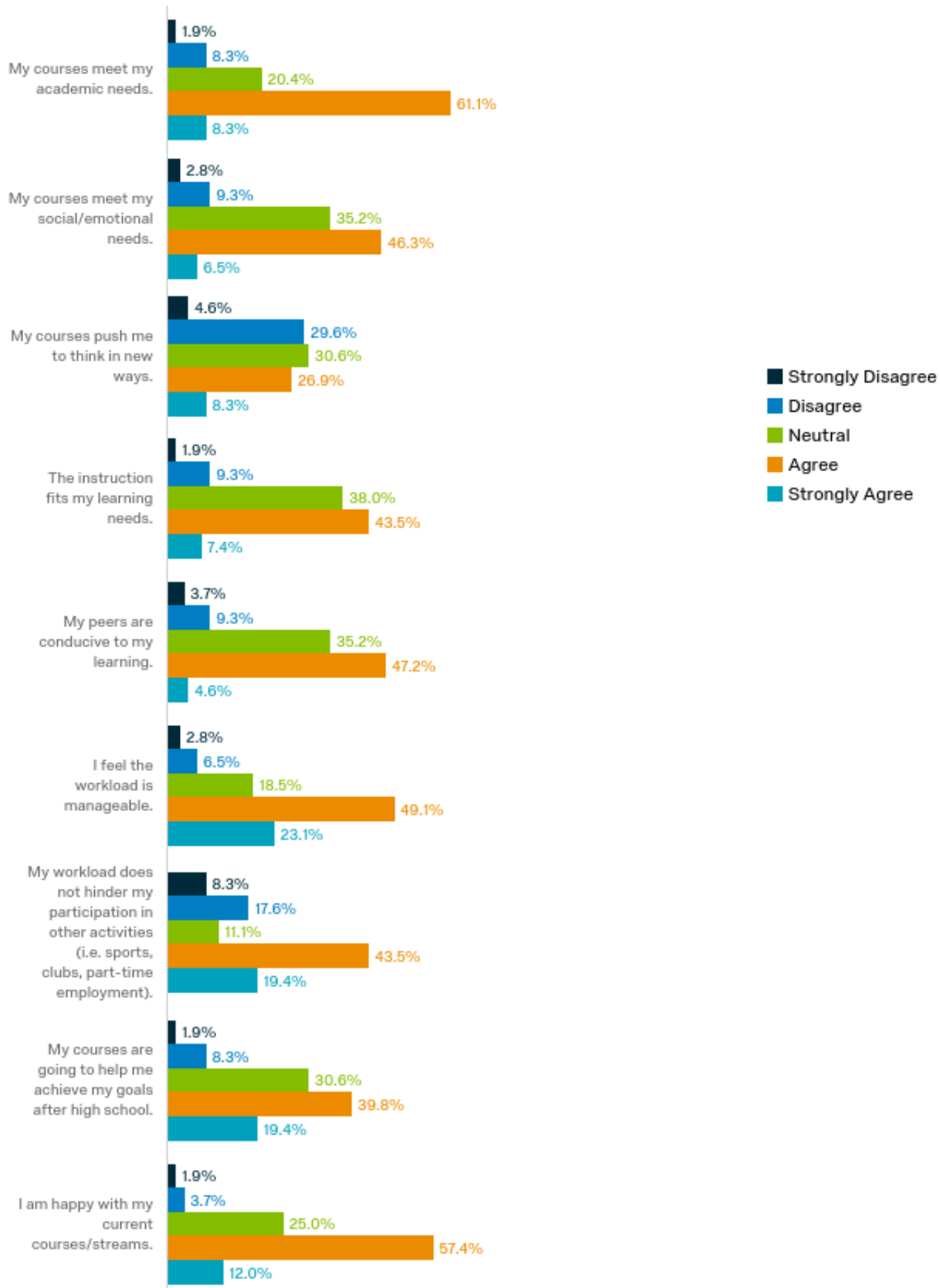
AP Program: (n = 60)



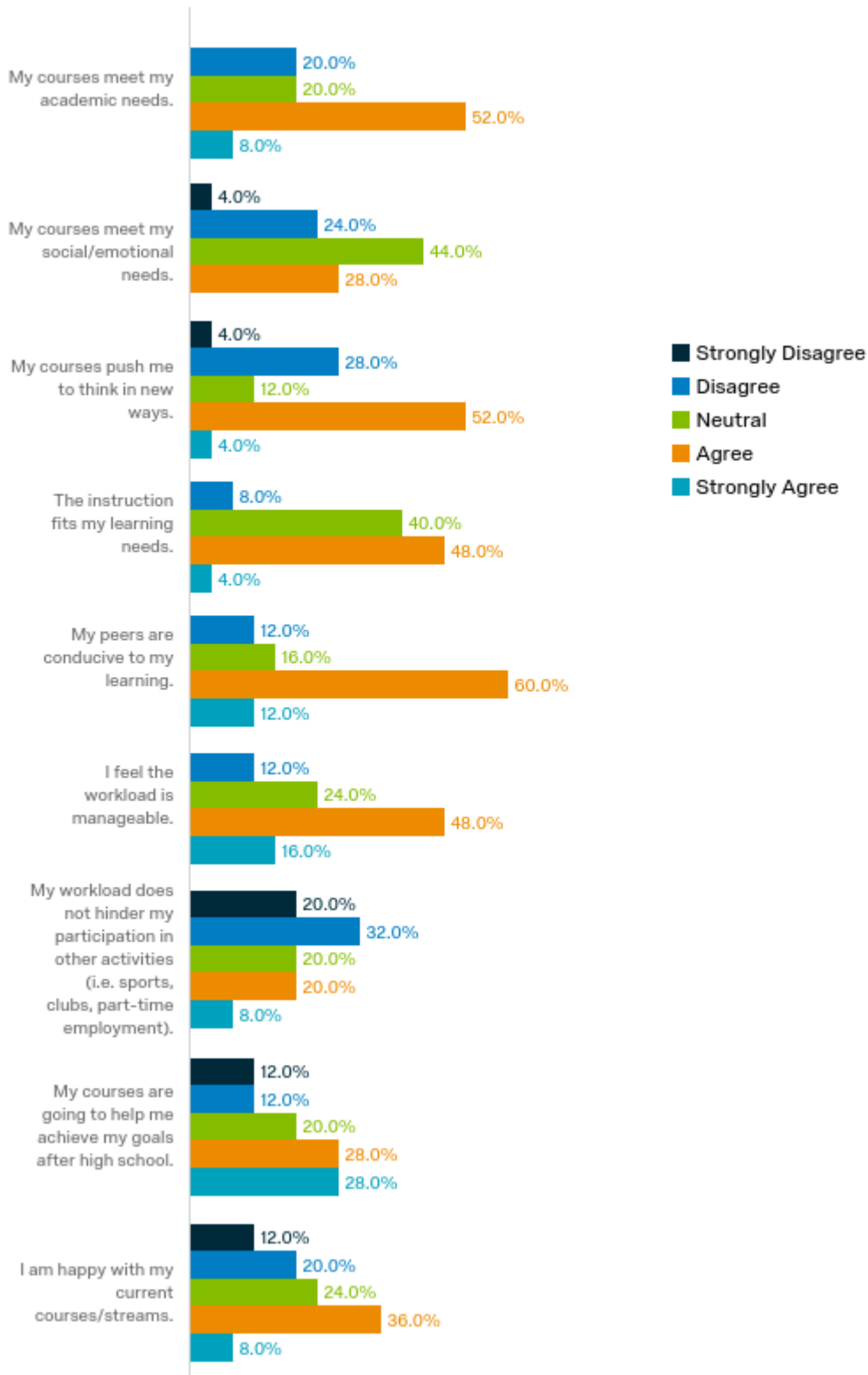
As indicated by the orange and teal bars, the majority of respondents (53.4 – 80%) were either satisfied or very satisfied with all aspects. Few respondents were either dissatisfied or very dissatisfied (5 - 21.7%) with each of the six aspects of their program stream, as indicated by the teal and black bars.

Q - To what extent do you agree or disagree with the following statements regarding your current courses? (n = 193)

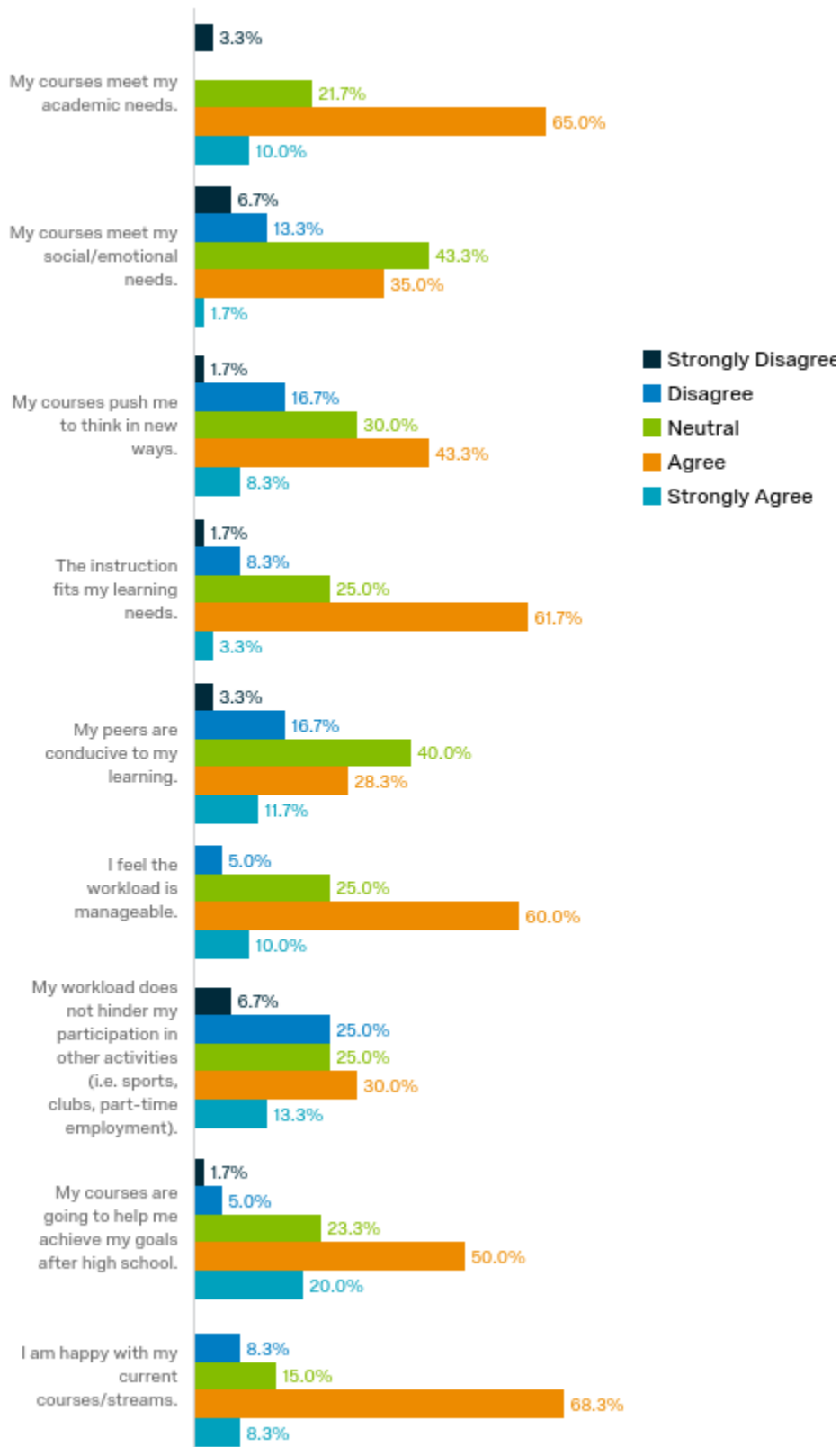
Regular Academic Stream: (n = 108)



IB Program: (n = 25)



AP Program: (n = 60)



The above graphs illustrate the extent to which respondents from each program agree or disagree with nine statements that relate to their program/courses. One significant result to note is the respondents' level of agreement with the statement: 'I am happy with my current courses/stream'. 69.4% of regular academic respondents and 76.6% of AP respondents agree or strongly agree that they are happy with their current courses/stream, whereas this is only true for 44% of IB respondents. 32% of IB respondents disagree with this statement, which is significantly higher than the 5.6% and 8.3% of regular academic and AP respondents, respectively, that disagreed with this statement.

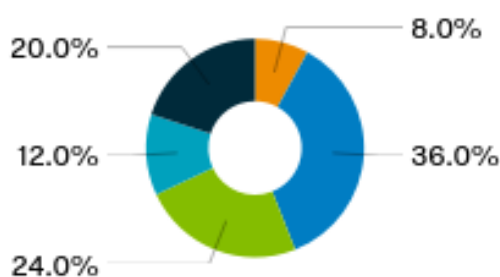
Q - To what extent do you agree or disagree with the following statements regarding a Clustered Gifted Program?

Statement 1: I would prefer a Clustered Gifted Program over the program I am currently enrolled in. (n = 192)

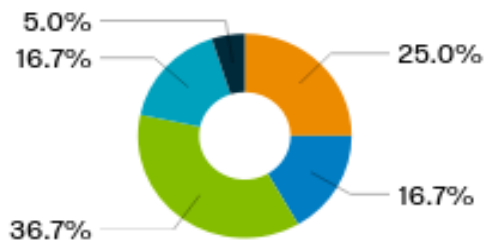
Regular Academic Stream (n = 107)



IB Program (n = 25)



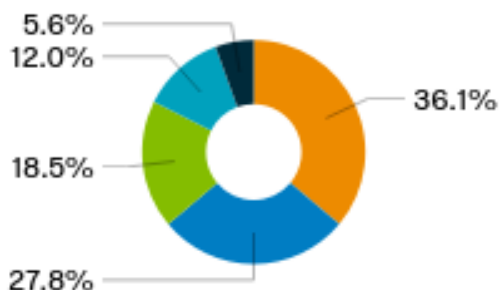
AP Program (n = 60)



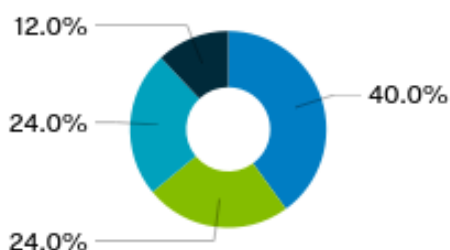
The graphs to the left, separated by program, display the extent to which the respondents agree or disagree with the above statement. Just under half of all respondents (41.7 – 45.8%) in each program disagree or strongly disagree that they would prefer a Clustered Gifted Program. A smaller percentage of respondents in each program (16.8 – 22%) either agreed or strongly agreed that they would prefer a Clustered Gifted Program. Therefore, the data suggests that, overall, there are more gifted students that prefer non-Clustered Gifted Programs than those who are in favour of such programs.

Statement 2: I would prefer to be in courses exclusively with other gifted students. (n = 193)

Regular Academic Stream (n = 108)



IB Program (n = 25)



AP Program (n = 60)



Strongly Disagree Disagree Neutral Agree Strongly Agree

The graphs to the left, separated by program, display the extent to which the respondents agree or disagree with the above statement. In all three programs, the percentage of respondents that disagreed with the statement is greater than the percentage that agreed. For instance, 63.9% of regular academic respondents either disagreed or strongly disagreed that they would prefer to be in courses exclusively with other gifted students, compared to the 17.6% of respondents from the same program that stated they would prefer such course arrangement. Therefore, the data suggests that, overall, there are more gifted students who would not prefer being in courses exclusively with other gifted students than those in favour of such courses.

Q - If you had the opportunity to take courses specifically for Gifted students that required you to travel to another school, how likely are you to enroll in said program on a scale of 0 - 10? (0 = extremely unlikely; 5 = neutral; 10 = extremely likely) (n = 190)

	0	1	2	3	4	5	6	7	8	9	10	Total
Regular Academic	25.5% (n=27)	10.4% (n=11)	10.4% (n=11)	5.7% (n=6)	11.3% (n=12)	8.5% (n=9)	7.5% (n=8)	12.3% (n=13)	4.7% (n=5)	0.9% (n=1)	2.8% (n=3)	100% (n=106)
IB Program	4% (n=1)	0% (n=0)	12% (n=3)	20% (n=5)	4% (n=1)	16% (n=4)	20% (n=5)	12% (n=3)	4% (n=1)	4% (n=1)	4% (n=1)	100% (n=25)
AP Program	23.7% (n=14)	6.8% (n=4)	10.2% (n=6)	8.5% (n=5)	5.1% (n=3)	10.2% (n=6)	6.8% (n=4)	5.1% (n=3)	13.6% (n=8)	3.4% (n=2)	6.8% (n=4)	100% (n=59)

More than half of regular academic respondents (63.3%) and AP respondents (54.3%) selected a rating between zero and four, indicating that they would be unlikely to enroll in such a program. More specifically, approximately one quarter of both regular academic and AP respondents (25.5% and 23.3% respectively) chose a rating of '0', signifying they would be extremely unlikely to enroll.

The regular academic and AP respondents have a mean rating of 3.4 and 4.07 respectively, which suggests that, on average, respondents in both these programs are 'somewhat unlikely' to enroll in said program. The mean IB rating is 4.9, indicating that such respondents are generally neutral about enrolling in said program.

Rationale for 'Unlikely' Rating (rating between 0 and 4):

The rationales for why students selected a rating that signified they would be unlikely to enroll in said program are listed below, organized by program.

Regular Academic Respondents Rationales (n = 64):

The majority of comments revolve around the theme of segregation. Many respondents express that they would be unlikely to enroll in a program specifically for gifted students, requiring them to travel to another school, because such program would segregate gifted students from the rest of the student population. As explained below, this segregation would divide friends, diminish social interaction with a more diverse group of people, and endorse a competitive school environment. Some respondents indicated that they do not feel any different from non-gifted peers, and therefore do not believe they need to be in a separate program.

Another common theme evident in the comments below is the hesitation and unwillingness to change schools and/or increase travel time to and from school. Many regular academic respondents indicated that they enjoy their current school and program, and do not want to leave

their classes, friends, and extra-curricular for an exclusive gifted-student program at another school.

Please explain why you would be unlikely to enroll in a program specifically for Gifted students:

After previous experience with gifted programs, I find that these classes shut students off from mainstream classes. It's been a major factor in making my anxiety and possible ADD (I'm going to a psychiatrist soon.) way worse and uncontrollable. It was hard for me to make friends outside of the class, due to never interacting with them. Not fun. Though I was a good student, the effect this program had on my mental health was most negative. So no, I wouldn't consider enrolling in a program specifically for gifted students.

All my friends are here at this school and I already feel like the work is challenging enough for me at this school.

Because gifted kids are not any different than regular kids, stop saying that we are. We have to try just as hard as everyone else, and yes, there are some that are smarter, but there's also non-gifted kids smarter than me.. Making "gifted" kids feel "special" doesn't help us because in the real world we don't get to go up to an employer and ask for a different room to work in because we're "gifted", it should no different than high school. What should be done instead, is the SERT should try to work to make gifted kids 'recognize' their strengths and weaknesses and how to apply that in a regular classroom. Also, in my opinion, making gifted kids be sorted into a special classroom will do nothing but boost these kids self-esteem to ungodly levels, because we need 'more' kids who think they are better than everyone.

Because I feel there would be little benefit and potentially much deficit

because i think that learning the curriculum that all other students learn would be better for me

Because I'm not actually gifted

Despite being "Gifted", I do not feel any different than any of the other students in the academic stream. I was in the pre-IB program for grades 9 and 10, and I feel no regrets about dropping it. All of my fellow Gifted peers entered the pre-IB program when we started high school, and none of us struggled. I got good marks, but the environment was not for me. I am a very social, confident person. I'm out every weekend with my friends or my boyfriend, I do sports after school, and I have a part-time job. I felt completely out of place in my pre-IB classes. SO many (not all) of the students in the pre-IB, mainly my Gifted peers, were just simply too shy. So many students were just awkward; there were no class discussions, or lively debates (which I love). The environment was incredibly competitive, and so many people thought less of you if you didn't have a 98%+ in all classes. I was once asked if I "needed a tutor" when I got an 86 on a math test, a mark I was proud of. The ONLY reason I would be unlikely to enrol in a program specifically for Gifted students would be the other Gifted students. I understand that school is not a social experience, you're there to learn, but a good social environment is, in my opinion, very important. Being with a Gifted majority AFTER elementary school did not effect me positively- I was bored. I have a few very good Gifted friends, but being in Academic is definitely a better fit for me because I'm happier, have more friends, and am still getting good marks. I wouldn't outright say no to a Gifted program, I'd just have to really think about it and meet fellow students. I hope this doesn't come across as 'holier than thou' or anything because I don't believe I am "better" than my Gifted peers (they're all probably smarter), I'm just more of a social learner and I find a lot of Gifted students seem to prefer a different, quieter, environment. I just don't know how well I would fit in.

First, I am in grade 12. So there is no need to enroll in any new programs. Second, I love my school. I am not travelling to a different school, just be with other gifted people. It doesn't make sense to me.

I can't say I like the gifted program as it but I'd prefer an ib program in ctk

I didn't enjoy the elementary school Gifted program.
I do not believe that being gifted is a legitimate advantage and that I am particularly different from other students. We all have strengths and weaknesses and would rather be around a diverse group of people
I do not feel like I am as capable as other gifted students.
I do not want to switch schools or leave my friends at Loyola
I don't believe that the program would teach me new skills that I would need in life enough to leave all of my friends. I don't like to be different than anyone else, I don't like my teachers or peers to think of me differently because of the title "Gifted". In my brutally honest opinion I really think the name should be something more discreet but that's getting off topic. I used to go to a gifted school and I did not enjoy it.
I don't want the additional stress of a new program and I'm happy with the peers I currently have.
I don't want to
I enjoy being in classes with my friends and I wouldn't want to feel too separated from everyone else
I enjoy being with my friends at school now, rather than having to make new ones at another school as well
I enjoy my school community, I do not want to be limited in my peer and social interactions (i.e. solely other gifted students), it would mean increased travel time that takes away from other areas of my life, the school may not have the extra curriculums I seek, etc.
I enjoy my school, love playing on the sports teams and spending time with my friends and wouldn't want to give that up.
I enjoy the social aspect of a regular school, and I am able to challenge myself with the courses I currently have.
I feel like the gifted class somewhat separated my classmates and I from the other students in our grade, and I now that most of my elementary school class goes to assumption, I wish I had spent more time with the rest of the students.
I feel that it is best to be with peers who aren't gifted in part because being in classes with them you can help them and see problems from other's points of view
I feel that only surrounding myself with other gifted students would hinder me and my learning. As when you leave high school you will no longer be surrounded by other gifted kids and you need to learn how to interact with people unlike you.
I feel that the idea of enrolling in a program that requires me to commute to another school is not the right fit for me because: if I was to be involved in an extracurricular activity that is taking place after-school, the transportation issue is apparent. Also, I feel like I would lose the relationships with my peers that live closer to me, so my social relationships would struggle. Also, I enjoy my classes and teachers.
I feel that the integration into regular stream classes is good for social connection and provide better insight into the way people interact outside of Gifted classrooms
I had attended a different school for the gifted program in Elementary school for one year and I did not have the best experience. Also, this year I dropped out of IB and I find the course load much more manageable and the environment much better. I also wouldn't want to travel to a different school.
I have already made many connections with friends and teachers in this school, and am an integral part to some school activities. I feel like it would be unfair to transfer schools at this point, however if there had been the option before I entered high school, I may have chosen to go to a different school
I have before and I like the fast-paced learning. I move too fast for regular schooling.

I have made friends at Holy Trinity. Moving schools will just add stress and is unnecessary. There are hundreds of thousands of people who have been successful without going to such programs or without being gifted.
i have one more year left my high school was trashed by the lack of challenging course work and lack of peers who seek the same knowledge I do
I know people here I don't want to take a 30 minute bus
I like my friends that are not gifted and don't want to leave them
I like my own school.
I like regular classes
I like the school I am at now, and I would like to keep the friends I've had for life.
I like the school I'm in now, the courses are not too challenging, but have parts that make me think outside of the box and really use my brain. I feel like a program for just gifted students would be too challenging for me and my activities outside of school.
I like to be around a group of more diverse people, and also I enjoy being in classes with all of the friends I have now, none of which are gifted
I like to be in the same school with my peers
I prefer being with all sorts of peers, not just those who are part of the same program. It allows me to make friends more easily, and interact with more people than courses with the same people in each class. I would also not want to travel to a different school to take courses.
I think im fine as it is in Holy Trinity and i would miss out on being with my friends.
I think that the gifted program is a great opportunity, but it can be isolating at times, and high school should be a chance to get to be social as well as succeed academically
I value individual learning and I would prefer to stay at my home school in an environment I am more comfortable in, with the peers that I have grown accustomed to being with. However, if the opportunities for enrichment were very appealing and unique I would be more likely to enroll in such a program.
I was enrolled in a gifted program from grades 5-8 in elementary school and found it extremely exclusive from the other students in the school and encouraged the social and physical separation of gifted and non-gifted students. The gifted program does not allow gifted students to have the opportunity to mingle and work with other kinds of people, and encourages them to stay inside of their shell. As a gifted student, I find it much easier to learn in a less-competitive environment and to make friends and socialize with different people, so I greatly prefer a non-gifted program.
I was in a gifted program in elementary school and it did nothing but segregate the gifted students from the school community. I find the regular stream challenging enough and don't feel the need for any academic adjustments. Integrating gifted students into regular classes is the best way to make them feel part of the school. I am a strongly oppose isolating gifted students from others as it breeds a sense of entitlement and superiority.
I would enroll in a program specifically for gifted students however I do not want to leave the Holy Trinity community.
I would personally not enjoy being separated, because of the fact that I am gifted, I believe that everyone should have equal opportunities, and situations in school, and that gifted people must deal with problems.
I wouldn't want to be separated from my friends

I wouldn't want to move away from my friends, and i like my school environment
I wouldn't want to switch schools
Id prefer to be a normal student in the regular stream
Im fine the way things are and i would rather be with my friends
In elementary I found we were segregated from the other students. As much as the administration tried to integrate the class with others we were still excluded. There were also certain connotations with the class, like that we are smarter that was not good. I loved the class and the people in it, however when I got to high school I got to start fresh and be like everyone else. I wouldn't want that separation again.
In my experience a lot of the Gifted program work has been very focused on math which isn't what I excel at so I don't think it would suit my needs.
It would be hard to switch schools so late and like wouldn't be worth it now
Miss my friends, sports teams
Prefer my current workload
steamed hams
The location of the program would most likely be inconvenient
This is because I am content with the learning environment and all of the different elements that my school, teachers and peers provide for me right now. I don't feel the need to go to a new school at this point in my life. Thanks though.
This would create a strange social environment that is really not even close to what the real world is like, which is a melting pot of people who have higher and also lower IQs. This is why I didn't choose to go to a specific gifted class in grade 5.
Too hard
Transportation, Workload, Peers, difficulty adjusting to new environment, loss of being able to interact with friends, how would I get there and back, general difficulties of transferring to a new school.
With all of the extra-curricular's in my life, I am often very busy, therefore if the program required me to switch to another school, I would likely lose a lot of social ties that I think may detriment my high school experience.

IB Respondents Rationales (n = 9):

The majority of comments indicated that IB respondents would be unlikely to enroll in a program specifically for gifted students at another school because they do not want to leave their current environment. Respondents stated they are unwilling to leave their friends, their extracurricular activities, and their school community.

Please explain why you would be unlikely to enroll in a program specifically for Gifted students:

Beacuse it is too late now. I have already made friends and established foundations at STA. I do not want to uproot my high school life and move to a new school. The idea of the program is good regardless, like I really like the idea, but it isn't something I would change schools for now. If the program was available prior to my entry to high school, things would be different.

Changing schools would not be worth the small change in environment
I already have friends in my school and I'm familiar with my current school.
I feel comfortable in the I.B program and have already committed myself to it. Unless this program integrated I.B learning, I would likely not enroll in it. If this factor was not present, I would be more strongly compelled to attend a gifted oriented program.
I have become a member of this school community and am currently enrolled in many extracurriculars. The teachers here tend to be excellent with a few notable exceptions and I would not want to leave this school.
I prefer to learn in a larger classroom with many types of students. Also, I would not want to enroll in a program without my friends in which I would be alone.
I would prefer to remain at St. Thomas Aquinas in my current program, as opposed to another program having to form new friendships
The number of students enrolled are very small and it gives less opportunities to interact with other students. I feel that the gifted program would benefit me less than the ib program in terms university credit transfers and mark conversions etc
Wouldn't get work done and don't need it

AP Respondents Rationales (n = 30):

Similar to the regular academic respondents, the majority of AP respondents' comments relate to their dislike of segregating gifted from non-gifted students. Many students noted that they enjoy interacting with a diverse student population and want to stay with their current non-gifted friends. Some respondents mentioned how segregating gifted students in an exclusive program would be detrimental, as it would divide those labelled as gifted and devalue non-gifted students. Another commonly mentioned rationale for being unlikely to enroll in a gifted-student specific program at another school is satisfaction with current program and social relationships. Some AP respondents stated that they do not feel a need to change their current courses/school.

Please explain why you would be unlikely to enroll in a program specifically for Gifted students:
At this point in late Grade 10, I've made contacts, took leadership in clubs and have friends that would be difficult but possible to redo, thus the 4. I would be more than willing to take part in a gifted program should it be started in my school, as I do believe there are many benefits, and if it is really worth it, I would be willing to move schools with my other gifted friends, too.
Because gifted students also tend to strive to do better, so being in an environment where people care about what they are doing and want to succeed would also drive me to do better.
Because I do not believe that I should be deprecated from other people who aren't "gifted" there is no need, I am learning very much in my current courses and I do not want to go somewhere else and abandon bishop reading just because of being "gifted"
Because I doubt they would have the numbers necessary to run different courses such as law or politics. I find that my regular AP courses challenge me enough, and I already travel to a different high school instead of my "home" high school for the AP program.
Because i want to be surrounded by different types of people, not just gifted kids and i want to stay in this school

because most of my friends are not gifted
Gifted students tend to be kind of entitled. I wouldn't love being in a specific program for them.
Haven't been in a Gifted Program and at this point moving seems pointless. I also am in extended French and the Program would most likely hinder my French education.
I am happy with my courses and their content right now and prefer not to change them.
I don't want to leave this place; it would be rather complicated and I've become too integrated and involved in the BR community. Most of my friends and extracurricular activities are here.
I dont like them
i dont want to be excluded from other students or to switch to another school
I enjoy integration with the non gifteds
I enjoy working with all students
I like it here with my friends, and it's good to not have this separation between Gifted and non-Gifted students.
I think my current program is more conducive to my learning and social needs. I do not want to be solely associated with the gifted program.
I think that it is important to work with and form friendships with everyone, not only Gifted students. Being in a broader stream allows me to know a variety of people that don't always have the same opinions or learning style that I do and I feel that this contributes to my education.
I want to have a life.
I would be unlikely to enroll in a program specifically for gifted students because it is important for us to be able to maintain a normal social life. It can be very difficult to be in classes with the same people all the time as it does not allow for any growth or maturation within your peer group.
I would only enroll if it was offered in grade 9 but I would not change my school after already going to BR
I wouldn't want to be in a group like in elementary school and most of my friends are not classified as gifted. I also would not want to move to another school at all because I like this school and all my friends are here.
If it requires me to travel to a different school, it would be very unlikely for me to enroll in such a program. I have carpooling with people who are not in the gifted program, so it would be hard for me to travel
It would allow me to be around people who think similarly to me
Not all gifted students take ap
Removing gifted students from having any regular courses just damages the psyche and social life of gifted students. Without having to work with people with different learning styles and ways of thinking, students don't learn social skills needed for the future.
Separation of gifted students encourages segregation and hostility from other students. I can take extra courses or more advanced courses that challenge me academically, or even would be fine with getting specialized work from teachers, but being overtly separated would not reflect well on us socially. We had negative experiences with other students and bullying in elementary school and would rather live a healthy social life in high school.
The pressure to do well would be higher than in a normal academic class.

The school I am currently in is one that I am already content with attending. Many of my friends are already enrolled in this school and it would be preferable to stay rather than to leave to another school. I would also prefer to interact with other students rather than those in the gifted stream.

There are not many gifted students so it would be difficult to develop a good social life.

Though I am proud to be Gifted and have learned a lot and grown because of the Gifted program, I wouldn't be likely to enroll in a program specifically for Gifted students again because of how segregated my classmates and I felt in the Gifted program in elementary school. I enjoyed the program in elementary school and benefited from it, but I feel like in high school, we are now changing our course of education to things more suited to our personal needs and career goals. I would only benefit from a Gifted program now if it could cater towards my career path of being an actress.

Rationale for 'Likely' Rating (rating between 6 and 10):

The rationales for why students selected a rating that signified they would be likely to enroll in said program are listed below, organized by program. The majority of comments for all three programs revolved about their academic success. Respondents indicated that such a program would promote their success, tailor course instruction to fit their needs, and challenge them intellectually. Respondents also noted that an exclusively gifted-student program would congregate like-minded students, allowing gifted students to interact and work with students who share a similar work ethic and thought process.

Regular Academic Respondents Rationales (n = 25):

Please explain why you would be likely to enroll in a program specifically for Gifted students:

A program specifically for Gifted students would be very beneficial, socially and academically. The teaching styles in the gifted program in elementary school helped me be the best I could be, and achieve my academic goals with ease. Now, in high school, there isn't as much support for gifted learners, and it would allow me to be more successful. I find it would allow me to be more successful going into to post secondary, and overall feel more confident in my abilities, as now in the mainstream high school courses, i feel discouraged into achieving what I want.

Able to cultivate more ideas with people sharing similar academic traits More opportunities available more regularly

because it would make the learning more accustomed to me

Being enrolled in a gifted specific program would allow me to converse with peers who share similar thoughts and intellect to myself. Being involved in an all gifted student program would allow me to collaborate with a much higher degree of achievement than I am currently subjected to.

I believe that a program designed specifically for all gifted students would be very beneficial. I know that in my current classes that my teachers have the responsibility of helping all students to achieve their best and often times that means spending more of an emphasis on students who are struggling. Often times my teachers don't even know that I am gifted and don't tend to focus on my needs as much since I am not struggling in the courses. I feel that being in a class full of other students who are also quick learners and are all very smart would help allow our group to be effectively challenged and move at a quicker rate that we could handle allowing for us to get more out of our distinction.

I feel like it might challenge me a bit more academically than a regular academic course

I found that it helped a lot through elementary school and I see no reason why I shouldn't do it here. Also I know a lot of the other gifted kids well
I had a gifted class in elementary school and it was good to be in
I was previously in the Clustered Gifted Program in Canadian Martyrs for 4 years before I came to Corpus Christi, so I am already used to working with other gifted students. I really enjoyed being in that program, and made great friends with all the students there. However, it was hard to make friends outside of my class since I was always with the same students every year. Neither the Gifted students and the regular students made that much of an effort to get to know each other. My parents would most likely support my decision of whether I wanted to attend another program specifically for Gifted students or not, so it would be somewhat likely I would enroll in a program like this.
I would be likely to enroll in a program specifically for gifted students because I feel that being surrounded by other students like myself would raise better discussion and higher learning better tailored to my needs.
I would be likely to enroll in a program specifically for gifted students because my experience in the gifted program so far has been very unhelpful/uneventful and I feel as though I am not going to learn to my full potential in the program I'm currently in.
I would be more challenging and a better pace for my learning skills.
I would consider applying because I participated in a similar program in elementary school and I enjoyed it. I got to meet and work with like-minded people and got to study topics not covered in school. I enjoyed the creativity and freedom of the projects we were assigned. At a high-school level this has the potential to be very enriching for Gifted students. However, travelling to another school and missing classes would be major downsides, and keeping up with missed work would be difficult.
I would just like for school to be equally compatible for people in all streams (uni, college, trades) and have equal encouragement for people who have decided to pursue a path other than the top tier. this could help provide students with a leg up in college and trades
I would like to enroll in a program specifically for gifted students because we would all learn the way that is most efficient for us (specific teaching style/environment).
I would not like to.
It would be difficult enough to challenge me and push me to do my best work.
it would be interesting to be placed in a situation where I would have to learn alongside other gifted students and it also might be paced a little better than the some of the courses I have now.
It would be nice to have some a slightly different curriculum especially since my school doesn't offer any Advanced placement classes
It would provide a more challenging environment
More specific to my learning needs
Smart people are more fun to be with. It would be a better learning environment.
The teaching would be catered my needs, and I wouldn't have my learning capacity hindered by the capacity of other students.
There would possibly be better communication between students. The pace at which the course is taught will also be steady throughout the year
To learn on the same pace and at the same level as my peers, as well as converse and work with people who have similar experiences to mine. I like the people who I was in gifted elementary with as well.

Another benefit would be being more challenged than I currently am in my academic classes with harder material (more enrichment).

IB Respondents Rationales (n = 10):

Please explain why you would be likely to enroll in a program specifically for Gifted students:

Because I know most of the gifted kids around my age; most of them went to St. Andrew's with me.

I am currently in the IB program, which I believe is a very alternative to a program specifically targeted towards gifted students. Personally, I think that the opportunity to take part in an international and internationally-minded program is more beneficial than that of one of only gifted students. But, I do believe that an all-gifted program would allow for more options in regards to education, so long as it featured options for extra-language learning, such as French Immersion courses.

I enjoy being around people who think similarly to me

I feel I learn better with a program designed for gifted students, focused less on homework and overall workload and more on specific ways of development

I feel like it would cater to my needs and learning style better and challenge me in a way that I liked. When I was in a similar thing in elementary school, I loved what we learned and how we went about doing so.

I feel that my way of thinking more so matches with that of other gifted students

I would possibly enroll in this program due to the fact that gifted students would most likely be more like me. Teaching targeted towards work habits, pace of learning, similar thinking and other attributes that gifted students may have could be more beneficial to me and help me learn better than if I was enrolled in another program.

In order to work in an environment with others who share my work ethic and have similar ability.

Participating in classes and programs with other like-minded students is beneficial because they want to be there, and classes are more mature and interesting

People around me don't tend to understand how I think and I feel it has hindered my social development as I am bullied and excluded for my differences.

AP Respondents Rationales (n = 18):

Please explain why you would be likely to enroll in a program specifically for Gifted students:

-new learning opportunities -in depth learning -freedom in tasks and assignments

Because it will provide me with a unique opportunity to enhance my learning

Because then I would be with people who also think differently than most other people, letting me see things in new ways.

Better environment

Gifted Students have minds that think creatively, and as a group of gifted students, we compete with one another to push ourselves to be better at what needs to be done.

I am most comfortable being with other gifted students because that is the kind of class I have been in for the past four years (since grade five). It would be nice to go back to that same sort of environment.
I don't fit in with other kids, I enjoy learning with people the same pace as me. I don't want necessarily harder or faster courses, but a more involved, thinking orientated challenging course. I feel as if the AP courses given has failed to do that.
I enjoy the dynamic of a purely gifted program. You grow a close bond with your teacher and your classmates who are taught like your self how they need to be taught to receive the best education they can. I prefer a class where my needs are understood, although my AP classes teach me acceptably I find I find I am not receiving the degree of education I received in the gifted program at St. Peter's with our amazing teacher Ms. Dover. Our minds that think differently were being engaged as oppose to the AP ideal of more work means more success for the students who take those courses.
I find it easier to be myself with others who think like I do.
i would be willing to try it if it would further enrich my learning. although, i feel gifted clusters cause kids to be excluded and labelled more than ap classes
I would for the experience but do not understand what the benefits of the program would be by putting us in a separate class
I would like to enroll in a program with other Gifted students because they are the only peers that I acknowledge academically to some extent or another, and they are the only peers that would be able to challenge me. In addition, I am confident that a program designed for Gifted students will be able to challenge me more.
In elementary school I had the opportunities to learn and work at my highest potential. I could be around people I was comfortable with and had fast-paced one on one learning. Once I got to high school I found that I was not doing as well in my courses, because I was accustomed to being able to work in ways that were specialized to my learning style. I loved the gifted class and found that it was the perfect fit for me, and was where I truly worked at my best. I think that being able to go back to the gifted program would allow me to be more successful.
In order to interact with likeminded individuals
It would be a more suitable environment for me, and I would think more similarly to my peers, which isn't necessarily a good thing
Prior to entering high school, I spent four years in a gifted class. I felt my both my learning strengths and needs were supported very well in the gifted program, and I formed strong relationships with many other members of the class - I still am good friends with them today.
sometimes i feel as though i'm not exposed to more things that i could be exposed to. I am not being pushed as much and don't have as many opportunities to develop my learning.
This kind of program would allow me to interact with peers of similar ability to my own, and provide me with more of a challenge for learning that I do not always receive, particularly in open level courses.

Rationale for a Neutral Rating (Rating of 5):

The rationales for why students selected a neutral rating of 5 are listed below, organized by program. The majority of the comments from respondents in all three programs indicate their possible interest in such program, but disinterest in changing schools due to having to leave their friends or travel far for school.

Regular Academic Respondents Rationales (n = 6):

Please explain your reasoning for the rating given above:

I know some people here and I'm not too comfortable with change, but I'm still somewhat open to it.

I think my course load is fine right now and it might be harder to travel to another school just for a few courses.

I would like to participate in a clustered gifted program but I am not sure if I would be able to travel to another school.

I wouldn't want to miss anything, and the travel seems like a lot of work. I wasn't in a program before and have been doing fine. However, it could be pretty fun and interesting.

It would be a new experience and I would enjoy the ability but leaving the school to attend may cause problems with my schedule

School system way too structured. No room for exploration. Pushes you down a narrow path and expects you to get course content done with no room to pursue interesting topics within spectrum of that course.

IB Respondents Rationales (n = 4):

Please explain your reasoning for the rating given above:

I don't know if I'd want to surround myself with exclusively gifted students and limit my interactions with other non-gifted students.

I feel that the response is specific to the school and what types of benefits that the new location supplies.

I have friends in the IB and the campus is great

While I would prefer the gifted/clustered course over the IB program, I'm not sure if it would be worth it to change schools

AP Respondents Rationales (n = 6):

Please explain your reasoning for the rating given above:

As much as I would enjoy constantly being with like-minded students, I have several close friends who wouldn't qualify, and I don't want to leave them.

Don't understand how moving students to other schools to be with other gifted students will help our learning

Everything is balanced and tailored to suit the student's needs.

I do not mind whether my classmates are gifted or not.

I don't know what I would decide it depends on how far the school is.

I would not want to change schools. I am very happy with my current school. My courses challenge me and although it would be nice to be with other gifted students, it would be better if that could be done in my current school.

Q - What are your priorities for your high school experience? Please select all that apply. (n = 822)

Priorities	Regular Academic Stream	International Baccalaureate	Advanced Placement	Total
High marks/ Academic achievement	91.7% (n = 99)	91.7% (n = 22)	98.3% (n = 58)	179
Extra-curricular involvement (i.e. student council)	32.4% (n = 35)	45.8% (n = 11)	61% (n = 36)	82
Athletics	37% (n = 40)	12.5% (n = 3)	37.3% (n = 22)	65
Community involvement (i.e. volunteering outside of school)	25.9% (n = 28)	41.7% (n = 10)	35.6% (n = 21)	59
Employment	44.4% (n = 48)	33.3% (n = 8)	44.1% (n = 26)	82
Social Interactions (i.e. socializing with friends, relationships)	65.7% (n = 71)	75% (n = 18)	74.6% (n = 44)	133
Awards and recognition	26.9% (n = 29)	41.7% (n = 10)	45.8% (n = 27)	66
Post-secondary preparation	72.2% (n = 78)	83.3% (n = 20)	81.4% (n = 48)	146
Other. Please specify:	4.6% (n = 5)	4.2% (n = 1)	6.8% (n = 4)	10

As illustrated by the graph and chart above, priorities for each program group did not vary greatly. The three priorities most commonly selected by respondents (bolded in the chart above) in all three programs include: high marks/academic achievement (91.7-98.3%), post-secondary preparation (72.2-83.3%), and social interactions (i.e. socializing with friends, relationships) (65.7-75%).

Below are the answers provided by respondents who selected 'other', organized by program:

Regular Academic Stream Responses:

Just Anika. And leisure time

Learning

Having fun

To have fun and enjoy my teenage years

IB Program Responses:

Learning what is special about subjects other than those that I am proficient in

AP Program Responses:

I want to get early acceptance into a University

I would like to be ready for all aspects of my adult life (i.e. doing taxes)

Music program

Learn practical skills for daily life (ie. Accounting)

Q - What do you like most about your current program set-up at your high school?

All of the respondents' answers to this question are provided below, organized by program.

Regular Academic Respondents' Rationales (n = 93):

Three main themes emerged from the responses from regular academic respondents. First, they noted that social interaction is something they like most about their current program. Many respondents stated that they enjoy being with their friends, interacting with a diverse group of students, and having the ability/time to socialize and develop relationships with others. Second, respondents indicated that they enjoy the flexibility of their courses and program. For instance, many comments state that the regular academic program allows students to pick courses that interest them, play with their schedules, and partake in extracurricular activities and sports. Finally, respondents indicated that their current program is a good learning environment. Examples of how their program is a good learning environment include the course load being manageable, students' ability to achieve high grades, and the supportive teachers.

-I don't resource room or and resources offered to me because I don't feel the need to

? I dunno. I just like it, I guess.

Always able to reach resources

At my current high school I have many friends that i have made through both elementary school and my first semester of schooling at Corpus Christi

Being able to freely pick the courses you would like to take

Business is pretty fun, as I love using computers, which is mostly a result of having a lot of experience with computers in the gifted class.

Can choose my classes/how much participation in the program.

Courses I am very interested in and want to excel in are available

Courses like marketing and like world religions with Mlle. Gour allow me to have real and thorough discussions with teachers and classmates and allow me to voice my opinion. Also I find my courses easy this semester.

Currently there is nothing that I like about my current program set up because there has been no added benefit in being recognized as gifted. I had never even met my SERT until my grade 11 year and most of my teachers had no idea that I was recognizes as gifted.

Friends

Gets the job done. Go to high school, get good marks, get into post secondary. Simply a means to the end of getting a good career in the modern workforce.

Good environment

Good involvement

I am integrated with other students my age with differing strengths and weaknesses that help me to learn and interact with others

I am not treated differently and I am given the opportunity to focus on more than academics

I am with friends.

I can work with it

I currently enjoy the social aspect the most

I don't know

I don't know. It helps me be normal I guess.

I enjoy the pace as well as my peers and my teachers.

I find the work manageable and the course selection allows you to explore many different/unconventional electives. This is especially helpful in discovering passions for post-secondary education.

I get good grades

i get to be around many different types of people and meet new friends.

I go to school with my friends

I have finally got a plan to achieve what I want

I have the ability to take spares and break up my schedule

I like that the school provides extra help for the programs.

I like how courses are split into two semesters so there are not too many courses at one time to have to worry about.

I like how I am in control

I like how my course load is not very heavy and it allows me to participate in extra-curricular activities and manage my time well.

I like how the classes are easy to follow and it is not difficult to earn high marks, though I do feel as though I should be challenged more in school.

I like seeing different people, different subjects, having different experiences. Each class is unique.

I like that I am able to choose what level I am in and feel included and like I am equal to everyone around me. In academic I am able to easily balance my outside activities with my school work and maintain my grade average.

I like that I have the option for things if I need them, such as double time. However, I like that now I don't need to use double time, or a different workspace. I like that along with teachers at my school, I was able to move OUT of the resource room and back into the classroom, I learned how to use my strengths in the regular stream to my advantage rather than apply them in a 'special class'.

I like that it is challenging but also not too stressful

I like that they gave us the choice to participate in the program and wouldn't force us into anything. For me personally I decided not to participate in the gifted program and my decision was respected and I was left to make my own decisions in regards to courses, extra circulars, etc.

I like that we are informed about opprotunities/ programs that might be interesting for us (workshops at universities etc.) .

I like the Academic program because I believe the work is good, the environment is good, and the teachers are (mostly) good. I find people to be less judgemental about grades, and people have similar interests.

I like the fact that I am able to learn about many interesting subjects that I am able to choose from and interact with many different people that I enjoy being around

I like the fact that I have 2 teachers, over 3 courses, which allows me to develop a closer relationship with teachers, allowing me to be more personal and for them to be more understanding.

I like the fact that the program accounts for us and yet doesn't cut us off from others

I like the fact that the teachers and SERT's are a lot more down to earth than teachers from previous schools are. They respect students as human beings and understand that they have struggles. They also try to be kind and funny to their students, which is something I can appreciate.

I like the flexibility to choose my courses to suit my own individual needs, both right now as a high school student and as I prepare for post-secondary education.

I like the inclusiveness of all my classes.

I like the lessons that are being taught in certain classes, as some of them interest me.

I like the variety

I like the variety of courses I have and the differentiation in skill level requirement

I love the tech department. My teachers are amazing in that department.

I'm pretty sure we don't have one, so I like that it doesn't interfere with my normal classes?

In regard to my IEP? or just my regular schooling. My "current program" is ambiguous wording. my IEP doesn't affect anything, and my school is not egregiously drole

It allows me to make it to my sports workouts

It doesn't give me any extra or challenging work.

It is a good workload and i like being in the normal stream with all the other students

it is simple and easy to achieve high marks

it satisfies me that the program is trying to figure out its flaws and how to improve it overall

Its not to hard so I have time to socialize and its not easy enough for me to lose interest.

its slow paced but still allows me to get a lot done

It's pretty basic there's nothing to complain about or love

Learning new things

Learning new things with the people I have fun with
Lots of contests (math, physics, chem, coding), good athletics department, computer courses (with great teachers)
Many of the teachers are excellent, and a select few courses that I take I enjoy.
Movement from class to class seems to be taken into account when creating schedules.
My blueprint is how we pick courses
My friends are a really steady support system that I never had before.
My friends, and how easy it is to talk to the teachers.
My known giftedness isn't obvious, allowing me to blend in with the rest of the school, and not have to stick out.
N/A. I am not involved in a Gifted program.
Not too much extra work that would interfere with normal courses or activities outside of school.
nothing
Nothing
Organized and manageable work load
Seems easy enough to learn and teaching is fine
some of my classes are driven by problem solving and need the support and communication amongst students.
Teachers are easy to approach and talk to, and give help when needed.
That i am able to be involved with a lot of extra curriculars
That i don't miss class, so I don't have to be worried about catching up the stuff I miss.
That I don't need to be involved in the program if I don't want to be.
That it has a more non-intrusive option.
The choice in classes and extra-curricular activities.
The courses are challenging enough to make me work hard
The students
The teacher/student relations are quite well maintained and I feel I have a very responsible and well rounded teacher
The technology classes
The thing I like most about my current program is that it is not stressful and competitive.
The workload is very easy, and I don't have to do my homework, although sometimes it does get boring. I also like being integrated with mainstream students with most of my friends.
there are options for everyone, i am hoping to go into business for post secondary and holy trinity offers all the courses that I need to successfully do so.

There is not much/anything that happens in the current program

They have many different options and course selections for most everyone's interests

Works around me, i don't have to work around it.

Your mark depends on how hard you work and you can't really slip by as easily

IB Respondents' Rationales (n = 24):

Three main themes emerge from the comments below. First, IB respondents indicated that something they like the most about their current program is their peers. Respondents like being with like-minded individuals who have similar academic needs, goals, and learning styles. Second, respondents stated that they like their courses. Many noted they feel their courses are challenging, and thus drive them to succeed academically. Finally, the preparation for post-secondary was noted as a reason why respondents like their current program.

Challenging subjects and program layout

Classroom setups in IB feels somewhat nicer than academic as far as fellow peers.

Courses well balanced, preparation for university. Friends

I get to meet people from different academic stream therefore, allowing me to broaden my social horizon.

I like how many of the students in IB are like-minded and have similar academic goals, it builds a community of dedicated and perseverant students. Additionally, the IB teachers are equally dedicated to the instruction of their courses and engage the students. Overall, the program is very challenging and I rarely find myself a moments peace with the work in addition to a variety of extracurriculars, but through it I've been challenged and I've made so many amazing and intelligent friends.

I like that I am being challenged at a higher level

I like that the vast majority of the students in the IB program are focused on school and care about their marks, unlike many kids in the academic and applied streams. I like that we are given a challenge as well. Most if the pre IB teachers care about their students and can notice stress levels (most). Most have a good grasp of the difference between challenging student and gives the a ridiculous amount of assignments

I like that there is a common drive to succeed academically among most students as it creates a competitive environment and compels you to try your best. I also like the teachers that teach certain courses.

I like the styles of teaching and facilities as well as the friendly and cooperative staff and students.

Ib lets me interact with kids at the same academic level as me and study in classes with students who follow the classes at the same pace and level of understanding.

It allows for people who seek to further their knowledge and work hard to be around people like them, which usually means that everyone can be more successful.

It allows me to interact with people who share similar interests

It helps prepare me for post secondary schooling

It prepares you for the rigour or university.

More challenging than regular program

Teachers and Friends

The advanced level

The challenge

The classes albeit hard are interesting and challenging.

The community

The current program allows me to focus on what I need to focus on, because of the extreme workload in IB

The IB program is helpful for achieving high grades while also receiving thorough preparation for the work load of university.

The pre ib program has a lot of bright minds that won't slow down my learnin process.

The science classes are fair, well put together, and enjoyable. Their workloads are also fair.

AP Respondents' Rationales (n = 55):

Two main themes emerge from the comments below. First, respondents enjoy their course selection and flexibility. Respondents expressed satisfaction with being able to enroll in both AP and academic courses, thus expanding their course selection. The second theme related their respondents' satisfaction with the pace and challenge level of their courses. Their courses are challenging and fast-paced to maintain their interest, while allowing respondents to academically succeed.

Balanced schedule

Bishop Reding provides a very welcoming atmosphere to all its students and makes an effort to accommodate their needs. I find that there is a wide selection of courses and lots of direction as to which courses to select and participate in.

Challenge our learning

Extra curricular activities

Flexibility of AP to take the courses I want at either AP or Academic level. I can relate to the students in my AP classes so much better - we think more alike, can keep up at a similar base. I don't get bored like I used to in elementary school or have to wait for the other kids to catch up. The material is taught at the right pace for me. Its been the right kind of challenge, enough but not too much. I also feel that I will be better prepared for university after taking AP in High School.

gifted students are not labelled or separated from other groups. good ap teachers and teaching style is less based off of difficulty rather than style of learning

I am able to choose my own courses and I have many friends in my classes.

I am in a lot of AP courses. These challenge me to think differently and to work harder. I like how I feel more challenged with my AP courses than I did in my regular classes at my elementary school.

I do enjoy the AP program and its flexibility; it has allowed me to make friends both within the program, in the regular academic stream and maintain old friendships from elementary school.

I don't have any specific program set up with my IEP, I just take standard university and AP level courses with no special instructions or exceptions.

I enjoy that AP is offered to provide a different learning standards

I enjoy the AP program because it allows me to interact and learn with others who are also very involved in their learning, and want to learn.

I enjoy the AP program, as it provides the opportunity to further explore my learning beyond the university stream, while still interacting with other people who are still motivated to do well.

i get to be mixed in with all the students and not known as 'the gifted kid'

i have friends in my classes and the AP program has good teachers that understand what we need.

I have the opportunity to pick both AP and academic stream courses.

I like how fast paced it is, it really challenges me. Although there is a bigger workload then previous years, I feel as though it is helping me to become more responsible and manage my time better.

I like how my first semester was a bit more challenging than the second, so I am able to relax a little more when compared with my other semester. Plus, there is a balance of subjects in each course meaning an easy course can compensate with a compulsory course

I like how we are able to learn more in depth and learn about certain topics outside of our course/grade curriculum, in preparation for future years/grades.

I like most of my classes and I like my Comm Tech, English and Vocal courses.

I like that I am able to be in class and learn the same way as others.

I like that I have the option of extra help with a SERT, but I get to stay with all the other kids.

I like that it is fast-paced and interesting, and that you can explore the topics more in depth .

I like that there is a wide range of courses available, providing students with boundless opportunities to succeed in their future pursuits. In addition, my Special Education Resource Teacher is exceptionally competent at her job. She has provided me with valuable support in my transition from a gifted program to a streamlined program.

I like the AP program because it moves at a faster pace than the academic stream and I can connect with people who are passionate about the subject like I am. However I also like that I can take some courses in AP and some in academic to lighten my workload so that I can participate in extracurricular activities as well.

I like the electives that I can take (music,drama,etc...) and the diversity that this school has to offer. Although the arts program needs more funding, and the music program needs to be updated.

i like the fast pace of ap

I like the opportunities it makes available to us i think the school and outside of it

I like the quick pace of learning

I like the workload in my current courses and am satisfied with the testing.

Interacting with new people

It allows me to be in smaller more specific classes with like minded students.

It gives me a good challenge
It gives me an equal balance between school and social life
It gives me the option to work at a faster pace i.e. the advanced placement program
It is challenging and helps me attain new skills and assets which will be useful in the future. I am also able to compare with my peers and how they are doing, pushing each other to do better.
It is fairly challenging and fulfilling. Its structure encourages me to get higher marks and succeed. My teachers have been good, overall.
It makes it easy to travel between classes
It's a good pace and I like how I learn a bit of next year's material as well.
It's normal
My spares
Not difficult. Variety of perspectives. Very good teachers, mostly
Not much, poorly organized by board. Ms. Joseph I believe is doing her best, but our IEP's that we spend time filling out I feel are not being looked st or considered for the benefit of our education.
Not too hard and manageable
Nothing, I dislike school.
Teachers are somewhat understanding about my aspirations outside of school
the courses are nice
The fact that my classes are often filled with people like me
The option of AP classes.
the pacing of assignments.
The program is altered to fit the student's capabilities and strengths.
The workload is manageable, and I have been able to achieve high marks and recognition in courses that I find interesting. I also like that I am able to interact with a variety of both new people and friends from elementary school.
There are a lot of options within the tech tree, which is my primary interest.
There's chances for students to enroll in many different courses. If a student is interested in one specific subject but not another, they are not forced to take that course like what happens with IB.
Very accessible to everyone

Q - What do you like least about your current program set-up at your high school?

All of the respondents' responses to this question are provided below, organized by program. Multiple themes emerged from the responses.

Regular Academic Respondents' Rationales (n = 90):

In the comments below, there is a wide range of aspects of the regular academic program noted by respondents as something they like least about their current program. However, a few of the common comments discuss their dislike of some teachers, the limited course selection, and the slow pace/lack of challenge.

-I don't resource room or and resources offered to me because I don't feel the need to

? Lunch is pretty early, I guess. But that's about it.

A lot of kids in my classes are rude to the teachers and don't finish their work on time.

Because of the lack of activity, there are not many downsides

Certain Teachers

Certain teachers lack to care towards their students

Classes can tend to be a little easy

Culminatings. Unnecessary stress during exam time.

Difficulty of the course for each semester is somewhat unbalanced.

English, people vaping in the washrooms, disrespectful students

Everything. The whole program has been a waste of time filling out forms that don't translate into any challenged or advanced learning throughout my high school experience. I was never challenged by teachers usually due to the fact that they had no idea that I was gifted. In addition to the few teachers that I had talked to about having my IEP the only advanced learning I was offered was more work. I am an avid soccer player playing in the highest level in Ontario as well as participating in school athletics and clubs. I have no interest in having more work. I would rather have subsidized homework where I would happily spend the time challenging myself with complex thinking problems and would be 100% willing to scale back on school activities in order to manage, as opposed to having to complete both my regular homework that is not challenging whatsoever in addition to the added problems that take time.

High workload - very time-consuming and takes away from my social life, job, extra curriculars, family life, etc.

I believe the curriculum should be updated, and there should be more freedom of what the teachers are teaching us. The school should also put equal funding into the different departments, as it seems more goes to the athletics rather than the music and arts programs, which should be just as important. As a proud member of multiple arts programs, I feel there needs to be more support. Also, a gifted program for high school students would be very beneficial as me, alike my other fellow gifted students, find that our academic abilities are right in the middle of the academic stream, and the AP stream.

I did enjoy A.P because of the extra challenge and learning more material but it was very high stress, like I found the gifted program in elementary. I also wish we had more arts programs and specifically a

musical theater course. The opportunity to have extra courses would be nice, and would help benefit me in the future.

I dislike how there is little opportunity to study multiple path (ie. business, science, social science) while maintaining the prerequisites for each post secondary program

I dislike that there aren't many opportunities/programs that are specific to our likes or needs that are located in our school. I would recommend having monthly or biweekly meetings of the gifted program to work on higher level/ gifted specific material.

I dislike the fact that other students can sometimes be distracting and take away from my work.

I dislike the many random variables that are inherent in a normal program set-up, such as random teachers and schedules. I would like to have some degree of choice in these things, or the ability to make my preferences known.

I do not enjoy having to work all day at school, and then continue with homework after school.

I do not like that for some projects, we do not have that much time to work on it in class

I do not like the workload that I have been given as it is very inconsistent. Most days I receive no homework, but some days it feels like I'm drowning in school work

I don't have any particular dislikes

I don't know

I don't know

I don't like how there are only two levels of classes available.

I don't like the course schedule I got this year

I don't really participate so I don't know.

I don't enjoy that some teachers aren't passionate about the subject they teach.

I don't have anything I like least

I feel that I am not very interested in most of my classes and I would like to be challenged a bit more with my classes.

I had a lot of heavy courses first semester

I have a lot of my toughest subjects this semester, with English, Geo, and Science, so there is a lot of work for me to do each day.

I have to spend most of my classes with loud annoying people, where half of the time I cannot even hear what the teacher is saying. I find it hard to learn because of all of the distractions normal classes give. I know adults whom were in the gifted program when they were children and their stories make this program seem like an extremely underfunded waste of time.

I like how it is now.

I miss the way the classes ran and the enrichment in the gifted class, as well as not receiving many challenges.

I struggle to balance school and extracurricular and I find there are not that many resources to help aid that, especially not well known resources as I (a very introverted person) would probably not go to a one-on-one session.

I'm not sure

It is very difficult to change or modify a course schedule.
it took 3 years to be learning things I'm interested in
It's very easy
It's a lot of sitting and writing and not much hands on activity
mr silvello is a punk and i have TWO classes with him as my teacher next semester
N/A
N/A
N/A
N/A. I am not involved in a Gifted program.
not as much involvement in some extra things such as contests
Not having a lot of time between classes
Not many opportunities to enhance my knowledge/ tasks that make me think. Everything I do in school is very basic and bland
Not much Course selection
Not very much course variability. The scheduling for my courses has not been done correctly for any year, mostly with courses that I have not selected being in my schedule, or the absence of required courses such as English, Math, and Science. Not many independent study assignments are available for students to complete, so I have little opportunity to explore topics I am interested in. I also think that a philosophy course, as well as the social justice course, would be an excellent alternative to religion, since it allows students to explore religion in different ways other than through bible and direct religious study.
Nothing
nothing
Nothing
nothing i can think of right now
Nothing it's great
Nothing really
Nothing really bothered me despite having to constantly sign forms informing them I do not wish to be apart of the program. However I see the legality and importance of having paper work.
Nothing, it's fine as it is.
Nothing, I enjoy being with my friends during high school and choosing what I want to do.
School system too narrow minded. Appearance of open-endedness but in truth is simply a system where you are expected to make your answers conform to everyone else's so that they fall in line with one singular
skrt

So far I have no complaints
Some courses do not challenge me enough
Some courses don't allow students to participate and sometimes certain teachers don't create a good learning space.
Some courses have content that is really geared towards one learning style while completely ignoring others.
Some courses that I would not like to take I am forced to, and the pace of the courses sometimes can move slowly, or it is more 'lecture' based rather than hands-on learning
Some lessons and tests however, I find a bit easier than expected so I wish it'd be a bit more challenging.
some of the classes are boring and slowly paced where I only learn one particular thing a day for the whole hour and twenty minutes of the period.
Some of the course work is too easy and the teachers tend to explain the topic in detail for the rest of the class and spend too long going over a concept which is easy for me.
Some teaching styles that do not cater to everyone.
Stress of everyday busy work.
That we have no advanced placement classes, only the basic university stream
The English program. Absolutely useless.
The fact that a lot of people don't seem interested in interacting with others outside of their 'cliques', thus many people who don't fall into said cliques have a difficult time making friends if they aren't extremely social, and even then, those who are social still may not get the chance to even talk to those friends if they're not in the same grade.
the French program
The heavy workload
The lack of an AP or IB program tends to make programs less challenging and therefore less interesting
The stares of my peers that they give to anyone who they know has an iep and is about to use it
The teaching doesn't always improve my learning although it may help others. I feel as if I'm often held back and I'm not learning to my highest capabilities.
The thing I like the least about my current program is how much time is wasted. I feel as if much of the school day is wasted time where we are doing nothing.
The variety in courses is very limited
There are no academic enhanced programs such as AP that would challenge me and allow to feel more satisfied education. Our school only has advanced programs for sports which doesn't help me or many of the other gifted students in any way.
There isn't that many opportunities to start doing extra work and going more into depth within my courses or any extra projects that would allow me to learn more about my classes
Too hard
Too slow.
Travel/lunch/spare times

Unlike the Gifted program, where the majority of students ENJOY school and learning, a lot of students in Academic do not care about school, and teachers are lax with them. So many students get away with not handing in an essay for weeks, and will be marked the same way as me, with no consideration given to the fact they were late and had so much longer. A lot of the students shouldn't be at the Academic level- I believe a lot of students need to be in Applied.

Unorganization

We don't really have one, and my regular courses aren't very innovative or challenging.

IB Respondents' Rationales (n = 23):

The main theme that emerged from the comments below relates to the lack of course selection. Many IB respondents stated that they are frustrated with the limited course options, the lack of electives, and the courses that are mandatory for the program.

A few teachers, no conversions for grade 11 math

History

I don't like how jarring the difference will be between pre IB and IB. The teachers do not exactly prepare us or explain what will happen when we get to actual IB. I also have some complaints about the open courses, like the art course. The grade ten course is almost the exact same course as the grade 9 one, and is frankly a waste of my semester. I enjoy art and would like an actual art education instead of cutting and pasting things into a sketch book. Also some teachers give a unnecessary amount of project and assignments and don't have consideration for other assignments

I wish I could take more electives

IB feels very limited and frustrating with options. I would consider staying in IB if it didn't require the french credits.

Ib program at my school doesn't offer ib business and management.

It does not allow for many choices for which programs you wish to take in later years, forcing some HL courses such as history, while not providing HL in all of the sciences, preventing someone from having the time or option to pursue their interests.

It does not at ALL cater to your wants, meaning that in ib there is barely a course selection to choose courses that might actually help with what you want to study post-Secondary schools (other ib schools such as white oaks has a much better system/selection). I also found out that the ib program is not consistent throughout schools which I think is a big flaw too. Because Ib at STA is relatively new, I feel like the people who run ib at STA are not prepared enough, thus hindering our learning experience as ib students.

It separates the academic students from the pre ib students

Lack of diversity in course selection and styles of showing knowledge that do not suit me

Less course selection

The course diversity

The courses we are forced to take

The fact that you have very little choice in the courses you take, and that the workload is heavier than necessary

The History course (we only have HL available for some godforsaken reason) is extremely difficult, yet you are required to take it. I love history, but this course is too much even for me, especially when our teacher does nothing but assign notes; she's done maybe 2 lessons the whole semester

The IB program at my school has a very small selection of courses and I am required to take courses that I have no interest in. Also, some of my IB teachers are not helpful in teaching the course material.

The lack of variety in the IB courses offered at St. Thomas Aquinas is the main issue with the program. It means that I am forced to take courses that are of no use to me in the future simply out of lack for an alternative.

The limited selection in courses, being forced to take certain courses such as history and having my weakness in that subject effect my average

The mandatory history courses

The pressure put on me

The strict course selection restricts the necessary courses that would benefit me for my post-secondary goal.

The type of people that enter this program are not exactly accepting. Also, with the amount of mandatory courses I am missing multiple courses needed to enter my preferred post-secondary program and need to take an extra year of high school.

There are very little options as far as courses, and I feel that I was not informed enough about the program before I enrolled

AP Respondents' Rationales (n = 54):

The intensity of the course/work load in the AP program is a main theme evident in the comments below. Many respondents noted that there is a lot of work in the AP program, leaving little time to engage in social and extracurricular activities. Another theme relates to the lack of tailored instruction. Some respondents stated that the teaching methods and curriculum is not adapted to meet individual students needs.

-slightly overwhelming with work

AP classes have a lot of work

At times, the workload can be immense leaving me with little time for other activities. Furthermore, many assessments and assignments are due around the same time, adding to the workload and increasing stress to a certain extent.

Can't think of anything at the moment

Chemistry

Gym and Civics/Careers are mandatory, which take up portions of the year where I could be learning something more applicable to what I want to do in the future.

Hard to hear about certain programs.

higher workload prevents me from engaging in social activities. high stress placed on students. students are placed under such high expectations that many of them did not enroll in ap or ib classes because they felt they were not smart enough/ woyuld not get to have a social life

How I have 3 of the hardest subjects in one semester

I dislike that there are only programs available for certain types of learners. Personally, I learn in a very unique way and I find that the academic classes are too slow and the AP classes are too fast and don't fit my learning type. I find that there is no class where I can show my true potential and be successful in. Being put back into the gifted class would be great for me, and I know that I would be more successful and achieve greater.

I dislike the fact that a lot of people, sometimes even teachers, think that gifted kids, or students in Advanced Placement, are a lot smarter than we actually are. They think our lives all revolve around school and subjects like math and science, when really, we struggle and have to deal with the same workload, if not more, than the usual academic class.

I dislike to organization or "setup" of the program here where one teach Ms. Joseph has to try to meet many students need when she isn't able to see us everyday in our learning environment, she is not able to change our programs or shift the teaching style to fit the needs of the students who need help. I find I am in between AP and academic AP moves to fast for me sometimes where as academic doesn't challenge me enough to enjoy and be engaged in school. I have heard this expressed by my previous gifted classmates, their needs are not being met either, they also are not getting the most they believe they are getting the education they deserve.

I do not like open level or academic level courses. They sometimes allow me to interact with others, but there are always individuals in the class that slow the pace of learning, or are not willing to learn.

I don't have any criticism yet.

I don't like all of the portables at BR.

I don't like how my high school (Bishop Reding) does not have a wide variety of successful arts courses or extra curricular activities. I am pursuing Musical Theatre, and my school does not offer many classes or after school programs that would benefit me in that way.

I don't really like the amount of homework, but I think that it is managable.

I don't see my friends much, and classes are boring.

i dont like the teachers

I don't like the lack of support

I find that teachers in the academic stream do not often adapt the curriculum to fit my learning needs. For example, I am often assigned many repetitive questions when I feel that I could benefit more from fewer, more difficult questions that require deeper thinking. I don't think that enough action is taken to help Gifted students within their classroom, without having to be entered into a separate program.

I have 3 portables in my school because the average grade 9 has 4 portables in a year.

I wish the teachers were a little bit more aware or informed about what gifted kids are like and what is on the IEP's.

I wish there were more courses offered at AP such as Data Management and Business Courses.

I wish we had more AP courses to choose from.

I've found that some of the teaching methods are not ideal for my style of learning. In a few courses, I've had to teach myself the majority of the material because the teacher is not experienced enough or doesn't teach in a way that supports my learning methods.

In the AP program, it would be nice to be given a more solid outline at the beginning of Grade 11 to know exactly what extension material we will be learning and what other opportunities we may have.

It isn't that different from the regular academic program, it was "overhyped">
It's hard
It's not easy to get from class to class in 5 minutes if I have to run across the school and am not allowed to bring backpacks.
Lack of communication regarding forms and other activities
Lot of required repetitive work that doesn't reinforce my learning. School is hindering my ability to learn because it consumes so much time
My religion class isn't that great. I don't really like religion class at all. I also need to switch to AP Math. The workload at some times can be too overbearing and poorly timed so that many large projects are due around the same time.
My semester 2 set-up has me running all over the place to get to my classes, I wish there was an extra 2-5 minutes to reach from class to class because it does take some time to reach my locker and head from portable to class
N/A
No special support for gifted students--very little is done to provide them with unique opportunities.
Not much, I don't really have any special complaints that other normal students wouldn't have.
Nothing
Quite simply put, the course material is much too simple and slowly paced. In addition, I could do without all of the social interaction.
Some courses are boring and don't fit to my needs.
some of the classes are pretty big and that tends to make me feel anxious
Some teachers aren't that great at teaching. I don't find their teaching beneficial or helpful. I think some courses don't fit the learning style I have and aren't as challenging as I need them to be. I think that teachers at my current program set-up are very subjective and this makes the course hard to follow/. For example, courses may have the same curriculum but the way the teacher teaches it impacts students' success in the course. I thoroughly enjoyed the way I was taught in grad 7 and 8 with a specific gifted teacher and class because it better fit my needs as a student in terms of challenge and content.
The fact that there are only eight courses per year is reasonable, as any more than that would be near-impossible to complete within the four-year high school timeline, but given the multitude of electives that a student may wish to take (but be unable to due to university prerequisites), being required to choose the sciences and maths required to apply for university over the more "fun" courses being taken by friends does make for a sense of "missing out". I wish that we had a fifth year of high school, as there once was, so that students would be able to select courses required for university and balance them out with courses they are interested in taking but otherwise would not have the space to (such as drama or law).
the homework.
The portable classes are annoying
The repetitive nature of the style of teaching
The work load and pressure can be overwhelming at times.

There are some courses where I feel that I am not being challenged enough such as religion and English. It would be nice to have a class with all gifted students for classes similar to these ones.

There is a lot of homework.

There's nothing really to complain about, the gifted program as an elementary school student was great and I loved it but there is no real program or special instructions set up for me in high school requirements.

Time consuming

Work is repetitive, not challenging or encourage critical thinking

Workload

You sometimes must move at the same pace as everyone else even when you are already further ahead than them.

MINUTES OF THE REGULAR BOARD MEETING

Date: November 6, 2018
Time: 7:30 pm
Location: Catholic Education Centre, Board Room
802 Drury Lane, Burlington, ON

A. Danko	D. Rabenda, Chair of the Board
A. Iantomasi	J.M. Rowe
H. Karabela	A. Quinn (via telephone)
P. Marai, Vice-Chair of the Board	S. Trites
J. Michael	

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

Senior Staff:	S. Balogh	R. Negoï
	C. Cipriano	J. O'Hara
	P. Daly, Secretary of the Board	T. Pinelli
	R. Merrick	A. Prkacin
	L. Naar	J. Rowles

Also Present: A. Bartucci, Communications Officer, Strategic Communications Services
L. Beraldo-Turner, Acting President, Halton OECTA Secondary
L. Keating, Acting Chief Research Officer
N. March, President, Halton OECTA Elementary
A. Swinden, Manager, Strategic Communications Services
F. Thibeault, Senior Manager, Planning Services

Recording Secretary: R. Di Pietro

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

There were no motions adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Acting Secondary Vice Principal – Thomas Merton Centre for Continuing Education, Oakville

John Quinlan appointed as Acting Secondary Vice Principal at the Thomas Merton Centre for Continuing Education effective November 20, 2018 with an end date to be determined.

Acting Department Head – Mathematics – Jean Vanier Catholic Secondary School

Melissa Collver appointed as Acting Department Head, Mathematics at Jean Vanier Catholic Secondary School effective October 22, 2018 with an end date to be determined but no later than August 31, 2019.

Hiring

Katelyn Kurnik and Kristina Samson hired as probationary teachers effective October 15, 2018. Concetta Famiglietti hired as a probationary teacher effective October 17, 2018.

2. Approval of the Agenda

The following was added to the agenda:

10.4 Notice of Motion – Transportation (H. Karabela)

#223/18

Moved by: J. Michael

Seconded by: J. M. Rowe

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#223/18** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

5.1 Retain the Extended French Immersion Program at St. Matthew Catholic Elementary School (S. Kusyk, T. Renton, C. Zettel)

The delegation spoke to the lack of stakeholder engagement and the impact of the relocation on the school community as a whole.

Ms. Renton confirmed that the signature count on a petition started by concerned parent group was at 313.

5.2 Transportation to AP and/or IB Program for Gifted Students in Halton Catholic District School Board Secondary Schools (J. Lim)

The delegation was a follow up regarding transportation to AP and/or IB program for Gifted Students in Halton Catholic District School Board Secondary Schools.

Staff confirmed the Gifted Students Survey Report was shared with all Trustees and that only the highlights of the survey results were shared publically through a Staff report.

Trustee Iantomasi voiced that the matter should be taken up with the Special Education Advisory Committee (SEAC).

Chair Rabenda reminded everyone that it was agreed at the May 1, 2018 Regular Board Meeting that the decision on this matter be deferred until the report on consultation for

the Vision for Student Transportation in Ontario is released and the Ministry of Education announces the impact it will have on the transportation funding across the province.

6. Approval of Minutes

**6.1 Minutes of the October 16, 2018 Regular Board Meeting
#224/18**

Moved by: J.M. Rowe

Seconded by: J. Michael

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

The Chair called for a vote on **#224/18** and it **UNANIMOUSLY CARRIED**.

7. Business Arising from Previous Meetings

7.1 Summary of Outstanding Items from Previous Meetings

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

8. Action Items

8.1 Response to Delegations (D. Rabenda)

The following response was given to the delegation regarding retaining the Extended French Immersion Program at St. Matthew Catholic Elementary School:

#225/18

Moved by: A. Danko

Seconded by: H. Karabela

RESOLVED, that the Board of Trustees make a decision regarding the delegation tonight.

The Chair called for a vote on **#225/18** and it **UNANIMOUSLY CARRIED**.

#226/18

Moved by: A. Danko

Seconded by: H. Karabela

RESOLVED, that the Director of Education retain the Extended French Program at St. Matthew Catholic Elementary School.

The Director of Education explained that the goal of relocating programs was to ensure programs are accommodated in schools that can accommodate growth, minimize future relocations and align Family of Schools. The hope is to increase Extended French where possible. It was confirmed that the existing students at St. Matthew Catholic Elementary School would be grandfathered.

As per Procedure VI-53, the Director of Education has the discretion of relocating a French program where the need arises. Both Trustee Iantomasi and Trites were in agreement that this was an operational matter and that due to various reasons there would be times changes would need to be made by the Director of Education. The Director explained that parents are aware that optional French programs are subject to relocation and that under the procedure consultation was not required.

Trustee Quinn declared a conflict of interest and removed himself from the vote.

The Chair called for a vote on **#226/18:**

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

The motion was **DEFEATED**.

The following response was given to the delegation regarding transportation to AP and/or IB Program for Gifted Students in Halton Catholic District School Board Secondary Schools:

#227/18

Moved by: A. Iantomasi

Seconded by: J. M. Rowe

RESOLVED, that the delegation regarding transportation to AP and/or IB Program for Gifted Students in Halton Catholic District School Board Secondary Schools be received as information.

Staff explained that the Board meets their obligation for Gifted Students. It was also clarified that AP and IB are not gifted programs and open to any student that meets the criteria.

Trustee Rowe voiced that Trustees need to take the entire Board into consideration and that no decisions should be made until more information on funding is received.

Superintendent Cipriano stated that Special Education's annual plan has been presented to both the Special Education Advisory Committee (SEAC) and the Ministry of Education. This plan has been approved annually for more than ten (10) years.

The Chair called for a vote on **#227/18:**

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

The motion **CARRIED**.

8.2 Policy I-45 Transparency and Accountability in Executive Compensation (3rd reading) (P. Marai)

#228/18

Moved by: P. Marai

Seconded by: H. Karabela

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.

The Chair called for a vote on **#228/18** and it **UNANIMOUSLY CARRIED**.

8.3 Transparency & Accountability in Executive Compensation (P. Marai)

This agenda item was removed as it was dealt with in 8.2.

9. Staff Reports

9.1 History & Geography Resource Selection (A. Prkacin)

Approval of this resource would support Grade 7 and 8 teachers in addressing the required curriculum expectations for history and geography while recognizing the diverse learning needs of the students in our schools. The program promotes the development of 21st century competencies such as critical thinking, collaboration, creativity and innovative thinking within a Catholic context.

10. Information Items

10.1 Student Trustees Update (D. Herrero)

Student Trustees attended the OSTA AECO Fall General Meeting where they were provided more information about their role.

The bullying prevention launch of See the Problem, Be the Solution is set for November 13, 2018.

Members of Student Senate attended the Student Leadership Conference. Jean Vanier Catholic Secondary was awarded the most spirited school award.

Student Senate looking into new initiatives.

10.2 School Educational Field Trips (T. Pinelli)

School trips were provided as information.

10.3 Milton No. 3 Catholic Secondary School Capital Priorities Business Case Submission (R. Negoii)

Staff has submitted Milton #3 Catholic Secondary School project three (3) consecutive times for funding approval. In all three (3) attempts, the Board has been unsuccessful in receiving the funding, regardless of continued messaging that by 2021, the Board will no longer be able to accommodate its secondary students in the Town of Milton.

As there is no indication of when the next round of capital funding priorities will be circulated by the Ministry, staff will submit an urgent Business Case for this project to the Ministry. It is hoped that the submission will accelerate the process of receiving the necessary funding approvals to begin construction, and therefore open the school in time for September 2021.

10.4 Notice of Motion - Transportation (H. Karabela)

BE IT RESOLVED, that the Halton Catholic District School Board will provide transportation to identified gifted students with an Individualized Education Plan (IEP) to an Advanced Placement (AP) Program, if one is not available in their catchment area if requested.

11. Miscellaneous Information

There was no miscellaneous information.

12. Correspondence

12.1 B. Mann, Town of Milton

12.2 L. Thompson, Minister of Education

12.3 L. Ferry

12.4 B. Gomez

12.5 K. Mann

12.6 M. Nosella

12.7 L. Thorfinnson

12.8 J. Vanek

12.9 C. Verasamy

Correspondence was shared.

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 (S. Trites)

#229/18

Moved by: J. Michael

Seconded by: S. Trites

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#229/18** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 9:00 p.m. with a prayer led by Trustee Trites.

Secretary of the Board

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



Regular Board Meeting

Action Report

Transportation	Item 8.2
November 20, 2018	

BE IT RESOLVED, that the Halton Catholic District School Board will provide transportation to identified gifted students with an Individualized Education Plan (IEP) to an Advanced Placement (AP) Program, if one is not available in their catchment area if requested.

Submitted by: H. Karabela



Regular Board Meeting

Action Report

Policy II-11 Daily Teacher Plans	Item 8.3
November 20, 2018	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-11 Daily Teacher Plans*, as presented

Background Information

Staff reviewed *Policy II-11 Daily Teacher Plans*. The Application and Scope was clarified; Principles were added to include the duty of teachers as it pertains to planning; and the Requirements were revised to specify the Education Act and the Ontario Regulations

Conclusion

Policy II-11 Daily Teacher Plans was presented at the Policy Committee Meeting on November 13, 2018, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:
Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-11 Daily Teacher Plans</i> , be approved as amended.

Report Submitted and
Approved by:

P. Marai
Chair of the Policy Committee

Daily Teacher Plans	
Adopted: October 23, 1973	Last Reviewed/Revised: November 20, 2018
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: N/A	

Purpose

It is the policy of the Halton Catholic District School Board (HCDSB) to outline the expectation for teachers to establish daily teaching plans to be consistent with the Education Act, Regulations of the province of Ontario and all other directives by the province of Ontario.

Application and Scope

This policy applies to all HCDSB teachers. The policy applies to all schools within the jurisdiction of the Halton Catholic District School Board

References

[Education Act](#)

[Ontario Regulation 298](#)

[Growing Success – Assessment, Evaluation and Reporting in Ontario Schools](#)

Principles

The HCDSB acknowledges that planning is a duty of teachers under the Education Act and is part of effective instruction.

Growing Success identifies that ‘teachers use practices and procedures that are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students’

Requirements

A teacher shall, in addition to the duties assigned to the teacher under the *Education Act* and by the board, prepare for use in the teacher's class or classes such teaching plans and outlines as required by the principal and the appropriate supervisory office and submit the plans and outlines to the principal or the appropriate supervisory officer, as the case may be, on request.

1. Teaching plans, records and outlines shall be available during the course of each school day during the school year.
2. In addition to his/her duties under the *Education Act* and the *Ontario Regulations*, the principal of a school shall supervise the instruction in the school, and advise and assist teachers in the performance of their teaching duties.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Policy II-23 Child Care Facilities	Item 8.4
November 20, 2018	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-23 Child Care Facilities*, as presented

Background Information

Staff reviewed *Policy II-23 Child Care Facilities*, last updated in November 2015, as part of this review cycle. Minor changes have been made to the policy to adhere to Board formatting standards, update relevant references, and reflect current industry best practices. The purpose, application and requirements of Policy remain valid.

Conclusion

Policy II-23 Child Care Facilities was presented at the Policy Committee Meeting on November 13, 2018, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:
Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-23 Child Care Facilities</i> , be approved as amended.



Report Submitted and
Approved by:

P. Marai
Chair of the Policy Committee

Child Care Facilities	
Adopted: January 19, 1988	Last Reviewed/Revised: November 20, 2018
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-78 Community Planning & Facility Partnerships	

Purpose

The Halton Catholic District School Board (HCDSB) recognizes the need for appropriate child care opportunities for children from 0 to 3.8 years of age.

To that end, subject to appropriate Ministry of Education regulations, the Board will build child care facilities in conjunction with the construction of new schools, based on a needs assessment appropriate to each school community. This practice will be entirely dependent upon the provision of appropriate Ministry of Education grants to fund the construction of such facility.

Application and Scope

This policy applies to external licensed child care facility operators using HCDSB facilities.

References

[Child Care and Early Years Act 2014 \(CCEYA\)](#)

[Child Care Modernization Act 2014](#)

[Capital Funding Policy for New Construction of Child Care Projects \(Ministry of Education, 2015\)](#)

Requirements

The Board will award the use of its child care facilities through a joint agreement to a responsible operator after a review of submissions from interested parties, subject to the following general conditions:

- the operator must be a not-for profit organization;
- the operator must obtain an appropriate Ministry of Education license prior to facility use;

- the operator must ensure participation by Board designated persons on the facility management team;
- the operator must submit for Board review and approval its client selection criteria;
- the operator must assume all financial responsibility including operational costs (staff and custodial, salaries and/or benefits, plant maintenance, liability insurance, WSIB certificate, etc.); and
- the operator must agree to Ministry of Education funding conditions and operational guidelines.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy II-37 Volunteers in Catholic Schools	Item 8.5
November 20, 2018	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-37 Volunteers in Catholic Schools*, as presented

Background Information

Policy II-37 Volunteers in Catholic Schools was last amended in June 2007. This policy provides direction that volunteers must follow when participating in school community activities. The Policy Working Group has recommended the following changes to the policy:

- References were added to match the new template
- Principles now include a more fulsome explanation of volunteer supports in schools
- Requirements were updated to match current practices.
- A procedure will not be developed for this policy as the *Volunteers in Schools* document has been revised for School Administrators to use to implement this policy.

Conclusion

Policy II-37 Volunteers in Catholic Schools was presented at the Policy Committee Meeting on November 13, 2018, with a recommendation that it be forwarded to the Board of Trustees for approval.



Recommendation

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

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-37 Volunteers in Catholic Schools*, be approved as amended.

Report Submitted and
Approved by:

P. Marai
Chair of the Policy Committee

Volunteers in Catholic Schools	
Adopted: October 2, 2001	Last Reviewed/Revised: June 5, 2007
Next Scheduled Review: November 2018	
Associated Policies & Procedures: II-19 Educational Field Trips VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers	

Purpose

To provide consistent application of volunteers in our schools.

Application and Scope

This policy applies to all schools within the jurisdiction of the Halton Catholic District School Board.

References

[Education Act](#)

[Renewing the Promise - Institute for Catholic Education](#)

Principles

- The work of Catholic schools involves initiating, facilitating and maintaining trusting relationships with and among the Catholic educational and community partners.
- Parents, guardians and community members are welcome in all schools. Their valued support helps staff provide better learning opportunities for children and assists staff in the daily operations of our schools. Volunteers work with the school community to help children realize the gifts they have been given by our Creator God.
- Volunteers are valued partners who help to foster positive relationships and cooperation amongst the school, parents/guardians, the parish and the school community for the benefit of our students.
- Volunteers are encouraged to contribute to the extra-curricular program of the school in order to offer a wide range of activities.

- The personal interests, background, and commitment of volunteers enhance the programs, services and education opportunities for our students.
- Each volunteer will model caring and cooperative relationships, promote Catholic values and encourage a safe and secure learning and working environment.

Requirements

- Each elementary and secondary school shall be encouraged to establish a volunteer program that allows for opportunities for volunteers to participate in school community events
- The Principal is authorized by the Board *“to assign to a person who volunteers to serve without remuneration such duties in respect of the school as are approved by the Board, and to terminate such assignment”* (). Ed Act Part VI, Reg. 171.(1), par.4
- The Principal is responsible, subject to guidelines found in the Volunteers in Schools document, (revised 2018) for:
 - a) determining the volunteering needs for the school;
 - b) the recruitment, selection and screening of volunteers;
 - c) approving and delineating the task and the assignment of the volunteers;
 - d) the training and orientation of the volunteers;
 - e) the supervision and evaluation of the volunteers;
 - f) the evaluation of the volunteer program; and,
 - g) the recognition of the volunteers.
- Each Principal shall maintain a current list of regular and occasional volunteers.
- Each Principal shall establish this list at the beginning of each school year. The list shall be regularly updated.
- A volunteer must be at least 18 years of age, unless they are in an HCDSB Secondary School program (e.g. Co-op; Sports Leadership; Community Service Hours)
- A volunteer must be under the direction and supervision of the Principal or Principal designate
- A volunteer must adhere to the confidentiality rules as outlined by the Principal
- A volunteer, over the age of 18, will be subject to a Criminal Reference Check and a Vulnerable Sector Screening
- A volunteer must complete a “Volunteer Criminal Offence Declaration Form” annually

Policy No. II-37 | Volunteers in Catholic Schools

- Each Principal shall adhere to the section pertaining to volunteer drivers in Policy II-19 Educational Field Trips and Procedure VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy II-44 Student Mental Health and Well-Being	Item 8.6
November 20, 2018	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-44 Student Mental Health and Well-Being*, as presented

Background Information

The Halton Catholic District School Board recognizes the critical importance of positive mental health and well-being to school success. As such, the Halton Catholic District School Board is committed to building awareness of this issue through mental health literacy and the development of board and school wide programmes and practices that actively engage students and staff in promoting positive mental health and wellbeing while addressing mental health issues. Also imperative is to assist our school communities in helping to identify students in need of early intervention and developing integrated pathways of care in our Halton community for children and youth affected by mental health concerns. While much of this policy reflects current best practices and remains relevant today, changes reflect our current understanding of Mental Health as a state of well-being. The addition of a number of seminal guiding documents have been added to reference current, relevant literature pertaining to Student Mental Health and Well-being.

In light of these changes, *Policy II-44 Student Mental Health* should also reflect a name change to *Policy II-44 Student Mental Health and Well-being*.

Conclusion

Policy II-44 Student Mental Health and Well-Being was presented at the Policy Committee Meeting on November 13, 2018, with a recommendation that it be forwarded to the Board of Trustees for approval.



Recommendation

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

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-44 Student Mental Health* name be changed to *Policy II-44 Student Mental Health and Well-being*, and be approved as amended.

Report Submitted and
Approved by:

P. Marai
Chair of the Policy Committee

Student Mental Health and Well-being	
Adopted: October 18, 2011	Last Reviewed/Revised: November 20, 2018
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: N/A	

Purpose

To ensure that the Halton Catholic District School Board recognizes the critical importance of positive mental health and well-being to school success. Further, the Halton Catholic District School Board is committed to building awareness of this issue through mental health literacy and the development of board and school wide programmes and practices that actively engage students and staff in promoting positive mental health and wellbeing while addressing mental health issues. To assist our school communities in helping to identify students in need of early intervention and developing integrated pathways of care in our Halton community for children and youth affected by mental health concerns.

Application and Scope

This policy applies to all operations and procedures in all facilities within the Halton Catholic District School Board.

References

[School Mental Health Assist](#)

[Open Minds, Healthy Minds](#)

[Education Act](#)

[Changing Directions, Changing Lives: The Mental Health Strategy for Canada, Mental Health Commission of Canada, 2012](#)

[Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being, 2013](#)

[Leading Mentally Healthy schools: A Vision for Student Mental Health and Well-being in Ontario Schools, 2013](#)

[Ontario's Well-being Strategy for Education in Ontario](#)

[PPM 149](#)

Principles

The Halton Catholic District School is committed to:

- responding to the teachings of Jesus Christ to “Love one another, as I have loved you” (John 13:33-35)
- student mental health and well-being is the collective responsibility of our Catholic communities supporting the promotion of positive mental health for all students
- building the capacity and conditions to create caring, mentally healthy schools and classrooms acknowledging this as foundational to positive mental health and well-being in school settings
- acknowledging the need to respond adequately and appropriately to the mental health needs of students and schools
- support students and others when dealing with mental health problems and illnesses of family members
- promoting a positive image of mental health while reducing stigma

Requirements

The Halton Catholic District School Board, under the direction of the Director of Education, in conjunction with the Mental Health Lead (in collaboration with the Chief Social Worker and the Chief of Psychological Services), will guide the Mental Health Leadership Team, made up of applicable Board employees, students and members of the community in order to facilitate the directives of this policy.

Focus Area A: Strategy for Mental Health Engagement

Continue to make positive mental health in school settings a priority, maintain and update our existing board-wide Mental Health engagement strategy.

Board Responsibility:

- among the members of the Mental Health Leadership Team, continue with the implementation of our board-wide strategy of promotion, prevention and early intervention in the school context for mental health issues
- to update the Mental Health and Well-being strategy every three years, based on current evidence and best practice
- to maintain and update guidelines for program selection, development, implementation and monitoring

- ensure that within each Family of Schools, there are Board employees who are knowledgeable and compassionate in dealing with mental health issues
- make known any appropriate services provided by either the Board, or community organizations, to all school communities in order to increase the level awareness and communication between the Board and school communities regarding any mental health needs
- continue to create and sustain partnerships and deepen integration initiatives that will assist in the promotion, prevention and intervention related to mental health matters
- continue to create sustainable student engagement in mental health matters

School Responsibility:

- to provide to the Mental Health Leadership Team information regarding school-based programs that address mental health promotion, prevention and intervention
- to engage students in mental health promotion activities that foster sustained galvanization of student voice

Focus Area B: Building Mental Health Literacy and Minimizing Stigma

Maintain and update board-wide initiative in order to educate and raise awareness within school communities of the importance of mental health.

Board Responsibility:

- continue ongoing engagement in the design and implementation of a board-wide strategy to promote the de-stigmatization that is associated with mental health
- to work with all staff groups to increase the level of mental health education
- to maintain a systematic approach to mental health literacy training for students, educators and parents including curricula and training of appropriate staff to respond to mental health issues
- to commit to celebrating and acknowledging Children's Mental Health Week.

School Responsibility:

- to work with students, teachers and board staff to increase the level of mental health education within school communities
- to encourage parents to recognize the importance of the promotion of positive mental health for their children and to assist families in addressing mental health issues as they may arise for their children

Focus Area C: Suicide Prevention, Intervention, Postvention

Continue to implement our board wide strategy to build a common awareness and understanding about suicide, providing prevention, intervention and postvention strategies and provide recommendations for actions at the school level in alignment with School Mental Health Assist training.

Board Responsibility:

- to build a common understanding about suicide amongst board senior staff, administration and school support workers
- to highlight helpful prevention, intervention and postvention strategies
- to identify ongoing system needs in program development and delivery

School Responsibility:

- to build common understanding about suicide amongst staff and school mental health leaders
- to understand when to engage school-based personnel and resources in addressing student needs

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Regular Board Meeting

Action Report

Policy II-46 Assessment and Evaluation	Item 8.7
November 20, 2018	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-46 Assessment and Evaluation*, as presented

Background Information

Policy II-46 Assessment and Evaluation was last reviewed in June 2015. As part of the current review cycle a minor change was made to the References area in keeping with the new template. There were no changes to the intrinsic nature of the policy.

Conclusion

Policy II-46 Assessment and Evaluation was presented at the Policy Committee Meeting on November 13, 2018, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:
Seconded by:
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-46 Assessment and Evaluation</i> , be approved as amended.

Report Submitted and
Approved by:

P. Marai
Chair of the Policy Committee

Assessment and Evaluation	
Adopted: June 21, 2011	Last Reviewed/Revised: November 20, 2018
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-55 Assessment and Evaluation: Academic Dishonest and Plagiarism VI-56 Assessment and Evaluation: Late and Missed Assignments II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students VI-80 Prior Learning Assessment and Recognition (PLAR) For Day School Students VI-29 Supervised Alternative Learning VI-43 Home Instruction	

Purpose

The primary purpose of Assessment and Evaluation is to improve student learning. The Halton Catholic District School Board (HCDSB) is committed to assessment and evaluation practices that are grounded in the belief that all students should be able to demonstrate their learning in an environment that reflects the Catholic values of fairness, equity and respect for all.

The HCDSB is committed to enabling every student to reach his/her potential and to succeed by maximizing student learning and school effectiveness through continuous assessment and evaluation of programs and student achievement at the classroom, school, family of schools, and board levels.

As outlined in the Ministry of Education's *Growing Success* policy, the HCDSB recognizes that it must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for dishonesty, plagiarizing, not completing work and submitting work late.

Application and Scope

This policy applies to all staff and students of the HCDSB.

References

[Growing Success – Assessment, Evaluation and Reporting in Ontario Schools](#)

Definitions

As per the *Growing Success* policy:

Assessment: is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

Principles

The HCDSB expects that the fundamental principles from the *Growing Success* policy will guide assessment and evaluation in all schools. To ensure that assessment, evaluation, and reporting are valid and reliable, and that the process provides for the improvement of learning for all students, teachers use practices and procedures that:

- respect the dignity of all learners;
- provide multiple opportunities for students to demonstrate their learning;
- reflect the holistic nature of assessment which integrates the nature of learning and faith development;
- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French) those with medical conditions, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Teachers and administrators share the responsibility of implementing the principles within the *Growing Success* policy, while respecting the dignity of all learners, providing multiple opportunities for students to demonstrate their learning, and reflecting the holistic nature of assessment which integrates the nature of learning and faith development.

The professional judgment of our teachers and administrators is crucial to the effective assessment, evaluation and reporting of student achievement.

Schools have the responsibility to:

- implement practices aligned with the Fundamental Principles in the Ministry of Education's *Growing Success* policy;
- ensure that reported grades accurately reflect student achievement of the curriculum overall expectations of the subject or course;
- promote academic honesty;
- ensure that students are responsible for providing evidence of their learning within established timelines;
- ensure that the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency and severity of policy violations; and the individual circumstances of every student;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- ensure the students with special education needs are provided with accommodated, modified and/or alternate programs as outlined in the Individual Education Plan;
- ensure that mark deduction will not result in a report card percentage mark that misrepresents the student actual achievement of the curriculum overall expectations; and,
- ensure there are appropriate preventative strategies, communication and consequences for cheating, plagiarizing, not completing work, and submitting work late.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Grade 7 & 8 Nelson History and Geography Resource	Item 8.8
November 20, 2018	

Alignment to Strategic Plan

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

Purpose

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

The purpose of this report is to recommend the purchase of a core resource for Grade 7 and Grade 8 History and Geography. The resources selected are *Nelson History 7*, *Nelson History 8*, *Nelson Geo 7* and *Nelson Geo 8*, distributed by Nelson Education.

Background Information

The decision to purchase *Nelson History 7*, *Nelson History 8*, *Nelson Geo 7* and *Nelson Geo 8* did not require a textbook selection committee since these are single source publications, for which there are no other alternatives. However, several teachers in our system were provided with a limited number of texts and teacher support documents to inform the decision-making process.

These resources are 100% aligned to current History and Geography curriculum expectations. Nelson Education developed *Nelson History 7*, *Nelson History 8*, *Nelson Geo 7* and *Nelson Geo 8* as core resources for Ontario Schools. Our previous text acquisitions, *Pearson Canadian History 7/Physical Geography 7* and *Pearson Canadian History 8/Human Geography 8*, supported an earlier curriculum and do not reflect current expectations regarding inquiry-based learning, nor do they address expectations regarding Indigenous peoples. The Nelson resources are presented in a blended print and digital format, which ensures content will be updated and enhanced throughout the life of the resource.

The *Nelson History 7*, *Nelson History 8*, *Nelson Geo 7* and *Nelson Geo 8* programs focus on incorporating effective instructional and assessment practices, equity and inclusive education, First Nations, Metis and Inuit values and perspectives, and mapping and graphing skills. The programs introduce historical and geographical thinking concepts and support student inquiry. In addition to the student texts, with access to online PDFs, and comprehensive Teachers Manuals, our teachers



will have access to the Catholic Online Teaching Centre, which provides Catholic Social Teaching connections and supporting scripture readings, in addition to Catholic lesson plans and planning charts, and links to Ontario Catholic School Graduate Expectations, Catholic Themes and Anchor concepts for both history and geography.

Comments

The teacher and student resources are flexible since they come in blended print and digital formats, which allows for diversity in meeting the needs of all learners. The *myNelson Online Teaching Centre* includes interactive whiteboard lessons, modifiable student activities, and web links. Opportunities for differentiation are highlighted to include all learners. The resource also supports teachers and students as they continue to transition to an inquiry-based learning model. Feedback from teachers in our system who have had the opportunity to try this resource has been overwhelmingly positive, both from a pedagogical perspective, and the high level of engagement among their students.

The Nelson Education company representative will support the HCDSB curriculum consultant and teachers to implement this resource in every elementary school.

EXPENDITURE SUMMARY:

Product Description	ISBN	Qty	Unit Price	Line Subtotal
NELSON HISTORY 7 STUDENT BOOK + ONLINE PDF LIFE OF EDITION	ISBN13: 9780176710545	1005	\$39.56	\$39,757.80
NELSON HISTORY 8 STUDENT BOOK + ONLINE PDF LIFE OF EDITION	ISBN13: 9780176710361	960	\$39.56	\$37,977.60
NELSON HISTORY 7 TEACHERS RESOURCE + CATHOLIC ONLINE TEACHING CENTRE (LIFE OF EDITION)	ISBN13: 9780176710415	68	\$134.96	\$9,177.28
NELSON HISTORY 8 TEACHER RESOURCE + CATHOLIC ONLINE TEACHING CENTRE (LIFE OF EDITION)	ISBN13: 9780176710699	65	\$134.96	\$8,772.40
NELSON GEO 7 STUDENT BOOK + ONLINE PDF'S (LIFE OF EDITION)	ISBN13: 9780176590499	1005	\$40.95	\$41,154.75
NELSON GEO 8 STUDENT BOOK + ONLINE PDF'S (LIFE OF EDITION)	ISBN13: 9780176590567	960	\$40.95	\$39,312.00
NELSON GEO 7 TEACHER'S RESOURCE (PRINT) + CATHOLIC ONLINE TEACHING CENTRE	ISBN13: 9780176590383	68	\$139.05	\$9,455.40
NELSON GEO 8 TEACHER'S RESOURCE (PRINT) + CATHOLIC ONLINE TEACHING CENTRE	ISBN13: 9780176590659	65	\$139.05	\$9,038.25



PRODUCT TOTAL		\$194,645.48
ESTIMATED SHIPPING & HANDLING**		\$940.00
ESTIMATED TAX**		\$9854.47
GRAND TOTAL		\$205,439.95

Conclusion

In conclusion, this resource would support Grade 7 and 8 teachers in addressing the required curriculum expectations for history and geography while recognizing the diverse learning needs of the students in our schools. The program promotes the development of 21st century competencies such as critical thinking, collaboration, creativity and innovative thinking within a Catholic context.

Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board approve the purchase of *Nelson History 7*, *Nelson History 8*, *Nelson Geo 7* and *Nelson Geo 8* resources in the amount of \$205,439.95.

Report Prepared by:

Karen Becker
Curriculum Consultant, Curriculum Services

Report Submitted by:

Anna Prkacin
Superintendent of Education, Curriculum Services

Report Approved by:

Pat Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Action Report

2017-18 Draft Audited Financial Statements	Item 8.9
November 20, 2018	

Alignment to Strategic Plan

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

Purpose

To provide the Board of Trustees with the 2017-18 Draft Audited Financial Statements for approval.

Background Information

At the Board Meeting of June 19, 2018, the Board received and approved Action Item 8.7 “2017-18 Year-End Audit Planning Report from KPMG”, including the 2017-18 Year-End Schedule. The report detailed the audit approach to be followed and the responsibilities of the Board of Trustees, Management and the External Auditors, concerning financial statement reporting. As indicated in the plan, one of the responsibilities of the Board of Trustees is to review and approve the Financial Statements.

Comments

1. The financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education Memorandum 2004:B2 and Ontario Regulation 395/11 “Accounting Policies and Practices Public Entities” of the Financial Administration Act.
2. The attached 2017-18 Draft Audited Financial Statements (on a consolidated basis) are comprised of the following pages:
 - a. Covering Page
 - b. Statement of Management Responsibility (Page 1)
 - c. Independent Auditors’ Report (Pages 2-3)
 - d. Consolidated Statement of Financial Position (Page 4)
 - e. Consolidated Statement of Operations (Page 5)



- f. Consolidated Statement of Change in Net Debt (Page 6)
 - g. Consolidated Statement of Cash Flows (Page 7)
 - h. Notes to Consolidated Financial Statements (Pages 8-26)
3. The Financial Statements were prepared by Business Services staff and have been audited by the Board's External Auditors. Almost all of the form and content of the Financial Statements is prescriptive in nature, and they present the actual results for the 2017-18 fiscal year. The Board approved the 2017-18 Original Budget in June 2017 and the 2017-18 Revised Budget in December 2017. The 2017-18 Draft Audited Financial Statements are the culmination of the annual reporting cycle. The Director of Education and Secretary of the Board and the Chair of the Board are required to sign the approved Financial Statements on behalf of the Board.
 4. The Statement of Management Responsibility (Page 1) has remained essentially unchanged from the previous year.
 5. Similar to the prior year, the Independent Auditor's Report (Page 2 and 3) contains four sections: Management's Responsibility for the Consolidated Financial Statements, Auditor's Responsibility, Opinion and Basis of Accounting. The Auditor's Report for the Board reflects a "clean" or unqualified audit opinion (top of Page 3).
 6. The Consolidated Statement of Financial Position (Page 4) shows how the Total Accumulated Surplus position of the Board is determined (\$129.0 million). This statement is a variation of what used to be referred to as the Balance Sheet. The difference between Total Financial Assets and Total Liabilities is referred to as Net Debt. Net Debt is added to the net Tangible Capital Assets (TCA) to give the Accumulated Surplus.

The long-term accounts receivable of \$176.6 million consists of \$160.7 million due from the Province over the remaining term of existing capital debt instruments that were issued to finance approved capital and \$15.9 million due from the Province in early 2018 for capital funded through the new funding model. The long-term receivable decreased by \$2.9 million from 2016-17 which is the impact of prior year capital construction grants received and the principal payments made on the retirement of supported debt. Supported debt is old debenture debt through the Ontario School Boards Financing Corporation (OSBFC) and new debenture debt under the Ontario Financing Authority (OFA), both of which were largely used to provide new pupil places.

The decrease in temporary borrowing of approximately (\$10.0) million is resulting from:

- Decrease in the EDC credit facility of (\$10.0) million.

The increase of deferred revenue by approximately \$22.6 million is resulting from:

- (\$0.4) million in capital cost construction from school renewal deferred revenue;
- \$23.1 million increase in proceeds of disposition;
- (\$0.1) million addition to deferred revenue relating to international students;
- \$0.7 million in other revenue including non-GSN programs such as Education Program - Other; and



- (\$0.7) million in the Special Education Amount.

The Employee Future Benefits liability has increased slightly as a result of actuarial valuation undertaken this year, and changes in discount rates, as explained in Note 7 (pages 15-18) of the Financial Statements.

The decrease in net long-term liabilities of (\$11.1) million is the result of principal payments made throughout the year.

The Total Accumulated Surplus is broken down in Note 11 (Accumulated Surplus) on Page 22 of the Draft Audited Financial Statements, and it is important to note that the non-designated portion (or unappropriated portion) for the 2017-18 year of this Total Accumulated Surplus is an operating surplus of \$829,712. This amount is calculated by adding the opening balance of Total Accumulated Surplus (Deficit) Available for Compliance – Unappropriated of \$546,516 to the in-year operating surplus of \$283,196, resulting in the Total Accumulated Surplus Available for Compliance – Unappropriated-closing balance of \$829,712.

The unappropriated in-year surplus of \$283,196 is the remaining surplus after the following internally appropriated surplus transfers:

- Transfer of \$2.0 million to Facility Capital Reserve;
- Transfer of \$1.0 million to Operating Reserve;
- Transfer of \$0.25 million to the Reserve for Student Activities;
- Transfer of (\$0.1) million out of the Committed Sinking Fund interest earned;
- Transfer of (\$0.2) million out of the Committed Capital Projects, and
- Transfer of \$0.55 million to Other Board Reserves representing budget rollover for items planned for 2017-18 but expected to be expensed in 2018-19. This includes:
 - \$0.1 million for textbooks and Empower Reading program;
 - \$0.2 million systems implementation costs;
 - \$0.25 million for various items including Local Priorities funding carry forward; Curriculum Services and IT Services deferred commitments.

Added together, the unappropriated and appropriated surplus gives the in-year Total Accumulated Surplus Available for Compliance of \$3.8 million. The Revised Estimates approved by the Board on December 19, 2017, outlined an expected in-year Total Accumulated (Deficit) Available for Compliance of \$2.0 million. The positive impact on the Financial Statements was mainly the result of increases in average daily enrolment, additional rental and interest revenue and carry-forward of operating budget and student activities fees.

7. The Consolidated Statement of Operations (Page 5) shows how the Total Annual Surplus/(Deficit) is calculated. This statement was formerly referred to as the Income Statement. The difference between Revenues and Expenses gives the Total Annual Surplus/(Deficit) for the year, which is then added to the opening Total Accumulated Surplus/(Deficit) position to give the closing Total Accumulated Surplus/(Deficit) position. The annual surplus for the year is \$10.4 million and includes both the Total Annual Surplus/(Deficit)



Available for Compliance and the Total Annual Surplus/(Deficit) Unavailable for Compliance. The annual surplus includes the in-year Available for Compliance Surplus of \$3.8 million, and unavailable for compliance amounts of \$0.4 million increase in Employee Future Benefits, \$0.15 million for accrued interest, \$0.15 million for School Generated Funds and \$5.9 million in EDC revenue.

8. The Consolidated Statement of Change in Net Debt (Page 6) highlights the changes in Net Debt due to tangible capital assets (TCA) activities in the year and includes the acquisition of new TCA, amortization of existing TCA, and the sale of TCA if any occurred during the year.
9. The Consolidated Statement of Cash Flows (Page 7) shows the cash provided by or used in the Operating, Capital and Financing Activities of the Board during the year. It explains the movements in the Cash and Cash Equivalents balance during the year, starting with the Annual Surplus/(Deficit), adding back non-cash items, and then analyzing the changes in amounts on the other lines in the Statement of Financial Position that affect cash flows.
10. The Ministry's Education Finance Information System (EFIS) forms were submitted electronically by the November 15, 2018, Ministry of Education's deadline; however, staff has received Ministry approval to resubmit following the November 20, 2018 Board meeting which allows for any required adjustments. The resubmission will include the required signed forms needed to complete the Financial Statement's package.
11. The Board is compliant with the Ministry's defined expense enveloping provisions for the Administration and Governance Grant.
12. The grant allocation for Special Education is \$43.8 million, \$1.7 million higher than in 2016-17. Special Education expenses continue to exceed the allocation and the shortfall for 2017-18 is \$2.1 million. The Special Education deferred revenue balance is \$1.2 million; however, these funds can only be used for Special Equipment Amount expenses.
13. In accordance with Section 252(2) of the Education Act, and the Publication and Notice instructions from the Ministry of Education, the final Audited Financial Statements will be made available on the Board's website, and a notice indicating the same will be published in the Metroland newspapers throughout the four municipalities in the Region of Halton.
14. Attached is the updated 2017-18 Year-End Schedule, showing the remaining items to be completed.

Conclusion

Staff has submitted the draft audited financial statements, which includes an unqualified audit opinion, for approval.

Recommendation

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



Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board *approve the attached 2017-18 Draft Audited Financial Statements.*

Report Prepared by:

A. Lofts
Senior Manager, Financial Services

Report Submitted by:

R. Negoï
Superintendent of Business and Treasurer of the Board

Report Approved by:

P. Daly
Director of Education and Secretary of the Board

Consolidated Financial Statements of

**HALTON CATHOLIC DISTRICT
SCHOOL BOARD**

Year ended August 31, 2018

DRAFT

Management's Responsibility for the Consolidated Financial Statements

The accompanying consolidated financial statements of the Halton Catholic District School Board are the responsibility of the Board management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1 to the consolidated financial statements.

A summary of the significant accounting policies are described in Note 1 to the consolidated financial statements. The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee meets with management and the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by KPMG LLP, independent external auditors appointed by the Board. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

Patrick Daly
Director of Education
and Secretary of the Board

Roxana Negoï
Superintendent of Business Services
and Treasurer of the Board

November 20, 2018



KPMG LLP
Commerce Place
21 King Street West, Suite 700
Hamilton Ontario L8P 4W7
Canada
Telephone (905) 523-8200
Fax (905) 523-2222

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of the Halton Catholic District School Board:

We have audited the accompanying consolidated financial statements of the Halton Catholic District School Board, which comprise the consolidated statement of financial position as at August 31, 2018, the consolidated statements of operations, change in net debt and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation of these consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.



We believe that the audit evidence we have obtained in our audit is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements of the Halton Catholic District School Board as at August 31, 2018 and for the year then ended, are prepared, in all material respects, in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

Basis of Accounting

Without modifying our opinion, we draw attention to Note 1 to the consolidated financial statements which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards.

Chartered Professional Accountants, Licensed Public Accountants

Hamilton, Canada
November 20, 2018

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Consolidated Statement of Financial Position

As at August 31, 2018, with comparative information for 2017

	2018	2017
Financial Assets		
Cash and cash equivalents	\$ 38,704,728	\$ 13,965,308
Accounts receivable (note 2)	20,306,024	19,367,032
Assets held for sale (note 3)	-	5,996,436
Long-term receivable – Government of Ontario (note 4)	176,617,129	179,503,360
Total financial assets	235,627,881	218,832,136
Financial Liabilities		
Temporary borrowing (note 5)	32,000,000	42,012,814
Accounts payable and accrued liabilities	23,596,367	17,483,566
Deferred revenue (note 6)	38,512,185	15,887,169
Retirement and other employee future benefits payable (note 7)	6,020,237	5,979,356
Net long-term liabilities (note 8)	169,959,386	181,124,311
Deferred capital contributions (note 9)	417,472,749	406,152,182
Total financial liabilities	687,560,924	668,639,398
Net debt	(451,933,043)	(449,807,262)
Non-Financial Assets		
Prepaid expenses	380,429	354,491
Tangible capital assets (note 10)	580,546,805	568,051,666
Total non-financial assets	580,927,234	568,406,157
Accumulated surplus (note 11)	\$ 128,994,191	\$ 118,598,895

Contractual obligations and contingent liabilities (note 16)

The accompanying notes are an integral part of these consolidated financial statements.

Patrick Daly,
Director of Education and
Secretary of the Board

Diane Rabenda,
Chair of the Board

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Consolidated Statement of Operations

For the year ended August 31, 2018 with comparative information for 2017

	2018 Budget	2018 Actual	2017 Actual
Revenues:			
Provincial legislative grants (note 12)	\$ 356,565,727	\$ 362,833,408	\$ 343,452,394
Provincial grants – other	2,793,746	7,864,501	3,331,646
	359,359,473	370,697,909	346,784,040
Federal grants and fees	1,695,066	2,946,857	2,302,485
Other fees and revenues	16,381,100	15,458,634	19,712,360
Investment income	75,000	216,625	149,546
School fundraising	13,000,000	12,568,400	12,746,653
Amortization of deferred capital contributions	15,770,167	17,722,821	15,313,465
Total revenues	406,280,806	419,611,246	397,008,549
Expenses:			
Instruction	303,983,430	312,446,698	294,211,682
Administration	10,399,577	11,157,400	9,984,732
Transportation	8,023,891	7,919,577	7,376,125
Pupil accommodation	56,616,491	59,975,022	54,524,673
Other	1,703,100	5,293,564	1,790,293
School funded activities	13,000,000	12,423,689	12,558,140
Total expenses (note 13)	393,726,489	409,215,950	380,445,645
Annual surplus	12,554,317	10,395,296	16,562,904
Accumulated surplus, beginning of year	118,598,895	118,598,895	102,035,991
Accumulated surplus, end of year (note 11)	\$ 131,153,212	\$ 128,994,191	\$ 118,598,895

The accompanying notes are an integral part of these consolidated financial statements.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Consolidated Statement of Change in Net Debt

For the year ended August 31, 2018, with comparative information for 2017

	2018 Budget	2018 Actual	2017 Actual
Annual surplus	\$ 12,554,317	\$ 10,395,296	\$ 16,562,904
Acquisition of tangible capital assets	(31,629,518)	(31,629,518)	(27,406,310)
Loss on disposal of tangible capital assets	-	1,901,097	248,757
Write off of tangible capital assets	-	124,118	-
Amortization of tangible capital assets	17,047,527	17,053,376	16,388,838
Proceeds on sale of tangible capital assets	-	34,019,470	-
Gain on sale allocated to deferred revenue	-	(27,967,246)	-
Disposal of assets held for sale	-	(5,996,436)	-
Use of prepaid expenses	-	(25,938)	(354,491)
Change in net debt	(2,027,674)	(2,125,781)	5,439,698
Net debt, beginning of year	(449,807,262)	(449,807,262)	(455,246,960)
Net debt, end of year	\$ (451,834,936)	\$ (451,933,043)	\$ (449,807,262)

The accompanying notes are an integral part of these consolidated financial statements. Commitment

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Consolidated Statement of Cash Flows

For the year ended August 31, 2018, with comparative information for 2017

	2018	2017
Cash provided by (used in):		
Operating Activities:		
Annual surplus	\$ 10,395,296	\$ 16,562,904
Items not involving cash:		
Gain transferred to deferred revenue	(27,967,246)	-
Amortization of tangible capital assets	17,053,376	16,388,838
Change in employee future benefits	40,881	(640,087)
Amortization of deferred capital contributions	(17,722,821)	(15,313,465)
Loss on disposal of tangible capital assets	2,025,215	248,757
Change in non-cash assets and liabilities:		
Accounts receivable	(938,992)	(2,008,572)
Accounts payable and accrued liabilities	6,112,801	(628,894)
Deferred revenue	(5,342,230)	(437,035)
Prepaid expenses	(25,938)	(354,491)
Net change in cash from operating activities	(16,369,658)	13,817,955
Capital Activities:		
Net proceeds on the sale of assets	34,019,470	-
Cash used to acquire tangible capital assets	(31,629,518)	(27,406,310)
Net change in cash from capital activities	2,389,952	(27,406,310)
Financing Activities:		
Increase to deferred capital contributions	29,043,388	17,969,861
Decrease in long-term receivable		
– Government of Ontario	2,886,231	17,832,989
Debt principal repayments	(11,164,925)	(10,623,059)
Increase in deferred revenues – capital	27,967,246	-
Net change in cash from financing activities	48,731,940	25,179,791
Net change in cash and cash equivalents	34,752,234	11,591,436
Cash and cash equivalents, beginning of year	(28,047,506)	(39,638,942)
Cash and cash equivalents, end of year	\$ 6,704,728	\$ (28,047,506)

The components of cash and cash equivalents are as follows:

	2018	2017
Cash and cash equivalents	\$ 38,704,728	\$ 13,965,308
Temporary borrowings	(32,000,000)	(42,012,814)
	\$ 6,704,728	\$ (28,047,506)

The accompanying notes are an integral part of these consolidated financial statements.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

1. Significant accounting policies:

The consolidated financial statements of the Halton Catholic District School Board (the "Board") are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the Board are as follows:

(a) Basis of accounting:

The consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

As a result, revenue recognized in the consolidated statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

1. Significant accounting policies (continued):

(b) Reporting entity:

The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

School generated funds, which include the assets, liabilities, revenues and expenses of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

Consolidated entities:

- School Generated Funds

Proportionately consolidated entities:

- Halton Student Transportation Services

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

(c) Trust funds:

Trust funds and their related operations administered by the Board are not included in the consolidated financial statements, as these funds are not controlled by the Board.

(d) Cash and cash equivalents:

Cash and cash equivalents comprise of cash on hand and short-term investments. Short-term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of less than 90 days or are highly liquid.

(e) Deferred revenue:

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred or services performed.

(f) Deferred capital contributions:

Contributions received or receivable for the purpose of acquiring or developing depreciable tangible capital assets for use in providing services, or any contributions of depreciable tangible assets received or receivable for use in providing services, are recorded as deferred capital contributions when the asset has been acquired as required by Ontario Regulation 395/11. Amounts are recognized as revenue in the statement of operations at the same rate and over the same periods as the related asset is amortized.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

1. Significant accounting policies (continued):

(g) Retirement and other employee future benefits:

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, and health care benefits, dental benefits, retirement gratuity, worker's compensation and long-term disability benefits. As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-2017: OECTA. The following ELHTs were established in 2017-2018: APSSP, CUPE, ONE-T for non-unionized employees including principals and vice-principals – choose groups relevant to the Board. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to a school board's participation date into the ELHT. These benefits are being provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. The Board is no longer responsible to provide certain benefits to OECTA APSSP and CUPE. Upon transition of the employee groups' health, dental and life benefits plans to the ELHT, school boards are required to remit a negotiated amount per full-time equivalency (FTE) on a monthly basis. Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN), additional ministry funding in the form of a Crown contribution as well as a Stabilization Adjustment.

Depending on prior arrangements and employee group, the Board provides health, dental and life insurance benefits for retired individuals for all groups and continues to have a liability for payment of benefits for those who are on long-term disability and for some retirees who are retired under these plans.

The Board has adopted the following policies with respect to accounting for these employee benefits:

The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care costs trends, disability recovery rates, long-term inflation rates and discount rates. In prior years, the cost of retirement gratuities that vested or accumulated over the periods of service provided by the employee were actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement and discount rates. As a result of the plan change, the cost of retirement gratuities were actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. The changes resulted in a plan curtailment and any unamortized actuarial gains and losses were recognized as at August 31, 2012. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

1. Significant accounting policies (continued):

(g) Retirement and other employee future benefits (continued):

For self-insured retirement and other employee future benefits that vest or accumulated over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (i) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employee Retirement System pensions, are the employer's contributions due to the plan in the period;
- (ii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

1. Significant accounting policies (continued):

(h) Tangible capital assets:

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Tangible capital assets, except land, are amortized on a straight-line basis over their estimated useful lives as follows:

Asset	Estimated Useful Life - Years
Land improvements	15 years
Buildings	40 years
Furniture & equipment	5-15 years
Computer hardware	5 years
Computer software	5 years
Vehicles	5-10 years

Annual amortization is charged in the year of acquisition and in the year of disposal. Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for sale is recorded at the lower of cost and estimated net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service and held for sale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the consolidated statement of financial position.

(i) Government transfers:

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions (DCC) and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the tangible capital asset is amortized.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

1. Significant accounting policies (continued):

(j) Investment income:

Investment income is reported as revenue in the period earned. When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation, education development charges and special education forms part of the respective deferred revenue balances.

(k) Budget figures:

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Trustees (Trustees). The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

(l) Use of estimates:

The preparation of consolidated financial statements in conformity with the basis of accounting described in Note 1(a) requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these current estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in net expenses in the periods in which they become known. Significant estimates include assumptions used in estimating the collectability of accounts receivable to determine the allowance for doubtful accounts, in estimating provisions for accrued liabilities and in performing actuarial valuations of employee future benefits liabilities.

2. Accounts receivable:

Accounts receivable consists of the following:

	2018	2017
Government of Canada	\$ 3,054,172	\$ 2,993,637
Government of Ontario	3,058,017	2,817,556
Local governments	11,732,113	11,378,000
Other	2,461,722	2,177,839
	<u>\$ 20,306,024</u>	<u>\$ 19,367,032</u>

3. Assets held for sale:

As of August 31, 2018, \$nil (2017 - \$5,996,436) related to land was recorded as assets held for sale.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

4. Long-term receivable – Government of Ontario:

The Province of Ontario replaced variable capital funding with a one-time debt support grant in 2009-10. The Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board will receive this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in this account receivable.

The Board has an account receivable from the Province of Ontario of \$176,617,129 as at August 31, 2018 (2017 - \$179,503,360) with respect to this capital grant.

5. Temporary borrowing:

To address operating requirements and to bridge capital expenses, the Board has an operating line of credit and short-term loans.

The operating line of credit bears interest at the bank's prime lending rate less 0.75%, is unsecured, is due on demand, and has a maximum limit of \$85,000,000. As at August 31, 2018, the amount drawn under the operating line of credit was \$2,023,540 (2017 - \$nil).

The short-term loans bear interest ranging from 1.81% to 1.92%, are unsecured, and are due on dates ranging from September 7, 2018 to October 4, 2018. As at August 31, 2018, the Board has short-term loans of \$32,000,000 (2017 - \$42,012,814).

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

6. Deferred revenue:

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the consolidated statement of financial position.

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2018 is comprised of:

	Balance as at August 31, 2017	Externally restricted revenue and investment income	Revenue recognized in the period	Transfer to deferred capital contributions (note 9)	Balance as at August 31, 2018
Special education	\$ 1,827,743	\$ 43,772,181	\$(44,433,755)	\$ -	\$ 1,166,169
Mental health leader	2,057	123,113	(109,325)	-	15,845
Proceeds of disposition	7,638,582	28,071,488	(315,547)	(4,613,114)	30,781,409
Retrofit for child care	1,032,200	-	-	-	1,032,200
School renewal	1,264,278	4,430,977	(1,287,432)	(3,530,275)	877,548
International Students					
Tuition	3,043,760	2,908,089	(3,041,509)	-	2,910,340
Other	1,078,549	43,102,946	(42,000,048)	(452,773)	1,728,674
	\$ 15,887,169	\$122,408,794	\$(91,187,616)	\$ (8,596,162)	\$ 38,512,185

7. Retirement and other employee future benefits:

			2018	2017
Retirement and other employee future benefit liabilities	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
Accrued employee future benefit obligations at August 31	\$ 3,179,351	\$ 2,944,204	\$ 6,123,555	\$ 6,173,253
Less: Unamortized actuarial loss at August 31	(103,318)	-	(103,318)	(193,897)
Employee future benefits liability at August 31	\$ 3,076,033	\$ 2,944,204	\$ 6,020,237	\$ 5,979,356

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

7. Retirement and other employee future benefits (continued):

			2018	2017
Retirement and other employee future benefit expenses	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
Current year benefit expense	\$ 120,916	\$ 1,236,487	\$ 1,357,403	\$ 495,894
Interest on accrued benefit obligation	88,110	63,865	151,975	130,686
Employee future benefits expenses	\$ 209,026	\$ 1,300,352	\$ 1,509,378	\$ 626,580
Total payments made during the year	\$ (607,484)	\$ (824,829)	\$ (1,432,313)	\$ (1,266,667)

Included in the current year benefit expense is \$18,134 (2017 - \$38,746) for amortization of net actuarial losses. The unamortized actuarial loss is amortized over the expected average remaining service life of 10.05 years (2017 - 11.05 years). The actuarial gain for the year was \$72,445 (2017 - \$71,995).

Retirement benefits:

(i) Ontario Teacher's Pension Plan:

Teachers and related employee groups are eligible to be members of Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are the direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

7. Retirement and other employee future benefits (continued):

Retirement benefits (continued):

(ii) Ontario Municipal Employees Retirement System:

All non-teaching and support staff employees of the Board are eligible to be members of the Ontario Municipal Employees' Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2018, the Board contributed \$4,529,801 (2017 - \$4,322,837) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

The OMERS pension plan had a deficit as at December 31, 2017 based on the actuarial valuation of the pension benefit obligation resulting in the plan being 94.0 percent funded (2016 – 93.4 percent funded). Ongoing adequacy of the current contribution rates will need to be monitored and may lead to increased future funding requirements.

(iii) Gratuity benefits:

The Board provides gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of the gratuities payable to eligible employees is based on their salary, accumulated sick days, and years of service at August 31, 2012.

(iv) Retirement life insurance and health care benefits:

The Board provides life insurance, dental and health care benefits to certain employee groups after retirement until the members reach 65 years of age.

The premiums are based on the Board experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date, do not qualify for board subsidized premiums or contributions.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

7. Retirement and other employee future benefits (continued):

Other employee future benefits:

(i) Workplace Safety and Insurance Board obligations:

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. School boards are required to provide salary top-up to a maximum of 4 ½ years for employees receiving payments from the Workplace Safety and Insurance Board, where the collective agreement negotiated prior to 2012 included such a provision.

(ii) Long-term disability life insurance and health care benefits:

The Board provides life insurance, dental and health care benefits to employees on long-term disability leave to all employees that have yet to transition to a Trust. The Board is responsible for the payment of life insurance premiums and the costs of health care benefits under this plan. The Board provides these benefits through an unfunded defined benefit plan. The costs of salary compensation paid to employees on long-term disability leave are fully insured and are not included in this plan.

(iii) Sick leave benefits:

As a result of new changes made in 2013 to the short-term sick leave and disability plan, a maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the 2018 consolidated financial statements as a result of the change in the benefits was \$178,832 (2017 - \$180,531).

The accrued benefit obligations for employee future benefit plans as at August 31, 2018 are based on the most recent actuarial valuations completed for accounting purposes as at August 31, 2016. These valuations take into account the plan changes outlined above and the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2018	2017
Inflation	1.5%	1.5%
Wage and salary escalation	0%	0%
Insurance and health care cost escalation	7.75% decreasing by ¼% each year to 4.0%	8% decreasing by ¼% each year to 4.0%
Dental cost escalation	3.75% decreasing by ¼% each year to 3.0%	4% decreasing by ¼% each year to 3.0%
Discount on accrued benefit obligations	2.90%	2.55%

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

8. Net long-term liabilities:

	2018	2017
OSBFC (2000) – F10, repayable in semi-annual installments of \$959,133 plus interest at 7.20% per annum, maturing June 9, 2025	\$ 10,404,308	\$ 11,513,228
OSBFC (2001) – A3, repayable in semi-annual installments of \$2,515,121 plus interest at 6.55% per annum, maturing October 19, 2026	32,392,869	35,164,491
OFA (2003) – A2, repayable in semi-annual installments of \$189,051 plus interest at 5.80% per annum, maturing November 7, 2028	2,942,503	3,141,254
OFA (2006) – repayable in semi-annual installments of \$23,381 plus interest at 4.56% per annum, maturing November 15, 2031	467,562	492,159
OFA (2007) – A1, repayable in semi-annual installments of \$1,117,034 plus interest at 5.38% per annum, maturing June 25, 2032	22,835,762	23,906,805
OFA (2008) – F02, repayable in semi-annual installments of \$17,597 plus interest at 4.90% per annum, maturing March 3, 2033	367,322	383,905
OFA (2008) – F03, repayable in semi-annual installments of \$26,107 plus interest at 4.83% per annum, maturing March 3, 2033	547,510	572,376
OFA (2009) – repayable in semi-annual installments of \$908,987 plus interest at 5.06% per annum, maturing March 13, 2034	19,631,102	20,425,082
OFA (2009) – A3, repayable in semi-annual installments of \$61,119 plus interest at 5.06% per annum, maturing March 13, 2034	1,319,964	1,373,350
OFA (2010) – F02, repayable in semi-annual installments of \$738,166 plus interest at 5.23% per annum, maturing April 13, 2035	16,434,173	17,027,294
OSBFC (2010) – repayable in semi-annual installments of \$1,294,708, plus interest at 3.94% per annum, maturing September 19, 2025	16,380,387	18,268,096
OFA (2011) – repayable in semi-annual installments of \$719,169 plus interest at 2.43% per annum, maturing November 15, 2021	4,798,643	6,096,954
OFA (2012) – F02, repayable in semi-annual installments of \$357,767 plus interest at 3.56% per annum, maturing March 9, 2037	9,747,338	10,105,865
OFA (2014) – F02, repayable in semi-annual installments of \$1,068,719 plus interest at 4.00% per annum, maturing on March 11, 2039	29,998,454	30,907,667
OFA (2015) – repayable in semi-annual installments of \$53,072 plus interest at 2.99% per annum, maturing on March 9, 2040	1,691,489	1,745,785
	\$ 169,959,386	\$ 181,124,311

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

8. Net long-term liabilities (continued):

Principal payments relating to net debt of \$169,959,386 are due as follows:

	Principal	Interest	Total
2018/19	\$ 11,736,925	\$ 8,469,340	\$ 20,206,265
2019/20	12,340,841	7,865,424	20,206,265
2020/21	12,978,568	7,227,697	20,206,265
2021/22	12,932,950	6,554,146	19,487,096
2022/23	12,899,025	5,868,902	18,767,927
Thereafter	107,071,077	28,910,444	135,981,521
	\$ 169,959,386	\$ 64,895,953	\$ 234,855,339

The expenditure for debt charges includes principal and interest payments as follows:

	2018	2017
Principal payments on long-term liabilities	\$ 11,164,925	\$ 10,623,059
Interest payments on long-term liabilities	9,041,340	9,583,206
	\$ 20,206,265	\$ 20,206,265

9. Deferred capital contributions:

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with Ontario Regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2018	2017
Opening balance, September 1	\$ 406,152,182	\$ 403,495,786
Additions to deferred capital contributions	20,447,226	12,130,825
Transfer from deferred revenue (note 6)	8,596,162	5,839,036
Amortization of deferred capital contributions	(17,722,821)	(15,313,465)
Ending balance, August 31	\$ 417,472,749	\$ 406,152,182

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

10. Tangible capital assets:

Year ended August 31, 2018

	Cost			Accumulated Amortization						
	Balance at August 31, 2017	Additions and transfers	Transfers, disposals and write offs	Balance at August 31, 2018	Balance at August 31, 2017	Amortization	Transfers, disposals and write offs	Balance at August 31, 2018	Net book value August 31, 2018	Net book value August 31, 2017
Land	\$ 135,415,694	\$ 818,222	\$ -	\$ 136,233,916	\$ -	\$ -	\$ -	\$ -	\$ 136,233,916	\$ 135,415,694
Land improvements	20,177,449	1,438,645	55,788	21,560,306	6,976,216	1,218,687	-	8,194,903	13,365,403	13,201,233
Buildings	562,668,305	10,854,686	3,458,300	570,064,691	150,108,184	14,155,465	1,557,203	162,976,446	407,088,245	412,560,121
Construction in progress	612,175	14,930,747	-	15,542,922	-	-	-	-	15,542,922	612,175
Furniture and equipment	9,325,606	433,917	1,281,963	8,477,560	5,302,057	894,746	1,281,963	4,914,840	3,562,720	4,023,549
Computer hardware	3,615,126	335,393	850,619	3,099,900	1,989,108	671,503	850,619	1,809,992	1,289,908	1,626,018
Computer software	203,411	-	203,411	-	183,068	20,343	203,411	-	-	20,343
Vehicles	215,736	-	-	215,736	51,229	43,147	-	94,376	121,360	164,507
Pre-acquisition costs (PAC)	304,315	2,817,908	124,118	2,998,105	-	-	-	-	2,998,105	304,315
Leasehold Improvements	473,966	-	-	473,966	350,255	49,485	-	399,740	74,226	123,711
	\$ 733,011,783	\$ 31,629,518	\$ 5,974,199	\$ 758,667,102	\$ 164,960,117	\$ 17,053,376	\$ 3,893,196	\$ 178,120,297	\$ 580,546,805	\$ 568,051,666

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

10. Tangible capital assets (continued):

(a) Assets Under Construction:

Assets under construction having a value of \$15,542,922 (2017 - \$612,175) have not been amortized. Amortization of these assets will commence when the asset is put into service.

(b) Write-down of Tangible Capital Assets:

The write-down of tangible capital assets during the year was \$2,025,215 (2017 - \$248,757).

11. Accumulated surplus:

Accumulated surplus consists of the following:

	2018	2017
Available for compliance - unappropriated		
Total operating surplus	\$ 829,712	\$ 546,516
Available for compliance – internally appropriated		
Operating reserve	4,405,718	3,405,718
School budgets	463,898	198,389
Facility capital reserve	9,384,186	7,384,186
Capital capacity planning	70,533	70,533
Committed capital interest earned	1,443,609	1,519,991
Committed capital projects	7,683,036	7,963,740
Other programs	840,513	262,053
	25,121,205	21,351,126
Unavailable for compliance		
Employee future benefit	(4,219,813)	(4,678,031)
Interest accrual	(2,495,689)	(2,662,763)
School generated funds	3,499,739	3,355,028
Revenues recognized for land	107,088,749	101,233,535
	103,872,986	97,247,769
Balance, end of year	\$128,994,191	\$118,598,895

12. Provincial legislative grants:

Under Public Sector Accounting Standards the entity that determines and sets the tax levy records the revenue in their consolidated financial statements. As a result, property tax revenue received from the municipalities is recorded as part of Provincial legislative grants in the amount of \$87,054,739 (2017 - \$85,829,995).

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

13. Expenses:

The following is a summary of the current expenses reported on the Consolidated Statement of Operations by object:

	2018 Budget Note 1(k)	2018 Actual	2017 Actual
Salary and wages	\$ 265,253,351	\$ 270,432,169	\$ 255,734,243
Employee benefits	43,836,391	44,778,216	42,750,662
Staff development	901,100	1,598,343	863,614
Supplies and services	39,237,173	41,711,049	36,295,063
Interest	8,520,669	8,874,266	9,424,454
Rental expense	3,633,635	4,609,718	3,529,365
Fees and contract services	14,554,493	15,654,766	14,108,909
Other	742,150	2,478,839	1,350,497
Amortization of tangible capital assets	17,047,527	19,078,584	16,388,838
	\$ 393,726,489	\$ 409,215,950	\$ 380,445,645

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

14. Partnership in Halton Student Transportation Services:

On September 1, 2007, the Board entered into an agreement with Halton District School Board, Le Conseil scolaire de district Catholique du Centre-Sud and Le Conseil scolaire de district du Centre-Sud-Ouest to provide common administration of student transportation services. On February 10, 2009, Service de Transport des Éléves de Halton/Halton Student Transportation Services (HSTS) was incorporated under the Corporations Act of Ontario. A revised agreement dated April 17, 2009 was created in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the School Boards. Each Board participates in the shared costs associated with this service for the transportation of their respective students through HSTS.

Effective September 1, 2013, two school boards have left the partnership and the partnership is supplying services exclusively to Halton District School Board and the Board.

HSTS is proportionately consolidated in the Board's consolidated financial statements whereby the Board's pro-rata share of assets, liabilities, revenues and expenses of the consortium are included in the Board's consolidated financial statements. Inter-organizational transactions and balances have been eliminated.

The following provides condensed financial information:

	2018		2017	
	Total	Board portion	Total	Board portion
Financial Position:				
Financial assets	\$ 22,412	\$ 7,936	\$ 71,877	\$ 24,644
Financial liabilities	(47,539)	(16,834)	(102,151)	(35,024)
Non-financial assets	(25,887)	9,167	31,034	10,641
Accumulated surplus	\$ 760	\$ 269	\$ 760	\$ 261
Operations:				
Revenues	\$ 22,238,889	\$ 7,875,059	\$ 21,419,216	\$ 7,343,978
Expenses	(22,238,889)	(7,875,059)	(21,419,216)	(7,343,978)
Accumulated surplus	\$ -	\$ -	\$ -	\$ -

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

15. Ontario School Board Insurance Exchange (OSBIE):

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$27,000,000 per occurrence.

The ultimate premiums over a one year period are based on the reciprocal's and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current one year term expires January 1, 2019.

16. Contractual obligations and contingent liabilities:

- (i) The Board has obligations under operating leases that require annual lease payments in the following amounts:

2018/19	\$ 3,805,233
2019/20	3,069,239
2020/21	1,625,278
2021/22	1,368,604
2022/23 and thereafter	913,009

- (ii) The Board was contingently liable under letters of credit issued to municipalities with respect to construction projects in the amount of \$2,023,541 (2017 - \$2,013,540).
- (iii) The nature of the Board activities is such that there is usually litigation pending or in the prospect at any time. With respect to claims at August 31, 2018, management believes that the Board has valid defenses and appropriate insurance coverage in place. In the event claims are successful, management believes that such claims are not expected to have a material effect on the Board's financial position.
- (iv) The Board, in the normal course of business, enters into commodities contracts, in order to fix the price of commodities to be acquired in the future. The Board has entered into these contracts in conjunction with two consortiums which includes other school boards.

17. Budget data:

The budget data presented in these consolidated financial statements is based upon the 2018 original budget approved by the Board on June 20, 2017.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2018

18. Repayment of “55 School Board Trust” funding:

On June 1, 2003, the Board received \$635,000 from The 55 School Board Trust for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The 55 School Board Trust was created to refinance the outstanding not permanently financed (NPF) debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, The 55 School Board Trust repaid the Board's debt in consideration for the assignment by the Board to the trust of future provincial grants payable to the Board in respect of the NPF debt.

As a result of the above agreement, the liability in respect of the NPF debt is not reflected in the Board's financial position.

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Halton Catholic District School Board 2017-2018 Year-End Schedule

Date (2018)	Completed	Item	Description of Activity
March 26th	✓	Ministry Memorandum 2018: B06	Established Financial Statements due date of November 15, 2018
April 3rd	✓	Ministry Memorandum 2018: SB:03	March 31, 2018 Financial Reporting Requirements (Seven-Month Report - Sept. 2017 to March 2018)
April 27th	✓	Ministry Memorandum 2018: SB:09	2018-19 Estimates
May 15th	✓	Ministry Memorandum 2018: SB:03	Seven-Month Report (Sept. 2017 to March 2018) Submitted to the Ministry
May 29th	✓	Audit Committee - Audit Planning Report	KPMG presents audit planning report at the Audit Committee meeting.
June 5th	✓	Ministry Memorandum 2018: SB:03	Seven-Month Report (Sept. 2017 to March 2018) Submitted to the Board
June 6th	✓	SBCI Actuarial Valuation	Receipt of SBCI Templates and PSAB Reporting Updates, and Commencement of Compilation of Data
June 19th	✓	Audit Planning Report from KPMG	Submitted to the Board for approval
August 28th	✓	Business Services Memorandum #03 (18-19)	<i>Year-End Procedures - 2017-2018 School Finances (Includes SGF Checklist)</i>
August 28th	✓	Business Services Memorandum #04 (18-19)	<i>Year-End Procedures – 2017-2018 Central Office Budgets</i>
August 28th	✓	Business Services Memorandum #05 (18-19)	<i>2018-2019 School Budgets</i>
August 28th	✓	Business Services Memorandum #06 (18-19)	<i>2018-2019 School Cash Online Update</i>
August 28th	✓	Business Services Memorandum #09 (18-19)	<i>Fraud Declaration 2018 - REMINDER</i>
September 11th	✓	Ministry Memorandum 2018: SB:16	Release of Ministry Financial Statement Forms (EFIS) and TCA/CAPT Information
September 20th	✓	Annual Ministry Information Sessions	Financial Statement In-Service (external auditors)
September 14th	✓	Annual Ministry Information Sessions	Financial Statement In-Service (school board finance personnel). Viewed workshops online as MOE no longer offers in-person seminar.
September 17th	✓	KPMG Interim Audit Field Work	Process analysis, control testing, documentation review and confirmations sent out (during this week)
September 24th	✓	Ministry EFIS Forms update	Ministry released updates to various EFIS forms and calculations
October 5th	✓	Ministry Memorandum 2018: SB:16	EFIS Enrolment Verification email sent to the Finance Office IF enrolment needs update
October 9th	✓	KPMG Year-End Audit Field Work	Individual school and enrolment audits (during this week) - Six schools selected randomly
October 15th	✓	SBCI Draft Report-Employee Future Benefits	Draft SBCI actuarial valuation report of employee future benefits
October 15th	✓	KPMG Year-End Audit Field Work	KPMG staff on site during this week
October 22nd	✓	KPMG Year-End Audit Field Work	KPMG staff on site during this week
October 29th	✓	KPMG Year-End Audit Field Work	KPMG staff on site during this week
November 2nd	✓	SBCI Final Report-Employee Future Benefits	Final SBCI actuarial valuation report on employee future benefits
November 9th	✓	KPMG Year-End Audit Field Work	Finance Staff Meeting with KPMG to review Draft Audited Financial Statements and Audit Findings
November 15	✓	Ministry Memorandum 2018: SB:16	Activation of completed EFIS Forms by Superintendent of Business
November 15	✓	Draft Audited Financial Statements	Audit Committee Approval and Presentation of Audit Findings Report
Est. November 20th		Draft Audited Financial Statements	Board Approval
Est. November 21st		Ministry Memorandum 2018: SB:16	Submission of Ministry Financial Statement Forms (EFIS) & Final Audited Financial Statements (signed)
Est. November 21st		Final Audited Financial Statements	Place on Board's Public Website and Staffnet (signed)
Est. November 23rd		Final Audited Financial Statements	Publish notice in local newspapers [in accordance with Section 252(2) of the Education Act]
Est. November 29th		Ministry Memorandum 2018: SB:16	Submission of completed Capital Analysis and Planning Template (CAPT) to the Ministry
Est. December 11th		Management Letter (Draft)	Draft Management Letter received from KPMG
Est. January 18th		Management Letter (Final)	Receive Final Management Letter from KPMG
Est. January 29th		Management Letter (Draft)	Present Draft Management Letter with management responses at Administrative Council
Est. February 1st		Management Letter (Final)	Send the Management Letter with management responses to the Audit Committee
Est. February 8th		Management Letter (Final)	Send Final Management Letter to all Principals/Vice-Principals through numbered Business Services Memo
Est. February 8th		Management Letter (Final)	Send the specific Management Letter points to the four selected schools and respective Superintendent

2017-2018 Financial Statements: Understanding the Results

Tuesday, November 20, 2018

Halton Catholic DSB Financial Statements

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- The diagram illustrates the components of financial statements and their purposes. It features a list of seven items on the left, with green brackets and arrows on the right grouping them into three categories: 'Standard Reports' (items 1 and 2), 'The key statements' (items 3, 4, and 5), and 'Help explain or expand on information provided in the financial statements' (item 7). Item 6 is not grouped. The text is in a green sans-serif font.
1. Statement of Management's Responsibility
 2. Auditor's Report – Clean Opinion
 3. Statement of Financial Position
 4. Statement of Operations
 5. Statement of Change in Net Debt
 6. Statement of Cash Flows
 7. Notes to the Financial Statements
- Standard Reports**
- The key statements**
- Show the changes from prior year to current year**
- Help explain or expand on information provided in the financial statements**

Statement of Financial Position

- **This statement shows everything the Board owns and everything the Board owes.**
- **When looking at this statement, we should do two things:**
 - Look at the current year balances and understand what is included in them, and
 - Compare the current year balances to the prior year balances.

Stmt of Financial Position - ASSETS

Cash \$38.7 million

- \$3.3 million in the operating balance, \$3.5 million is the school generated funds (SGF) balance, and \$31.9 million is short-term investments (resulting mainly proceeds related to site sales).

Accounts receivable \$20.3 million (Note 2)

- \$3.0 million receivable from Gov't of Canada, primarily HST rebates (\$1.9 million) and Federal Programs (\$1.1 million), such as Language Instruction for Newcomers Canada (LINC) and Immigration, Refugees and Citizenship Canada (IRCC),
- \$3.1 million receivable from Gov't of Ontario, mostly Grants for Student Needs (GSN) adjustments, Other Provincial Grants and rebates,
- \$11.7 million represents property taxes and Education Development Charges (EDC) revenue due from the 4 municipalities (approximately 2/3 of one quarterly payment), and
- \$2.5 million in recoverable wages, community use of school facility receivables, year end deposits.

Stmt of Financial Position - ASSETS

Asset Held for Sale (Note 4)

- Sale of site closed in 2017-18.

Long-term Receivable (Note 4)

- \$176.6 million is the long term receivable due from the Province.
 - One time receivable from the Province to recognize capital debt as at August 31, 2010,
 - As we build schools and incur capital costs, this receivable will increase,
 - As we pay off debentures and receive funding (2 times per year), this receivable will decrease,
 - The long-term receivable is \$2.9 million lower than 2016-17. The change is made up of:
 - \$7.2 million increase in capital projects; primarily relating to the construction of St. Scholastica,
 - \$10.1 million capital debt principal repayment on supported debentures.

Stmt of Financial Position - LIABILITIES

Temporary borrowing of \$32.0 (Note 5), made up of:

- \$32.0 million loan to cover the Education Development Charges (EDC) funding timing shortfall,
- Lower by \$12.0 million from 2016-17, change due to:
 - Net change in EDC loan as a result of EDC revenue received, proceeds of a site sale and expenses incurred.

Stmt of Financial Position - LIABILITIES

Accounts Payable and Accrued Liabilities

- \$23.6 million, primarily:
 - \$0.1 million payable to Gov't of Ontario (EPO grant payable),
 - \$10.2 million outstanding invoices relating to the capital construction and other supplies and services,
 - \$2.5 million in accrued interest,
 - \$0.7 million vacation accrual,
 - \$6.9 million in other payroll liabilities (incl. salary accruals, LTD, OMERS, OHIP, union dues, etc.),
 - \$0.8 million in earned leave program.
 - \$2.3 million in construction holdbacks
 - \$0.1 million other payables

Stmt of Financial Position - LIABILITIES

Deferred Revenue (Note 6)

- \$38.5 million, including:
 - Special Education (special equipment amount) \$1.2 million,
 - Proceed of Disposition \$30.8 million,
 - Retrofit for Child Care \$1.0 million,
 - School Renewal \$0.9 million,
 - Other deferred revenue mainly for international students and other ministry programs \$4.6 million,

Stmt of Financial Position - LIABILITIES

Employee Benefits Payable (Note 7)

- Accounting number determined by actuaries (\$6.0 million),

Employee Future Benefits (EFB) are comprised of:

- Gratuity Benefit Liability – \$1.0 million, frozen as at August 31, 2012 and amortized over 13.7 years (Employee Average Remaining Service Life - EARSL),
- Post-Retirement Benefits – \$2.1 million, frozen as at August 31, 2013 and amortized over 10 years,
- Workers Compensation Benefits Liability of \$2.7 million,
- Compensated absences of \$179,000 to top up sick days in 2017-18 (not amortized).

Stmt of Financial Position - LIABILITIES

Net Long-Term Liabilities (Note 8)

- Comprised of:
 - Supported debentures of \$160.7 million (included in Long-Term Receivable explained on slide 5),
 - Unsupported debt of \$9.2 million.

- Change in prior year of \$11.2 million is a result of:
 - Repayment of capital debt principal on supported debt of \$10.1 million,
 - Repayment of capital debt principal on unsupported debt of \$1.1 million.

Stmt of Financial Position - LIABILITIES

Deferred Capital Contributions (Note 9)

- Increase of \$11.3 million from prior year, as a result of increased capital expenditures.
 - As we build and renovate schools, we incur capital costs and this balance increases to cover for future amortization,
 - As we amortize TCAs, deferred capital contributions are reduced as a source of revenue for amortization expense.

Amortization of TCAs	= \$17.1 million
Amortization of DCC	= \$15.8 million
Difference (Unsupported Capital)	= \$1.3 million

Stmt of Financial Position - LIABILITIES

Tangible Capital Assets

- Break down provided in Note 10 to the financial statements.
- Most of the changes on the Statement of Financial Position relate to TCA (as shown on the Statement of Change in Net Debt and Statement of Cash Flows).
 - Temporary borrowing increases with spending on capital projects and decreases as funding is received from the province,
 - Long-term receivable also increases as capital spending occurs and decreases as funding is received from the province to fund capital projects in progress,
 - DCC increases as more schools are constructed, renovated or assets are acquired and decreases as TCAs are being amortized.

Stmt of Financial Position–ACCUMULATED SURPLUS (Note 11)

	At Aug 31, 2017	In-Year Change	At Aug 31, 2018
Non-Designated Surplus	546,516	283,196	829,712
Amounts restricted for future Board use:			
Operating Reserve	3,405,718	1,000,000	4,405,718
School Budgets	198,389	265,509	463,898
Indigenous Reserve	27,873	(27,873)	-
Capital Capacity Planning	70,533	-	70,533
Committed Project Reserve	234,180	606,335	840,515
Committed Capital Interest Earned	1,519,991	(76,382)	1,443,609
Committed Capital Projects	7,963,740	(280,704)	7,683,036
Facility Capital Reserve	7,384,186	2,000,000	9,384,186
	20,804,610	3,486,885	24,291,495
Total Accumulated Surplus Available for Compliance	21,351,126	3,770,081	25,121,207
Amounts to be recovered:			
Employee Future Benefits	(4,678,031)	458,218	(4,219,813)
Interest to be Accrued	(2,662,763)	167,074	(2,495,689)
	(7,340,794)	625,292	(6,715,502)
Other:			
School Generated Funds	3,355,028	144,711	3,499,739
Revenues recognized for land	101,233,535	5,855,219	107,088,754
	104,588,563	5,999,930	110,588,493
Total Accumulated Surplus (Deficit)	118,598,895	10,395,303	128,994,198

This represents the **accumulated operating surplus**. The change from prior year is the current operating surplus of \$283,196.

This represents closing balance of **Operating Reserve**.

This represents the total of amounts that are **internally restricted by the Board**.

Stmt of Financial Position–ACCUMULATED SURPLUS (Note 11)

	At Aug 31, 2017	In-Year Change	At Aug 31, 2018
Non-Designated Surplus	546,516	283,196	829,712
Amounts restricted for future Board use:			
Operating Reserve	3,405,718	1,000,000	4,405,718
School Budgets	198,389	265,509	463,898
Indigenous Reserve	27,873	(27,873)	-
Capital Capacity Planning	70,533	-	70,533
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Other:			
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Revenues recognized for land	101,233,535	5,855,219	107,088,754
	104,588,563	5,999,930	110,588,493
Total Accumulated Surplus (Deficit)	118,598,895	10,395,303	128,994,198

Represents the interest portion of the Board's sinking fund assets **used to fund capital** projects

Represents the committed **Facility Capital Reserve** used to complement the funding of capital projects

This amount is an offset to the actuarial amounts recorded as liabilities

Stmt of Financial Position–ACCUMULATED SURPLUS (Note 11)

	At Aug 31, 2017	In-Year Change	At Aug 31, 2018
Non-Designated Surplus	546,516	283,196	829,712
Amounts restricted for future Board use:			
Operating Reserve	3,405,718	1,000,000	4,405,718
School Budgets	198,389	265,509	463,898
Indigenous Reserve	27,873	(27,873)	-
Capital Capacity Planning	70,533	-	70,533
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Revenues recognized for land	101,233,535	5,855,219	107,088,754
	104,588,563	5,999,930	110,588,493
Total Accumulated Surplus (Deficit)	118,598,895	10,395,303	128,994,198

Represents the **interest accrual** on debenture payments

Balance of **SGF** at the end of the year

Represents the **EDC revenue** that the Board has received for land purchases to date

Statement of Operations

Statement of Operations – Key Areas

- This statement shows all the revenues and expenses of the Board for the year.
- When looking at this statement, we should look at the following:
 - Revenues compared to expenses (annual surplus),
 - Current year compared to the ORIGINAL budget,
 - Current year compared to the PRIOR YEAR financial statements.

Statement of Operations - REVENUE

\$13.3 million more than the ORIGINAL budget

- **\$6.2 million more in grant revenue**
 - Increased enrolment results in increases in Pupil Foundation, School Foundation, Special Education, Language, School Operations and Transportation grant.
- **\$5.1 million in “Other Provincial Grants”**
 - This is the net effect of additional EPOs announced through the year.
- **\$1.3 million in “Federal Grants”**
 - This relates primarily to additional LINC and IRCC funding.
- **(\$0.9) million in decrease in “Other Revenue”**
 - Primarily due to a decrease in EDC revenue.
- **\$0.1 million more Investment Income**
- **(\$0.4) million less in School Generated Funds revenue**
- **\$1.9 million in Deferred Capital Contribution to cover for amortization expense**

Statement of Operations - REVENUE

\$22.6 million more than the PRIOR YEAR Financial Statements

- **\$19.2 million more in grant revenue**
 - Increased enrolment results in increases in Pupil Foundation, School Foundation, Special Education, Language, and School Operations grant.
- **\$4.6 million in “Other Provincial Grants”**
 - This is the net effect of additional EPOs announced through the year.
- **\$0.6 million in “Federal Grants”**
 - This relates to additional LINC and IRCC funding.
- **(\$4.3) million in Other Revenue**
 - Decrease in EDC revenues.
- **\$0.1 million more Investment income**
- **\$2.4 million in Deferred Capital Contribution to cover for amortization expense**

Statement of Operations - EXPENSES

\$15.5 million more than the ORIGINAL budget

- Increase in enrolment correlates to increase in salary and benefits.
- Increase in other provincial grants means proportionate increases in costs – mostly instruction.
- Increase in “Other” expenses primarily due to OECTA and CUPE remedy relating to 2012-13 and 2013-14 labour negotiations terms
- Increase in Pupil Accommodation related to increase in portable leases, and loss on demolition of St. Joseph (Oakville)
- Board Administration increase due to legal and vacation payouts

Statement of Operations - EXPENSES

\$28.8 million more than the PRIOR YEAR Financial Statements

- **Instruction increased \$18.2 million**
 - Largest area of impact was salaries and wages, triggered by increase in enrolment and resources under local priorities funding
- **Administration increased \$1.2 million**
 - Salary grid movements, reallocation of certain positions from Instruction expenses, and contractual services such as legal fees and financial and payroll system implementations
- **Transportation increased \$0.5 million**
 - Growth and renewal of some contracts resulted in higher costs
- **Pupil Accommodation increased \$5.5 million**
 - Increase in amortization, increased leases for portables, loss on demolition of St. Joseph (Oakville), and EDC-eligible operating costs
- **Other increased by \$3.5 million**
 - Primarily due to OECTA and CUPE remedy relating to 2012-13 and 2013-14 labour negotiations terms
- **School Generated Funds expense decreased by (\$0.1) million**

Statement of Operations – ANNUAL SURPLUS (DEFICIT)

Represents the difference between revenues and expenses

- **\$10.4 Surplus in the current year**

- Includes an in-year operating surplus of \$0.3 million,
- Includes \$1.4 million of transfers into various reserves and committed capital projects,
- Includes \$2.0 million transfer into capital reserve,
- Includes \$0.5 million actuarial amortization recorded as a decrease in benefits,
- Includes \$0.2 million accrued interest,
- Includes \$0.1 million in SGF,
- Includes \$5.9 million of EDC revenue with no corresponding expenses (recorded as tangible capital assets).

Statement of Operations – ANNUAL SURPLUS (DEFICIT)

Overall annual surplus of \$10.4 million must be allocated by the Board to the components that make up the Accumulated Surplus

- **Some of this is prescriptive:**
 - EDC revenue must be allocated to “Revenue Recognized for Land”
 - Reduction in employee future benefits as determined by actuarial valuations
- **Some of this is at the discretion of the Board:**
 - Permit revenue for the community use of artificial turf is transferred to build up the capital reserve

Statement of Operations – ACCUMULATED SURPLUS

Prior Year Accumulated Surplus	118,598,890
Current Year Surplus	10,395,303
Current Year Accumulated Surplus	128,994,193
<i>Non-designated surplus</i>	829,712
<i>Amounts restricted for future use of the Board:</i>	
Working funds	4,405,718
Capital Capacity Planning	70,533
School budgets	463,898
Indigenous Studies	-
Board Commitments	840,515
Facility Capital Reserve	9,384,186
Committed capital interest earned	1,443,609
Committed capital projects	7,683,036
	24,291,495
<i>Amounts to be recovered:</i>	
Employee future benefits	(4,219,813)
Interest accrual	(2,495,689)
	(6,715,502)
<i>Other:</i>	
School generated funds	3,499,739
Revenues recognized for land	107,088,749
	110,588,488
Current Year Accumulated Surplus	128,994,193

The prior year accumulated surplus **plus** the current year surplus **equals** the current year accumulated surplus (as outlined in the Statement of Operations)

The “Accumulated Surplus” on the “Stmt of Operations” is the “Accumulated Surplus” on the “Stmt of Financial Position” as per Note 11

Questions?

Approved School Educational Trips

All proposed trips have been reviewed prior to approval, and are consistent with Board policy

Dated: Tuesday, November 20, 2018

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Benedict CES, Milton	8	84	Montreal, Quebec	This outing will serve as the grade 8 graduation trip. Through visiting sites such as Montreal's old town, and Pointe a Calliere-Montreal's museum of archeology and history, students will deepen their understanding of the grade 8 history curriculum. They will also be visiting St. Joseph's oratory, the largest shrine in the world dedicated to St. Joseph, as well as visit and celebrate Mass at Notre Dame Basilica. Our French immersion students will be immersed in French culture and language throughout the trip. The evenings will be filled with community building activities such as dancing and promenade walks and sightseeing, where they will have the opportunity to spend quality time together as a graduating class. Staff and students will participate in daily prayer.	Tuesday, May 28 - Friday, May 31, 2018	~\$650.00

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
St. Thomas Aquinas CSS, Oakville	9-12	40	HOSA 2019 Spring Leadership Conference Toronto, ON	This event supports the healthcare/biology and SHSM curriculum. It is Canada's largest health science competition, over 3000 student will compete in over 40 competitive events, participate in hands-on and lecture style workshops hosted by universities, corporations and non-profits. Each day will begin with daily prayer.	Tuesday, March 26 - Wednesday, March 27, 2019	~\$140.00
St. Thomas Aquinas CSS, Oakville	10-12	12	All Catholic Sr. Girls Volleyball Tournament Brampton, ON	The St. Thomas Aquinas Sr. Girls Volleyball team is considered one of the top teams in the province. These All Catholic Championships will be one of the highlights of the year for girls playing volleyball for St. Thomas Aquinas CSS. This experience will afford all team members an opportunity to compete, cooperate and grow together both individually and as teammates. This experience will also give all participants the chance to develop as collaborative contributors (as per the Ontario Catholic School graduate expectations) finding meaning, dignity and vocation in work which respects the rights of all and contributes to the common good. As they always do, the team will participate in pre and post-game prayers. Players will also be attending a Celebration of the Eucharist with all 36 teams.	Thursday, February 7 - Friday, February 8, 2019	~\$50

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Assumption CSS, Burlington	11-12	12	All Catholic Sr. Girls Volleyball Tournament, Brampton, ON	The Senior Girls Volleyball Team will be participating in the Ontario All Catholic Senior Girls Volleyball Championships. This tournament promotes fitness, team play and sportsmanship, and offers the students an opportunity to form their faith, by working effectively as an interdependent team member and respecting the rights, responsibilities and contributions of self and others. Staff and students will participate in daily prayers and in a Mass on Thursday, February 7, 2018.	Thursday, February 7 - Friday, February 8, 2019	~\$110.00

St. Scholastica Catholic Elementary School Project

Construction Report 10.3 - October



Construction Update

- The pictures above were taken on November 13, 2018. The top pictures show completed the gym flooring. The bottom-left picture shows a completed teachers workroom. The bottom-right picture shows the completed installation of library flooring.
- Work completed included finishing trades.

Schedule Update

- Finish trades working on millwork and drywall for the Library and Atrium.

If you have any comments or questions about the new school, please contact Jim Rowles, Superintendent of Education at (905) 632-6300 ext. 127 or email rowlesj@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or email merrickr@hcdsb.org.

St. Mark Catholic Elementary School Addition Project

Construction Report 10.4 - October



Construction Update

- The pictures above were taken on November 13, 2018. The top-left picture shows completed roof decking. The top-right picture shows ongoing duct installation. The bottom-left picture shows completed window installation. The bottom-right picture shows ongoing work to install the stage lift.
- Work completed included completion of all load bearing walls, roof decking and window installation.

Schedule Update

- Completion of roofing system.
- Mechanical and Electrical contractors to install services.
- Masons to complete partition walls.
- Completion of retaining wall.

If you have any comments or questions about the new school, please contact Lorrie Naar, Superintendent of Education at (905) 632-6300 ext. 135 or email naarl@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or email merrickr@hcdsb.org.



Regular Board Meeting

Information Report

Extensive Trip Advisory Committee (ETAC) Trip Proposals	Item 10.5
November 20, 2018	

Alignment to Strategic Plan

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

Purpose

To provide trustees with information regarding the extensive field trips submitted by the Halton Catholic District School Board Secondary Schools for the 2018-2019 school year.

Background Information

The Extensive Trip Advisory Committee (ETAC) met on Wednesday, October 11, 2018 for the purpose of considering these requests. The committee reviewed the packages and requested additional information where required, which has been provided. The proposed trips meet all the established criteria and the committee recommended approval.

Each school has submitted an information sheet, which is attached.

ETAC: Appendix A:

- i. THOMAS MERTON CSS
 - a. *POLAND, GERMANY, SLOVAKIA AND HUNGARY*
JULY 3 – JULY 18, 2019
 - b. *ITALY*
JUNE 30 – JULY 21, 2019
 - c. *OTTAWA, MONTREAL, NEW YORK CITY*
JULY 13 – JULY 29, 2019
 - d. *NEW YORK CITY*
JULY 6 – 12, 2019
 - e. *TORONTO, NEW YORK CITY*
JULY 6 – JULY 12, 2019



Report Submitted by: Jim Rowles
Superintendent of Education, School Services

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



Appendix A

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Thomas Merton Centre for Continuing Education	Principal: Paul Cianciolo
Trip Destination: Poland, Germany, Slovakia, Hungary	Date of Trip: July 3 - July 18, 2019
Cost of Trip: \$4990.00	Number of Instructional Days Away: None

Brief Rationale for the Trip: Students will be studying one of two courses being offered towards achieving credit: Grade 11 Genocide and Crimes Against Humanity CHG38 or Grade 12 University Canadian and International Politics CPW4U.	
Names of Supervisors: TBD – HCDSB hires the teachers and EduTravel hires the teaching assistants and tour guide. Student/Staff Ratio: 10:1	Name(s) of First Aid Provider(s): TBD with final itinerary. Tour guides have the names and locations of all medical facilities that students can access through their out of country health coverage
Number of Students: 25 students	Insurance Provider: Insureit Group Inc. 200-800 Denison St., Markham, ON L3R 5M9
Date and Location of Mass: Saturday, July 6, 2019 Church of our Lady in Nuremberg at 6:30 p.m.; Saturday July 13, 2019 Holy Mass in Krakow at 7:30 p.m.	



ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Thomas Merton Centre for Continuing Education	Principal: Paul Cianciolo
Trip Destination: Italy	Date of Trip: June 30 - July 21, 2019
Cost of Trip: \$6300.00	Number of Instructional Days Away: None

Brief Rationale for the Trip: Students will be working towards achieving their Grade 11 or Grade 12 English credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in a number of cities in Italy.	
Names of Supervisors: PTR 10:1, 1 Teaching Assistant, 1 Tour Animator, 1 Teacher (5 adults per group) TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	Name(s) of First Aid Provider(s): TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
Number of Students: 50 students	Insurance Provider: Insureit Group Inc. 200-800 Denison St., Markham, ON L3R 5M9
Date and Location of Mass: Sunday July 6, 2019 Mass at Duomo Di San Gennaro, at 7:30 p.m.; Sunday, July 14, 2019 Mass at Il Duomo Di Firenze at 7:30 a.m.; Saturday, July 20, 2019 Mass a Basillica San Marco at 6:45 p.m.	



ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Thomas Merton Centre for Continuing Education	Principal: Paul Cianciolo
Trip Destination: Ottawa, Montreal, New York City	Date of Trip: July 13– July 19, 2019
Cost of Trip: \$1700.00	Number of Instructional Days Away: None

Brief Rationale for the Trip: Students will be working towards achieving their Civics and Careers credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Ottawa, Montreal and New York City.	
Names of Supervisors: PTR 10:1, 1 Teaching Assistant, 1 Tour Animator 1 EduTravel Employee (5 adults per bus) TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	Name(s) of First Aid Provider(s): TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
Number of Students: 150 Students	Insurance Provider: Insureit Group Inc. 200-800 Denison St., Markham, ON L3R 5M9
Date and Location of Mass: Sunday, July 14, 2019 Mass at Notre Dame Cathedral Basilica, Ottawa at 9:00 a.m.	



ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Thomas Merton Centre for Continuing Education	Principal: Paul Cianciolo
Trip Destination: New York City	Date of Trip: July 6– July 12, 2019
Cost of Trip: \$1990.00	Number of Instructional Days Away: None

Brief Rationale for the Trip: Students will be working towards achieving their Grade 12 International Business Fundamentals credit through an experiential learning opportunity as they participate in activities and complete assignments and assessments in New York City.	
Names of Supervisors: PTR 10:1,1 Teaching Assistant, 1 Tour Animator, 1 Edu Travel staff (5 adults per group) TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	Name(s) of First Aid Provider(s): TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
Number of Students: 50 Students	Insurance Provider: Insureit Group Inc. 200-800 Denison St., Markham, ON L3R 5M9
Date and Location of Mass: Sunday, July 7, 2019 at 5:30 p.m. St. Patrick's Cathedral, NYC.	



ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Thomas Merton Centre for Continuing Education	Principal: Paul Cianciolo
Trip Destination: Toronto, New York City	Date of Trip: July 6– July 12, 2019
Cost of Trip: \$1990.00	Number of Instructional Days Away: None

Brief Rationale for the Trip: Students will be working towards achieving their World Religion credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Toronto and New York City.	
Names of Supervisors: PTR 10:1,1 Teaching Assistant, 1 Tour Animator, 1 Edu Travel staff (5 adults per group) TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	Name(s) of First Aid Provider(s): TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
Number of Students: 50 Students	Insurance Provider: Insureit Group Inc. 200-800 Denison St., Markham, ON L3R 5M9
Date and Location of Mass: Sunday, July 7, 2019 at 7:00 p.m. St. Thomas Aquinas Catholic Church, Toronto.	



Regular Board Meeting

Information Report

2017-18 Treasurer's Annual Investment Report	Item 10.8
November 20, 2018	

Alignment to Strategic Plan

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

Purpose

To provide the Board of Trustees the 2017-18 investment report, in accordance with Ontario Regulation (O. Reg.) 41/10 Board Borrowing, Investing and Other Financial Matters, made under the Education Act.

Background Information

- 1) Action Report 8.X, "2017-18 Draft Audited Financial Statements" from the November 20, 2018 Regular Meeting of the Board.

Comments

As prescribed under O.Reg. 41/10, the Board may invest in the following securities, as outlined in Part IV of the regulation, subsections 1 to 5 (outlined in Appendix A):

1. Bonds, debentures, promissory notes or other evidence of indebtedness issued or guaranteed by,
 - i. Canada or a province or territory of Canada,
 - ii. an agency of Canada or of a province or territory of Canada,
 - iii. a municipality in Canada, or
 - iv. the Municipal Finance Authority of British Columbia.
2. Bonds, debentures, promissory notes or other evidence of indebtedness of a corporation if,
 - i. the bond, debenture or other evidence of indebtedness is secured by the assignment to a trustee, as defined in the Trustee Act, of payments that Canada or a province or territory of Canada has agreed to make or is required to make under a federal, provincial or territorial statute, and
 - ii. the payments referred to in subparagraph i are sufficient to meet the amounts payable under the bond, debenture or other evidence of indebtedness, including the amounts payable at maturity.



3. Deposit receipts, deposit notes, certificates of deposit or investment, acceptances or similar instruments, the terms of which provide that the principal and interest shall be fully repaid no later than two years after the day the investment was made, that are issued, guaranteed or endorsed by,
 - i. a bank listed in Schedule I or II of the Bank Act (Canada),
 - ii. a loan corporation or trust corporation registered under the Loan and Trust Corporations Act, or
 - iii. a credit union or league to which the Credit Unions and Caisses Populaires Act, 1994 applies.
4. Deposit receipts, deposit notes, certificates of deposit or investment, acceptances or similar instruments, the terms of which provide that the principal and interest shall be fully repaid more than two years after the day the investment was made, that are issued, guaranteed or endorsed by,
 - i. a bank listed in Schedule I or II of the Bank Act (Canada),
 - ii. a loan corporation or trust corporation registered under the Loan and Trust Corporations Act, or
 - iii. a credit union or league to which the Credit Unions and Caisses Populaires Act, 1994 applies.
5. Bonds, debentures, evidences, or long-term indebtedness issued by an institution listed in paragraph 4.

Further to O. Reg. 41/10, Board Operating Policy I-10 Banking, Investment and Borrowing (attached in Appendix B), sets out the Board's investment goals, which require Management to invest any surplus cash, accumulated surplus or deferred revenue in securities eligible under O. Reg. 41/10, that provide a positive rate of return, while limiting fiscal exposure of risk of loss.

On March 26, 2018, the Ministry announced, as part of memorandum 2018:B06 Grants for Student Needs (GSN) for 2018-19 (Appendix C) the new Cash Management Strategy in an attempt to reduce the Province's borrowing costs. In this memorandum, it was stated that, starting September 1, 2018, school boards' monthly cashflow would be adjusted based on the amount of deferred revenues and surplus levels, excluding Proceeds of Disposition (POD) balances. Given this direction, the Board's delayed grant payment expected as of September 1, 2018, was \$106,000.

During 2017-18 fiscal year, the Board invested surplus Proceeds of Disposition funds in term deposits, informed by the Facility Renewal Strategy. The following table outlines the investments made during 2017-18, their maturity dates, term, interest rate and interest revenue recognized as of August 31, 2018, as well as interest revenue expected to be recognized as of August 31, 2019.

Principal	Issue Date	Matures	Due on Maturity	Rate	Term	Int Rev to Aug 31, 2018	Int Rev to Aug 31, 2019
\$ 7,646,367	September 8, 2017	March 8, 2018	\$ 7,710,827	1.70%	181	\$ 64,460	
\$ 3,500,000	March 8, 2018	June 6, 2018	\$ 3,516,742	1.94%	90	\$ 16,742	
\$ 4,210,827	March 8, 2018	September 4, 2018	\$ 4,253,396	2.05%	180		\$ 42,570
\$ 12,667,281	May 29, 2018	November 26, 2018	\$ 12,799,822	2.11%	181		\$ 132,541
\$ 15,000,000	May 29, 2018	May 29, 2019	\$ 15,345,000	2.30%	365		\$ 345,000
TOTAL INTEREST REVENUE						\$ 81,202	\$ 520,111



All of the above term deposits are eligible investments under O. Reg. 41/10 and comply with Board Operating Policy I-10; further, all of these investments are expected to perform as prescribed, upon maturity. Interest revenue earned to August 31, 2018 amounted to \$81,202. An additional \$520,111 is expected to be recognized as of August 31, 2019. The interest revenue is subject to the same revenue restrictions as the Proceeds of Disposition, under O. Reg. 193/10 Restricted Purpose Revenues, and will be deferred unless used on eligible capital expenditures.

On August 24, 2018, the Ministry further issued memorandum 2018:B14 Update: Education Funding for 2018-19 (Appendix D), which introduced changes to the Ministry's Cash Management Strategy, whereby, the balance in Proceeds of Disposition would now be included in the calculation that would impact the Board's cashflow as of September 1, 2018. Staff worked with Ministry staff to obtain an exemption, to exclude the balance of Proceeds of Disposition surplus that was locked into a term deposit, until such time as it matures. This has been granted, as the term deposits were entered into prior to the new instructions and the funding was locked in for the term, or the entire interest revenue would be forfeited. It should be noted however, that even with the exemption, the Board's cashflow is negatively impacted by the inclusion of Proceeds of Disposition in the calculation of Cash Management Strategy. During September 1, 2018 and February 28, 2019, the delayed grant payment will be \$6.9 million, and during March 1, 2019 until August 31, 2019, the delayed grant payment will be \$3.0 million (as compared to \$106,000 initially calculated).

Conclusion

In accordance with O. Reg. 41/10 Board Borrowing, Investing and Other Financial Matters and Board Operating Policy I-10 Banking, Investment and Borrowing, investments were made during the 2017-18 fiscal year, resulting in additional interest revenue of \$81,202. The remaining term deposits, maturing during the 2018-19 fiscal year, are expected to result in additional interest revenue of \$520,111.

Report Prepared by: R. Negoï
Superintendent, Business Services and Treasurer of the Board

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

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

Français

ONTARIO REGULATION 41/10

made under the

EDUCATION ACT

Made: February 24, 2010

Filed: February 26, 2010

Published on e-Laws: March 2, 2010

Printed in *The Ontario Gazette*: March 13, 2010**BOARD BORROWING, INVESTING AND OTHER FINANCIAL MATTERS****PART I****NON-PERMANENTLY FINANCED DEBT OF DISTRICT SCHOOL BOARDS****Definitions****1.** In this Part,

“assignee” means the trustee of a trust or another person to whom a portion of a legislative grant is assigned by a district school board under an agreement prescribed by this Part; (“cessionnaire”)

“non-permanently financed debt” means, in respect of a district school board, the amount as of August 31, 2001 that is listed in Column (e) under the heading “Not Permanently Financed” opposite the name of the board in Table 2, “Capital Related Debt Eligible for Funding Support, by District School Board”, in the document entitled *School Board Capital Related Debt (June 17, 2002)*, published by the Ministry; (“dette sans financement permanent”)

“participating board” means a district school board that enters into an agreement prescribed by this Part with an assignee; (“conseil participant”)

“refinanced debt” means the debt incurred by the assignee in respect of the financing arranged to refinance the non-permanently financed debt of district school boards; (“dette refinancée”)

“unreimbursed costs” means the costs, expenses or liabilities for which an assignee that is a trustee of a trust is held to be personally liable in connection with administering the trust or arranging for the financing to refinance the non-permanently financed debt. (“frais non remboursés”)

Prescribed instrument

2. (1) An agreement that contains the following is prescribed for the purposes of clause 247 (3) (f) of the Act as an instrument that may be executed by a district school board:

1. The agreement provides for the irrevocable assignment by the board to the assignee named in the agreement of the portion of each legislative grant that is paid under the Act in respect of,
 - i. the board’s non-permanently financed debt, other than amounts referred to in clause 37 (1) (b) of Ontario Regulation 154/01 (Student Focused Funding — Legislative Grants for the 2001-2002 School Board Fiscal Year) made under the Act or clause 37 (1) (b) of Ontario Regulation 156/02 (Student Focused Funding — Legislative Grants for the 2002-2003 School Board Fiscal Year) made under the Act as those regulations read immediately before they were revoked, or
 - ii. the portion of the refinanced debt attributable to the board.
2. The agreement requires the board to give a direction to the Minister to pay the assigned portion of each legislative grant directly to an account specified in the agreement.
3. The agreement requires the assignee to,
 - i. assume the board’s liability to pay its non-permanently financed debt,
 - ii. arrange financing to refinance the non-permanently financed debt of the board and other participating boards by,
 - A. creating and issuing, pursuant to one or more trust indentures, bonds, debentures or other evidences of the refinanced debt,
 - B. entering into one or more underwriting agreements in respect of the bonds, debentures or other evidences of the refinanced debt,
 - C. obtaining ratings of the bonds, debentures or other evidences of the refinanced debt from one or more nationally recognized rating agencies, and

- D. causing an offering document to be prepared in respect of the bonds, debentures or other evidence of the refinanced debt and making it available to underwriters and other potential purchasers of the bonds, debentures or other evidences of the refinanced debt,
 - iii. out of the proceeds of the refinanced debt, pay the board's non-permanently financed debt, and
 - iv. obtain from the holder of the non-permanently financed debt a receipt for the payment of the board's non-permanently financed debt.
4. If the assignee is the trustee of a trust, the agreement requires the board to do the following:
- i. indemnify the trustee in its personal capacity for all unreimbursed costs, if any, to the extent that the assets of the trust out of which the trustee is entitled at law or in equity to be indemnified for the unreimbursed costs are insufficient to satisfy the unreimbursed costs, and
 - ii. make just and equitable contribution to satisfy the claims giving rise to the unreimbursed costs in an amount that is in the same proportion to the aggregate of the unreimbursed costs that the board's non-permanently financed debt bears to the sum of the non-permanently financed debt of all the participating boards and the amount of fees paid to the trustee, if the indemnity referred to in subparagraph i is for any reason held by a court to be unenforceable.
5. The agreement provides that if the board is required, pursuant to a provision in an agreement described in paragraph 4, to indemnify the trustee or make just and equitable contribution to satisfy the claims giving rise to the unreimbursed costs, the liability of the board under the rights of indemnity or contribution,
- i. shall be several and not joint, and
 - ii. shall not exceed the amount by which the board's non-permanently financed debt exceeds the cumulative amount of the legislative grants in respect of the principal amount of the refinanced debt paid to the account referred to in paragraph 2 established by the board.

(2) An agreement is prescribed for the purposes of clause 247 (3) (f) of the Act if it satisfies the requirements of subsection (1) and it contains provisions that are not inconsistent with the requirements of subsection (1).

Board to provide copy to the Minister

3. If a district school board enters into an agreement prescribed by this Part, it shall give a written direction described in paragraph 2 of subsection 2 (1) and a copy of the agreement to the Minister.

PART II RISK MANAGEMENT BY BOARDS IN RESPECT OF ENERGY PRICES

Commodity price hedging agreements

4. (1) A board may enter into commodity price hedging agreements under this Part in order to hedge the risks associated with the fluctuations in the prices of the natural gas, electricity and other energy commodities that are required by the board to operate its schools, other properties and vehicles.

(2) The agreement must fix, directly or indirectly, or enable the board to fix the price or range of prices to be paid by the board for the future delivery of some or all of a commodity described in subsection (1) or the future cost to the board of an equivalent quantity of the commodity.

(3) A board shall not sell or otherwise dispose of the commodity price hedging agreement or any interest of the board in the agreement.

Report on commodity price hedging agreements

5. (1) If a board has any subsisting commodity price hedging agreements in a fiscal year, the treasurer of the board shall prepare and present to the board as part of the annual financial report to the board for the fiscal year a detailed report on all of those agreements.

(2) The report must contain the following information and documents:

- 1. A statement about the status of the agreements during the period of the report, including a comparison of the expected and actual results of using the agreements.
- 2. Such other information as the board may require.
- 3. Such other information as the treasurer considers appropriate to include in the report.

PART III BORROWING FOR PERMANENT IMPROVEMENTS

Borrowing for permanent improvements

6. A board that, under subsection 247 (1) or (2) of the Act, borrows money or incurs debt for permanent improvements shall do so only in accordance with this Part.

Permitted loans

7. (1) A board may by by-law borrow money for permanent improvements by way of a loan with an initial maturity of more than one year from the Ontario Financing Authority.

(2) To obtain a loan described in subsection (1), a board shall make a loan application to the Ontario Financing Authority in accordance with any applicable policies, procedures or terms set by the Ontario Financing Authority.

(3) If the Ontario Financing Authority approves a board's loan application and the board can demonstrate to the satisfaction of the Minister that another entity would provide a loan with the same terms and conditions as the Ontario Financing Authority but at a lower cost, the board may by by-law borrow money for permanent improvements by way of a loan with an initial maturity of more than one year from that other entity if it is one of the following:

1. A bank listed in Schedule I or II of the *Bank Act* (Canada).
2. A loan corporation or trust corporation registered under the *Loan and Trust Corporations Act*.
3. A credit union or league to which the *Credit Unions and Caisses Populaires Act, 1994* applies.
4. A municipality in Canada.

(4) A board that obtains a loan described in this section shall ensure that the proceeds of it are used for permanent improvements.

(5) Despite the lifetime of a permanent improvement for which a loan described in this section is made, the loan shall be payable over a term not exceeding 25 years.

PART IV ELIGIBLE INVESTMENTS

Eligible investments

8. A board does not have the power under section 241 of the Act to invest in a security other than a security prescribed under this Part.

Eligible investments

9. The following are prescribed, for the purposes of clause 241 (1) (a) of the Act, as securities that a board may invest in:

1. Bonds, debentures, promissory notes or other evidence of indebtedness issued or guaranteed by,
 - i. Canada or a province or territory of Canada,
 - ii. an agency of Canada or of a province or territory of Canada,
 - iii. a municipality in Canada, or
 - iv. the Municipal Finance Authority of British Columbia.
2. Bonds, debentures, promissory notes or other evidence of indebtedness of a corporation if,
 - i. the bond, debenture or other evidence of indebtedness is secured by the assignment to a trustee, as defined in the *Trustee Act*, of payments that Canada or a province or territory of Canada has agreed to make or is required to make under a federal, provincial or territorial statute, and
 - ii. the payments referred to in subparagraph i are sufficient to meet the amounts payable under the bond, debenture or other evidence of indebtedness, including the amounts payable at maturity.
3. Deposit receipts, deposit notes, certificates of deposit or investment, acceptances or similar instruments, the terms of which provide that the principal and interest shall be fully repaid no later than two years after the day the investment was made, that are issued, guaranteed or endorsed by,
 - i. a bank listed in Schedule I or II of the *Bank Act* (Canada),
 - ii. a loan corporation or trust corporation registered under the *Loan and Trust Corporations Act*, or
 - iii. a credit union or league to which the *Credit Unions and Caisses Populaires Act, 1994* applies.
4. Deposit receipts, deposit notes, certificates of deposit or investment, acceptances or similar instruments, the terms of which provide that the principal and interest shall be fully repaid more than two years after the day the investment was made, that are issued, guaranteed or endorsed by,
 - i. a bank listed in Schedule I or II of the *Bank Act* (Canada),
 - ii. a loan corporation or trust corporation registered under the *Loan and Trust Corporations Act*, or

iii. a credit union or league to which the *Credit Unions and Caisses Populaires Act, 1994* applies.

5. Bonds, debentures or evidences or long-term indebtedness issued by an institution listed in paragraph 4.

Rating of certain eligible investments

10. (1) A board shall not invest in a security under paragraph 4 or 5 of section 9 unless the bond, debenture, promissory note or evidence of indebtedness is rated,

- (a) by DBRS Limited as “AA(low)” or higher;
- (b) by Fitch Ratings as “AA–” or higher;
- (c) by Moody’s Investors Services Inc. as “Aa3” or higher; or
- (d) by Standard and Poor’s as “AA–” or higher.

(2) If an investment made under paragraph 4 or 5 of section 9 falls below the standard required under subsection (1), the board shall sell the investment within 90 days after the day the investment falls below the standard.

Restriction: securities expressed or payable in foreign currency

11. (1) A board shall not invest in a security that is expressed or payable in any currency other than Canadian dollars.

(2) Subsection (1) does not prevent a board from continuing an investment, made before this Regulation comes into force, that is expressed and payable in the currency of the United States of America or the United Kingdom.

Restriction: investment of money from certain funds

12. A board shall not invest money from its general fund, its capital fund or a reserve fund in a security unless,

- (a) the money is made repayable on or before the day on which the board requires the money; or
- (b) any interest or other earnings from the investment are credited to the fund from which the money was invested.

Statement of investment policies and goals

13. (1) Before a board invests in a security prescribed under this Part, the board shall, if it has not already done so, adopt a statement of the board’s investment policies and goals.

(2) In preparing the statement of the board’s investment policies and goals under subsection (1), the board shall consider,

- (a) the board’s risk tolerance and the preservation of its capital;
- (b) the board’s need for a diversified portfolio of investments; and
- (c) obtaining legal advice and financial advice with respect to the proposed investments.

Investment report

14. (1) If a board has an investment in a security prescribed under this Part, the board shall require the treasurer of the board to prepare an investment report as part of the treasurer’s annual financial report to the board.

(2) The investment report referred to in subsection (1) shall contain,

- (a) a statement about the performance of the portfolio of investments of the board during the period covered by the report;
- (b) a description of the estimated proportion of the total investments of the board that are invested in its own long-term and short-term securities to the total investment of the board and a description of the change, if any, in that estimated proportion since the previous year’s report;
- (c) a list of any investments of the board that are not eligible investments under this Part or that fall below the prescribed ratings, and a description of the plans for disposing of those investments;
- (d) a statement by the treasurer as to whether or not, in his or her opinion, all investment were made in accordance with the investment policies and goals adopted by the board;
- (e) a record of the date of each transaction in or disposal of its own securities, including a statement of the purchase and sale price of each security; and
- (f) such other information that the board may require or that, in the opinion of the treasurer, should be included.

Ineligible investments

15. (1) Despite this Regulation, if on the day this Regulation comes into force, a board holds an investment that is not prescribed under this Regulation, the board shall sell the investment within 90 days after the day this Regulation comes into force.

(2) Despite subsection (1), if the sale of the investment would result in the board realizing an amount below the net book value of the investment, the board may retain the investment, but only until it has an opportunity to realize an amount equal to the net book value of the investment, at which time it shall sell the investment.

Commencement

16. This Regulation comes into force on the day it is filed.

Français

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Banking, Investment and Borrowing	
Adopted: February 21, 2012	Last Reviewed/Revised: June 20, 2017
Next Scheduled Review: 2019-2020	
Associated Policies & Procedures: VI-91 Banking, Investment and Borrowing VI-26 Cheque Requisitions	

Purpose

To define the Halton Catholic District School Board's ("the Board") policy with regard to the selection and/or retention of the Board's banker, signing authorities, investing and borrowing, in accordance with the Education Act.

Application and Scope

This policy applies to all Halton Catholic District School Board (the Board) employees and trustees having financial stewardship responsibilities.

References

[Education Act, Ontario Regulation 41/10](#)

[Bank Act \(Canada\) Loan and Trust Corporations Act](#)

[Credit Unions and Caisses Populaires Act](#)

Principles

- Financial operations support the overall goals, priorities, strategic directions and accountability measures established by the Board.
- Providing financial stewardship requires taking care of the Board's financial resources and ensuring they are used for the purpose intended.
- Effective and efficient financial management practices ensure:
 - the prudent use of the Board's fiscal and tangible capital assets;

- an annual budget that is linked to Board-approved goals and priorities and complies with legal and statutory requirements; and
 - The Board's assets are safeguarded for the use of future generations of students by limiting fiscal exposure to risk.
- The Board strives to optimize the utilization of its cash resources within statutory limitations and its basic fiduciary responsibility to protect and preserve capital, while maintaining liquidity to meet on-going financial requirements.
- The Board shall maintain and foster high ethical standards, integrity and respect for all stakeholders in conducting the Board's business.

Requirements

- All investments of surplus cash and/or accumulated surplus and/or deferred revenue are made by Management in accordance with the Education Act, Ontario Regulation 41/10. All investments must be in accordance to following Investment Goals:
 - To provide a positive rate of return on funds invested, in accordance with this policy, and consistent with the Board's governing values, mission, and vision.
 - To utilize self-financing where practical and possible.
 - To limit fiscal exposure to risk or loss.
- All Board borrowing will be as instructed in the Education Act, Ontario Regulation 41/10 and follow the Board's By-Laws.
- The banking agent for the Board shall be limited to, but may be any bank to which the Bank Act (Canada) applies or any trust company to which the Loan and Trust Corporations Act applies or any credit union to which the Credit Unions and Caisses Populaires Act.
- Signing authorities for Halton Catholic District School Board's operating, capital and US banks are as follows:
 - Cheques over \$100,000 must be signed by one of two signatures (Chair of the Board; or Vice-Chair of the Board) and one of three signatures (Secretary of the Board, Treasurer of the Board; or Senior Administrator, Financial Services).
 - Cheques under \$100,000 must be signed by the Secretary of the Board and one of four signatures (Treasurer of the Board; Senior Administrator, Financial Services; Chair of the Board; or Vice Chair of the Board).
 - The Board's payroll cheques require two of three signatures (Secretary of the Board; Treasurer of the Board; Senior Administrator, Financial Services).

Policy No. I-10 | Banking, Investment and Borrowing

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Ministry of Education

Office of the ADM
 Education Labour and Finance
 Division
 12th Floor, Mowat Block
 900 Bay Street
 Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau du sous-ministre adjoint
 Division des relations de travail et du
 financement en matière d'éducation
 12^e étage, Édifice Mowat
 900, rue Bay
 Toronto ON M7A 1L2

**2018: B06**

MEMORANDUM TO: Directors of Education
 Secretary/Treasurers of School Authorities

FROM: Andrew Davis
 Assistant Deputy Minister
 Education Labour and Finance Division

DATE: March 26, 2018

SUBJECT: Grants for Student Needs (GSN) for 2018–19

I am writing to provide you with information about the Ministry of Education's GSN funding for 2018–19. This information is being provided in conjunction with the release of the 2018–19 school year allocations for the Education Programs – Other (EPO) transfer payments.

Investments in Ontario's publicly funded education system continue to increase, with total funding expected to increase from \$23.91 billion in 2017–18 to \$24.53 billion in 2018–19. Per-pupil funding is projected to increase in 2018–19 to \$12,300 – an increase of 9.4 per cent since 2012–13.

The ministry is pleased to announce the following new key investments for 2018–19:

- \$72 million in special education to address the current waitlist for assessments and increase services through multi-disciplinary teams and other staffing resources (\$52 million GSN, \$20 million EPO),
- \$30 million increase to the Special Incidence Portion allocation, to support students with extraordinary high needs to be successful in school,
- \$46 million to support more than 450 additional teachers who will help Grade 7 and 8 students engage in career and pathways planning that will prepare them for success in high school and beyond,
- \$10 million for demographic and growth adjustments through the Diversity in English Language Learners (DELL) (formerly Pupils in Canada) component within the Language Grant, and
- \$24.5 million, growing to \$49.5 million in 2019–20, to fund approximately 180 mental health workers in 2018–19 and 400 in 2019–20. These mental health workers will support students in secondary schools who have mental health concerns through continued and expanded mental health awareness and

education, early identification and assessment, and improved timely referrals to community mental health services. The investment will also include annual base funding of \$50,000 for all school boards with secondary schools to support province-wide research and evaluation of the new supports. Details regarding this investment are further outlined in the 2018–19 School Year Education Programs – Other (EPO) Funding B-Memo¹. *See Appendix A for board-by-board full time equivalents (FTEs) for 2018-19.*

The 2018–19 GSN also reflects funding for increased enrolment, ongoing investments to meet prior years' labour agreements, and regular updates to the GSN, informed by our recent engagement sessions and ongoing technical discussions. As in past years, a summary of these conversations will be available on the ministry's [website](#).

A. Special Education

Addressing Waitlists for Assessments and Increasing Services

The ministry is investing nearly \$300 million over the next three school years to provide school boards with funding to address current waitlists for special education assessments and increase programs and services for students with special education needs. This investment will include two parts:

- \$125 million in EPO funding to address current waitlists for assessments over the next three school years. Further details will be provided to school boards in the 2018–19 School Year Education Programs – Other (EPO) Funding B-Memo.
- Over \$170 million in funding, over the next three years, to be allocated through the Special Education Grant, which will support increased special education programs and services. This includes:
 - Funding for a multi-disciplinary team or equivalent for all boards (four additional FTEs per school board) to build board capacity and help teachers, education assistants, and other staff better understand and adapt to the unique needs of their students;
 - Funding for other staffing resources to support students with special education needs; and
 - Funding to build capacity and provide direct support to students with special education needs in recognition of the increase in demand for services. This investment will provide for a total of approximately 600 additional FTEs in the province by 2019-20. *See Appendix B for board-by-board allocations.*

Further details regarding the implementation of this investment and reporting requirements will be communicated at a later date.

Special Incidence Portion (SIP)

The ministry is investing an additional \$30 million in the next school year to support students with extraordinary high needs to be successful in school. This increase in the

¹ Includes approximately \$0.3 million in 2018-19 and \$0.6M in 2019-20 in GSN funding to support the cost of crown contributions to the benefit trusts for these staff.

SIP allocation supports the staffing costs associated with addressing the health and safety needs of these students and others in their school. The maximum SIP amount per eligible claim will increase by over 40 per cent from \$27,000 to \$38,016 and will be adjusted annually to reflect salary benchmark increases going forward.

Behaviour Expertise Amount (BEA)

Starting in 2018–19, the Behaviour Expertise Amount (BEA) Allocation will have a new component: the Applied Behaviour Analysis (ABA) Training Amount (\$3 million). This funding was previously provided to school boards through the Autism Supports and Training Allocation in EPO. As such, beginning in 2018–19 the BEA Allocation will have two components:

1. Applied Behaviour Analysis (ABA) Expertise Professionals Amount; and
2. ABA Training Amount

Facilities Amount Name Change

Beginning in 2018–19, the Facilities Amount will be renamed to Care, Treatment, Custody and Correctional Amount (“CTCC Amount”). The CTCC Amount is provided to approved district school boards to support education programs in care and/or treatment, custody and correctional facilities. Renaming this funding amount will more accurately reflect the intention of the funds, and make the naming consistent with ministry program documentation as well as district school board language.

B. Preparing for Success in High School

The ministry is committed to ensuring that all students are equipped to explore pathways to apprenticeship, college, university, the workplace, and community. Students, parents, and educators have told us that Grades 7 and 8 are crucial years where greater support is needed.

To prepare students for success in high school and beyond, the ministry is investing more than \$140 million over the next three years to support more than 450 additional teachers who will help Grade 7 and 8 students make successful academic transitions and engage in career and pathways planning.

This targeted investment in Grades 7 and 8 will support teachers to:

- prepare students for their academic transition to high school,
- engage students in experiential learning that provides exposure to role models and positive examples of a diversity of careers, and
- encourage high expectations for all students and facilitate exploration of all pathways options.

In 2018–19, the ministry is investing \$46 million through the GSN. This additional support is equivalent to a reduction of the current student-to-guidance teacher ratio in Grades 7 and 8 (approximately 1,000:1) to match the secondary ratio (approximately 385:1). *See Appendix C for board-by-board allocations.*

C. Demographic and Growth: Investments and Review

The ministry is committed to ensuring that every student has access to the supports they need to succeed in school, regardless of their socioeconomic status.

Over the last decade, a number of communities throughout Ontario have experienced rapid change and growth. The ministry has heard, through our engagements, that there is a need for the GSN grants to be updated in order to respond to changing demographics and growth within school boards. The ministry will start this process with an update to the Diversity in English Language Learners (DELL) component within the Language Grant, and will begin examining the Learning Opportunities Grant (LOG) Demographic Allocation moving forward.

Diversity in English Language Learners (DELL)

In 2018–19, the ministry will invest \$10 million in the Diversity in English Language Learners (DELL), formerly known as Pupils in Canada (PIC) component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation in the Language Grant.

The DELL component uses census data as a proxy measure of ESL/ELD need for pupils who are not recent immigrants, but whose language spoken most often at home is neither English nor French. This investment, along with an updated distribution using 2016 Census data, will better support enrolment growth in ESL/ELD programs.

Learning Opportunities Grant (LOG) Demographic Allocation

The Learning Opportunities Grant provides funding for a range of programs to help students who are at greater risk of not achieving academic success. Funding through the largest component, the Demographic Allocation, is calculated based on weighted social and economic indicators and enrolment. In addition, it relies on 2006 Census data and socio-economic indicators.

Moving forward, the ministry will commission an external review of the methodology for the Demographic Allocation and board use of the funding. This review will provide recommendations to the ministry on an update to the formula and accountability structure based on policy research, practice and newly available census data.

D. Continued Implementation of 2017–19 Central Labour Agreements

Salary Increases

The ministry will provide a 1.5 per cent salary benchmark increase for staff² in 2018–19, to reflect the 2017–19 central labour agreements.

² Does not include Directors of Education. Funding for Principal and Vice-Principal salary increases are provided separately. More details will be available in the Technical Paper.

Community Use of Schools (CUS)

The 2017–19 central labour agreements with CUPE, EWAO and OSSTF-EW provided direction on the use of a 3 per cent increase in the amount for CUS made in the 2017–18 GSN. This funding and its requirements will continue in 2018–19.

Class Size Investments

In 2017–18, the government made a commitment to invest in reducing large classes in full-day kindergarten and Grades 4 to 8 to advance student achievement and well-being.

Full-Day Kindergarten (FDK)

In 2017–18, the government implemented a class size cap that will prevent large FDK classes. Beginning in 2018–19, the cap is being reduced to a maximum class size of 29 students for FDK classes. Up to 10 per cent of FDK classes can reach up to 32 students if they meet one of the following exceptions:

- If purpose-built accommodation is not available (this exception will sunset after 2021–22);
- If a program will be negatively affected (e.g., French Immersion); or
- Where compliance will increase FDK/Grade 1 combined classes.

Boards will still be required to maintain a board-wide average class size of 26.0 or lower. Other aspects of relevant regulations remain unchanged.

To support boards in meeting smaller FDK class sizes, the funded average class size will be reduced to 25.57 in 2018–19 (projected to be approximately \$11 million) to provide additional funding to help boards manage the costs associated with meeting the caps.

Grades 4-8 Class Size

As announced last year, any board with a regulated Grade 4-8 class size average maximum exceeding 24.5 will be required to reduce its Grade 4-8 maximum class size average to 24.5 within five years. The class size regulation outlines the specific maximum board-wide class size average for these boards in 2018–19. In 2018–19, the funded average class size will be reduced to 23.84 (projected to be approximately \$38 million).

Employee Health, Life & Dental Benefits Transformation

Increases to funding for the provincial benefits trusts to reflect the cost of providing benefits consistent with the central labour agreements and discussions will be included in updated table amounts for 2018–19. These table amounts will also reflect projected staffing in boards for 2018–19, as well as updates to the underlying board shares of the benefit costs derived from the updated 2014–15 benefit costs for school boards.

Local Priorities Funding

The ministry established a Local Priorities Fund (LPF) in 2017–18 to address a range of local priorities and needs. This may include more special education staffing to support children in need, “at-risk” students and adult education. In 2018–19, the LPF amount will be \$235 million. The LPF requirements will continue in 2018–19, as per the extension agreements.

E. School Board Administration and Governance Grant

Program Leadership Allocation (PLA)

New for 2018–19, the Program Leadership Allocation (PLA) is being introduced within the School Board Administration and Governance Grant. This allocation is comprised of six lead positions that were previously funded through other allocations within the GSN and through EPO. These leads are responsible for the organization, administration, management, and implementation of supports to achieve the goals within their respective program areas:

- Mental Health Leaders
- Technology Enabled Learning and Teaching (TELT) Contacts
- Indigenous Education Leads
- Student Success Leads
- School Effectiveness Leads
- Early Years Leads (*Formerly in EPO*)

Each board’s PLA funding is based on salary and benefits benchmark calculations and a percentage of that calculation for travel and professional development (PD):

Component	Description
Salary & Benefits	Amount equal to: 1.75 times the Professional/ Paraprofessional benchmark + 1.0 times the Information Technology benchmark + 3.5 times the Supervisory Officer (SO) benchmark + up to an additional 4.0 times the SO benchmark (based on board’s ADE)
Travel & PD	10.44% of the salary and benefits component

The PLA will be enveloped, in that the funding must be spent globally on leads’ salary, benefits, travel and PD.

Boards will have the flexibility within the envelope to address on-the-ground needs related to lead salary, benefits, travel and PD while adhering to individual requirements for each lead to best support key outcomes for these positions. The requirements* are as follows:

1. minimum hiring requirements (i.e., whether the position must equal one FTE);
2. expectations related to job splitting (i.e., whether the position can be split between one or more individuals.); and
3. dedication (i.e., whether the lead can hold any other portfolio within the board.)

The PLA is not included in the school board administration and governance enveloping provision (i.e., the board administration spending maximum excludes the Internal Audit Allocation and the new PLA.)

School boards will be funded the lesser of: a) the allocation calculated and b) the total amount spent on PLA eligible expenditures.

The ministry intends to continue to explore other leads that could be added to the PLA in the future (e.g., Community Use of Schools – Outreach Coordinators).

**See Appendix D for more details on specific lead hiring requirements and FTE allocations.*

Trustee Honoraria

In fall 2017, the ministry engaged with education partners on five governance topics, including trustee honoraria. Education partners raised a number of concerns related to the level of funding and equity among the honoraria of Ontario's school boards.

The ministry will be engaging with the Trustees' Associations to develop more detailed proposals for revising the trustee honorarium formula. In the interim, for 2018–19, the ministry is increasing the base amount for the trustees' honorarium with an additional \$400 in funding. The new limit will now be \$6,300.

Further details on the honoraria will be released in upcoming memos.

F. Capital

School Condition Improvement

The ministry is continuing its historic investment in school renewal by investing a total of \$1.4 billion in the 2018–19 school year with \$1 billion allocated towards the School Condition Improvement (SCI) program. This brings total funding committed under SCI, since 2015–16, to \$4 billion. These investments will result in critical improvements to key building components that ensure student safety and improve energy efficiency, like roofing, HVAC, electrical and plumbing systems. It will also significantly improve more visible elements of schools that impact students' well-being and public confidence, including flooring, walls, ceilings, playing fields and more.

SCI is proportionally allocated to each board's open and operating schools' renewal needs. Allocations for 2018–19 have been updated to reflect 2016 assessments, as posted on the Ministry of Education's website in October 2017.

Greenhouse Gas Reduction Fund

Ontario has taken major steps to reduce its greenhouse gas emissions and is a leader in North America in the fight against climate change. In June 2016, Ontario released its Climate Change Action Plan to outline key actions the government will take to fight climate change, reduce greenhouse gas pollution and transition to a low-carbon economy.

As part of Ontario's Climate Change Action Plan, the ministry launched the Greenhouse Gas Reduction Fund in April 2017 under the School Condition Improvement program. This initiative aims to reduce greenhouse gas emissions from facilities in the education sector.

The ministry is pleased to announce the continuation of this program for the 2018–19 school year. Another \$100 million will be made available to school boards for eligible expenditures incurred between April 1, 2018 and March 31, 2019. School boards are reminded that this funding cannot be carried over beyond March 31, 2019.

The continuation of this initiative will support boards in accelerating the replacement of inefficient equipment and encourage school boards to adopt energy-efficient technologies. Additional details will be provided in a future memo.

School Renewal Allocation

Each year, the ministry provides school boards with over \$300 million in School Renewal Allocation funding to address health and safety issues, to replace and repair building components, improve the energy efficiency of schools and improve accessibility.

Between 2015–16 and 2018–19, an additional \$40 million has been committed each year to this funding stream. For 2018–19, this additional \$40 million has been absorbed into the benchmark.

Capital Planning Capacity Funding

The Capital Planning Capacity (CPC) program, which was originally announced in memorandum 2015: B03 to help school boards undertake a range of capital planning-related activities, will continue into the 2018–19 school year. For 2018–19, board funding levels have been maintained from the previous school year.

Joint-Use Funding Supports

As part of the Plan to Strengthen Rural and Northern Education, the ministry announced additional funding supports to encourage school boards to share space. These funding supports are continuing into the 2018–19 school year and include:

- **Seed Funding:** The Joint-Use Schools Seed Funding program is available to school boards, on a first-come, first-served basis. Successful applicants will receive \$20,000 in operating funding, per school board, to support the development of a joint-use school project, whether the project involves a new build or a retrofit of underutilized space. The ministry will accept applications any time during the school year. This funding program is being doubled from \$200,000 to \$400,000 to facilitate the development of more joint-use projects.
- **Project Managers:** Providing \$1 million in funding to support one project manager per ministry approved joint-use school project. Of this amount, boards may request \$100,000 from the ministry to fund a project manager, who could be tasked with coordinating all aspects of the planning, design and construction of the joint-use school on behalf of all participating boards.

- **Project Funding:** Allowing a greater portion of ministry capital funding to be allocated to joint-use school projects. Rather than fund each joint-use school based on its combined student population, this incentive treats each school board's student population as two or more distinct school facilities and thereby increases the total capital funding allocation generated according to ministry capital construction benchmarks.

Early Years Capital

The ministry is committed to creating access to child care for 100,000 more children aged 0 to 4 over the next five years. To support this commitment, the government is investing up to \$1.6 billion in capital funding to support the creation of licensed child care spaces in schools and community-based locations. Under the ministry's Schools First policy, schools are encouraged as the preferred location for early years' programs and services, where possible.

The Early Years Capital Program (EYCP) is the primary means for capital funding requests associated with school-based child care and EarlyON child and family centres. These capital projects address school boards' and Consolidated Municipal Service Managers'/District Social Services Administration Boards' early years accommodation needs. Early years capital requests associated with a larger school construction project can continue to be submitted under the Capital Priorities (CP) Program.

In December 2017, the ministry announced over \$240 million to support 200 child care and EarlyON child and family centre projects, to create over 8,400 new child care spaces. In total, the ministry has now allocated capital funding for more than 15,000 school-based child care spaces since 2017. Capital funding support is aligned with Ontario's Renewed Early Years and Child Care Policy Framework which provides a new vision for child care and the early years that focuses on the key pillars of access, responsiveness, affordability, and quality.

The ministry anticipates future opportunities for EYCP and CP early years funding requests later in 2018.

G. Qualifications and Experience Grant

New Teacher Induction Program (NTIP)

The ministry will be making an investment of \$0.75 million in the NTIP. This increase will enable boards to provide support for new teachers over a longer period of time and will enable greater flexibility to accommodate local hiring realities.

Beginning in 2018–19, the NTIP will be expanded, requiring school boards to provide the NTIP to newly-hired long-term occasional teachers (LTOs) in positions of 80 days or more. In addition, boards will also be given the flexibility to use the NTIP Allocation to support any new teacher who falls outside of the NTIP required definition within their first five (5) years of employment.

H. Indigenous Education

Board Action Plan (BAP)

The ministry is enveloping the BAP funding. Boards are required to use this funding exclusively to support the implementation of programs and initiatives aligned to the 16 strategies and actions identified in the *Ontario First Nation, Métis, and Inuit Education Policy Framework*. This amount is projected to be \$6 million in 2018–19.

Indigenous Education Lead

The Indigenous Education Lead, previously in the Per-Pupil Amount (PPA) portion of the Indigenous Education Grant, has been consolidated into the PLA. A portion of the lead funding previously in the PPA is now found in the PLA to support the Indigenous Education Lead. Further details can be found in the School Board Administration and Governance Grant section above (Section E).

Indigenous Studies

Funding for Indigenous Studies is intended to cover the incremental costs for boards to provide these classes. The ministry will be engaging on options for changes to the Indigenous Studies funding formula for the 2019–20 school year, including where the course is being offered on a compulsory basis.

I. Literacy and Math outside the School Day Allocation

Starting in 2018–19, adult students enrolled in Continuing Education classes/courses will now be eligible for funding in remedial literacy and/or math courses/classes.

These students, as well as adult day school and fully high-credit pupils enrolled in day school, will now be funded through the Continuing Education and Other Programs Grant (i.e., at the ADE rate for Adult Day and High-Credit Secondary Day School, Summer School students, and Continuing Education students).

J. Keeping up with Costs

The GSN has been updated to assist school boards in managing increases to transportation, electricity, and other non-staff school operations costs. In 2018–19, the projected cost is \$46 million:

- The cost update adjustment in the Student Transportation Grant will be increased from 2 per cent to 4 per cent to help boards manage increased costs. As in previous years, this update will be netted against a school board's transportation surplus. In addition, funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.
- The ministry will also provide a 2 per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in

managing the increases in commodity prices (electricity, natural gas, facility insurance, and other costs).

Education Worker Cost Adjustment

The base Cost Adjustment Allocation for education workers has been updated for 2018–19 and reflects a \$7 million increase over the 2017–18 amount.

K. Ongoing Implementation and Other Changes

In 2018–19, the ministry will continue to implement important GSN reforms that began in prior years. A list of these reforms as well as other in-year changes can be found below. For more information on any of these and additional items, please refer to the Technical Paper, available soon on the ministry's website.

School Foundation Grant Definition Change Funding Impacts

This is the second year of a four-year phase-in of the funding impacts of the new School Foundation Grant (SFG) definition of a school based on campus, introduced in 2017–18. A campus is defined as property or properties which are owned, leased or rented by a school board, that are linked by a contiguous property line. This change includes funding impacts on other grants in the GSN that are based on the SFG definition of a school.

Rural and Northern Education Fund (RNEF)

In 2017–18, the ministry invested an additional \$20 million through the new RNEF as an enhancement to the GSN to further improve education for students in rural and northern communities.

This funding will be ongoing, and in 2018–19 the benchmark amounts will be adjusted to reflect impacts from the negotiated salary benchmark increases.

The list of schools eligible for RNEF funding is being updated and will be posted on the ministry's website.

2011 Census and National Household Survey (NHS)

This marks the final year of the three-year phase-in of 2011 Census and NHS data to the Indigenous Education Grant and Language Grant.

Retirement Gratuities

In 2018–19, the ministry will continue to implement a reduction in the benefits funding benchmarks as part of the phase-out of retirement gratuities, which began in 2012–13. As in previous years, the phase-out will be implemented through a reduction to all benefits benchmarks in the GSN. This 0.167 per cent reduction will be applied to the benefits benchmarks in the Foundation Grants with equivalent adjustments to the benchmarks in the Special Purpose Grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from boards in 2018–19. This recovery, which began in 2016–17, will be over the number of years' equivalent to the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from boards will be to the extent that boards received funding from the ministry and to the extent that boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

School Bus Safety Training

To support the sector in addressing the Auditor General's recommendations for standardized school bus safety training, the ministry is providing up to \$1.7 million in total to school boards that access standardized on-site school bus rider safety training through a contract established by the Ontario Education Collaborative Marketplace (OECM). Funding will be based on the actual number of training sessions conducted as reported through financial reports and will cover up to 50 per cent of elementary students in each school board.

New Vision for Student Transportation

The new vision for student transportation engagement is currently underway and is expected to result in short and long-term recommendations for the ministry to consider in order to achieve our student transportation goals both now and into the future. It will also provide guidance for future policy development on issues such as funding and accountability. Additional details on student transportation will be provided in an upcoming memo.

Cash Management Strategy

As of September 1, 2018, the ministry is implementing a cash management strategy to help reduce the Province's borrowing costs. Under the new policy, school boards' monthly cash flows will be refined based on each board's cash requirement. School boards' funding entitlements will remain the same under the GSN regulation; however some boards will record a receivable from the Province for the difference between their funding entitlement and the actual cash flow received. An SB memo with further details will be released in the coming weeks.

Auditor General of Ontario

The ministry is also reviewing the findings from the Office of the Auditor General of Ontario's report on the ministry's funding and oversight of school boards to see how to best respond to the recommendations.

L. School Authorities

As in previous years, funding for school authorities will be adjusted in 2018–19, as appropriate, to reflect changes in funding to district school boards. The ministry will provide further information concerning funding in 2018–19 for school authorities in the near future.

M. Reporting

Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

Date	Description
June 29, 2018	Board Estimates for 2018–19
November 15, 2018	Board Financial Statements for 2017–18
November 23, 2018	Board Enrolment Projections for 2019–20 to 2022–23
December 14, 2018	Board Revised Estimates for 2018–19
May 15, 2019	Board Financial Report for September 1, 2018, to March 31, 2019

The ministry expects that Estimates forms will be available in EFIS by April 27, 2018.

N. Information Resources

If you require further information, please contact:

Subject	Contact	Telephone and email
2017–19 Labour Agreements	Lynda Coulter	(416) 212-4460 lynda.coulter@ontario.ca
Benefits Transformation	Romina Di Pasquale	(416) 325-2057 romina.diPasquale@ontario.ca
Capital Policies and Rural Education	Colleen Hogan	(416) 325-1705 colleen.hogan@ontario.ca
Capital Priorities and Project Accountability	Paul Bloye	(416) 325-8589 paul.bloye@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	(416) 314-5739 taunya.paquette@ontario.ca
Operating Funding	Doreen Lamarche	(416) 326-0999 doreen.lamarche@ontario.ca
Special Education	Julie Williams	(416) 325-2889 julie.williams@ontario.ca
Student Transportation	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca

General questions regarding the 2018–19 GSN release can be emailed to:
EDULABFINANCE@ontario.ca.

GSN Release Materials

All other GSN release documents will be available in the coming weeks, including: the 2018–19 Education Funding Technical Paper; GSN projections for the 2018–19 School Year, 2018–19 Guide to the GSN and the 2018–19 Education Funding Discussion Summary. Further communication will be sent to inform of the documents' availability.

NOTICE:

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

Conclusion

The ministry looks forward to continuing to work with school boards throughout the 2018–19 school year to support a full continuum of learning for students, from birth to adulthood. This includes maintaining our focus on promoting student achievement, while embedding equity, inclusion and well-being into all of our work. We believe that the funding outlined in this document will be instrumental in ensuring that every student has the support they need to succeed inside and outside of the classroom.

As always, we are grateful for the feedback we received from school boards and ask that you continue to share your questions and concerns with us. It is through these conversations and our ongoing collaboration that we will continue to build a stronger publicly funded education system in Ontario.

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

cc: School business officials

Appendix A
Board-by-Board Mental Health Worker FTE

Index	DSB #	District School Board Name	Estimated Funded FTE
1	1	DSB Ontario North East	2.0
2	2	Algoma DSB	1.9
3	3	Rainbow DSB	2.1
4	4	Near North DSB	1.8
5	5.1	Keewatin-Patricia DSB	1.6
6	5.2	Rainy River DSB	1.3
7	6.1	Lakehead DSB	1.6
8	6.2	Superior-Greenstone DSB	1.4
9	7	Bluewater DSB	2.0
10	8	Avon Maitland DSB	2.0
11	9	Greater Essex County DSB	3.0
12	10	Lambton Kent DSB	2.4
13	11	Thames Valley DSB	4.8
14	12	Toronto DSB	14.3
15	13	Durham DSB	4.3
16	14	Kawartha Pine Ridge DSB	2.8
17	15	Trillium Lakelands DSB	2.4
18	16	York Region DSB	6.6
19	17	Simcoe County DSB	4.1
20	18	Upper Grand DSB	2.6
21	19	Peel DSB	6.9
22	20	Halton DSB	3.8
23	21	Hamilton-Wentworth DSB	3.5
24	22	DSB of Niagara	3.2

25	23	Grand Erie DSB	2.6
26	24	Waterloo Region DSB	3.8
27	25	Ottawa-Carleton DSB	5.0
28	26	Upper Canada DSB	3.5
29	27	Limestone DSB	2.5
30	28	Renfrew County DSB	1.8
31	29	Hastings and Prince Edward DSB	1.9
32	30.1	Northeastern Catholic DSB	1.1
33	30.2	Nipissing-Parry Sound Catholic DSB	1.1
34	31	Huron-Superior Catholic DSB	1.2
35	32	Sudbury Catholic DSB	1.5
36	33.1	Northwest Catholic DSB	-
37	33.2	Kenora Catholic DSB	1.1
38	34.1	Thunder Bay Catholic DSB	1.3
39	34.2	Superior North Catholic DSB	-
40	35	Bruce-Grey Catholic DSB	1.3
41	36	Huron Perth Catholic DSB	1.3
42	37	Windsor-Essex Catholic DSB	2.2
43	38	London District Catholic School Board	2.2
44	39	St. Clair Catholic DSB	1.3
45	40	Toronto Catholic DSB	6.3
46	41	Peterborough V N C Catholic DSB	1.8
47	42	York Catholic DSB	3.6
48	43	Dufferin-Peel Catholic DSB	5.3
49	44	Simcoe Muskoka Catholic DSB	2.2
50	45	Durham Catholic DSB	2.1
51	46	Halton Catholic DSB	2.6

52	47	Hamilton-Wentworth Catholic DSB	2.3
53	48	Wellington Catholic DSB	1.5
54	49	Waterloo Catholic DSB	1.8
55	50	Niagara Catholic DSB	2.2
56	51	Brant Haldimand Norfolk Catholic DSB	1.5
57	52	Catholic DSB of Eastern Ontario	2.1
58	53	Ottawa Catholic DSB	3.4
59	54	Renfrew County Catholic DSB	1.2
60	55	Algonquin and Lakeshore Catholic DSB	1.9
61	56	CSD du Nord-Est de l'Ontario	1.6
62	57	CSP du Grand Nord de l'Ontario	1.7
63	58	CS Viamonde	2.2
64	59	CÉP de l'Est de l'Ontario	2.2
65	60.1	CSD catholique des Grandes Rivières	1.9
66	60.2	CSD catholique Franco-Nord	1.3
67	61	CSD catholique du Nouvel-Ontario	1.8
68	62	CSD catholique des Aurores boréales	1.1
69	63	CS catholique Providence	1.8
70	64	CS catholique MonAvenir	2.2
71	65	CSD catholique de l'Est ontarien	1.7
72	66	CSD catholique du Centre-Est de l'Ontario	2.5
		Total for 72 District School Boards	182.9
		School Authorities Total	1.1
		Total with School Authorities	184.0

Appendix B

Board-by-Board FTE and Amounts for Multi-Disciplinary Supports

Index	DSB #	District School Board Name	Estimated Funded FTE	Projected Additional GSN Funding
1	1	DSB Ontario North East	5.3	\$ 529,401
2	2	Algoma DSB	5.6	\$ 562,105
3	3	Rainbow DSB	5.9	\$ 593,878
4	4	Near North DSB	5.5	\$ 554,793
5	5.1	Keewatin-Patricia DSB	5.3	\$ 527,607
6	5.2	Rainy River DSB	4.5	\$ 452,359
7	6.1	Lakehead DSB	5.4	\$ 540,417
8	6.2	Superior-Greenstone DSB	4.3	\$ 428,486
9	7	Bluewater DSB	6.1	\$ 610,594
10	8	Avon Maitland DSB	5.9	\$ 591,319
11	9	Greater Essex County DSB	8.0	\$ 797,428
12	10	Lambton Kent DSB	6.6	\$ 661,620
13	11	Thames Valley DSB	12.8	\$ 1,279,061
14	12	Toronto DSB	29.3	\$ 2,925,997
15	13	Durham DSB	11.4	\$ 1,142,025
16	14	Kawartha Pine Ridge DSB	7.7	\$ 770,162
17	15	Trillium Lakelands DSB	6.2	\$ 618,832
18	16	York Region DSB	16.2	\$ 1,622,129
19	17	Simcoe County DSB	10.2	\$ 1,017,568
20	18	Upper Grand DSB	7.7	\$ 767,416
21	19	Peel DSB	19.2	\$ 1,925,811
22	20	Halton DSB	10.2	\$ 1,025,726
23	21	Hamilton-Wentworth DSB	9.7	\$ 969,366

24	22	DSB of Niagara	8.3	\$	825,233
25	23	Grand Erie DSB	7.2	\$	718,141
26	24	Waterloo Region DSB	10.8	\$	1,081,101
27	25	Ottawa-Carleton DSB	11.6	\$	1,164,110
28	26	Upper Canada DSB	7.5	\$	750,251
29	27	Limestone DSB	6.4	\$	636,907
30	28	Renfrew County DSB	5.4	\$	538,499
31	29	Hastings and Prince Edward DSB	6.0	\$	601,298
32	30.1	Northeastern Catholic DSB	4.4	\$	443,977
33	30.2	Nipissing-Parry Sound Catholic DSB	4.4	\$	442,537
34	31	Huron-Superior Catholic DSB	4.9	\$	486,590
35	32	Sudbury Catholic DSB	4.9	\$	494,520
36	33.1	Northwest Catholic DSB	4.3	\$	430,696
37	33.2	Kenora Catholic DSB	4.3	\$	429,454
38	34.1	Thunder Bay Catholic DSB	5.2	\$	517,928
39	34.2	Superior North Catholic DSB	4.1	\$	414,636
40	35	Bruce-Grey Catholic DSB	4.7	\$	469,920
41	36	Huron Perth Catholic DSB	4.7	\$	468,579
42	37	Windsor-Essex Catholic DSB	6.2	\$	619,120
43	38	London District Catholic School Board	6.2	\$	620,471
44	39	St. Clair Catholic DSB	5.2	\$	519,893
45	40	Toronto Catholic DSB	13.6	\$	1,366,193
46	41	Peterborough V N C Catholic DSB	5.8	\$	574,043
47	42	York Catholic DSB	9.2	\$	913,488
48	43	Dufferin-Peel Catholic DSB	12.0	\$	1,198,551
49	44	Simcoe Muskoka Catholic DSB	6.6	\$	663,177
50	45	Durham Catholic DSB	6.1	\$	613,984

51	46	Halton Catholic DSB	7.3	\$	732,431
52	47	Hamilton-Wentworth Catholic DSB	7.2	\$	721,578
53	48	Wellington Catholic DSB	5.0	\$	497,807
54	49	Waterloo Catholic DSB	6.4	\$	637,964
55	50	Niagara Catholic DSB	6.3	\$	633,012
56	51	Brant Haldimand Norfolk Catholic DSB	5.3	\$	533,647
57	52	Catholic DSB of Eastern Ontario	5.8	\$	575,975
58	53	Ottawa Catholic DSB	8.4	\$	840,843
59	54	Renfrew County Catholic DSB	4.8	\$	477,619
60	55	Algonquin and Lakeshore Catholic DSB	5.6	\$	554,421
61	56	CSD du Nord-Est de l'Ontario	4.6	\$	461,923
62	57	CSP du Grand Nord de l'Ontario	4.6	\$	462,773
63	58	CS Viamonde	5.7	\$	569,960
64	59	CÉP de l'Est de l'Ontario	6.1	\$	607,677
65	60.1	CSD catholique des Grandes Rivières	5.3	\$	525,950
66	60.2	CSD catholique Franco-Nord	4.6	\$	461,986
67	61	CSD catholique du Nouvel-Ontario	5.3	\$	532,959
68	62	CSD catholique des Aurores boréales	4.3	\$	432,299
69	63	CS catholique Providence	5.5	\$	551,065
70	64	CS catholique MonAvenir	6.1	\$	611,633
71	65	CSD catholique de l'Est ontarien	5.6	\$	556,882
72	66	CSD catholique du Centre-Est de l'Ontario	6.9	\$	689,712
		Total for 72 District School Boards	515.8	\$	51,587,513
		School Authorities Total	4.2	\$	420,205
		Total with School Authorities	520.0	\$	52,007,718

Appendix C
Board-by-Board FTE and Amounts for Preparing
for Success in High School

Index	DSB #	District School Board Name	Estimated Funded FTE	Projected Additional GSN Funding
1	1	DSB Ontario North East	1.2	\$ 126,555
2	2	Algoma DSB	1.9	\$ 196,749
3	3	Rainbow DSB	2.7	\$ 280,566
4	4	Near North DSB	2.2	\$ 219,579
5	5.1	Keewatin-Patricia DSB	1.3	\$ 118,948
6	5.2	Rainy River DSB	0.5	\$ 53,255
7	6.1	Lakehead DSB	1.9	\$ 188,216
8	6.2	Superior-Greenstone DSB	0.2	\$ 21,930
9	7	Bluewater DSB	3.7	\$ 352,635
10	8	Avon Maitland DSB	3.5	\$ 365,446
11	9	Greater Essex County DSB	8.3	\$ 858,075
12	10	Lambton Kent DSB	4.8	\$ 481,458
13	11	Thames Valley DSB	17.7	\$ 1,725,340
14	12	Toronto DSB	50.7	\$ 5,147,509
15	13	Durham DSB	17.1	\$ 1,686,683
16	14	Kawartha Pine Ridge DSB	6.9	\$ 685,854
17	15	Trillium Lakelands DSB	3.5	\$ 354,752
18	16	York Region DSB	30.3	\$ 3,060,977
19	17	Simcoe County DSB	12.0	\$ 1,204,194
20	18	Upper Grand DSB	7.5	\$ 744,225
21	19	Peel DSB	40.1	\$ 4,058,191
22	20	Halton DSB	16.9	\$ 1,649,324
23	21	Hamilton-Wentworth DSB		\$ 1,137,658

			11.4	
24	22	DSB of Niagara	8.3	\$ 845,946
25	23	Grand Erie DSB	5.7	\$ 565,475
26	24	Waterloo Region DSB	14.8	\$ 1,479,017
27	25	Ottawa-Carleton DSB	15.7	\$ 1,552,722
28	26	Upper Canada DSB	5.8	\$ 583,277
29	27	Limestone DSB	4.4	\$ 447,449
30	28	Renfrew County DSB	1.7	\$ 173,055
31	29	Hastings and Prince Edward DSB	3.5	\$ 352,191
32	30.1	Northeastern Catholic DSB	0.7	\$ 69,017
33	30.2	Nipissing-Parry Sound Catholic DSB	0.6	\$ 59,649
34	31	Huron-Superior Catholic DSB	0.9	\$ 94,638
35	32	Sudbury Catholic DSB	1.4	\$ 139,927
36	33.1	Northwest Catholic DSB	0.4	\$ 36,609
37	33.2	Kenora Catholic DSB	0.4	\$ 38,624
38	34.1	Thunder Bay Catholic DSB	1.7	\$ 173,959
39	34.2	Superior North Catholic DSB	0.2	\$ 20,796
40	35	Bruce-Grey Catholic DSB	0.8	\$ 77,405
41	36	Huron Perth Catholic DSB	0.9	\$ 87,829
42	37	Windsor-Essex Catholic DSB	5.2	\$ 545,728
43	38	London District Catholic School Board	4.3	\$ 427,283
44	39	St. Clair Catholic DSB	2.1	\$ 200,927
45	40	Toronto Catholic DSB	21.2	\$ 2,132,707
46	41	Peterborough V N C Catholic DSB	3.4	\$ 338,201
47	42	York Catholic DSB	12.8	\$ 1,314,399
48	43	Dufferin-Peel Catholic DSB	17.7	\$ 1,790,034
49	44	Simcoe Muskoka Catholic DSB	4.9	\$ 503,297
50	45	Durham Catholic DSB		\$ 507,446

			5.0	
51	46	Halton Catholic DSB	7.1	\$ 703,069
52	47	Hamilton-Wentworth Catholic DSB	6.0	\$ 617,791
53	48	Wellington Catholic DSB	2.0	\$ 207,085
54	49	Waterloo Catholic DSB	5.4	\$ 539,089
55	50	Niagara Catholic DSB	5.1	\$ 545,268
56	51	Brant Haldimand Norfolk Catholic DSB	2.2	\$ 221,737
57	52	Catholic DSB of Eastern Ontario	3.2	\$ 334,078
58	53	Ottawa Catholic DSB	10.2	\$ 1,002,457
59	54	Renfrew County Catholic DSB	1.0	\$ 103,639
60	55	Algonquin and Lakeshore Catholic DSB	2.4	\$ 229,495
61	56	CSD du Nord-Est de l'Ontario	0.3	\$ 30,032
62	57	CSP du Grand Nord de l'Ontario	0.6	\$ 60,093
63	58	CS Viamonde	2.0	\$ 186,463
64	59	CÉP de l'Est de l'Ontario	3.3	\$ 302,108
65	60.1	CSD catholique des Grandes Rivières	1.3	\$ 126,883
66	60.2	CSD catholique Franco-Nord	0.6	\$ 59,872
67	61	CSD catholique du Nouvel-Ontario	1.5	\$ 145,765
68	62	CSD catholique des Aurores boréales	0.2	\$ 20,110
69	63	CS catholique Providence	2.5	\$ 245,543
70	64	CS catholique MonAvenir	3.8	\$ 354,460
71	65	CSD catholique de l'Est ontarien	2.1	\$ 209,968
72	66	CSD catholique du Centre-Est de l'Ontario	5.2	\$ 489,637
		Total for 72 District School Boards	458.41	\$ 46,010,367
		School Authorities Total	0.2	\$ 21,722
		Total with School Authorities	458.65	\$ 46,032,089

Appendix D Program Leadership Allocation

New for 2018–19, the Program Leadership Allocation (PLA) has been introduced within the School Board Administration and Governance Grant. This allocation is comprised of six lead positions that were previously funded through other allocations within the GSN and through EPO. The table below outlines the funded benchmarks and transfer details for the leads which are now part of the PLA.

FUNDED BENCHMARKS AND TRANSFER DETAILS

Lead	Funded Salary & Benefits Benchmark	Previously Funded GSN or EPO										
Mental Health Leaders	1.75 x Professional / Para-professional benchmark	Mental Health Leaders Allocation within Learning Opportunities Grant (LOG)										
TELT Contacts	1.0 Information Technology benchmark	TELT Contacts Allocation within SBAGG										
Indigenous Education Lead	0.5 Supervisory Officer (SO) benchmark	0.5 SO salary and benefits benchmark within the IEG's PPA Allocation										
School Effectiveness Leads	1.0 x SO benchmark + additional 1.0 x SO benchmark if board's elementary ADE > 85,000	School Effectiveness Framework Allocation within LOG										
Student Success Leads	1.0 x SO benchmark	Co-ordinator component of the Student Success, Grade 7 to 12 Allocation within LOG										
Early Years Leads	1.0 x SO benchmark + additional amount based on board's total ADE:	Transfer from the Early Years Leads Program EPO										
	<table><tr><td>Board ADE</td><td>Additional Amount</td></tr><tr><td>72,000 < ADE ≤ 115,000</td><td>0.5 x SO benchmark</td></tr><tr><td>115,000 < ADE ≤ 150,000</td><td>1.0 x SO benchmark</td></tr><tr><td>150,000 < ADE ≤ 200,000</td><td>2.0 x SO benchmark</td></tr><tr><td>ADE > 200,000</td><td>3.0 x SO benchmark</td></tr></table>		Board ADE	Additional Amount	72,000 < ADE ≤ 115,000	0.5 x SO benchmark	115,000 < ADE ≤ 150,000	1.0 x SO benchmark	150,000 < ADE ≤ 200,000	2.0 x SO benchmark	ADE > 200,000	3.0 x SO benchmark
	Board ADE		Additional Amount									
	72,000 < ADE ≤ 115,000		0.5 x SO benchmark									
	115,000 < ADE ≤ 150,000		1.0 x SO benchmark									
	150,000 < ADE ≤ 200,000		2.0 x SO benchmark									
ADE > 200,000	3.0 x SO benchmark											

MINIMUM HIRING REQUIREMENTS

Mental Health Leaders

Mental Health Leaders plays a vital role in meeting the government's commitment under the Mental Health and Addictions Strategy, *Open Minds, Healthy Minds*, to create a more integrated and responsive child and youth mental health and addictions system. The Mental Health Leaders work with school and board administrators, school staff, and community partners to fulfill the Strategy's goals of:

- Providing children, youth and families with fast access to high-quality services,
- Identifying and intervening in child and youth mental health and addictions needs early, and
- Closing critical service gaps for vulnerable children and youth.

The hiring requirement is a minimum of 1.0 FTE per board, and job splitting is not allowed. This is a dedicated position with no additional reporting requirements. The Mental Health Leader must meet the following criteria unless the board is given a written exception:

- A senior mental health professional (minimum of Masters level training in psychology, psychiatry, or social work),
- A regulated mental health professional, and
- Possesses a clinical background with practical experience in schools, working with school teams to support students.

Technology Enabled Learning and Teaching (TELT) Contacts

The Technology Enabled Learning and Teaching Contacts (TELT) support the transformation of learning and teaching in the physical and virtual environment.

The hiring requirement is a minimum of 1.0 FTE per board of a staff who is a member in good standing with the Ontario College of Teachers. If the role is shared between multiple staff, the board will be required to designate a single staff person that has oversight of the work of the lead(s). This is a non-dedicated position with additional reporting requirements.

Indigenous Education Leads

The Indigenous Education Lead supports programs and initiatives aimed at improving Indigenous student achievement and well-being and closing the achievement gap between Indigenous students and all students.

The hiring requirement is a minimum of 1.0 FTE per board. Boards will continue to be required to spend at least 0.5 Supervisory Officer salary and benefits benchmark (\$85,215.23) on a dedicated Indigenous Education Lead through the PLA in 2018–19.

In 2018–19, boards will continue to generate minimum funding of a 0.5 Supervisory Officer salary and benefits benchmark through the Per-Pupil Amount (PPA) Allocation of the Indigenous Education Grant to ensure that a total of at least 1.0 Supervisory Officer salary and benefits benchmark is funded between the Per-Pupil amount Allocation of the Indigenous Education Grant and the new PLA. Boards will have flexibility through

the PPA Allocation of the Indigenous Education Grant to use up to an additional 0.5 Supervisory Officer salary and benefits benchmark to support the Indigenous Education Lead in the PLA.

The Indigenous Education Lead must be one full-time, dedicated individual unless the board is given a written exception for geographic reasons (northern and rural). If the lead is not a Supervisory Officer, each school board will also be required to identify a Supervisory Officer who is accountable for the implementation of the Framework with oversight over the work of the lead(s). There are additional reporting requirements for this position.

School Effectiveness Leads

School Effectiveness Leads are responsible for the organization, administration, management, and implementation of the School Effectiveness Framework (SEF). The SEF supports elementary schools and boards in assessing school effectiveness so that plans for improvement can be put in place.

The hiring requirement is a minimum of 1.0 FTE per board. The position must be at a Supervisory Officer level unless the board is given a written exception. If the role is not filled at a Supervisory Officer level and /or responsibilities are shared between multiple staff, the board must identify a single staff person at a Supervisory Officer level who has oversight over the work of the lead(s). This is a non-dedicated position with additional reporting required.

Student Success Leads

The Student Success Lead (SSL) assists schools in developing programs to improve student success. In conjunction with supports provided through the Student Success, Grade 7 to 12 Allocation, the SSL assists students who may not otherwise achieve their educational goals, such as enhanced preparation of students for passing the Grade 10 literacy test, and increasing opportunities for students to participate in successful school-to-work, school-to-apprenticeship, or school-to-college program pathways.

The hiring requirement is a minimum of 1.0 FTE per board. The position must be at a Supervisory Officer level unless the board is given written exception. If the role is not filled at a Supervisory Officer level and/or responsibilities are shared between multiple staff, the board must identify a single staff person at a Supervisory Officer level who has oversight over the work of the lead(s). This is a non-dedicated position with additional reporting required.

Early Years Leads

In 2018–19, funding for Early Years Leads under the Early Years Leadership Strategy will be transferred to the GSN from EPO.

Early Years Leads provide school board leadership to support the implementation of Ontario's vision of a responsive, high-quality, accessible and increasingly integrated early years system that contributes to healthy child development, as outlined in *Ontario's Renewed Early Years and Child Care Policy Framework*.

Early Years Leads are non-dedicated roles; the minimum hiring requirements are outlined below, including at least 0.5 FTE at the Supervisory Officer level at each board. Job splitting is allowed, but no FTE can be split to less than 0.5 FTE.

Additional reporting requirements will be shared by the Early Years and Child Care Division of the ministry.

Average Daily Enrolment (ADE)	Total FTE Hiring Requirement
$0 < \text{ADE} \leq 72,000$	Minimum 1.0
$72,000 < \text{ADE} \leq 115,000$	Minimum 1.5
$115,000 < \text{ADE} \leq 150,000$	Minimum 2.0
$150,000 < \text{ADE} \leq 200,000$	Minimum 3.0
$\text{ADE} > 200,000$	Minimum 4.0

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2018: B14

MEMORANDUM TO: Directors of Education
 Secretary/Treasurers of School Authorities

FROM: Bruce Rodrigues
 Deputy Minister
 Ministry of Education

DATE: **August 24, 2018**

SUBJECT: **Update: Education Funding for 2018–19**

I am writing to provide you with an update about education funding for 2018–19. The information included in this memo will provide new information further to memos:

- 2018: B06 – Grants for Student Needs (GSN) for 2018-19;
- 2018: B07 – 2018-19 School Year Education Programs – Other (EPO) funding;
- 2018: SB05 – Cash Management Strategy;
- 2018: SB09 – Grants for Student Needs (GSN) 2018-19, Supports and Updates;
- 2018: SB10 – Special Education Funding in 2018-19; and
- 2018: SB13 – 2018-19 Funding Updates and Estimate Forms for Section 68 School Authorities

NOTICE:

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

Total funding for the Grants for Student Needs (GSN) is expected to remain at \$24.5 billion in 2018–19. The average per-pupil funding is projected to be approximately \$12,300. Please see Appendix A for projected board-by-board changes to 2018–19 GSN funding compared to previously announced GSN allocations (2018:B06).

The 2018–19 GSN continues to reflect funding for increased enrolment, ongoing investments to meet prior years' labour agreements, and regular updates to the Grants for Student Needs with the following changes noted in this memo.

Consistent with the government's announcement during the throne speech to reorder Ontario's finances, including a line-by-line review of government spending, all education funding, including what is contained in this memorandum, will be reviewed. As school boards begin planning for the 2019–20 school year, please keep in mind this review will be underway and may impact on-going GSN and/or Education Programs – Other (EPO) funding.

All related GSN release documents will be updated and available in the coming weeks including: the 2018–19 Education Funding Technical Paper; Grants for Student Needs projections for the 2018–19 School Year; 2018–19 Guide to the Grants for Student Needs; Special Education Funding Guidelines: Special Incidence Portion (SIP), 2018–19; and 2018–19 Education Funding: A Guide to the Special Education Grant. Further communication will be sent when these documents are available as well as any transfer payment information for EPO funding outlined in this memo, as well as the Education Finance Information System revised estimates forms.

A. New Initiatives and Program Adjustments for 2018–19

Special Education Per-Pupil Amount (\$28M)

The ministry is investing a projected \$28 million in the GSN to provide an increase to the Special Education Per-Pupil Amount Allocation. Funding will be allocated to school boards by increasing all three Special Education Per-Pupil Amount Allocation benchmarks to the following:

- \$1,007.08 per JK to Grade 3 student;
- \$773.57 per Grade 4 to 8 student; and
- \$510.73 per Grade 9 to 12 student.

This increase will support all students with special education needs including those with Autism Spectrum Disorder and other needs such as mental health needs.

All 72 boards will see an increase in their Special Education Per-Pupil Amount Allocation funding for 2018–19.

Indigenous Graduation Coaches (\$3M)

The ministry will be launching a \$3 million pilot project through EPO to provide intensive supports to Indigenous learners and their families with the goal of obtaining an Ontario Secondary School Diploma and successful transition into post-secondary education, training or labour market opportunities.

This approach would include an Indigenous graduation coach, whose life experience is deeply rooted in the Indigenous community and holds deep experiential connection to the culture. The coach would act as a mentor and advisor to Indigenous students, facilitating access and referrals to community and school resources to provide integrated support for student achievement and well-being. With the coach as the hub, and community and school resources as the spokes, this 'hub and spoke model' will ease the current fragmentation of service access and delivery to provide holistic and efficient supports to vulnerable students.

A district school board eligibility list will be released in the coming weeks.

Rapid Response Northern Schools Teams (RRNSTs) (\$0.8M)

The ministry is providing \$0.8 million through EPO to support the development of teams to respond to urgent requests made by remote First Nation communities for access to qualified staff that have skills such as early literacy and numeracy, language, and special education qualifications to keep schools open and support the academic success and well-being of students.

Teams will be composed of highly trained and experienced, board-employed, certified educators, administrators and related positions (e.g., social workers, Elders). These Rapid Response Northern Schools Teams would be able to mobilize within a short period of time and stay within the community until stabilization is secured or new teams can be deployed.

B. Re-focused Initiatives for 2018–19

Focusing on Fundamental Mathematics (\$55M)

The ministry is replacing the previously announced \$55 million EPO funding: Renewed Math Strategy with the Focusing on Fundamental Mathematics EPO.

The funding will allow boards to hire mathematics facilitators and leads at the board and school levels for math-related training and support dedicated to teaching fundamental math skills. The funding will also allow boards to provide release-time for educators to participate in training and learning focused on fundamental mathematics.

Supporting Students: Career Counselling, Student Mental Health and Well-being (\$46M)

The ministry is maintaining the projected \$46 million through the GSN (formerly Preparing for Success in High School) in elementary guidance benchmarks; however, school boards have greater flexibility in using this funding to focus on ensuring students and parents are better informed about future options for post-secondary, careers, apprenticeships or trades, and to ensure students have the supports they need to succeed.

Students, parents, educators and stakeholders have indicated that current supports are not sufficient to help students and families make these critical, and often stressful, decisions.

It is important to note that this funding, while generated through Grades 7 and 8 enrolment, can now be used at school boards' discretion to support career counselling as well as student well-being in either the elementary or secondary panel, and student mental health in keeping with the boards' mental health strategy.

Expanded Role for Multi-Disciplinary Teams to Include Support for Students with Autism Spectrum Disorder and Other Special Education Needs (\$52M)

The \$52 million GSN investment, announced in the 2018–19 GSN memo (2018:B06), for Special Education Multi-Disciplinary Teams and other staffing resources will be

refocused and expanded to include supports for students with special education needs including those with Autism Spectrum Disorder and other needs such as mental health. Autism is the fastest growing exceptionality in Ontario's publicly funded school system. Students with Autism Spectrum Disorder have a broad range of complex needs and would benefit from increased access to professionals in schools.

This funding continues to support school boards in hiring multi-disciplinary teams which could include Speech-Language Pathologists, Psychologists, Social Workers, Behaviour Experts and others, as appropriate, based on local needs to support all students with special education needs, including those with Autism Spectrum Disorder and other needs such as mental health. The staffing requirements for this funding are unchanged.

C. Efficiencies and Redistributions for 2018–19

Special Incidence Portion (SIP) (\$28M)

The Special Incidence Portion maximum claim amount will be \$27,405, rather than the \$38,016 announced in 2018: B06. Savings incurred from this adjustment will be reinvested into the Special Education Per-Pupil Amount Allocation funding announced earlier in this memo.

New Teacher Induction Program (NTIP) (\$0.75M)

The previously announced New Teacher Induction Program increase of \$0.75M has been re-directed to other initiatives. However, school boards retain the flexibility to offer the expanded program to long-term occasional teachers in positions of 80 days or more, as well as supporting any new teacher who falls outside of the New Teacher Induction Program required definition within their first five (5) years of employment.

Trustee Honoraria (\$0.6M)

Compensation adjustments are being suspended until the new government can conduct a review and put in place an appropriate expenditure management strategy. As a result, the ministry will not be increasing the base amount for the school board trustees' honorarium as announced in the 2018–19 GSN memo (2018:B06).

The base amount for district school board trustees will remain at \$5,900. The ministry may review trustee honoraria in the future.

In addition, the ministry will not be providing the trustees of Section 68 School Authorities an honorarium as announced in the 2018–19 Section 68 SB Memo (2018:SB13).

Executive Compensation (\$1.7M GSN and \$4.1M EPO)

The previously announced GSN and EPO funding to support executive compensation increases in the 2018-19 school year has been suspended. The increases introduced in 2017-18 will continue to be provided on an ongoing basis as these increases are now built into school board cost structures.

Adjustments for 2018-19 will no longer be provided through EPO funding or the 2018–19 GSN, through the Senior Administration benchmark for salaries and benefits. As a result, this benchmark will decrease from \$170,430.45 to \$167,912.27.

Cash Management Strategy – Proceeds of Disposition

In memorandum 2018:B05, the ministry communicated its updated operating cash flow policy and procedures to reduce the associated borrowing costs currently incurred by the Province and to more closely align with the Ontario Public Service cash management directive. The ministry is expanding the cash management strategy to apply to Proceeds of Disposition balances while recognizing the school boards' needs for renewal and other capital projects. School boards' funding entitlements will not be affected by this change. Further details on this policy will be released in the coming weeks.

D. Monthly Payments / Reporting

Cash flow payments will continue to flow based on the submitted school boards' 2018–19 estimates starting in September. Isolate boards 2018–19 cash flow will be based on the 2017–18 estimates submission until the 2018–19 estimates forms are issued, submitted by the isolate boards and reviewed by the ministry.

As noted earlier in this memo, district school boards will be expected to update their budgets to reflect the changes outlined in this memo through the revised estimates submission process. Payments will be revised upon the review of the submitted revised estimates by the ministry.

E. Information Resources

If you require further information, please contact:

Subject	Contact	Telephone and email
Executive Compensation	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	(416) 314-5739 taunya.paquette@ontario.ca
Operating Funding	Paul Duffy	(416) 325-2035 paul.duffy@ontario.ca
Special Education	Julie Williams	(416) 325-2889 julie.williams@ontario.ca
Student Achievement	Marg Connor	(416) 325-2564 marg.connor@ontario.ca

General questions regarding the updated 2018–19 Grants for Student Needs can be emailed to: EDULABFINANCE@ontario.ca.

Conclusion

The government believes that Ontario students can attain a high level of educational achievement without the previous year-over-year trend of budget inflation. Ontario's government for the people is committed to improving accountability and making efficient and effective use of taxpayer dollars — and we will be looking to our partners in the education sector to help find efficiencies.

Original signed by

Bruce Rodrigues
Deputy Minister
Ministry of Education

cc: School business officials

Appendix A: 2018-19 GSN Impacts

Board Name	Efficiencies and Redistributions for Special Incidence Portion (\$28M)	Special Education Per-Pupil Amount (SEPPA) (\$28M)	SEPPA DEA Impact (\$0.05M)	Efficiencies and Redistributions for NTIP Investment (\$0.75M)	Efficiencies and Redistributions for Trustee Honorarium Investment (\$0.3M)	Efficiencies and Redistributions for Executive Compensation (\$1.7M)
DSB Ontario North East	(241,762)	86,924	-	(2,281)	(4,400)	(18,821)
Algoma DSB	(456,666)	123,275	1,783	(1,203)	(4,400)	(19,266)
Rainbow DSB	(1,493,400)	170,588	4,629	(4,774)	(3,600)	(20,029)
Near North DSB	(332,177)	131,532	1,817	(4,591)	(3,600)	(16,711)
Keewatin-Patricia DSB	(80,576)	69,265	-	(3,330)	(4,400)	(20,705)
Rainy River DSB	-	30,253	436	(1,039)	(2,800)	(14,129)
Lakehead DSB	(294,750)	119,068	662	(3,349)	(3,200)	(16,995)
Superior-Greenstone DSB	-	16,023	635	(731)	(3,600)	(13,154)
Bluewater DSB	(135,192)	232,307	-	(9,528)	(4,000)	(17,735)
Avon Maitland DSB	(10,611)	208,322	848	(1,867)	(3,600)	(21,745)
Greater Essex County DSB	(17,720)	492,059	6,336	(3,609)	(4,000)	(24,028)
Lambton Kent DSB	(40,410)	293,476	1,304	(5,361)	(4,400)	(19,073)
Thames Valley DSB	(318,330)	1,090,927	-	(39,709)	(5,200)	(39,995)
Toronto DSB	(1,835,703)	3,449,052	-	(92,410)	(8,800)	(105,883)
Durham DSB	(1,168,439)	988,812	-	(34,560)	(4,400)	(36,004)
Kawartha Pine Ridge DSB	(432,300)	454,926	-	(9,614)	(4,400)	(23,092)
Trillium Lakelands DSB	(186,675)	222,323	2,980	(2,675)	(3,600)	(19,277)
York Region DSB	(870,102)	1,701,004	-	(34,868)	(4,800)	(55,797)
Simcoe County DSB	(420,770)	729,428	-	(16,678)	(4,800)	(32,575)
Upper Grand DSB	(943,200)	482,030	-	(14,041)	(4,000)	(23,487)
Peel DSB	(3,057,239)	2,221,807	-	(35,349)	(4,800)	(72,692)
Halton DSB	(489,739)	895,397	-	(38,159)	(4,400)	(33,455)
Hamilton-Wentworth DSB	(354,615)	702,324	-	(16,659)	(4,400)	(29,135)
DSB of Niagara	(243,660)	511,623	-	(3,705)	(4,400)	(24,598)
Grand Erie DSB	(58,361)	357,678	1,111	(8,652)	(4,400)	(20,707)
Waterloo Region DSB	(46,512)	889,463	-	(18,218)	(4,400)	(33,704)
Ottawa-Carleton DSB	(903,900)	1,005,807	-	(38,323)	(4,800)	(38,673)
Upper Canada DSB	(108,432)	362,222	-	(6,823)	(4,400)	(23,216)
Limestone DSB	(157,200)	266,371	-	(2,541)	(3,600)	(19,282)
Renfrew County DSB	(196,500)	123,386	-	(1,521)	(3,200)	(15,970)
Hastings and Prince Edward DSB	(58,950)	207,682	-	(3,003)	(4,000)	(17,773)
Northeastern Catholic DSB	(19,650)	32,233	174	(173)	(3,600)	(14,096)
Nipissing-Parry Sound Catholic DSB	(396,820)	34,704	658	(991)	(2,800)	(12,675)
Huron-Superior Catholic DSB	(707,400)	63,753	342	(597)	(4,000)	(17,026)
Sudbury Catholic DSB	(314,400)	82,962	-	(895)	(2,400)	(14,597)
Northwest Catholic DSB	-	20,581	-	(1,213)	(3,600)	(14,096)
Kenora Catholic DSB	(21,222)	18,298	579	(529)	(2,800)	(13,464)
Thunder Bay Catholic DSB	(753,264)	105,449	413	(1,367)	(2,800)	(15,545)
Superior North Catholic DSB	-	9,863	430	(1,011)	(3,600)	(17,511)

Board Name	Efficiencies and Redistributions for Special Incidence Portion (\$28M)	Special Education Per-Pupil Amount (SEPPA) (\$28M)	SEPPA DEA Impact (\$0.05M)	Efficiencies and Redistributions for NTIP Investment (\$0.75M)	Efficiencies and Redistributions for Trustee Honorarium Investment (\$0.3M)	Efficiencies and Redistributions for Executive Compensation (\$1.7M)
Bruce-Grey Catholic DSB	(31,833)	59,533	-	(3,638)	(2,800)	(18,336)
Huron-Perth Catholic DSB	-	64,110	-	(2,079)	(2,000)	(18,262)
Windsor-Essex Catholic DSB	(21,222)	269,017	3,611	(2,435)	(3,600)	(18,360)
London District Catholic School Board	(127,045)	276,237	-	(8,036)	(3,200)	(23,346)
St. Clair Catholic DSB	-	122,789	-	(3,609)	(2,800)	(19,595)
Toronto Catholic DSB	(854,199)	1,263,977	-	(36,417)	(4,800)	(43,709)
Peterborough V N C Catholic DSB	(661,419)	211,453	-	(4,899)	(2,800)	(16,827)
York Catholic DSB	(825,300)	713,696	17,373	(28,304)	(4,000)	(34,351)
Dufferin-Peel Catholic DSB	(817,047)	1,074,540	-	(25,686)	(4,400)	(40,000)
Simcoe Muskoka Catholic DSB	(167,025)	297,831	-	(2,714)	(3,200)	(20,178)
Durham Catholic DSB	(746,700)	293,461	-	(4,571)	(3,200)	(23,720)
Halton Catholic DSB	(510,900)	480,880	-	(18,170)	(4,400)	(28,426)
Hamilton-Wentworth Catholic DSB	(440,799)	397,096	-	(7,045)	(3,600)	(21,710)
Wellington Catholic DSB	(106,110)	108,138	1,346	(1,896)	(2,400)	(19,287)
Waterloo Catholic DSB	(44,488)	322,597	-	(11,058)	(3,600)	(19,344)
Niagara Catholic DSB	(47,160)	287,141	6,053	(2,165)	(3,200)	(18,853)
Brant Haldimand Norfolk Catholic DSB	-	136,754	-	(4,725)	(2,400)	(15,284)
Catholic DSB of Eastern Ontario	(667,081)	174,233	1,248	(1,222)	(2,800)	(17,278)
Ottawa Catholic DSB	(490,189)	590,097	-	(15,928)	(4,000)	(26,464)
Renfrew County Catholic DSB	-	71,795	-	(1,290)	(2,800)	(13,865)
Algonquin and Lakeshore Catholic DSB	(235,800)	160,931	-	(5,794)	(4,000)	(17,085)
CSD du Nord-Est de l'Ontario	(379,183)	33,503	-	(2,021)	(4,800)	(15,481)
CSD du Grand Nord de l'Ontario	(157,751)	35,853	-	(1,136)	(4,800)	(15,377)
Conseil scolaire Viamonde	(98,250)	185,165	-	(16,380)	(4,800)	(25,776)
CSD des écoles publiques de l'Est de l'Ontario	-	229,772	-	(13,108)	(4,800)	(19,980)
CSD catholique des Grandes Rivières	(629,234)	82,582	-	(635)	(4,000)	(17,827)
CSD catholique Franco-Nord	(615,438)	39,433	-	(885)	(2,400)	(13,208)
CSD catholique du Nouvel-Ontario	(392,607)	95,510	-	(3,734)	(4,800)	(19,621)
CSD catholique des Aurores boréales	(13,126)	12,153	-	(1,713)	(4,800)	(18,520)
CS catholique Providence	-	149,163	-	(8,402)	(4,400)	(24,257)
CS catholique MonAvenir	(393,000)	253,285	-	(18,613)	(4,800)	(26,532)
CSD catholique de l'Est ontarien	(839,055)	144,557	-	(4,648)	(3,200)	(15,514)
CSD catholique du Centre-Est de l'Ontario	(737,661)	358,310	-	(21,077)	(4,400)	(20,424)

- Does not include impacts from EPO or School Authorities
- Figures may not add due to rounding



Regular Board Meeting

Information Report

2017-18 Audit Committee Annual Report to the Board of Trustees and Forwarded to the Ministry	Item 10.7
November 20, 2018	

Alignment to Strategic Plan

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

Purpose

To provide the Board of Trustees with the 2017-18 Audit Committee Annual Report to the Board of Trustees for Forwarding to the Ministry of Education.

Comments

On September 7, 2017, the Ministry released Memo 2017: SB26 Audit Committee Annual Report which provides direction and templates for Audit Committee Annual Report requirements.

The template was used to develop the attached Annual Report of the Audit Committee to the Board of Trustees for Forwarding to the Ministry of Education for the year ended August 31, 2018.

The Ministry requires a list of the work performed by the internal auditors in order to monitor the use of the internal audit funding allocation in the fiscal year and a list of the planned enrolment audits so as to coordinate the enrolment audits performed by the Ministry and the regional internal audit teams across the province.

The 2017-18 Audit Committee Annual Report to the Board of Trustees for Forwarding to the Ministry of Education was approved at the Audit Committee Meeting of November 15, 2018 and will be submitted to the Ministry on November 21, 2018.

Report Prepared by:

R. Nego
Superintendent of Business and Treasurer of the Board



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

Report Approved by: J. Fahrer
Chair, Audit Committee

**Annual Report to the Board of Trustees and Forwarded
To the Ministry of Education
For the year ended August 31, 2018**

District School Board Name: Halton Catholic District School Board

Fiscal Year: 2017-18

Re: Annual audit committee report to the Ministry of Education as per Ontario Regulation 361/10

The following audits or audit follow-ups were approved in the 2017-18 audit plan and were completed in the 2017-18 fiscal year:

Audits:

1. Continuing Education
2. IT Security and Vulnerability Assessment

Audit Follow-ups:

1. Capital Projects
2. IT Strategy
3. School Generated Funds

The following project was added to the project plan and completed at the request of the Superintendent of Business Services and Treasurer, with the report presented at the September 2018 meeting:

1. Assessment of the French Program Lottery

The following audit follow-up was approved as part of the 2018-19 audit plan but completed in the 2017-18 fiscal year, with the report presented at the September 2018 meeting.

1. BAS 2000 Data Analytics

Based on the internal audit plan, we are not expecting any enrolment audits to be performed.

On behalf of the Audit Committee,


J. Fahrér, Audit Committee Chair

Nov 15/18
Date



Regular Board Meeting

Information Report

Audit Committee Meeting Report to the Board of Trustees	Item 10.8
November 20, 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 10.8 Audit Committee Report to the Board of Trustees of the October 2, 2018 Regular Board Meeting.

Comments

The most recent Halton Catholic District School Board's statutory Audit Committee meeting was held on November 15, 2018. The following action items were presented at this meeting:

- 2017-18 Draft Audited Financial Statements
- 2017-18 Audit Committee Annual Report to the Board of Trustees and Forwarded to the Ministry of Education

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

- Compliance Report
- 2017-18 Treasurer's Annual Investment Report
- RIAT Update
- Terms of Reference for the Printing Services Efficiency Review



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. Negoi
Superintendent of Business Services and Treasurer of the Board

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

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: September 17, 2018
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	B. Agnew (Chair)	M. Lourenco
	R. Barreiro	R. Quesnel
	L. Cipparrone	D. Rabenda
	L. Currie	L. Stephenson
	D. Hotopoleanu	S. Trites

Staff Present

C. Cipriano, Superintendent of Special Education Services
 W. Reid-Purcell, Special Education Coordinator
 A. Bator, Special Education Consultant
 R. Havens, Computer Technician

Members Excused

A. Iantomasi
 H. Karabela
 J. Parisi
 C. Parreira

Members Absent

K. Bivand

Recording Secretary

J. Crew

1. Call to Order

The Chair called the meeting to order.

1.1 Commissioning of SEAC

The meeting opened at 7:03 p.m. with prayer led by B. Agnew and C. Cipriano.

1.2 Approval of Agenda

Moved by: R. Quesnel

Seconded by: M. Lourenco

RESOLVED, that the agenda be accepted as received.

CARRIED

1.3 Introductions

B. Agnew began introductions; members went around the table and introduced themselves.

2. Individual Education Plan (IEP) Presentation

B. Agnew welcomed A. Bator, Special Education Consultant. A. Bator present information on Individual Education Plans. Presentation attached.

In response to an inquiry for the presentation to be distributed, B. Agnew informed members that moving forward presentations and association reports will be added to meeting minutes after they are approved, then posted online attached to the minutes.

3. Actions to be taken

3.1 Minutes of the June 18, 2018 SEAC Meeting

Moved by: R. Quesnel

Seconded by: D. Hotopeleanu

RESOLVED, that the minutes of the June 18, 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

- Soundbytes have been submitted for September and October; B. Agnew thanked everyone that submitted a soundbyte; members continue to be invited to send in future soundbytes
- SEAC Role Review is deferred to January to be presented to the new SEAC Committee

6. Action and Information Items

6.1 SEAC Webinar Planning (B. Agnew)

B. Agnew provided suggestions for topics for the final SEAC webinar and suggested continuing the 'Fostering Collaborative Relationships' as a series. Members were asked for thoughts on doing an advocacy piece and discussed various ways to incorporate advocacy related information into a presentation.

B. Agnew also suggested that the October meeting include a working session to collaboratively combine members' ideas into a webinar PowerPoint presentation. Members agreed to do a working session in October; a PowerPoint template will be set up to begin drafting the webinar. The November 12th meeting will be a webinar practice session; the webinar will be scheduled for the November 26th SEAC meeting.

6.2 SEAC Goals (B. Agnew)

SEAC Goals: all previous SEAC priorities will be incorporated by end of the term of the existing SEAC committee. A draft agenda of items for the new SEAC committee will include all annual mandatory items; a SEAC orientation session; and review of the Special Education Plan. The annual agenda will be a fluid document to allow input from the new committee.

7. Communications to SEAC

7.1 **Superintendent's Report**

C. Cipriano provided updates on:

- September Start Up: staff have been working diligently since mid-August; to ensure smooth transitions are in place for our students
- Empower Reading Program: is a literacy program run through SickKids, and is a partnership between Special Education and Curriculum, an additional 11 teachers participated in training last week
- New SERT Training: began last week for this year's monthly professional development sessions for all new elementary and secondary SERTs
- Professional Development: full day of PD took place on accessing support of Behaviour Analysts to support the understanding/evolution of Transdisciplinary Rounds; and Behaviour Skills Training (BST), led by our Special Education Consultants, Itinerant SERTS and Itinerant EAs (I-Teams). Forty hours of Registered Behaviour Technician PD will be provided to our I-Teams beginning this Friday, to deepen their knowledge and understanding of the use of Applied Behaviour Analysis (ABA)
- Elementary SERTs and Secondary Department Heads: within their respective groups, will receive PD and information sessions to support their work; the first Special Education Department Head meeting is scheduled for tomorrow; first SERT FOS meeting will be on September 25th

- Staff budget increases for 2018-2019: as shared with staff at the May SEAC staffing budget increases included: 13 EAs; 4 SERTs; 3 Speech Language Pathologists; 10.5 CYCs, 2 Psychology staff; and 1 Social Worker
- Educational Assistants: staff are working together on deployment to reconcile the needs of both new students and those that left our Board; there has been a trend to more secondary Life Skills students coming to HCDSB, as some secondary schools in our coterminous board consolidate
- Psychology: staff conducted 29 assessments over the summer; the waitlist has been an ongoing concern; budget increase was for 2 more psych staff; reality is that the demand provincially for these positions is far greater than the supply; currently have 3 staff on leaves and 2 new positions unfilled despite several postings; greatest challenge is our ability to compete financially with neighbouring boards in regards to salary and benefits. The goal is to have our waitlist down to 10 months or less; not achievable with the current number of staff; for temporary solution looking to contract outside agencies to help reduce the waitlist; long term there are initiatives underway in Ontario to create more graduates in school psychology i.e. new PH Program at Western, and Graduate enhancement courses at OISE
- Social Work: increased staff to support elementary tier 3 cases and address attendance; messaging is 'Attendance Matters', not only academically, but socially, emotionally and spiritually
- Secondary CYCs: CYCs have been reinstated in each of our secondary schools in our continued work to build mentally healthy schools
- Gifted Programming: Gifted SETs, schools SERTs and Curriculum staff were sponsored to participate in PD on Project Based Learning this summer to support differentiated instruction and ideas for the learning of our gifted students; 40 new laptops were purchased for students
- Special Education Amount (SEA): our SEA Intake Inventory Tools is now integrated with Trillium; this will facilitate a quicker, more accurate submission process and track equipment that is transferred. Mobility equipment has been moved to St. John Oakville, will be cleaned and will be ready to assign to students; we also welcomed a new ISERT team member to support SEA claims
- Boardmaker On-line: has been purchased board-wide, in partnership with Curriculum; accounts will be activated by the end of September; training will be upcoming
- SEA Team and Behavior Analysts: have partnered with *BehaviourMe* to begin a pilot project using Virtual Reality to support development of skills in our secondary life skills students
- Learn Style: we are partnering with a specialized coaching team to offer technology coaching and support to all Life Skills, Structured Teaching and Community Living Teachers, consisting of one to one sessions in schools and classrooms, as well as group sessions to collaborate with colleagues
- PEERs Pilot Program: this evidence based social skills program pilot for students 12 years and older will begin at Christ the King CSS; trained facilitators K. Mann, Behaviour Analyst (BA) and H. Kidd from Autism Ontario will lead the group. Plan to have CYCs, SLPs, Psychology and remaining BAs train as facilitators to expand the program across more secondary schools next year
- Special Olympics Cross Country Meets: will take place over 3 days at Kelso Park in Milton, our grade 4-8 students with special needs run alongside their peers for full or modified distances. Special Education Consultants and I-Teams support these events, enabling all students to participate if they wish to. Dates by area are: Tuesday October 16 North Halton; Wednesday October 17 Oakville; Thursday October 18 Burlington; rain date Friday, October 19
- Life Skills Thanksgiving Feast: takes place on Thursday, October 4, 2018 at 11:30 am at Jean Vanier CSS; this is the third annual event

7.2 Trustee Reports

D. Rabenda reported that the start-up of schools has been the priority; St. Scholastica opened on time; work continues on renovations in south Oakville. Sanctity of Life will go to the October 9th Policy Meeting, then be brought to the Board.

7.3 Association Report

M. Lourenco shared information on ABC Ontario Conference; association report attached. M. Lourenco will send out more information on the SMPG training session on October 13th as it becomes available.

7.4 Reports from Other Stakeholder Meetings

C. Cipriano reported that CPIC met last Monday, there are 5 new members; this year CPIC elected 2 Co-Chairs. The first Council of Chairs meeting is scheduled for October 17th.

8. Next Agenda: Meeting Monday, October 15, 2018

The agenda will include Spirit of Inclusion award criteria, Differentiated Instruction and a webinar working session.

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: M. Lourenco

Seconded by: L. Stephenson

RESOLVED, that A. Iantomasi, H. Karabela, J. Parisi, C. Parreira be excused. CARRIED

9.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Hotopeleanu

Seconded by: L. Stephenson

RESOLVED, that the meeting adjourn. CARRIED

The meeting adjourned at 8:40 p.m. with a prayer led by the Chair.

The Individual Education Plan (IEP)

10/10/2018

1. What is an IEP?
2. Who gets an IEP?
3. How is an IEP developed?
4. Review of program options
5. How is an IEP updated?



What is an IEP?

- The Individual Education Plan (IEP)
- Required for every student identified by an Identification, Placement, and Review Committee (IPRC)
- A working document that contains:
 - a transition plan
 - accommodations, modifications and/or alternative programming
 - specific objectives/learning expectations

An IEP is Not:

- A description of everything that will be taught to the student
- A list of all the teaching strategies used in regular classroom instruction
- A document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations
- A daily lesson plan

Reasons for Developing an IEP

- For every student who has been identified as an “exceptional pupil” by an Identification, Placement, and Review Committee (IPRC)
- For a student not formally identified as exceptional but requires special education programs and/or services

The IEP Process

1. Gathering information
2. Setting the direction
3. Developing the IEP as it relates to the student's special education program and services
4. Implementing the IEP
5. Reviewing and updating the IEP

1. Gather Information

- Review the student's Ontario Student Record OSR (including the IPRC's statement of decision and/or previous IEPs)
- Consult with parents, the student, school staff, and other professionals
- Gather information through observation of the student
- Conduct further assessments, if necessary
- Consolidate and record information

2. Set the Direction

- Establish a collaborative approach – The IEP team
- Establish roles and responsibilities
- Begin work on the IEP (e.g., record the reason for the IEP, personal information, list relevant assessment data)
- Indicate the student's strengths and needs on the IEP (as identified in the IPRC's statement of decision, where applicable)

3. Develop the IEP

- Incorporate applied behaviour analysis (ABA) methods into the IEPs of students with autism spectrum disorder (ASD), where appropriate
- Determine, for every subject or course, the program option that will best suit the student's needs (i.e., whether the student requires accommodations only or accommodations and modifications) and decide whether alternative programs are needed
- Determine accommodations; record subjects/courses with accommodations only
- Plan and document subjects or courses with modified expectations and alternative programs
- Determine teaching strategies and assessment methods (for modified and alternative expectations)
- Plan for and document required human resources
- Record information about individualized equipment, evaluation and reporting as well as details of parent/student consultations
- Develop a transition plan

Program Options: Accommodations, Modified Expectations, and Alternative Expectations

“Accommodated only”

- The term accommodations refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and demonstrate learning

“Modified”

- Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student’s learning needs

“Alternative”

- Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum

Examples of Accommodations

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> • Buddy/peer tutoring • Note-taking assistance • Duplicated notes • Contracts • Scaffolding learning • Clustering learning • Descriptive feedback from peers • Reinforcement incentives • Highly structured approach • Partnering • Ability grouping • Augmentative and alternative communications systems • Assistive technology, such as text-to-speech software • Video recordings of lessons for intensive review at a later time • Graphic organizers • Non-verbal signals • Organizational coaching • Pictorial schedules to assist in making transitions • Time-management aids • Mind maps • More frequent breaks • Concrete/hands-on materials • Manipulatives • Tactile tracing strategies • Gesture cues • Dramatizing information • Visual cueing • Large-size font • Tracking sheets • Colour cues • Reduced/uncluttered format • Computer options • Spatially cued formats • Repetition of information • Rewording/rephrasing of information • Extra time for processing • Word-retrieval prompts • Taped texts 	<ul style="list-style-type: none"> • Alternative work space • Strategic seating • Proximity to instructor • Reduction of audio/visual stimuli • Study carrel • Minimizing of background noise • Quiet setting • Use of headphones • Special lighting • Assistive devices or adaptive equipment 	<ul style="list-style-type: none"> • Extended time limits • Verbatim scribing • Oral responses, including recorded responses (audio or video) • Alternative settings • More frequent breaks • Assistive devices or adaptive equipment • Prompts to return student's attention to task • Chunking of assessment tasks over time • Allowing choice as a demonstration of learning • Augmentative and alternative communications systems • Assistive technology, such as speech-to-text software • Large-size font • Colour cues • Reduced/uncluttered format • Computer options • Extra time for processing • Reduction in the number of tasks used to assess a concept or skill

4. Implement the IEP

- Share the completed IEP with the student, parents, school staff (providing a copy to parents, and to the student if 16 or older)
- Put the IEP into practice (classroom/subject teachers and support personnel)
- Continuously assess the student's progress
- Adjust the IEP as necessary (recording any changes in goals, expectations, teaching strategies, and other accommodations, etc.)
- Evaluate the student's learning and report the results of the evaluation to the student's parents

5. Review and Update the IEP

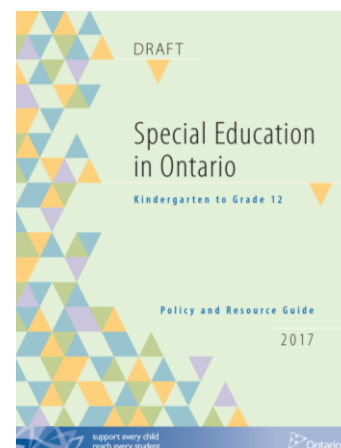
- Update the learning expectations at the beginning of each reporting period
- Review the IEP regularly including the transition plan, and record revisions
- Plan for the transition from elementary to secondary school, or to another school
- Store the IEP in the documentation file of the Ontario Student Record

IEP Positive Partnerships

- The IEP is completed collaboratively between home and school
- School staff use professional knowledge, appropriate information, and parent input to create the IEP
- Solutions are found in the school through partnership with the Teacher, SERT, and Principal
- Questions or concerns about the IEP, its creation, or implementation can be resolved through the teacher, SERT, or Principal at the school

References

- Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide, 2017



Thank You!



Special Education Advisory Committee (SEAC)
Association Report

Association:	ABC Ontario
Representative:	Maria Lourenco
Meeting Date:	
Upcoming Events or Conferences	<p><u>SENG* / ABC Ontario Mini Conference</u> Ontario Science Centre, 770 Don Mills Road, North York October 14, 2018</p> <p><u>SMPG (SENG Model Parent Group) Facilitator Training</u> October 13, 2018 Downtown Toronto – details to follow</p> <p>*SENG = Supporting Emotional Needs of the Gifted</p>
Website links/Brochure /Flyer attachments:	<p>Please see attached flyers for further details as well as the ABC Ontario and SENG websites respectively: www.abcontario.ca http://sengifted.org/seng-toronto-canada-mini-conference</p> <p>More details regarding the training opportunity can be found here: http://sengifted.org/smpg-facilitator-training</p>
New Initiatives:	
Other Information:	<p>SENG (www.sengifted.org) is a well-established, world renowned, nonprofit organization dedicated to supporting, empowering, guiding, and connecting gifted/high-ability learners and their families. SENG programs and resources support and encourage children's social, emotional, and intellectual development.</p> <p>This is an excellent opportunity to learn about supporting gifted students, including those who are twice-exceptional. This full day conference will include a line-up of stimulating speakers and multiple engaging break-out sessions. Children's programs provided by the Ontario Science Centre will also be available (additional fee).</p> <p>Those receiving SMPG Facilitator certification will also be able to train others, providing an opportunity to build further system capacity.</p>

SAVE THE DATE

Sunday, October 14th, 2018

ABC Ontario is excited to invite parents, teachers, professionals, and others who wish to find out more and support the special needs of bright and gifted children, to our full day conference at the Ontario Science Centre, on Sunday, October 14, 2018.

We are delighted that our 2018 conference will feature expert speakers from **SENG** – Supporting Emotional Needs of the Gifted. This is an excellent opportunity to learn more about supporting gifted students, including their social-emotional development, and also to learn more about those who are twice-exceptional. This full day conference will include a line-up of stimulating speakers and multiple engaging break-out sessions that are distinctive to the SENG experience.

Children's program will be provided by the Ontario Science Centre.

Advance registration instructions for members will be available by the end of August. To become a member or renew your membership please go to <https://www.abcontario.ca/get-involved/membership>

Saturday, October 13th, 2018 will also be dedicated to those interested in SENG Model Parent Group (SMPG) facilitator training. SMPGs provide a nurturing and non-judgmental atmosphere where parents of gifted children may discuss their experiences and learn more about how to support their children.

Watch for more details about registration and children's programming on our website at www.abcontario.ca

Conference Venue: Ontario Science Centre
1090 Don Mills Rd., Toronto, ON
(www.ontariosciencecentre.ca)



WHEN

SMPG Training: Saturday, October 13
Conference: Sunday, October 14

WHERE

Ontario Science Center
770 Don Mills Road, North York, Ontario

FOR MORE INFO & REGISTRATION

<http://bit.ly/SENGToronto>

COST (IN USD)

\$95.20 Members / \$119 Non-Members
SMPG TRAINING: \$375 (includes a one-year membership)

FEATURING: Dr. Joanne Foster (keynote) • Brandie Weikle (Keynote) • Dr. Mike Postma • Dr. Matthew Zakreski • Dr. Alonzo Kelly • Dr. Jean Peterson • Evelyn Metcalf • Lisa Sansom • Carol Malueg & More!

SENG's mission is to empower families and communities to guide gifted and talented individuals to reach their goals: intellectually, physically, emotionally, socially, and spiritually.

CE CREDITS

SENG Conferences and
SMPG Trainings may
fulfill Gifted and
Talented CE credits
with district
permission.

more information

Office@Sengifted.org
www.Sengifted.org
Phone: 844-488-7364
Fax: 844-433-7364



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MINUTES OF THE AUDIT COMMITTEE MEETING

Date: September 27, 2018
Time: 7:30 pm
Location: Catholic Education Centre – Trustee's Meeting Room
802 Drury Lane, Burlington, Ontario

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

Committee Members Excused: P. Marai

HCDSB Staff Present: P. Daly
R. Negoï
A. Lofts
D. Tkalcic

RIAT Staff Present: J. Baker

Invited Guests: M. Fisher, External Auditor, KPMG

Recording Secretary: K. Jones

1. Call to Order

1.1 Opening Prayer

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

2. Election of Chair

J.M. Rowe handed the gavel to R. Negoï.

D. Morton nominated J. Fahrer. Seconded by D. Rabenda.

J. Fahrer accepted the nomination.

J. Fahrer was acclaimed.

3. Approval of the Agenda

The agenda was reviewed.

Moved By: D. Rabenda

Seconded By: D. Morton

RESOLVED, that the agenda be accepted.

CARRIED

4. Declarations of Conflict of Interest

None.

5. Approval of Minutes of the Audit Committee of May 29, 2018

Moved By: D. Morton

Seconded By: J. M. Rowe

RESOLVED, that the minutes of the May 29, 2018 meeting be accepted as presented.

CARRIED

6. Business Arising from Previous Meetings

None

7. Action Items

7.1 Revised 2018-19 Internal Audit Plan

At the May 29, 2018 Audit Committee meeting, the Audit Committee recommended the 2018-19 Internal Audit Plan for board approval at the June 19, 2018 Regular Board Meeting. The original internal audit plan proposed a Health and Safety and a Privacy audit. Since that date, the Director, the Superintendent of Business Services and Treasurer of the Board and the Administrative Council have identified a change in the risk profile and proposed a change to the approved plan. The request is to add an efficiency review of the Printing Services department to the current year plan and move the privacy audit to the 2019-2020 plan. This would align the audit plan with the direction received during the 2018-19 Budget process and consultation results.

Discussion took place about current printing services, current budget for that area is \$800,000 annually.

The privacy audits are very comprehensive and time consuming for the RIAT. RIAT is currently performing this audit at 3 other school boards. Also, our IT Security audit does overlap this area, and there is some duplication. IMPACT group has representatives from all school boards in Ontario, they are looking at a joint risk assessment tool for use by all boards. J. Baker offered to provide HCDSB with the key risks in the privacy area for management to review prior to the 2019-20 audit.

RECOMMENDATION

Moved by: J. M. Rowe

Seconded by: D. Rabenda

RESOLVED, that the Audit Committee recommend to the Board of Trustees that the Revised Regional Internal Audit Team's 2018-2019 Audit Plan be approved at the October 16, 2018 Regular Board Meeting.

CARRIED

8. Discussion Items

8.1 RIAT Update

J. Baker noted the RIAT independence and ongoing professional development of team members.

8.2 Preliminary Budget Report for September 1, 2017 to August 31, 2018

R. Negoï reviewed the Preliminary budget report which was presented to the Board of Trustees on September 18, 2018. Enrolment is increasing. Limited discretionary funds, goal to have an operating reserve of 7.5M over the next 5 years.

8.3 **RIAT Mandate**

The RIAT Mandate has not changed. It needs to be signed when there is a new Chair and/or new Director.

8.4 **Auditor General Information Technology Audits and Survey**

R. Negoï reported that all boards received a survey which was completed and submitted to the Ministry. Focus was on implementing one system for use by all boards for such things as financial system, student information system, HR software, etc. One system would be very beneficial however, cost could be prohibitive. The Auditor General report is expected to in December 2018. Conversion to new financial system is well underway and expectation is to go live March 1, 2019. Payroll conversion is also going well and is expected to go live in November 2018.

9. **Standing Reference Items**

- 9.1 Ministry's Proposed Audit Committee Meeting Schedule: Next meeting November 15, 2018
- 9.2 Ontario Regulation 361/10
- 9.3 Schedule of Budget Reports

9. **Adjournment**

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

Moved By: D. Morton

Seconded By: D. Rabenda

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

CARRIED

MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date: October 1, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	J. Rowles	S. Guevara
	D. Garell-Teti	A. A. LeMay
	R. Alfaro	A. Gonzalez
	S. Trites	C. Thompson
	V. Monaco	F. Volante
	G. Merritt-Murrell	S. DeSousa
	P. Daly	

Regrets H. Karabela;
Fr. Francis Salasir
K. Bivand
A. McKinney
A. Wright
S. Edeigba

Chair: C. Thompson; F. Volante
Recording Secretary M. Zammit

1. Opening Prayer:

The meeting opened at 7:00 p.m. with a prayer led by G. Merritt-Murrell.

2. Approval & Revisions

2.1 Agenda

Moved by: A. Gonzalez

Seconded by: A. LeMay

That, the agenda be approved as revised.

CARRIED

2.2 Minutes

Moved by: A. Gonzalez

Seconded by: A. LeMay

That, the minutes of the September 10, 2018 Catholic Parent Involvement Committee be approved as submitted.

CARRIED

3. Board Update

J. Rowles provided a Board update on the following:

- Annual Cross Country Meet taking place week of October 15-19, 2018 at Kelso Conservation
- EQAO results posted on Board website
- Municipal election taking place on October 22, 2018; number of candidates meetings taking place

- P. Daly noted the first PA Day of the school year took place on September 17th; School Improvement Planning; Upcoming PA Day on October 5th – PA Day for students; Faith Day for staff.

4. Trustee Update

S. Trites provided Trustee update on the following:

- The first Board Meeting and Policy Meeting have taken place for new school year;
- New Trustee campaigns are taking place

5. OAPCE Update (New Standing Item)

D. Garell-Teti provided the committee with a handout outlining the OAPCE organization and information on the Board of Directors. Information was shared on the upcoming 2018 OAPCE Summit and AGM, members were encouraged to attend if possible.

6. Business Arising from Previous Meetings

Discussion took place on the different ways to thank and acknowledge R. Stagg for her years of dedication to CPIC. A thank you card will be distributed at next meeting for members to sign.

7. Council of Chairs Agenda Review

Agenda was shared and time slots were discussed. Commissioning ceremony will take place for OAPCE members. Committee addressed possible topics for discussion for upcoming meetings.

8. Board Committee

Information of each board committee and time commitment will be shared with the committee at next meeting.

9. CPIC Subcommittees

- Finance – current budget
Deferred to November meeting. Members commented on the different PRO Grant opportunities. G. Merritt-Murrell shared information on the application process and noted that an application was submitted on behalf of CPIC in May. Currently waiting on a response. S. Guevara volunteered to assist with the PRO Grant application but is seeking guidance from G. Merritt-Murrell for a smooth transition for all members.
- Communications
A. Gonzalez inquired about the Council of Charis Binder, which each school is supposed to have, and how CPIC would like to move forward with this. Discussion took place on a possible follow up activity for the book “Resisting Happiness” which was distributed last year.

10. Events Updates – G. Merritt-Murrell has shared a doodle with CPIC members to RSVP to the following events:

- **OAPCE Conference & Gala (November 24th)** – information was shared
- **Halton Alive Gala (October 19th)** – confirmed attendance
- **Bishop’s Dinner (November 7th)** - confirmed attendance
- **People 4 Education Conference (November 10th)** - confirmed attendance
- **Trustee Candidate Meetings** – information was shared on dates and locations.

11. Future Agenda Items

It was suggested that the committee set one goal for the year to allow them to focus and achieve this goal. S. Guevara recommended that G. Merritt-Murrell be an advisor for the co-chairs to help with the transition. It was noted that both co-chairs continue to work and communicate with G. Merritt-Murrell to seek guidance where needed.

12. Adjournment

Moved by: S. DeSousa

Seconded by: R. Alfaro

That, the meeting adjourn

CARRIED

13. Closing Prayer

G. Merritt-Murrell closed the meeting with a prayer.

The meeting adjourned at 8:06 p.m.

POLICY COMMITTEE MEETING MINUTES

Date: October 9, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Staff Present

- P. Daly, Director of Education
- S. Balogh, Superintendent of Education, School Services
- R. Merrick, Superintendent, Facility Management Services
- C. McGillicuddy, Superintendent of Education, Student Success
- R. Negoi, Superintendent, Business Services
- A. Prkacin, Superintendent of Education, Curriculum Services
- F. Thibeault, Senior Manager, Planning Services
- R. DiPietro, Executive Assistant, Director's Office

Others Present K. Boyd, OECTA Halton Secondary, President
 N. March, OECTA Halton Elementary, President
 Guests

Recording Secretary J. Neuman

1. Call to Order

1.1 Opening Prayer (A. Danko)

The meeting began at 7:00 p.m. with a prayer led by A. Danko.

2. Approvals

2.1 Approval of Agenda

P#61/18

Moved by: A. lantomasi

Seconded by: D. Rabenda

Addition to agenda Information Item 5.9 Oct. 4, 2018 The Catholic Register Article

That, the agenda be approved, as amended

CARRIED

The Chair called for a Declaration of Conflict of Interest. There were none.

2.2 Approval of Minutes (Sept. 11, 2018)

P#62/18

Moved by: J. Michael

Seconded by: J. M. Rowe

That, the minutes of the Policy Committee Meeting held on September 11, 2018 be approved, as submitted.
CARRIED

3. Action Items

3.1 Policy I-24 Fraud Management (R. Negoj)

R. Negoj shared the changes to the policy.

P#63/18

Moved by: A. Iantomasi

Seconded by: J. M. Rowe

That, the Policy Committee recommends that Policy I-24 Fraud Management, be forwarded, along with amendments, to the October 16, 2018 Regular Board Meeting for approval.

There was no discussion.

The chair called for a vote. Recommendation **P#63/18 CARRIED.**

3.2 Policy I-35 Trustee Honoraria (R. Negoj)

R. Negoj shared the changes to the policy; and noted that the amendments have been made in the spirit of the ministry information released in the spring. It was noted that the amended regulation has not been released, and any changes required will be brought back to a future policy committee meeting.

P#64/18

Moved by: A. Quinn

Seconded by: D. Rabenda

That, the Policy Committee recommends that Policy I-35 Trustee Honoraria, be forwarded, along with amendments, to the October 16, 2018 Regular Board Meeting for approval.

There was no discussion.

The chair called for a vote. Recommendation **P#64/18 CARRIED**

3.3 Policy II-49 English as a Second Language and English Literacy Development Programs and Services (A. Prkacin, S. Balogh)

P#65/18

Moved by: J. M. Rowe

Seconded by: D. Rabenda

That, the Policy Committee recommends that Policy II-49 English as a Second Language (ESL) & English Literacy Development (ELD) Programs and Services, be forwarded, be forwarded, along with amendments, to the October 16, 2018 Regular Board Meeting for approval.

A. Prkacin noted that minor changes were made to the policy

There was no discussion.

The chair called for a vote. Recommendation **P#65/18 CARRIED**

3.4 Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students (C. McGillicuddy, S. Balogh)

P#66/18

Moved by: D. Rabenda

Seconded by: A. Danko

That, the Policy Committee recommends that Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students, be forwarded to the October 16, 2018 Regular Board Meeting for approval.

C. McGillicuddy noted that minor changes were made to the policy

There was no discussion.

The chair called for a vote and Recommendation **P#66/18 CARRIED**

3.5 Policy V-04 School Fundraising Activities (P. Marai)

P#67/18

Moved by: A. Iantomasi

Seconded by: J. M. Rowe

That, the Board accept, with thanks, the community feedback and make no change to V-04 School Fundraising Activities.

P#67/18 (Amendment)

Moved by: A. Danko

Seconded by: A. Quinn

That, "the policy will be moved to the Regular Board Meeting on October 16, 2018, for approval" be added to the motion.

The Chair called for a vote and **P#67/18 (Amendment) FAILED.**

In Favour	Opposed
H. Karabela	A. Iantomasi
S. Tristes	J. Michael
A. Danko	D. Rabenda
A. Quinn	J. M. Rowe

The Chair returned to the main motion.

Discussion ensued. Stakeholder feedback results were noted. An article from The Catholic Register was presented and discussed. Questions regarding moral principals, tools and resources and reference to other school board policies were asked and answered.

A. Danko asked for an amendment to the policy to include standard language in reference to church teaching that appears in other policies.

The chair disallowed the amendment until the first motion was voted on.
A point of order was raised that the policy was open for discussion.

A. Danko appealed the Point of Order.

The Chair ruled the point of order not well taken as a main motion was already on the floor, but Mr. Danko could revisit the amendment once main motion being discussed was voted on.

Following Trustees further voicing their positions, the Chair called for a vote. Recommendation **P#67/18**
CARRIED

In Favour	Opposed
A. Iantomasi	H. Karabela
J. Michael	S. Tristes
D. Rabenda	A. Danko
J. M. Rowe	A. Quinn
P. Marai (Chair)	

Discussion ensued regarding forwarding the Policy to the upcoming Board Meeting for approval. P. Marai noted that only legislated annually reviewed policies go to Board for approval without changes.

4. Discussion Items

4.1 Cannabis Legislation (P. Marai)

4.1.1 Policy I-14 Smoking Ban

4.1.2 Policy II-28 Alcohol Tobacco and Drug Education and Abuse in Schools

4.1.3 Policy II-39 Progressive Discipline and Safety In Schools

4.1.4 Procedure VI-44 Progressive Discipline and Safety in Schools

A. Quinn directed questions to P. Daly and S. Balogh regarding the upcoming Cannabis Legislation.

S. Balogh noted that pertinent policies and procedures are in the 2018-2019 review cycle and some have been moved forward to be reviewed sooner. Policy II-28 Alcohol, Tobacco and Drug Education and Abuse in Schools was reviewed in March 2018, but will be reviewed to ensure it encompasses the legislation.

Questions regarding discipline, illegal possession, and vaping were asked and answered.

A. Quinn suggested there would be value to increase the budget for education regarding programming for vaping/cannabis. P. Daly noted the Board is waiting to receive word if funding is coming from the Ministry.

5. Information Items

5.1 Procedure VI-24 Fraud Management (R. Nego)

5.2 Procedure VI-72 Election Audit Compliance Committee (R. Nego, P. Daly)

5.3 Procedure VI-77 Procedure for ESL Student Reception, Orientation, Placement and Programming (A. Prkacin, S. Balogh)

5.4 Procedure VI-80 Prior Learning Assessment and Recognition (PLAR) For Day School Students (C. McGillicuddy, S. Balogh)

5.5 Procedure VI-59 School Fundraising Activities (P. Daly, S. Balogh)

5.6 Procedure VI-08 School Security (R. Merrick, S. Balogh)

5.7 Procedure VI-53 Optional French Programs (Extended, Mid-Extended) (A. Prkacin, S. Balogh)

5.8 Upcoming Policy Agenda Items November 13, 2018 (S. Balogh)

5.8.1 Policy II-11 Daily Teacher Plans (S. Balogh)

5.8.2 Policy II-20 Child Abuse (C. Cipriano)

5.8.3 Policy II-23 Child Care Facilities (R. Merrick)

5.8.4 Policy II-37 Volunteers in Catholic Schools (S. Balogh)

5.8.5 Policy II-44 Student Mental Health (C. Cipriano)

5.8.6 Policy II-46 Assessment and Evaluation (A. Prkacin)

5.8.7 Procedure VI-32 Child Abuse and Protection of Students (C. Cipriano)

5.8.8 Procedure VI-78 Community Planning and Facilities Partnerships (R. Merrick)

5.8.9 Procedure VI-55 Assessment and Evaluation - Academic Dishonesty and Plagiarism (A. Prkacin)

5.8.10 Procedure VI-56 Assessment and Evaluation - Late and Missed Assignments (A. Prkacin)

5.8.11 Procedure VI-29 Supervised Alternative Learning (A. Prkacin, C. McGillicuddy)

5.8.12 Procedure VI-43 Home Instruction (A. Prkacin, S. Balogh)

5.9 Article from the Catholic Register – A. Danko

The article was mentioned in the discussion above.

The above items were presented as information.

6. Miscellaneous Information

6.1 Special Policy Committee Meeting - October 11, 2018 (P. Marai)

7. Correspondence

There was no correspondence.

8. In Camera

There was no In Camera session.

9. New Business

There was no new business

10. Motion to Excuse Absent Committee Members

All trustees were present

11. Motion to Adjourn/ Closing Prayer (A. Iantomasi)

P#68/18

Moved by: D. Rabenda

Seconded by: J. M. Rowe

That the meeting adjourn.

A. Iantomasi closed meeting with prayer at 8:08 p.m.

SPECIAL POLICY COMMITTEE MEETING MINUTES

Date: October 11, 2018
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present A. Iantomasi – by phone D. Rabenda
 H. Karabela – by phone J. M. Rowe – by phone
 P. Marai S. Trites – by phone
 J. Michael – by phone

Staff Present P. Daly, Director of Education
 S. Balogh, Superintendent of Education, School Services
 R. Merrick, Superintendent, Facility Management Services
 C. McGillicuddy, Superintendent of Education, Student Success
 R. Negoï, Superintendent, Business Services
 A. Prkacin, Superintendent of Education, Curriculum Services

Members Absent A. Danko
 A. Quinn

Recording Secretary J. Neuman

1. Call to Order

1.1 Opening Prayer (H. Karabela)

Meeting to was called to order at 7:05 prayer led by H. Karabela

2. Approvals

2.1 Approval of Agenda

P#69/18

Moved by: D. Rabenda

Seconded by: J. M. Rowe

That, the agenda be approved

CARRIED

3. Action Items

3.1 Policy I-45 Transparency and Accountability in Executive Compensation (P. Marai)

P#70/18

Moved by: D. Rabenda

Seconded by: S. Trites

That, the Policy Committee recommends that Policy I45 Transparency and Accountability in Executive Compensation, be forwarded, along with amendments, to the October 16, 2018 Regular Board Meeting for approval at second reading.

P. Marai stated that the policy has been reviewed several times and was passed at first reading in September, to be forwarded for stakeholder consultation. It was noted that the stakeholder feedback has been compiled and attached.

P. Marai responded specifically to the letter sent from the Halton Catholic Supervisory Officers' Association (HCSOA). Questions were asked and answered.

It was noted that legal council will be sought regarding concerns raised in the HCSOA letter.

A. Iantomasi disconnected from the conference call.

The chair called for a vote. Recommendation **P#70/18 CARRIED.**

In favour	Opposed
J. Michael	
H. Karabela	
S. Trites	
J.M. Rowe	
D. Rabenda	
P. Marai (Chair)	

4. Motion to Adjourn/Closing Prayer (P. Marai)

P#71/18

Moved by: S. Trites

Seconded by: D. Rabenda

That the meeting adjourn.

P. Marai closed meeting with prayer at 7:27 pm

SPECIAL POLICY COMMITTEE MEETING MINUTES

Date: October 30, 2018
Time: 7:00 p.m.
Location: Catholic Education Centre, Board Room
802 Drury Lane, Burlington, ON

Members Present A. Iantomasi (via phone) A. Quinn (via phone)
 H. Karabela D. Rabenda
 P. Marai J.M. Rowe (via phone)
 J. Michael

Members Absent A. Danko
 S. Trites

Staff Present P. Daly, Director of Education
 S. Balogh, Superintendent of Education, School Services

Recording Secretary R. Di Pietro

1. Call to Order**1.1 Opening Prayer (P. Marai)**

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

2. Approval**2.1 Approval of the Agenda**

#72/18

Moved by: D. Rabenda

Seconded by: J. Michael

That, the agenda be approved.

CARRIED

3. Action Items**3.1 Policy I-45 Transparency and Accountability in Executive Compensation
(P. Marai)**

#73/18

Moved by: A. Quinn

Seconded by: H. Karabela

That, the Policy Committee recommends that Policy I-45 Transparency and Accountability in Executive Compensation, be forwarded, along with amendments, to the November 6, 2018 Regular Board Meeting for approval at third reading.

Discussion ensued and the following additional amendments were made to the policy:

- To be consistent, "the Board" will be added throughout. For example, under *Performance Appraisal*...This will come to "Trustees" will be replaced with....This will come to "the Board"...
- Under *Ineligible Types of Compensation* the bracket portion under section vi. will be removed

- Under *Annual Objectives* replace “for” with “with” in both paragraphs. For example, The Director will draft objectives “with”The Board will draft objectives “with”

The Chair called for a vote. Recommendation **P#73/18 UNANIMOUSLY CARRIED.**

**4. Motion to Excuse Absent Committee Members
#74/18**

Moved by: H. Karabela

Seconded by: J. Michael

That, A. Danko and S. Trites be excused from the meeting.

The Chair called for a vote on **#74/18** and it **UNANIMOUSLY CARRIED.**

**5. Motion to Adjourn/Closing Prayer (P. Marai)
#75/18**

Moved by: D. Rabenda

Seconded by: J. Michael

That, the meeting adjourn.

UNANIMOUSLY CARRIED

The meeting adjourned at 7:20 p.m. with a prayer led by P. Marai.