

**REGULAR BOARD MEETING  
AGENDA**

Date: Tuesday, June 4, 2019  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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<b>1. Call to Order</b>	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (W. Charlebois)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Presentations</b>	
4.1 Special Equipment Amount (SEA)	
4.2 ABC Ontario	
<b>5. Delegations</b>	
<b>6. Approval of Minutes</b>	
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8.2 2019-2020 Trade Missions: Ontario Association of School Districts International (OASDI) and Canadian Association of Public Schools - International (CAPS-I) (T. Pinelli)	11 - 16
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9.2 Programming - Secondary Students with Gifted Identification. (P. Daly)	37 - 43

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10.	Information Items	
10.1	Student Trustees Update (W. Charlebois)	
10.2	School Educational Field Trips (L. Naar)	68 - 68
10.3	Provincial Consolidation of School Board Financial Statements Accountants' Report with Respect to the Seven-Month Period from Sept 1, 2018 to Mar 31, 2019 (A. Lofts)	69 - 100
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14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (M. Duarte)	

## MINUTES OF THE REGULAR BOARD MEETING

Date: May 21, 2019  
Time: 7:30 pm  
Location: Catholic Education Centre – Board Room  
802 Drury Lane, Burlington, ON

Trustees: B. Agnew H. Karabela  
P. DeRosa, Chair of the Board P. Murphy, Vice Chair of the Board  
M. Duarte J. O’Hearn-Czarnota  
V. Iantomasi T. O’Brien

Student Trustees: W. Charlebois S. Mazza

Trustees Excused: N. Guzzo D. Herrero

Senior Staff: S. Balogh R. Merrick  
J. Crowell J. O’Hara  
P. Daly, Secretary of the Board T. Pinelli  
A. Lofts, Treasurer of the Board A. Prkacin  
C. McGillicuddy

Also Present: L. Beraldo-Turner, President, OECTA Halton Secondary Unit  
M. Bhambra, 2019-20 Student Trustee  
J. Chanthavong, Senior Manager, Financial Services  
L. Keating, Acting Chief Officer, Research & Development  
F. Thibeault, Senior Manager, Planning and Assessment Services  
D. Suan, 2019-20 Student Trustee  
A. Swinden, Manager, Strategic Communications  
S. Viana-Azevedo, President, CUPE 5200

Recording Secretary: R. Di Pietro

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### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening Prayer, National Anthem and Oath of Citizenship (S. Mazza)

The meeting opened at 7:30 p.m. with a prayer led by Trustee Mazza.

#### 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:

Department Head

Michelle Finn appointed as Department Head effective September 1, 2019 for a period of up to four (4) years.

Curriculum Consultant

Patricia Dal Ben appointed as Curriculum Consultant effective September 1, 2019 for a period of up to three (3) years with the possibility of a one (1) year extension.

Retirements

Charlene Amlinger, Paula Leggat, Katherine Mazer, Jason Riley, and Joseph Scozzari retiring effective June 30, 2019.

Resignations

Rebecca Gilkinson resigned effective May 10, 2019. Carla Bera will resign effective August 31, 2019.

**2. Approval of the Agenda****#88/19****Moved by:** V. Iantomasi**Seconded by:** P. Murphy**RESOLVED**, that the agenda be approved.

The Chair called for a vote on **#88/19** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts on interest declared.

**4. Presentations**

There were no presentations.

**5. Delegations**

There were no delegations.

**6. Approval of Minutes****6.1 Minutes of the May 7, 2019 Regular Board Meeting****#89/19****Moved by:** B. Agnew**Seconded by:** M. Duarte**RESOLVED**, that the minutes of the May 7, 2019 Regular Board meeting be approved.

The Chair called for a vote on **#89/19** and it **UNANIMOUSLY CARRIED**.

**6.2 Minutes of the May 14, 2019 Special Board Meeting****#90/19****Moved by:** B. Agnew**Seconded by:** V. Iantomasi**RESOLVED**, that the minutes of the May 14, 2019 Special Board meeting be approved.

The Chair called for a vote on **#90/19** and it **UNANIMOUSLY CARRIED**.

**7. Business Arising from Previous Meetings****7.1 Summary of Outstanding Items from Previous Meetings**

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

**8. Action Items****8.1 Policy V-15 Environmental Stewardship (B. Agnew)**

**#91/19**

**Moved by:** B. Agnew

**Seconded by:** V. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy V-15 Environmental Stewardship be approved as amended.

The Chair called for a vote on **#91/19** and it **UNANIMOUSLY CARRIED**.

**8.2 Policy V-18 Community Engagement and Public Consultation Policy (B. Agnew)**

**#92/19**

**Moved by:** B. Agnew

**Seconded by:** V. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy V-18 Community Engagement & Public Consultation be approved at first reading.

**#92/19 (AMENDMENT)**

**Moved by:** H. Karabela

**Seconded by:** T. O'Brien

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy V-18 Community Engagement & Public Consultation be approved at first reading and include the following under Principles: This policy is guided by a commitment to: our Catholic faith; the whole child; excellence in learning; relationships and partnerships; and the importance of contributing to our communities.

The Chair called for a vote on **#92/19 (AMENDMENT)** and it **UNANIMOUSLY CARRIED**.

**#92/19 (AS AMENDED)**

**Moved by:** B. Agnew

**Seconded by:** V. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy V-18 Community Engagement & Public Consultation be approved at first reading and include the following under Principles: This policy is based on a commitment to our governing values: our Catholic faith; the whole child; excellence in learning; relationships and partnerships; and the importance of contributing to our communities.

The Chair called for a vote on **#92/19 (AS AMENDED)** and it **UNANIMOUSLY CARRIED**.

**9. Staff Reports****9.1 2019-20 Trade Missions: Ontario Association of School Districts International (OASDI) and Canadian Association of Public Schools - International (CAPS-I) (T. Pinelli)**

The Halton Catholic District School Boards approach in recruiting International Students is supporting declining enrollment in certain secondary schools, as well as, enriching the diversity and promotion of global education. The request is in alignment with the HCDSB International Education Strategy, to recruit students from around the world and avoiding a singular region.

**10. Information Items****10.1 Student Trustees Update (S. Mazza)**

The following update was provided:

- 2019-20 Student Senate applications have been submitted and will be reviewed by the Secondary Principals, Vice Principals and Student Trustees.
- The last senate meeting and leadership conference will take place June 11, 2019 where the newly elected senators will attend.
- 2018-19 and 2019-20 Student Trustees will be attending the OSTA\_AECO Conference and AGM from May 23 – 26, 2019.
- Student Trustees Herrero and Mazza participated in the annual Walk with Jesus and were full of pride of the power of Catholic education.

**10.2 School Educational Field Trips (C. McGillicuddy)**

School trips were provided as information.

**10.3 2019-20 Budget Estimates Update: Grants for Student Needs (GSN) Revenue (A. Lofts)**

The Board was provided an update on forecasted Grant for Student Needs (GSN) revenues for the 2019-20 Budget.

**10.4 16th Annual Safe School Initiatives Seminar: Reboot 2019: Preventing Targeted School Violence & Lessons Learned (J. Crowell)**

The HCDSB is committed to ensuring that schools are safe, and that staff are trained to identify and assess threatening behaviour. The sessions and information gathered at the Safe Schools Initiative Seminar helped to ensure we have the most current information and research and will inform our annual strategic priorities for 2019-20.

**10.5 Construction Report - Assumption Catholic Secondary School (R. Merrick)**

An update was provided on the construction at Assumption Catholic Secondary School.

**10.6 Construction Report - St. Nicholas Catholic Elementary School (R. Merrick)**

An update was provided on the construction at St. Nicholas Catholic Elementary School.

**11. Miscellaneous Information****11.1 Minutes of the April 9, 2019 Policy Committee Meeting**

Minutes of the April 9, 2019 Policy Committee meeting provided as information.

**12. Correspondence****12.1 M. Lourenco**

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**

**#93/19**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**RESOLVED**, that Trustees Guzzo and Herrero be excused from the meeting.

The Chair called for a vote on **#93/19** and it **UNANIMOUSLY CARRIED**.

**16. Adjournment and Closing Prayer (P. DeRosa)**

**#94/19**

**Moved by:** B. Agnew

**Seconded by:** J. O'Hearn-Czarnota

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#94/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 8:13 p.m. with a prayer led by Chair DeRosa.

\_\_\_\_\_  
Secretary of the Board

\_\_\_\_\_  
Chair



**BUSINESS ARISING FROM PREVIOUS MEETINGS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS

**OUTSTANDING POLICY ITEMS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
May 21, 2019	Policy V-18 Community Engagement and Public Consultation	<i>2<sup>nd</sup> (and 3<sup>d</sup>) Reading</i>	N. Guzzo	June 18, 2019



Transportation for Gifted Students to AP Program	<b>Item 8.1</b>
Tuesday, June 4, 2019	

### Alignment to Strategic Plan

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

### Purpose

To refer Resolution #28/19 back to the Board of Trustees for further deliberation and action in light of the staff reports requested at the Policy Committee Meeting held on April 9, 2019.

### Background Information

At the Regular Board Meeting held on November 18, 2018, the Board of Trustees adopted the following motion:

**#233/18**

**Moved by:** H. Karabela

**Seconded by:** A. Danko

**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.

On January 15, 2019, the Board of Trustees adopted the following amendment to Resolution #233/18:

**#28/19 (AS AMENDED)**

**Moved by:** N. Guzzo

**Seconded by:** M. Duarte

**RESOLVED**, that the HCDSB provide transportation to identified gifted students with an Individualized Education Plan (IEP) to an AP Program if one is not available in their catchment area if requested;

**BE IT FURTHER RESOLVED**, that that resolution #233/18 be put on hold and sent back to the Policy Committee in consultation with Business Services to have this motion revised so that it is fair and equitable and allows all students the same access to transportation to the AP program;



**BE IT FURTHER RESOLVED**, that this motion would be pending approval and sustainability through the Board's budget.

**BE IT FURTHER RESOLVED**, that Resolution #233/18 remain on hold pending a Staff Report on the Vision for Student Transportation in Ontario report assisting the Board of Trustees in understanding what impact transportation will have on funding.

In accordance with Resolution #28/19, the matter was forwarded to the Policy Committee and addressed at the meeting held on April 9, 2019.

Following discussion, the Policy Committee adopted a recommendation to refer the matter back to the Board of Trustees for further consideration, contingent on the provision of the following information by staff:

1. Information around equity of access to transportation for all students to the AP program;
2. Information around the financial implications of providing transportation to the AP program;
3. Information around Ministry of Education requirements for meeting the needs of students identified as Gifted;
4. A summary of the results of the 'Gifted Parent Survey' to help Trustees determine if the Board is currently meeting the needs of students identified as Gifted in the Board.

The information requested in items 1-3 noted above is provided in Staff Report 9.2. The information requested in item 4, as noted above, is provided in Staff Report 9.1.

## Commentary

### Gifted Parent Survey

The summary of results of the 'Gifted Parent Survey' (Staff Report 9.1), indicate that:

- Academic achievement, preparation for post-secondary education and social functioning are the top three priorities for parents, consistent with responses received through the 2018 Gifted Student Survey;
- The majority of parents are satisfied with program options for secondary school, 69% and 67% for elementary and secondary panels, respectively;
- 16% of parents of elementary students and 21% of parents of secondary students felt their child's current placement was not meeting their academic needs;
- Placement options (e.g. clustered gifted classes) are not priorities for approximately 70% of respondents;

A full summary of the Gifted Parent results is provided in Staff Report 9.1.



### Transportation to Advanced Placement

Staff Report 9.2 considers the three (3) conditions stipulated in Resolution #28/19:

1. Fairness and equity for all students;
2. Financial feasibility; and
3. Ministry of Education review of student transportation.

The following summarizes the findings in Staff Report 9.2:

- The provision of transportation to the AP program for all students is not feasible or fiscally responsible given the current budgetary constraints.
- The provision of transportation to the AP program for students identified as Gifted is not a sustainable option in the current Budget process.
- The Ministry of Education has indicated that they are reviewing student transportation however there has been no indication of a timeline for completion of this review.

The provision of Transportation to the AP Program cannot be implemented in a manner that would be equitable to all students or fiscally responsible in light of the current budgetary constraints.

It is the recommendation of staff that the Transportation of students to the AP Program should not be implemented.

### Conclusion

The Policy Committee has referred resolution #28/19 back to the Board of Trustees for further deliberation. Without further action, the matter of Transportation to the AP Program for gifted students will remain on hold indefinitely.

### Resolution:

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board...	



Report Submitted &  
Approved by:

Pat Daly  
Director of Education & Secretary of the Board



<p>2019-2020 Trade Missions: Ontario Association of School Districts International (OASDI) and Canadian Association of Public Schools – International (CAPS-I)</p>	<p><b>Item 8.2</b></p>
<p>Tuesday, June 4, 2019</p>	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging: Embracing relationships & sustaining safe, welcome schools.**

### Purpose

The purpose of this report is to share information about Halton Catholic District School Board’s (HCDSB) requested attendance at upcoming Trade Missions: Milan, Italy and Istanbul, Turkey which are recommend by the Ontario Association of School Districts International (OASDI) – *Appendix A*; and Santiago, Chile, and Hanoi/Ho Chi Minh, Vietnam which are recommended by the Canadian Association of Public Schools – International (CAPS-I) – *Appendix B*.

HCDSB is a member of OASDI, a non-profit association which represent over 30 public school boards that host international students, who offer programing from elementary through to high school graduation. OASDI is committed to advocacy and promotion of international education programs in Ontario public schools.

HCDSB is also a member of CAPS-I which is a non-profit association compromised of over 130 publicly funded school districts. All member Boards of CAPS-I offer established international student programs for various grade levels ranging from elementary through to high school graduation. CAPS-I schools set the standard for quality international student programs in Canada.

### Background Information

International Education provides tremendous benefits to our Board. Students in the 21st Century are required to be global citizens and to understand the challenges and rewards that result from living in different parts of the world. According to the Government of Canada Foreign Affairs, Trade and Development, “International” education is critical to Canada’s success and fully supports and encourages, provinces and individual educational Institutions to promote International Studies. These opportunities provide student pathways to post secondary and transition to temporary and permanent residents of Canada.



## Comments

As part of the HCDSB International Education Strategy, it is our goal to recruit students from around the world, to avoid a singular region.

The 2019/2020 OASDI trade mission to Milan and Istanbul (November 18-21, 2019) and the 2019/2020 CAPS-I trade missions to Santiago, Chile (October 23-24, 2019) and Hanoi/Ho Chi Minh, Vietnam (January 12-16, 2020) will provide a superb opportunity to develop and establish business relationships with selected top-quality agencies and government officials and gain up-to-date information for this market. The goal is to establish new partnerships and explore HCDSB's presence in South America and Asia. It will also give us an opportunity to strengthen and network with the local Canadian Embassy officials that have already been met at other events. At our HCDSB booth, we proudly display our Board promotional video, and answer questions with regard to the programs and opportunities in our secondary schools. Our focus always features our Catholic faith and values interwoven with the outstanding academic results.

## Conclusion

This year, the HCDSB has seen a decrease in the number of International Students attending our system because of global trends and issues. This International Students provide immense value to our students and school communities. Our approach in recruiting International Students is supporting declining enrollment in certain secondary schools, as well as, enriching the diversity and promotion of global education. This request is in alignment with the HCDSB International Education Strategy, to recruit students from around the world and avoiding a singular region.

## 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 request for travel outside of Canada by one senior staff member to attend the OASDI Trade Mission November 18-21, 2019 and the CAPS-I Trade Missions October 23-24, 2019 and January 12-16, 2020.

**Item 8.2 |** 2019-2020 Trade Missions: Ontario Association of School Districts International (OASDI) and Canadian Association of Public Schools – International (CAPS-I) Trade Missions

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**Report Prepared by:** T. Pinelli  
Superintendent of Education, School Services

**Report Submitted by:** T. Pinelli  
Superintendent of Education, School Services

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



MILAN



ISTANBUL

**Milan & Istanbul - November 18 - 21, 2019**

Ontario Association of School Districts International (OASDI) is pleased to invite you to apply for the 2019 Trade Mission to **Milan, Italy** and **Istanbul, Turkey**.

The 2019 OASDI Trade Mission provides a superb opportunity to develop and establish business relationships with carefully selected top-quality agencies and high-level officials, and gain up-to-date information about recent industry developments.

**WHY ATTEND?**

- explore and empower market presence in **Western Europe** and **Turkey**
- strengthen current partnerships and establish new ones
- meet **owners** and **executives** of **24 quality pre-selected agencies** from **Italy, France, Switzerland, Benelux** and **Turkey**
- network with Canadian Embassy and Consulate officials

**ITINERARY:**

**November 18** - Day 1 - Welcome dinner

**November 19** - Day 2 - Business day - Milan, Italy

**November 20** - Day 3 - Travel day - Milan to Istanbul\*

**November 21** - Day 4 - Business day - Istanbul, Turkey

*Itinerary are subject to change*

*\*Individual arrangements*

**REGISTRATION DEADLINE:**

Please express your interest by **May 16, 2019**.

**PRICE INCLUDES:**

- pre-selection and recruitment of education agencies
- 4-star meeting venues with internet connection
- welcome dinner at a traditional Italian restaurant
- presentations by Canadian Embassy and Consulate officials
- 12 one-on-one meetings with agencies from **Italy, France, Switzerland** and **Benelux**
- 12 one-on-one meetings with agencies from **Turkey**
- meals and refreshments during business days
- networking cocktail receptions
- complete event management
- handbook featuring agency profiles with pictures
- additional agent contacts from waitlist (if applicable)

**PRICE EXCLUDES:**

- airfare to and from Europe/Asia
- accommodation arrangements
- local travel arrangements and airport transfers
- meals and refreshments during travel days

**PRICE:**

- Price per one representative: **\$5,950 CAD**
- Price per one additional representative\*: **\$650 CAD**

*\*Representatives of the same school district will share the same table and meeting schedule with agencies.*





**Santiago, Chile - October 23-24, 2019**

Canadian Association of Public Schools - International (CAPS-I) is pleased to invite you to apply for the 2019 Trade Mission to **Santiago, Chile**.

The **2019 CAPS-I Trade Mission** provides a superb opportunity for well-established, urban ISPs to explore and establish business relationships with carefully screened top-quality agencies and high-level officials, and gain up-to-date information about recent industry developments.

### WHY ATTEND?

- explore and empower market presence in **Latin America**
- strengthen current partnerships and establish new ones
- meet **owners and executives** of **15 quality pre-selected agencies** from **Argentina, Bolivia, Chile, Paraguay, Peru** and **Uruguay**
- network with Canadian Embassy officials

### ITINERARY:

**October 23** - Day 1 - Welcome dinner and briefing

**October 24** - Day 2 - Business day

*Itinerary subject to change*

For event information and to apply, please contact:  
Ms. Bonnie McKie, CAPS-I Executive Director  
e: info@caps-i.ca, p: 403-608-8231

*Event organized in cooperation with BONARD (formerly StudentMarketing)*

# BONARD

### PRICE INCLUDES:

- pre-selection and recruitment of education agencies
- 5-star meeting venue with internet connection
- welcome dinner and briefing
- presentation by Canadian Embassy officials
- 15 one-on-one meetings with agencies from **Chile and surrounding countries**
- meals and refreshments during the business day
- networking cocktail reception
- complete event management
- handbook featuring agency profiles with pictures
- additional agent contacts from waitlist (if applicable)

### PRICE EXCLUDES:

- airfare to and from Chile
- accommodation arrangements
- local travel arrangements and airport transfers
- meals during travel days

### PRICE:

- Price per one representative: **\$4,300 CAD**
- Price per one additional representative\*: **\$350 CAD**

*\*Representatives of the same school district will share the same table and meeting schedule with agencies.*





HO CHI MINH CITY



Appendix B

HANOI



HCMC & Hanoi, Vietnam - January 12-16, 2020

Canadian Association of Public Schools - International (CAPS-I) is pleased to invite you to apply for the 2020 Trade Mission to **Ho Chi Minh City** and **Hanoi, Vietnam**.

The **2020 CAPS-I Trade Mission** provides a superb opportunity to develop and establish business relationships with carefully selected top-quality agencies and high-level officials, and gain up-to-date information about recent industry developments.

**WHY ATTEND?**

- explore and empower market presence in Vietnam
- strengthen current partnerships and establish new ones
- meet **owners and executives of 40 quality pre-selected agencies** from **Ho Chi Minh City, Hanoi** and **adjacent cities**
- network with Canadian Embassy and Consulate officials

**ITINERARY:**

**January 12** - Day 1 - Welcome dinner - Ho Chi Minh City

**January 13** - Day 2 - Business day - Ho Chi Minh City

**January 14** - Day 3 - Free day to follow up with agents\*

**January 15** - Day 4 - Travel day - Ho Chi Minh City - Hanoi

**January 16** - Day 5 - Business day - Hanoi

*Itinerary subject to change  
\*Individual arrangements*

For event information and to apply, please contact:  
Ms. Bonnie McKie, CAPS-I Executive Director  
e: info@caps-i.ca, p: 403-608-8231

**PRICE INCLUDES:**

- pre-selection and recruitment of education agencies
- 5-star meeting venues with internet connection
- welcome dinner and briefing
- presentations by Canadian Embassy & Consulate officials
- 20 one-on-one meetings with agencies from HCMC
- 20 one-on-one meetings with agencies from Hanoi and adjacent cities
- meals and refreshments during business days
- networking cocktail receptions
- complete event management
- handbook featuring agency profiles with pictures
- additional agent contacts from waitlist (if applicable)

**PRICE EXCLUDES:**

- airfare to and from Vietnam
- accommodation arrangements
- local travel arrangements and airport transfers
- meals during travel and free days

**PRICE:**

- Price per one representative: **\$4,750 CAD**
- Price per one additional representative\*: **\$700 CAD**

*\*Representatives of the same school district will share the same table and meeting schedule with agencies.*

*Event organized in cooperation with BONARD (formerly StudentMarketing)*





2019 Gifted Parent Survey Results	<b>Item 9.1</b>
Tuesday, June 4, 2019	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements:** Results-based accountability and evidence-informed decision making.

### Purpose

To provide Trustees with a summary of the feedback gathered through the 2019 Gifted Parent Survey.

### Background Information

At the Regular Board Meeting held on November 20, 2018, the Board of Trustees approved a motion to conduct a survey of parents with students identified as Gifted. The online survey was developed by Research & Development Services and Special Education Services, and eligible parents were invited to complete the survey between Wednesday April 24th, 2019 and Wednesday May 8th, 2019. A total of 484 survey links were sent out, and 227 completed survey responses were received (47% response rate). A summary of the feedback received is attached.

### Conclusion

The feedback received through the Gifted Parent Survey will help us assess our current programming and may be used to inform future programming for HCDSB Gifted students.

**Report Prepared by:** Zoe Walters  
Researcher

**Report Submitted by:** Camillo Cipriano  
Superintendent of Special Education Services  
Laura Keating  
Acting Chief Research Officer

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

2019 Survey for Parents of Gifted Children at the Halton Catholic District School Board  
Final Report May 31, 2019

## Executive Summary

**Purpose of the survey:** At the Regular Board Meeting held on November 20, 2018, the Board of Trustees approved a motion to conduct a survey of parents with students identified as Gifted. The survey was developed by Research & Development Services and Special Education Services, and results will help us assess our current programming and may be used to inform future programming for Gifted students.

**Methods:** Parents of children who have been identified as gifted through the board's IPRC process were invited to participate. Unique survey links were generated using Qualtrics Survey Software®, and sent to the list of parents identified from the HCDSB student database (Trillium Student Information Management System). Responses were graphed, and analyses included z-tests and Cronbach's alpha. A total of 484 links were sent (243 elementary, 241 secondary), and 227 surveys were completed (n=136 elementary, n=91 secondary), for a response rate of 47%.

**Findings:** The majority of parents were satisfied with program options for secondary school, 69% and 67% for elementary and secondary panels, respectively. Only 16% and 21% of elementary and secondary respondents, respectively, felt their child's current placement was not meeting their academic needs, and 72% were happy with their child's current placement in elementary, compared to 61% in secondary. Forty-six percent of elementary respondents (n = 59) would enroll their child in clustered gifted classes in high school, compared to 30% in high school. Overall, new or different placement options in secondary school (e.g. clustered gifted classes or accelerated learning) were not a priority for most respondents. A comparison of responses from the 2018 Gifted Student Survey of secondary students and the current survey were very similar, with academic achievement, preparation for post-secondary education and social functioning the top three priorities for both parent and student respondents. These results are representative across all schools and grades, though findings should not be considered representative in subgroups where we observed very low sample sizes (e.g. grade 4 parents). Cronbach's alpha, a measure of internal consistency, was between 0.88 and 0.91, considered good to excellent. Detailed results for elementary and secondary panels are attached.

**Implications:** Results suggest that most parents believe the HCDSB is meeting the needs of their gifted children. Suggested areas for improvement in the current survey were consistent with the 2018 student survey: A focus on staff professional development, enhanced program options in high school, and increased variability of courses to provide options for students who don't feel challenged. It is important to note that while programs such as AP and IB are specialized programs, they are not Special Education Programs or Placements; these programs are offered and available to all students of the Board.

**Future plans:** Research & Development is working with senior staff in three key areas related to these findings: 1) A literature review of current best practices for training educators who teach children with exceptionalities, including gifted; findings will be shared with senior staff and the Chiefs of Mental Health and of Psychological Services; 2) Assessment information that has been collected under the supervision of the Chief of Psychological Services will be evaluated for a larger initiative to evaluate mental health in secondary schools, and analyses may allow comparisons across different types of exceptionalities; and, 3) We are revising the School Climate survey, and are also working towards a Census survey (similar to school climate, provides a comprehensive overview of our students and includes demographics, school functioning, safety/belonging and mental and physical health that is not anonymous), which will be linked to student records. These surveys will improve outcomes tracking for all HCDSB students, and will allow us to better understand our students with exceptionalities.



# Gifted Parent Survey Report - Elementary

Report Prepared by:  
*Research & Development Services*  
5/31/2019

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## Introduction

This report summarizes the findings from the gifted Parent Survey at the elementary level. Between Wednesday April 24<sup>th</sup>, 2019 and Wednesday May 8<sup>th</sup>, 2019, parents of all gifted students in grades 4 through 8 who have been assessed as gifted by the Halton Catholic District School Board (HCDSB) and are currently enrolled in the HCDSB, either in Gifted or non-Gifted programming, were invited to participate. This survey sought parents' level of satisfaction with Gifted programming and their opinions regarding their child's school experience as a student identified as gifted. Note that from hereinafter, any mention of gifted students/children refers to students in grades 4-8 who have been assessed as gifted by the HCDSB<sup>1</sup> and are currently enrolled in the HCDSB, either in Gifted or non-Gifted programming.

### Survey Background

The survey was developed in response to the following motion, which was passed on November 20, 2018 by the Board of Trustees at a regular board meeting: "*BE IT RESOLVED, that the Halton Catholic District School Board request Senior Staff to conduct a survey of the parents of students currently enrolled or identified as gifted at our Board as to their satisfaction of programming available to their students.*"

### Methodology

All data was collected via one survey developed by HCDSB Research and Development Services (RADS) and Special Education Services. The survey was managed by RADS and hosted by Qualtrics Survey Software®. All data were analyzed by RADS.

### Survey Population

Consistent with the Board of Trustees' motion, the population

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<sup>1</sup> Students assessed as gifted by the HCDSB have either been internally or externally identified as gifted. If externally identified, the HCDSB re-assesses the student to confirm their gifted identification.

more than once per gifted child or forward the survey link to other email addresses. surveyed consisted of parents of gifted students in grades 4 through 8 who have been assessed as gifted by the HCDSB and are currently enrolled in the HCDSB, either in Gifted or non-Gifted programming. All members of this population were invited to complete the survey.

### Survey Distribution

Information Technology Services compiled a directory of emails, containing the email address of the primary contact for each gifted student in their database. A unique survey link was sent directly to the primary email address in the database via Qualtrics® or by a RADS staff member. If families had more than one gifted child, they received an additional link in a separate email for each additional gifted child. In total, 245 emails were sent, 2 of which bounced back.

### Controls

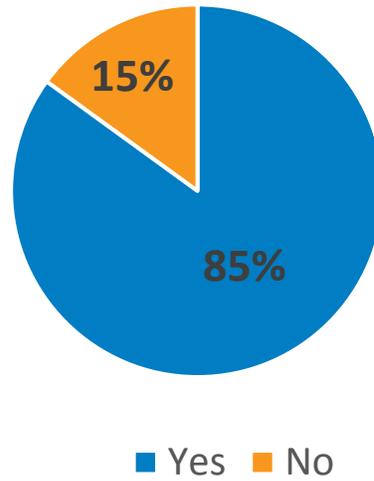
Once the unique survey link was accessed by the recipient and their responses were submitted, the link then became inactive. Respondents were unable to complete the survey It was up to the discretion of the survey link recipient who answered the survey on behalf of their gifted child; one or both parents could respond, so long as only one survey was submitted. Therefore, parents were able to submit only one response per gifted child.

### Survey Results

Aggregate survey results are discussed below to summarize participant responses. In total, 136 survey responses were received, resulting in a 56.0% response rate.

**Q: Was your child identified as gifted through the HCDSB Gifted screening process?**

(n = 136)



The majority of respondents (85%; n = 115) indicated that their child was identified as gifted through the HCDSB Gifted screening process. The remaining 21 respondents (15%) indicated that their child was identified externally, via private assessment or at a different school board.

**Q: What grade is your child in? (n = 136)**

GRADE	PERCENTAGE	COUNT
4	4%	5
5	29%	40
6	17%	23
7	18%	25
8	32%	43
<b>TOTAL:</b>	<b>100%</b>	<b>136</b>

**Q: Select your Family of Schools (n = 136)**

GRADE	PERCENTAGE	COUNT
Assumption	5%	6
Bishop P.F. Reding	19%	21
Christ the King	7%	18
Corpus Christi	6%	11
Holy Trinity	22%	30
Jean Vanier	8%	8
Notre Dame	13%	9
St. Ignatius of Loyola	15%	26
St. Thomas Aquinas	4%	7
<b>TOTAL:</b>	<b>100%</b>	<b>136</b>

**Q: Overall, I am happy with my child's current placement.** (n = 136)



The majority of respondents (72%; n = 97) either agreed or strongly agreed that they are happy with their child's current placement. Only 14% of respondents (n = 19) either disagreed or strongly disagreed with this statement.

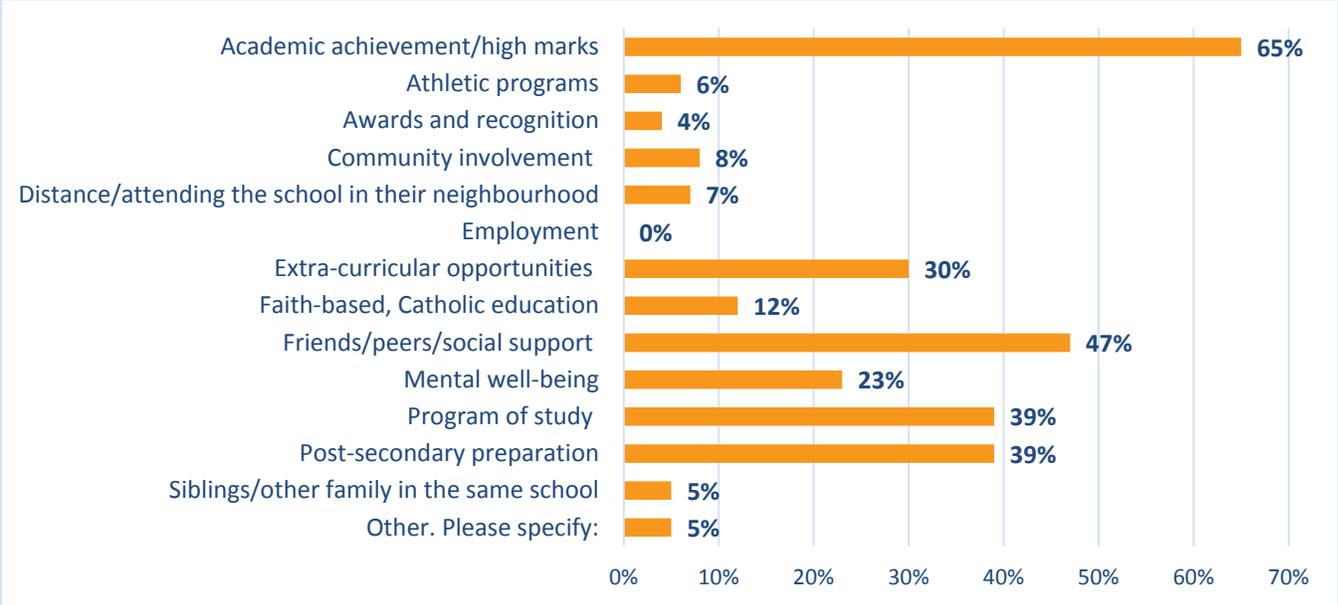
**Q: To what extent do you agree or disagree that your child's current IPRC placement meets their academic needs?** (n = 136)



The majority of respondents (69%; n = 94) either agreed or strongly agreed that their child's current IPRC placement meets their academic needs. Only 16% of respondents (n = 22) either disagreed or strongly disagreed.

**Respondents were asked to think about their child’s future secondary school experience when answering the following questions.**

**Q: What are *your* priorities for *your* child’s secondary school experience?** Please select up to three (3) responses. (n = 127)



Respondents were asked to select their top three priorities for their child’s secondary school experience. The most selected answers include: Academic achievement/High marks (65%; n = 82); Friends/peers/social support (47%; n = 60); Program of study (39%; n = 50); and Post-secondary preparation (39%; n = 50).

**Current Programming Options:** The following information was provided to help parents answer the questions below.

“Secondary students identified as gifted in the regular classroom have a Special Education Resource Teacher (SERT) who monitor their progress and advise their teachers of special needs or supports required. Gifted students in secondary can participate in a variety of enrichment activities designed to be intellectually stimulating. Academic level courses are often sufficiently challenging; however, the SERT is available to work with the classroom teacher(s) to develop a plan to differentiate the curriculum in breadth, depth and pace as needed. This programming option means a student attends the high school in their neighbourhood. Below is a brief synopsis of programming options available for secondary students in HCDSB:

**Academic Stream** (all high schools): This option has an emphasis on theoretical and conceptual learning. The focus is on critical thinking, problem solving and communication skills. This stream is to prepare students intending to pursue post-secondary options at the University level.

**Advanced Placement (AP):** This option is offered at Assumption in Burlington, Holy Trinity in Oakville, and Bishop P.R. Reding in Milton. The AP program is open to students in the HCDSB who excel in the core subject areas. Students must apply and be accepted to this program. AP courses offer university-level content to students at the grade 12 level. Students in pre-AP and AP study topics in greater depth, providing an opportunity for enhanced learning. AP courses help to develop student knowledge and critical thinking skills at a faster-pace and in greater depth than the Academic stream. If the AP program is not offered at your child's neighbourhood school, they would have to travel to the nearest school (identified above).

**International Baccalaureate (IB):** This option is offered at St. Thomas Aquinas in Oakville. The IB program is open to students in the HCDSB who excel in the core subject areas. Students must apply and be accepted to this program. The IB is an academically and rigorous balanced program which emphasizes critical and compassionate thinking, community involvement, and intercultural understanding. If St. Thomas Aquinas is not your child's neighbourhood school, they would have to travel to this location.

**Extended French (EF):** This option is offered at Notre Dame in Burlington, Holy Trinity, St. Ignatius of Loyola and St. Thomas Aquinas in Oakville, Bishop P.F. Reding in Milton, and Christ the King in Halton Hills. There are academic courses in Extended French in Grades 9 and 10, and University preparation courses in Grades 11 and 12. If the Extended French program is not offered at your child's neighbourhood school, they would have to travel to the nearest school, identified above.”

**Q: How satisfied are you with the current programming options for gifted students at the secondary level, as described above? (n = 127)**



The majority of respondents (69%; n = 88) were either satisfied or very satisfied with the current programming options for gifted students at the secondary level.

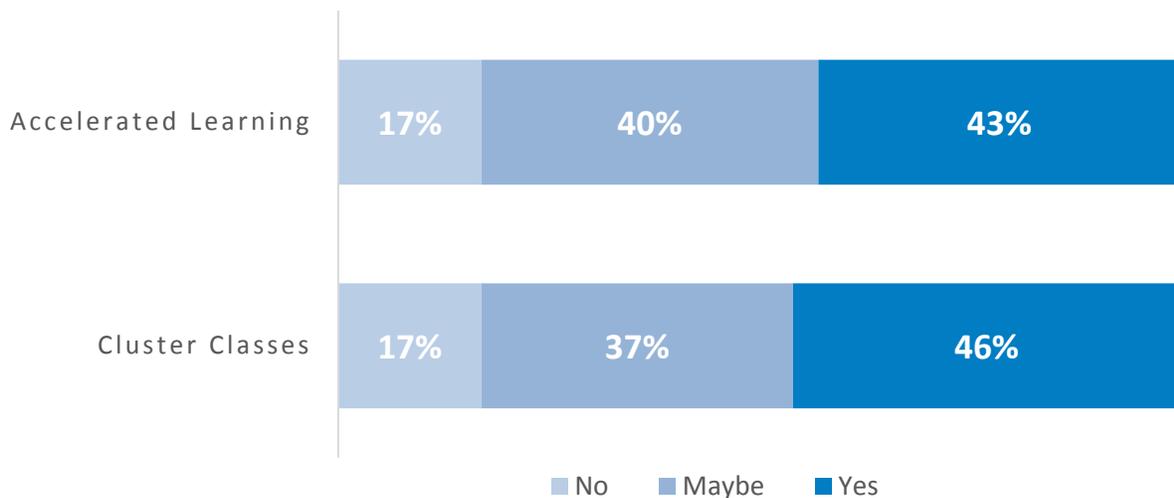
**Q: Based on the definitions above, what current secondary program would you select for your child when they enter high school? (n = 127)**

Just over half of respondents (51%; n = 65) indicated that they would select Advanced Placement (AP) for their child when they enter high school. 19 respondents (15%) said that they would select the Academic stream for their child.

Only 10 respondents (8%) said that they are seeking a program at a different board for when their child enters high school; of these, 5 had children in grade 8. When asked to indicate why they are seeking a program outside of the HCDSB, three respondents said that they prefer a program at a different board, one said they live closer to a high school from a different board, and six selected 'other'. Of the six respondents who selected other, reasons included alternative programs (n=3), transportation (n=2) and no response (n=1).

Of note, our five-year retention rate for gifted students from grade 8 to grade 9 is 80%, and most years we have gained almost as many gifted students as we have lost. An average of 6.8 gifted students left in elementary that were not replaced in secondary from another board; this number that has been declining over the past five years.

**Q: The programs below are NOT currently offered at HCDSB. If these options were to become available when your child enters high school, would you enroll your child in any of the following programs INSTEAD of the programs currently available (see descriptions above)?** (n = 127)



*Accelerated Learning: A program of learning that allows certain students to progress through school more rapidly than others which could result in achieving more than 8 credits a year (e.g., through self-paced and on-line courses).*

*Cluster Classes: This option allows gifted students to cluster with peers with high academic achievement within a regular classroom providing differentiated learning opportunities. This option would likely be offered*

*at select schools, and therefore may necessitate transportation to schools outside of your child's home school.*

Respondents were asked if they would enroll their child in Accelerated Learning and/or Cluster Classes, as defined above, if these programs were to become available for their child in high school. Less than half of respondents (43%; n = 55) indicated that they would enroll their child in an Accelerated Learning program in high school, if it were to become available. Forty-six percent of respondents (n = 59) said they would enroll their child in Cluster Classes in high school, if they were to become available.

### **Q: Do you have any additional comments? (n = 49)**

Forty-nine respondents (36%) provided a comment in the space provided. Their comments can be aggregated into the three themes listed below. The percentage provided with each theme refers to the proportion of participants who did provide an open entry response (e.g., 49). These themes do not account for all opinions expressed in the survey, but provide a summary of the most frequent comments. The qualitative data are biased towards parents who expressed dissatisfaction with programming; only 31.5% of parents who were satisfied provided a response, whereas 93.3% of dissatisfied parents provided a response<sup>2</sup>. Respondents' feedback will be shared with and reviewed by Special Education Services for planning and improvement purposes.

#### **Theme 1. More programming options for secondary students (40.8%; n = 20)**

Examples included increasing the number of AP and/or IB sites (n = 11), and adding more programming options for high achieving students in secondary (n = 7).

#### **Theme 2. Teacher training (22.4%; n= 11)**

Examples included having more qualified teachers/SERTs, and more challenge and engagement from staff. This is consistent with the literature which has reported that teacher qualifications are important to promote the success of gifted students (Biddick, 2009; Brulles & Winebrenner, 2011; Teno, 2000).

#### **Theme 3. Improve Gifted programming to better meet students' academic needs (20.4%; n = 10)**

Examples included more challenge, support, secondary preparation, enrichment opportunities, etc.

## Limitations

Due to a very small sample size, the findings in this report should not be considered representative of parents with gifted children in grades 4 or lower. The response rate of 55% indicates that the majority of parents responded, and the survey findings here do not appear to be biased in any systematic way. Therefore, the sample in this report appears to be representative of elementary grades and schools, with the exception of parents with students in grades 4 and lower.

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<sup>2</sup> Respondents' were deemed to be overall 'dissatisfied' if they answered either disagree or strongly disagree to both of the following two questions: "To what extent do you agree or disagree that your child's current IPRC placement meets their academic needs?"; "Overall, I am happy with my child's current placement." If they answered strongly agree or agree to both, they were deemed overall 'satisfied'.



# Gifted Parent Survey Report - Secondary

Report Prepared by:  
*Research & Development Services*  
5/31/2019

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## Introduction

This report summarizes the findings from the Gifted Parent Survey at the secondary level. Between Wednesday April 24th, 2019 and Wednesday May 8th, 2019, parents of all gifted students in grades 9 through 12 who have been assessed as gifted by the Halton Catholic District School Board (HCDSB) and are currently enrolled in the HCDSB, either in regular or specialized programming, were invited to participate. This survey sought parents’ level of satisfaction with Gifted programming and their opinions regarding their child’s school experience as a student identified as gifted. Note that from hereinafter, any mention of gifted students/children refers to students in grades 9-12 who have been assessed as gifted by the HCDSB<sup>1</sup> and are currently enrolled in the HCDSB, either in regular (e.g., academic, applied) or specialized (e.g., Advanced Placement, International Baccalaureate or Extended French) programming.

## Survey Background

The survey was developed in response to the following motion, which was passed on November 20, 2018 by the Board of Trustees at a regular board meeting: *“BE IT RESOLVED, that the Halton Catholic District School Board request Senior Staff to conduct a survey of the parents of students currently enrolled or identified as gifted at our Board as to their satisfaction of programming available to their students.”*

## Methodology

All data was collected via one survey developed by HCDSB Research and Development Services (RADS) and Special Education Services. The survey was managed by RADS and hosted by Qualtrics Survey Software®. All data were analyzed by RADS.

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<sup>1</sup>Students assessed as gifted by the HCDSB have either been internally or externally identified as gifted. If externally identified, the HCDSB re-assesses the student to confirm their gifted identification.

### Survey Population

Consistent with the Board of Trustees' motion, the population surveyed consisted of parents of gifted students in grades 9 through 12 who have been assessed as gifted by the HCDSB and are currently enrolled in the HCDSB, either in regular or specialized programming. All members of this population were invited to complete the survey.

### Survey Distribution

Information Technology Services compiled a directory of emails, containing the email address of the primary contact for each gifted student in their database. A unique survey link was sent directly to the primary email address in the database via Qualtrics® or by a RADS staff member. If families had more than one gifted child, they received an additional link in a separate email for each additional gifted child. In total, 242 emails were sent, 1 of which bounced back.

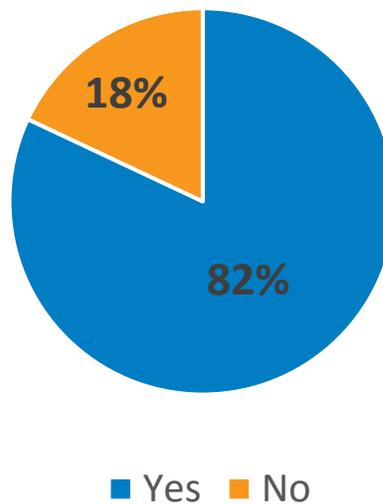
### Controls

Once the unique survey link was accessed by the recipient and their responses were submitted, the link then became inactive. Respondents were unable to complete the survey more than once per gifted child or forward the survey link to other email addresses. It was up to the discretion of the survey link recipient who answered the survey on behalf of their gifted child; one or both parents could respond, so long as only one survey was submitted. Therefore, parents were able to submit only one response per gifted child.

### Survey Results

Aggregate survey results are discussed below to summarize participant responses. In total, 91 survey responses were received, resulting in a 37.8% response rate.

**Q: Was your child identified as gifted through the HCDSB Gifted screening process?**  
(n = 91)



The majority of respondents (82%; n = 75) indicated that their child was identified as gifted through the HCDSB Gifted screening process. The remaining 16 respondents (18%) indicated that their child was identified externally, via private assessment or at a different school board.

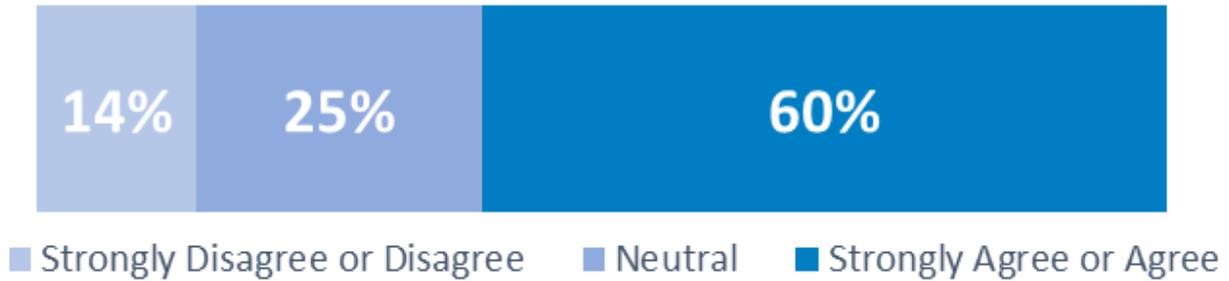
**Q: What grade is your child in?** (n = 91)

GRADE	PERCENTAGE	COUNT
9	27%	25
10	29%	26
11	22%	20
12	22%	20
<b>TOTAL:</b>	<b>100%</b>	<b>91</b>

**Q: What high school does your child attend?** (n = 91)

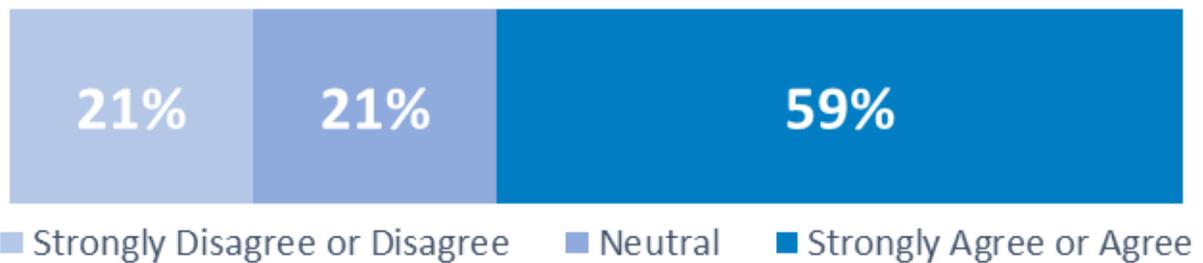
GRADE	PERCENTAGE	COUNT
Assumption	13%	12
Bishop P.F. Reding	27%	25
Christ the King	20%	18
Corpus Christi	9%	8
Holy Trinity	7%	6
Jean Vanier	2%	2
Notre Dame	0%	0
St. Ignatius of Loyola	5%	5
St. Thomas Aquinas	16%	15
<b>Total</b>	<b>100%</b>	<b>91</b>

**Q: Overall, I am happy with my child's current placement.** (n = 91)



The majority of respondents (60%; n = 55) either agreed or strongly agreed that they are happy with their child's current placement. Only 14% of respondents (n = 13) either disagreed or strongly disagreed with this statement.

**Q: To what extent do you agree or disagree that your child's current program meets their academic needs?** (n = 91)



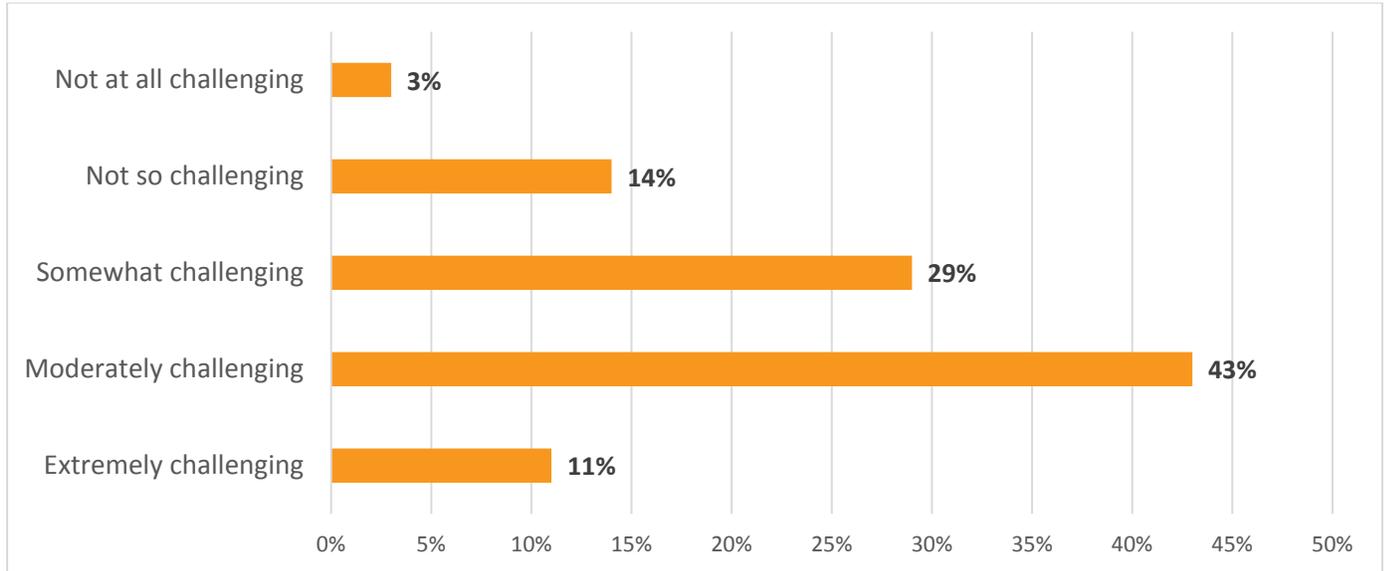
The majority of respondents (59%; n = 53) either agreed or strongly agreed that their child's current IPRC placement meets their academic needs. Only 21% of respondents (n = 19) either disagreed or strongly disagreed.

**Q: How satisfied are you with the current programming options for gifted students at the secondary level, as described above?** (n = 91)



Just over half of respondents (67%; n = 61) were either satisfied or very satisfied with the current programming options for gifted students at the secondary level.

**Q: In your opinion, how challenging is your child’s course load? (n = 91)**



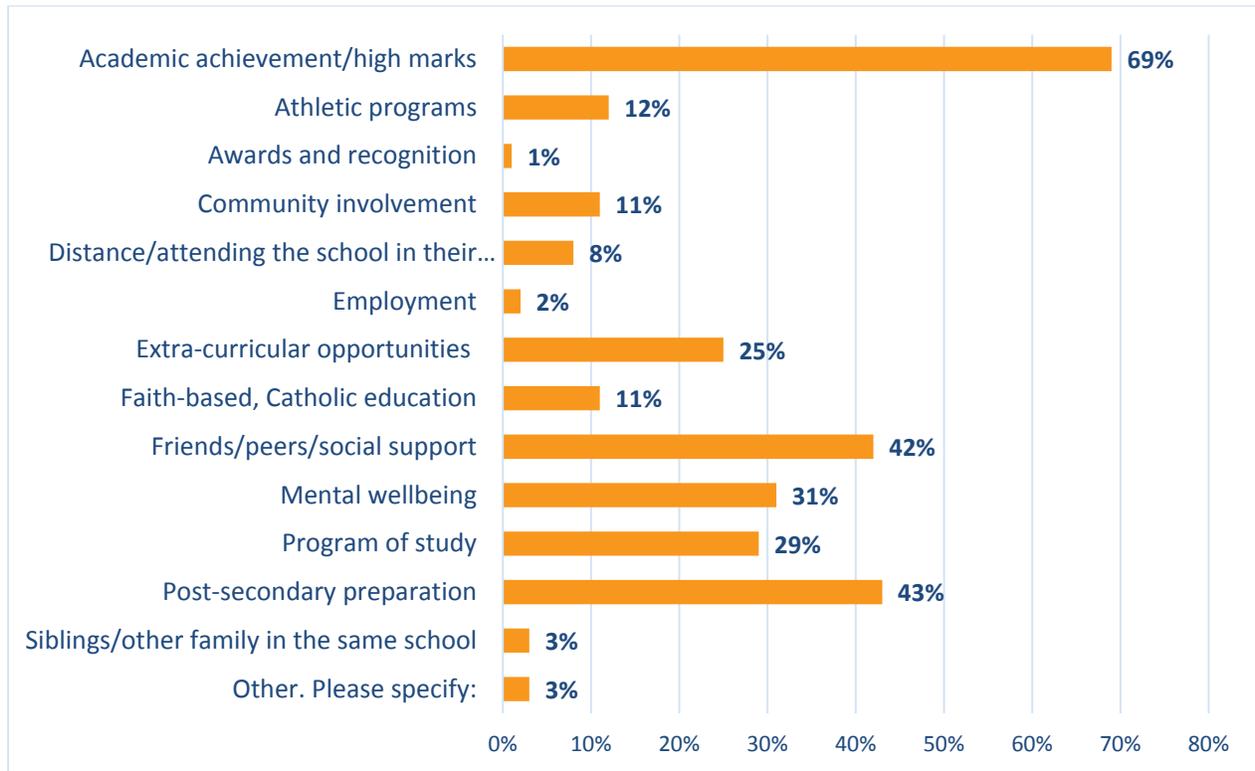
Respondents were asked to indicate how challenging their child’s course load is. The most selected answer was ‘moderately challenging’ (43%; n = 39). Only three respondents (3%) believed that their child’s course load is ‘not at all challenging’ and 10 respondents (11%) indicated the course load is ‘extremely challenging’.

**Q: Has your child changed programs since entering grade 9? (n = 91)**

RESPONSE	PERCENTAGE	COUNT
No	89%	81
Yes	11%	10
<b>TOTAL:</b>	<b>100%</b>	<b>91</b>

11% of respondents (n = 10) indicated that their child has changed programs since grade 9. Of the 10 students who have switched programs, 7 switched into Academic from AP, two switched from all or mostly AP to one AP course, and one switched from academic to AP.

**Q: What are *your* priorities for *your* child's secondary school experience?** Please select up to three (3) responses. (n = 91)



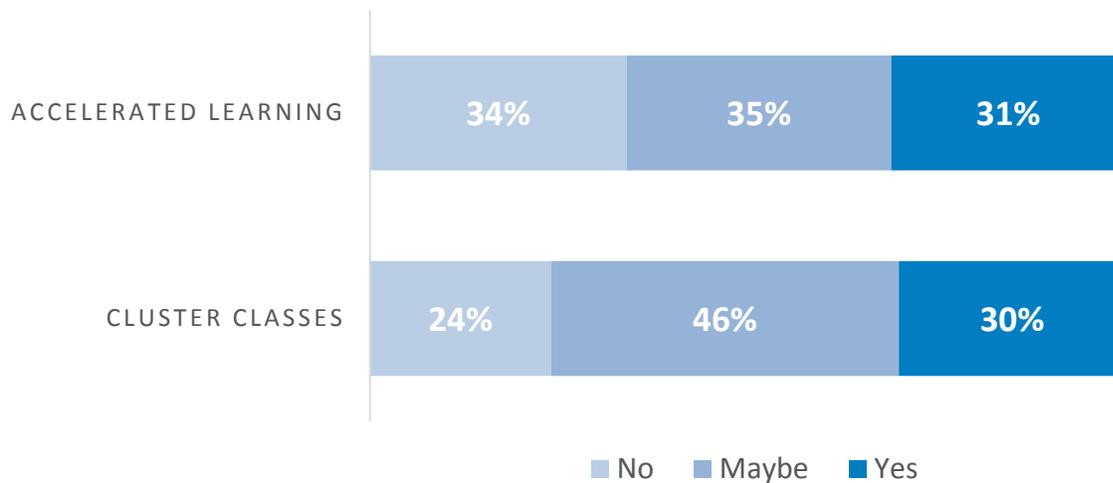
Respondents were asked to select their top three priorities for their child's secondary school experience. The most selected answers include: Academic achievement/High marks (69%; n = 63); Post-secondary preparation (43%; n = 39); and Friends/peers/social support (42%; n = 38).

**Q: The programs below are NOT currently offered at HCDSB. IF these options had been available when your child was entering high school, would you have enrolled your child in either of the following programs INSTEAD of their current program?** (n = 91)

The definitions below were provided to respondents to help answer this question:

*Accelerated Learning: A program of learning that allows certain students to progress through school more rapidly than others which could result in achieving more than 8 credits a year (i.e., through self-paced and on-line courses).*

*Cluster Classes: This option allows gifted students to cluster with peers with high academic achievement within a regular classroom providing differentiated learning opportunities. This option would likely be offered at select schools, and therefore may necessitate transportation to schools outside of your child's home school.*



Respondents were asked if they would have enrolled their child in Accelerated Learning and/or Cluster Classes, as defined above, if said programs were available when their child entered high school. Less than half of respondents (31%; n = 28) indicated that they would have enrolled their child in an Accelerated Learning program, if it had been available at the time. Thirty percent of respondents (n = 27) said they would have enrolled their child in Cluster Classes, if they had been available at the time.

**Q: Do you have any additional comments?**

Forty respondents (44%) provided a comment in the space provided. Their comments can be aggregated into the four themes listed below. The percentage provided with each theme refers to the proportion of participants who did provide an open entry response (e.g., 40). These themes do not account for all opinions expressed in the survey, but provide a summary of the most frequent comments. The qualitative data are biased towards parents who expressed dissatisfaction with programming; only 31.1% of parents who were satisfied provided a response, whereas 81.8% of dissatisfied parents provided a response<sup>2</sup>. Respondents’ feedback will be shared with and reviewed by Special Education Services for planning and improvement purposes.

**Theme 1. Improve Gifted programming to better meet students’ academic needs** (i.e., more challenge, support, post-secondary preparation, enrichment opportunities, etc.) (30%; n= 12)

**Theme 2. More programming options for secondary students (28%; n = 11)**

Examples included increasing the number of AP and/or IB sites (n = 6); adding more programming options for high achieving students in secondary (n = 5).

<sup>2</sup> Respondents’ were deemed to be overall ‘dissatisfied’ if they answered either disagree or strongly disagree, or very unsatisfied or unsatisfied, to all of the following three questions: “To what extent do you agree or disagree that your child’s current IPRC placement meets their academic needs?”; “Overall, I am happy with my child’s current placement.”; “How satisfied are you with the current programming options for gifted students at the secondary level, as described above?”. If they answered strongly agree or agree to all, they were deemed overall ‘satisfied’.

### **Theme 3. Teacher training (20%; n= 8)**

Examples included having more qualified teachers/SERTs, and more challenge and engagement from staff. This is consistent with the literature which has reported that teacher qualifications are important to promote the success of gifted students (Biddick, 2009; Brulles & Winebrenner, 2011; Teno, 2000).

### **Theme 4. Social functioning (20%; n = 8)**

Examples included the importance of being connected with non-gifted students and having the opportunity to participate in extra-curricular activities

## Key Messages

When comparing the results of the 2018 Gifted survey, administered to gifted secondary students, to the current survey, there are several common findings. First, the secondary students' top three priorities for their high school experience correspond to the top three priorities of secondary parents: academic achievement/high marks (93.7%), Post-secondary preparation (76.4%), and social interactions (i.e., socializing with friends, relationships) (69.9%). Second, the means (averages) of the scores given by both secondary students and parents regarding their agreement that the courses/programs meet their (child's) academic needs are similar ( $3.65 \pm 0.8$  and  $3.60 \pm 0.9$ , respectively;  $z = -0.6$ ,  $p = 0.6$ ). Further, the means (averages) of the scores given by both secondary students and parents regarding their happiness with their (child's) current stream/program are also similar ( $3.7 \pm 0.9$  and  $3.5 \pm 1.16$ , respectively;  $z = -0.9$ ,  $p = 0.4$ ). These findings suggest there is good agreement on the options and programming in secondary school between students and parents.

Also of note, all specialized programs (i.e., AP, IB, EF) are open to all students.

## Limitations

Due to no response rates, the findings in this report should not be considered representative of parents whose children attend Notre Dame secondary school. Though a response rate of almost 40% means that the majority of parents did not respond, the survey findings here do not appear to be biased in any systematic way. Therefore, the sample in this report appears to be representative of secondary grades and schools, with the exception of parents with students at Notre Dame Secondary School.



Programming – Secondary Students with Gifted Identification	<b>Item 9.2</b>
Tuesday, June 4, 2019	

**Alignment to Strategic Plan**

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

**Purpose**

At the Regular Board Meeting held on January 15, 2019, the Board of Trustees adopted the following resolution:

**#28/19 (AS AMENDED)**

**Moved by:** N. Guzzo

**Seconded by:** M. Duarte

**BE IT RESOLVED**, that the HCDSB provide transportation to identified gifted students with an Individualized Education Plan (IEP) to an AP Program if one is not available in their catchment area if requested;

**BE IT FURTHER RESOLVED**, that that resolution #233/18 be put on hold and sent back to the Policy Committee in consultation with Business Services to have this motion revised so that it is fair and equitable and allows all students the same access to transportation to the AP program;

**BE IT FURTHER RESOLVED**, that this motion would be pending approval and sustainability through the Board’s budget.

**BE IT FURTHER RESOLVED**, that Resolution #233/18 remain on hold pending a Staff Report on the Vision for Student Transportation in Ontario report assisting the Board of Trustees in understanding what impact transportation will have on funding.

This report provides Trustees with the information requested in Resolution 28/19 and the information requested by the Policy Committee on April 9, 2019.



## Background Information

As defined in *Special Education in Ontario, K-12 Policy and Resource Guide, 2017* (the Guide), Intellectual-Giftedness is defined as ‘*an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated*’.

Under the Guide, Boards are required to establish Special Education Plans. These plans must list the Ministry’s categories and definitions of exceptionalities and must describe the ways in which the Board’s Identification, Placement and Review Committee (IPRC) applies them in making decisions on identification and placement.

The Ministry of Education reviews the School Board’s Special Education Plan to ensure that the information provided is consistent with the Ministry’s categories and definitions of exceptionalities, and that these terms are the terms used by the IPRC in its statement of decision.

### Special Education Plan Requirements

The Board’s Special Education Plan must:

- Describe the ways in which the Board’s SEAC is involved in providing advice on determining the range of placements offered.
- Acknowledge that the placement of a student in a regular class is the first option considered by an IPRC.
- Outline ways in which a student can be integrated into the regular classroom when the placement meets the student’s needs and is in accordance with the parent’s preferences.
- Outline specific information about each type of placement provided at the elementary and secondary levels.
- List for each category of exceptionality, the range of placement options available, along with the criteria for admission, the admission process, and the criteria for determining the level of support provided in each placement, including the board’s criteria for assigning intensive support for students who are in need of a great deal of assistance.
- State the maximum class size for each type of special education class.
- List the criteria used for determining the need to change a student’s placement.
- Describe alternatives that are provided when the needs of a student cannot be met within the Board’s range of placements and the ways in which the options are communicated to parents.

### Range of Placement Options

The Halton Catholic District School Board provides a range of placement options offered to students and parents, often referred to as options 1 through 5.

These placement options are described below with references pertaining to how support may look for students who have been identified as Intellectual-Gifted in *blue italics*:



1. **Placement Option #1 – Regular Classroom with Indirect Support** (from a Special Education Resource Teacher - SERT)

*Student is placed in a regular class for the entire day and the teacher receives specialized consultative services by the SERT.*

2. **Placement Option #2 – Regular Classroom with Resource Support** (in-class support from a SERT)

*Student is integrated into the regular classroom in a responsible manner, considering their need for professional and paraprofessional support and is supported by the school SERT within the classroom. If a change of support is being considered, information is gathered from specialized staff, parents and school staff as part of the problem-solving process.*

3. **Placement Option #3 – Regular Classroom with Withdrawal Assistance** (a student is withdrawn from class for specific periods to work directly with a SERT)

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

4. **Placement Option #4 – Special Education Classroom with Partial Integration** (a student attends a regional or congregated classroom outside of his/her home school for particular instruction and programming from a dedicated SERT and is integrated into that school's population through age-appropriate classes and social, athletic and other interaction.)

*Student is placed in a regional classroom with other intellectual-gifted students. These regional classes provide opportunities for growth and friendships with students from regular classes as well as from like-ability peers in a contained classroom setting. Modifications of pace, depth and complexity are provided according to the grade level Ontario curriculum.*

5. **Placement Option #5 – Special Education Classroom Full Time** (a student attends a regional or congregated classroom outside of his/her home school for particular instruction and programming from a dedicated Special Education Teacher and remains in the congregated classroom on a full-time basis with no integration with the school population.)



**Summary of Placement Options for Intellectual – Gifted Students:**

Panel	Regular Classroom with			Special Education Classrooms	
	Indirect Support	Resource Support	Withdrawal Assistance	With Partial Integration	Full Time
Elementary	✓	✓	✓	✓	
Secondary	✓	✓	✓		

**Gifted Student Survey**

Last year a survey was developed in partnership with the Research Department to gather information from students identified as Gifted in HCDSB secondary schools. The survey collected feedback from Gifted students regarding their experiences, impressions and preferences with their current programming options, opportunities and pathways in our secondary schools. The summary of the findings for the Gifted Student Survey is [available here](#).

**Survey of Gifted Parent Survey**

At the Regular Board Meeting held on November 20, 2018, the Board of Trustees approved a motion to conduct a survey of parents with students identified as Gifted. The survey would help us assess our current programming for Gifted students, and the feedback we gathered will be used to help inform our decisions around future programming for Gifted students. Results suggest that the majority of parents believe we are meeting the needs of Gifted students at the HCDSB. The suggested areas for improvement; a focus on teacher training, enhanced program options in secondary school and an increased variability of courses to provide options for students were consistent with the results of the 2018 student survey. A comparison of responses from the 2018 Gifted Student Survey of secondary students and the current survey were very similar, with academic achievement, preparation for post-secondary education and social functioning as the top three high school priorities for both samples. The summary of the findings for the Survey for Parents of Students Identified as Gifted is provided in Staff Report 9.1.

**Advanced Placement**

Previous delegations to the Board have suggested that the Advanced Placement (AP) Program would address the needs of Gifted students at the secondary level. The AP Program was introduced in our Board as an optional secondary program open to any interested students through an application process. Any student in our board who wishes to apply can do so. Transportation has not been



provided for students who live outside of our three catchment areas for AP. Because the AP programs are not designated Special Education programs, concerns have been raised as to whether it would be equitable to provide transportation to some students and not others in the same program based on a Gifted identification.

The table below developed in consultation with Halton Student Transportation Services (HSTS) provides information that considers future transportation costs for students currently enrolled in Gifted classes grade 5-8.

**Estimated Costs for Transportation to AP Programs**

OAKVILLE	REQUIRED BUSES	COST
Year 1	2 mini buses	\$ 99,566
Year 2	2 mini buses	\$101,558
Year 3	2 mini buses	\$103,589
Year 4	1 big bus 1 mini bus	\$110,316

BURLINGTON	REQUIRED BUSES	COST
Year 1	2 mini buses	\$ 99,566
Year 2	2 mini buses	\$101,558
Year 3	2 mini buses	\$103,589
Year 4	2 mini buses	\$105,661

HALTON HILLS	REQUIRED BUSES	COST
Year 1	2 mini buses	\$115,970
Year 2	2 mini buses	\$118,289
Year 3	2 mini buses	\$120,655
Year 4	1 big bus 2 mini buses	\$187,639

**Total Costs – All Municipalities**

Year 1	\$315,102
Year 2	\$321,405
Year 3	\$327, 833
Year 4	\$403,616

Given the size of the routes, there are limited sharing opportunities in some areas. **It is estimated that if transportation were made available to all students an additional investment of \$241,000 per year would be required.**

While the Board is receiving an increase in its transportation allocation for 2019-2020, we are still **projecting a transportation funding shortfall of approximately \$137,000.**



In terms of the overall Board Budget, it should be noted that while our Grants for Student Needs (GSNs) have increased in the aggregate, our actual GSN allocation per student has decreased. Similarly, while our overall Special Education funding has increased, we are still forecasting a shortfall in this area.

It should also be noted that in the 2019-20 Ministry of Education Technical paper for Education Funding, the Ministry is still committed to undertaking review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario so future transportation allocations are unclear at this point.

In terms of considering any further expansion of Advanced Placement Program locations, this would require an approval through an application process to the American/Canadian College Board.

Estimates of start-up costs to implement another Advanced Placement Program are outlined below.

**Advance Placement Program - Start-up Budget Costs**

DESCRIPTION	COST
Application for Candidacy (\$400 USD)	\$540
Principal and Teacher Professional Development	\$15,000
Marketing Materials	\$5,000
Curriculum Materials/Resources	\$10,000
<b>Total</b>	<b>\$30,540</b>

The Board currently has been budgeting \$30,000 on an annual basis per site. As enrollment increases, the Advanced Placement Program will require additional support staff for Grade 11/12.

A fully implemented site will have the following estimated annual operating costs:

**Advanced Placement Program - Ongoing Operational Budget Costs**

DESCRIPTION	COST
AP Program Coordinator (0.5 VP) per site	\$70,000
Guidance Secretary (0.5 position) per site	\$24,000
Guidance teacher (0.5 position) per site	\$55,000
Membership Fee (\$400 USD) per site	\$540
Curriculum Materials/Resources per site	\$10,000



DESCRIPTION	COST
Professional Development	\$20,000
<b>Total</b>	<b>\$179,540</b>

### Conclusion

This report provides Trustees with information explaining Ministry guidelines and requirements with regard to Gifted programming and meeting the needs of students identified as Gifted in our Board, as well as information regarding potential transportation costs to Advanced Placement Programs at the Secondary level.

#### Report Prepared by:

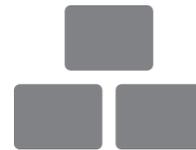
Frederick Thibeault  
Senior Manager, Planning Services

Camillo Cipriano  
Superintendent of Education (Special Education Services)

Pat Daly  
Director of Education & Secretary of the Board

#### Report Submitted & Approved by:

Pat Daly  
Director of Education & Secretary of the Board



2019-20 Budget Estimates - Draft #1	Item 9.3
June 4, 2019	

### Alignment to Strategic Plan

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

### Purpose

To provide the Board with a draft of the 2019-20 Budget Estimates.

### Background Information

- 1) Information Report 10.3, “2019-20 Budget Estimates Update: Grants for Student Needs (GSN) - Revenue” from the May 21, 2019 Regular Meeting of the Board.
- 2) Information Report 10.4, “Release of the 2019-20 Grants for Student Needs (GSN)” from the May 7, 2019, Regular Meeting of the Board.
- 3) Information Report 10.7, “2019-20 Budget Survey Results” from the March 19, 2019, Regular Meeting of the Board.
- 4) Information Report 10.3, “2019-2020 Budget Estimates Schedule, Objective and Consultation” from the February 5, 2019, Regular Meeting of the Board.

### Comments

The Ministry released the online Education Finance Information System (EFIS) forms on Friday, May 10, 2019, and the 2019-20 Technical Paper on Friday, May 24, 2019, from which staff developed a draft of the Budget for the upcoming school year.

Additional publications and reporting instruments expected but not released at this time include Grants for Student Needs – Legislative Grants for the 2019–2020 School Board Fiscal Year regulation, and 2019-20 Priorities and Partnerships Fund (PPF) funding allocations.

As of June 4, 2019, the Board’s draft financial position is an Operating Deficit of \$909,000, with an in-year Total Accumulated Deficit Available for Compliance of \$1.4 million. Table 1 summarizes the Board’s draft financial position, listing the opening and closing balances in the surplus accounts



available for compliance. The draft financial position includes additional staff to address enrolment growth and needs, summarized in Table 2, as well as program enhancements shown in Table 3.

<b>TABLE 1: 2019-20 FINANCIAL POSITION AS OF JUNE 4, 2019 (DRAFT)</b>			
	<b>OPENING BALANCE</b>	<b>IN-YEAR CHANGE</b>	<b>CLOSING BALANCE</b>
<b>Operating Surplus</b>	<b>\$1,026,000</b>	<b>(\$909,000)</b>	<b>\$117,000</b>
<b>Internally Restricted Reserves</b>			
Operating Reserve (Working Funds Reserve)	<b>\$5,206,000</b>		\$5,206,000
Indigenous Reserve	<b>\$0</b>		\$0
Capital Reserve	<b>\$8,634,000</b>	<b>(\$750,000)</b>	\$7,884,000
Capital Capacity Planning Reserve	<b>\$71,000</b>		\$71,000
Committed Capital Projects	<b>\$9,586,000</b>	\$292,000	\$9,878,000
Sinking Fund Interest Earned	<b>\$1,367,000</b>	<b>(\$76,000)</b>	\$1,291,000
<b>TOTAL Internally Restricted Reserves</b>	<b>\$24,864,000</b>	<b>(\$534,000)</b>	<b>\$24,330,000</b>
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE FOR COMPLIANCE</b>	<b>\$25,890,000</b>	<b>(\$1,443,000)</b>	<b>\$24,447,000</b>

The salary budget was developed based on the confirmed staffing complement as of March 31, 2019, adding new positions to reflect enrolment growth, and replace expected retirements and resignations. Salary reflects expected grid movements as of September 1, 2019, and salary grid increases as identified in the collective agreement extensions.

Table 2 lists staffing additions over the 2018-19 Revised Estimates, as well as the overall increase in the salary and benefits budget.

<b>TABLE 2: STAFFING ENHANCEMENTS (INCLUDED IN THE 2019-20 BUDGET)</b>			
<b>EMPLOYEE GROUP</b>	<b>POSITIONS</b>	<b>REASON</b>	<b>FTE</b>
Elementary Teachers (OECTA Elementary)	Elementary Teachers	Growth	16.0
<b>TOTAL ELEMENTARY TEACHERS</b>			<b>16.0</b>
Secondary Teachers (OECTA Secondary)	Secondary Teachers	Growth	10.3
<b>TOTAL SECONDARY TEACHERS</b>			<b>10.3</b>
School Support Staff (CUPE)	Educational Assistants	Growth	19.0
	Early Childhood Educators	Based on current enrolment levels	2.0
	School Administration staff	Redundancy due to discontinuation of funding	(7.0)
	Custodial staff	Attrition	(3.0)
	Library Technician	Unfilled Vacancy	(0.5)
<b>TOTAL SCHOOL SUPPORT STAFF</b>			<b>10.5</b>
<b>TOTAL STAFFING ENHANCEMENTS</b>			<b>36.8</b>



<b>SALARY BUDGET INCREASE due to new staff (as per the list above)</b>	<b>\$2.0 mil</b>
<b>BENEFITS BUDGET INCREASE due to new staff (as per the list above)</b>	<b>\$0.3 mil</b>
<b>SALARY BUDGET INCREASE due to grid movement &amp; compensation increases</b>	<b>\$1.8 mil</b>
<b>BENEFITS BUDGET INCREASE due to statutory/insured benefits and WSIB</b>	<b>\$0.1 mil</b>
<b>TOTAL SALARY &amp; BENEFITS BUDGET INCREASE over 2018-19 Revised Estimates</b>	<b>\$4.2 mil</b>

Table 3 outlines program enhancements that are required to accommodate an expanding system:

<b>TABLE 3: PROGRAM ENHANCEMENTS (INCLUDED IN THE BUDGET)</b>		
<b>DESCRIPTION</b>	<b>DEPARTMENT</b>	<b>\$</b>
Increases to utilities, school operation, maintenance supplies and contracted services (net of budget reductions)	Facility Management Services	\$1,149,000
Increase to transportation costs to address growth and increase in rates	Business Services	\$604,000
Temporary accommodations increase to address growth	Facility Management Services	\$400,000
Purchase of Grade 11 & 12 textbooks for Indigenous Education (net of budget reductions)	Curriculum Services	\$29,000
Increase to software license fees for IEP Writer	Special Education Services	\$11,000
Increase to software license fees for Apply to Education	Human Resources Services	\$10,000
Departmental Budget Reductions	All Departments	(\$610,000)
		<b>\$1,593,000</b>

**The figures presented in this report may change as a result of, but not limited to, the following:**

- **Staff are currently in the process of performing a complete review of the EFIS forms, to ensure all revenue information has been included and calculated properly;**
- **Adjustments to staffing and grants may be required as a result of changes in estimated enrolment;**
- **Additional operating expenses may be identified by Staff;**
- **Changes may occur to capital expenses, depreciation, amortization of deferred capital contribution or Education Development Charges (EDC) eligible expenses, as new information becomes available; and**
- **Priorities and Partnerships Fund (PPF) funding may be announced by the Ministry.**



## REVENUE PROJECTIONS (APPENDICES A-1 & E)

Revenue has been estimated at \$435.0 million - \$384.8 million in grant revenue, \$1.8 million in other provincial grants, \$2.6 million in Federal grants, \$14.3 million in other revenue including interest, recoverable salary, facility rental income, tuition fees and Education Development Charges. An additional \$13.0 million has been estimated for school generated funds and \$18.5 million in amortization of deferred capital contributions (DCC).

Appendix E outlines the Board's provincial allocation, including the capital allocation, as compared to the 2018-19 Revised Estimates, 2018-19 Original Estimates and 2017-18 Actuals. The operating allocation calculated through the EFIS forms is 1.0% higher than the 2018-19 Revised Estimates, primarily due to increases in enrolment, increases to allocation benchmarks, and the establishment of the Attrition Protection Allocation.

The capital allocation is lower than the 2018-19 Revised Estimates. The capital grants are based on the Board's estimated capital expenses for the year, which include: the Bishop Reding Catholic Secondary School (CSS) addition; St. Michael Catholic Elementary School (CES) addition and child care; and St. Peter CES child care. Temporary Accommodation funding increased by \$311,000 and reflects the realized growth in the Board.

## ENROLMENT (APPENDIX C)

Estimated Average Daily Enrolment (ADE) is the main driver for the Board's revenue and is calculated using the average of two enrolment count dates: October 31 and March 31. Enrolment projections were submitted to the Ministry in November 2018 and incorporated into the projections released by the Ministry in April 2019.

Enrolment projections have been updated as of June 4, 2019, and compared to the 2018-19 Revised Estimates forecast, projections have increased by 443.50 ADE for elementary enrolment and 467.62 ADE for secondary enrolment, resulting in a net increase of 911.12 ADE or 2.6%. Staff will conduct one additional review of the enrolment projections against actual registrations, and any required adjustments will be reflected in the Final Budget Estimates report.

## EXPENSE PROJECTIONS (APPENDICES A-2 TO A-8 & B)

Total expenses have been estimated at \$428.8 million (including compliance adjustments) with operating expenses of \$388.7 million. These expenses include the staffing and program enhancements identified in above Table 2 and Table 3.

The salary and benefits budget has been estimated at \$335.8 million, which represents 86.4% of total operating expenses, and is \$4.2 million higher than the 2018-19 Revised Estimates. This is mainly due to the staffing enhancements to address enrolment growth, grid movements and compensation increases negotiated in labour agreements.

The other operating expenses have been estimated at \$52.9 million or 13.6% of the total operating budget. The capital expenses are estimated at \$7.9 million; school generated funds expenses amount to \$13.0 million; amortization of capital assets is estimated at \$19.8 million, and future employee benefits and accrued interest adjustments amount to (\$645,000).



School budgets of \$4.4 million have been included in the operating expenses, with \$1.8 million for elementary, \$1.5 million for secondary schools, and approximately \$1.1 million for enveloped grants, reserves for March 31 enrolment adjustment and central school contingencies.

Transportation costs are estimated at \$9.6 million and include \$181,000 for provincial schools. This is an increase of \$600,000 over the 2018-19 Revised Estimates, due to the addition of new bus routes. The transportation expenses are projected to exceed the Transportation Allocation by \$137,000.

The Special Education expenses amount to \$54.6 million, of which \$52.5 million is for salary and benefits and \$2.1 million for equipment and other expenses (as listed in Appendix A-4). This represents an increase of \$2.1 million over the \$52.5 million presented in the 2018-19 Revised Estimates. The increase in expenses is mainly due to staffing additions to address growth. The Special Education Allocation is \$48.6 million, plus \$1.8 million in funding for self-contained classes and \$0.5 million from deferred revenue for Special Equipment Amount (SEA), for total Special Education revenues of \$50.9 million for enveloping purposes. As a result, the projected Special Education shortfall for the 2019-20 Budget Estimates is \$3.7 million. It should, however, be noted that there are other areas within the GSN that are meant to complement the Special Education expenditures, such as the Teacher Qualification and Experience Allocation, but they are not clearly tracked through the EFIS forms.

The Board Administration and Governance expenses, including salary and benefits and other operating expenses, amount to \$11.2 million (as listed in Appendix A-5), as compared to \$11.6 million at 2018-19 Revised Estimates. The decrease primarily relates to reductions in fees and contractual expenses. Once all relevant funding sources are considered, it is expected that the Board will be in compliance with the enveloping provision for this grant.

Staff will review all enveloping provisions to present to Trustees at the June 18, 2019, Regular Board meeting.

### **CAPITAL PROJECTIONS (APPENDIX A-1, A-2, AND D)**

As the Board reports to the Ministry using Public Sector Accounting Board (PSAB) standards, capital assets are recorded on the Statement of Financial Position and amortization and deferred capital contributions are recorded on the Statement of Operations. Appendix D outlines the capital projects budgeted for the 2019-20 fiscal year, including funding sources for each project.

Construction of capital assets are funded in part by the Ministry (referred to as “supported funding”), and in part by the Board’s reserves (referred to as “unsupported funding”). Once construction is complete, capital assets are amortized over their useful life. The Ministry provides a grant to cover the portion of the amortization expense related to the Ministry supported funding, referred to as amortization of deferred capital contributions. This amounts to \$18.4 million for 2019-20, as outlined in Appendix A-1. However, as mentioned under the Expense Projections section above and in Appendix A-2, amortization expense is estimated at \$19.8 million. The difference of \$1.4 million is funded through other areas of the budget.

### **UPDATED 2019-20 BUDGET SCHEDULE (APPENDIX F)**

As the budget schedule indicates, staff intends to file the Final Budget Estimates with the Ministry by the June 28, 2019 deadline. The Final Budget Estimates for 2019-20 will be presented at the June 18, 2019, Regular Board Meeting.



## Conclusion

This draft of the 2019-20 Budget Estimates reflects projected funding based on the EFIS forms completed to date and projected expenses based on available information to date.

Additional analysis will be completed by staff to finalize the 2019-20 estimated revenues and expenses. Staff will complete a review of the enrolment projections, staffing complements and other operating expenses, and determine any necessary changes. Further, staff will complete a review of the EFIS forms to ensure all revenue information has been included and calculated properly and that the expenses are appropriately allocated and enveloped.

**Report Prepared by:** J. Chanthavong  
Senior Manager, Financial Services

**Report Reviewed by:** A. Lofts  
Superintendent of Business Services and Treasurer of the Board

**Report Submitted by:** A. Lofts  
Superintendent of Business Services and Treasurer of the Board

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

**Halton Catholic District School Board**  
**Revenue**  
**2019/2020 Budget Estimates**

**Appendix A-1**

	2019/2020 Budget Estimates	2018/2019 Revised Estimates	2018/2019 Budget Estimates	2017/2018 Actuals
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)
<b>OPERATING REVENUE</b>				
<b>Province of Ontario</b>				
Legislative Grants	293,600,520	295,193,657	290,158,929	275,778,672
Municipal Taxes	91,228,142	86,905,840	87,776,400	87,054,739
	<u>384,828,662</u>	<u>382,099,497</u>	<u>377,935,329</u>	<u>362,833,411</u>
<b>Other Provincial Grants</b>				
Prior Year Grant Adjustment - Operating	-	-	-	70,586
Other Provincial Grants	1,803,728	4,044,927	3,639,883	4,239,157
	<u>1,803,728</u>	<u>4,044,927</u>	<u>3,639,883</u>	<u>4,309,743</u>
<b>Other Revenue</b>				
Government of Canada	2,592,740	2,610,287	2,610,287	2,946,857
Tuition Fees	2,539,300	2,975,340	2,766,650	3,078,716
Use of Schools/Rentals	1,475,000	1,475,000	1,475,000	1,368,616
Cafeteria/Vending Funds/Uniform Commissions	-	-	-	61,778
Interest Revenue	100,000	150,000	150,000	216,625
Donations	-	-	-	2,748
Miscellaneous Recoveries	-	13,000	-	185,493
Recoveries - Secondments	1,678,200	2,160,417	1,869,000	5,237,441
Miscellaneous Revenue	1,496,000	1,604,190	1,310,000	2,169,873
EDC Revenue	7,000,000	7,000,000	7,000,000	6,908,727
	<u>16,881,240</u>	<u>17,988,234</u>	<u>17,180,937</u>	<u>22,176,874</u>
<b>School Generated Funds Revenue</b>	<u>13,000,000</u>	<u>13,000,000</u>	<u>13,000,000</u>	<u>12,568,400</u>
<b>Amortization of Deferred Capital Contribution</b>	<u>18,446,547</u>	<u>16,295,796</u>	<u>16,115,077</u>	<u>17,722,821</u>
<b>Total Operating Revenue</b>	<u><b>434,960,177</b></u>	<u><b>433,428,454</b></u>	<u><b>427,871,226</b></u>	<u><b>419,611,249</b></u>
<b>Available for Compliance</b>				
(Surplus) Deficit - Operating	909,022	(195,872)	(272,533)	(283,196)
Available for Compliance - Transfer from (to) Internally Reserve (Note #1)	533,708	(572,593)	(1,002,006)	(3,486,885)
<b>Total (Surplus) Deficit Available for Compliance</b>	<u><b>1,442,730</b></u>	<u><b>(768,465)</b></u>	<u><b>(1,274,539)</b></u>	<u><b>(3,770,081)</b></u>
<b>Unavailable for Compliance</b>				
Unavailable for Compliance (PSAB Adjustment)	(186,386)	(176,450)	(176,450)	(167,074)
Amortization of EFB - Retirement Gratuity & ERIP Liability	-	-	-	-
Amortization of EFB - Retirement/Health/Dental/Life Insurance	(458,218)	(458,218)	(458,218)	(458,218)
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	(144,711)
Revenues Recognized for Land	(7,000,000)	(7,000,000)	(7,000,000)	(5,855,219)
<b>Total Unavailable for Compliance (Surplus)</b>	<u><b>(7,644,604)</b></u>	<u><b>(7,634,668)</b></u>	<u><b>(7,634,668)</b></u>	<u><b>(6,625,222)</b></u>
<b>Total Annual (Surplus) Deficit</b>	<u><b>(6,201,874)</b></u>	<u><b>(8,403,133)</b></u>	<u><b>(8,909,207)</b></u>	<u><b>(10,395,302)</b></u>
<b>Total Revenue After PSAB Adjustment</b>	<u><b>\$ 428,758,303</b></u>	<u><b>\$ 425,025,321</b></u>	<u><b>\$ 418,962,019</b></u>	<u><b>\$ 409,215,947</b></u>

<b>Note #1</b>				
Transfer (to) from Working Funds Reserve		(800,000)	(800,000)	(1,000,000)
Net Transfer (to) from School Activities Reserve		463,898		(265,509)
Net Transfer (to) from Other Board Reserve		840,515		(578,462)
Net Transfer (to) from Capital Reserve		(1,500,000)	(550,000)	(2,000,000)
Net Transfer (to) from Committed Capital Projects	457,326	346,612	271,612	280,704
Net Transfer (to) from Committed Sinking Fund	76,382	76,382	76,382	76,382
	<u>\$ 533,708</u>	<u>\$ (572,593)</u>	<u>\$ (1,002,006)</u>	<u>\$ (3,486,885)</u>

**Halton Catholic District School Board  
Expenditure Summary  
2019/2020 Budget Estimates**

Appendix A-2

	2019/2020 Budget Estimates	2018/2019 Revised Estimates	2018/2019 Budget Estimates	2017/2018 Actuals
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)
<b>Classroom Instruction</b>				
Classroom Teachers	226,204,700	221,611,900	220,616,600	210,861,305
Occasional Teachers	4,477,000	4,400,000	4,192,900	4,439,294
Early Childhood Educators (E.C.E) and Supply	9,404,600	9,116,000	8,968,000	8,591,520
Teacher Assistants	25,047,400	23,712,000	23,054,000	23,072,068
Textbooks & Classroom Supplies	6,735,334	8,253,543	7,743,886	6,618,547
Computers	2,441,300	2,940,452	2,320,900	3,025,077
Professionals, Paraprofessionals & Technical	13,636,900	13,658,283	13,749,600	12,047,003
Library and Guidance	6,002,220	5,921,874	5,647,920	4,783,745
Staff Development	1,592,431	2,735,131	2,428,170	3,508,917
<b>Subtotal Classroom Instruction (Appendices A-3 &amp; A-4)</b>	<b>295,541,885</b>	<b>292,349,183</b>	<b>288,721,976</b>	<b>276,947,476</b>
<b>Non Classroom - School Support Services</b>				
School Administration (Appendix A-3)	22,074,072	22,321,126	21,863,987	22,316,026
Teacher Consultants (Appendices A-3 & A-4)	5,022,940	5,539,275	5,361,280	4,051,553
Continuing Education (Appendix A-7)	6,743,940	8,161,392	7,363,453	7,634,374
<b>Subtotal School Support Services</b>	<b>33,840,952</b>	<b>36,021,793</b>	<b>34,588,720</b>	<b>34,001,953</b>
<b>Recoverable Expenses</b>	<b>1,678,200</b>	<b>2,160,417</b>	<b>1,869,000</b>	<b>5,246,190</b>
<b>Other Non Classroom</b>				
Board Administration (Appendix A-5)	11,241,588	11,552,793	10,881,293	11,104,615
Transportation (Appendix A-8)	9,644,764	9,041,007	9,391,621	7,881,622
<b>Subtotal Other Non Classroom</b>	<b>20,886,352</b>	<b>20,593,800</b>	<b>20,272,914</b>	<b>18,986,237</b>
<b>Pupil Accommodation</b>				
School Operations and Maintenance	33,057,047	32,124,500	31,989,500	29,495,803
Temporary Accommodations	3,700,000	3,300,000	3,300,000	2,869,441
Debt Charges	47,375	47,375	47,375	47,375
Debenture Payments	7,865,424	8,469,341	8,469,341	9,041,339
<b>Subtotal Pupil Accommodations (Appendix A-6)</b>	<b>44,669,846</b>	<b>43,941,216</b>	<b>43,806,216</b>	<b>41,453,958</b>
<b>School Generated Funds expenses</b>	<b>13,000,000</b>	<b>13,000,000</b>	<b>13,000,000</b>	<b>12,423,689</b>
<b>Amortization expense</b>	<b>19,785,672</b>	<b>17,593,580</b>	<b>17,337,861</b>	<b>20,323,518</b>
<b>Total Expenses Before PSAB Adjustments</b>	<b>\$ 429,402,907</b>	<b>\$ 425,659,989</b>	<b>\$ 419,596,687</b>	<b>\$ 409,383,020</b>
<b>PSAB Adjustments</b>				
Increase in Employee Future Benefits	(458,218)	(458,218)	(458,218)	-
(Decrease) in Accrued Interest on Debentures	(186,386)	(176,450)	(176,450)	(167,074)
<b>Total PSAB Adjustment</b>	<b>\$ (644,604)</b>	<b>\$ (634,668)</b>	<b>\$ (634,668)</b>	<b>\$ (167,074)</b>
<b>Total Expenses After PSAB Adjustments</b>	<b>\$ 428,758,303</b>	<b>\$ 425,025,321</b>	<b>\$ 418,962,019</b>	<b>\$ 409,215,947</b>

**Halton Catholic District School Board**  
**Instruction Expenditures**  
**2019/2020 Budget Estimates**

**Appendix A-3**

	<b>2019/2020 Budget Estimates (in PSAB Format)</b>	<b>2018/2019 Revised Estimates (in PSAB Format)</b>	<b>2018/2019 Budget Estimates (in PSAB Format)</b>	<b>2017/2018 Actuals (in PSAB Format)</b>
<b>CLASSROOM</b>				
<b>Regular Day School</b>				
Classroom Teachers - Salaries & Benefits	205,165,300	200,948,000	199,391,800	189,967,130
Classroom Teachers - ESL - Salaries & Benefits	2,952,200	3,071,000	3,218,000	3,220,216
Classroom Teachers - Travel	9,300	10,000	10,000	6,868
Occasional Teachers - Salaries & Benefits	4,345,000	4,367,000	4,159,900	4,329,682
Early Childhood Educators (E.C.E) - Salaries and Benefits	9,019,600	8,731,000	8,628,000	8,241,268
Supply E.C.E - Salaries and Benefits	385,000	385,000	340,000	350,252
Textbooks and Classroom Material	5,077,684	6,681,275	6,348,466	5,001,957
Furniture and Equipment	337,530	487,343	377,100	588,158
Computer - Furniture & Equipment	417,800	683,175	103,400	694,710
Computer - Supplies & Services	1,637,200	1,745,277	1,705,500	1,508,261
Prof. & Paraprofessionals - Computer - Salaries & Benefits	1,906,600	1,833,500	2,045,500	2,037,236
Prof. & Paraprofessionals - Salaries & Benefits	2,680,600	2,638,000	2,491,000	2,332,111
Prof. & Paraprofessionals - Supplies & Equipment	865,100	1,004,383	983,700	786,437
Library and Guidance - Salaries & Benefits	5,614,000	5,512,000	5,263,000	4,456,293
Library and Guidance - Books & Supplies	388,220	409,874	384,920	327,452
Staff Development	1,460,231	2,645,631	2,373,670	3,388,906
<b>Subtotal Classroom</b>	<b>\$ 242,261,365</b>	<b>\$ 241,152,458</b>	<b>\$ 237,823,956</b>	<b>\$ 227,236,938</b>
<b>NON-CLASSROOM</b>				
<b>Regular Day School</b>				
Teacher Consultants - Salaries & Benefits	2,108,600	2,594,000	2,487,215	2,352,591
Teacher Consultants - Supplies & Services	477,840	543,675	490,465	428,004
Program Leadership Leads - Salaries & Benefits	1,085,700	1,046,000	1,028,000	-
Program Leadership Leads - Supplies & Services	33,900	36,000	36,000	-
<b>Subtotal Consultants</b>	<b>\$ 3,706,040</b>	<b>\$ 4,219,675</b>	<b>\$ 4,041,680</b>	<b>\$ 2,780,595</b>
<b>School Administration</b>				
School Administration - Salaries & Benefits	20,792,300	20,844,000	20,623,000	20,916,323
School Administration - Supplies & Services	1,281,772	1,477,126	1,240,987	1,399,703
<b>Subtotal School Administration</b>	<b>\$ 22,074,072</b>	<b>\$ 22,321,126</b>	<b>\$ 21,863,987</b>	<b>\$ 22,316,026</b>
<b>Subtotal Non-Classroom</b>	<b>\$ 25,780,112</b>	<b>\$ 26,540,801</b>	<b>\$ 25,905,667</b>	<b>\$ 25,096,621</b>
Recoverable Salaries & Benefits	\$ 1,678,200	\$ 2,160,417	\$ 1,869,000	\$ 5,246,190
<b>Total Instruction</b>	<b>\$ 269,719,677</b>	<b>\$ 269,853,676</b>	<b>\$ 265,598,623</b>	<b>\$ 257,579,748</b>

**Halton Catholic District School Board  
Special Education Expenditures  
2019/2020 Budget Estimates**

**Appendix A-4**

	<b>2019/2020 Budget Estimates (in PSAB Format)</b>	<b>2018/2019 Revised Estimates (in PSAB Format)</b>	<b>2018/2019 Budget Estimates (in PSAB Format)</b>	<b>2017/2018 Actuals (in PSAB Format)</b>
<b>CLASSROOM</b>				
Classroom Teachers - Salaries & Benefits	18,027,400	17,527,100	17,941,000	17,618,037
Classroom Teachers - Travel	50,500	55,800	55,800	49,054
Teacher Assistants - Salaries & Benefits	25,047,400	23,712,000	23,054,000	23,072,068
Supply Teacher Assistants - Salaries & Benefits	132,000	33,000	33,000	109,612
Textbooks and Classroom Material	801,220	314,525	247,920	382,777
Furniture & Equipment	518,900	770,400	770,400	645,654
Computer Equipment	386,300	512,000	512,000	822,105
Prof. & Paraprofessionals - Salaries & Benefits	8,045,000	8,065,000	8,112,000	6,789,917
Prof. & Paraprofessionals - Supplies & Equipment	139,600	117,400	117,400	101,302
Workshops	132,200	89,500	54,500	120,011
<b>Subtotal Classroom</b>	<b>\$ 53,280,520</b>	<b>\$ 51,196,725</b>	<b>\$ 50,898,020</b>	<b>\$ 49,710,538</b>
<b>NON-CLASSROOM</b>				
Consultants - Salaries & Benefits	1,259,100	1,258,000	1,258,000	1,210,625
Consultants - Supplies & Services	57,800	61,600	61,600	60,333
<b>Subtotal Non-Classroom</b>	<b>\$ 1,316,900</b>	<b>\$ 1,319,600</b>	<b>\$ 1,319,600</b>	<b>\$ 1,270,958</b>
<b>Total Special Education Expenses</b>	<b>\$ 54,597,420</b>	<b>\$ 52,516,325</b>	<b>\$ 52,217,620</b>	<b>\$ 50,981,497</b>

**Halton Catholic District School Board**  
**Board Administration and Governance Expenditures**  
**2019/2020 Budget Estimates**

Appendix A-5

	2019/2020 Budget Estimates (in PSAB Format)	2018/2019 Revised Estimates (in PSAB Format)	2018/2019 Budget Estimates (in PSAB Format)	2017/2018 Actuals (in PSAB Format)
<b>Governance / Trustees</b>	<b>\$ 227,000</b>	<b>\$ 208,800</b>	<b>\$ 213,800</b>	<b>\$ 169,053</b>
<b>Director and Supervisory Officers</b>				
Salaries & Benefits	1,737,400	1,716,000	1,759,000	2,155,652
Supplies & Services	113,350	120,700	120,700	126,751
Furniture & Equipment	6,100	6,900	6,900	1,866
Other Expenditures	54,950	58,500	58,500	11,927
<b>Subtotal Director and Supervisory Officers</b>	<b>\$ 1,911,800</b>	<b>\$ 1,902,100</b>	<b>\$ 1,945,100</b>	<b>\$ 2,296,196</b>
<b>Business and General Administration</b>				
Salaries & Benefits	4,392,136	4,246,584	4,073,584	3,992,818
Supplies & Services	268,500	299,243	270,630	159,863
Furniture & Equipment	25,300	30,900	30,900	20,785
Fees & Contractual Services	545,550	776,048	599,120	845,454
Other Expenditures	169,550	213,067	213,067	210,479
Parent Engagement Expenses	27,000	37,959	27,000	33,146
<b>Subtotal Business and General Administration</b>	<b>\$ 5,428,036</b>	<b>\$ 5,603,801</b>	<b>\$ 5,214,301</b>	<b>\$ 5,262,544</b>
<b>Human Resources</b>				
Salaries & Benefits	2,005,300	1,910,000	1,791,000	1,676,096
Supplies & Services	100,709	90,709	90,709	129,573
Furniture & Equipment	9,500	9,500	9,500	4,171
Fees & Contractual Services	367,279	602,553	402,553	485,351
Other Expenditures	12,600	12,600	12,600	13,301
<b>Subtotal Human Resources</b>	<b>\$ 2,495,388</b>	<b>\$ 2,625,362</b>	<b>\$ 2,306,362</b>	<b>\$ 2,308,492</b>
<b>Information Technology</b>				
Salaries & Benefits	740,000	730,500	731,500	614,566
Supplies & Services	18,800	31,000	19,000	28,158
Furniture & Equipment	10,300	12,000	12,000	11,517
Other Expenditures	9,400	10,000	10,000	14,133
<b>Subtotal Information Technology</b>	<b>\$ 778,500</b>	<b>\$ 783,500</b>	<b>\$ 772,500</b>	<b>\$ 668,374</b>
<b>Bank Financing Charges</b>				
Operating Interest and Bank Charges	27,000	50,000	50,000	53,904
<b>Subtotal Bank Financing Charges</b>	<b>\$ 27,000</b>	<b>\$ 50,000</b>	<b>\$ 50,000</b>	<b>\$ 53,904</b>
<b>Operations &amp; Maintenance</b>				
Utilities	176,775	171,170	171,170	138,928
Building Repairs and Maintenance	100,144	105,000	105,000	104,389
Landscape and Snow Removal	31,000	33,000	33,000	32,265
Fire/Security/Monitoring	2,800	3,000	3,000	1,621
Waste Disposal	3,045	3,060	3,060	240
Contractual Services	60,100	64,000	64,000	68,610
<b>Subtotal Operations &amp; Maintenance</b>	<b>\$ 373,864</b>	<b>\$ 379,230</b>	<b>\$ 379,230</b>	<b>\$ 346,052</b>
<b>Total Board Administration &amp; Governance</b>	<b>\$ 11,241,588</b>	<b>\$ 11,552,793</b>	<b>\$ 10,881,293</b>	<b>\$ 11,104,615</b>

# Halton Catholic District School Board

Appendix A-6

## Pupil Accommodation Expenses 2019/2020 Budget Estimates

	2019/2020 Budget Estimates (in PSAB Format)	2018/2019 Revised Estimates (in PSAB Format)	2018/2019 Budget Estimates (in PSAB Format)	2017/2018 Actuals (in PSAB Format)
<b>School Operations</b>				
Salaries & Benefits	10,039,500	10,164,000	10,089,000	9,588,078
Professional Development	24,600	86,160	26,160	41,146
Community Use of Schools	141,000	150,000	150,000	192,559
Utilities - Hydro	6,450,121	6,032,095	6,032,095	4,921,040
Utilities - Natural Gas	831,054	785,368	785,368	628,716
Utilities - Water & Sewer	735,550	693,000	693,000	528,436
Maintenance - Supplies and Materials	834,960	846,044	846,044	1,141,617
Travel & Mileage	102,200	108,640	108,640	105,395
Custodial Equipment Repairs	94,000	100,000	100,000	78,271
Creative Playground Equipment	25,900	27,586	27,586	12,770
Telephone	18,000	19,118	19,118	20,599
Plant Office	15,000	66,904	66,904	72,845
School Maintenance Services	7,752,107	7,662,698	7,662,698	7,266,735
Furniture & Equipment	73,300	78,000	78,000	42,327
Professional Fees	448,500	530,278	530,278	499,010
Contractual Services - Security, Fire, etc.	4,753,060	4,059,581	4,059,581	3,672,768
Insurance	571,600	608,075	608,075	535,138
Portables Set-ups/Moving Expenses	83,200	46,000	46,000	19,225
Continuing Education/ALC Operating Costs	63,395	60,953	60,953	129,129
<b>Subtotal School Operations</b>	<b>\$ 33,057,047</b>	<b>\$ 32,124,500</b>	<b>\$ 31,989,500</b>	<b>\$ 29,495,803</b>
<b>Temporary Accommodations</b>				
Portable Leases & Moving expenses	3,700,000	3,300,000	3,300,000	2,869,441
<b>Subtotal New Pupil Places</b>	<b>\$ 3,700,000</b>	<b>\$ 3,300,000</b>	<b>\$ 3,300,000</b>	<b>\$ 2,869,441</b>
<b>Debt Charges</b>				
Debt Charges-Permanent Financing of NPF	47,375	47,375	47,375	47,375
<b>Subtotal Debt Charges</b>	<b>\$ 47,375</b>	<b>\$ 47,375</b>	<b>\$ 47,375</b>	<b>\$ 47,375</b>
<b>Other Debenture Payments</b>				
LEIP Debenture Interest	149,840	171,189	171,189	191,721
OSBFC Debenture Interest	3,824,552	4,182,502	4,182,502	4,518,343
OFA Debenture Interest	3,891,032	4,115,650	4,115,650	4,331,276
<b>Subtotal Other Debenture Payments</b>	<b>\$ 7,865,424</b>	<b>\$ 8,469,341</b>	<b>\$ 8,469,341</b>	<b>\$ 9,041,339</b>
<b>Total Pupil Accommodation</b>	<b>\$ 44,669,846</b>	<b>\$ 43,941,216</b>	<b>\$ 43,806,216</b>	<b>\$ 41,453,958</b>

**Halton Catholic District School Board  
Continuing Education Expenditures  
2019/2020 Budget Estimates**

	<b>2019/2020 Budget Estimates (in PSAB Format)</b>	<b>2018/2019 Revised Estimates (in PSAB Format)</b>	<b>2018/2019 Budget Estimates (in PSAB Format)</b>	<b>2017/2018 Actuals  (in PSAB Format)</b>
<b>Continuing Education</b>				
Salaries & Benefits	5,080,227	6,326,906	5,547,643	5,727,137
Supplies and Services	301,027	307,347	288,671	334,921
Furniture & Equipment	16,000	26,700	26,700	36,095
Fees & Contractual Services	189,682	137,379	137,379	78,480
Renovations	-	212,670	212,670	436,859
Leases/Rentals	1,157,004	1,150,390	1,150,390	1,020,882
<b>Total Continuing Education</b>	<b>\$ 6,743,940</b>	<b>\$ 8,161,392</b>	<b>\$ 7,363,453</b>	<b>\$ 7,634,374</b>

**Halton Catholic District School Board  
Transportation Expenditures  
2019/2020 Budget Estimates**

**Appendix A-8**

	<b>2019/2020 Budget Estimates (in PSAB Format)</b>	<b>2018/2019 Revised Estimates (in PSAB Format)</b>	<b>2018/2019 Budget Estimates (in PSAB Format)</b>	<b>2017/2018 Actuals (in PSAB Format)</b>		
<b>Transportation - General</b>						
Salaries & Benefits	514,451	505,624	466,575	429,064	1.75%	10.26%
Supplies and Services	47,036	40,189	42,772	35,807	17.04%	9.97%
Furniture & Equipment	7,258	10,696	6,742	3,596	-32.14%	7.65%
Fees & Contractual Services	148,615	134,574	127,570	112,216	10.43%	16.50%
<b>Subtotal Transportation - General</b>	<b>717,360</b>	<b>691,083</b>	<b>643,659</b>	<b>580,684</b>	<b>3.80%</b>	<b>11.45%</b>
<b>Transportation - Home to School</b>	<b>8,927,404</b>	<b>8,349,924</b>	<b>8,747,962</b>	<b>7,300,939</b>	<b>6.92%</b>	<b>2.05%</b>
<b>Total Transportation</b>	<b>\$ 9,644,764</b>	<b>\$ 9,041,007</b>	<b>\$ 9,391,621</b>	<b>\$ 7,881,622</b>	<b>6.68%</b>	<b>2.70%</b>

**Halton Catholic District School Board  
Summary of Expenses by Expense Type  
2019/2020 Budget Estimates**

Appendix B

	2019/2020 Budget Estimates	% of total budget	\$ increase (from 18/19 to 19/20)	% increase (from 18/19 to 19/20)	2018/2019 Revised Estimates	% of total budget	2017/2018 Actuals	% of total budget
<b>Operating</b>								
Salary & Wages	287,850,997	74.1%	3,845,450	1.4%	284,005,547	73.5%	270,432,171	73.5%
Employee Benefits	47,952,715	12.3%	324,902	0.7%	47,627,813	12.3%	44,778,214	12.3%
<b>Total Salaries and Benefits</b>	<b>335,803,712</b>	<b>86.4%</b>	<b>4,170,352</b>	<b>1.3%</b>	<b>331,633,360</b>	<b>85.8%</b>	<b>315,210,385</b>	<b>85.8%</b>
Professional Development	911,374	0.2%	(643,394)	-41.4%	1,554,768	0.4%	1,600,150	0.4%
Supplies & Services	27,176,899	7.0%	(2,040,374)	-7.0%	29,217,273	7.6%	25,762,651	7.6%
Replacement Furniture & Equipment	2,500	0.0%	-	0.0%	2,500	0.0%	266	0.0%
Operating Interest	27,000	0.0%	(23,000)	-46.0%	50,000	0.0%	53,904	0.0%
Rentals & Leases	4,432,578	1.1%	296,467	7.2%	4,136,111	1.1%	3,587,983	1.1%
Fees & Contractuals	18,442,114	4.7%	1,085,916	6.3%	17,356,198	4.5%	15,669,557	4.5%
Other	751,255	0.2%	(697,838)	-48.2%	1,449,093	0.4%	4,641,323	0.4%
ALC Lease/Rentals	1,157,004	0.3%	6,614	0.6%	1,150,390	0.3%	1,020,881	0.3%
<b>Total Other Operating</b>	<b>52,900,724</b>	<b>13.6%</b>	<b>(2,015,609)</b>	<b>-3.7%</b>	<b>54,916,333</b>	<b>14.2%</b>	<b>52,336,715</b>	<b>14.2%</b>
<b>Total Operating</b>	<b>388,704,436</b>	<b>100.0%</b>	<b>2,154,743</b>	<b>0.6%</b>	<b>386,549,693</b>	<b>100.0%</b>	<b>367,547,100</b>	<b>100.0%</b>
<b>Capital</b>								
Debt Charges & Interest	47,375	0.6%	-	-	47,375	0.6%	47,375	0.0%
OSBFC Debenture Interest Payments	3,824,552	48.3%	(357,950)	-8.6%	4,182,502	49.1%	4,518,343	0.0%
OFA Debenture Interest Payments	4,040,872	51.1%	(245,967)	-5.7%	4,286,839	50.3%	4,522,996	0.0%
<b>Total Capital</b>	<b>7,912,799</b>	<b>100.0%</b>	<b>(603,917)</b>	<b>-7.1%</b>	<b>8,516,716</b>	<b>100.0%</b>	<b>9,088,714</b>	<b>100.0%</b>
<b>PSAB Adjustments</b>								
<b>School Generated Funds</b>	<b>13,000,000</b>	<b>40.4%</b>	<b>-</b>	<b>0.0%</b>	<b>13,000,000</b>	<b>43.4%</b>	<b>12,423,689</b>	<b>43.4%</b>
<b>Amortization expenses</b>	<b>19,785,672</b>	<b>61.6%</b>	<b>2,192,092</b>	<b>12.5%</b>	<b>17,593,580</b>	<b>58.7%</b>	<b>20,323,518</b>	<b>58.7%</b>
Increase in Employee Future Benefits	(458,218)	-1.4%	-	-	(458,218)	-1.5%	-	-1.5%
(Decrease) in Accrued Interest on Debenture	(186,386)	-0.6%	(9,936)	5.6%	(176,450)	-0.6%	(167,074)	-0.6%
	<b>(644,604)</b>	<b>-2.0%</b>	<b>(9,936)</b>	<b>1.6%</b>	<b>(634,668)</b>	<b>-2.1%</b>	<b>(167,074)</b>	<b>-2.1%</b>
<b>Total PSAB Adjustments</b>	<b>32,141,068</b>	<b>100.0%</b>	<b>2,182,156</b>	<b>7.3%</b>	<b>29,958,912</b>	<b>100.0%</b>	<b>32,580,133</b>	<b>100.0%</b>
<b>Total Expenses</b>	<b>\$ 428,758,303</b>	<b>100.0%</b>	<b>3,732,982</b>	<b>0.9%</b>	<b>\$ 425,025,321</b>	<b>100.0%</b>	<b>\$ 409,215,947</b>	<b>100.0%</b>

**Halton Catholic District School Board  
Average Daily Enrolment (ADE)  
2019/2020 Budget Estimates**

	2019/2020 ORIGINAL ESTIMATES				2018/2019 REVISED ESTIMATES				2018/2019 ORIGINAL ESTIMATES				2017/2018 Actual ADE
	Projected FTE Oct 31/19	Projected FTE Mar 31/20	Projected ADE	% Change	Actual FTE Oct 31/18	Projected FTE Mar 31/19	Revised ADE	% Change	Projected FTE Oct 31/18	Projected FTE Mar 31/19	Original ADE	% Change	
	JK	2,136.00	2,160.00	2,148.00	1.5%	2,109.00	2,122.00	2,115.50	4.4%	2,019.00	2,033.00	2,026.00	
SK	2,222.00	2,249.00	2,235.50	1.8%	2,189.00	2,202.00	2,195.50	0.9%	2,171.00	2,182.00	2,176.50	0.9%	2,157.50
Gr. 1 to 3	7,039.00	7,065.00	7,052.00	0.0%	7,032.00	7,078.00	7,055.00	1.6%	6,925.00	6,969.00	6,947.00	-0.6%	6,985.50
Gr. 4 to Gr. 8	12,255.00	12,278.00	12,266.50	3.1%	11,865.00	11,920.00	11,892.50	2.0%	11,630.00	11,682.00	11,656.00	1.4%	11,494.00
Elementary Day School Enrolment	23,652.00	23,752.00	23,702.00	1.9%	23,195.00	23,322.00	23,258.50	2.0%	22,745.00	22,866.00	22,805.50	0.4%	22,724.50
Secondary Day School Enrolment	12,947.64	12,668.54	12,808.09	3.8%	12,482.39	12,198.55	12,340.47	0.8%	12,374.23	12,121.96	12,248.10	7.0%	11,446.76
Total Day School ADE	36,599.64	36,420.54	36,510.09	2.6%	35,677.39	35,520.55	35,598.97	1.6%	35,119.23	34,987.96	35,053.60	2.6%	34,171.26

Notes: ADE - Average Daily Enrolment

FTE - Full Time Equivalent

Average Daily Enrolment (ADE) is based on 50% of March 31 FTE plus 50% Oct 31 FTE

% change equals the increase (decrease) in ADE from the prior year, or prior cycle

Halton Catholic District School Board  
**Capital Budget**  
**2019/2020 Budget Estimates**

Projects	Total Estimated Project Budget	Total 2019/2020 Expenses	Funding Sources					Total Funding
			Capital Priorities	Child Care Capital	School Condition Improvement	School Renewal	Other*	
Bishop Reding CSS Addition	20,130,036	9,000,000	6,942,984	2,057,016				9,000,000
St. Michael CES Addition & Childcare	3,122,284	2,793,457	1,265,014	1,528,443				2,793,457
St. Peter CES Childcare	2,571,270	2,428,285		2,428,285				2,428,285
School Improvement Projects	7,200,000	7,200,000			3,800,000	1,150,000	2,250,000	7,200,000
								-
<b>TOTAL</b>	<b>33,023,590</b>	<b>21,421,742</b>	<b>8,207,998</b>	<b>6,013,744</b>	<b>3,800,000</b>	<b>1,150,000</b>	<b>2,250,000</b>	<b>21,421,742</b>

\* Includes Proceeds of Disposition and Capital Reserve

**Halton Catholic District School Board**  
**GSN Calculations**  
**2019/2020 Budget Estimates**

Appendix E

	2019/2020 Original Budget	% Change from 2018/2019 Revised Estimates	2018/2019 Revised Budget	% Change from 2018-19 Original Budget	% Change from 2017-18 Actuals	2018/2019 Original Budget	2017-18 Actuals
Enrolment Forecast - JK/SK	4,383.50	1.68%	4,311.00	2.58%	1.55%	4,202.50	4,245.00
- 1 to 3	7,052.00	-0.04%	7,055.00	1.55%	0.99%	6,947.00	6,985.50
- 4 to 8	12,266.50	3.14%	11,892.50	2.03%	3.47%	11,656.00	11,494.00
Enrolment Forecast - Elementary	23,702.00	1.91%	23,258.50	1.99%	2.35%	22,805.50	22,724.50
- Secondary	12,808.10	3.79%	12,340.47	0.75%	7.81%	12,248.10	11,446.76
	36,510.10	2.56%	35,598.97	1.56%	4.18%	35,053.60	34,171.26
Pupil Foundation Grant - JK/SK	27,505,410	0.42%	27,389,421	2.58%	3.26%	26,700,079	26,524,713
Pupil Foundation Grant - 1 to 3	40,660,704	0.77%	40,348,251	1.55%	2.00%	39,730,588	39,555,184
Pupil Foundation Grant - 4 to 8	58,857,611	1.59%	57,934,908	2.03%	5.68%	56,782,787	54,822,702
Pupil Foundation Grant - 7 to 8: Preparing for Success in High School	1,053,637	5.79%	996,005	-0.33%		999,287	
Pupil Foundation Grant - Secondary	62,527,479	-14.91%	73,481,822	0.75%	9.18%	72,931,801	67,303,858
Total Pupil Foundation Allocation	190,604,841	-4.77%	200,150,407	1.52%	6.35%	197,144,543	188,206,457
School Foundation Grant - Elementary	15,652,539	2.72%	15,238,046	1.49%	2.57%	15,013,924	14,855,819
School Foundation Grant - Secondary	8,351,143	4.10%	8,022,436	0.47%	7.45%	7,984,733	7,466,160
Additional Compensation for Principals & Vice Principals	260,771	34.83%	193,401	0.00%	-12.95%	193,401	222,175
Total School Foundation Allocation	24,264,453	3.46%	23,453,883	1.13%	4.04%	23,192,058	22,544,154
SEPPA - JK to Grade 3	11,613,894	1.46%	11,446,472	3.82%	4.45%	11,024,849	10,958,384
SEPPA - Grade 4 to 8	9,569,342	4.02%	9,199,681	3.91%	6.79%	8,853,198	8,614,983
SEPPA - Secondary	6,596,684	4.67%	6,302,648	2.61%	11.26%	6,142,055	5,665,002
Special Education Equipment Amount	1,728,051	1.94%	1,695,158	1.18%	1.79%	1,675,470	1,665,271
Special Incidence Portion	1,300,000	0.00%	1,300,000	0.00%	1.78%	1,300,000	1,277,222
Differentiated Special Education Needs Amount (DSENA)	16,585,736	5.23%	15,761,527	0.00%	2.31%	15,761,527	15,405,825
Multidisciplinary Teams Amount	742,861	2.78%	722,793	0.00%		722,793	
Behavioural Expertise	498,701	102.71%	246,023	0.99%	32.63%	243,607	185,494
Total Special Education Allocation	48,635,269	4.20%	46,674,302	2.08%	6.63%	45,723,499	43,772,181
Total Language Allocation	9,163,294	8.23%	8,466,120	0.79%	8.88%	8,399,633	7,775,563
Total Learning Opportunities Allocation	2,580,925	-56.84%	5,980,540	0.27%	-7.39%	5,964,451	6,457,481
Total Continuing Education and Other Programs Allocation	2,230,194	3.24%	2,160,137	-2.45%	-2.05%	2,214,282	2,205,274
Teacher Qualification and Experience Allocation	24,438,412	-3.96%	25,446,119	-3.97%	-3.50%	26,496,788	26,368,581
ECE Q&E Allocation	2,269,342	-1.13%	2,295,236	-6.32%	-2.87%	2,450,103	2,362,969
New Teacher Induction Program (NTIP)	282,197	-4.24%	294,698	-5.81%	15.19%	312,869	255,837
Attrition Protection Allocation	11,518,010	NEW					
Restraint Savings	(140,878)	0.00%	(140,878)	0.00%	0.00%	(140,878)	(140,878)
Total Transportation Allocation	9,507,908	15.81%	8,210,055	1.53%	7.15%	8,085,987	7,662,434
Total Administration and Governance Allocation	10,815,898	1.41%	10,665,100	1.03%	12.23%	10,556,364	9,503,134
Total School Operations Allocations	35,617,982	3.50%	34,414,140	1.44%	6.24%	33,926,832	32,391,359
Community Use of Schools	477,234	3.67%	460,344	0.00%	3.30%	460,344	445,632
Indigenous Education Allocation	295,114	0.22%	294,466	11.44%	-21.94%	264,238	377,237
Safe Schools	627,401	3.58%	605,740	1.49%	5.94%	596,876	571,756
Rural and Northern Education Allocation	44,398	-17.92%	54,093	0.00%	2.25%	54,093	52,902
Permanent Financing of NPF	47,375	0.00%	47,375	0.00%	0.00%	47,375	47,375
<b>TOTAL: OPERATING</b>	<b>373,279,369</b>	<b>1.01%</b>	<b>369,531,877</b>	<b>1.03%</b>	<b>5.32%</b>	<b>365,749,457</b>	<b>350,859,448</b>
Deduct:							
Minor TCA	(9,331,984)	1.01%	(9,238,297)	1.03%	5.32%	(9,143,736)	(8,771,486)
Add:							
Trustees' Association Fee	43,017	0.00%	43,017	0		43,017	43,017
<b>TOTAL OPERATING ALLOCATION</b>	<b>363,990,402</b>	<b>1.01%</b>	<b>360,336,597</b>	<b>1.03%</b>	<b>5.32%</b>	<b>356,648,738</b>	<b>342,130,979</b>
Capital Grants	18,021,742	-43.29%	31,781,026	3.67%	55.43%	30,656,328	20,447,225
Minor TCA	9,331,984	1.01%	9,238,297	1.03%	5.32%	9,143,736	8,771,486
School Renewal Allocation	4,723,207	2.04%	4,628,574	1.38%	4.46%	4,565,509	4,430,977
Temporary Accommodations - Capital	3,668,724	9.25%	3,358,000	0.00%	93.54%	3,358,000	1,735,000
Retrofitting School Space for Child Care				0.00%	0.00%		-
Capital Debt Support - Interest Portion	7,476,079	-6.85%	8,025,635	0.00%	-6.09%	8,025,635	8,546,061
<b>TOTAL CAPITAL ALLOCATION</b>	<b>43,221,736</b>	<b>-24.21%</b>	<b>57,031,532</b>	<b>2.30%</b>	<b>29.57%</b>	<b>55,749,208</b>	<b>44,015,003</b>
<b>TOTAL FUNDING ALLOCATION</b>	<b>\$ 407,212,138</b>	<b>-2.43%</b>	<b>\$ 417,368,129</b>	<b>1.21%</b>	<b>8.09%</b>	<b>\$ 412,397,946</b>	<b>\$ 386,145,982</b>

**Halton Catholic District School Board**  
**2019-20 Budget Estimates Schedule**

Date	Completed	Item	Description of Activity
September 28th	✓	Ministry Memorandum 2018:SB17	District School Board Enrolment Projections for 2019-20 to 2022-23 memorandum issued
November 16th	✓	ADM Memorandum	Ministry invitation for 2019-20 Education Funding feedback
November 23rd	✓	Ministry Memorandum 2018:SB17	District School Board Enrolment Projections for 2019-20 to 2022-23 submitted to the Ministry
January 23rd	✓	Ministry Memorandum 2019:B03	Ministry invitation for Hiring Practices and Class Size Engagement
January 28th	✓	Budget Estimates Schedule & Objectives	Discuss 2019-20 Budget Estimates Schedule & Objectives at Administrative Council
February 4th	✓	Budget Process Memorandum	Distribute the 2019-20 Budget Process Memorandum to Superintendents, Senior Managers, Managers
February 4th	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments
February 5th	✓	Budget Estimates Schedule & Objectives	Present 2019-20 Budget Estimates Schedule & Objectives and Provincial Consultation to the Board
February 15th	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
February 19th	✓	Public Consultation (Online Survey-Open Feb 19 to Feb 28)	Open online survey on 2019-20 Budget Estimates Process
February 25th	✓	Budget Update	Budget Estimates Update (Administrative Council) / Discussion and Approval of Departmental Submissions
February 25th	✓	SEAC Budget Presentation	Presentation on Budget Process to Special Education Advisory Committee; Budget 101 (not specific to this years budget: more of a general presentation on how Spec Ed funding is generated)
February 28th	✓	Public Consultation (Online Survey)	Close online survey on 2019-20 Budget Estimates Process
March 1st	✓	Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 8th	✓	Budget Survey	Review and collate results of online budget survey
March 11th	✓	Budget Survey	Review budget survey results at Administrative Council
March 19th	✓	Trustee Budget Working Session #1	2019-20 Budget Estimates: Trustee/Senior Staff Budget Working Session
March 19th	✓	Budget Update	Present the Board of Trustees the results of the Online Survey
March 29th	✓	Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2019-20 Budget)
March 29th	✓	School Budgets	Development of School Budgets Based on Forecasted Enrolment
April 8th	✓	Budget Update	Budget Estimates Update (Administrative Council)
April 12th		Trustee Confidential Survey	Per spring 2018 Trustee Resolution #128/18; no later than the second meeting in May, Trustees launch a confidential consultation with the Halton Catholic District School Board staff and the public, with a goal of finding savings and efficiencies in the Board budget.
April 12th	✓	Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 19th	✓	Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 19th	✓	Salary and Benefits Budget	Receive FTE staffing confirmations (by this date)
April 22th	✓	Salary and Benefits Budget	Discuss Salary and Benefits Budget at Administrative Council
April 26th	✓	Salary and Benefits Budget	Complete Salary and Benefits Budget
April 26th	✓	Ministry Memorandum 2019:B14 & 2019:B15	Grants for Student Needs (GSN) Funding for 2019-20 & 2019-20 Priorities and Partnerships Fund
May 6th	✓	Budget Update	Budget Estimates Update (Administrative Council)
May 7th	✓	Ministry Memorandum 2019:B14 & 2019:B15	Board Report - Release of the Grants for Student Needs (GSN) and Priorities and Partnerships Fund
May 10th	✓	Release of EFIS Forms	Release of EFIS Forms and Instructions
May 13th	✓	Budget Update	Budget Estimates Update (Administrative Council)
May 21st	✓	Budget Update	Present the Board of Trustees with a Budget Update
May 24th	✓	Release of Technical Paper	Release of GSN Technical Paper
May 28th	✓	Trustee Budget Consultation Session #2	2019-20 Budget Estimates: Trustee/Senior Staff Budget Consultation Session
June 3rd	✓	Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 4th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board
June 10th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 17th		SEAC Budget Presentation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
June 18th		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 21st		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 28th		Ministry Memorandum 2019	Submission of Budget Estimates to the Ministry (EFIS)
June 28th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

Note 1: Items highlighted "yellow" are to be confirmed in terms of date or title.

Note 2: Items highlighted in "green" are Board meetings.



2019 Capital Priorities List Submission	<b>Item 9.4</b>
June 4, 2019	

### Alignment to Strategic Plan

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

### Purpose

To inform Trustees of staff's upcoming recommendation for the 2019 Capital Priorities Business Case List in anticipation of the call for projects by the Ministry for its 2019 Capital Grants Program.

### Background Information

- 1) Information Report Item 10.8 "[2019 Long-Term Capital Plan \(LTCP\) Update – Draft](#)" from the May 7, 2019, Regular Meeting of the Board.
- 2) Information Report Item 10.4 "[2018-19 Annual Facility Accommodation Report](#)" from the April 2, 2019, Regular Meeting of the Board.
- 3) Information Report Item 10.3 "[Milton #3 Catholic Secondary School Business Case Submission](#)" from the November 6, 2018, Regular Meeting of the Board.
- 4) Information Report Item 10.6 "[2017 Capital Priorities Grant Ministry Funding Announcement](#)" from the March 20, 2018, Regular Meeting of the Board.
- 5) Action Report Item 8.1 "[UPDATED 2017 Capital Priorities Business Cases and Request for Early Years Capital Program \(EYCP\) Submissions](#)", from the September 5, 2017, Regular Board Meeting.

### Comments

On September 8, 2017, the Board submitted a total of eight (8) Capital Priorities Grant projects in response to Ministry Memorandum 2017: B07 Request for Capital Priorities Project Funding Submission dated June 12, 2017.

On January 19, 2018, the Minister of Education announced a total of two (2) new projects for the Board, which included additions to Bishop P. F. Reding Catholic Secondary School and St. Michael Catholic Elementary School.

On March 13, 2018, the Ministry of Education circulated its formal communication to the Board outlining which of the eight (8) projects submitted as part of the Ministry's Business Memorandum



2017: B07 were funded. Figure 1 below, summarizes the submitted business cases to the Ministry and their funding status following the announcements made by the Ministry of Education.

**Figure 1: 2017 Capital Priorities Business Case Submission**

RANK	2017 CAPITAL PROJECT DESCRIPTION	CHILDCARE	EFFECTIVE SCHOOL YEAR	STATUS OF PROJECT
1	Bishop P.F. Reding CSS Permanent Classroom Addition with 4-room childcare	Funded as submitted	2018-19	Funded as Submitted
2	Boyne Milton Secondary #3 CSS	NA	2020-21	Not Funded
3	St. Michael CES, Renovation and Addition, with 3-room childcare	Funded as submitted	2018-19	Funded as Submitted
4	St. Dominic CES Partial Rebuild	NA	2019-20	Not Funded
5	Georgetown CES – Holy Cross Rebuild project, with five-room childcare	Not Funded	2020-21	Not Funded
6	St. Marguerite CES 6 Classroom Addition	NA	2020-21	Not Funded
7	Boyne Secondary Plan Milton #10 ‘Cobben’ CES, with five-room childcare	Not Funded	2020-21	Not Funded
8	North Oakville CE#4 or CE#5 CES	Not Funded	2020-21	Not Funded

Six (6) projects remained unfunded. Of these projects, priority number 6 is no longer required as the consolidation of Holy Family and St. Marguerite d’Youville has since been rescinded by the Board of Trustees. Thus, only five (5) remain viable projects.

Leading up to and following the latest Provincial elections, the call for capital priorities was delayed by one (1) year, resulting in no capital funding approvals for 2018.

Ongoing discussions with the Ministry have indicated that a call for the 2019 Capital Priorities should be delivered through a business memorandum in the coming weeks before the summer break, with a submission date near the end of summer. Given the Board’s urgent capital needs, staff believe it is prudent to begin the discussion with Trustees as soon as possible to approve a list of priorities.

### **Proposed 2019 Capital Priorities List:**

At the May 7, 2019 Board Meeting, staff presented the draft 2019 Long-Term Capital Plan (LTCP). This plan identified proposed accommodation strategies, such as capital projects, over a 15-year planning horizon. In the past, the Ministry had requested boards to submit capital projects it expects to open no later than three years from the year of funding submission.

Based on this information, the below list provides six (6) capital priorities that staff is recommending to submit to the Ministry of Education for the 2019 Capital Priorities Grant Program:



**Figure 2: 2019 Capital Priorities Business Case Submission**

RANK	2019 CAPITAL PROJECT DESCRIPTION	CHILDCARE	TYPE	EFFECTIVE SCHOOL YEAR
1	Milton #3 CSS	NA	Growth	2021-22
2	Milton #10 'Cobben' CES	Five rooms	Growth	2021-22
3	North Oakville CE#4 or CE#5 CES	NA	Growth	2021-22
4	Vision Georgetown CES	Five rooms	Growth	2022-23
5	Holy Cross Rebuild	Five rooms	Renewal	2021-22
6	St. Dominic CES Partial Rebuild	NA	Renewal	2022-23

Priorities one (1) to four (4) are growth-related needs that are the most urgent in need and are ranked in order of the availability of the sites, accommodation pressures, and timing.

Due to the timing of the expected 2019 Capital Priorities funding submission requests and past timeline for funding announcements, projects that have been identified in the 2019 LTCP for the 2020-21 school year are expected to be completed at the earliest for the 2021-22 school year if funding is successful. Therefore, the timelines for Milton #3 Catholic Secondary School and Holy Cross Rebuild have been adjusted from the 2019 LTCP.

Of utmost urgency is the Milton #3 Catholic Secondary School project, which the Board needs funding this round of allocation if it is to be successful in opening the school to meet the accommodation pressures for the 2021-22 school year. Otherwise, the secondary schools in Milton will have reached their capacity, requiring the use of interim boundary reviews to accommodate student enrolment.

The Board would benefit from receiving funding for the other three (3) growth-related projects as soon as possible, but these are not as urgent as the proposed Priority #1.

Based on the draft 2019 LTCP, staff expect the next elementary school in North Oakville will be required for the 2021-22 school year. The determination of the next elementary school in North Oakville (#4 or #5) will depend on development activity, enrolment in the community and site availability/acquisition.

Priorities five (5) and six (6) are renewal related priorities which are less urgent given the immediate availability of space.

It should be noted that Priorities two (2), four (4), and five (5), have the opportunity to accommodate a child care component in cooperation with the Consolidated Municipal Services Manager (CMSM). This would be a carry over from the 2017 Capital Priorities List. At this time, staff is not aware whether the Ministry will be requesting child care funding proposals. If it is, the above-noted projects would seek to introduce a childcare centre of up to five (5) rooms.



Staff proposes to bring this list to the Board of Trustees as an Action Report on June 18, 2019, for consideration.

If the memorandum is not received by staff before the last Board meeting of the 2018-19 school year, staff will also seek the discretion from the Board of Trustees to make any minor alterations to the list and/or submission criteria that may be required under the upcoming grant program. Trustees would be advised in advance of the submission of any minor alterations. This is to avoid a Special Board Meeting in the summer months.

## Conclusion

It is anticipated that the Ministry will be releasing a memorandum for the 2019 Capital Grants Program in the coming weeks. In preparation, staff is proposing a list of six (6) Capital Priorities Projects, which include four (4) growth-related projects and two (2) renewal projects. A total of three (3) childcare projects are also being proposed.

Staff hopes to provide Trustees with the Ministry Memorandum before the June 18, 2019, Regular Meeting, as it will provide additional details on the submission requirements that may impact the list.

In the absence of the memorandum, staff will still proceed with seeking approvals from the Board of Trustees at the meeting above, with the caveat that staff have the discretion to make minor alterations to the list to reflect the parameters of the grant program.

The draft resolution is presented as part of this report for Trustee consideration.

## Recommendation

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

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>RESOLVED</b> , that the Halton Catholic District School Board approve the proposed ranking of the 2019 Capital Priorities Business Case Submission as follows:	
<b>RANKING</b>	<b>2019 CAPITAL PRIORITIES PROJECT LIST</b>
<b>1.</b>	Milton #3 Catholic Secondary School
<b>2.</b>	Milton #10 'Cobben' Catholic Elementary School, with Child Care/HUB/EarlyON Centre
<b>3.</b>	North Oakville CE#4 or CE#5 Catholic Elementary School
<b>4.</b>	Vision Georgetown CES, with Child Care/HUB/EarlyON Centre
<b>5.</b>	Holy Cross CES rebuild, with Child Care/HUB/EarlyON Centre
<b>6.</b>	St. Dominic CES partial rebuild



**RESOLVED**, that the Board authorize staff to submit the Board's 2019 Capital Priorities Business Case Submission to the Ministry of Education for funding consideration as outlined in the relevant Ministry memorandum(s).

**RESOLVED**, that the Board authorize staff to make necessary minor modification to the rankings and project scope whereby the contents and details of the memorandum would necessitate changes to the proposed 2019 Capital Priorities Project List.

Report Prepared by:

F. Thibeault  
Senior Manager, Planning Services

Report Submitted by:

A. Lofts  
Superintendent, Business Services and Treasurer of the Board

Report Approved by:

P. Daly  
Director of Education and Secretary of the Board

**Approved School Educational Trips**

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

Dated: Tuesday, June 4, 2019

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
Our Lady of Victory CES, Milton	7	33	Camp Brébeuf, Rockwood, ON	This outing will serve as preparation for the Grade 7 year in which the students will celebrate their Confirmation. Students will partake in activities such as initiatives where a challenge is presented, and students will have to come together working as a team to accomplish their goal. Students will grow in their leadership potential through various challenges. Through God's eyes, in the natural environment, they will develop mutual respect, trust, communication skills, and cooperation with each other while performing and executing tasks. Students will be led in a daily prayer service every evening and before each meal.	Monday, September 9 – Wednesday, September 11, 2019	~\$175.00
St. Anne CES, Burlington	8	62	Camp Tanamakoon Huntsville, ON	Camp Tanamakoon provides opportunities for outdoor education, team building, leadership development and co-operative learning experiences. The trip has been designed to assist students in their physical, emotional, academic, and spiritual development. Staff and students will participate in daily prayer and reflection	Tuesday, September 17 – Friday, September 20, 2019	~\$450.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Secondary</b>						
Corpus Christi CSS, Burlington	9-12	19	Senior Girls OFSAA Soccer Championships, Windsor, ON	The Senior Gils Soccer team will be participating in the Provincial Championships in Windsor, ON. The team will receive a blessing in the chapel before leaving by Father Figol. The focus of religious values of the tournament week is based on the Common Good. As individuals and as a team, in a social setting, students will respect themselves, one another, opponents, referees and all the people they come in contact with throughout the week. Students will develop as a cohesive team within a competitive environment that will remain peaceful and stable. Students will reflect on the gifts that God has given as individuals that have come together to form a strong cohesive team. Grace will be said before meals	Wednesday, June 5 – Saturday, June 8, 2019	~\$150.00



<p>Provincial Consolidation of School Board Financial Statements Accountants' Report for the Seven-Months Period from September 1, 2018, to March 31, 2019</p>	<p><b>Item 10.3</b></p>
<p>June 4, 2019</p>	

### Alignment to Strategic Plan

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

### Purpose

The purpose of this report is to inform the Board of the recent “Accountants’ Report with Respect to the Period from September 1, 2018 to March 31, 2019” dated May 13, 2019, prepared by the Board’s external auditor (KPMG), addressed to the Ministry of Education, and referred to as the “Seven-Month Report.”

### Background Information

Under the Public Sector Accounting Board (PSAB), the Provincial Auditor General, in conjunction with the Ministry of Finance, require the consolidation of school board financial statements into the 2018-2019 public accounts of the Province. The Ministry of Education is consolidating the financial statements of all school boards for this reporting exercise. This requirement also affects hospitals, colleges and universities under their respective Ministries.

### Comments

1. The fiscal year of the Province is April 1 to March 31. The fiscal year for school boards is September 1 to August 31. Therefore, the Province’s fiscal year straddles two fiscal years of school boards. In order to consolidate the financial statements of school boards into those of the Province, it is necessary for school boards to take five months from the 2017-2018 fiscal year (April 1, 2018, to August 31, 2018) and seven-month period from the 2018-2019 fiscal year (September 1, 2018, to March 31, 2019) and combine them to correspond to the Province’s fiscal year.



2. Attached as Appendix A is the “Accountants’ Report with Respect to the Period from September 1, 2018 to March 31, 2019,” prepared by the Board’s external auditor, KPMG, under Section 9100 (Specified Audit Procedures) of the Chartered Professional Accountants (CPA) Canada Handbook - Assurance and as such does not constitute a full audit. The report outlines the specific procedures that were performed as prescribed by the Ministry of Education and the results of those procedures. It is divided into three sections: Section I details the Operating Revenues and Expenditures for the seven-month period, Section II details the Capital Asset Activities for the seven-month period and Section III details the Assets Held for Sale.
3. The beginning of Section I on Page 1 refers to Schedules 19, and 20 of the Education Finance Information System (EFIS) which have been included in Appendix B. Schedule 19 shows the Statement of Financial Position and Schedule 20 shows the revenues and expenses at March 31, 2019.
4. The beginning of Section II on Page 8 refers to Schedule 22 of EFIS on “Tangible Capital Asset Continuity.” This Schedule is attached as Appendix C.
5. At the end of Section III, on Page 13 of Appendix A, the specified procedures report states that “As a result of applying the above procedures, we found no exceptions.”

## Conclusion

The EFIS schedules were submitted to the Ministry on May 15, 2019, and the Accountants’ Report for the Period from September 1, 2018, to March 31, 2019, on May 22, 2019. The Ministry uses these numbers to prepare their March 31, 2019, Consolidated Financial Statements for the entire Ministry of Education. The requirement of school boards to prepare the Seven-Month Report (for capital and operating) will be ongoing.

**Report Prepared by:** A. Capling  
Manager, Accounting and Financial Reporting

**Report Submitted by:** A. Lofts  
Superintendent of Business Services and Treasurer of the Board

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



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## **ACCOUNTANTS' REPORT WITH RESPECT TO THE PERIOD FROM SEPTEMBER 1, 2018 TO MARCH 31, 2019**

To the Ministry of Education

As requested by the Halton Catholic District School Board ("the Board"), we have performed the following procedures for the period from September 1, 2018 to March 31, 2019 ("the period"):

### **I. Schedules 19 and 20 of EFIS of the Board**

We have obtained Schedules 19 and 20 of EFIS from the Board and performed the following:

1. With respect to Column A.1 we performed the following at March 31, 2019:
  - a. We obtained a summary of the trial balance (or general ledger) at March 31, 2019 of the Board and agreed the subtotals to Column A.1 of Schedules 19 and 20 and found them to be in agreement.



- b. We agreed the following 5 items (assets/ liabilities/ accumulated surplus/ (deficit)/ revenues/ expenses) over \$700,000 from the summary referred to in (1) a) above, to the general ledger and found them to be in agreement.

<u>GL ID #</u>	<u>Description</u>	<u>Amount</u>
01-001-6-998-000	GSN OPERATING GRANTS	\$(179,155,367.00)
01-001-6-365-000	GSN – STUDENT SUCCESS	(1,426,236.00)
04-051-6-011-000	MUNICIPAL TAX REVENUE-OAKVILLE	(24,635,391.05)
08-021-4-998-000	TUITION FEES – SECONDARY	(2,881,625.34)
65-810-6-901-000	CASH ACCOUNT OPERATING FUND	(64,713,223.13)

2. If applicable, we obtained the entry to reverse any amounts recorded during the seven month period for school generated funds. We agreed the entry to supporting documentation and agreed to Column A.2 on Schedule 19 and 20.

*This procedure was completed without error, agreed to supporting documentation.*

3. If applicable, we obtained the entry to reverse any amounts recorded during the seven month period for subsidiaries. We agreed the entry to supporting documentation and Schedule 19 and 20. (Column A.3).

*Not applicable as there are no Column A.3 adjustments.*

4. We obtained a summary of the Column B.1 adjustments on Schedules 19 and 20, if any, to reverse entries over \$700,000 which recorded receivables and payables at August 31, 2018 and were not reversed in the Board’s general ledger during the subsequent period. We randomly selected 20% of the entries (a minimum of 5), agreed them to the supporting documentation and verified the amount was included in the summary of the entries. We agreed the summary of the entries to Column B.1 of Schedule 19 “Consolidated Statement of Financial Position”, and Schedule 20 “Revenues and Expenses”, as applicable.

*\$(2,495,917) Agreed to supporting documentation EFIS 2018-19 schedule.*



5. We obtained a summary of Column B.2 accrual adjustments on Schedules 19 and 20, if any, for adjustments over \$700,000 related to the period prior to March 31, 2019. We randomly selected 20% of the entries (a minimum of 5), agreed them to the supporting documentation and verified the amount included in the summary of the entries related to the period prior to March 31, 2019. We agreed the summary of the entries to Column B.2 of Schedule 19 “Consolidated Statement of Financial Position”, and Schedule 20 “Revenues and Expenses”, as applicable.

*\$1,502,750 Agreed to supporting interest schedules for non OFA loans.*

6. With respect to Column B.3 adjustments made to accrue the Ontario Financing Authority (OFA) loan interest, we recalculated the accrued amount and agreed to the adjustment on column B.3 of Schedule 19 and 20.

*\$1,587,891 Agreed to supporting interest schedules for OFA loans.*

7. We obtained supporting documentation for any Column C.1 adjustments made to reclassify Ministry Revenue between the various categories on Schedule 20 “Revenue”. We agreed 2 entries to the supporting documentation.

*Not applicable as there are no Column C.1 adjustments.*

8. With respect to the revenue recorded for municipal taxes over \$700,000, we performed the following:

- a. With respect to the tax revenue for the period from September 1, 2018 to December 31, 2018:

We agreed the 2018 municipal tax revenue to the most current supporting documentation (for a maximum of two municipalities) and recalculated the revenue for the period by subtracting the amount included in revenue in the August 31, 2018 audited financial statements (being 62% of the 2018 tax revenue as included in Schedule 11B of EFIS for the year ended August 31, 2018) from the total 2018 tax revenues (based on most current information).

<u>Municipality</u>	<u>2018 Revenue</u>
<i>Burlington</i>	<i>\$30,038,911</i>
<i>Oakville</i>	<i>\$37,086,833</i>



- b. With respect to the tax revenue for the period from January 1, 2019 to March 31, 2019:

We recalculated the estimated 2019 municipal tax revenue for the period using 25% of the estimated 2019 tax revenue based on most current information. We agreed estimated 2019 tax revenue to supporting documentation. If current information regarding estimated 2019 tax revenue is unavailable, then the 2019 tax revenue for the period was estimated using 2019 tax revenue as included in Schedule 11A of the Revised Estimates for the year ending August 31, 2019.

*As the current information regarding estimated 2019 tax revenue was unavailable, we recalculated the tax revenue for the period by using 2018 tax revenue as included in Schedule 11A of the Revised Estimates for the year ending August 31, 2019.*

- c. We agreed the 2018 supplementary taxes and write offs (for a maximum of two municipalities) to supporting documentation and recalculated the revenue for the period by subtracting the amount included in line 3.4 in Schedule 9 of the 2017-2018 financial statements.

<u>Municipality</u>	<u>Supplementary Taxes</u>	<u>Tax Write-offs</u>
Burlington	\$176,476.22	\$643,158.60
Oakville	\$451,237.71	\$381,843.13

- d. If an amount greater than \$700,000 was reported on line 3.4, Column C.2 of Schedule 20 "Revenue", we asked management for the supporting listing that totaled the amount on line 3.4. We calculated the difference between the 2019 supplementary taxes and write-offs based on most current information and 2018 supplementary taxes and write-offs and agreed to the amounts on the listing (for a maximum of two municipalities).

*Not applicable as there are no line 3.4, Column C.2 entries.*

- e. We agreed the total of 8a), 8b), 8c) and 8d), above to Local Taxation (line 3.5) in Column E on Schedule 20 "Revenue" after the adjustment, if any, in Column C.2. We agreed the adjustment amount to Schedule 19, "Consolidated Statement of Financial Position" Column C.2, line 1.4 or line 2.3.



9. We verified the calculation of the allocation of tuition revenues to the period using the prescribed methodology prorated on the related number of school days. We agreed the adjustment, if over \$700,000, made to reflect this calculation in Schedule 20 "Revenue", and Schedule 19 "Consolidated Statement of Financial Position" in Column C.3.

*Not applicable as there are no Column C.3 adjustments.*

10. With respect to salaries and benefits earned for the period we obtained the payroll paid and payroll earned during the period from the Board, and performed the following:

- a. We obtained a listing of the general ledger entries and agreed the following amounts paid to the payroll journal, selecting from different employee groups, a maximum of 5 entries.

<u>Employee Group</u>	<u>Account #</u>	<u>Batch #</u>	<u>Amount</u>
Classroom Teachers	10-170-1-000-000	PAY516 201823N	\$2,586,582.49
Principals and VP	15-152-4-000-000	PAY520 201903N	\$105,976.23
Teacher Aides	10-191-1-400-301	PAY517 201825N	\$676,258.12
ECE	10-194-1-000-016	PAY517 201824N	\$326,273.10
School Office	15-112-1-000-000	PAY517 201905N	\$93,951.49

11. We obtained the calculation of the vacation pay accruals for any amounts over \$700,000 and performed the following:

- a. We obtained the supporting documentation for the 2 employee groups with the largest vacation pay accruals.



- b. We agreed a sample of the following 5 employees (allocated between the employee groups) to the records of vacation days outstanding, and the payroll rate. We recalculated the accrued vacation pay for those 5 employees.

Employee ID #

112666  
114864  
101663  
104342  
103240

- c. We agreed the adjustment to Column C.5 on Schedule 19, "Consolidated Statement of Financial Position" and Schedule 20 "Expenses".

12. We verified the mathematical accuracy of the prorated calculation of the employee future benefits liability and related expense adjustment, using the 2018-2019 estimates provided in the actuarial assessment at August 31, 2018 and found no differences. If 2018-2019 estimates are not provided in the August 31, 2018 assessment, verify if the board has used 2017-2018 expenses as the basis for prorating. We agreed the total employee future benefits liability to the total in Column E, after the required adjustment to Column C.6, on Schedule 19, "Consolidated Statement of Financial Position", line 2.20. We agreed the adjustment to expenses to the total in Column C.6 on Schedule 20, "Expenses".

13. We performed the following with respect to any other adjustments over \$700,000 provided by the Board:

- a. We obtained a summary of the other adjustment entries included in Column C.7 which related to the period prior to March 31, 2019 and required adjustment in Schedule 19 and 20.

*Not applicable as there are no Column C.7 adjustments.*

- b. We randomly selected 20% of the entries provided in a) above (a minimum of 5) over \$700,000 as detailed below and compared to the supporting documentation. We verified the amount related to the period prior to March 31, 2019 was included in the summary of entries.

*Not applicable, see (a).*



- c. We recalculated the summary of entries which required adjustment and agreed the adjustment to Column C.7 on Schedule 19 and 20. We ensured that the entries balanced between Schedule 20, "Revenues and Expenses" and Schedule 19, "Consolidated Statement of Financial Position".

*Not applicable, see (a).*

- d. We enquired whether any statement of financial position items, which are historically adjusted in the General Ledger at August 31 each year, were considered and included in the adjustments provided in a). (Note that items to be considered include accrued liabilities, receivables, interest on sinking fund assets, etc.)

*Not applicable, see (a).*

- e. We enquired whether any items, historically included in the General Ledger as a net amount during the year and restated to report as gross revenue and expenses at August 31 each year, were considered and included in the adjustments provided in a). (Note that items to be considered include special projects, federal government grants, capital projects, etc.)

*Not applicable, see (a).*

14. With respect to the School Generated Funds, we obtained the amounts included in the Consolidated Statement of Financial Position in the audited financial statements for the year ended August 31, 2018, agreed to supporting documentation and Schedule 19, "Consolidated Statement of Financial Position" in Column G.

15. With respect to the Subsidiaries, we obtained the amounts included in the Consolidated Statement of Financial Position in the audited financial statements for the year ended August 31, 2018, agreed to supporting documentation and agreed to the Schedule 19, "Consolidated Statement of Financial Position" Column H.

*Not applicable as there are no subsidiaries.*



## II. Schedule 22

1. We obtained a detailed listing of tangible capital assets by asset class and agreed totals to corresponding columns by asset class in Schedule 22 of EFIS – “Tangible Capital Asset Continuity”.
2. We conducted the following procedures with respect to additions to buildings (40 years) and land for the period September 1, 2018 to March 31, 2019:
  - a. From the detailed listing of tangible capital assets for the 7-month period supporting the data in Schedule 22, we selected a sample of 7 additions (5 buildings and 2 land) as follows:

<u>Asset ID#</u>	<u>Asset Name</u>	<u>Addition Amount</u>
<b>Buildings</b>		
3691	Assumption	\$413,878.74
3671	Canadian Martyrs	\$67,293.31
3677	Our Lady of Victory	\$71,961.50
3682	St. Gabriel	\$117,723.78
3658	St. Mark	\$964,171.23
<b>Land</b>		
16645	Alton #1 – St. Anne	\$1,978,090.36
2178	Milton #8 – St. Scholastica	\$14,302.40



- b. We selected one cost component included in each addition selected in a) and agreed the cost to specific documentation as follows:

<u>Asset ID#</u>	<u>Asset Name</u>	<u>Cost Component</u>
<b>Buildings</b>		
3691	Assumption	\$165,711.97
3671	Canadian Martyrs	\$61,694.42
3677	Our Lady Victory	\$71,961.50
3682	St. Gabriel	\$53,535.67
3658	St. Mark	\$219,696.05
<b>Land</b>		
16645	Alton #1 – St. Anne	\$249,600.00
2178	Milton #8 – St. Scholastica	\$14,302.40

- c. For the sample selected in b) we determined that the items were recorded in accordance with the “District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide” dated April 2015.

3. We conducted the following procedures with respect to Construction in Progress (CIP) assets:

- a. From the detailed listing of tangible capital assets for the 7-month period we selected 2 additions to CIP as follows:

<u>Asset ID #</u>	<u>Asset Name</u>	<u>Addition Amount</u>
3691	Assumption	\$1,603,479.87
3692	Bishop Reding	\$330,531.15



- b. We selected one cost component included in each addition selected in a) and agreed the costs to specific documentation as follows:

<u>Asset ID #</u>	<u>Asset Name</u>	<u>Cost Component</u>
3691	Assumption	\$488,668.56
3692	Bishop Reding	\$167,671.43

- c. For the sample selected in b) we determined that the items were recorded in accordance with the “District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide” dated April 2015.
- d. We selected one item from CIP that was transferred into an in-service asset class and performed the following:

<u>Asset ID #</u>	<u>Asset Name</u>	<u>Total Transferred Value</u>
1178	St. Scholastica	\$12,617,706.50

- e. We traced the related project to an authorized completion certificate or equivalent.

*This procedure was completed without error, agreed to supporting documentation.*



4. We conducted the following procedure with respect to amortization of buildings:
- a. From the detailed listing of tangible capital assets for the 7-month period we selected a sample of 5 amortization expenses as follows:

<u>Asset ID #</u>	<u>Asset Name</u>	<u>Amortization Expense</u>
3691	Assumption	\$283,441.36
3671	Canadian Martyrs	\$93,449.22
3677	Our Lady of Victory	\$61,253.97
3682	St. Gabriel	\$43,205.72
3658	St. Mark	\$139,014.06

- b. We recalculated the amortization in accordance with the “District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide” dated April 2015 and agreed to the amortization reported in the detailed listing of tangible capital assets for the 7-month period for the assets selected.
5. We conducted the following with respect to disposals of buildings and land:
- a. From the detailed listing of tangible capital assets for the 7-month period we selected a sample of 3 disposals as follows:
- Not applicable, no disposals were identified.*
- b. We agreed the proceeds of disposition for the items selected in a) above to supporting documentation (indicate the supporting documentation - i.e. Agreement of Purchase and Sale).
- Not applicable, see (a).*
- c. We recalculated the gain/loss on disposal for the items selected in a) above and agreed to the gain/(loss) on disposal for that asset to the board’s data.
- Not applicable, see (a).*



### III. Schedule 22A

1. We obtained a detailed listing of assets held for sale by asset class and agreed totals to corresponding columns by asset class in Schedule 22A of EFIS – “Assets Held for Sale Continuity”.
2. We conducted the following procedures for assets held for sale with respect to additions to land and land improvements with infinite lives, and building and land improvements with finite lives, for the period September 1, 2018 to March 31, 2019:

- a. From the detailed listing of assets held for sale for the 7-month period supporting the data in Schedule 22A, we selected a sample of 3 additions (1 land and land improvement with infinite life and 1 building and 1 land improvement with finite life (if applicable) and ensured that the criteria (PSAB handbook section 1201.55) to transfer into assets held for sale was met in the September 1, 2018 to March 31, 2019 period as follows:

*Not applicable, no assets held for sale identified.*

- b. We selected 1 additional expenditure on assets held for sale and agreed the cost to specific documentation as follows:

*Not applicable, see (a)*

3. We conducted the following with respect to disposals of assets held for sale:

- a. From the detailed listing of assets held for sale for the 7-month period we selected a sample of 2 disposals as follows:

*Not applicable, no disposals identified.*

- b. We agreed the proceeds of disposition for the items selected in a) above to supporting documentation (indicate the supporting documentation - i.e. Agreement of Purchase and Sale).

*Not applicable, see (a).*

- c. We recalculated the gain/loss on disposal for the items selected in a) above and agreed to the gain / (loss) on disposal for that asset to the board’s data.

*Not applicable, see (a).*



This report is for use solely in connection with the consolidation of the Board financial information into the financial statements of the Province of Ontario.

As a result of applying the above procedures, we found no exceptions. However, these procedures do not constitute an audit of these schedules and therefore, we do not express an opinion on Schedules 19, 20, 22 and 22A of EFIS as at March 31, 2019 and for the period from April 1, 2018 to August 31, 2018 and from September 1, 2018 to March 31, 2019.

Chartered Professional Accountants, Licensed Public Accountants

A handwritten signature in black ink that reads 'KPMG LLP'. The signature is written in a cursive, slanted style and is underlined with a single horizontal stroke.

Hamilton, Canada  
May 13, 2019

## Schedule 19 Summary - Consolidated Statement of Financial Position

### For the period ending March 31 2019

		March 31 2019
1	<b>FINANCIAL ASSETS</b>	
1.1	FP - Cash and Cash Equivalents	68,495,807
1.2	FP - Temporary Investments	25,200,000
	<u>Accounts receivable</u>	
1.3	... FP - Accounts Receivable - Total GRE (Inter Entity)	164,330,316
1.4	... FP - Accounts Receivable - Municipalities	-
1.5	... FP - Accounts Receivable - Government of Canada	1,137,023
1.6	... FP - Accounts Receivable - Other Provincial Governments	-
1.7	... FP - Accounts Receivable - Other	4,488,907
1.8	FP - Investments longer than 1 year	-
1.9	FP - Assets Held for Sale	-
1.10	FP - Financial Assets - Other	-
1.11	<b>TOTAL FINANCIAL ASSETS</b>	<b>263,652,053</b>
2	<b>LIABILITIES</b>	
2.1	FP - Temporary Borrowing	85,050,000
	<u>Accounts payable</u>	
2.2	... FP - Accounts Payable - Total GRE (Inter Entity)	934,320
2.3	... FP - Accounts Payable - Municipalities	-
2.4	... FP - Accounts Payable - Government of Canada	111,751
2.5	... FP - Accounts Payable - Other Provincial Governments	-
2.6	... FP - Accounts Payable - Other	-
	<u>Accounts Payable and Accrued Liability</u>	
2.7	...FP - Accrued Interest on Debt - Non-OFA	1,502,750
2.7.1	...FP - Accrued Interest on OFA Loans	1,587,891
2.8	...FP - Other Accrued Payable and Liability	34,771,951
2.9	FP - Subtotal Accounts Payable and Accrued Liabilities	37,862,592
2.10	FP - Liabilities - Other	-
	<u>Net Debenture Debt, Capital Loans and Leases</u>	
2.11	... FP - Unmatured Debenture Debt	65,875,683
2.12	... Less: FP - Sinking Fund Assets	-
2.13	... FP - Debenture Debt Net of Sinking Fund Assets	65,875,683
2.14	... FP - Capital Loans	98,288,691
2.15	... FP - Capital Leases	-
2.16	FP - Net Debenture Debt, Capital Loans and Leases	164,164,374
2.17	FP - Deferred Revenue	44,266,954
	<u>Employee Benefits Payable</u>	
2.18	...FP - Worker's Compensation Liability	2,821,446
2.19	...FP - Other Employee Benefits Payable	-
2.20	FP - Subtotal Employee Benefits Payable	2,821,446
2.21	FP - Contaminated Sites	-
2.22	FP - Deferred Capital Contributions	416,988,929
2.23	<b>TOTAL LIABILITIES</b>	<b>752,200,366</b>
3	<b>NET DEBT</b>	<b>-488,548,313</b>

## Schedule 19 Summary - Consolidated Statement of Financial Position

### For the period ending March 31 2019

		March 31 2019
4	<b>NON-FINANCIAL ASSETS</b>	
4.1	FP - Prepaid Expenses	77,773
4.2	FP - Inventories of Supplies	-
4.3	FP - Tangible Capital Assets	629,249,289
4.4	<b>TOTAL NON-FINANCIAL ASSETS</b>	<b>629,327,062</b>
5	<b>ACCUMULATED SURPLUS/(DEFICIT)</b>	<b>140,778,749</b>
6	<b>ACCUMULATED SURPLUS/(DEFICIT)</b>	
6.1	Accumulated Surplus - Opening Balance Sept. 1, 2018	128,994,193
6.1.1	Adjustment for School Generated Funds and Subsidiaries	-
6.2	7-Month Surplus/Deficit - Sept 1, 2018 - Mar 31, 2019	11,784,560
6.3	Accumulated Surplus - Closing Balance Mar. 31, 2019	140,778,753

## Schedule 20 Summary: Revenues and Expenses March 31 2019

		DSB - Adjusted Balances - March 31, 2019
	<b>REVENUES</b>	
<b>1</b>	<b>PROVINCIAL GRANTS - GRANTS FOR STUDENT NEEDS</b>	
1.1	Legislative Grants - Current Year	180,612,102
1.2	Legislative Grants - Amounts from Deferred Revenue	4,949,058
<b>1.3</b>	<b>Provincial Grants - Grants for Student Needs</b>	<b>185,561,160</b>
<b>2</b>	<b>PROVINCIAL GRANTS - OTHER</b>	
2.8	Other EDU Grants - Amounts from Deferred Revenue	1,651,326
	Specify other grants for operating:	
2.9	OECTA SETTLEMENT	13,985
2.10	EWAO SETTLEMENT	77,382
2.11	PVP SETTLEMENT	112,273
2.12	NON-UNION SETTLEMENT	108,374
2.13		-
2.14		-
<b>2.15</b>	<b>Provincial Grants - Other EDU</b>	<b>1,963,340</b>
	<b>Grants from Other Ministries and Other Government Reporting Entities (GRE)</b>	
2.16	Provincial Employment Assistance Programs	-
2.17	Ministry of Citizenship & Immigration - Citizenship-Adult ESL-FSL	1,243,790
2.18	TCU Grant - Literacy and Basic Skills	51,163
2.19	TCU Grant - OYAP	82,839
2.20	TCU Grant - Ontario Employment Benefits and Support Measures(EBSM),formerly LDMA	-
2.21	Grants from Other Ministries - Amounts from Deferred Revenue	392,670
	Specify other grants from other ministries:	
2.22		-
2.23		-
2.24	Grants from Other GRE - Amounts from Deferred Revenue	-
	Specify other grants from other government reporting entities (GRE):	
2.25		-
2.26		-
<b>2.27</b>	<b>Grants from Other Ministries and Other Government Reporting Entities (GRE)</b>	<b>1,770,462</b>
2.32	Grant Accrual Re. 2019 Accrued Tax Adjustment	-
	Prior years' grant adjustments (specify):	
2.33	PRIOR YEAR GRANT ADJUSTMENT	228,493
2.34		-
<b>2.35</b>	<b>Grant Adjustments</b>	<b>228,493</b>
<b>2.40</b>	<b>Provincial Grants - Other</b>	<b>3,962,295</b>
<b>3</b>	<b>Local Taxation</b>	
3.1	Tax Revenue from Municipalities	57,257,109
3.2	Tax Revenue from Unorganized Territories	-

## Schedule 20 Summary: Revenues and Expenses March 31 2019

		DSB - Adjusted Balances - March 31, 2019
3.3	Tax Revenue Adjustment for 2018 Calendar Year	-
3.4	Tax Supplementary and Tax Write-offs Adjustment - Accrual Re. 2019 Amounts	-
<b>3.5</b>	<b>Local Taxation</b>	<b>57,257,109</b>
<b>4</b>	<b>SCHOOL GENERATED FUNDS</b>	
4.1	Elementary Schools Generated Funds and Other Revenues	-
4.2	Secondary Schools Generated Funds and Other Revenues	-
4.3	Amounts from Deferred Revenue - Schools Generated Funds	-
<b>4.4</b>	<b>School Generated Funds Revenues</b>	<b>-</b>
<b>5</b>	<b>FEDERAL GRANTS &amp; FEES</b>	
5.1	Fees - Day School	-
5.2	Transportation Recoveries - Federal	-
5.3	Employment Assistance	-
5.4	Language Instruction for Newcomers to Canada (LINC)	1,017,212
5.5	Amounts from Deferred Revenue - Federal Government	341,784
	Specify other:	
5.6	GOV'T OF CANADA - SNOEZELAN ROOM	18,543
5.7	GOV'T OF CANADA - OTHER REVENUE	13,062
<b>5.8</b>	<b>Federal Grants and Fees</b>	<b>1,390,601</b>
<b>6</b>	<b>INVESTMENT INCOME</b>	
6.1	Interest income	192,792
6.2	Interest on Sinking Fund Assets	-
<b>6.3</b>	<b>Investment Income</b>	<b>192,792</b>
<b>7</b>	<b>OTHER FEES &amp; REVENUES FROM SCHOOL BOARDS</b>	
7.1	Transportation Recoveries - Other School Boards	3,529
7.2	Rental Revenue - Instructional Accommodation - Other School Boards	-
7.3	Rental Revenue - Non-Instructional Accommodation - Other School Boards	-
	Specify other:	
7.5		-
7.6		-
<b>7.7</b>	<b>Total Other Fees and Revenues from School Boards</b>	<b>3,529</b>
<b>8</b>	<b>FEES &amp; REVENUES FROM OTHER SOURCES</b>	
8.1	Fees from Boards outside Ontario	-
8.2	Fees from Individuals - Day School - Ontario Residents	-
8.3.1	Fees from Individuals - Day School - Other - Transfer from Deferred Revenues	3,030,283
8.3.2	Fees from Individuals - Day School - Other - Not from Deferred Revenues	-
8.4	Fees from Individuals - Continuing Education	12,845
8.5	Transportation Recoveries from other sources	-
8.6	Rental Revenue - Instructional Accommodation - Other sources	1,030,637
8.7	Rental Revenue -Non-Instructional Accommodation - Other sources	318,717
8.8	Rental Revenue from Community Use	167,871

### Schedule 20 Summary: Revenues and Expenses March 31 2019

		DSB - Adjusted Balances - March 31, 2019
8.9	Rental Revenue - Other	-
8.10	Insurance Proceeds Other than Capital Appurtenances	-
8.11	Cafeteria Income	-
8.12	Board Level Donations - To be Applied to Classroom Expenses.	61,333
8.13	Board Level Donations - Other	-
8.14	Government of Ontario - Non grant payment	-
8.15	Amounts from Deferred Revenue - Other Third Party	351,465
8.16	Education Development Charges - Transferred to Revenues	5,669,342
8.17	Fees for Extended Day Program related to Early Learning	-
8.18	Net Gain on Disposal of Assets	-
8.18.1	Revenue related to Benefit Plan Reserves	-
	Other Grants - Non-GREs (specify):	
8.19		-
8.20		-
	Specify other:	
8.21	Secondments	614,738
8.22	Miscellaneous Recoveries	24,972
8.23	OCAS Revenue	11,331
8.24	Plant	133,388
8.25	Community Use/Field Rental	-19,999
8.26	ALC	0
8.27	Miscellaneous	109,631
8.28		-
8.29		-
8.30	Less: Revenue Recovery on Land Disposal	-
<b>8.31</b>	<b>Fees and Revenues from Other Sources</b>	<b>11,516,554</b>
	.....8.31 = sum (8.1 to 8.29) - 8.30	
<b>9</b>	<b>DEFERRED CAPITAL CONTRIBUTIONS</b>	
9.1	Amortization of Deferred Capital Contributions	9,343,429
9.2	DCC on Disposal of Non-pooled and Unrestricted Assets	-
9.3	DCC Related to the Loss on Disposal of Restricted Assets	-
<b>10</b>	<b>Total Revenues.</b>	<b>269,227,469</b>

### Schedule 20 Summary: Revenues and Expenses March 31 2019

		<b>DSB - Adjusted Balances - March 31, 2019</b>
<b>11</b>	<b>EXPENSES</b>	
11.1	Salaries and Wages	181,499,874
11.2	Employee Benefits	27,266,791
11.3	Staff Development	603,168
11.4	Supplies and Services	13,885,271
11.5	Interest Charges on Capital	4,902,846
11.6	Rental Expense	3,734,879
11.7	Fees and Contract Services	13,834,242
11.8	Other Expenses	1,657,580
11.9	Transfer to Other Boards	-
11.10	Amortization and Write Downs and Net Loss on Disposal	10,058,258
<b>12</b>	<b>Total Expenses</b>	<b>257,442,909</b>
<b>13</b>	<b>Annual Surplus (Deficit).</b>	<b>11,784,560</b>

### Schedule 22: Tangible Capital Asset Continuity - Gross Book Value

	Cost - Opening Balance at September 1	Cost - Adjustments to Opening Balance	Cost - 7-month Transfer Between Asset Classes	Cost - 7-month Additions and Betterments	Cost - 7-month Disposals/Deemed Disposals
<b>Assets In Service</b>					
Assets In Service - Land & Land Improvement with Infinite Lives	136,233,915	-	-	50,734,341	-
Assets In Service - Land Improvements	21,560,309	-	-	9,201	-
Assets In Service - Buildings - 40 years	570,064,689	-	-	3,166,741	-
Assets In Service - Other Buildings	-	-	-	-	-
Assets In Service - Portable Structures	0	-	-	-	-
Assets In Service - Equipment - 5 years	91,583	-	-	-	-
Assets In Service - Equipment - 10 years	1,982,726	-	-	-	-
Assets In Service - Equipment - 15 years	66,265	-	-	-	-
Assets In Service - First-time Equipping - 10 years	6,250,177	-	-	130,486	-
Assets In Service - Furniture	86,808	-	-	5,190	-
Assets In Service - Computer Hardware	3,099,902	-	-	216,775	-
Assets In Service - Computer Software	0	-	-	-	-
Assets In Service - Vehicles under One Ton	215,736	-	-	-	-
Assets In Service - Vehicles over One Ton	0	-	-	-	-
<b>Total Assets In Service</b>	<b>739,652,110</b>	-	-	<b>54,262,734</b>	-
<b>Leasehold Improvements</b>					
Leasehold Improvements - Land Improvements	0	-	-	-	-
Leasehold Improvements - Buildings	473,966	-	-	-	-
Leasehold Improvements - Other	0	-	-	-	-
<b>Total Leasehold Improvements</b>	<b>473,966</b>	-	-	-	-
<b>Asset Permanently Removed From Service</b>					
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-	-
<b>Total Asset Permanently Removed From Service</b>	-	-	-	-	-
<b>Construction In Progress Assets</b>					
Construction In Progress - Buildings - 40 years	15,542,924	-	-	4,492,287	-
Construction In Progress - Buildings - 20 years	-	-	-	-	-
Construction In Progress - Portables	0	-	-	-	-
Pre-aquisition costs - Land	2,998,104	-	-	5,720	-
Pre-aquisition costs - Buildings	0	-	-	-	-
<b>Total Construction In Progress Assets</b>	<b>18,541,028</b>	-	-	<b>4,498,007</b>	-
<b>Capital Leased Assets</b>					
Capital Leased Assets - Land	0	-	-	-	-
Capital Leased Assets - Buildings	0	-	-	-	-
Capital Leased Assets - Other	0	-	-	-	-
Capital Leased Assets - Machinery and Equipment	-	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-	-
<b>Total Capital Leased Assets</b>	<b>0</b>	-	-	-	-
TCA - Land	139,232,019	-	-	50,740,061	-
TCA - Non Land	619,435,085	-	-	8,020,680	-
<b>Total Tangible Capital Assets</b>	<b>758,667,104</b>	-	-	<b>58,760,741</b>	-
* The transfers column should net to zero.					

### Schedule 22: Tangible Capital Asset Continuity - Gross Book Value

	Cost - 7-month CIP Transfer (In is +, Out is -)	Cost - 7-month Write Downs	Cost - 7-month Transfer to Financial Assets	Cost - Closing Balance March 31
<b>Assets In Service</b>				
Assets In Service - Land & Land Improvement with Infinite Lives	2,832,915	-	-	189,801,171
Assets In Service - Land Improvements	-	-	-	21,569,510
Assets In Service - Buildings - 40 years	12,617,707	-	-	585,849,137
Assets In Service - Other Buildings	-	-	-	-
Assets In Service - Portable Structures	-	-	-	0
Assets In Service - Equipment - 5 years	-	-	-	91,583
Assets In Service - Equipment - 10 years	-	-	-	1,982,726
Assets In Service - Equipment - 15 years	-	-	-	66,265
Assets In Service - First-time Equipping - 10 years	-	-	-	6,380,663
Assets In Service - Furniture	-	-	-	91,998
Assets In Service - Computer Hardware	-	-	-	3,316,677
Assets In Service - Computer Software	-	-	-	0
Assets In Service - Vehicles under One Ton	-	-	-	215,736
Assets In Service - Vehicles over One Ton	-	-	-	0
<b>Total Assets In Service</b>	<b>15,450,622</b>	<b>-</b>	<b>-</b>	<b>809,365,466</b>
<b>Leasehold Improvements</b>				
Leasehold Improvements - Land Improvements	-	-	-	0
Leasehold Improvements - Buildings	-	-	-	473,966
Leasehold Improvements - Other	-	-	-	0
<b>Total Leasehold Improvements</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>473,966</b>
<b>Asset Permanently Removed From Service</b>				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
<b>Total Asset Permanently Removed From Service</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Construction In Progress Assets</b>				
Construction In Progress - Buildings - 40 years	-12,617,707	-	-	7,417,504
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	0
Pre-aquisition costs - Land	-2,832,915	-	-	170,909
Pre-aquisition costs - Buildings	-	-	-	0
<b>Total Construction In Progress Assets</b>	<b>-15,450,622</b>	<b>-</b>	<b>-</b>	<b>7,588,413</b>
<b>Capital Leased Assets</b>				
Capital Leased Assets - Land	-	-	-	0
Capital Leased Assets - Buildings	-	-	-	0
Capital Leased Assets - Other	-	-	-	0
Capital Leased Assets - Machinery and Equipment	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-
<b>Total Capital Leased Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0</b>
TCA - Land	0	-	-	189,972,080
TCA - Non Land	0	-	-	627,455,765
<b>Total Tangible Capital Assets</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>817,427,845</b>
* The transfers column should net to zero.				

## Schedule 22: Tangible Capital Asset Continuity - Accumulated Amortization

	TCA Accumulated Amortization - Opening Balance September 1, 2018	TCA Accumulated Amortization - Adjustments to Opening Balance	TCA Accumulated Amortization - Transfer Between Asset Class	TCA Accumulated Amortization - Amortization Expense
<b>Assets In Service</b>				
Assets In Service - Land Improvements	8,194,901	-	-	739,053
Assets In Service - Buildings - 40 years	162,706,444	-	-	8,478,888
Assets In Service - Other Buildings	-	-	-	-
Assets In Service - Portable Structures	0	-	-	-
Assets In Service - Equipment - 5 years	63,272	-	-	7,194
Assets In Service - Equipment - 10 years	1,315,162	-	-	108,032
Assets In Service - Equipment - 15 years	34,685	-	-	2,577
Assets In Service - First-time Equipping - 10 years	3,426,111	-	-	346,148
Assets In Service - Furniture	75,612	-	-	3,334
Assets In Service - Computer Hardware	1,809,992	-	-	321,107
Assets In Service - Computer Software	-1	-	-	-
Assets In Service - Vehicles under One Ton	94,376	-	-	23,059
Assets In Service - Vehicles over One Ton	0	-	-	-
<b>Total Assets In Service</b>	<b>177,720,554</b>	<b>-</b>	<b>-</b>	<b>10,029,392</b>
<b>Leasehold Improvements</b>				
Leasehold Improvements - Land Improvements	0	-	-	-
Leasehold Improvements - Buildings	399,740	-	-	28,866
Leasehold Improvements - Other	0	-	-	-
<b>Total Leasehold Improvements</b>	<b>399,740</b>	<b>-</b>	<b>-</b>	<b>28,866</b>
<b>Asset Permanently Removed From Service</b>				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
<b>Total Asset Permanently Removed From Service</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Construction In Progress Assets</b>				
Construction In Progress - Buildings - 40 years	-	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	-
Pre-aquisition costs - Land	-	-	-	-
Pre-aquisition costs - Buildings	-	-	-	-
<b>Total Construction In Progress Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Capital Leased Assets</b>				
Capital Leased Assets - Land	-	-	-	-
Capital Leased Assets - Buildings	0	-	-	-
Capital Leased Assets - Other	0	-	-	-
Capital Leased Assets - Machinery and Equipment	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-
<b>Total Capital Leased Assets</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>-</b>
TCA - Land	-	-	-	-
TCA - Non Land	178,120,294	-	-	10,058,258
<b>Total Tangible Capital Assets</b>	<b>178,120,294</b>	<b>-</b>	<b>-</b>	<b>10,058,258</b>

\* The transfers column should net to zero.

## Schedule 22: Tangible Capital Asset Continuity - Accumulated Amortization

	TCA Accumulated Amortization - Write Downs	TCA Accumulated Amortization - Disposals- Deemed Disposals	TCA Accumulated Amortization - Transfer to Financial Assets	TCA Accumulated Amortization - Closing Balance March 31, 2019
<b>Assets In Service</b>				
Assets In Service - Land Improvements	-	-	-	8,933,954
Assets In Service - Buildings - 40 years	-	-	-	171,185,332
Assets In Service - Other Buildings	-	-	-	-
Assets In Service - Portable Structures	-	-	-	0
Assets In Service - Equipment - 5 years	-	-	-	70,466
Assets In Service - Equipment - 10 years	-	-	-	1,423,194
Assets In Service - Equipment - 15 years	-	-	-	37,262
Assets In Service - First-time Equipping - 10 years	-	-	-	3,772,259
Assets In Service - Furniture	-	-	-	78,946
Assets In Service - Computer Hardware	-	-	-	2,131,099
Assets In Service - Computer Software	-	-	-	-1
Assets In Service - Vehicles under One Ton	-	-	-	117,435
Assets In Service - Vehicles over One Ton	-	-	-	0
<b>Total Assets In Service</b>	-	-	-	<b>187,749,946</b>
<b>Leasehold Improvements</b>				
Leasehold Improvements - Land Improvements	-	-	-	0
Leasehold Improvements - Buildings	-	-	-	428,606
Leasehold Improvements - Other	-	-	-	0
<b>Total Leasehold Improvements</b>	-	-	-	<b>428,606</b>
<b>Asset Permanently Removed From Service</b>				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
<b>Total Asset Permanently Removed From Service</b>	-	-	-	-
<b>Construction In Progress Assets</b>				
Construction In Progress - Buildings - 40 years	-	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	-
Pre-aquisition costs - Land	-	-	-	-
Pre-aquisition costs - Buildings	-	-	-	-
<b>Total Construction In Progress Assets</b>	-	-	-	-
<b>Capital Leased Assets</b>				
Capital Leased Assets - Land	-	-	-	-
Capital Leased Assets - Buildings	-	-	-	0
Capital Leased Assets - Other	-	-	-	0
Capital Leased Assets - Machinery and Equipment	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-
<b>Total Capital Leased Assets</b>	-	-	-	<b>0</b>
TCA - Land	-	-	-	-
TCA - Non Land	-	-	-	188,178,552
<b>Total Tangible Capital Assets</b>	-	-	-	<b>188,178,552</b>

\* The transfers column should net to zero.

## Schedule 22: Tangible Capital Asset Continuity - Net Book Value

	TCA NBV - Closing Balance March 31	TCA NBV - Opening Balance September 1	TCA NBV and Proceeds of Disposition - Proceeds of Disposition	TCA NBV and Proceeds of Disposition - Gain on Disposal	TCA NBV and Proceeds of Disposition - Loss on Disposal
<b>Assets In Service</b>					
Assets In Service - Land & Land Improvement with Infinite Lives	189,801,171	136,233,915	-	-	-
Assets In Service - Land Improvements	12,635,556	13,365,408	-	-	-
Assets In Service - Buildings - 40 years	414,663,805	407,358,245	-	-	-
Assets In Service - Other Buildings	-	-	-	-	-
Assets In Service - Portable Structures	0	0	-	-	-
Assets In Service - Equipment - 5 years	21,117	28,311	-	-	-
Assets In Service - Equipment - 10 years	559,532	667,564	-	-	-
Assets In Service - Equipment - 15 years	29,003	31,580	-	-	-
Assets In Service - First-time Equipping - 10 years	2,608,404	2,824,066	-	-	-
Assets In Service - Furniture	13,052	11,196	-	-	-
Assets In Service - Computer Hardware	1,185,578	1,289,910	-	-	-
Assets In Service - Computer Software	1	1	-	-	-
Assets In Service - Vehicles under One Ton	98,301	121,360	-	-	-
Assets In Service - Vehicles over One Ton	0	0	-	-	-
<b>Total Assets In Service</b>	<b>621,615,520</b>	<b>561,931,556</b>	-	-	-
<b>Leasehold Improvements</b>					
Leasehold Improvements - Land Improvements	0	0	-	-	-
Leasehold Improvements - Buildings	45,360	74,226	-	-	-
Leasehold Improvements - Other	0	0	-	-	-
<b>Total Leasehold Improvements</b>	<b>45,360</b>	<b>74,226</b>	-	-	-
<b>Asset Permanently Removed From Service</b>					
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-	-
<b>Total Asset Permanently Removed From Service</b>	-	-	-	-	-
<b>Construction In Progress Assets</b>					
Construction In Progress - Buildings - 40 years	7,417,504	15,542,924	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-	-
Construction In Progress - Portables	0	0	-	-	-
Pre-aquisition costs - Land	170,909	2,998,104	-	-	-
Pre-aquisition costs - Buildings	0	0	-	-	-
<b>Total Construction In Progress Assets</b>	<b>7,588,413</b>	<b>18,541,028</b>	-	-	-
<b>Capital Leased Assets</b>					
Capital Leased Assets - Land	0	0	-	-	-
Capital Leased Assets - Buildings	0	0	-	-	-
Capital Leased Assets - Other	0	0	-	-	-
Capital Leased Assets - Machinery and Equipment	-	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-	-
<b>Total Capital Leased Assets</b>	<b>0</b>	<b>0</b>	-	-	-
TCA - Land	189,972,080	139,232,019	-	-	-
TCA - Non Land	439,277,213	441,314,791	-	-	-
<b>Total Tangible Capital Assets</b>	<b>629,249,293</b>	<b>580,546,810</b>	-	-	-

### Schedule 22: Tangible Capital Asset Continuity - Net Book Value

	TCA NBV - Closing Balance March 31	TCA NBV - Opening Balance September 1	TCA NBV and Proceeds of Disposition - Proceeds of Disposition	TCA NBV and Proceeds of Disposition - Gain on Disposal	TCA NBV and Proceeds of Disposition - Loss on Disposal
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## Schedule 22: Tangible Capital Asset Continuity - Inter-Entity TCA Transactions

	Asset Serial Number	Asset Name	Cost - Additions	Internal Source - Additions	Cost - Disposals
<b>School Boards</b>					
School Boards GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 3	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 4	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 5	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 6	-		-	0000 - Enter name / Entrer un nom	-
<b>School Boards GRE Entity Subtotal</b>	-		-	-	-
<b>Colleges</b>					
College GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
College GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
College GRE Entity 3	-		-	0000 - Enter name / Entrer un nom	-
<b>Colleges GRE Entity Subtotal</b>	-		-	-	-
<b>Hospitals</b>					
Hospital GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
Hospital GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
<b>Hospitals GRE Entity Subtotal</b>	-		-	-	-
<b>Agencies, Boards &amp; Commissions</b>					
Agencies, Boards & Commissions GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
<b>Agencies, Boards &amp; Commissions GRE Entity Subtotal</b>	-		-	-	-

Note: Of the assets disposed, please list those that were sold to an internal source (ie. Other Broader Public Sector entities)

## Schedule 22: Tangible Capital Asset Continuity - Inter-Entity TCA Transactions

	Internal Source - Disposals	Accumulated Amortization	Proceeds of Disposition	Gain on Sale	Loss on Sale
<b>School Boards</b>					
School Boards GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	0	-
School Boards GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 3	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 4	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 5	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 6	0000 - Enter name / Entrer un nom	-	-	-	-
<b>School Boards GRE Entity Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>-</b>
<b>Colleges</b>					
College GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	-	-
College GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
College GRE Entity 3	0000 - Enter name / Entrer un nom	-	-	-	-
<b>Colleges GRE Entity Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Hospitals</b>					
Hospital GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	-	-
Hospital GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
<b>Hospitals GRE Entity Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Agencies, Boards &amp; Commissions</b>					
Agencies, Boards & Commissions GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	-	-
Agencies, Boards & Commissions GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
<b>Agencies, Boards &amp; Commissions GRE Entity Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>-</b>

Note: Of the assets disposed, please list those that were sold to an internal source (ie. Other Broader Public Sector entities)

### Schedule 22A: Assets Held for Sale Continuity

		Assets Held for Sale - Opening Balance September 1	Assets Held for Sale - Prior Year Opening Balance Adjustments.	Assets Held for Sale - In-year Additions	Assets Held for Sale - Additional Expenditure on AHFS	Assets Held for Sale - In-year Disposals
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
1	Land & Land Improvement with Infinite Lives	0				
2	Land Improvements					
3	Buildings - 40 years					
4	Other Buildings					
5	Permanently Removed From Service - Buildings - 40 years					
6	<b>Total Assets Held for Sale</b>	<b>0</b>				

		Assets Held for Sale - Closing Balance March 31	Assets Held for Sale - Proceeds of Disposition	Assets Held for Sale - Gain on Disposal	Assets Held for Sale - Loss on Disposal
		Col. 6	Col. 7	Col. 8	Col. 9
1	Land & Land Improvement with Infinite Lives	0	10,610,255	10,610,255	
2	Land Improvements				
3	Buildings - 40 years				
4	Other Buildings				
5	Permanently Removed From Service - Buildings - 40 years				
6	<b>Total Assets Held for Sale</b>	<b>0</b>	<b>10,610,255</b>	<b>10,610,255</b>	

Note: Normally, if there are expenditures on Assets Held for Sale they are expensed during the year. However, if the amount is material, please consult with your auditors to see if it qualifies for adding it to the AHFS

### Schedule 22A: Assets Held for Sale Continuity - Inter-Entity TCA Transactions

	Asset Serial Number	Asset Name	Internal Source - Disposals	Cost - Disposals
<b>School Boards</b>				
School Boards GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 3	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 4	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 5	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 6	-		0000 - Enter name / Entrer un nom	-
<b>School Boards GRE Entity Subtotal</b>	-		-	-
<b>Colleges</b>				
College GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
College GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
College GRE Entity 3	-		0000 - Enter name / Entrer un nom	-
<b>Colleges GRE Entity Subtotal</b>	-		-	-
<b>Hospitals</b>				
Hospital GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
Hospital GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
<b>Hospitals GRE Entity Subtotal</b>	-		-	-
<b>Agencies, Boards &amp; Commissions</b>				
Agencies, Boards & Commissions GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
<b>Agencies, Boards &amp; Commissions GRE Entity Subtotal</b>	-		-	-

Note: Of the assets disposed, please list those that were sold to an internal source (i.e. Other Broader Public Sector entities). Please provide the cost and accumulated amortization of the asset when it was transferred from TCA to assets held for sale. The Ministry requires this information for consolidation purposes.

### Schedule 22A: Assets Held for Sale Continuity - Inter-Entity TCA Transactions

	Accumulated Amortization	Proceeds of Disposition	Gain on Sale	Loss on Sale
<b>School Boards</b>				
School Boards GRE Entity 1	-	-	-	-
School Boards GRE Entity 2	-	-	-	-
School Boards GRE Entity 3	-	-	-	-
School Boards GRE Entity 4	-	-	-	-
School Boards GRE Entity 5	-	-	-	-
School Boards GRE Entity 6	-	-	-	-
<b>School Boards GRE Entity Subtotal</b>	-	-	-	-
<b>Colleges</b>				
College GRE Entity 1	-	-	-	-
College GRE Entity 2	-	-	-	-
College GRE Entity 3	-	-	-	-
<b>Colleges GRE Entity Subtotal</b>	-	-	-	-
<b>Hospitals</b>				
Hospital GRE Entity 1	-	-	-	-
Hospital GRE Entity 2	-	-	-	-
<b>Hospitals GRE Entity Subtotal</b>	-	-	-	-
<b>Agencies, Boards &amp; Commissions</b>				
Agencies, Boards & Commissions GRE Entity 1	-	-	-	-
Agencies, Boards & Commissions GRE Entity 2	-	-	-	-
<b>Agencies, Boards &amp; Commissions GRE Entity Subtotal</b>	-	-	-	-

Note: Of the assets disposed, please list those that were sold to an internal source (i.e. Other Broader Public Sector entities). Please provide the cost and accumulated amortization of the asset when it was transferred from TCA to assets held for sale. The Ministry requires this information for consolidation purposes.



Halton Student Transportation Services (HSTS) Update: Bell Time Efficiency Study	<b>Item 10.4</b>
June 4, 2019	

### Alignment to Strategic Plan

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

### Purpose

Provide the Board of the Trustees with the results of the 2019-20 School Hour and Route Efficiency Review completed by the Halton Student Transportation Services (HSTS), and the total savings and cost avoidances achieved in their study.

### Background Information

- 1) Information Report Item 10.5 “Halton Student Transportation Services (HSTS) 2017-2018 Annual Report” from the February 19, 2019, Regular Meeting of the Board.

### Comments

The Halton Student Transportation Services (HSTS) is responsible for planning and scheduling all school transportation routes for the Halton District School Board (HDSB) and the Halton Catholic District School Board (HCDSB). To maximize efficiencies, buses are allocated routes that seek to maximize their overall utilization by completing as many school runs in the morning and afternoon.

To continue identifying further efficiencies and savings, HSTS completes an annual School Hour and Route Efficiency Review. For the 2019-20 school year review, HSTS proposed five (5) school bell time changes for HCDSB and ten (10) bell time changes for HDSB.

On May 13, 2019, the HSTS Board of Directors (BOD) – comprised of the Chairs, Directors, and Treasurers of both Boards – approved the proposed changes to bell times to achieve the overall efficiencies and savings of the completed study. In total, five (5) school bell times were adjusted for HCDSB.

The changes to the 2019-2020 school hours affect the following school communities:

School	Current Hours	2019-20 Hours	Reason
Assumption CSS	8:25 – 2:25	8:15 – 2:15	Route efficiencies
Ascension CES	9:15 – 3:45	9:25 – 3:55	Route efficiencies
St. Scholastica CES	8:55 – 3:25	9:10 – 3:40	Route efficiencies



School	Current Hours	2019-20 Hours	Reason
St. Benedict CES	9:05 – 3:35	9:20 – 3:50	Route efficiencies
Bishop Reding CES	8:25 – 2:30	8:10 – 2:50	Extended school day

### 2019-20 School Hour/Route Efficiency Summary:

The results of the 2019-20 School Hour and Route Efficiency Review yielded significant cost avoidances for both Boards in identifying significant efficiencies in the total number of buses required to serve our student population. Below are some noteworthy points:

- 1) The preliminary budget for HCDSB’s Transportation Budget was approximately **\$9,475,914** before the route planning being completed.
- 2) After completing the route planning for the 2019-20 school year with status quo bell times and to meet new boundaries and Board growth, a total of **21 new buses** were required across the Region, with an estimated cost of **\$1,204,333.00 per year.**
  - a. This additional cost would be split 42% for the HCDSB, and 58% for the HDSB, which presents a cost of **\$505,819** to HCDSB.
- 3) With the HSTS Board of Directors bell time changes, HSTS was able to reduce the number of **new buses to 6**, which presents an annual savings of **\$865,960 per year between both Boards.** Split 42/58, respectively, presents a savings/cost avoidance of **\$363,703 to HCDSB.**
- 4) The HCDSB Transportation Budget for the 2019-2020 school year has been reduced from \$9,981,733 under status quo bell times to an approximate budget of **\$9,618,096 under the proposed changes.**
- 5) The total HSTS Budget is increasing by approximately \$338,373. Split 42/58 respectively, presents an **overall increase of \$142,116 to the HCDSB’s Transportation Budget.**

### Conclusion

The results of the 2019-20 School Hour and Route Efficiency Review yielded significant cost avoidances for both Boards. By altering the bell times of five (5) schools for the HCDSB, the Board has avoided \$363,703 in additional transportation costs resulting from the Board’s ongoing growth.

HSTS will continue to complete their annual School Hour and Route Efficiency Reviews to continue maximizing savings, and maintain their High Effectiveness and Efficiency rating.

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

Report Submitted by: A. Lofts  
Superintendent, Business Services and Treasurer of the Board

Report Approved by: P. Daly



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Director of Education and Secretary of the Board



2019 Long-Term Capital Plan Community Feedback	Item 10.5
June 4, 2019	

### Alignment to Strategic Plan

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

### Purpose

To inform the Board of Trustees the community feedback received with regards to the Draft 2019 Long-Term Capital Plan update.

### Background Information

1. Information Report Item 10.8 “2019 Long-Term Capital Plan (LTCP) Update – Draft” from the May 7, 2019, Regular Meeting of the Board.
2. Information Report Item 10.4 “2018-19 Annual Facility Accommodation Report” from the April 2, 2019, Regular Meeting of the Board.
3. Information Report Item 10.6 “Long-Term Capital Plan (LTCP) – Updated Projections,” from the March 19, 2019, Regular Meeting of the Board.
4. Information Report 10.4 “Four Year Ministry Enrolment Projection and Long-Term Capital Plan Preliminary Enrolment Projections” from the December 18, 2018, Regular Board Meeting.
5. Information Report 10.9 “Planning Services Work Plan for 2018-2019” from the October 2, 2018, Regular Board Meeting.

### Comments

At the May 7, 2019, Regular Meeting of the Board, staff provided Trustees with the Draft 2019 Long-Term Capital Plan (LTCP) update for their review. The same document has been shared publicly through the Board’s School Planning website (<https://schoolplanning.hcdsb.org/ltcp/>). The document can be directly accessed through this link: [Draft 2019 Long-Term Capital Plan](#)

On May 15, 2019, Board staff held a Stakeholder and Public Meeting to present the Draft 2019 LTCP and Community Planning and Partnership Opportunities, as identified in the Plan. A total of 27 individuals attended the meeting, including staff and councillors of area municipalities from the City of Burlington, Town of Milton, Region of Halton, Sheridan College, Child Care providers, and members from the community. Both Milton Trustees were also present at the meeting.



The presentation from the meeting, list of schools with underutilized spaces available for partnerships, and map of all partnership opportunity locations are available through the Board’s School Planning website (<https://schoolplanning.hcdsb.org/partnerships/>).

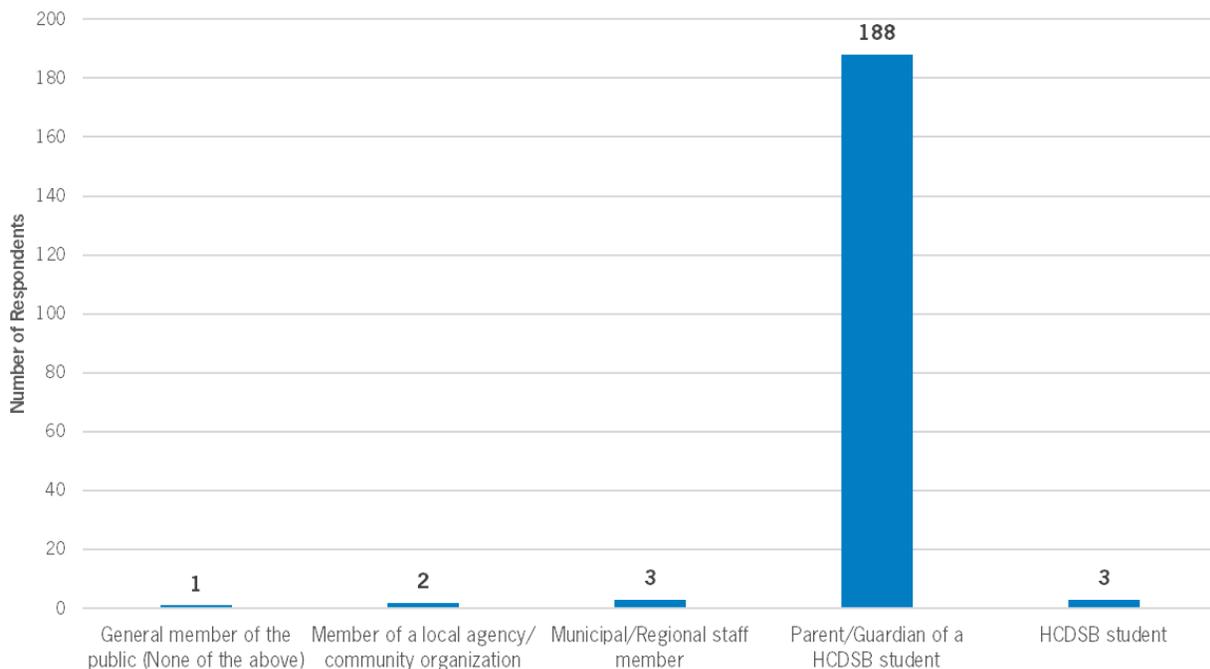
Following the May 15, 2019 Public Meeting, Board staff launched a survey to the community on May 15, 2019, to gather additional comments on the draft 2019 LTCP update. The survey remained open until May 26, 2019, where a total of 197 responses were received from the community, including one (1) response provided by email to Board staff. This is an increase of 125% from the survey available in 2018, where 88 responses were received.

In addition, community members are also provided with the opportunity to provide feedback on the Draft 2019 LTCP. The present Board Meeting was reserved for delegations on this matter to ensure staff had adequate time to address the comments in the final document.

Following the closure of the survey, staff analyzed responses to the recommendations made in the 2019 LTCP. A full list of questions is attached as Appendix A, and a list of responses is attached as Appendix B to this report. Below is a brief overview of the information gathered through the consultation period.

To better understand the responses and identify respondents’ interest in the Long-Term Capital Plan and proposed projects for the Board, several classification questions were provided. Of the responses received to the survey, 188 (95%) were from parents/guardians of HCDSB students. HCDSB students and Municipal/Regional staff members each represented 3% of the responses. General members of the public and members of a local agency/community partners represented the remaining 2% of the responses. A breakdown is provided below:

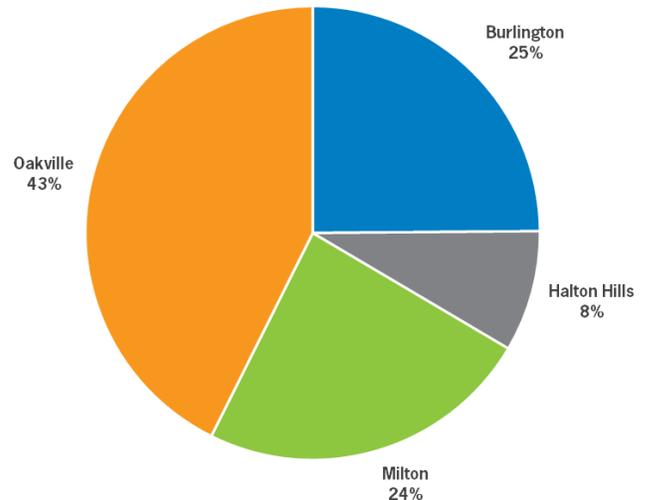
**Figure 1: Survey Respondent Classification**





Responses were received from all municipalities in Halton, with the largest percentage from Oakville (43%). Burlington and Milton represented 25% and 24% of the responses, respectively. Responses from Halton Hills represented 8% of the total responses. A chart showing responses is provided to the right.

**Figure 2: Municipal Breakdown of Respondents**

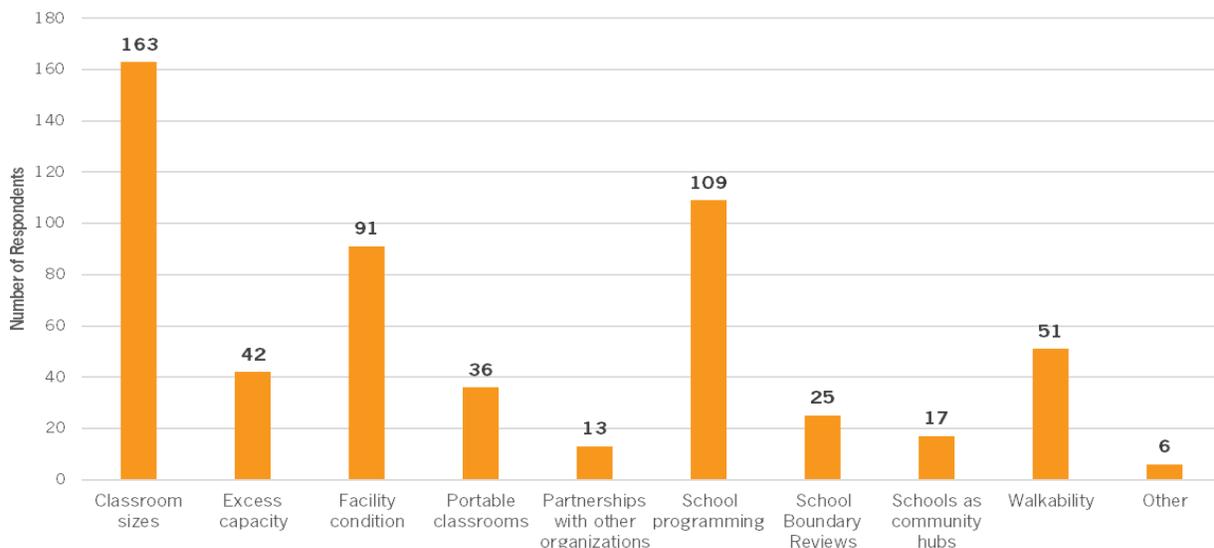


The survey requested respondents to identify up to three (3) accommodation issues that were most important to them and to rate to what degree the accommodation strategies identified were addressed in the recommendations. The accommodation issues highlighted by staff were based on the LTCP Guiding Principles and included:

- Classroom sizes (e.g. keep classroom sizes small, no/minimal portables)
- Excess capacity
- Facility condition
- Portable classrooms
- Partnerships with other organizations
- School programming (e.g. Extended French, Special Education, AP/IB)
- School Boundary Reviews
- Schools as community hubs
- Walkability (e.g. close to home)
- Other

A summary of the responses organized by accommodation issue<sup>1</sup> is provided in the figure below:

**Figure 3: Respondent Priority Accommodation Issues**



<sup>1</sup> As respondents were provided the option to select up to three (3) issues that were most important to them, the sum of each issue identified will not equal the total number of respondents that completed the survey.



Based on the accommodation issues selected, most respondents agreed or were neutral that the recommendations made for each review area addressed their most important accommodation issues

Partnerships with other organizations had the largest percentage of responses that selected either “Strongly Agree” or “Agree” at 8% and 54%, respectively. Facility condition had the largest percentage of responses that selected “Neutral” at 51%. Walkability and Other had the largest percentage of responses that selected “Disagree” or “Agree” at 20% and 33%, respectively.

In terms of issues, most responses either agreed to some level or felt neutral about the recommendations made in the report. A total of 24% disagreed that the accommodation issues they felt were important were adequately addressed in the recommendations made in the report. The table below provides a summary of these results by issue identified.

**Table 1: Effectiveness of Addressing Priority Accommodation Issues**

Accommodation Issue	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Count
Classroom Sizes	2% / 3	36% / 59	39% / 64	15% / 24	8% / 13	<b>163</b>
Excess Capacity	7% / 3	31% / 13	40% / 17	17% / 7	5% / 2	<b>42</b>
Facility Condition	4% / 4	25% / 23	51% / 46	14% / 13	5% / 5	<b>91</b>
Portable Classrooms	6% / 2	42% / 15	33% / 12	14% / 5	6% / 2	<b>36</b>
Partnerships with Other Organizations	8% / 1	54% / 7	8% / 1	15% / 2	15% / 2	<b>13</b>
School Programming	4% / 4	41% / 45	35% / 38	12% / 13	8% / 9	<b>109</b>
School Boundary Reviews	0% / 0	36% / 9	32% / 8	16% / 4	16% / 4	<b>25</b>
Schools as Community Hubs	0% / 0	47% / 8	35% / 6	12% / 2	6% / 1	<b>17</b>
Walkability	0% / 0	31% / 16	41% / 21	20% / 10	8% / 4	<b>51</b>
Other	0% / 0	17% / 1	33% / 2	17% / 1	33% / 2	<b>6</b>
<b>Total</b>	<b>3% / 17</b>	<b>35% / 196</b>	<b>38% / 215</b>	<b>15% / 81</b>	<b>9% / 44</b>	<b>553</b>



An opportunity to provide an explanation for their responses above or provide additional comments were provided in the survey. These are listed below by the general theme of response along with staff response:

**Table 2: Additional Comments Regarding Accommodation Issues**

**Capital Projects**

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>1. Support for the consolidation of St. James CES and St. Joseph (O) CES and the construction of a new facility for the consolidation St. Nicholas CES.</li> <li>2. Support for a rebuild at St. Dominic CES.</li> <li>3. Support for the construction of a new secondary school in Halton Hills. However, there was concern regarding the JK-12 model and its impact on elementary school students.</li> <li>4. Numerous respondents identified the urgent need for a new secondary school in Milton (Milton #3 CSS) and raised concern regarding the high enrolment at Bishop P.F. Reding CSS and Jean Vanier CSS, and its impact on the quality of education and student experience.</li> <li>5. A co-build for Milton #3 CSS with an indoor recreation centre should be explored.</li> <li>6. Addition to Bishop P.F. Reding CSS and the construction of Milton #3 CSS may not fully address high enrolment in North Milton.</li> <li>7. Concern that secondary growth in Oakville is not adequately addressed over the 1-5 year horizon in Oakville.</li> <li>8. Clarification regarding the timing of renovation/ addition at St. Michael CES required.</li> <li>9. A new elementary school in the Notre Dame CSS catchment may be required.</li> <li>10. Concern about the continued construction of new schools and funding.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Board has submitted funding requests to the Ministry for a rebuild for St. Dominic CES and Milton #3 CSS during multiple Capital Priorities funding rounds. The Board will continue to submit this request in future funding requests.</li> <li>2. The need for a new secondary school in Milton is identified as a high priority. Planning applications are currently being reviewed by the Town of Milton to ensure the Board can start construction as soon as funding is provided by the Ministry of Education. The Board is in discussions with the Town of Milton to explore facility partnership opportunities as a part of this project</li> <li>3. Secondary school accommodation across the Board will be impacted by the change in school class sizes and resultant changes to the school's Functional Building Capacity (FBC).</li> <li>4. The Board is currently waiting for Approval to Proceed to build the addition at St. Michael CES. Timing is unknown.</li> <li>5. There is insufficient enrolment within the Notre Dame CSS catchment to construct an additional full elementary school based on current enrolment projections. Staff expect enrolment to stabilize over the long-term.</li> <li>6. The Board supports the concept of Complete Communities, which seeks to have a walkable school serving the highest number of students possible in new development areas. It should be noted that except for one school in Milton, all schools are currently at or exceeding Functional Building Capacity.</li> </ol>

**School Boundary Reviews**

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>1. Numerous respondents raised concerns regarding high enrolment at St. Mary CES and the continued use of portables over the long-term. Recommendations were made for an Administrative Program Review and/or School Boundary Review.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff are recommending an Administrative Boundary Review to redirect new development areas from St. Mary CES to other area schools to reduce enrolment at the school. Staff will review the need for the school boundary review within the area.</li> <li>2. The split secondary boundary for North Oakville is based on natural elementary school boundaries once</li> </ol>



<ol style="list-style-type: none"> <li>2. Concern regarding split secondary school boundary between St. Ignatius of Loyola CSS and Holy Trinity CSS for St. Gregory the Great CES catchment.</li> <li>3. Suggestion to direct students in North Oakville to schools south of Dundas Street and not build new schools in the community.</li> <li>4. Support to balance enrolment between Our Lady of Peace CES, St. Andrew CES and St. Marguerite D'Youville CES.</li> <li>5. Inquiry regarding the location of St. Andrew CES at the western end of the catchment.</li> <li>6. Wide support for grandfathering of students following boundary changes.</li> </ol>	<p>new schools are built. These boundaries will be determined through a School Boundary Review process and will be reviewed at that time.</p> <ol style="list-style-type: none"> <li>3. Staff will monitor enrolment in CEO5 to determine the need for a future School Boundary Review or other Accommodation Review to balance enrolment.</li> <li>4. School locations are generally determined at the municipal secondary and tertiary planning stages. School site is acquired based on the timing of development in various phases of these development areas and immediate need based on student enrolment. Currently, there are no plans to acquire new school sites in the area south of Dundas.</li> <li>5. During past School Boundary Reviews, the Board has supported grandfathering senior students (i.e. grade 7-8) without transportation.</li> </ol>
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### Pupil Accommodation Reviews

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>1. Support that recommendations for Pupil Accommodation Reviews in South Burlington (CEO2) were not made in the LTCP.</li> <li>2. Suggestion for consolidation of St. Vincent CES and St. Luke CES due to underutilization of these schools.</li> <li>3. General support for closure/consolidation of smaller schools. Others indicated a preference for smaller schools.</li> <li>4. Holy Family CES should remain open over the short-term, however, understood the need for a Pupil Accommodation Review if enrolment continues to decline.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff will monitor enrolment and demographic trends in neighbourhoods with declining enrolment to determine the need for Pupil Accommodation Reviews. Staff seeks to find community partners to share space and explore the possibility for other accommodation strategies prior to conducting such a review. Note that a moratorium on Pupil Accommodation Reviews is currently in place.</li> </ol>

### Facility Condition

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>1. Aging facilities require renewal and investment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Facility Management Services continually reviews renewal requirements and invests in facilities as needed.</li> </ol>

### Portable Classrooms and High Enrolment

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>1. Concern regarding high enrolment and the number of portable classrooms at St. Brigid CES, and numerous Milton elementary schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Both communities require new pupil places as enrolment increases. Accordingly, staff has identified a number of priorities in these growth areas.</li> <li>2. Accommodation pressure is expected to be relieved in the short-term at St. Brigid CES and St. Benedict CES through the redirection of French Immersion and Extended French programming starting in 2019-20.</li> </ol>



### Partnerships with Other Organizations

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>Clarity regarding partnership opportunities possible at schools.</li> <li>Impact of facility partnerships at St. Teresa of Calcutta CES.</li> </ol>	<ol style="list-style-type: none"> <li>Additional information regarding community partnerships is available at <a href="https://schoolplanning.hcdsb.org/partnerships/">https://schoolplanning.hcdsb.org/partnerships/</a>.</li> <li>The purpose of facility partnerships is to use surplus space in fully operational schools. As such, students in these schools will not be relocated to accommodate new partnerships. It should also be noted that partnerships are sought for schools that have excess space and remain viable schools in terms of enrolment. Partnerships are not meant to be a substitution to closures and consolidations.</li> </ol>

### School Programming

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>Continue support for French as a Second Language programming (e.g. French Immersion, Extended French)</li> <li>Support for an additional French Immersion site in Oakville. Suggestions that underutilized schools in South Oakville (CEO1) as a potential option.</li> <li>Support for the introduction of Extended French at St. Joan of Arc CES and Our Lady of Peace CES.</li> <li>Support for the Board’s decision to move Extended French out of the St. Matthew CES.</li> <li>Maintain Extended French at St. Matthew CES. Alternative options were provided, including a further delayed phase out or maintaining one class at school.</li> <li>Consideration of siblings in the selection of students for optional French Immersion programming.</li> <li>Explore additional programs to increase enrolment at schools with underutilized spaces or schools with declining enrolment (e.g. South Oakville and Orchard)</li> </ol>	<ol style="list-style-type: none"> <li>Through the Administrative Program Review in 2018-19, optional French as a Second Language programming has been strengthened at the Board by providing increased access to the program in local communities by opening new locations for Extended French in Milton and Oakville.</li> <li>Staff will continue to review optional French Immersion programming in Oakville and explore the possibility to increase the availability of the program in the community.</li> <li>Based on school community comments, the phase-out of Extended French at St. Matthew CES has been delayed by one year to 2020-21. Staff will continually review optional programming at schools to determine equitable and costeffective accommodation across the Region.</li> <li>A random-selection lottery process for optional French language programming is the most equitable access to the program to all students interested. Giving additional consideration to siblings in the selection process would give an unfair advantage to certain families that already have a sibling in the program.</li> <li>The addition of programs does not necessarily produce a net increase enrolment. When a program is introduced at a school, the additional enrolment that is generated is primarily sourced from other schools feeding into the program, and in certain cases better retention. It should be understood that declining enrolment is most often a symptom of declining and stabilizing birth rates.</li> </ol>



### Classroom Sizes

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>1. Opposition to larger classroom sizes at elementary and secondary schools and impact on the quality of education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom sizes are dictated by the Education Act. However, staff are fully committed to ensuring quality education is provided to students within Ministry regulations and funds available.</li> </ol>

### Other

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>1. There is concern regarding the uncertainty of provincial funding cuts, which may not be adequately reflected in this LTCP.</li> <li>2. Concern that issues are addressed in the LTCP, but not implemented.</li> <li>3. Concern that the number of cross-boundary students at St. Matthew CES is resulting in high enrolment at the school.</li> <li>4. Lack of inclusion of Thomas Merton ALC.</li> <li>5. Concern regarding parking and traffic at Queen of Heaven CES and St. Gregory the Great CES.</li> </ol>	<ol style="list-style-type: none"> <li>1. The impact of potential changes to provincial funding will be reflected when additional details are available. To adequately reflect any of these changes, staff will continue to annually update the LTCP to reflect changes in provincial funding.</li> <li>2. Implementation of accommodation strategies will continue to be noted in the “History of Actions” section of the LTCP. Due to the dynamic nature of accommodation planning, the recommendations and timelines are targets and subject to change.</li> <li>3. Due to the nature of programming at Thomas Merton ALC, staff cannot accurately project enrolment at the school. As such, the school has been excluded in the LTCP. Staff will explore the opportunity to speak to the Thomas Merton ALC Campuses in a different format for a future iteration of the LTCP.</li> <li>4. The North Oakville Secondary Plan does not allow for the Board to build parking beyond a maximum number of spaces. In addition, as new schools are constructed, it is expected that most students will be within walking distance of the school. For those outside of the walking distance, transportation is provided. Schools are sited within development plans to be as walkable as possible. A higher priority is given to ensuring there is an adequate play area for students throughout the day as opposed to providing an oversupply of parking for peak periods of the day.</li> <li>5. The vast majority of students within Queen of Heaven’s urban catchment are within walking distance. Staff continue to promote active transportation and the use of Board provided transportation to/from schools.</li> </ol>



In addition to the comments above, there were comments that also discussed school staffing, student bullying, cafeteria food as well as school curriculum. These comments are not addressed as a part of the LTCP and school accommodation planning and as such have not been categorized into the themes above. A full list of comments is provided in Appendix B for review.

The City of Burlington has provided comments that provided an update to planning processes at the City. These changes will be reflected in the finalized 2019 LTCP update.

Appendix C provides a map of the region with the location of responses based on postal code and the general theme of response provided.

Staff will take feedback provided by the community to improve the plan and community input processes for future iterations of the Long-Term Capital Plan, as this plan is dynamic and will be updated on an annual basis. As mentioned previously, Appendix B provides a full list of responses by municipality.

## Conclusion

Based on the community input, staff will finalize the 2019 Long-Term Capital Plan update to be presented to the Board as information at the Regular Meeting of the Board on June 18, 2019.

### Report Prepared by:

D. Gunasekara  
Planning Officer, Planning Services

F. Thibeault  
Senior Manager, Planning Services

### Report Submitted by:

A. Lofts  
Superintendent, Business Services and Treasurer of the Board

### Report Approved by:

P. Daly  
Director of Education and Secretary of the Board

## Appendix A: Online Survey Questionnaire

### FEEDBACK SURVEY: 2019 Long-Term Capital Plan (LTCP)

#### Background

A Long-Term Capital Plan (LTCP) is an annually reviewed document that provides detailed enrolment projections over a 15-year period. The LTCP uses these enrolment projections to identify current and future accommodation pressures that result from new residential development, changing demographics, and program pressures.

Please review our Board's LTCP at: <https://schoolplanning.hcdsb.org/ltcp/>

#### Community Feedback

Halton Region community members are invited to provide feedback regarding the accommodation strategies proposed in the updated LTCP. All community feedback will be presented to HCDSB Trustees prior to the updated LTCP being finalized and presented to Trustees for information at the Regular Board Meeting on June 18, 2019.

#### I am responding to this survey as a...\*

Parent/Guardian of an HCDSB Student

HCDSB Student

Municipal or Regional Staff Member

Member of a local agency or community organization

General member of the public (None of the above)

#### Which Community do you live in/represent?\*

Burlington

Halton Hills (including Georgetown and Acton)

Milton

Oakville

#### What is your Postal Code? (No Spaces)\*

This information will be kept secure and will be disassociated from the survey data.

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If Parent/Guardian of an HCDSB Student was selected for question 1, the following questions were asked:

**How many of your children are currently enrolled in an HCDSB school?\***

Depending on the number of children selected in the question above, the question below was asked for up to 5 students:

**What school does your first child attend?\***

**What grade is your first child in?\***

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If HCDSB Student was selected for question 1, the following questions were asked:

**What HCDSB school are you enrolled in?\***

**What grade are you in?\***

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Following the above questions, Parent/Guardian of an HCDSB Student and HCDSB Students were provided with information regarding each of their relevant review areas. For Parent/Guardian of an HCDSB Student up to 5 different review areas could be shown depending on the number and location of students.

Municipal and Regional Staff Members, Local Agencies and General Members of the Public were provided with links to the School Planning website where they could review the information.

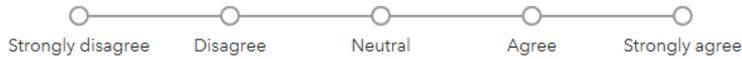
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**What student accommodation issues (listed below) are most important to you?\***

Please select up to 3 Issues

- Classroom sizes (e.g. Keep classroom sizes small, no/minimal portables)
- Excess capacity
- Facility condition
- Portable classrooms
- Partnerships with other organizations
- School programming (e.g. Extended French, special education, AP/IB)
- School Boundary Reviews
- Schools as community hubs
- Walkability (e.g. Close to home)
- Other

**After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?\***



**Please provide a short explanation of your choice above.**

Please explain why you agree or disagree that the issues most important to you are/aren't being addressed.

500

**Do you have any other comments regarding the LTCP?**

500

**Appendix B: List of Responses**

**APPENDIX B**

\* Responses are sorted by respondent type and municipality.

#	I am responding to this survey as a...	Which Community do you live in/represent?	How many of your children are currently enrolled in an HCDSB school?	What student accommodation issues (listed below) are most important to you?	After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
PB1	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Walkability_(e.g_Close_to_home)	neutral		
PB2	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Partnerships_with_other_organizations,School_programming_(e.g_Extended_French_special_education_AP/IB)	agree	Since my child is in Grade 3-boundary review/consolidation of schools/facility partnerships will not really be a factor for us. I would love it if we could increase enrolment to allow more students/friendships/diversity to flourish.	
PB3	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Partnerships_with_other_organizations	agree		
PB4	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Walkability_(e.g_Close_to_home)	disagree		
PB5	Parent	Burlington	3	Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB),Walkability_(e.g_Close_to_home)	neutral		
PB6	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	neutral		
PB7	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	neutral		
PB8	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	neutral		
PB9	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Walkability_(e.g_Close_to_home)	agree	Happy to see that school closures/amalgamations are not currently being considered.	
PB10	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education_AP/IB),Schools_as_community_hubs	agree	Monitoring Enrollment seems to be a good choice. Would like to see more elementary schools in the Notre Dame family.	
PB11	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Facility_condition	strongly_agree		
PB12	Parent	Burlington	3	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Walkability_(e.g_Close_to_home)	agree		
PB13	Parent	Burlington	1	Facility_condition,Portable_classrooms,School_programming_(e.g_Extended_French_special_education_AP/IB)	neutral		
PB14	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Facility_condition	neutral		
PB15	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_Boundary_Reviews	neutral		
PB16	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	agree		
PB17	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	neutral		

#	I am responding to this survey as a...	Which Community do you live in/represent?	How many of your children are currently enrolled in an HCDSB school?	What student accommodation issues (listed below) are most important to you?	After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
PB18	Parent	Burlington	3	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g._Extended_French__special_education__AP/IB)	neutral		Please protect and invest in our French language programs. Early French is very important in our community.
PB19	Parent	Burlington	2	Excess_capacity,Portable_classrooms,Walkability_(e.g_Close_to_home)	agree		
PB20	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Walkability_(e.g_Close_to_home)	neutral	N/a	N/a
PB21	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Walkability_(e.g_Close_to_home)	strongly_disagree	Classroom size/ quality teachers/ school events / better food in high school cafeteria	
PB22	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g._Extended_French__special_education__AP/IB),School_Boundary_Reviews	agree		
PB23	Parent	Burlington	3	Excess_capacity,School_programming_(e.g._Extended_French__special_education__AP/IB),Schools_as_community_hubs	neutral	Enrolment is based on quality of the school and it's programs. ALL of the multiple public schools in the Orchard are at capacity or beyond. The reputation of the school, and the program they offer is rapidly declining, because the school community is no longer engaged.	
PB24	Parent	Burlington	2	Portable_classrooms,School_programming_(e.g._Extended_French__special_education__AP/IB)	neutral		
PB25	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g._Extended_French__special_education__AP/IB)	disagree	Smaller schools are far more beneficial to student success. They should not be seen as a negative or something to be fixed, rather an opportunity for every student to shine and not be list in the shuffle.	
PB26	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g._Extended_French__special_education__AP/IB)	disagree		
PB27	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Other [special programs like the arts and technology need more funding]	neutral		
PB28	Parent	Burlington	2	Facility_condition	neutral		
PB29	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g._Extended_French__special_education__AP/IB)	disagree		
PB30	Parent	Burlington	3	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Walkability_(e.g_Close_to_home)	neutral		
PB31	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Walkability_(e.g_Close_to_home)	neutral	Not sure if we have to follow the Provincial mandate, I don't want to, and I want to keep class sizes small and to keep real teachers at the kindergarten level.	
PB32	Parent	Burlington	3	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Portable_classrooms	neutral		
PB33	Parent	Burlington	1	Facility_condition,Walkability_(e.g_Close_to_home)	disagree		
PB34	Parent	Burlington	3	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Walkability_(e.g_Close_to_home)	agree		
PB35	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g._Extended_French__special_education__AP/IB),Walkability_(e.g_Close_to_home)	agree	Agree that Burlington SE Schools don't need public accommodation reviews. Schools utilization is high. Not sure what can be achieved with boundary review as utilization (current and projected) seems to be high across all schools.	Would like to see smaller class sizes, no portables, continued smaller/ walkable schools with extended school programming availability

#	I am responding to this survey as a...	Which Community do you live in/represent?	How many of your children are currently enrolled in an HCDSB school?	What student accommodation issues (listed below) are most important to you?	After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
PB36	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education_AP/IB),Walkability_(e.g_Close_to_home)	neutral		
PB37	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	neutral		
PB38	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	agree		
PB39	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	neutral		
PB40	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_Boundary_Reviews	strongly_disagree	There is essentially no plan for this school. There are too many students for the size of this school and no plan for updating a very dated facility. The facility is outdated for students, with poor water quality and mid 60s design and materials. If there was another option we would gladly transfer. St Mark's has had a revamp why not St Gabriel's? Shame on the board for neglecting this facility and never responding to parental (tax payers) concerns.	Essentially there is no plan for our area. The lack of action is appalling.
PB41	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	agree		
PB42	Parent	Burlington	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Portable_classrooms	neutral	Facility conditions need to be reviewed (eg-bathrooms, classrooms)	
PB43	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education_AP/IB),Walkability_(e.g_Close_to_home)	neutral	Little direction on the long term commitment to French immersion.	
PB44	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Facility_condition	neutral	I only reckoned comments over Kindergarten for St Elizabeth Seton, not about other grades.	
PB45	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Portable_classrooms	neutral	The Schools facilities are not up to par with their public counterparts. Things are in need of attention. Modern technology/Computers are lacking in elementary and high schools	
PB46	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education_AP/IB),Walkability_(e.g_Close_to_home)	neutral	The "review" noted contains zero information about what changes are proposed. Quite a pointless exercise.	
PB47	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_programming_(e.g_Extended_French_special_education_AP/IB)	agree		
PB48	Parent	Burlington	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Partnerships_with_other_organizations	disagree	Nothing important to us is being addressed.	
PH1	Parent	Halton_Hills	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	neutral	It looks like the focus is on mainly the Holy Cross Replacement building and my child doesn't attend that school.	No

#	I am responding to this survey as a...	Which Community do you live in/represent?	How many of your children are currently enrolled in an HCDSB school?	What student accommodation issues (listed below) are most important to you?	After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
PH2	Parent	Halton_Hills	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree	It addresses the projected growth in the area.	Please build a second high school in Halton Hills
PH3	Parent	Halton_Hills	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Facility_condition	agree		Aging facilities need to be maintained properly for long term use. Leaking roofs when it rains, doors that can't be opened, run down exterior grounds etc. in a building less than 20 years old is a concern.
PH4	Parent	Halton_Hills	1	Excess_capacity,Portable_classrooms,Walkability_(e.g_Close_to_home)	neutral	There should not be any portables at school. It is very obvious that school attendance will not be going down and St Brigid school building should be expanded at once so our students can ALL be inside of the school and not be subjected to being in portables. This needs to be done starting this summer of 2019!!! No Exceptions!	Stop student bullying! Verbal bullying hurts just as much or more than physical bullying.
PH5	Parent	Halton_Hills	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Facility_condition	neutral		
PH6	Parent	Halton_Hills	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),Schools_as_community_hubs	agree	The SB knows better than I if it's needs. I trust their assessment.	
PH7	Parent	Halton_Hills	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Partnerships_with_other_organizations	disagree		
PH8	Parent	Halton_Hills	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree		
PH9	Parent	Halton_Hills	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Portable_classrooms	agree	I am ok with the changes. My only concern is in 5 years when the new school opens I dont want my sons to be shipped to a new school again! My older son was affected by boundary changes already.	I hope a consideration will be given to students who are in junior grade levels when the new school opens. Don't want my child to have to attend a new school when they will be in highschool within a year or so.
PH10	Parent	Halton_Hills	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_Boundary_Reviews	neutral		
PH11	Parent	Halton_Hills	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Walkability_(e.g_Close_to_home)	neutral		
PH12	Parent	Halton_Hills	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Facility_condition	strongly_disagree	I do not see how the LTCP addresses class sizes, split grades and maintenance issues in the schools.	I am very concerned with the concept of a JK-12 school. I feel that it is not at all appropriate for children as young as 3 years of age to be schooled within the same walls as an 18 year old. As well, the transition between grade 8 to grade 9, moving from an elementary school into a secondary school, allows for a natural opportunity for students to re-invent themselves. And the history one student may have at the elementary school does not necessarily have to follow him/her into high school.
PH13	Parent	Halton_Hills	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Other [Non Bullying]	neutral		
PH14	Parent	Halton_Hills	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition	disagree	My understanding is the classroom size is going to increase by 1 or 2 students this year	
PH15	Parent	Halton_Hills	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	neutral		

#	I am responding to this survey as a...	Which Community do you live in/represent?	How many of your children are currently enrolled in an HCDSB school?	What student accommodation issues (listed below) are most important to you?	After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
PH16	Parent	Halton_Hills	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Walkability_(e.g_Close_to_home)	disagree		
PM1	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),School_Boundary_Reviews	agree		
PM2	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Walkability_(e.g_Close_to_home)	disagree	GA can not be a holding school. We are already overpopulated With a daughter headed to HS at Jean Vanier I'm frightened by the sheer volume of students there.	
PM3	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Walkability_(e.g_Close_to_home)	disagree	The issues get identified but not dealt with	
PM4	Parent	Milton	3	Excess_capacity,Facility_condition,Portable_classrooms	neutral	It doesn't seem to address the capacity (according to the above information) at BR.	
PM5	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Walkability_(e.g_Close_to_home)	neutral		
PM6	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Portable_classrooms	disagree	There is already 10 portables! The school is overpopulated. Kids barely have gym time. The field is always off limits so they don't even get exercise at recess. There is no parking for drop off/pick up so accommodating more children is just dangerous at this point.	
PM7	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms	agree	I agree but the issues should have been addressed earlier. School sizes, particularly those at the secondary level, are very concerning	
PM8	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree		
PM9	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_Boundary_Reviews	neutral		
PM10	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Facility_condition	neutral		
PM11	Parent	Milton	2	School_Boundary_Reviews,Walkability_(e.g_Close_to_home),Other [Stop spending money you don't have on fancy schools! Just a building with rooms and functional equipment are necessary. Not fancy stone walls and glass.]	strongly_disagree	Stop spending money	Stop spending money
PM12	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Walkability_(e.g_Close_to_home)	agree		
PM13	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),Walkability_(e.g_Close_to_home)	agree	Lets see what Doug Ford decides. :(	
PM14	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,Walkability_(e.g_Close_to_home)	agree		
PM15	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables) Facility_condition Walkability_(e.g_Close_to_home)	neutral		

#	I am responding to this survey as a...	Which Community do you live in/represent?	How many of your children are currently enrolled in an HCDSB school?	What student accommodation issues (listed below) are most important to you?	After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
PM16	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	neutral		
PM17	Parent	Milton	3	School_programming_(e.g_Extended_French_special_education__AP/IB),School_Boundary_Reviews,Walkability_(e.g_Close_to_home)	neutral		
PM18	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Facility_condition	agree	I believe that the growth in Milton and the overcrowding at both BR and JV is known and being dealt with to the best of the Board's ability. A new secondary school would alleviate some of the problems but the question of what to do in the interim remains. Students have nowhere to go on lunch/spare. Cafeteria, piazza and library are too crowded. A community space that is warm in the winter would help. Perhaps a community partnership with the leisure center to open up space to "hang out"?	
PM19	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),School_Boundary_Reviews	strongly_disagree	With the growth steadily occurring its important to continue to monitor.	Over populated schools with impact the ratios and it's proven smaller ratios support student success. I hope class sizes are taken into account to keep class sizes smaller
PM20	Parent	Milton	3	School_programming_(e.g_Extended_French_special_education__AP/IB),Walkability_(e.g_Close_to_home),Other [Strengthening religion subject]	agree	Na	Na
PM21	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Partnerships_with_other_organizations	agree		
PM22	Parent	Milton	2	Excess_capacity	agree	Agreed with the need to add a secondary school for the area. But I am concern with the idea of adding more portable at QOH location. Yard area seems to be crowded already, not sure how they would accommodate more kids.	
PM23	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),Schools_as_community_hubs	disagree	The proposed location of the #3 CSS will not have a significant effect on my children when they attend Bishop Reding in 6-8 years. My hope is that given the southern location of the new school, that boundaries are redrawn and one school feeding into Bishop Reding redirects it's students to the new high school. An extension to Bishop Reding will help, however it will not completely eliminate the need for many portables. The condense nature of new housing near Bishop Reding should be considered.	
PM24	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Schools_as_community_hubs	neutral	I have not seen any new Catholic School here in Milton. Bishop Reding for example. My son will soon be there, I was surprised to attend the orientation for incoming Grade 9 that the gym was overflowing with students and parents.	As population grows, as the influx of new immigrants are choosing to stay here in Halton Region. I hope that there is a pro-active agenda ready.
PM25	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Facility_condition	agree		
PM26	Parent	Milton	4	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Facility_condition	neutral	Funding is the issue and until that is resolved with the government, nothing much can be done. We are only hoping that the standard of Catholic education will not be affected or lowered. Hoping that it will be improved.	No
PM27	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	neutral		

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PM28	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree		
PM29	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),Walkability_(e.g_Close_to_home)	neutral		
PM30	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),Walkability_(e.g_Close_to_home)	agree	Classroom size and School programming set the quality of the education. Walkability give easy access and save time.	It made my sense, so far so good.
PM31	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree	Milton is growing at an unprecedented rate. Ford government has threatened to cut funding in a number of areas, especially education. Overcrowding, fewer teachers, larger classes, limited funding for specialized services, I fear the outcome for our students and staff. Safety has also become an issue based on numbers and the constant construction in the area.	A new school would be awesome, hopefully sooner rather than later.
PM32	Parent	Milton	2	Partnerships_with_other_organizations,School_programming_(e.g_Extended_French_special_education__AP/IB),Walkability_(e.g_Close_to_home)	agree		
PM33	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),Walkability_(e.g_Close_to_home)	neutral		
PM34	Parent	Milton	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,School_programming_(e.g_Extended_French_special_education__AP/IB)	neutral		Our school is over populated.
PM35	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree		
PM36	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Portable_classrooms	agree		The addition at BR needs to get done sooner than later. It was originally supposed to be complete by September 2019. There are almost more portables than classrooms. It takes my child 12 minutes to get from one class to the next due to the location of her portables and the traffic in and around the school making her late for class every day. And there is not enough seats at lunch in the cafeteria. Kids get in trouble for eating in the halls, but that have no other option.
PM37	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	neutral		
PM38	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_Boundary_Reviews	neutral		
PM39	Parent	Milton	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Portable_classrooms	strongly_agree	There is a great concern over class size, housing students waiting for a school to be built and use of portables. Larger schools are not ideal. The transition from the old St. Peter to new St. Peter was not a smooth operation according to neighbours affected by this transition. Larger schools mean less. Less spots on sports teams, less space and recess space, and less resources per student. And lets be real, portables are awful spaces to house a class.	school sizes in this area will stabilize as stated in the report. However, 6-15 years means we will be living this over-crowding for our elementary school experience. That has our family concerned.

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PM40	Parent	Milton	1	Classroom_sizes_(e.g.Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_programming_(e.g._Extended_French_special_education__AP/IB)	agree		
PM41	Parent	Milton	5	Classroom_sizes_(e.g.Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Walkability_(e.g.Close_to_home)	neutral		
PM42	Parent	Milton	1	Classroom_sizes_(e.g.Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g._Extended_French_special_education__AP/IB)	agree		
PM43	Parent	Milton	2	Classroom_sizes_(e.g.Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,School_programming_(e.g._Extended_French_special_education__AP/IB)	neutral		
PO1	Parent	Oakville	2	Classroom_sizes_(e.g.Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g._Extended_French_special_education__AP/IB),Schools_as_community_hubs	neutral		
PO2	Parent	Oakville	1	School_programming_(e.g._Extended_French_special_education__AP/IB),School_Boundary_Reviews	disagree	The issues might be addressed only looking at projections and enrollments but not really keeping in mind the kids who are the priority. Also, the impact of decisions has not been really taken into consideration. There's no mention of demand (enrollment) of French Extension programs. A school like St. Matthew that is over capacity, should have the opportunity to add more portables, washrooms etc to accommodate the demand for French and the regular enrollment.	I feel the plan has already been designed and community involvement is just a final note that is not going to have real impact on the result and the plans seem already to be completely decided. School boundaries need to be reviewed but it doesn't specify what criteria beyond enrollment numbers will be taking into consideration and what will be the impact for kids that are already enrolled in a different school.
PO3	Parent	Oakville	1	School_programming_(e.g._Extended_French_special_education__AP/IB)	strongly_disagree	Accommodation pressures at St. Matthew should be addressed without impacting the ability of current students to attend the extended french immersion program. If the decision is to move the program, it should be phased out in 2025 at the earliest	
PO4	Parent	Oakville	2	Classroom_sizes_(e.g.Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g._Extended_French_special_education__AP/IB)	agree	I am in agreement with rebuilding of St. Joseph to St Nicholas	
PO5	Parent	Oakville	2	Classroom_sizes_(e.g.Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g._Extended_French_special_education__AP/IB)	neutral	Monitoring for 1-5 years unnecessary/useless. Growth in the area is currently exponential and will continue for next 10-15 years.	
PO6	Parent	Oakville	1	Classroom_sizes_(e.g.Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g._Extended_French_special_education__AP/IB)	neutral		
PO7	Parent	Oakville	2	Classroom_sizes_(e.g.Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g._Extended_French_special_education__AP/IB)	neutral		
PO8	Parent	Oakville	2	Classroom_sizes_(e.g.Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g._Extended_French_special_education__AP/IB)	neutral		
PO9	Parent	Oakville	2	Classroom_sizes_(e.g.Keep_classroom_size_s_small__no/minimal_portables),Facility_condition	agree		

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PO10	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	strongly_disagree	Each year our student body is decreasing yet according to the plan this will not be addressed until 6-15 years. By that time the school will be so small no one will want to attend. Why not look at combining schools such as St Luke and St Vincent or offering French immersion. As numbers decrease so does the quality of education due to fewer teachers, extra curriculars and smaller social opportunities.	Why is adding French Immersion not included as an option? That is best way to attract more students and keeping schools alive and thriving. Adding facilities or other organizations to share a school might keep a school open but do nothing to help encourage families to send or keep their children at the school.
PO11	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree		
PO12	Parent	Oakville	1	Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree	Agree that being agile in programming to offer at underutilized schools is important. For example adding extended French at St. Joan of Arc.	
PO13	Parent	Oakville	3	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),School_Boundary_Reviews	agree	The schools and programs in my area are being monitored. However I feel school boundary reviews are necessary. St Mary is over capacity yet students are being biased from the west of Bronte. St Gregory has students going to Loyola and HT which makes the highschool transition more difficult. They should all be at HT.	
PO14	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree		
PO15	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_programming_(e.g_Extended_French_special_education__AP/IB)	disagree	If there are underutilized schools in our area, the French Immersion at St. Mary should be revisited as our portable classrooms are increasing due to the program being hosted at St Mary. The portable classrooms are taking away from outdoor space for the children.	
PO16	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Schools_as_community_hubs	disagree	I do not want to see St Teresa as part of community planning in the near future but rather phased out over a longer period of time.  Smaller classrooms and hands on teaching is paramount and valued. The concept of moving kids to new schools in Gr 7 or 8 seems unfair and counter-productive as they prepare for high school	
PO17	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	disagree	How does a school like St.Luke in Clearview stay open with under enrolment?	Why consolidate when the smaller schools should be closed.
PO18	Parent	Oakville	2	Excess_capacity,Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	strongly_agree	st marguerite needs more students to adequately support extended French and to fully utilize the space. 1) make the st marg boundary 8th line all the way to Dundas. This would move many kids between st Michaels, St andrew and st marg and close holy family. st michaels and st marg would have a larger enrolment, St. Andrews enrolment would drop. 2) north of Dundas, kids will have to be bused. Send them to OLOP and st marg and reduce # of new schools.	The projections for north of Dundas seem really high. Some of those kids would need to be bused due to large streets like trafalgar and Dundas. So if they have to be bused they could be bused to schools south of Dundas and therefore not as many new schools would need to be built.

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PO19	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	disagree	My children are at St. TC and I am wondering if you have a plan to 'grandfather' the kids who are already there and move the new registers to St. JP? That would alleviate the enrolment issue at St.JP without then putting a negative enrolment on St. TC. How quickly is this going to happen? If so will parents be notified ahead of time?	
PO20	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	neutral		
PO21	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,School_programming_(e.g_Extended_French_special_education_AP/IB)	agree		
PO22	Parent	Oakville	1	School_programming_(e.g_Extended_French_special_education_AP/IB)	strongly_disagree	Class sizes	
PO23	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	agree		Review in school boundary is important too. If you see St. Andrew, most of the kids have to use buses ( lot of money waste and environmental problems) because the school is on the very far end of the boundary. To build a sense of community the school as to be the center/ fulcrum and from this center we consider a radius of 1.2 km to define the boundaries.
PO24	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_programming_(e.g_Extended_French_special_education_AP/IB)	strongly_agree	I know there is a lot of discontentment around moving French from St Matthews to St Bernadette's however I support this move. Moving extended French to St Bernadette's will alleviate the number of portables at St Matt's and balance enrolment at St Bernadette's. It is the most logical and sound solution. I understand it isn't popular for current St Matthews French supporters but it is a short term transitional period with long term benefits for both schools. Please move forward with this plan.	
PO25	Parent	Oakville	1	School_programming_(e.g_Extended_French_special_education_AP/IB),School_Boundary_Reviews	agree	Our home school is St Dominic's and I'm happy to see it will be re-constructed for it's too small for the amount of students. My daughter goes to french immersion at St Marys and we love it. I just wish there was more schools that offered french immersion in Oakville. I'm hoping my son will win the lottery and get in himself into the program in the next 2 years.	Where will the french immersion students attend high school? What is your plan for this?
PO26	Parent	Oakville	3	Excess_capacity,Portable_classrooms,School_Boundary_Reviews	disagree	Boundaries need to be reviewed more than soon. New developments are under way and St Mary school lacks capacity having the Early French program. This issue was just mentioned, don't wait until the school is over crowded!! It is already, 5 portables and four more classrooms to be placed for French students (students who are not from boundary).	
PO27	Parent	Oakville	1	School_programming_(e.g_Extended_French_special_education_AP/IB)	strongly_disagree	You state there a decline in enrolment yet you are not expanding on programs where there a demand . Maybe expanding on these programs will increase your enrolment . This will encourage catholic to choose catholic education	
PO28	Parent	Oakville	3	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Schools_as_community_hubs,Walkability_(e.g_Close_to_home)	agree		

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PO29	Parent	Oakville	3	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,Walkability_(e.g_Close_to_home)	strongly_disagree	Get rid of the portables and get rid of the French immersion program at St. Mary's.	
PO30	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_Boundary_Reviews,Other [qualified reading specialist IN schools]	disagree	Class sizes are larger than appropriate. Reading specialists are not in schools.	Do no extend boundaries.
PO31	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Portable_classrooms	disagree	We are in St. Mary boundaries. My kids can walk there and moved to my house because of it. I don't appreciate home school children being put in portables when there is room in existing schools for French immersion. Portables are old, dirty and heat doesn't work properly!	
PO32	Parent	Oakville	3	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,School_programming_(e.g_Extended_French_special_education__AP/IB)	strongly_disagree	St Mary is at extreme capacity - the school no longer feels like a second home, and there isn't enough supervision to ensure the safety of students at recess. The school simply cannot accept more students - it will be chaos.	
PO33	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree		
PO34	Parent	Oakville	3	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_Boundary_Reviews	neutral		
PO35	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),School_Boundary_Reviews	agree	Trying to balance out enrolment amongst the schools is a good strategy.	
PO36	Parent	Oakville	1	Excess_capacity,School_programming_(e.g_Extended_French_special_education__AP/IB),School_Boundary_Reviews	neutral	I believe the French immersion program should be extended to other school instead of just extended French.	
PO37	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Portable_classrooms	neutral	New development neighbourhood should go to schools with low enrolment instead of overpopulating school that are already over capacity	
PO38	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree		
PO39	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Schools_as_community_hubs,Walkability_(e.g_Close_to_home)	agree		
PO40	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB)	strongly_disagree	I am highly dissatisfied with the decision to phase out Extended French. The demand for the extended french is quite high and it is very short sighted to cancel this program - especially at a school that has had great success with it for many years.	
PO41	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),Walkability_(e.g_Close_to_home)	agree	I was happy to hear that Holy Family would not close after the 2019-2020 year. I like the small class sizes and close proximity but understand that it may need to be reassessed in a few years. My concern with Holy Trinity is that the class sizes may increase with the increased developments in Oakville and the Ontario governments cuts to education.	I agree with the LTCP but am concerned that it may need to change if the Ontario government cuts funding.
PO42	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Portable_classrooms	agree	Large student population at St Mary....portables will increase Take out French immersion and put in a school with low school population...review boundaries..Bronte Green should go to St Joan of Arc or Pope John Paul	

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PO43	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Schools_as_community_hubs,Walkability_(e.g_Close_to_home)	neutral	I am neutral at this time as I understand the purpose of the LTCP to ensure that quality public Catholic education is available and delivered to our children and future generations.  What does a "facility partnership opportunity" mean / look like?	
PO44	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Walkability_(e.g_Close_to_home)	neutral		
PO45	Parent	Oakville	3	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,Other [Moving the EFI from St Mary]	strongly_disagree	St Mary is totally overcrowded and will continue to be. We are in the continues growth zone and still have further growth from the EFI program. The EFI program needs to be moved out of St Mary	Move the EFI program out of St Mary to allow for the local population to have the school. It will be full just by all the local growth
PO46	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,School_programming_(e.g_Extended_French_special_education_AP/IB)	disagree		
PO47	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Walkability_(e.g_Close_to_home)	disagree	EFI - early French immersion catchment at St. Mary needs review. The school should not continue to grow FI and take in new students from community growth.	
PO48	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Partnerships_with_other_organizations	neutral		
PO49	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables)	strongly_disagree		
PO50	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Schools_as_community_hubs	neutral		
PO51	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Partnerships_with_other_organizations,School_programming_(e.g_Extended_French_special_education_AP/IB)	strongly_disagree	Increase class room size will cut back student teacher time. Children that are already shy or timid will withdraw further.	
PO52	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Partnerships_with_other_organizations	strongly_disagree	I strongly disagree because they are proposing to make class sizes bigger	
PO53	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_Boundary_Reviews	strongly_disagree	Boundaries need to be reviewed for St Mary's to limit a large expansion in the student population with new developments in the Bronte and Dundas area. There are already too many portables in that school for the size of yard available. If growth continues and the school becomes overcrowded we will pull out kids out and send them to a private school.	Foresight needed by town planners and the school boards for increased population growth in the North.
PO54	Parent	Oakville	2	Excess_capacity,School_programming_(e.g_Extended_French_special_education_AP/IB),School_Boundary_Reviews	agree		
PO55	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education_AP/IB),Walkability_(e.g_Close_to_home)	neutral		
PO56	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Schools_as_community_hubs	agree	It is good to be close to schools, but I think it is better to amalgamate smaller schools.	

#	I am responding to this survey as a...	Which Community do you live in/represent?	How many of your children are currently enrolled in an HCDSB school?	What student accommodation issues (listed below) are most important to you?	After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
PO57	Parent	Oakville	4	School_programming_(e.g._Extended_French_special_education__AP/IB),Schools_as_community_hubs,Walkability_(e.g_Close_to_home)	strongly_disagree	The removal of the Extended French Program from St. Matthew Catholic school will have a direct negative impact on our school community. The current over-capacity issues that St. Matthew is experiencing are a direct result of poor planning on the part of the Superintendent and Board (cross-boundary applications have been approved for years, despite the increase in capacity and threat to long-standing programs). This is completely unacceptable. The Extended French program should remain at St. M.	It is my hope that the Board will recognize its errors in approving cross-boundary applications when St. Matthew was at or near capacity, and that the Board will review the locations of the Extended French Program. My family should not have to suffer due to poor planning on the part of the Board. The Board can keep one Extended French classroom open at St. Matthew and one at St. Bernadette. This would provide both communities with a fair and equitable solution to this issue.
PO58	Parent	Oakville	1	Facility_condition,School_programming_(e.g._Extended_French_special_education__AP/IB),Walkability_(e.g_Close_to_home)	neutral		why dont you include TM in your list of schools ??
PO59	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_small__no/minimal_portables),Portable_classrooms,Walkability_(e.g_Close_to_home)	disagree	The planned renovation for the school was canceled when funding was not approved AFTER consolidation with a smaller school.	
PO60	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_small__no/minimal_portables),Portable_classrooms,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree	I don't want to see Our Lady of Peace have class sizes impacted or the introduction of portables because extended French is coming. However I think extended French is an excellent and now would be interested in having my child in the curriculum because its offered at their school.	I don't want to see the boundaries opened up in north Oakville and I don't like it that Our Lady of Peace is becoming the catch all everything.
PO61	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_small__no/minimal_portables)	neutral	I'm most concerned about class sizes. Next important to me is the condition of the building and that students have the proper materials/resources for core courses. For example, my daughter is in AP science but has only had use of a science lab on 2 occasions because there were not enough science classrooms and her teacher has to switch with another class in order to use a lab. This unacceptable. Also, her first day of music homework was to tape her music book together.	My son has asthma and allergies. He has missed many days of school that I would say are due to poor air quality in portables. He has been in a portable for Grades 4, 5, and 6. If students are going to spend this much time in portables then the board needs to ensure that they are up to healthy standards.
PO62	Parent	Oakville	2	Facility_condition,Partnerships_with_other_organizations,School_programming_(e.g_Extended_French_special_education__AP/IB)	strongly_agree		
PO63	Parent	Oakville	2	School_programming_(e.g._Extended_French_special_education__AP/IB),Walkability_(e.g_Close_to_home)	disagree	The plan is only focused on numbers and not in quality education and school community involvement. We, as parents, have chosen ST Matthew school because it is one of the best elementary school and it has the Ex French in Oakville and for that reason, we have decided to live in Glen Abbey (within the school boundary). Our community is also small and almost all the parents know each other. Continues in other comments.	It allow us to discuss the school problems (bullying, field trips, etc) with the other parents in a very informal way and prevent even bigger issues. EQAO evaluations demonstrate that St Matthew is much better than St Bernardette, especially in Math where the difference is huge! We also know that several parents enrolled their kids in Extended French as an excuse to send their kids to St Matthew because of the education quality of ST. Matthews. You should keep at least 1 Ext French Class.
PO64	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree	I like that you are continuing to offer French immersion programs at St. Mary's. I am very happy with the condition of the facility at St. Mary's also. Please ensure that class sizes are protected in ALL grade levels from JK-Grade 8. I would hate to see 30 + students crammed into hot portables.	
PO65	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_small__no/minimal_portables),Partnerships_with_other_organizations,School_Boundary_Reviews	agree	I'm not sure what partnerships with other organizations mean. Are those organizations outside of the Board. Also, how are the school boundaries review affect my current boundary.	When is the boundary review expected to happen? Why the development close to the hospital being directed to St Mary and not to St John Paull II?

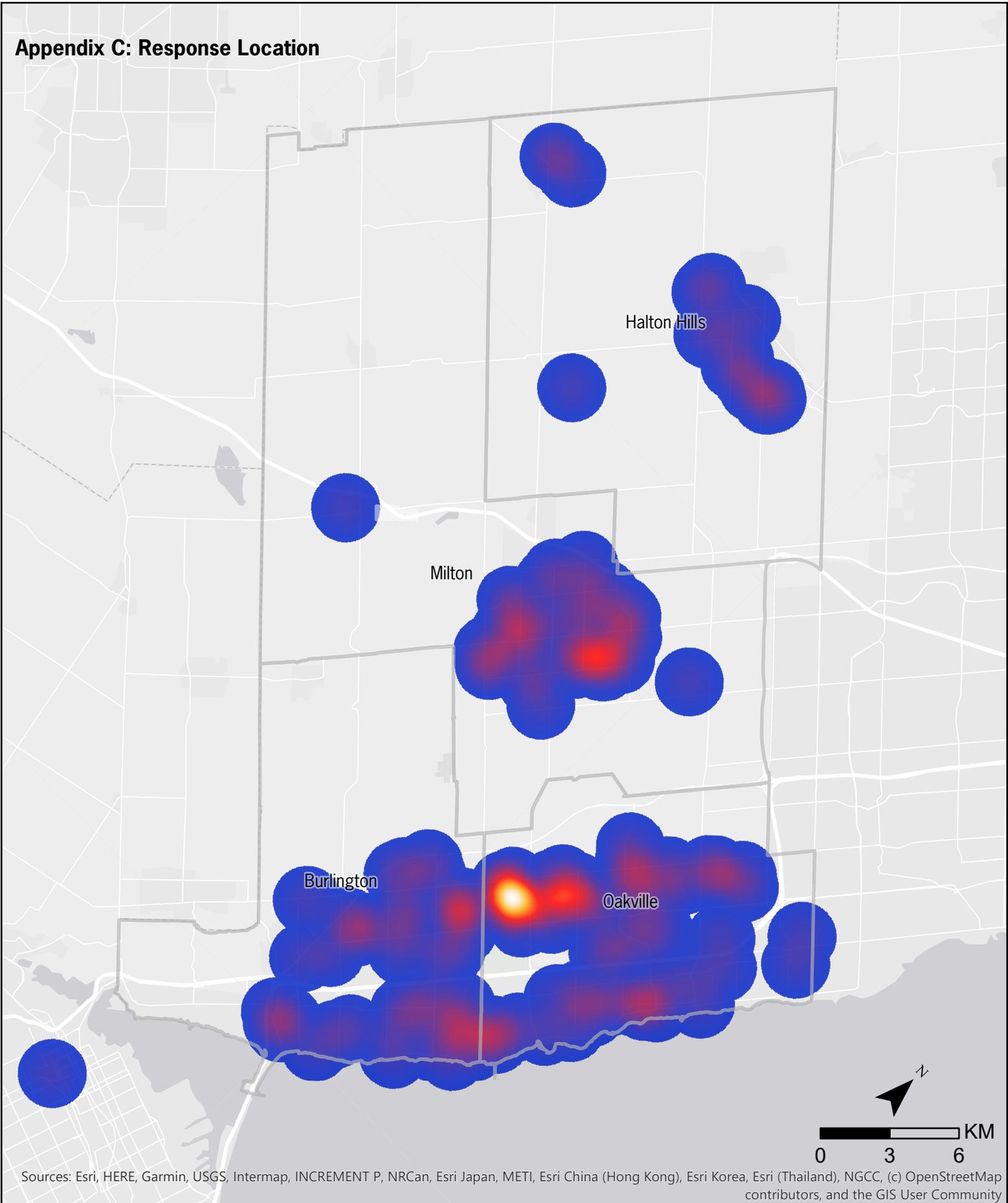
#	I am responding to this survey as a...	Which Community do you live in/represent?	How many of your children are currently enrolled in an HCDSB school?	What student accommodation issues (listed below) are most important to you?	After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
PO66	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Portable_classrooms,School_programming_(e.g_Extended_French_special_education__AP/IB)	neutral		
PO67	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	strongly_agree		Other issues should be addressed such as parking lot space provided for St. Gregory the great, as it makes it challenging and frustrating for families to get their kids to class on time, due to the limited amount of parking spots, and hassles of getting stuck in the parking lot or not being able to use parking space due to the tight spaces. Also there should be a drop off zone at the front of the school for the all the late arrivals, where right now its a no parking zone.
PO68	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),School_Boundary_Reviews	neutral	Review or some information of French immersion program expansion would be great	
PO69	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),Walkability_(e.g_Close_to_home)	agree	Extended French to OLP is a plus.	Focus on academic results.
PO70	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French_special_education__AP/IB),Schools_as_community_hubs	agree	No mention of class sizes and impact of potential changes on utilization, etc.	
PO71	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Excess_capacity,Walkability_(e.g_Close_to_home)	disagree		
PO72	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,Schools_as_community_hubs	agree		
PO73	Parent	Oakville	3	School_programming_(e.g_Extended_French_special_education__AP/IB)	agree	Extended French programming is very valuable and has been working tremendously well at St. Matthew for over 30 years. It is a program that MUST remain and should be used as an example when offering EF at other schools within the Halton region.	The Board's "solution" to capacity strains at St. Matthew CES is very short-sighted. Obviously, there is a huge demand for EF in this area. Simply shuffling the schools that provide EF is not a solution of any kind - long or short-term. Saw Whet development WILL INCREASE enrolment at St Joan of Arc, St Mary & John Paul II in the short-term. The EF programming should remain at SMCES and should also be offered at several other schools within the CEO3 as our overall population grows in Halton.
PO74	Parent	Oakville	1	Partnerships_with_other_organizations,School_programming_(e.g_Extended_French_special_education__AP/IB),Schools_as_community_hubs	agree		
PO75	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education__AP/IB)	agree		
PO76	Parent	Oakville	2	Facility_condition School_programming_(e.g_Extended_French_special_education__AP/IB) School_Boundary_Reviews	disagree	my family would like to see the expansion of the EFI program as opposed to extended French. We have three children, two thankfully have been accepted into the program at St Mary in Oakville but the lottery system leaves a great uncertainty for our third child. We feel it would be extremely unfair to have one child not have the same opportunities as his siblings. If the EFI program were expanded, the board could perhaps consider sibling grandfathering as there would be more spots in the board.	We truly would have to reconsider our future with HCDSB if our third child does not get selected for EFI. This would be very upsetting as we truly value the benefit of catholic education for our children.

#	I am responding to this survey as a...	Which Community do you live in/represent?	How many of your children are currently enrolled in an HCDSB school?	What student accommodation issues (listed below) are most important to you?	After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
PO77	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French__special_education__AP/IB),Walkability_(e.g_Close_to_home)	disagree	THE ONLY SCHOOL IN CLEARVIEW AREA IS BEING CONSIDERED FOR CLOSURE?? WHAT HAPPENS TO MY 2 KIDS CURRENTLY ENROLLED AND MY 3RD KID TO START IN 2020? HOW JAMES W HILL IS OVER CAPACITY AND ST LUKE IS NOT??	
PO78	Parent	Oakville	1	Facility_condition,Schools_as_community_hubs,Walkability_(e.g_Close_to_home)	neutral	why no TM on the list ??	why no TM on the list ??
PO79	Parent	Oakville	2	Portable_classrooms,School_programming_(e.g_Extended_French__special_education__AP/IB),School_Boundary_Reviews	agree	St. Mary's is the only school in Oakville that provides EFI at a Catholic school. As the residential areas continue to expand, school resources overall will be stretched due to the high student numbers. Re: partnerships with other organizations - what sort of organizations would they be? Catholic focus? Perhaps paid afterschool programming would be useful: providing bussing for afterschool music program at one of the underused schools. For fulltime parents in North Oakville, this is great.	I think that it's a great idea that St. Joan of Arc will house the extended FI program, however bussing has been a challenge for many of the parents that live in South Oakville and having their children transported to St. Mary's for the EFI program. I know some parents have reported that it can take up to an hour. Similar to St. Bernadette's the option of an EFI program in a more south Oakville location would be a good consideration - cutting down on transportation costs.
PO80	Parent	Oakville	2	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French__special_education__AP/IB)	neutral	New school St Nich addresses concerns (unfortunate youngest will not attend due to delay in construction) STA seems to address all concerns	Although neighbourhood older, I believe you are underestimating size of families moving in to rebuilds-larger homes with multiple kids/adults. However, those moving in may not be catholic to affect St Nichs, but STA will be affected.
PO81	Parent	Oakville	1	Classroom_sizes_(e.g_Keep_classroom_size_s_small__no/minimal_portables),School_programming_(e.g_Extended_French__special_education__AP/IB),Walkability_(e.g_Close_to_home)	agree		

#	I am responding to this survey as a...	Which Community do you live in/represent?	What student accommodation issues (listed below) are most important to you?	After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
SM1	Student	Milton	Classroom_sizes_(e.g_Keep_classroom_sizes_small_no/minimal_portables),Excess_capacity,Facility_condition	neutral		
SM2	Student	Milton	Classroom_sizes_(e.g_Keep_classroom_sizes_small_no/minimal_portables),Excess_capacity,School_programming_(e.g._Extended_French_special_education_AP/IB)	neutral		
SO1	Student	Oakville	Classroom_sizes_(e.g_Keep_classroom_sizes_small_no/minimal_portables)	agree		

#	I am responding to this survey as a...	Which Community do you live in/represent?	What student accommodation issues (listed below) are most important to you?	After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
AM1	Local Agency	Milton	Facility_condition,Partnerships_with_other_organizations,School_Boundary_Reviews	agree		
AO1	Local Agency	Oakville	Classroom_sizes_(e.g_Keep_classroom_sizes_small_no/minimal_portables),Facility_condition,School_programming_(e.g_Extended_French_special_education_AP/IB)	neutral		
MH1	Municipal/ Regional Staff	Halton_Hills	Classroom_sizes_(e.g_Keep_classroom_sizes_small_no/minimal_portables),School_programming_(e.g_Extended_French_special_education_AP/IB)	disagree		
MM1	Municipal/ Regional Staff	Milton	Classroom_sizes_(e.g_Keep_classroom_sizes_small_no/minimal_portables),Excess_capacity,School_programming_(e.g_Extended_French_special_education_AP/IB)	agree		
MO1	Municipal/ Regional Staff	Oakville	Classroom_sizes_(e.g_Keep_classroom_sizes_small_no/minimal_portables),Excess_capacity,Portable_classrooms	neutral		
GB1	General Public	Burlington	Classroom_sizes_(e.g_Keep_classroom_sizes_small_no/minimal_portables),Excess_capacity,Facility_condition	neutral		

# Appendix C: Response Location



Sources: Esri, HERE, Garmin, USGS, Intermap, INCREMENT P, NRCan, Esri Japan, METI, Esri China (Hong Kong), Esri Korea, Esri (Thailand), NGCC, (c) OpenStreetMap contributors, and the GIS User Community



<p>Religious Education Congress 2019: Thirsting for Justice</p>	<p><b>Item 10.6</b></p>
<p>Tuesday, June 4, 2019</p>	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Believing: Celebrating our Catholic faith & aspiring to be models of Christ.**

### Purpose

To provide information to the Board regarding the attendance of Halton Catholic DSB staff at the Religious Education Congress 2019 held at the Anaheim Convention Centre in Anaheim, California in March 2019.

### Background Information

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

### Comments

The Religious Education Congress 2019 took place March 21 - 24, 2019 in Anaheim, California. I attended the Congress in my capacity as Superintendent of Education and Faith Formation Lead. The purpose for my attendance was to assist us in our work on Faith Formation in our School Board and to make connections with speakers in a variety of fields that support the work in our system. There were a variety of workshops and resources available at the Congress that will support our own professional learning and inform the visioning and planning in the work that we do in our district. The Congress provided me with an opportunity to hear various speakers that could benefit our own Faith Formation programs. As well, in my capacity and as Vice-President for OCSOA, the Congress assists me in planning for related Faith Formation activities with OCSOA. The cost of the trip was funded by OCSOA.



Workshop selections included a focus on Student and Adult Faith Formation, Spiritual growth, our Catholic context today, and strengthening our connections with the home and parish. A description of the workshops and biographies of the speakers are included in this report.

Session 1:

**Keynote Speaker - Bishop Robert Barron: “Giving a Reason for the Hope That Is Within Us”**

This session focused on the need today for a renewed apologetics and catechesis in church communities. Bishop Barron shared his experiences in attending the Synod on Youth, Faith and Vocational Discernment in Rome. Bishop Barron spoke about the rising tide of unaffiliated people who are not choosing to come to Catholic Institutions to be evangelized. He shared who the unaffiliated are, why they are leaving, and talked about ways to re-engage them. His recommendations included getting young people involved in the works of justice, leading with the beautiful aspects of our faith, ensuring that we satisfy the intelligence of our young people and put a special emphasis on faith and science, build community and emphasize belonging, show mercy, and be digital missionaries.

*Most Rev. Robert Barron serves as Auxiliary Bishop of the Los Angeles Archdiocese and founder of Word on Fire Catholic Ministries. He is host of several DVD series, including “Catholicism,” an award-winning documentary about the Catholic faith that aired on PBS. Bishop Barron has lectured widely in the United States and abroad and is a best-selling author who has published numerous books, essays and articles on theology and the spiritual life. He is also a religion correspondent for NBC and has appeared on Fox News, CNN and EWTN.*

Session 2:

**Bishop Frank Caggiano: “The Catechist Ready to be Surprised by Joy”**

All catechesis strives to deepen our initial conversion in faith by fostering an ever more personal relationship with the Lord in and through the Church. This deepening of our conversion in Christ is facilitated in many ways, especially through instruction, prayer, the life of our community and works of service. One of the most effective ways to deepen our relationship with the Lord Jesus is to serve as a joyful witness of faith to others. This session explored this vocation of joy, both as the hallmark of every missionary disciple and fundamental to the ministry of every catechist. Bishop Caggiano talked about three aspects of catechesis including: Context, Heart of Catechesis, and Pedagogy. He stressed the importance that the ministry of catechesis is more than academic, it is sharing of one’s life and experience as a witness. Bishop Caggiano pointed out that in our context today, we are called to help those in our care to see the light of Christ, to unlock a desire and thirst to know God, and to follow in the light of Christ.

*Most Rev. Frank Caggiano is currently Bishop of Bridgeport, Ct. The noted catechist was a speaker at World Youth Days in Sydney (2008), Madrid (2011) and a catechist in Rio de Janeiro (2013) and Krakow (2016). He was a featured speaker at World Youth Day REUNITE in Washington, D.C. (2017) and preached at the Youth 2000 Summer Festival in Tipperary, Ireland. Bishop Caggiano has also served as episcopal advisor of The National Federation of Catholic Youth Ministry.*



Session 3:

**Nick Wagner: “Accompaniment: Leading Seekers to Encounter Christ”**

Faith formation moves from the head to the heart. Pope Francis says we need to move formation even lower – to our feet. He said we must “warm the hearts of the people walk through the dark night with them.” We do this by going “beyond the simple realm of scholastics, in order to educate believers.” The Church has given us a perfect formation model in the baptismal catechumenate. Mr. Wagner spoke about the six core principles of the Rite of Christian Initiation of Adults and how those principles guide us in the art of accompaniment. He spoke about the characteristics of accompaniment including: meeting people where they are, presuming they are good people, have normal down to earth conversations, learn something new, and to go where people are going to name a few.

*Nick Wagner is co-founder and Co-Director of the online resource TeamRCIA.com. He has spoken at numerous parish, diocesan and national training events for over 25 years, and has been an active team member with the North American Forum on the Catechumenate. He is also on the faculty at the Institute for Leadership in Ministry in the Diocese of San Jose, Calif. Wagner is author of “Field Hospital Catechesis: The Core Content for RCIA Formation” and “Seek the Living God: Five RCIA Inquiry Questions for Making Disciples.”*

Session 4:

**Dr. Richard Gaillardetz: “What Can and Cannot Change: Understanding the Dynamics of a Living Tradition”**

One of the most pressing questions underlying the Second Vatican Council, a famous theologian once opined, was the problem of change and development. Catholicism is grounded in a living tradition, yet it is constantly under threat by a superficial fascination with contemporary fads on the one hand and the preoccupation of traditionalists who wish to cling to a dead past on the other. Dr. Gaillardetz explored how genuine change and development are necessary if our tradition is to be a living one. He spoke about the four senses of tradition: The “Literal” sense of Tradition, the sense of tradition as “Development in Continuity”, the sense of tradition as “Dramatic Development”, and the sense of tradition as “Incipient Development”.

*Dr. Richard Gaillardetz is the Joseph Professor of Theology at Boston College, where he is also Chair of the Theology Department. He has authored or edited 13 books and over 100 pastoral and academic articles. His major books include “An Unfinished Council: Vatican II, Pope Francis, and the Renewal of Catholicism” and “Go Into the Streets! The Welcoming Church of Pope Francis.” In 2019, Barry University in Florida conferred on Dr. Gaillardetz the Yves Congar Award for Theological Excellence.*

Session 5:

**Dr. Charlotte McCorquodale: “Being a Listening Church: Engaging Your Community in the National Dialogue”**

The focus of the Church has been on youth and young adults. The October 2019 General Assembly of the Synod of Bishops focused on the theme of “Young People, the Faith, and Vocational Discernment.” A National Dialogue has been called for by the U.S. bishops to respond and continue the process of listening to the young church so that, as ministry leaders, we can transform our ministry practice with



young people and invite them to become missionary disciples. Dr McCorquodale outlined how to engage in the national dialogue and some of the preliminary findings on what youth are saying.

*Dr. Charlotte McCorquodale has been President of Ministry Training Source since 2000. Her recognitions include receiving the 2002 National Youth Ministry Award from the National Federation for Catholic Youth Ministry for contributions nationally to the field of Catholic Youth Ministry. Dr. McCorquodale's professional career in Catholic youth ministry and lay ecclesial ministry has spanned almost four decades, serving in parish, school, diocesan and university ministry settings.*

#### Session 6:

#### **Dr. Richard Gaillardetz: “The Church’s Banquet: Retrieving Neglected Insights on the Eucharist and the Church”**

One of the great contributions of Catholic theology over the last century is the rich recovery of the full breadth of Eucharistic theology. In spite of this, many Catholics remain captive to a reductive and inadequate understanding of the role of the Eucharist. This workshop focused on a variety of theological perspectives to both deepen and broaden our appreciation for the role of the Eucharist in the life of the Church. Dr. Gaillardetz spoke about the Communal Dimension, the Doxological Dimension, the Ethical Dimension, the Sacramental Dimension, and the Penitential Dimension of the Eucharist.

*Dr. Richard Gaillardetz is the Joseph Professor of Theology at Boston College, where he is also Chair of the Theology Department. He has authored or edited 13 books and over 100 pastoral and academic articles. His major books include “An Unfinished Council: Vatican II, Pope Francis, and the Renewal of Catholicism” and “Go Into the Streets! The Welcoming Church of Pope Francis.” In 2019, Barry University in Florida conferred on Dr. Gaillardetz the Yves Congar Award for Theological Excellence.*

#### Session 7:

#### **Dr. Joseph White: “Family: The Missing Piece in Religious Education”**

Parents are the first and most important teachers of the faith, but it’s often a challenge to get parents and families involved in parish and school faith formation. This session focussed on tested and effective ways to partner with parents and families and evangelize the domestic church.

*Child psychologist Dr. Joseph White is National Catechetical Consultant for Our Sunday Visitor Publishing and Curriculum. He has worked as a parish catechetical leader and spent seven years as Director of Family Counseling and Family Life in the Diocese of Austin, Texas. A frequent guest on Catholic radio and television, Dr. White is author of numerous articles and 10 books on catechesis and ministry and co-author of the “Allelu!” and “Alive in Christ” catechetical series.*

#### Session 8

#### **David Wells: “Thirsting for Justice: Teaching Virtues as Tools for Change**

Pope Francis is drawing the attention of the Church to the great virtues. Among others, to be grateful, to be glad, to be merciful is not only satisfying but is also a means to effect change in those around us. In this session, David used Scripture, stories and illustrations to rediscover the great virtues and how we might best teach them in our parishes and schools. Without these virtues, the Church teaches that the world won’t believe us. David explored how our virtue can speak for us and ultimately help us to bring about a more just society.



*David Wells began his career as a teacher, before becoming a research assistant for the Bishops' Conference in England and Wales, and now serves as Religious Education Consultant and Advisor to the Diocese of Salford, England. His work as a consultant involves assisting dioceses, parishes and schools to rethink their approach to missionary discipleship. Wells has also contributed numerous articles for magazines and compilations. He is author of two books, "The Reluctant Disciple" and "The Grateful Disciple," and the recently produced a DVD series, "Beloved Disciples."*

Each of the sessions attended were informative and provided both practical ideas to inform our Faith Formation planning for our district. Key considerations for moving forward based on some of the presenters information and research included meeting the differentiated needs of our staff in the area of faith formation, supporting our students in their faith journey and continuing to engage them in social justice and Catholic social teachings, and connecting with our families in a variety of ways that start with their needs to help build the parish and school connection with the family at the centre.

The Congress also provided the opportunity to make connections with others working in the area of adult faith formation. I had the opportunity to meet with a number of people to begin conversations about faith formation as it is called for on a large scale in our most recent Pastoral letters from the Ontario Bishops, *Renewing the Promise*. Our meeting included: Dr. Jill Gowdie, who has extensive experience in adult spiritual formation that draws together the areas of theology, spiritual formation, and best practices for adult professional learning; David Wells, who has served as the Religious Education Consultant and Advisor to the Diocese of Salford England, Michael Pautler who is the Executive Director of the Institute for Catholic Education; Fr. Con O'Mahony, our Vicar of Education; Dr. Cristina Vanin, acting Dean at St. Jerome's University; and Cathy Horgan, Director of Information to Transformation for the Hamilton Diocese. We began a conversation on how we can work together to broaden faith formation to support our educators. Our conversation largely focused on formation, leadership formation and Catholic identity in our schools. Our intention is to continue this conversation and share experiences and ideas around the principles of good faith formation to support our Catholic schools.

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

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



## Conclusion

In our priority area of Believing, we look to celebrating our Catholic Faith and Aspiring to be Models of Christ. Our goals include learners experiencing a Catholic learning environment, enhancing the relationship between home and parish, and that our staff and students are discerning believers formed in our faith and modeling Christ in their actions. These goals all map back to the importance of faith formation across our system for all learners. The sessions and information gathered at the Congress will help to inform our annual strategic priorities for 2019-20.

Report Prepared by: L. Naar  
Superintendent of Education, Faith Formation Lead

Report Submitted by: L. Naar  
Superintendent of Education, Faith Formation Lead

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

**MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**

Date: April 24, 2019  
 Time: 6:30 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

Members Present	M. Arnold	A. Louca-Ricci
	M. Arteaga	M. Lourenco
	D. Bardon	P. Moran
	R. Barreiro	R. Quesnel
	T. Beattie	D. Rabenda (Vice Chair)
	D. Hotopeleanu (Chair)	Y. Taylor
	J. Lim	T. Veale

Student Trustees W. Charlebois

Staff Present C. Cipriano, Superintendent of Special Education Services  
 W. Reid-Purcell, Special Education Coordinator  
 J. O'Reilly, Special Education Consultant

Members Excused B. Agnew  
 L. Stephenson  
 H. Karabela  
 M. Duarte  
 C. Parreira  
 N. Guzzo

Members Absent

Recording Secretary(s) J. Crew  
 A. Hughes

**1. Call to Order**

The Chair called the meeting to order.

**1.1 Opening Prayer**

The meeting opened at 6:31 p.m. with a prayer led by the Chair.

**1.2 Approval of Agenda**

**Moved by:** M. Lourenco

**Seconded by:** D. Rabenda

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

**CARRIED**

**2. Presentations**

**2.1 VOICE for Hearing Impaired Children Presentation (Z. Sturm)**

R. Barreiro introduce Zach Sturm. Zach provided some personal background and information on his introduction to VOICE and the significance of Dress Loud Day. The presentation is attached.

W. Charlebois sent information to the Student Senate regarding VOICE's Dress Loud Day, to help build awareness.

C. Cipriano welcomed student trustee William Charlebois to SEAC; and informed members that all student trustees are now invited to attend SEAC meetings.

## **2.2 Gifted Presentation (J. Lim/M. Lourenco)**

M. Lourenco distributed copies of ABC Ontario's definition for Intellectual Giftedness Exceptionality; Acceleration in Education; and a blog around Research about Ability Grouping and Acceleration for Students K-12.

M. Lourenco began by thanking SEAC for the opportunity to share information to broaden the understanding of giftedness. M. Lourenco and J. Lim presented a 'Gifted Presentation' on behalf of ABC Ontario. The presentation is attached.

Additional handouts were available on the center table, members were invited to pick up the additional information.

## **3. Actions to be taken**

### **3.1 Minutes of the March 25, 2019 SEAC Meeting**

**Moved by:** T. Beattie

**Seconded by:** R. Barreiro

**RESOLVED**, that the minutes of the March 25, 2019 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**

## **6. Action and Information Items**

### **6.1 Special Education Plan Working Session**

Members divided into four subcommittees. Each subcommittee was assigned to a subsection of the Special Education Plan (SEP); each subcommittee entered changes on hardcopies provided; questions were posted onto charts; and sections with revisions were gathered at the end of the working session.

Members were encouraged to continue reviewing other sections of the SEP following the meeting and submit further feedback. The May meeting will begin at 6:30 pm to provide additional time to continue the review of SEP and answer questions.

### **6.2 Service Animals in Schools: Public Consultation (W. Reid-Purcell)**

W. Reid-Purcell informed members of the Ministry of Education's Service Animals in Schools Public Consultation. The Ministry of Education is seeking consultation on a draft Policy/Program Memorandum (PPM), *School Board Policies on Service Animals*; boards have been encouraged to notify their Special Education Advisory Committee (SEAC) to encourage participation in the consultation. Complexities and considerations to keep in mind when completing the survey were discussed.

The Ministry email containing a link to the survey will be sent out to members tomorrow. It was noted that the closing date for submitting feedback is May 4<sup>th</sup>.

### 6.3 2019-2020 SEAC Meeting Dates (Chair)

SEAC meeting dates were reviewed, all members were in favour; the dates for the 2019-2020 SEAC meetings will be:

- Monday September 30, 2019
- Monday October 28, 2019
- Monday November 25, 2019
- Monday December 16, 2019
- Monday January 27, 2020
- Monday February 24, 2020
- Monday March 30, 2020
- Monday April 20, 2020
- Monday May 25, 2020
- Monday June 15, 2020

## 7. Communications to SEAC

### 7.1 Superintendent's Report

C. Cipriano welcomed Andrea Hughes into her new role as Administrative Assistant for Special Education Services.

C. Cipriano provide updates on:

Student Awards of Excellence: takes place on Monday, April 29; our SEAC Spirit of Inclusion award recipients will receive their individual awards. Thanks to D. Rabenda for representing SEAC at the awards ceremony.

Catholic Learning Community for our Structured Teaching/Life Skills Classes: the second full day session took place on March 25<sup>th</sup> in collaboration with *LearnStyle* coaches and our SEA team.

Speech Language Pathologists (SLPs) Conference on Stay, Play and Talk: is sold out, registration had to close a month early.

SLPs attended a two day training on SCERTS: a framework to support intervention for individuals with Autism; SCERTS stands for Social Communication, Emotional Regulation, and Transactional Supports.

Deaf and Hard of Hearing Picnic: will be on May 14 at Lowville Park, this year is the 30<sup>th</sup> annual picnic. Invitations were distributed to SEAC members.

Educational Assistants: we continue to train our newly hired supply EA staff as promptly as possible; 2 full sessions will conclude by the end of April.

Gifted Catholic Learning Community (CLC): will take place on May 14 with author and speaker Joanne Foster who will present to Gifted Special Education Teachers (SETs) in the a.m. All systems SERTs will participate in the p.m.

ABA for All Bonanza: Special Education staff will be hosting events one entire day in each of our HCDSB schools throughout the months of May and June. This event will showcase what we do in education to support the use of ABA Methodology and to celebrate all the great things already happening in our Board; administrators are encouraged to invite their parent communities to stop by their school. SEAC members are invited to attend a Bonanza session. Dates will be sent out, let C. Cipriano know if you would like to attend.

IEP Engine: in the process of arranging the migration to the new IEP Writer; running full day trainings for all system SERTs, SETs, Consultants, and Special Education Department Heads during the month of May.

Association for Special Education Technology (ASET): Itinerant SERTs, Speech Language Pathologists and Teachers of Structured Teaching Classes attended on April 12<sup>th</sup>; sessions were informative for supporting the use of technology.

SEA Showcase Technology Evenings: great turnouts for each session on March 27<sup>th</sup> (Corpus Christi CSS) and April 3<sup>rd</sup> (Jean Vanier CSS); the evenings were very well received by the community. Thank you to T. Beattie and Learning Disabilities Association of Halton (LDAH) for setting up a booth and participating on both evenings.

Assistive Technology (AT) SEA Claims: in response to updated Ministry guidelines, we are launching a Board policy 'Track B' as a way to submit AT SEA Claims when an assessment is not available.

HCDSB SEA Guidelines: have been re-written and updated to reflect current practices in our Board.

## 7.2 Trustee Reports

No report for April.

## 7.3 Association Reports

### VOICE for Deaf and Hard of Hearing Children (R. Barreiro)

R. Barreiro informed members that May is Hearing Awareness month; Dress Loud Day is an event to raise awareness; further information can be found online at: [www.voicefordeafkids.com/dress-loud](http://www.voicefordeafkids.com/dress-loud). The 27<sup>th</sup> annual Voice Conference takes place on May 3 and 4 at Centennial College, Scarborough. Further details are outlined in the attached VOICE association report.

Information on Dress Loud Day was sent to the School Senates by the Student Trustee.

The Chair noted that a suggestion was made that members might like to 'Dress Loud' at the May SEAC meeting. Members were in agreement, that those who would like to participate, would 'dress loud' for the May meeting. A reminder will be sent with the May agenda for those who wish to participate.

### Halton Down Syndrome Association (D. Hotopeleanu)

D. Hotopeleanu informed members of 'Keyboarding without Tears' and played an introductory video: <https://www.lwtears.com/kwt/free-demo/about>. Further details are outlined in the attached HDSA association report.

## 7.4 SEAC Discussion

As requested from LDAH, information regarding SEA equipment; availability for taking Assistive Technology (AT) home; various methods of training for educators; and the use of different web platforms were discussed.

## 8. Next Agenda: Meeting Monday, May 27, 2019

The agenda will include the Budget Presentation; Accessibility Plan; Photography Guidelines; and the Special Education Plan.

## 9. Adjournment

### 9.1 Resolution re Absentees (Chair)

**Moved by:** D. Rabenda

**Seconded by:** P. Moran

**RESOLVED**, that B. Agnew, L. Stephenson, M. Duarte, C. Parreira, H. Karabela, N. Guzzo be excused. **CARRIED**

**9.2 Adjournment and Closing Prayer (Chair)**

**Moved by:** R. Barreiro

**Seconded by:** M. Arnold

**RESOLVED**, that the meeting adjourn.

**CARRIED**

The meeting adjourned at 9:45 p.m. with a prayer led by the Chair.

# VOICE

FOR DEAF AND HARD OF HEARING CHILDREN

## ***VOICE***

*Raising awareness for Deaf and  
Hard of Hearing people*

# Here Is My Story...

- I was diagnosed at 4 ½ with a moderate-severe hearing loss
- Ended up losing some hearing due to ear infections
- Met my 2<sup>nd</sup> family – friends that will last me a lifetime



# What *VOICE* means to me...

- Taught me to be confident with who I am
- Helped me get through some really hard times: (Bullying, Being hard on myself)
- Always gave me the support I needed



# It Has Truly Changed my Life

- VOICE helped me be more aware of the struggles that kids/teens go through
- Helped me realize that no one in this world is perfect



# What is *VOICE*?

- VOICE has been around for more than 50 years
- There are 15 chapters that run across Ontario
- One of the largest parent-support organizations in Canada



# What Support does *VOICE* give?

- Providing information, Education Support, Mentoring and Self-Advocacy
- Programs and Services that VOICE focuses on are: Advocacy, Family Support, Public Education



# What is Dress Loud Day?

- Can take place during any day throughout the month of May
- Loonie/Toonie Drive: any amount counts
- All Funds go to VOICE
- Brings our deaf community together and shows us that we have support



# How Is DLD Beneficial To *VOICE* ?

- DLD brings in plenty of role models which is important to the deaf and HOH children/teens
- Helps those children and teens who are struggling with their hearing loss
- Society to change and grow with us



# Awareness & Advocacy

- Better understanding of *VOICE*
- The importance behind hearing loss
- It brings the Deaf/HOH community, closer together and helps bring awareness to hearing loss





Thank you all for '*LISTENING*'

The difference being made; begins now.

# Gifted Presentation

**Maria Lourenco**

ABC SEAC Representative, HCDSB  
Provincial SEAC Coordinator, ABC Ontario  
ABC Representative, Consortium for Ontario Gifted

**Jessica Lim**

ABC SEAC (Alternate) Representative, HCDSB



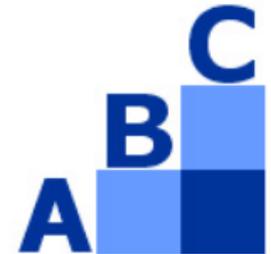
# ABC Ontario Definition of Giftedness

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

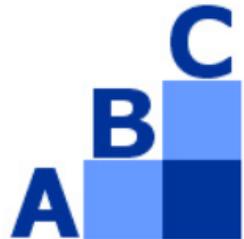
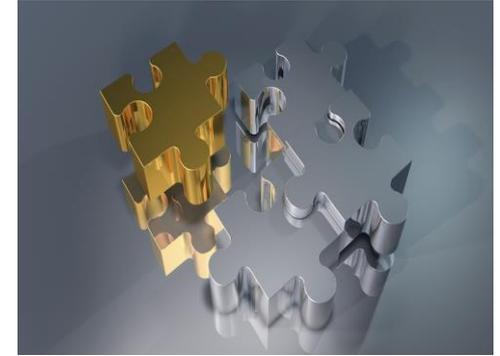
- heightened intensity
- exceptional creativity
- persistent intellectual curiosity
- rapid acquisition and mastery of concepts
- superior reasoning and problem solving skills
- leadership capacity
- potential for advanced achievement in a specific domain or general academic aptitude

Requires interventions beyond those available in a regular school program including:

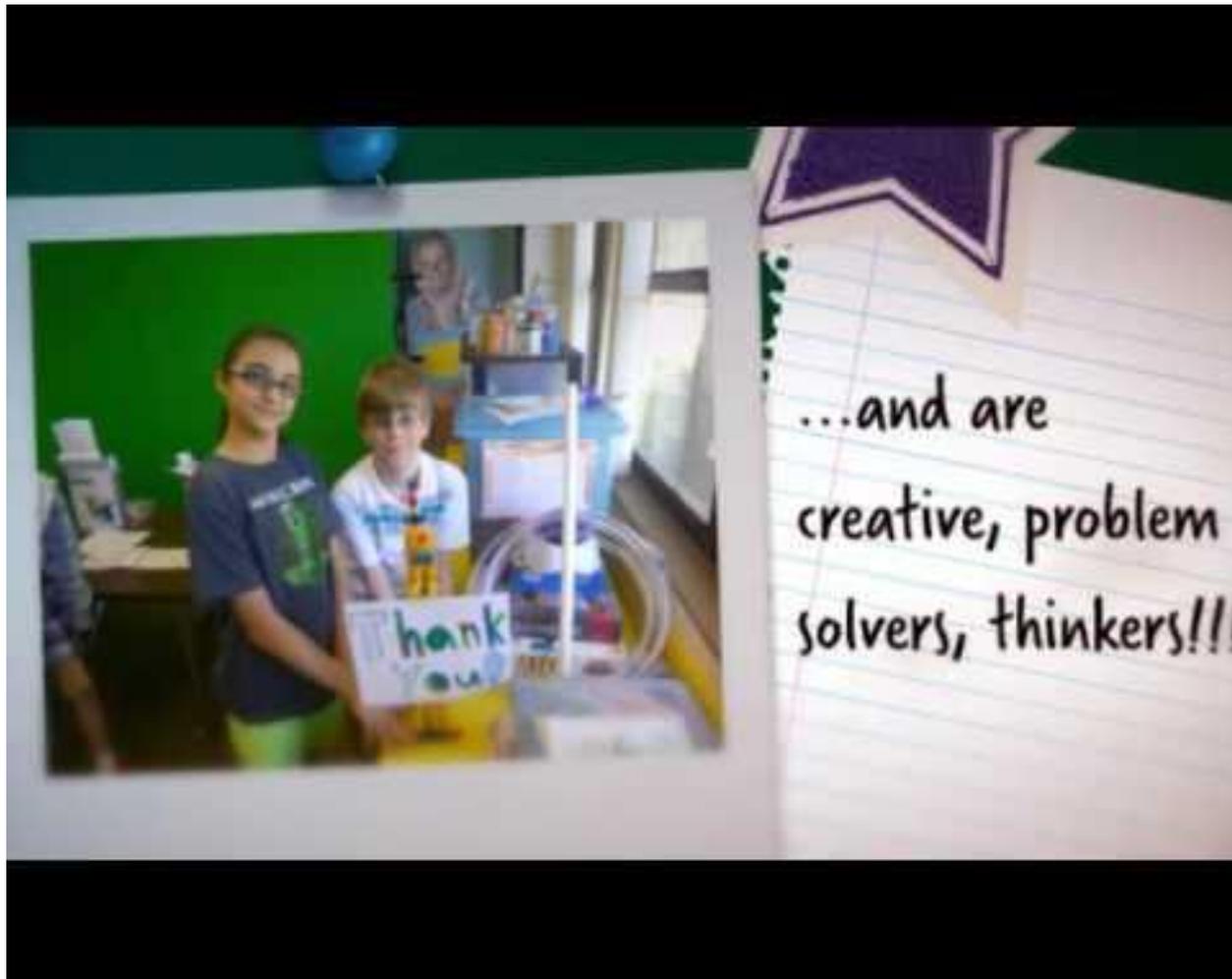
- optimal pacing of learning
- interaction with like-ability peers
- individualized learning experiences
- increased breadth and depth
- specialized supports
- continual opportunity for challenge and advancement



In order to address individualized learning needs and social-emotional vulnerabilities as indicated and to maximize well-being, educational engagement and development of such capabilities to enable the child to reach their full potential.



Giftedness can occur across all demographics and in combination with physical impairments and communication or behaviour disorders.



X Academically gifted students have general intellectual power that makes them gifted in all areas.

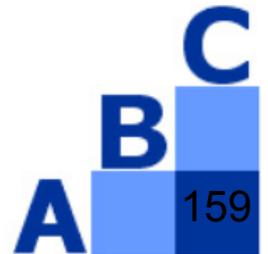
Giftedness tends to be specific to a given domain of learning. Children can be gifted in one area and learning disabled in another.

X They are smart enough and will do fine on their own.

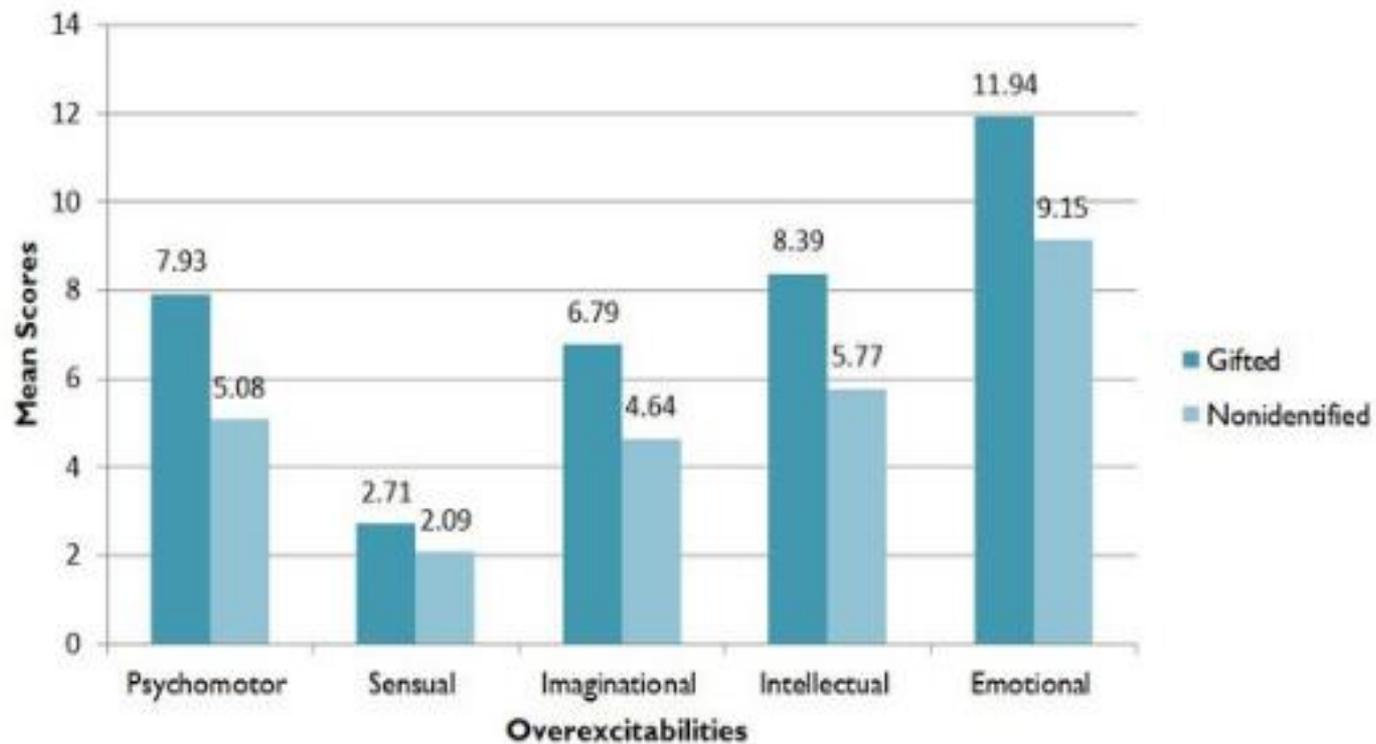
Some have great difficulty in school academically, socially and emotionally, with many dropping out, and some living dysfunctional lives.

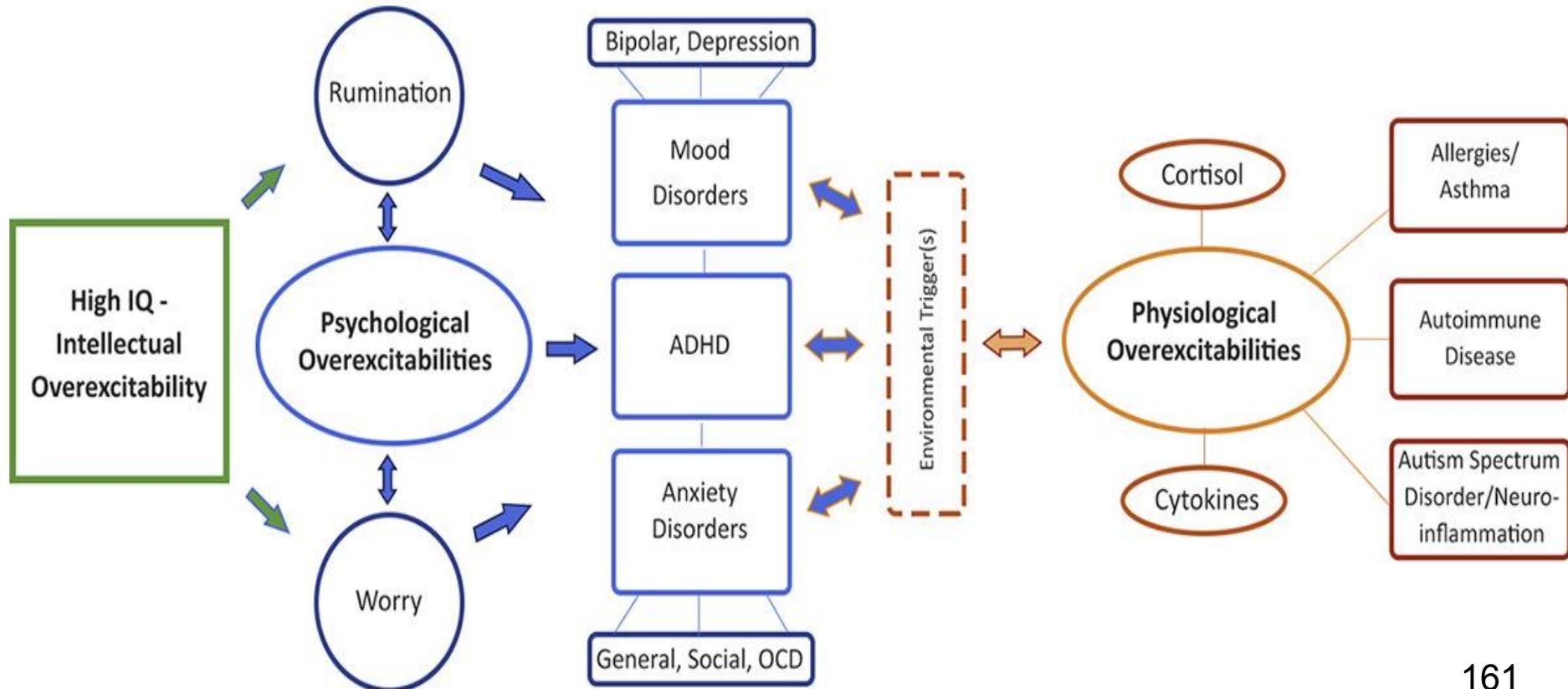
X High intelligence is touted as being predictive of positive outcomes including educational success and income level.

Those with a high intellectual capacity (hyper brain) possess overexcitabilities in various domains that may predispose them to certain psychological disorders as well as physiological conditions (hyper body).

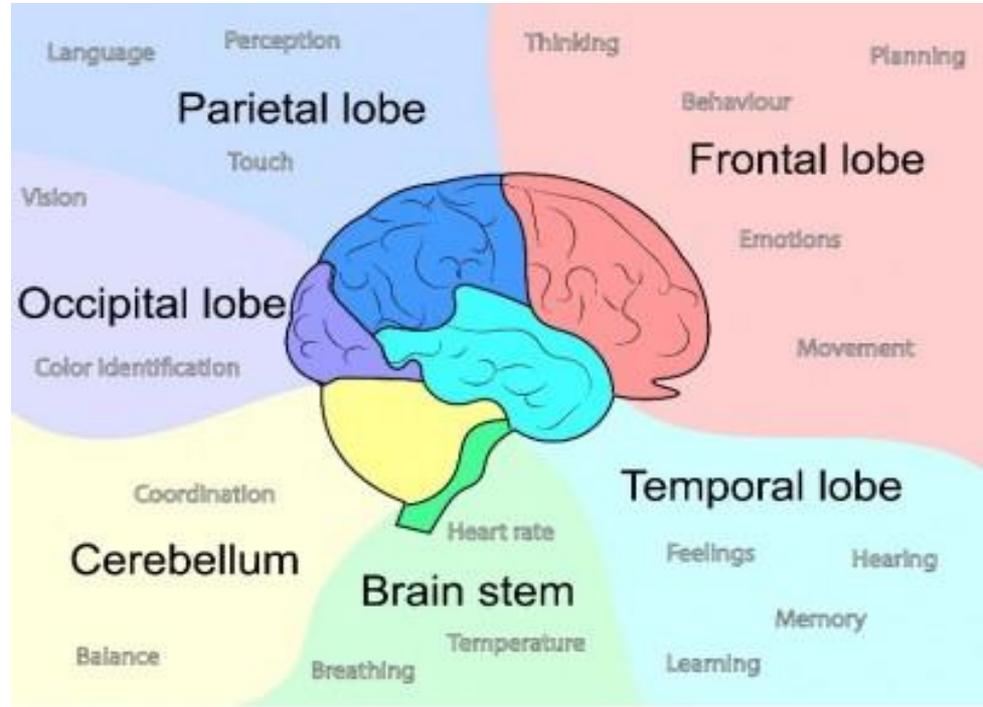


## Mean Overexcitability Scores for Gifted & Non-Gifted Groups



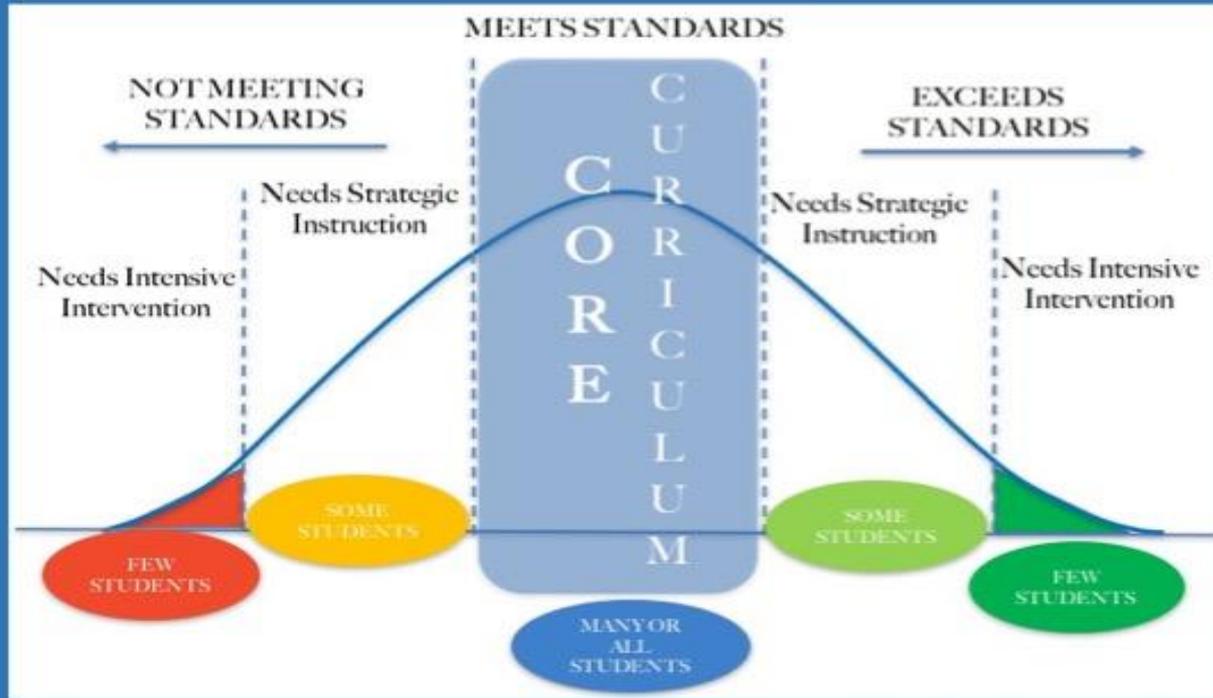


# GIFT OR CURSE?



Studies support the idea that some gifted individuals may be more prone to anxiety due to their neuroanatomy. (<https://www.nicoletetreault.com>)

# Gifted Students and Intervention

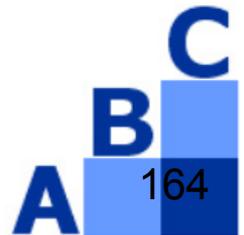


**Envision Gifted!**

*Differentiation for Gifted & Talented Learners*

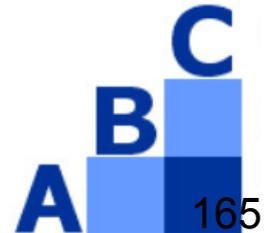
# Asynchronous Development

- Mismatch between cognitive, emotional and physical development (Morelock, 1992)
- Advanced intellectual development can occur simultaneously with lagging fine motor and/or social skills
- So prominent in gifted children that some professionals believe it to be the defining characteristic of giftedness (Webb et al, 2007; the Columbus group, 1991)



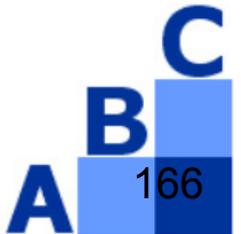
# Columbus Group Definition of Giftedness (1991)

Giftedness is **asynchronous development** in which **advanced cognitive abilities** and **heightened intensity** combine to create inner experiences and awareness that are **qualitatively different from the norm**. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them **particularly vulnerable** and **requires modifications** in parenting, teaching and counselling in order for them **to develop optimally**.

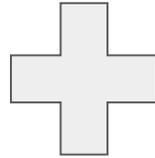


# Asynchrony can cause fear, anxiety and depression

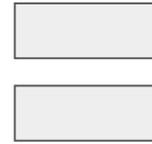
- out of sync with same age peers coupled with heightened awareness
- five year old with a ten year old mind wants to draw and write like a ten year old, but is lacking the fine motor skills
- young child might have a deep understanding of big world issues like war and social justice, without the life experience or emotional maturity to cope with these issues



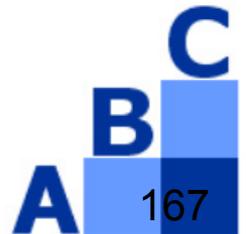
**Asynchronous  
development**



**Heightened  
intensity**



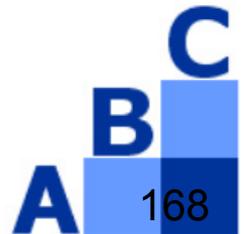
**Increased Risk  
and  
Vulnerability**



## *What are the Risks?*

- Poor fit between abilities and educational programming and placement results in lost opportunity to develop their full potential as well as lower levels of personal well being and higher incidence of behavior issues.
- Undesirable outcomes may be avoided, or at least mitigated by consistent, sufficient and appropriate interventions

(Mendaglio, 2008; Neville et al.,2013;Roedell, 1984;Webb et al, 2005)



# What are the Risks?

All gifted pupils need continual opportunity to accept challenge and take risk so that they develop the resilience to overcome obstacles and failures.

- Some students learn to coast, get good marks or even excel in school.
- Others become disengaged, bored, and frustrated. Poor marks and dropping out are not uncommon.

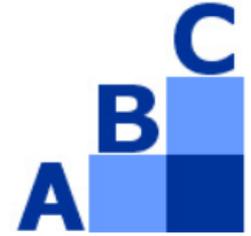
In either case, the pupil is underachieving relative to their potential and fails to develop the necessary skills and confidence, both academic and psycho-social, to handle future challenges.

(Christopher & Shewmaker, 2010; Niehart , 2002)



***For these reasons, report card marks, EQAO scores and graduation rates are not good indicators of whether the needs of gifted students are being met.***

# What are the Risks?



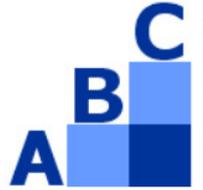
In addition to lack of resiliency and dropping out;

Gifted students are susceptible to:

- seeking fulfillment through dangerous, risk taking activities such as substance abuse and self- harm
- mental health issues, incarceration and suicide are not uncommon among the gifted

Without equitable access to effective evidence supported intervention for all gifted pupils, the opportunity will be lost to fully develop the unique individual capacity of these exceptional students. (Ford & Graham 2003)

# What are the Needs?



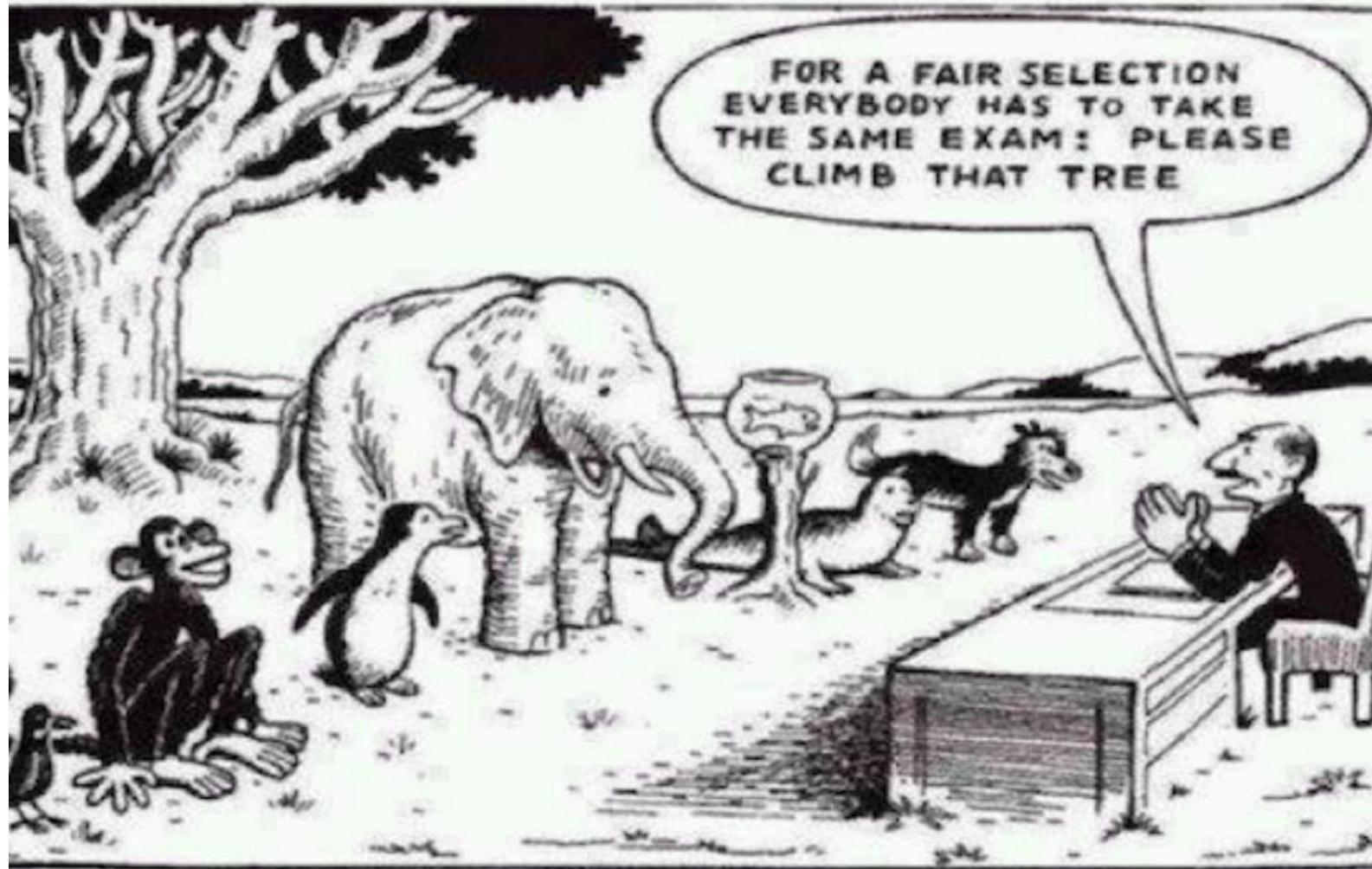
**Giftedness cannot be effectively solved by short-term, part time or time limited interventions.**

- For healthy social-emotional development, gifted pupils have an ongoing need to form friendships and engage with like-ability peers, who may or may not be of the same chronological age. (Gross, 2002,; Lovecky, 1995)
- Gifted pupil's persistent intellectual curiosity and rapid acquisition of concepts can only be fully satisfied by an accelerated pace of instruction at their zone of proximal development that sufficiently increases the complexity of the curriculum (Kanevsky & Geake, 2004; Rogers, 2001).

**Research strongly supports the efficacy of many forms of acceleration as outlined in *ABC Ontario's Position Paper on Acceleration***

## Effective Gifted Programming/Support should include:

- Affiliation with those of like mind  
(Mentors, intellectual peers)
- Opportunities to take risk and build resilience
- Help recognizing and managing stress and perfectionism
- Opportunities to make connections to other students
- Engagement via varied pace, depth, and breadth in curriculum
- Accurate assessment  
(Social and Emotional needs of the Gifted Child, UCI, 2014)



**Clustered:** Four to six gifted and talented (GT) and/or high achieving students are assigned to an otherwise heterogeneous classroom within their grade to be instructed by a teacher that has had specialized training in differentiating for gifted learners

(Winebrenner, Susan, Free Spirit Publishing, 2001)

**Congregated:** Full-time homogeneous classrooms, usually one homogeneous classroom distinct from several general classrooms at each grade level in the school in which all curriculum areas are appropriately challenged

(Position Paper - Grouping, NAGC, 2009)

## Academic acceleration is a strategy that works.

- Allows gifted children to remain challenged, interested, and engaged in school
- Research shows that children benefit socially, emotionally, and intellectually



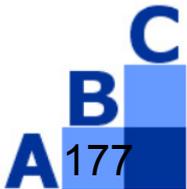
## Extensive research base supports acceleration for student achievement:

- Supports the social/emotional development of gifted students by placing them with other like-minded students
- Supports the continuous academic development of student by providing academic stimulation
- Can be tailored to individual student's needs
- It's an inexpensive option

# So, what does 100 years of research tell us?

“The preponderance of existing evidence accumulated over the past century suggests that academic acceleration and most forms of ability grouping like cross-grade subject grouping and special grouping for gifted students can greatly improve K–12 students’ academic achievement.”

*(What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K–12 Students’ Academic Achievement: Findings of Two Second-Order Meta-Analyses, Steenbergen-Hu et al, 2016)*



## Current Placement Options in HCDSB

### Elementary Level

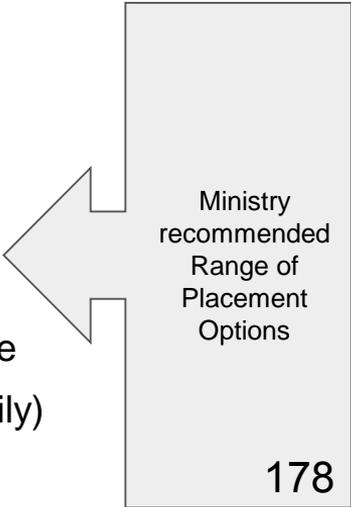
Options 1 to 3 (Regular Classroom)  
and 4 (at 3 schools)

### Secondary Level

Options 1 to 3  
(Regular Classrooms only)

For students whose needs cannot be met entirely in the regular classroom, a range of placement options must be available. These options include:

1. *A regular class with indirect support*
2. *A regular class with resource assistance*
3. *A regular class with withdrawal assistance*
4. *A special education class with partial integration (at least 50 per cent of the school day, but is integrated with a regular class for at least one period daily)*
5. *A full-time special education class for the entire school day.*

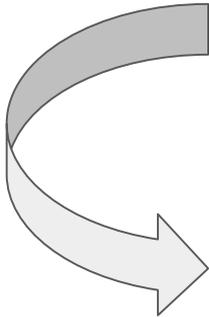


Ministry  
recommended  
Range of  
Placement  
Options

# Placement challenges for HCDSB Secondary students:

## Only Regular Classroom placements

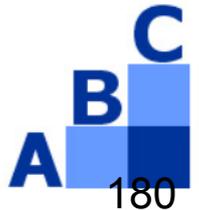
Opportunities to be academically challenged with like-minded peers is limited to students who can access AP or IB programming



**This creates an inequity of programming options for Gifted secondary students within HCDSB**

**How can HCDSB meet the needs of all Secondary Gifted students?**

**What about inclusion and the importance of being with like-minded peers?**



## How other Boards are supporting Secondary Gifted learners:

Boards	Number of Locations	Clustered/ Congregated	Pre-AP/AP Gifted Placement	IB Gifted Placement
Halton Catholic DSB	0	X	X	X
Halton DSB	6	✓	✓	
Dufferin Peel CDSB*	2			✓
Peel DSB	4	✓		
York Catholic DSB*	4		✓	
York RDSB	4	✓	✓	
Toronto Catholic DSB**	7	✓		
Toronto DSB	10	✓		

\*Designated AP/IB as curriculum extension for Gifted students

\*\*Clustering is offered in locations with AP/IB allowing greater options for Gifted students

# Conclusion:

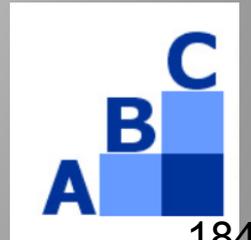
- Inequity of programming options for Gifted Catholic students within Halton
- Inequity for Gifted Catholic students in Halton compared to other regions in the province

# ABC Ontario recommends:

- Sharing Gifted presentation with the Board of Trustees
- Opportunity to collaborate with staff on closing gaps

**“To have the intelligence of an adult  
and the emotions of a child  
combined in a childish body  
is to encounter certain difficulties.”**

Leta S. Hollingworth



## Sources:

<https://www.sengifted.org/post/emotional-intensity-in-gifted-children>

<https://crushingtallpoppies.com/2019/03/11/shame-and-the-gifted-the-squandering-of-potential/>

[https://www.accelerationinstitute.org/Nation\\_Deceived/ND\\_v1.pdf](https://www.accelerationinstitute.org/Nation_Deceived/ND_v1.pdf) Volume 1 Nation Deceived

[https://www.accelerationinstitute.org/Nation\\_Deceived/ND\\_v2.pdf](https://www.accelerationinstitute.org/Nation_Deceived/ND_v2.pdf) Volume 2 Nation Deceived

<http://www.accelerationinstitute.org/Resources/ND%20Poster.pdf> Acceleration Poster

[https://education.wm.edu/centers/cfge/\\_documents/profdev/ncnc/handouts/Croft%20-%20A%20Nation%20Empowered.pdf](https://education.wm.edu/centers/cfge/_documents/profdev/ncnc/handouts/Croft%20-%20A%20Nation%20Empowered.pdf) Acceleration slides

<http://www.prgifted.org/natemp2014.pdf> Volume 1 Nation Empowered

<http://piedmontalps.org/wp-content/uploads/2014/04/A-Nation-Empowered.pdf>

Volume 2 Nation Empowered

<http://www.giftednessknowsnoboundaries.org/professional-development>

<http://blog.prufrock.com/gifted-education-podcast/> Ability grouping

<https://www.youtube.com/watch?v=kqbuBGbc7D4&t=900s> Dr. Carolyn M. Light

[https://blogs.edweek.org/teachers/unwrapping\\_the\\_gifted/2010/02/what\\_brain\\_imaging\\_shows\\_us\\_ab.html](https://blogs.edweek.org/teachers/unwrapping_the_gifted/2010/02/what_brain_imaging_shows_us_ab.html) Brain imaging of gifted

How the Gifted Brain Learns, SECOND EDITION, David A. Sousa

<https://giftedchallenges.blogspot.com/p/best-of-gifted-challenges.html> Dr. Post

<http://hkage.org.hk/en/events/080714%20APCG/01->

[http://www.giftedness.org/Keynotes%20&%20Invited%20Addresses/1.6%20Geake\\_The%20Neurobiology%20of%20Giftedness.pdf](http://www.giftedness.org/Keynotes%20&%20Invited%20Addresses/1.6%20Geake_The%20Neurobiology%20of%20Giftedness.pdf)

Neurobiology of Giftedness - J. Geake

<https://positivedisintegration.com/Neihart1999.pdf> Impact of Giftedness on Psychological Well Being - Neihart

<https://www.sciencedirect.com/science/article/pii/S0160289616303324>

<https://www.gro-gifted.org/>

<https://www.nicoletetreault.com/single-post/2019/02/15/Neuroscience-of-Anxiety-in-the-Bright-Brain>

**Special Education Advisory Committee (SEAC)  
Association Report**

<b>Association:</b>	VOICE for Deaf and Hard of Hearing Children
<b>Representative:</b>	Rick Barreiro Rhonda Quesnel
<b>Meeting Date:</b>	April 24, 2019
<b>Upcoming Events or Conferences</b>	<p><b>27<sup>th</sup> Annual VOICE Conference</b> Theme: OH, CANADA! Join us while we celebrate the hidden treasures of living with a hearing loss. Listen and learn from dynamic speakers, educators and celebrities including former professional ice hockey player Jim Kyte (Saturday May 4<sup>th</sup>), the first legally deaf NHL player. <b>Date:</b> Friday May 3<sup>rd</sup> 8:00 AM - 5:00 PM and Saturday May 4<sup>th</sup> 8:00 AM - 5:00 PM <b>Location:</b> Centennial College, Scarborough</p> <p><b>2019 Dress Loud Day</b> <b>Date:</b> Any Day in May 2019 Dress Loud Day is a school spirit day that now occurs on any day in May, which is Hearing Awareness Month. It is an event meant to raise awareness about hearing loss where participating schools encourage students and staff to dress in loud, wacky clothing, wild hats or accessories and bring a donation if they wish. Those schools wishing to participate can contact VOICE for more information.</p>
<b>Website links/Brochure /Flyer attachments:</b>	<p>Conference Information: <a href="http://www.voicefordeafkids.com/event-information">www.voicefordeafkids.com/event-information</a> Conference Registration: <a href="https://event-wizard.com/voice2019/0/welcome/">https://event-wizard.com/voice2019/0/welcome/</a>  Dress Loud Day: <a href="http://www.voicefordeafkids.com/dress-loud">www.voicefordeafkids.com/dress-loud</a></p>
<b>New Initiatives:</b>	
<b>Other Information:</b>	This year's conference has returned to Centennial College in Toronto for a second straight year. Thanks to a generous donation from SickKids Children's Hospital children and youth ages 3-19 are now free to attend the conference! Friday is a full day program for professionals looking for ECUs and the full day on Saturday is for professionals and families including a Kids and Teens program.

**Special Education Advisory Committee (SEAC)**

**Association Report**

<b>Association:</b>	Halton Down Syndrome Association
<b>Representative:</b>	Dan Hotopeleanu
<b>Meeting Date:</b>	April 24, 2019
<b>Upcoming Events or Conferences</b>	
<b>Website links/Brochure /Flyer attachments:</b>	<a href="https://www.lwtears.com/kwt/free-demo/about">https://www.lwtears.com/kwt/free-demo/about</a>
<b>New Initiatives:</b>	
<b>Other Information:</b>	<p>Keyboarding Without Tears – I participated in a training session and was impressed by the intuitive approach and comprehensive data analysis and control available to parents/teachers.</p> <p>Keyboarding is an essential skill for all students and it is becoming critical for those that are non-verbal.</p> <p>A 5 min demo will outline main features.</p>