

**REGULAR BOARD MEETING
 AGENDA**

Date: Tuesday, June 18, 2019
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

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1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Herrero)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
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6. Approval of Minutes	
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16.	Adjournment and Closing Prayer (N. Guzzo)	

MINUTES OF THE REGULAR BOARD MEETING

Date: June 4, 2019
Time: 7:30 p.m.
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
N. Guzzo T. O'Brien
V. Iantomasi

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

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

Also Present: A. Capling, Manager, Accounting & Financial Reporting
D. Caratao, 2019-20 Student Trustee
J. Chanthavong, Senior Manager, Financial Services
L. Keating, Acting Chief Officer, Research & Development
D. Suan, 2019-20 Student Trustee
A. Swinden, Manager, Strategic Communications
F. Thibeault, Senior Manager, Planning Services
Z. Walters, Researcher, Research & Development

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (W. Charlebois)

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

1.2 Motions Adopted In-Camera

Motions regarding property were adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Acting Elementary Vice Principal at St. Bernadette Catholic Elementary School
Carol Hryhorsky appointed as Acting Elementary School Vice Principal at St. Bernadette Catholic Elementary School effective May 30, 2019.

Retirements

Helen Brennan, Sandra Fulton and Joanne Gravina retiring effective June 30, 2019.

2. Approval of the Agenda

The following was added to the agenda:

Notice of Motion – Clustered and Accelerated Classes in Secondary Schools (H. Karabela)

#95/19

Moved by: V. Iantomasi

Seconded by: M. Duarte

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#95/19** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations

4.1 Special Equipment Amount (SEA)

A presentation was made on the HCDSB Ignite Technology Grant and showcase evenings.

4.2 ABC Ontario

M. Lourenco and J. Lim presented a Gifted Presentation.

5. Delegations

There were no delegations.

6. Approval of Minutes

6.1 Minutes of the May 21, 2019 Regular Board Meeting

#96/19

Moved by: M. Duarte

Seconded by: V. Iantomasi

RESOLVED, that the minutes of the May 21, 2019 Regular Board Meeting be approved.

The Chair called for a vote on **#96/19** 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

Prior to the first action item, Chair De Rosa asked staff to present staff reports 9.1 - 2019 Gifted Parent Survey Results and 9.2 - Programming - Secondary Students with Gifted Identification.

8.1 Transportation for Gifted Students to AP Program (P. Daly)

The Policy Committee referred resolution **#28/19** back to the Board of Trustees for further deliberation. Following a report from the Director of Education the following amendment to resolution **#28/19** was put forward:

#28/19 (AS AMENDED)

Moved by: N. Guzzo

Seconded by: J. O’Hearn-Czarnota

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 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 having reviewed the criteria outlined in Resolution 28/19, the provision of transportation of students to the AP program will not be provided as it is not equitable to all students, nor is it fiscally responsible in light of current budgetary constraints.

The Chair called for a vote on **#28/19 (AS AMENDED)**:

IN FAVOUR	OPPOSED
B. Agnew	V. Iantomasi
W. Charlebois (non-binding)	H. Karabela
M. Duarte	T. O’Brien
N. Guzzo	
D. Herrero (non-binding)	
S. Mazza (non-binding)	
P. Murphy	
J. O’Hearn-Czarnota	

The motion **CARRIED**.

8.2 2019-2020 Trade Missions: Ontario Association of School Districts International (OASDI) and Canadian Association of Public Schools - International (CAPS-I) (T. Pinelli)

#97/19

Moved by: J. O’Hearn-Czarnota

Seconded by: P. Murphy

RESOLVED, that the Halton Catholic District School Board approve the request for travel outside of Canada by on senior staff member to attend the OASDI Trade Mission

November 18-21, 2019 and the CAPSI Trade Missions October 23-24, 2019 and January 12-16, 2020.

The Chair called for a vote on **#97/19** and it **UNANIMOUSLY CARRIED**.

9. Staff Reports

9.1 2019 Gifted Parent Survey Results (C. Cipriano, L. Keating)

Trustees provided summary of feedback gathered through the 2019 Gifted Parent Survey.

9.2 Programming - Secondary Students with Gifted Identification (P. Daly)

Trustees provided 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 Programmes at the Secondary level.

9.3 2019-20 Budget Estimates Draft #1 (A. Lofts)

The draft of the 2019-20 Budget Estimates reflecting projected funding based on the EFIS forms completed to date and projected expenses based on available information to date was presented.

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.

9.4 2019 Capital Priorities List Submission (A. Lofts)

It is anticipated that the Ministry will be releasing a memorandum for the 2019 Capital Grants Program. 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, with the caveat that staff have the discretion to make minor alterations to the list to reflect the parameters of the grant program.

10. Information Items

10.1 Student Trustees Update (W. Charlebois)

Both current and new student trustees attended the May 2019 OSTA AECO AGM and Conference.

2019-20 Student Senate applications are currently under review.

10.2 School Educational Field Trips (L. Naar)

School trips were provided as information.

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)

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.

10.4 Halton Student Transportation Services (HSTS) Update - Bell Time Efficiency Study (A. Lofts)

Trustees were provided 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.

#98/19

Moved by: V. Iantomasi

Seconded by: H. Karabela

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

The Chair called for a vote on **#98/19** and it **UNANIMOUSLY CARRIED**.

Concerns regarding communication to parents, additional costs of daycare and after school activities were voiced.

#99/19

Moved by: V. Iantomasi

Seconded by: M. Duarte

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

The Chair called for a vote on **#99/19**:

IN FAVOUR	OPPOSED
W. Charlebois (non-binding)	B. Agnew
M. Duarte	
N. Guzzo	
D. Herrero (non-binding)	
V. Iantomasi	
H. Karabela	
S. Mazza (non-binding)	
P. Murphy	
T. O'Brien	
J. O'Hearn-Czarnota	

The motion **was DEFEATED**.

The meeting adjourned at 10:30 p.m. with a prayer led by Trustee Duarte.

10.5 Long Term Capital Plan (LTCP) Survey Results (A. Lofts)

The report was provided as information.

10.6 Religious Education Congress 2019: Thirsting for Justice (L. Naar)

The report was provided as information

10.7 Notice of Motion – Clustered & Accelerated Classes in Secondary Schools (H. Karabela)

RESOLVED, that senior staff examine the feasibility of clustered classes and/or accelerated learning opportunities in secondary schools (that currently have the Advanced Placement (AP) Programme) and prepare a staff report to the Board in September 2019.

11. Miscellaneous Information

11.1 Minutes of the April 24, 2019 SEAC Meeting

The minutes of the April 24, 2019 SEAC meeting were provided as information.

12. Correspondence

There was no correspondence.

13. Open Question Period

No questions were submitted.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer (M. Duarte)

The meeting adjourned at 10:30 p.m. with a prayer led by Trustee Duarte.

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



<p>Clustered and Accelerated Classes in Secondary Schools</p>	<p>Item 8.1</p>
<p>Tuesday, June 18, 2019</p>	

<p>Resolution#:</p>	<p>Moved by: H. Karabela Seconded by:</p>
<p>RESOLVED, that senior staff examine the feasibility of clustered classes and/or accelerated learning opportunities in secondary schools (that currently have the Advanced Placement (AP) Programme) and prepare a staff report to the Board in September 2019.</p>	



Policy I-30 Video Surveillance	Item 8.2
Tuesday, June 18, 2019	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-30 Video Surveillance*, as presented

Background Information

The purpose of Operational *Policy I-30 Video Surveillance* and its associated *Administrative Procedure VI-83 Video Surveillance* is to outline the processes and requirements in managing video surveillance systems and the surveillance footage they capture to align with the Provincial requirements of the Education Act and the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

At the May 14, 2019 Policy Meeting staff advised the Board of Trustees that amendments were required to both the policy and procedure in order to update the relevant privacy references and records management processes to ensure processes are aligned with the relevant acts.

Senior staff also advised Trustees that changes were also made to the Operating Policy to allow the operationalization of existing video surveillance systems installed on the HSTS school bus fleet yet to be activated. The introduction of video surveillance systems on buses, which are an extension of the school day, will serve to further enhance student safety on school buses.

The following amendments were made to improve and clarify the existing policy:

- a) Enhancement of **“Purpose” & “Application and Scope”** sections to better align with MFIPPA.
- b) Addition of **“References”** and links that were absent from previous iterations.
- c) Addition and removal of **“Definitions”** to the policy where appropriate.
- d) Addition of policy wording to operationalize video surveillance systems on buses.
- e) Housekeeping amendments in the **“Principles”** section to align with changes discussed above.



The associated *Administrative Procedure VI-83 Video Surveillance* will be amended to align with the policy amendments, and to provide the appropriate detailed processes to meet the Provincial requirements of the Education Act, and MFIPPA with regards to the subject matter.

Following the presentation of the report, Trustees passed *Recommendation P#41/19*, which directed staff to forward the draft policy for stakeholder consultation to be reviewed at the June 11, 2019, Policy Committee Meeting.

Staff have reviewed the comments, and have the following changes to address feedback received from stakeholders and parents:

- a) Definitions, add a covert surveillance reference and definition to read as: **“Covert Surveillance: refers to surveillance conducted by legal authority.”**
- b) Principles Section 4, add “and in the investigation of an incident” and remove “learning” to read as: “The Board recognizes that the utilization of video surveillance systems as a complement, and not to replace, other means to create a safe and secure learning environment **and in the investigation of an incident.**”
- c) Principal Section 5, add “and view surveillance footage” to read as: “The following personnel are authorized to implement video surveillance system **and view surveillance footage** in the discharge of their duties”.
- d) Principles Section 5, add **“Manager of Halton Student Transportation Services”** to list of those authorized to implement video surveillance system and view surveillance footage in the discharge of their duties.
- e) Principles Section 7 & 9, replace “the Board” with **“HCDSB”**

Conclusion

Following Stakeholder feedback, *Policy I-30 Video Surveillance* was presented at the Policy Committee Meeting on June 11, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-30 Video Surveillance* be approved as amended.



Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Video Surveillance	
Adopted: September 7, 2004	Last Reviewed/Revised: June 18, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-83 Video Surveillance I-02 Records and Information Management VI-82 Records and Information Management Procedure I-07 Protection of Privacy VI-81 Privacy Procedure II-24 Home to School Student Transportation VI-07(a) School Bus Accident Procedure II-39 Progressive Discipline and Safety In Schools VI-44 Progressive Discipline and Safety in Schools	

Purpose

The Halton Catholic District School Board (HCDSB) is committed to the protection of privacy and complies with the *Education Act*, and the *Municipal Freedom of Information and Protection of Privacy Act*, (MFIPPA), the *Provincial Code of Conduct*, the *Safe Schools Act* and any other applicable privacy legislation.

HCDSB also complies with the *Guideline for Video Surveillance and Cameras in Schools* by the Ontario Information and Privacy Commissioner.

Application and Scope

This policy applies to the operation of any video system installed on any HCDSB site or HCDSB provided transportation services for the purpose of surveillance.

References

[Education Act](#)

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[Safe Schools Act](#)

[Information and Privacy Commissioner/Ontario Guidelines for Using for Video Surveillance](#)

Definitions

Control (of a record) – means the power or authority to make a decision about the use or disclosure of a record.

Custody (of a record) – means the keeping, care, watch, preservation or security of a records for a legitimate business purpose. While physical possession of a record may not always constitute custody, it is the best evidence of custody.

Covert Surveillance – refers to surveillance conducted by legal authority.

Halton Student Transportation Services (HSTS) – joint transportation consortium that offers student transportation for eligible students in Halton.

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) – means the legislation that governs access to and the privacy of Board records containing personal information.

Personal Information - recorded information about an identifiable individual including:

- Information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual;
- Information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved;
- Any identifying number, symbol or other particular assigned to the individual;
- The address, telephone number, fingerprints or blood type of the individual;
- The personal opinions or view of the individual except if they relate to another individual;
- Correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence;
- The views or opinions of another individual about the individual; and
- The individual's name if it appears with other personal information relating to the individual, or where the disclosure of the name would reveal other personal information about the individual.

Record - any record of information however recorded, whether in printed form, on file, by electronic means or otherwise and includes:

- Correspondence, a memorandum, a book, a plan, a map, a drawing, a diagram, a pictorial, or graphic work, a photograph, a film, a microfilm, a sound recording, a videotape, a machine readable record, any other documentary material, regardless of physical form or characteristics, and any copy thereof; and
- Subject to the regulations, any record that is capable of being produced from a machine readable record under the control of an institution by means of computer hardware and

software or any other information storage equipment and technical expertise normally used by the institution (document).

Retention Period – is the period of time during which a specific record or record series must be kept before records in that series may be disposed of.

Retention Schedule - is a list of all the record classifications and their corresponding retention periods. The schedule also identified which records are deemed vital, which are archival, and who is the responsible department or official record holder.

Video Surveillance Systems – video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals (this would usually include analog video, digital and closed-circuit camera systems).

Principles

1. HCDSB recognizes that the promotion of a safe and secure environment is in the best interest of students, staff and the general public.
2. HCDSB recognizes that the Education Act and the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) governs the collection of personal information, including the images captured on a video surveillance system.
3. HCDSB, in the development of this policy, referenced the Information and Privacy Commissioner/ Ontario Guidelines for Using for Video Surveillance, released October 6, 2015.
4. HCDSB recognizes that the utilization of video surveillance systems as a complement, and not to replace, other means to create a safe and secure environment and in the investigation of an incident.
5. The following personnel are authorized to implement video surveillance system and view surveillance footage in the discharge of their duties:
 - Principals (or a person designated by the Principal)
 - Board Supervisory Officers
 - Director of Education
 - Manager of Halton Student Transportation Services
6. In accordance with the notification requirements of MFIPPA, signs will be prominently displayed so the public has reasonable and adequate warning that surveillance is or may be in operation before entering the area or mode of transportation.
7. The closed-circuit television (CCTV) system within Board facilities may operate continuously. All recorded images are the property of HCDSB.
8. Cameras will not monitor areas where students and staff have an expectation of privacy, such as change rooms and washrooms.

9. Where applicable and appropriate, this policy shall be incorporated into training and orientation programs of HCDSB.

Requirements

- Personal information will not be used or disclosed for purposes other than those for which it was collected except with the consent of the individual or as required by law and will be disposed of when it is no longer needed and in accordance with MFIPPA and the HCDSB Retention Schedule.
- HCDSB reserves the right to consider and employ lawful “covert surveillance” on a case-by-case basis in consultation with the appropriate police service.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy II-45 Equity and Inclusive Education	Item 8.3
Tuesday, June 18, 2019	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-45 Equity and Inclusive Education*, as presented.

Background Information

Policy II-45 Equity and Inclusive Education was created in January 2011, and last amended in November 2012. This policy gives clear direction for staff and students of the Halton Catholic District School Board, in accordance with the Church’s teachings, to provide in all its operations an educational environment which fosters diversity, equity and inclusion within its Catholic community

The following amendments have been suggested by staff:

- This policy is based on the template from the Ontario Education Services Corporation and was adjusted to make the policy specific to the Halton Catholic District School Board (HCDSB).
- Associated policies and procedures were updated
- Language was changed to reflect current terms and definitions
- References were updated and added
- Definitions were added
- Principles were updated to reflect action items from Ontario’s Education Equity Action Plan 2017 including Data Collection, Integration and Reporting information
- Requirements were added

Conclusion

Policy II-45 Equity and Inclusive Education was presented at the Policy Committee Meeting on June 11, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.



Recommendation

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

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-45 Equity and Inclusive Education be approved as amended.	

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Equity and Inclusive Education	
Adopted: January 18, 2011	Last Reviewed/Revised: June 18, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-54 Equity and Inclusive Education VI-60 Student Groups in Catholic Schools I-43 Use of Technology and Digital Citizenship VI-62 Use of Technology and Digital Citizenship II-39 Progressive Discipline and Safety in Schools Code of conduct – Suspensions and Expulsions VI-44 Progressive Discipline and Safety in Schools II-40 Bullying Prevention and Intervention V-01 Use of School Grounds and Community Use of School Facilities VI-64 Community Use of School Facilities	

Purpose

The Halton Catholic District School Board (HCDSB) recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church’s teachings, it is the policy of the HCDSB to provide in all its operations an educational environment, which fosters diversity, equity and inclusion within its Catholic community.

HCDSB recognizes that any form of discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. HCDSB recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the Ontario *Human Rights Code*, the *Constitution Act, 1982* and confirmed in the *Canadian Charter of Rights and Freedoms*.

HCDSB and its staff are committed to the elimination of systemic barriers as outlined in Ontario’s Equity and Inclusive Education Strategy (2009), and subsequent strategy and action plan - *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) and Ontario’s Education Equity Action Plan (2017) and Accepting Schools Act in a manner which is consistent with the exercise of HCDSB’s denominational rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the Ontario *Human Rights Code*.

Application and Scope

The Equity and Inclusive Education Policy applies to all students, staff and stakeholders of HCDSB.

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario's Equity and Inclusive Education Strategy and Policy/Program Memorandum No. 119 (2009) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) and Ontario's Education Equity Action Plan (2017) identifies key areas of focus for implementing equity and inclusive education. Accepting School Act legislated elements of the Equity and Inclusive strategy and added to previous legislation regarding creating positive school climates that prevent bullying and associated disciplinary and supports protocols.

In accordance with the above policy documents, the Ontario Human Rights Code, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to Ontario's Equity Action Plan which builds on the goals of Ontario's Equity and Inclusive Education Strategy, the foundational elements of the policy are: shared and committed leadership; equity and inclusive policies and practices and accountability and transparency. Ontario's Education Equity Action Plan outlines the following priority areas for boards: School and Classroom Practices, Leadership, Governance and Human Resources Practices, Data Collection, Integration and Reporting. The Equity Action Plan will serve to guide the actions of HCDSB and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.

References

[Education Act](#)

[Constitution Act, 1982: Canadian Charter of Rights and Freedoms](#)

[Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy](#)

[Ontario's Equity and Inclusive Education Strategy, 2009 – Reflective Tool](#)

[Ontario's Education Equity Action Plan \(2017\)](#)

[PPM 119 \(2009\) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"](#)

[Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation \(2014\)](#)

[Bill 13, Accepting Schools Act](#)

[Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)](#)

[Ontario Human Rights Code](#)

[Ontario Human Rights Code: Gender Identity and Gender Expression](#)

[Anti-Racism Act 2017](#)

[Ministry Policy/Program Memorandum No. 108](#)

[Ontario Education Services Corporation \(OESC\): Equity and Inclusive Education](#)

[Canadian Conference of Catholic Bishops: Discovering the Unity of Life and Love: A reflection on the Foundations for a Theology of Human Love](#)

Definitions

Diversity - The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Equity - A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education - Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. (Ontario's Equity and Inclusive Education Strategy, 2009)

Religious Accommodation - The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination. The Code refers to the obligation to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith.

Creed - is interpreted by the Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion". It is defined as a professed system and confession of faith, including both beliefs and observances of worship. Creed refers to the beliefs and practices that are sincerely held and/or observed.

Ontario Human Rights Code - The Code prohibits actions that discriminate against people based on a protected ground in a protected social area. A few of the protected grounds include ancestry, colour, race, citizenship, ethnic origin, Place of origin, creed, disability, family status, marital status, gender identity, gender expression, sex and sexual orientation. (Ontario Human Rights Commission, 2018)

Denominational Rights - Public funding of Ontario's Roman Catholic school system was agreed to at the time of Confederation and was part of the Constitution Act, 1867, Section 93 (Ontario's Ministry of Education)

Stakeholder - any individual or group who can affect or is affected by decisions made by HCDSB

Principles

Equity and Inclusive Education:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involves the broad community;
- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

1. HCDSB Policies, Programs, Procedures and Practices:

Preamble:

HCDSB recognizes the importance of anti-racism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment, which fosters equity and inclusion

HCDSB will ensure that its policy review cycle will result in the alignment and integration of *The Strategy* and Accepting Schools Act with all HCDSB policies, programs, procedures, and practices. The perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards. In addition, HCDSB will embed principles of Equity and Inclusion in all of its policies and procedures.

Mission Statement:

HCDSB is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights.

2. Shared and Committed Leadership:

Preamble:

HCDSB subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that cultivate equity and inclusion.

HCDSB recognizes the critical role of school board trustees, superintendents, principals and teachers in fostering inclusive, safe and welcoming learning environments and their commitment to uphold and promote human rights.

HCDSB is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

HCDSB recognizes the critical connection between student leadership and improved student achievement and will strive to include student voice in all aspects of the implementation of equity and inclusive education.

In accordance with the Ministry's Ontario Leadership Strategy, effective HCDSB and school leaders will encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of students, parents, unions, colleges and universities, service organizations and other community partners.

HCDSB upholds the principle of inclusive education that requires the diversity of the students in the schools to be reflected in the diversity of their education workers, teachers and school and system leaders.

Mission Statement:

HCDSB is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.

3. School Community Relationships:

Preamble:

HCDSB recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community. HCDSB further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy. HCDSB acknowledges the importance of increasing parent engagement in equity and inclusive education with an asset-based based approach to families and communities.

HCDSB will seek collaboration with and active engagement from students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.

HCDSB will identify, examine, and remove any barriers that exist, preventing full participatory school-community relations including obstacles associated with any systemic barriers.

Mission Statement:

HCDSB is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are valued. These practices will include surveying the parents, students and staff at least once every two (2) years to monitor and evaluate the effectiveness of the related equity and inclusion programs and policies.

4. Inclusive Curriculum and Assessment Practices:

Preamble:

Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

Effective evaluation includes researched best practices that truly reflect the current level of achievement of the student. Multiple opportunities for assessment allow for student learning and accuracy of assessment and instruction.

Students must be represented in the curriculum and heard in the assessment and evaluation. Students' voice is fundamental in the planning for instruction and the accuracy of assessment.

HCDSB is committed to ensuring that all students achieve their potential and are supported in choosing appropriate pathways that meet their aspirations.

Mission Statement:

HCDSB is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address systemic barrier so that each student may maximize her or his learning potential.

5. Religious Accommodation:

Preamble:

Committed to the mission of the Church, HCDSB provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability, in accordance with the Ontario *Human Rights Code* and Ministry Policy/Program Memorandum No. 108.

Within the framework of gospel values, traditions, and HCDSB's denominational rights, in recognition of this diversity, HCDSB will take reasonable steps to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights. (See Religious Accommodation Appendix "A" and "B" attached)

Mission Statement:

HCDSB is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

6. School Climate and the Prevention of Discrimination and Harassment:

Preamble:

HCDSB recognizes that a safe and welcoming environment is most conducive to learning. HCDSB will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. HCDSB acknowledges that a Christ-centered, positive

school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors. *Policy II-40 Bullying Prevention and Intervention, Policy II-39 Progressive Discipline and Promoting Positive Student Behaviour and Administrative Procedure VI-44 Progressive Discipline* direct preventing and handling situations of bullying, discrimination and harassment.

HCDSB recognizes the need for regular, ongoing training on human rights, indigeneity, anti-racism, anti-oppression for staff and students to identify and eliminate any discriminatory biases and systemic barriers under the Code in order to uphold a safe, inclusive and welcoming environment for all stakeholders.

Mission Statement:

HCDSB is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.

7. Professional Learning:

Preamble:

The Staff of HCDSB is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. HCDSB, therefore, recognizes the importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices that promote equity and inclusion.

Professional learning increases the knowledge and skills that teachers bring to the craft and science of teaching, and, thus, engages the student with increasing complexity and precision teaching. Perpetual professional learning is the groundwork for positive changes in our schools. Professional learning must include knowledge creation and knowledge sharing (Earl and Katz, 2005) to ensure that all voices are represented and that we recognize that there is no essential knowledge but rather a continued quest towards deeper representation of all with our knowledge base.

Distributed, deep and sustained changes in practice and structures in school are key elements of professional learning and have impact on student learning, engagement and success in a knowledge society (Earl and Katz, 2005). Professional learning works to engage all learners, and strives for student success and includes the following:

- a) Changes in thinking and practices of teachers
- b) Collaborative inquiry at various levels within the school
- c) Pursuit of innovation (Katz, Earl and Jaafar, 2009)

Mission Statement:

HCDSB is committed to providing the school community, including students, with ongoing opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the Code, and strategies for promoting positive school climates.

8. Accountability and Transparency:

Preamble:

The HCDSB acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the HCDSB, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of *The Strategy*. In accordance with Accepting School Act, the HCDSB will survey parents, staff and students once every two (2) years to assess the effectiveness of the related equity and inclusion policies, procedures and programs.

Mission Statement:

HCDSB is committed to assessing and monitoring its progress in implementing *The Strategy*; to embedding the principles of equity and inclusive education into all HCDSB policies, programs, guidelines and practices; and to communicating these results to the community.

The Director of Education will develop procedures required to implement this policy and provide an annual report to the Board of Trustees on the efficacy of the related policies, procedures and programs. Board multi-year plans will include the goals set out in Accepting Schools Act around positive school climate and bullying prevention as it relates to equity and inclusion along with supports for students and awareness opportunities for parents.

9. Data Collection, Integration and Reporting

HCDSB supports the need for collecting and analyzing voluntary student demographic data and perceptual data to address barriers to student success.

All data collection, research, surveys and census will be developed, collected and disseminated using an equity and inclusion lens – to ensure participation and representation of individuals from diverse communities.

Requirements

Information and Instruction with Respect to Equity and Inclusive Education Policy:

HCDSB will provide staff with information and instruction that is appropriate for the employee on the contents of the policy

Responsibility:

The Director of Education holds primary responsibility for overseeing and implementing this policy.



Policy No. II-45 | Equity and Inclusive Education

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

MISSION STATEMENT

The Halton Catholic District School Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system. Such accommodations will be provided to staff, students and their families.

INTRODUCTION

The Halton Catholic District School Board (HCDSB) believes in the dignity of all people and their equality as children of God. HCDSB recognizes the importance of freedom of religion and strives to recognize, value, and honour the many customs, traditions and beliefs that make up the Catholic community.

Freedom of religion is an individual right and a collective responsibility. HCDSB is committed to working with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion.

In accordance with the Catholic Church's teachings, it is the policy of the Board to provide, in all its operations, an educational environment which promotes and supports diversity within its Catholic community as well as the equal attainment of life opportunities for all students, staff, parents and other members of that community.

I. Legislative and Policy Context

All school boards exist within a broader context of law and public policy that protect and defend human rights. At the Board, a number of policy statements have been developed that reinforce both federal and provincial legislation, and also help ensure that the freedoms they set out are protected within the school system.

The *Canadian Charter of Rights and Freedoms* (Section 15) guarantees freedom of religion. The *Ontario Human Rights Code* (The Code) protects an individual's freedom from discriminatory or harassing behaviours based on religion. Consistent with this legislation is *The Education Act*, its Regulations and policies governing Equity and Inclusion in Schools:

PPM No 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools",

R.R.O. 1990, Regulation 298, "Operation of School-General" s. 27-29, under the heading "Religion in Schools"

PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools".

The Board and its staff are committed to the elimination of discrimination as outlined in this Federal and Provincial legislation in a manner which is consistent with the exercise of its denominational rights under section 93 of the *Constitution Act, 1982* and as recognized in section 19 of the *Ontario Human Rights Code (the Code)*.

The Board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion through its human rights policy, equity and inclusive education policy, the safe schools policy and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of *the Code*.

This Policy reflects the Board's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church's teachings.

II. Definitions

1. Accommodation:

The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination.

The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

(Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5)

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

2. Creed:

Creed is interpreted by the Ontario Human Rights Commission's 1996 Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship.

The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

Creed does not include secular, moral, or ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).

3. Undue Hardship:

Accommodation will be provided to the point of undue hardship, as defined by the Code (for example in the [Policy and Guidelines on Disability and the Duty to Accommodate](#)). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence. For more information about the evidence needed to prove undue hardship, see *Human Rights at Work*, p. 133-134 and accompanying Appendix E.

A determination that an accommodation will create undue hardship carries with it significant liability for the Board. It should be made only with the approval of the appropriate Supervisory Officer or where appropriate the Board of Trustees.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario *Human Rights Code*.

Where a determination has been made that an accommodation would cause undue hardship, HCDSB will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

III. Accommodation Guidelines

The purpose of this guideline is to ensure that all Board staff, students, parents and other members of the school community are aware of their rights and responsibilities under the *Code* with respect to religious accommodation. It also sets out the Board's procedures for accommodation and the responsibilities of each of the parties to the accommodation process. In accordance with the Equity Strategy, the *Code* and OHRC's *Guidelines on Developing Human Rights Policies and Procedures*, it is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of accommodation seekers.

HCDSB is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

1. Accommodation Based on Request:

HCDSB will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

HCDSB will base its decision to accommodate by applying the *Code's* criteria of undue hardship, HCDSB's ability to fulfill its duties under Board policies and the Education Act

When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, e.g. wearing a head covering is not the responsibility of the school or the Board.

2. General Procedures for Religious Accommodation:

a. Staff

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this policy and the appropriate collective agreement.

b. Students

Students must present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days. Such procedures shall be easy for staff, students and parents to understand.

3. Unresolved Requests:

Despite HCDSB' commitment to accommodate, an individual may feel that discrimination based on religion has occurred. The Board will take reasonable and timely steps to address the unresolved issues raised by the affected person, which could include dispute resolution mechanism.

4. Areas of Accommodation:

For many students and staff of HCDSB, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

- i. School opening and closing exercises;
- ii. Leave of Absence for Religious Holy Days;
- iii. Prayer;
- iv. Dietary requirements;
- v. Fasting;
- vi. Religious dress;
- vii. Modesty requirements in physical education; and
- viii. Participation in daily activities and curriculum.

IV. General Guidelines and Procedures

This policy will consider each (of the above stated) area of accommodation in turn.

1. School Opening and Closing Ceremonies:

Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 ("Memorandum No. 108"), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

Memorandum No. 108 states the following:

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.

3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
 - a. One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
 - b. A period of silence.
4. Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right.

These requirements will be interpreted in accordance with the Code and the Board will consider other requests for accommodation as may be made.

2. Absence for Religious Holy Days:

The Board affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a “holy day by the Church or religious denomination to which he/she belongs.”

All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from attendance, subject to the particular request for religious leave process.

The Board will encourage members of diverse groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their Catholic community when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these significant faith days:

(Examples of) Significant Holy Days:	
<i>Baha'i</i>	Ridvan
<i>Buddhist</i>	Lunar New Year/Chinese
<i>Western Christian</i>	Good Friday
<i>Eastern Christian</i>	Christmas Holy Friday
<i>Hindu</i>	Diwali
<i>Jewish</i>	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
<i>Muslim</i>	Eid-ul-Fitr Eid-ul-Adha
<i>Sikh</i>	Baisakhi

(A multi-faith calendar will help schools make appropriate accommodations.)

Guidelines for Administrators:

All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.

Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.

Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.

All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.

For consultation or further clarification of questions, administrators and managers should contact the Board's Equity Officer.

Unresolved Requests:

a. Employee

In the event that, after an employee's consultation with the Superintendent of Education, unresolved issues remain, then the matter will be referred to the Executive Officer of Human Resources Services.

b. Students

In the event that a student maintains that his or her rights under the Board's religious accommodation policy have been compromised, then the matter will be referred to the appropriate Superintendent of Education.

3. Prayer:

HCDSB recognizes the significance of prayer in religious practice. Board schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Adult presence should be for supervision purposes only.

4. Dietary Restrictions:

HCDSB is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

5. Fasting:

HCDSB is sensitive to religious periods of fasting. HCDSB schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes and Board schools should make reasonable efforts to provide appropriate accommodations.

6. Religious Dress:

“Dress Code” is the appropriate dress policy established by a school, and may include a school uniform.

The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school’s Dress Code. Board schools will reasonably accommodate students with regard to religious attire. Religious attire is not cultural dress; it is a requirement of religious observation.

Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:

- o Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs
- o Crucifixes, Stars of David, etc.
- o Items of ceremonial dress

Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females); however, there may be religious requirements of colour that cannot be modified.

Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports. Where possible, these should be incorporated into Board policies as part of an inclusive design process.

The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. The Board and its schools will not tolerate any teasing directed at, or inappropriate actions taken against, an individual’s religious attire and there will be appropriate consequences for individuals who violate this rule.

There are religious communities that require specific items of ceremonial dress which may be commonly perceived as contravening Board policies, for example the use of the Kirpan by Khalsa Sikh students. For specific guidelines on the accommodation of Khalsa Sikh students wishing to carry a Kirpan, please see Appendix “B”.

7. Modesty Requirements for Dress in Physical Education Classes:

HCDSB recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Such policies should be designed inclusively, taking into account common religious needs that may exist.

If a family has concerns that cannot be addressed through inclusive design, the school should discuss the modesty requirements with them, and, taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum, provide reasonable accommodation. The curriculum requirements should be explained to the family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

8. Participation in Daily Activities and Curriculum:

HCDSB will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians to understand the nature and extent of the conflict.

The school should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where these conflict with the school routines, activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs that clearly conflict with mandated Ministry of Education and Board policies.

It is important to note that when an individual requests an accommodation related to the curriculum, the accommodation applies to the individual in question and not to the whole class or to classroom practices in general.

The Ministry of Education recommends substitutions when there are exemptions requested related to specific curriculum (Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements).

In general, the Board recommends an informed, common-sense approach to questions of religion and curriculum. Hopefully, these questions can be solved by an open discussion between the teacher, the student and his/her family.

V. Limitations to Religious Accommodation

1. HCDSB supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
2. HCDSB, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.
3. As for chapels in Catholic schools, they are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open to all people for individual silent prayer or meditation. However, it is not appropriate that non-Catholic liturgies or group prayers be held in this setting.

4. It is therefore recommended:
 - i. that school administrators designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions, and
 - ii. that Catholic school boards consult with their respective local Ordinary on such accommodations.

GUIDELINE FOR KIRPAN ACCOMMODATION

A Kirpan is a ceremonial sword that must be worn by all baptized Khalsa Sikhs. HCDSB seeks to accommodate Khalsa Sikhs who wear a Kirpan under the following conditions as follows:

- o At the beginning of the school year or upon registration, the student and parents/guardians must report to their respective school administration that they are Khalsa Sikhs and wear the five articles of faith, including a Kirpan.

The principal, in consultation with the student and his/her parents/guardians, will develop appropriate accommodations to allow the student to wear the Kirpan while ensuring the safety of others. These may include the following conditions:

- o The Kirpan is six inches or less.
- o The Kirpan will be sufficiently secured with a stitched flap so it is not easily removed from its sheath.
- o The Kirpan will not be worn visibly, but under the wearer’s clothing.
- o There is notification in writing to the principal by the parents/guardians and student and, where possible, from the Gurdwara (place of worship), confirming that the student requesting accommodation is a Khalsa Sikh.
- o Students under the age of eighteen must be accompanied by parents/guardians when discussing the rules regarding the wearing of a Kirpan.



<p>Policy II-51 Optional French Programming (Early French Immersion and Extended French)</p>	<p>Item 8.4</p>
<p>Tuesday, June 18, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-51 Optional French Programming (Early French Immersion and Extended French)*, as presented, at first reading.

Background Information

Policy II-51 Optional French Programming (Early French Immersion and Extended French) has been created in keeping with the strategic plan linked to Achieving: Meeting the needs of all learners, to increase the opportunities for students to gain experience, skills and knowledge needed for success.

The Halton Catholic District School Board endeavors to allow all students to have the opportunity to learn French, become functionally proficient and to experience the richness and beauty of French Catholic culture.

The draft policy was introduced at the April 4, 2019 Policy Committee Meeting. Staff were asked to revise the policy based on the framework presented and return to trustees at the May 14, 2019 Policy Committee Meeting, for further discussion. Revisions pertinent to developing the policy were shared, at that time. Trustees determined the policy would return to the June 11, 2019 Policy Committee Meeting as an action item. Revisions to *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* were made in response to Trustees' comments:

- The tracked changes in the previous draft versions were resolved and staff suggested the following amendments:
 - Principles and Requirements were realigned to match the current template
 - Clarification of the Boundary Review process has been added
 - Formatting of numbered sections was added.



Conclusion

Policy II-51 Optional French Programming (Early French Immersion and Extended French) was presented at the June 11, 2019 Policy Committee Meeting for approval. Once approved, at first reading, *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* will be forwarded for stakeholder input and returned to an upcoming Policy Committee Meeting for further deliberation.

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 accept the recommendation of the Policy Committee that *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* be approved at first reading.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Optional French Programming (Early French Immersion and Extended French)	
Adopted: June 18, 2019	Last Reviewed/Revised: Date
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-53 Optional French Programming I-04 Cross Boundary School Attendance I-22 Admission to Schools Elementary and Secondary VI-19 Admission to Schools Elementary and Secondary I-29 School Boundary Review Process VI-88 School Boundary Review Process II-24 Home to School Transportation V-18 Community Engagement and Public Consultation Policy	

Purpose

This policy is in keeping with the strategic plan linked to Achieving: Meeting the needs of all learners, to increase the opportunities for students to gain experience, skills and knowledge needed for success.

The Halton Catholic District School Board endeavors to allow all students to have the opportunity to learn French, become functionally proficient and to experience the richness and beauty of French Catholic culture.

Application and Scope

This policy applies to elementary schools of the Halton Catholic School Board that offer optional French program (Early French Immersion (EFI), and Extended French programs (EF) and all secondary schools that offer the optional Extended French (EF) program.

References

[Education Act](#)

[A Framework for French as a Second Language in Ontario Schools, JK-Grade 12, 2013](#)

Definitions

Extended French (EF) - develops functional proficiency in students through the provision of a significant amount of curriculum with French as the second language of instruction with students entering grade 5 in their September start date.

Early French Immersion (EFI) - develops functional proficiency in students through the provision of a significant amount of curriculum with French as the second language of instruction with students entering grade 1 in their September start date.

Consultation - gathering feedback from stakeholders on policies, options and/or decisions.

Principles

1. Delivery of French language programs will be considered in the Strategic Plan and Long-Term Capital Plan (LTCP) and as a demonstrated/identified need arises.

Requirements

1. Expansion/Location/Relocation of Optional French Program(s):

- 1.1. Where feasible and staffing permits, an increase of program offering of optional French Programs will be considered.
- 1.2. Relocation of current programs must include consultation with the communities being affected
- 1.3. Whenever possible, changes to program locations will be communicated to parents and guardians one academic year in advance of implementation.
- 1.4. The following criteria can be used to determine a location/relocation for an optional French Program:
 - 1.4.1. Relocate optional French Programs to schools that have surplus space and have a stable regular track enrolment that can sustain the program.
 - 1.4.2. To the extent possible, ensure that the optional French Programs are in schools that can accommodate the program over the long-term, minimizing, if not eliminating, any future relocations.
 - 1.4.3. Ensure the location of the optional French programs do not adversely affect the Regular Track program.
 - 1.4.4. Align optional French Program Elementary Boundaries where possible with the ultimate secondary school Family of School Boundaries.

- 1.4.5. To the extent possible, ensure that optional French Programs are reasonably centrally located to the schools they serve.
- 1.4.6. Where feasible, when phasing in, relocating, and/or expanding to new locations for the optional French Programs, cluster the family of schools to create neighborhood scale areas.
- 1.5. When optional French Programs are being relocated, phased in, phased out, split into multiple locations, and/or expanded into new locations, the following shall apply:
 - 1.5.1. When relocating and phasing in an existing optional French Program into another location, the existing students can complete their studies at their current location until graduation. The relocation and selection of a new site is an administrative decision made by the Director of Education as per Section 3 of this policy.
 - 1.5.2. The introduction and phase in of a new optional French Program location and creation of a new family of schools for the program to expand services is an administrative decision made by the Director of Education as per Section 3 of this policy.
 - 1.5.3. When a portion and/or an entire optional French Program and its existing students are proposed to be relocated to another site for accommodation purposes, a full boundary review process is required as per the requirements of Operating Policy I-29 School Boundary Review Process. The final school boundary review accommodation plan is to be approved by the Trustees.

2. The Director of Education has the discretion and responsibility to:

- 2.1. Relocate an optional French program in an elementary or secondary school where the need arises.
- 2.2. Identify new locations where optional French programs can be offered.
- 2.3. Where changes are made to location and family of schools for optional French Programs, the Director will bring an information report to the Board of Trustees for the purpose of due notification, feedback, and input.

3. Registrations:

- 3.1. All entry requirements and class sizes are listed in *Procedure VI-53 Optional French Programming*.
- 3.2. Will take place annually at the discretion of the Superintendent of Curriculum Services in consultation with the Senior Administrative team. Parents are to be notified of registration dates by the beginning of the academic year, or earlier.
- 3.3. To facilitate meeting staffing needs, and in order to ensure all students will be given placement who apply, all students must be registered for EFL and EF programs by December 1st. It should be noted that where an optional French program still has remaining spaces, Curriculum Services has the discretion to extend the registration period

- 3.4. Registration will occur on line or at the school if required.
- 3.5. A random selection (lottery) will occur to determine which students will gain access to the program as well as the order on the waitlist should one exist.
- 3.6. The registration process for the optional French Programs shall be made available to the public.

4. Entry Requirements

- 4.1. All entry requirements and class sizes are listed in *Procedure VI-53 Optional French Programming*.

5. Withdrawal from Program

- 5.1. Where the needs of a student may be best served by withdrawal from the program, such withdrawal may take place after following the implementation of reasonable intervention strategies by school staff. Conferences with parent(s) /guardian(s) and students to discuss progress options and future implications shall be conducted prior to withdrawal.

6. Transportation

- 6.1. All transportation requirements are outlined in *Policy II-24 Home to School Transportation*.
- 6.2. Provision of transportation for pupils attending an optional French program will be in accordance with the transportation policy. The placement of a pupil under this policy does not constitute commitment of the Board to provide transportation.

7. Specific to Secondary schools:

- 7.1. For the municipalities of Milton and Burlington, the regular stream secondary school boundary is one and the same as the Extended French boundary. As such, although students are permitted to attend the program, they will not be offered transportation if they reside outside the designated school boundary.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy II-52 Student Use of Service Animals in Schools	Item 8.5
Tuesday, June 18, 2019	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-52 Student Use of Service Animals in Schools*, as presented, at first reading.

Background Information

The Halton Catholic District School Board has long promoted the inclusion of students with special education needs in the regular classroom in the student’s neighborhood school where possible. This approach is motivated by an interest in maintaining students in the communities in which they reside, by promoting a sense of place and belonging in the school, in the worship community of the local parish and within the neighborhood that they belong to.

In the Halton Catholic District School Board, every effort is made to provide programs and services to support pupils with exceptionalities in the regular class setting. We believe that pupils with exceptionalities should receive appropriate special education programs and services and have regular opportunities to interact with their peers, to enjoy the life of the school, and to participate in local community activities. Where appropriate, students may require services from a variety of sources, including at times the use of service animals.

The Draft Ministry PPM released on April 1, 2019 outlines these basic principles required by school districts when creating service animal policies:

- Allow students to be accompanied by service animals in school when doing so would be an appropriate accommodation to support students’ learning needs, and would meet the school boards’ duty to accommodate students with disabilities under the Ontario Human Rights Code
- Make determinations on whether to approve requests for a service animal on a case by case basis, based on the individual needs of each student.
- Put in place consistent and transparent processes that allow for meaningful consideration of requests for service animals to accompany students in school.



Policy II-52 Student Use of Service Animals in Schools includes definitions of service animals, communication plans and the process for parents/students to follow when making requests for service animals to support their learning. Roles and responsibilities of students, parents, and school staff, the training required, and the health and safety of other students and staff in schools, are also included.

Conclusion

Policy II-52 Student Use of Service Animals in Schools was presented at the June 11, 2019 Policy Committee Meeting with the recommendation that it be forwarded to the Board of Trustees for approval at first reading. Once approved, *Policy II-52 Student Use of Service Animals in Schools* will be forwarded for stakeholder input and returned to an upcoming Policy Committee Meeting for further deliberation.

Recommendation

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

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-52 Student Use of Service Animals in Schools</i> be approved at first reading.	

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Student Use of Service Animals in Schools	
Adopted: June 18, 2019	Last Reviewed/Revised: Date
Next Scheduled Review:	
Associated Policies & Procedures:	

Purpose

This policy recognizes that students with diverse learning needs may require, at times, services and accommodations to their program to allow them to access education. In addition to accommodations and services that can be utilized through human resources, technology, behaviour plans and strategies, students may at times require the need of a service animal to support their medical, behaviour or academic needs. This policy outlines the expectations and process for schools to adhere to when considering admittance and integration of a service animal into the school environment for the benefit of a student.

Application and Scope

This policy applies to all individuals of the Board who may be involved in the integration of a service animal into schools, including parents/guardians, principals, teachers and Board personnel who may have duties and/or responsibilities under this policy.

References

[Education Act](#)

[Ontarians with Disabilities Act \(2001\)](#)

[Blind Person's Rights Act](#)

[Special Education in Ontario, Kindergarten to Grade 12 – Policy and Resource Guide, 2017](#)

Definitions

Service Animal – means a certified animal that provides supports relating to a student's disability or medical related need(s) to assist that student in meaningfully accessing education.

Certified – means both the animal and handler have had training from a recognized Canadian training institution and the animal is registered as such in Canada.

Handler – The student with the disability or medical related need(s) for whom the certified service animal is performing services and who is managing and is responsible for the certified service animal's performance of those services. It is the expectation of the Board that the student utilizing a certified service animal will be the service animal's Handler.

Principles

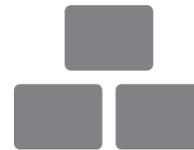
- All students with exceptionalities, disabilities or medical related need(s) shall receive appropriate special education programs and services and have regular opportunities with their peers, to enjoy the life of the school, and to participate in local community activities.
- To access education, students may at times require accommodations, modifications and/or services to allow for this access, including service animals.
- Building on student independence must be the underlying consideration when considering appropriate accommodations, modifications and services.
- Schools recognize that student independence increases when accommodations, modifications and services are least intrusive.
- Any determination on appropriate accommodations, modifications and services must be made on a case by case basis, based on the individual needs of each student.
- Parents and School/Board Staff should work collaboratively when requests are made for the consideration of Service Animals to support students in schools.
- Procedures and Practices in the determination of whether to approve requests for Service Animals must be consistent and transparent to allow for meaningful consideration of requests for service animals to accompany students in school.
- School staff should consider the collection and review of data, when available, to help determine the appropriateness of utilizing service animals for students.
- The health, safety and any other appropriate concerns of other students and staff shall be considered when considering the approval for a service animal for students.
- Clear, timely and appropriate communication must be provided to school communities when service animals are approved to accompany students in schools.
- The Board must work collaboratively with Halton Student Transportation Systems (HSTS) when reviewing and considering students with service animals and how they can access board transportation.
- Requests for the use of a service animal should be approved when school/board staff have determined that it is the best accommodation to support the student's demonstrated disability or medical related needs.

Requirements

- The Board must develop an Administrative Procedure supporting the directive and principles outlined in this policy and ensure comprehensive communication of the procedures to appropriate stakeholders.
- The Board must develop a process for data collection and to collect data regularly to help inform the policy and make amendments as appropriate.
- The Board must communicate to Principals and appropriate staff the expectations and directives in both the Policy and Administrative Procedure.
- Parents considering the use of a service animal for their child will be directed by school staff to this policy and accompanying administrative procedure for direction.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



<p>Policy V-01 Use of School Grounds and Community Use of School Facilities</p>	<p>Item 8.6</p>
<p>Tuesday, June 18, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To approve *Policy V-01 Use of School Grounds and Community Use of School Facilities*, as presented

Background Information

Policy V-01 Use of School Grounds and Community Use of School Facilities has been in place to facilitate the use of school buildings, grounds and facilities of the Halton Catholic District School Board for community use. However, the policy includes many operational items that need to change and adapt to societal changes, i.e. new legislature, insurance provisions, specific incidents, etc. As such, staff propose that operational items from the policy be moved to the newly created *Administrative Procedure VI-64 Community Use of School Facilities*. The Board's permit terms and conditions are also proposed to move to the newly created *Administrative Procedure VI-64 Community Use of School Facilities*.

Conclusion

Policy V-01 Use of School Grounds and Community Use of School Facilities was presented at the Policy Committee Meeting on June 11, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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



Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy V-01 Use of School Grounds and Community Use of School Facilities* be approved as amended.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Use of School Grounds and Community Use of School Facilities	
Adopted: July 31, 1991	Last Reviewed/Revised: June 18, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-64 Community Use of School Facilities VI-49 Use of School Facilities Election Day	

Purpose

To facilitate the use of school buildings, grounds and facilities of the Halton Catholic District School Board for community use in accordance with Board Operating Policies, Administrative Procedures, and school use requirements as amended from time to time, with no expectation of subsidy from or any cost to the Board.

Application and Scope

This policy applies to:

- All school sites, buildings, facilities, playfields, playgrounds, parking lots, furniture and equipment under the jurisdiction of the Board;
- All eligible community members, groups, organizations, institutions and agencies making application for use of Board property;
- Eligible users who complete and gain approval for a community use of school facilities permit issued under this policy and associated procedures.

Definitions

Permit Applicant – an individual submitting the request for the use of a Halton Catholic District School Board facility or property, for a specific date, time and use.

Community Use of School Facilities Permit – a document granting the Permit Holder use of a Halton Catholic District School Board facility or property, for a specific date, time and use.

Principles

- Use of school grounds and community use of school facilities will be in accordance with the Board's policies and procedures, including Board Policy II-45 on Equity and Inclusive Education. The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1982 and as recognized at section 19 of the Ontario Human Rights Code.
- Use of school grounds and community use of school facilities will be in accordance with the Education Act, subsection 301(2) of Part XIII and the Provincial Code of Conduct 301(3.1); whereby the Halton Catholic District School Board entering into agreement with another person or entity, other than the Board, respecting the use of a school operated by the Board, the Board shall include in the agreement a requirement that the person or entity follow standards that are consistent with the code of conduct. 2012, c.5, s.10 (2).
- The Halton Catholic District School Board recognizes the importance of fostering cooperation with community organizations and endorses the concept of "Community Use of School Facilities" and therefore maintains appropriate procedures, rules and regulations to facilitate the application, approval, and issuance of permits for the use of its property under this policy.
- It is understood that a priority will be accorded to the educational program of the school and to the protection of buildings, facilities, playfields, parking lots, grounds, furniture and equipment.

Requirements

- The Board recognizes that as a publicly funded body and responsible community member, school buildings, facilities, playfields, parking lots, grounds, furniture and equipment should reasonably be made available to eligible Permit Applicants for community use where such use does not impede or compromise the educational programs offered in the Board's schools or interfere with custodial and maintenance work programs, or violate the Board's Governing Values or the core values of the Catholic Church.
- The Board recognizes while making its buildings, facilities, playfields, parking lots, grounds, furniture and equipment available for community use, there is a need to recover certain costs associated with such usage by community groups, organizations, agencies or individuals.
- The Board recognizes that a schedule of fees and cost recoveries should reflect the varying nature and purpose of community use of its school facilities and property.
- Formal agreements based on mutual benefit may be established with organizations such as Diocese of Hamilton, municipal parks & recreation departments, local community colleges and universities.
- The issuance of permits under this policy shall not establish a rental contract or otherwise between the Halton Catholic District School Board and any individual, group or organization.



Board staff may at any time, regardless of whether a fee has been paid, withdraw the use of any school building, facility, playfield, parking lot, grounds, furniture or equipment, if in the opinion of the Board and in its unfettered discretion, the use to which Board property is to be or is being put is incompatible with the Board’s mandate or not in the best interests of the Board or the community.

- Community use of school facilities permits are not granted to individuals or groups unless liability insurance coverage acceptable to the Board is provided through a recognized organization, by a third-party insurance carrier or purchased through the Board.
- Community use of school facilities permits are not granted to individuals or groups unless a Board representative, or a responsible person acceptable to the Superintendent of Facility Management Services, is on duty at the school site during the permitted event to protect the interests of the Board by specifically opening the school, providing access to appropriate areas, ensuring the security of the Board’s property, respond to any emergency situations and secure the school at the completion of the program. Any, and all, costs associated with additional custodial staff time required to accommodate a Permit Applicant shall be charged to the permit applicant at a rate determined by the community use of school facilities office.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy V-18 Community Engagement & Public Consultation	Item 8.7
Tuesday, June 18, 2019	

Alignment to Strategic Plan

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

Purpose

To approve *Policy V-18 Community Engagement & Public Consultation*, at second and third reading, as presented

Background Information

The Halton Catholic District School Board (HCDSB) is committed to enhancing our ongoing communication with parents, students, staff, and members of the broader community. This commitment is outlined in our current [multi-year strategic plan](#) as a system priority to ensure that communication is clear, transparent and responsive to our stakeholders.

In keeping with the above commitment, staff developed *Policy V-18 Community Engagement & Public Consultation* to help ensure consistency in the provision of effective, meaningful consultation with our community.

The policy was presented as a discussion item at the April 9, 2019 Policy Committee Meeting. The revisions proposed on April 9th were incorporated into *Policy V-18 Community Engagement & Public Consultation*, and the policy was approved at First Reading at the Regular Board Meeting held on May 21, 2019.

Policy V-18 Community Engagement & Public Consultation was released for stakeholder consultation from May 22, 2019 through June 5, 2019 (inclusively). The feedback received through the stakeholder consultation process was provided for review and consideration by the Policy Committee, at the June 11, 2019 Policy Committee Meeting.



Conclusion

Following Stakeholder consultation, *Policy V-18 Community Engagement & Public Consultation* was presented at the Policy Committee Meeting on June 11, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval, at second and third reading

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 accept the recommendation of the Policy Committee that *Policy V-18 Community Engagement & Public Consultation* be approved at second and third reading.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Community Engagement & Public Consultation	
Adopted: May 21, 2019	Last Reviewed/Revised: Date
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-58 Parent Notification System VI-63 Social Media Procedure I Governance of Policy I-06 Delegation to the Board I-07 Protection of Privacy VI-81 Privacy Procedure I-09 School Accommodation Review – Consolidation and Closure VI-35 School Accommodation Review – Consolidation Closure I-15 School Name Selection I-29 School Boundary Review Process VI-88 School Boundary Review Process I-37 Community Planning & Facility Partnerships VI-78 Community Planning & Facility Partnerships I-44 Strategic Planning Process II-41 School Uniform Dress Code/School Dress Code II-51 Optional French Programming (Early French Immersion and Extended French) VI-53 Optional French Programming II-45 Equity and Inclusive Education VI-54 Equity & Inclusive Education VI-46(e) Monitoring & Feedback on Accessible Customer Service	

Purpose

To provide a framework and a model for community engagement and public consultation across the Halton Catholic District School Board (HCDSB).

Application and Scope

This policy pertains to all school and board community engagement practices that apply to HCDSB internal and/or external stakeholders.

References

[Halton Police – School Board Protocol](#)

[International Association for Public Participation \(IAP2\)](#)

Definitions

Community Engagement – an interaction process between HCDSB and its internal and/or external stakeholders that provides an opportunity to share information, gather feedback, and inform decision-making. The level of engagement undertaken depends on the goal: *inform, consult, involve, or collaborate*.

Inform – sharing of information with stakeholders to increase awareness and understanding.

Consult – gathering feedback from stakeholders on policies, options and/or decisions.

Involve – working with stakeholders to ensure feedback is understood and reflected in the options developed and/or decisions made.

Collaborate – engaging a group or advisory committee of stakeholders to work together to develop options and solutions. As much as possible, the advice, feedback and/or recommendations will be incorporated into final decision.

Stakeholder – any individual or group who can affect or is affected by decisions made by HCDSB.

Internal Stakeholders – staff, students, parents, and trustees.

External Stakeholders – including, but not limited to, parishes, Catholic ratepayers, community partners and organizations, Ministry of Education and other government ministries, municipalities, etc.

Principles

At HCDSB, we value relationships and partnerships, recognizing that student success and well-being are reflective of the healthy and vibrant partnerships we hold with staff, parents, parishes and members of the broader community.

At HCDSB, we are committed to effective public participation that provides a means for facilitating understanding; incorporating stakeholder feedback into decisions that affect them; and improving decision-making. This includes:

- relaying accurate, timely information on matters affecting stakeholders;
- providing open, inclusive, and meaningful feedback mechanisms that encourage two-way communications with our stakeholders;
- ensuring equity of opportunity and access by identifying and removing barriers to engagement;

- sharing results of feedback collected through public consultation to foster a culture of transparency and trust.

Requirements

I. Sharing Information with Stakeholders

Accurate, timely information will be relayed about changes to policies, programs, legislation, decisions, or issues requiring immediate attention.

- New policies or changes to current policies will be shared with stakeholders in accordance with *Policy I – Governance of Policy*.
- Information around the implementation of new programs will be shared in advance of implementation with stakeholders (staff, parents, trustees) who are directly impacted.
- Stakeholders directly impacted by potential changes to existing programs will be notified that the program is under review, and will be provided with pertinent information as it becomes available, and prior to a decision being made.
- Changes to legislation will be shared in advance of implementation with stakeholders who are directly impacted.
- Decisions that directly impact on the day-to-day activities or operations at the school and/or system level will be shared with stakeholders in advance of implementation. Details around the implementation of decisions will be communicated as they become available. Whenever possible, changes to program locations will be communicated to parents and guardians one academic year in advance of implementation.
- Issues requiring immediate attention, such as lockdowns, emergencies, school closures, power outages, etc., will be communicated in accordance with the applicable policy, procedure, protocol or practice.

II. Engaging Stakeholders in a Public Consultation Process

HCDSB will notify internal and external stakeholders of consultation opportunities in a manner that is consistent, timely and transparent.

- All system-level public consultations will include a plan that provides:
 - a. the purpose of the consultation;
 - b. the desired outcomes (goals);
 - c. the Stakeholder Decision Impact & Communication Matrix (Appendix A), which lists stakeholder groups impacted and the level of engagement (inform, consult, involve, or collaborate);
 - d. a description of the communications methodology, timelines and strategies.

- All reports emanating from a public consultation process will contain a summary of the process and a summary of feedback received, with a description of any steps taken to address public concerns in arriving at a recommendation.
- All active public consultations will be posted on a designated Public Consultation page on the HCDSB website.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Levels of Engagement



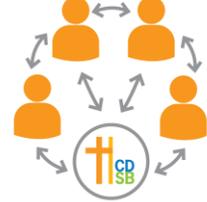
Inform



Consult



Involve



Collaborate

	Inform	Consult	Involve	Collaborate
GOAL	Increase awareness and understanding.	Gather feedback on policies, options and/or decisions.	Work together to ensure feedback is understood and reflected in the options developed and/or decisions made.	Work together to develop options and solutions. As much as possible, the advice, feedback, and/or recommendations are incorporated into final decision.
EXAMPLES	Email Website Media Social media	Surveys Focus groups	Town halls Public information sessions	Advisory committees School Boundary Review Committees Accommodation Review Committee

*Adapted from IAP2 Public Participation Spectrum.

Stakeholder Decision Impact & Communication Matrix

Stakeholder Group	Level of Engagement			
	Inform	Consult	Involve	Collaborate
	SAMPLE			



2019 Capital Priorities List Submission	Item 8.8
June 18, 2019	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to seek Board approval on a proposed list and priority ranking of capital projects for the anticipated 2019 Capital Grants Program.

Background Information

- 1) Staff Report Item 9.4 “2019 Capital Priorities List Submission” from the June 4, 2019, Regular Meeting of the Board.
- 2) Information Report Item 10.8 “2019 Long-Term Capital Plan (LTCP) Update – Draft” from the May 7, 2019, Regular Meeting of the Board.
- 3) Information Report Item 10.4 “2018-19 Annual Facility Accommodation Report” from the April 2, 2019, Regular Meeting of the Board.
- 4) Information Report Item 10.3 “Milton #3 Catholic Secondary School Business Case Submission” from the November 6, 2018, Regular Meeting of the Board.
- 5) Information Report Item 10.6 “2017 Capital Priorities Grant Ministry Funding Announcement” from the March 20, 2018, Regular Meeting of the Board.
- 6) 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

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.

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 the capital projects it expects to open



no later than three (3) years from the year of funding submission. Staff anticipates a similar structure for this round of capital priorities.

Based on this information, the below list provides six (6) capital priorities that staff recommends submitting 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 priorities that are the most urgent in need and are ranked in order of the availability of the sites, accommodation pressures, and timing.

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

Priorities two (2), four (4), and five (5) have the opportunity to accommodate child care and EarlyON Centre component in cooperation with the Consolidated Municipal Services Manager (CMSM). Note that only one (1) child care centre is required between Priorities four (4) and five (5), whereby the first to be funded will receive the child care component.

As the memorandum has yet to be circulated by the Ministry, staff is seeking 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.

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 includes: four (4) growth-related projects; two (2) renewal projects; and three (3) potential childcare projects.

If the Ministry Memorandum is not available before the June 18, 2019, Regular Meeting, Staff will circulate the memorandum to Trustees when released.



In the absence of the Ministry memorandum, staff is proceeding with seeking the necessary approvals from the Board of Trustees with the caveat that staff have the discretion to make minor alterations to the list to reflect the parameters of the grant program identified in the memorandum.

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 proposed ranking of the 2019 Capital Priorities Business Case Submission as follows:

RANKING	2019 CAPITAL PRIORITIES PROJECT LIST
1.	Milton #3 Catholic Secondary School
2.	Milton #10 'Cobben' Catholic Elementary School, with Child Care/HUB/EarlyON Centre
3.	North Oakville CE#4 or CE#5 Catholic Elementary School
4.	Vision Georgetown CES, with Child Care/HUB/EarlyON Centre
5.	Holy Cross CES rebuild, with Child Care/HUB/EarlyON Centre
6.	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



2019-20 Budget Estimates - Final	Item 8.9
June 18, 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 final draft of the 2019-20 Budget Estimates for approval.

Background Information

- 1) Staff Report 9.3, “2019-20 Budget Estimates – Draft #1” from the June 4, 2019 Regular Meeting of the Board.
- 2) 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.
- 3) Information Report 10.4, “Release of the 2019-20 Grants for Student Needs (GSN)” from the May 7, 2019, Regular Meeting of the Board.
- 4) Information Report 10.7, “2019-20 Budget Survey Results” from the March 19, 2019, Regular Meeting of the Board.
- 5) 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 on Friday, April 26, 2019 the Grants for Students Needs (GSN), the GSN Projections for the 2019-20 school year, and the Priorities and Partnerships Fund (PPF). Subsequently, the online Education Finance Information System (EFIS) forms were made available on Friday, May 10, 2019, and the 2019-20 Technical Paper on Friday, May 24, 2019, from which staff developed drafts of the Budget for the 2019-20 school year.

Staff provided Trustees with Budget information and updates at the May 28, 2019, Budget Session and the June 4, 2019, Regular Board Meeting. Since then, Staff identified additional GSN revenues related to the Attrition Protection Allocation, which positively impacted the 2019-20 Budget financial position by \$631,000.



As of June 18, 2019, HCDSB's final financial position is an Operating Deficit of \$278,000, with an in-year Total Accumulated Deficit Available for Compliance of \$812,000. The Education Act does permit a deficit budget per below and staff has informed the Ministry of HCDSB's current deficit position.

Estimates

Board shall adopt estimates

232 (1) Every board, before the beginning of each fiscal year and in time to comply with the date set under clause (6) (c), shall prepare and adopt estimates of its revenues and expenses for the fiscal year. 2009, c. 34, Sched. I, s. 4.

Same

(2) Where final financial statements are not available, the calculation of any amount for the purposes of this Act or the regulations shall be based on the most recent data available. 2009, c. 34, Sched. I, s. 4.

Balanced budget

(3) A board shall not adopt estimates that indicate the board would have an in-year deficit for the fiscal year. 2009, c. 34, Sched. I, s. 4.

Exception

(4) Despite subsection (3), a board may adopt estimates for a fiscal year that indicate the board would have an in-year deficit for the fiscal year if,

(a) a regulation is made under subsection 231 (2) and the estimated in-year deficit would be equal to or less than the maximum amount determined in accordance with that regulation; **(Note:** currently the lesser of (i) 1% of Operating Allocation or \$3,739,099 for 2019-20 Estimates OR (ii) prior year accumulated surplus available for compliance or \$25,889,668 from 2018-19 Revised Estimates).

(b) the Minister has approved a deficit under clause 231 (1) (b), and the estimated in-year deficit would be equal to or less than the amount approved by the Minister;

(c) an in-year deficit is permitted as part of a financial recovery plan under Division C.1; or

(d) the board is subject to an order under subsection 230.3 (2) or 257.31 (2) or (3). 2009, c. 34, Sched. I, s. 4; 2019, c. 7, Sched. 20, s. 3.

Table 1 summarizes HCDSB's 2019-20 Budget financial position, listing the opening and closing balances in the surplus accounts available for compliance. The financial position includes additional staff to address enrolment growth and needs, summarized in Table 2, as well as program enhancements shown in Table 3.

TABLE 1: 2019-20 FINANCIAL POSITION AS OF JUNE 18, 2019 (FINAL)			
	OPENING BALANCE	IN-YEAR CHANGE	CLOSING BALANCE
Operating Surplus (Deficit)	\$1,026,000	(\$278,000)	\$748,000
Internally Restricted Reserves			
Operating Reserve (Working Funds Reserve)	\$5,206,000		\$5,206,000



Indigenous Reserve	\$0		\$0
Capital Reserve	\$8,634,000	(\$750,000)	\$7,884,000
Capital Capacity Planning Reserve	\$71,000		\$71,000
Committed Capital Projects	\$9,586,000	\$292,000	\$9,878,000
Sinking Fund Interest Earned	\$1,367,000	(\$76,000)	\$1,291,000
TOTAL Internally Restricted Reserves	\$24,864,000	(\$534,000)	\$24,330,000
TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE FOR COMPLIANCE	\$25,890,000	(\$812,000)	\$25,078,000

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 the staffing changes over the 2018-19 Revised Estimates, as well as the financial impact on the salary and benefits budget.

TABLE 2: STAFFING ENHANCEMENTS (INCLUDED IN THE 2019-20 BUDGET)			
EMPLOYEE GROUP	POSITIONS	REASON	FTE
Elementary Teachers (OECTA Elementary)	Elementary Teachers	Growth	16.0
TOTAL ELEMENTARY TEACHERS			16.0
Secondary Teachers (OECTA Secondary)	Secondary Teachers	Growth	10.3
TOTAL SECONDARY TEACHERS			10.3
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)
TOTAL SCHOOL SUPPORT STAFF			10.5
TOTAL STAFFING ENHANCEMENTS			36.8
SALARY BUDGET INCREASE due to new staff (as per the list above)			\$2.0 mil
BENEFITS BUDGET INCREASE due to new staff (as per the list above)			\$0.3 mil
SALARY BUDGET INCREASE due to grid movement & compensation increases			\$1.8 mil
BENEFITS BUDGET INCREASE due to statutory/insured benefits and WSIB			\$0.1 mil
TOTAL SALARY & BENEFITS BUDGET INCREASE over 2018-19 Revised Estimates			\$4.2 mil



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

TABLE 3: PROGRAM ENHANCEMENTS (INCLUDED IN THE BUDGET)		
DESCRIPTION	DEPARTMENT	\$
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)
		\$1,593,000

Additional publications expected, but not released as of this date 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”. Table 4 lists the expenses included in the 2019-20 Budget, which have historically been funded by Education Programs – Other (EPO) and are expected to be funded by unreleased the PPF grant allocations.

TABLE 4: EXPENSES TO BE FUNDED BY PRIORITIES AND PARTNERSHIPS FUND	
EXPENSE	AMOUNT
Mental Health Workers (3.0 FTE)	\$298,000
Math Strategy Lead (1.0 FTE)	\$119,000
Human Rights and Equity Advisor (0.6 FTE)	\$94,000
Specialist High Skills Major Consultant (0.5 FTE)	\$59,000
TOTAL EXPENSES TO BE FUNDED BY PRIORITIES AND PARTNERSHIPS FUND	\$570,000

If, as expected, these expenses are funded by the PPF grant, then HCDSB is projecting an Operating Surplus.



REVENUE PROJECTIONS (APPENDICES A-1 & E)

Revenue has been estimated at \$435.6 million - \$385.5 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 \$18.4 million in amortization of deferred capital contributions (DCC).

Appendix E outlines HCDSB'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 1.2% higher than the 2018-19 Revised Estimates, primarily due to increases in enrolment, increases to allocation benchmarks, and the introduction of the Attrition Protection Allocation.

The capital allocation is lower than the 2018-19 Revised Estimates. The capital grants are based on HCDSB'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 at HCDSB.

ENROLMENT (APPENDIX C)

Estimated Average Daily Enrolment (ADE) is the main driver for the HCDSB'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.

There were no enrolment projection updates made since the June 4, 2019, Regular Board Meeting. The estimated elementary ADE is 23,702.0, and secondary ADE is 12,808.1 (excludes International Students), for a total of 36,510.1 ADE for the 2019-20 school year. Compared to the 2018-19 Revised Estimates forecast, projections have increased by 443.50 ADE for the elementary panel and 467.62 ADE for the secondary panel, resulting in a net increase of 911.12 ADE or 2.6%.

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 (Appendix A-2 and B). These expenses include the staffing and program enhancements identified in above Tables 2 and 3.

The salary and benefits budget (Appendix B) have 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 increase is mainly due to grid movements, compensation increases negotiated in labour agreements, and staffing enhancements to address enrolment growth.

The other operating expenses (Appendix B) 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 (Appendix A-8) are estimated at \$9.6 million and include \$181,000 for provincial schools, an increase of \$600,000 over the 2018-19 Revised Estimates. This increase is primarily due to the addition of new bus routes to accommodate growth. 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), 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, \$0.3 million from the Pupil Foundation Allocation and \$0.5 million from deferred revenue for Special Equipment Amount (SEA), for total Special Education revenues of \$51.2 million for enveloping purposes. As a result, the projected Special Education shortfall for the 2019-20 Budget Estimates is \$3.4 million. It should, however, be noted that other areas within the GSN are meant to complement the Special Education expenditures, such as the Teacher Qualification and Experience Allocation, but they are not identified 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. HCDSB complies with the enveloping provision for this grant.

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

As HCDSB 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 HCDSB’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 (DCC). For 2019-20, DCC amounts to \$18.4 million, 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 2019-20 Budget Estimates to the Ministry by the June 28, 2019 deadline.

Conclusion

The final draft of the 2019-20 Budget Estimates reflects an update to the projected funding and the most current expenditures based on the best available information at this time.

Once information on actual enrolments and related staffing adjustments become available, budget revisions will be required. Any necessary budget revisions will be reviewed by Senior Staff. The Ministry will require the submission of Revised Estimates in December 2019, based on the actual October 31 enrolment and funding from the Province will be adjusted to reflect any changes. All additional other Provincial operating grants that are announced up to the Revised Estimates date will also be included along with the corresponding expenditures.

HCDSB continues to have Budget pressures, including sick leave trends, repairs and maintenance of aging schools, and increasing transportation costs. To relieve these pressures, HCDSB will continue to explore revenue generating options. HCDSB will also explore measures to achieve efficiencies, including detailed expense analysis, which would realize continual cost savings beyond the 2019-20 fiscal year.

Recommendation

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

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
RESOLVED , that the Halton Catholic District School Board approve the 2019-20 Budget Estimates in the amount of \$428,758,303.	

- 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

Appendix A-1

Revenue
2019/2020 Budget Estimates

	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)
OPERATING REVENUE				
Province of Ontario				
Legislative Grants	294,231,068	295,193,657	290,158,929	275,778,672
Municipal Taxes	91,228,142	86,905,840	87,776,400	87,054,739
	<u>385,459,210</u>	<u>382,099,497</u>	<u>377,935,329</u>	<u>362,833,411</u>
Other Provincial Grants				
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>
Other Revenue				
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>
School Generated Funds Revenue	<u>13,000,000</u>	<u>13,000,000</u>	<u>13,000,000</u>	<u>12,568,400</u>
Amortization of Deferred Capital Contribution	<u>18,446,547</u>	<u>16,295,796</u>	<u>16,115,077</u>	<u>17,722,821</u>
Total Operating Revenue	<u>435,590,725</u>	<u>433,428,454</u>	<u>427,871,226</u>	<u>419,611,249</u>
Available for Compliance				
(Surplus) Deficit - Operating	278,474	(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)
Total (Surplus) Deficit Available for Compliance	<u>812,182</u>	<u>(768,465)</u>	<u>(1,274,539)</u>	<u>(3,770,081)</u>
Unavailable for Compliance				
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)
Total Unavailable for Compliance (Surplus)	<u>(7,644,604)</u>	<u>(7,634,668)</u>	<u>(7,634,668)</u>	<u>(6,625,222)</u>
Total Annual (Surplus) Deficit	<u>(6,832,422)</u>	<u>(8,403,133)</u>	<u>(8,909,207)</u>	<u>(10,395,302)</u>
Total Revenue After PSAB Adjustment	<u>\$ 428,758,303</u>	<u>\$ 425,025,321</u>	<u>\$ 418,962,019</u>	<u>\$ 409,215,947</u>

Note #1

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)
Classroom Instruction				
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
Subtotal Classroom Instruction (Appendices A-3 & A-4)	295,541,885	292,349,183	288,721,976	276,947,476
Non Classroom - School Support Services				
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
Subtotal School Support Services	33,840,952	36,021,793	34,588,720	34,001,953
Recoverable Expenses	1,678,200	2,160,417	1,869,000	5,246,190
Other Non Classroom				
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
Subtotal Other Non Classroom	20,886,352	20,593,800	20,272,914	18,986,237
Pupil Accommodation				
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
Subtotal Pupil Accommodations (Appendix A-6)	44,669,846	43,941,216	43,806,216	41,453,958
School Generated Funds expenses	13,000,000	13,000,000	13,000,000	12,423,689
Amortization expense	19,785,672	17,593,580	17,337,861	20,323,518
Total Expenses Before PSAB Adjustments	\$ 429,402,907	\$ 425,659,989	\$ 419,596,687	\$ 409,383,020
PSAB Adjustments				
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)
Total PSAB Adjustment	\$ (644,604)	\$ (634,668)	\$ (634,668)	\$ (167,074)
Total Expenses After PSAB Adjustments	\$ 428,758,303	\$ 425,025,321	\$ 418,962,019	\$ 409,215,947

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

Appendix A-3

	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)
CLASSROOM				
Regular Day School				
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
Subtotal Classroom	\$ 242,261,365	\$ 241,152,458	\$ 237,823,956	\$ 227,236,938
NON-CLASSROOM				
Regular Day School				
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	-
Subtotal Consultants	\$ 3,706,040	\$ 4,219,675	\$ 4,041,680	\$ 2,780,595
School Administration				
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
Subtotal School Administration	\$ 22,074,072	\$ 22,321,126	\$ 21,863,987	\$ 22,316,026
Subtotal Non-Classroom	\$ 25,780,112	\$ 26,540,801	\$ 25,905,667	\$ 25,096,621
Recoverable Salaries & Benefits	\$ 1,678,200	\$ 2,160,417	\$ 1,869,000	\$ 5,246,190
Total Instruction	\$ 269,719,677	\$ 269,853,676	\$ 265,598,623	\$ 257,579,748

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

Appendix A-4

	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)
CLASSROOM				
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
Subtotal Classroom	\$ 53,280,520	\$ 51,196,725	\$ 50,898,020	\$ 49,710,538
NON-CLASSROOM				
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
Subtotal Non-Classroom	\$ 1,316,900	\$ 1,319,600	\$ 1,319,600	\$ 1,270,958
Total Special Education Expenses	\$ 54,597,420	\$ 52,516,325	\$ 52,217,620	\$ 50,981,497

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)
Governance / Trustees	\$ 227,000	\$ 208,800	\$ 213,800	\$ 169,053
Director and Supervisory Officers				
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
Subtotal Director and Supervisory Officers	\$ 1,911,800	\$ 1,902,100	\$ 1,945,100	\$ 2,296,196
Business and General Administration				
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
Subtotal Business and General Administration	\$ 5,428,036	\$ 5,603,801	\$ 5,214,301	\$ 5,262,544
Human Resources				
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
Subtotal Human Resources	\$ 2,495,388	\$ 2,625,362	\$ 2,306,362	\$ 2,308,492
Information Technology				
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
Subtotal Information Technology	\$ 778,500	\$ 783,500	\$ 772,500	\$ 668,374
Bank Financing Charges				
Operating Interest and Bank Charges	27,000	50,000	50,000	53,904
Subtotal Bank Financing Charges	\$ 27,000	\$ 50,000	\$ 50,000	\$ 53,904
Operations & Maintenance				
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
Subtotal Operations & Maintenance	\$ 373,864	\$ 379,230	\$ 379,230	\$ 346,052
Total Board Administration & Governance	\$ 11,241,588	\$ 11,552,793	\$ 10,881,293	\$ 11,104,615

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)
School Operations				
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
Subtotal School Operations	\$ 33,057,047	\$ 32,124,500	\$ 31,989,500	\$ 29,495,803
Temporary Accommodations				
Portable Leases & Moving expenses	3,700,000	3,300,000	3,300,000	2,869,441
Subtotal New Pupil Places	\$ 3,700,000	\$ 3,300,000	\$ 3,300,000	\$ 2,869,441
Debt Charges				
Debt Charges-Permanent Financing of NPF	47,375	47,375	47,375	47,375
Subtotal Debt Charges	\$ 47,375	\$ 47,375	\$ 47,375	\$ 47,375
Other Debenture Payments				
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
Subtotal Other Debenture Payments	\$ 7,865,424	\$ 8,469,341	\$ 8,469,341	\$ 9,041,339
Total Pupil Accommodation	\$ 44,669,846	\$ 43,941,216	\$ 43,806,216	\$ 41,453,958

**Halton Catholic District School Board
Continuing Education Expenditures
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)
Continuing Education				
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
Total Continuing Education	\$ 6,743,940	\$ 8,161,392	\$ 7,363,453	\$ 7,634,374

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

Appendix A-8

	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)
Transportation - General				
Salaries & Benefits	514,451	505,624	466,575	429,064
Supplies and Services	47,036	40,189	42,772	35,807
Furniture & Equipment	7,258	10,696	6,742	3,596
Fees & Contractual Services	148,615	134,574	127,570	112,216
Subtotal Transportation - General	717,360	691,083	643,659	580,684
Transportation - Home to School	8,927,404	8,349,924	8,747,962	7,300,939
Total Transportation	\$ 9,644,764	\$ 9,041,007	\$ 9,391,621	\$ 7,881,622

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
Operating								
Salary & Wages	287,863,797	74.1%	3,858,250	1.4%	284,005,547	73.5%	270,432,171	73.5%
Employee Benefits	47,939,915	12.3%	312,102	0.7%	47,627,813	12.3%	44,778,214	12.3%
Total Salaries and Benefits	335,803,712	86.4%	4,170,352	1.3%	331,633,360	85.8%	315,210,385	85.8%
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%
Total Other Operating	52,900,724	13.6%	(2,015,609)	-3.7%	54,916,333	14.2%	52,336,715	14.2%
Total Operating	388,704,436	100.0%	2,154,743	0.6%	386,549,693	100.0%	367,547,100	100.0%
Capital								
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%
Total Capital	7,912,799	100.0%	(603,917)	-7.1%	8,516,716	100.0%	9,088,714	100.0%
PSAB Adjustments								
School Generated Funds	13,000,000	40.4%	-	0.0%	13,000,000	43.4%	12,423,689	43.4%
Amortization expenses	19,785,672	61.6%	2,192,092	12.5%	17,593,580	58.7%	20,323,518	58.7%
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%
	(644,604)	-2.0%	(9,936)	1.6%	(634,668)	-2.1%	(167,074)	-2.1%
Total PSAB Adjustments	32,141,068	100.0%	2,182,156	7.3%	29,958,912	100.0%	32,580,133	100.0%
Total Expenses	\$ 428,758,303	100.0%	3,732,982	0.9%	\$ 425,025,321	100.0%	\$ 409,215,947	100.0%

**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	-2.9%	2,087.50
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
								-
TOTAL	33,023,590	21,421,742	8,207,998	6,013,744	3,800,000	1,150,000	2,250,000	21,421,742

* 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	12,148,558	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
TOTAL: OPERATING	373,909,917	1.18%	369,531,877	1.03%	5.32%	365,749,457	350,859,448
Deduct:							
Minor TCA	(9,347,748)	1.18%	(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
TOTAL OPERATING ALLOCATION	364,605,186	1.18%	360,336,597	1.03%	5.32%	356,648,738	342,130,979
Capital Grants	18,021,742	-43.29%	31,781,026	3.67%	55.43%	30,656,328	20,447,225
Minor TCA	9,347,748	1.18%	9,238,297	1.03%	5.32%	9,143,736	8,771,486
School Renewal Allocation	4,747,490	2.57%	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
TOTAL CAPITAL ALLOCATION	43,261,783	-24.14%	57,031,532	2.30%	29.57%	55,749,208	44,015,003
TOTAL FUNDING ALLOCATION	\$ 407,866,969	-2.28%	\$ 417,368,129	1.21%	8.09%	\$ 412,397,946	\$ 386,145,982

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.



2019-20 Internal Audit Plan	Item 8.10
June 18, 2019	

Alignment to Strategic Plan

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

Purpose

To provide recommendations on the 2019-20 annual internal audit plan, from the Audit Committee to the Board of Trustees for approval.

Comments

At the Audit Committee Meeting of May 30, 2019, the Regional Internal Audit Team (RIAT) presented the proposed internal audit plan for 2019-20 (attached).

A Privacy audit is proposed. RIAT usually completes two (2) separate audits per school year; however, the scope of this audit is deemed to equal two equivalent audit projects.

Scope of the Privacy Audit:

The Board collects, uses, retains and discloses personal information in the course of meeting its statutory duties and responsibilities. Personal information can be related to an identifiable individual such as name, date of birth, home address, home telephone number or social insurance number. HCDSB is committed to the protection of privacy. As well, stakeholders expect compliance with all applicable provisions in the Education Act, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), the Personal Health Information Protection Act (PHIPA), and any other applicable legislation. The objective of this audit is to assess the effectiveness of procedures that HCDSB has adopted to comply with applicable legislation. Therefore, this audit addresses compliance, reputation and information security risk.

The annual audit plan was approved on May 30, 2019, at the Audit Committee meeting. The Audit Committee is recommending that the plan be approved by the Board of Trustees.



Recommendation

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Audit Committee to approve the Internal Audit Plan for 2019-20.

Report Prepared 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: J. Fahrer
Chair, Audit Committee



INTERNAL AUDIT TEAM

West of Central Region

MEMO

TO: Halton Catholic District School Board (HCDSB) Audit Committee
FROM: Jenny Baker, Regional Internal Audit Manager
DATE: 30 May 2019
SUBJECT: 2019-20 Internal Audit Plan

On February 11th, the Regional Internal Audit Manager met with the Director and the Superintendent of Business Services (SBO) to determine whether the proposed audit plan for 2019-20 as presented on May 29, 2018 could be recommended to the audit committee for approval or it required revision due to changes in the risk profile identified during the 2018-19 school year. Information provided by the Director and SBO resulted in the development of this revised audit plan.

Audit Projects Proposed For 2019-2020

1. Privacy

The Board collects, uses, retains and discloses personal information in the course of meeting its statutory duties and responsibilities. Personal information is information about, or can be related to, an identifiable individual such as name, date of birth, home address, home telephone number or social insurance number. The Board is committed to the protection of privacy and stakeholders expect compliance with all applicable provisions in the Education Act, the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), the Personal Health Information Protection Act (PHIPA), and any other applicable legislation.

The objective of this audit is to assess the effectiveness of procedures that HCDSB has adopted to comply with applicable legislation. This audit addresses compliance, reputation and information security risk.

The scope of this audit is deemed to equate to two equivalent audit projects.

2. Audit Follow up Reviews

- i. IT Strategy
 - ii. BAS Data Integrity
 - iii. Continuing Education
 - iv. IT Security and Vulnerability Assessment
-

For 2020-21

Topics identified for audits yet to be prioritized include:

1. Stakeholder Communications

This review will focus on whether adequate and effective plans are in place to deliver key messages to stakeholders. Considerations will include communication mediums, methods and engagement models.

A primary objective will be to determine whether the Board has established an effective management control framework (containing the communications strategy, plan, policies, procedures, guidelines, roles and responsibilities, approval mechanisms) to provide oversight, accountability, and strategic direction to manage the communications to stakeholders.

2. School Accommodation Review

Board Policy # I-09 'School Accommodation Review-Consolidation/Closure states: "The Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. These decisions are made by the Board of Trustees to further its primary responsibility which aligns with the guiding principles of fostering student academic achievement and well-being, and ensuring effective stewardship of the resources of the Board, including the Board's financial viability and sustainability. These guiding principles apply to any accommodation review conducted pursuant to this Policy, including those conducted under the modified accommodation review process. In some cases, to address changing student populations, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations/closures. Wherever practical, pupil accommodation reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles. A pupil accommodation review of a school or schools will occur in the context of the Board's long-term capital and accommodation planning process in conjunction with Board Policy I37: Community Planning and Facility Partnership if applicable, and after the necessary assessment of the options for the school(s) in accordance with that process."

The objective of the audit will be to determine whether the School Accommodation Review process described in the Board's Policy I-09 and the Administrative Procedure VI-35 "School Accommodation review-Consolidation/Closure follows the requirements of the Pupil Accommodation Review Guidelines' (Guidelines) as communicated in 2018:B10 memo "Final Pupil Accommodation Review Guideline and Updates on Integrated Planning and Support for Urban Education (issued April 27, 2018), It will also be determined whether the inputs of enrolment projections, data and costs used to develop the accommodation review recommendation can be matched to source application data and are plausible in the circumstances.



INTERNAL
AUDIT TEAM

2. Audit Follow up Reviews

- i. Continuing Education
- ii. IT Security and Vulnerability Assessment



2018-19 Year-End Audit Planning Report from KPMG	Item 8.11
June 18, 2019	

Alignment to Strategic Plan

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

Purpose

To approve the 2018-19 Year-End Audit Planning Report from KPMG, the Board's external auditors, as recommended by the Audit Committee.

Comments

On May 30, 2019, the Audit Committee reviewed the 2018-19 Year-End Audit Planning Report from KPMG. The 2018-2019 Year-End Audit Planning Report from KPMG is attached.

The Draft Financial Statements and the Audit Findings Report will be presented to the Audit Committee in November 2019 and will go to the Board for approval on November 19, 2019.

The 2018-2019 completed Education Finance Information System (EFIS) forms are due at the Ministry by November 15th. Since the Audited Financial Statements will not be approved by the Board of Trustees until the November 19, 2019 Board Meeting, Staff will inform the Ministry that the Financial Statements will be submitted on November 20, 2019.

RECOMMENDATION	Moved by:
	Seconded by:
RESOLVED , that the Halton Catholic District School Board approve the External Auditor's 2018-2019 Year-End Audit Planning Report.	



Report Prepared 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: J. Fahrer
Chair, Audit Committee



Halton Catholic District School Board

Audit Planning Report
For the year ending

August 31, 2019



Prepared on May 20, 2019 for
the Audit Committee Meeting
on May 30, 2019.

kpmg.ca/audit



The contacts at KPMG in connection with this report are:

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At KPMG, we are **passionate** about earning your **trust**. We take deep **personal accountability**, individually and as a team, to deliver **exceptional service and value** in all our dealings with you.

At the end of the day, we measure our success from the **only perspective that matters – yours**.

Executive summary

Audit and business risk

Our audit of the Halton Catholic District School Board (the “Board”) is risk-focused. As part of our audit planning, we identify the significant financial reporting risks that, by their nature, require special audit consideration. By focusing on these risks, we establish an overall audit strategy and effectively target our audit procedures.

Based on our assessment of the Board’s operations as well as our experience with the organization in the past, we have not identified any unique significant financial reporting risks. This initial assessment will be re-evaluated upon the completion of our interim and year-end audit procedures.

Areas of focus

In planning our audit, we have identified areas of focus including revenue recognition, accrued liabilities, capital assets, employee future benefit liabilities and expenses including payroll.

See page 8

KPMG team

The KPMG team will be led by David Marks. He will be supported by Michelle Fisher. Subject matter experts will be involved to ensure our approach is appropriate and robust, as required.

Effective communication

We are committed to transparent and thorough reporting of issues to the management team and the Audit Committee.

Audit Materiality

Materiality has been determined based on fiscal 2018 total expenses. We have determined materiality to be \$8,180,000 for the year ending August 31, 2019.

See page 5

Independence

We are independent and have extensive quality control and conflict checking processes in place. We provide complete transparency on all services and follow Audit Committee approved protocols.

Current developments

Please refer to Appendix 5 for relevant accounting and auditing changes relevant to the Board. Please note that there are accounting changes that are relevant for fiscal 2019.

This Audit Planning Report should not be used for any other purpose or by anyone other than the Audit Committee. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this Audit Planning Report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.

Audit plan considerations

We have prepared this audit plan to inform you of the planned scope and timing of the audit for the purpose of carrying out and discharging your responsibilities and exercising oversight over our audit of the consolidated financial statements of the Board.

What has changed from last year

We have set out below a summary of changes that have been taken into consideration in planning the audit for the current period:

Your organization

- A part of our audit planning process, we have not identified any specific changes to the operations of the Board that would result in significant change to our audit approach from the prior year. We will meet with management during our planning stage of the audit to obtain an update on the current year operations of the Board.

Regulatory environment

- No significant changes.

Canadian Accounting standards

- There are no expected changes to Public Sector Accounting Standards for the current audit period.

Canadian Auditing standards

- There are no significant changes in Canadian Auditing Standards for the current audit period.

Materiality

The determination of materiality requires professional judgment and is based on a combination of quantitative and qualitative assessments including the nature of account balances and financial statement disclosures.

The first step is the determination of the amounts used for planning purposes as follows:

Materiality determination	Comments	Amount
Benchmark	Based on total expenses for the year ended August 31, 2018. The corresponding amount for the prior year's audit was \$380,445,645.	\$409,215,950
Materiality	Determined to plan and perform the audit and to evaluate the effects of identified misstatements on the audit and of any uncorrected misstatements on the consolidated financial statements. The corresponding amount for the prior year's audit was \$7,600,000.	\$8,180,000
% of Benchmark	The corresponding percentage for the prior year's audit was 2.0%.	2.0%
Performance materiality	Used 75% of materiality, and used primarily to determine the nature, timing and extent of audit procedures. The corresponding amount for the prior year's audit was \$5,700,000.	\$6,135,000
Audit Misstatement Posting Threshold (AMPT)	Threshold used to accumulate misstatements identified during the audit. The corresponding amount for the previous year's audit was \$380,000.	\$409,000

Professional standards require us to re-assess materiality at the completion of our audit based on period-end results or new information in order to confirm whether the amount determined for planning purposes remains appropriate. Our assessment of misstatements, if any, in amounts or disclosures at the completion of our audit will include the consideration of both quantitative and qualitative factors.

Audit approach

Inherent risk is the susceptibility of an assertion related to a significant account or disclosure to a misstatement which could be material, individually or when aggregated with other misstatements, assuming that there are no related controls.

Our assessment of inherent risk is based on various factors, including the size of the balance, its inherent complexity, the level of uncertainty in measurements, as well as significant external market factors or those particular to the internal environment of the entity.

Significant financial reporting risks	Why	Our audit approach
We have not identified any significant financial reporting risks for the Board.	Not applicable.	<ul style="list-style-type: none"> As of May 20, KPMG has not identified any significant financial reporting risks that will require additional audit procedures for the August 31, 2019 financial statement audit. KPMG will assess throughout the audit whether there are any activities that are outside the normal operations of the Board and will perform additional procedures if necessary. KPMG will address any new significant financial reporting risks with the Audit Committee in the Audit Findings Report.

Audit approach (continued)

Professional standards presume the risk of fraudulent revenue recognition and the risk of management override of controls exist in all organizations.

The risk of fraudulent revenue recognition can be rebutted, but the risk of management override of control cannot, since management is typically in a unique position to perpetrate fraud because of its ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively.

Professional requirements	Why	Our audit approach
Fraud risk from revenue recognition	This is a presumed fraud risk. Audit standards require us to assume there are generally pressures/incentives on management to commit fraudulent financial reporting through inappropriate revenue recognition. This can be penetrated through revenue cut-off or manual journal entries and other adjustments related to revenue recognition.	<ul style="list-style-type: none"> – Although there is a presumption that there are risks of fraud in revenue recognition, this presumption may be rebutted. We have exercised professional judgment and have rebutted this presumed risk. We have done this primarily because no risk factors have been identified. Revenues are not complex and they do not involve elements of significant judgment.
Fraud risk from management override of controls	This is a presumed fraud risk. We have not identified any specific additional risks of management override relating to this audit.	<ul style="list-style-type: none"> – As the risk is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include testing of journal entries and other adjustments, performing a retrospective review of estimates and evaluating the business rationale of significant unusual transactions.

Audit approach (continued)

Areas of Audit Focus

The following accounts have been identified as significant accounts, and our audit work will be focused on these items that represent the majority of assets, liabilities, revenues and expenses for the Board.

Significant account	Comments
Cash Investments Investment income	<ul style="list-style-type: none"> – Confirmation with third parties for cash and investments – Review of bank reconciliations and vouch significant reconciling items to supporting documentation – Review of restrictions and disclosures
Government grants Accounts and grants receivable Deferred revenue	<ul style="list-style-type: none"> – Perform substantive analytical procedures over revenues and related accounts – Evaluate revenue recognition, revenue restrictions, deferral and presentation considerations – Vouch a selection of revenue transactions to supporting documentation to verify restrictions, if any – Direct confirmation of amounts received and receivable from the Ministry.
Capital assets Deferred capital contributions	<ul style="list-style-type: none"> – Significant additions / disposals vouched to supporting documentation – Assessment of assets for write-down – Amortization / interest on long-term debt, and amortization of deferred capital contributions recalculated – Examination of supporting documentation related to restriction of funds intended for capital asset additions and treatment of proceeds from any disposed contributed assets
Long-term debt	<ul style="list-style-type: none"> – Confirmation of debt balances with third parties

Audit approach (continued)

Significant account	Comments
Accounts payable and accrued liabilities Non-payroll expenses	<ul style="list-style-type: none"> – Perform substantive analytical procedures over payables and non-payroll expenses – Significant accruals vouched to supporting documentation – Search for unrecorded liabilities – Evaluate completeness and valuation of the liability for contaminated sites, if any
Salaries and benefits Employee future benefits	<ul style="list-style-type: none"> – Test and evaluate design and operating effectiveness of controls related to payroll monitoring controls – Significant payroll-related accruals recalculated and vouched to supporting documentation – Perform substantive analytical procedures over salaries and benefits, and related accounts – Receipt and analysis of the actuarial report to independently verify employee future benefit accruals – We will review the assumptions used in the valuations and perform audit procedures on the underlying employee data provided to the actuary in the year of full valuation – A Lean in Audit session is recommended over the salaries and benefits process
Other revenues	<ul style="list-style-type: none"> – Perform substantive tests of details on other revenues and related accounts – Vouch a selection of other revenue transactions to supporting documentation – For amounts receivable at year-end, we will inquire of management as to the collectability of the receivable balance
Accumulated surplus	<ul style="list-style-type: none"> – Significant additions and disbursements vouched to supporting documentation – Ensure purpose-specific restrictions are recognized and accounted for appropriately
Contingencies	<ul style="list-style-type: none"> – Review of Board and Audit Committee meeting minutes and legal correspondence – Direct communication with external legal counsel to ensure that all significant contingent liabilities are appropriately disclosed and/or recorded
Financial reporting	<ul style="list-style-type: none"> – Review by the engagement team of the Financial Statements prepared by the Board's management to ensure the disclosure is consistent with current public sector accounting, disclosure requirements, as well as industry practice.

These areas of audit focus may be revised because of new transactions or events at the Board or changes in systems, people or structure, and/or the results of our audit procedures. We will communicate any changes to the Audit Committee in our Audit Findings Report.

Additional audit-related work

KPMG will perform the following services in addition to the audit of the consolidated financial statements of the Board either as a required deliverable per the engagement letter, or per request from the Audit Committee.

Additional audit work required to support our audit opinion on the financial statements

School generated funds	KPMG will perform an analysis utilizing computer-assisted audit techniques on fund balances followed by discussion with management.
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Other audits

Ontario Youth Apprenticeship Program	KPMG will perform the audit of the Schedule of Revenue and Expenditures of the Ontario Youth Apprenticeship Program for the year ended August 31, 2019.
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7 th Month Specified Procedures	KPMG will prepare the Accountants' Report with respect to the period September 1, 2019 to March 31, 2020 7-month procedures as required by the Ministry of Education.
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Literacy and Basic Skills	KPMG will perform the audit of the Statement of Revenues and Expenditures of the Literacy and Basic Skills Program for the year ended March 31, 2020.
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Data & analytics in the audit

We will be integrating Data & Analytics (D&A) procedures into our planned audit approach. Use of innovative D&A allows us to analyze greater quantities of data, dig deeper and deliver more value from our audit.

We believe that D&A will improve both the quality and effectiveness of our audit by allowing us to analyze large volumes of financial information quickly, enhancing our understanding of your business as well as enabling us to design procedures that better target risks.

Areas of focus	Planned D&A routines
Journal entry testing	<ul style="list-style-type: none"> – Utilizing KPMG application software (IDEA) to evaluate the completeness of the journal entry population through a roll-forward of all accounts – Utilizing computer-assisted audit techniques (CAATs) to analyze journal entries and apply certain criteria to identify potential high-risk journal entries for further testing
School generated funds	<ul style="list-style-type: none"> – Utilize computer-assisted audit techniques (CAATs) to perform an analysis on fund balances to identify unusual activity for further testing and discussion with management.

Throughout the audit, KPMG will remain alert for other areas of the audit where D&A can be used to obtain audit evidence.

Detailed results and summary insights gained from D&A will be shared with management and presented in our Audit Findings Report.

Value for fees

The value of our audit services

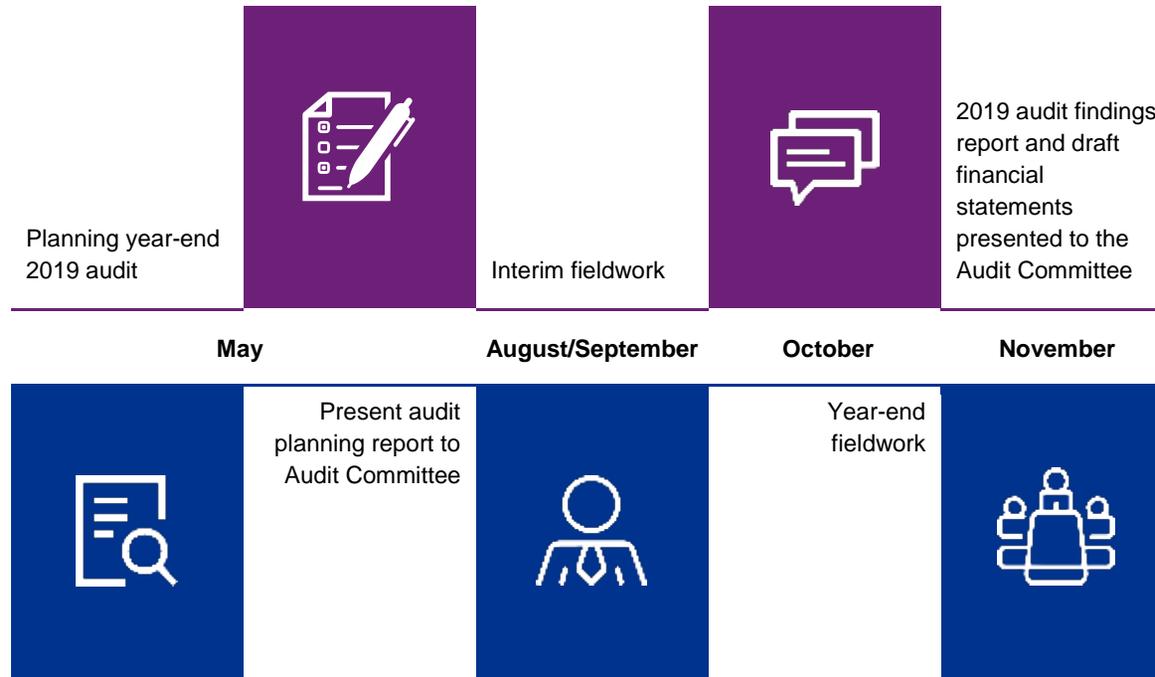
We recognize that the primary objective of our engagement is the completion of an audit of the financial statements in accordance with professional standards. We also believe that our role as external auditor of Halton Catholic District School Board and the access to information and people in conjunction with our audit procedures, place us in a position to provide other forms of value. We know that you expect this of us.

We want to ensure we understand your expectations. To facilitate a discussion (either in the upcoming meeting or in separate discussions), we have outlined some of the attributes of our team and our processes that we believe enhance the value of our audit service. We recognize that certain of these items are necessary components of a rigorous audit. We welcome your feedback.

- Extensive industry experience on our audit team – the senior members of our team have extensive experience in public sector audits of higher education institutions. This experience ensures that we are well positioned to identify and discuss observations and insights that are important to you;
 - Current development update sessions – annually, we organize and deliver a tailored information session on current developments in the not-for-profit and public sectors. Recent topics have included fraud, internal controls and cyber security. Sessions like these will assist the Board in proactively addressing financial reporting and regulatory changes;
- Involvement of KPMG specialists – Our audit team is supported by specialists in information risk management. We expect the specialists to provide insights and observations resulting from their audit support processes, as required.
- Areas of improvement - during the course of our audit, we may become aware of opportunities for improvements in financial or operational processes or controls. We will discuss any such opportunities with management and provide our recommendations for performance improvement. We will also include a synopsis of these issues and our recommendations in our discussions with you at the completion of the audit.
- Ongoing communication – We welcome your phone calls and inquiries requesting incidental advice or information. We understand the importance of clarifying accounting and technical matters in advance of the audit process in order to ensure a smooth and efficient annual audit, all the while allowing us to stay updated on the activities of the Board.

KPMG will provide management with an Engagement Letter detailing the mutually agreed upon fees.

Key deliverables and milestones



Appendices

-  **Appendix 1: Audit quality and risk management**
-  **Appendix 2: KPMG's audit approach and methodology**
-  **Appendix 3: Lean in Audit™**
-  **Appendix 4: Required communications**
-  **Appendix 5: Current development and audit trends**

Appendix 1: Audit quality and risk management



KPMG maintains a system of quality control designed to reflect our drive and determination to deliver independent, unbiased advice and opinions, and also meet the requirements of Canadian professional standards. Quality control is fundamental to our business and is the responsibility of every partner and employee. The following diagram summarises the six key elements of our quality control systems. Visit our [Audit Quality Resources page](#) for more information including access to our most recent Audit Quality Report.

We conduct regular reviews of engagements and partners. Review teams are independent and the work of every audit partner is reviewed at least once every three years.

We have policies and guidance to ensure that work performed by engagement personnel meets applicable professional standards, regulatory requirements and the firm's standards of quality. We do not offer services that would impair our independence.

All KPMG partners and staff are required to act with integrity and objectivity and comply with applicable laws, regulations and professional standards at all times.

The processes we employ to help retain and develop people include:

- Assignment based on skills and experience
- Rotation of partners
- Performance evaluation
- Development and training
- Appropriate supervision and coaching



We have policies and procedures for deciding whether to accept or continue a client relationship or to perform a specific engagement for that client.

Existing audit relationships are reviewed annually and evaluated to identify instances where we should discontinue our professional association with the client.

Other controls include:

- Before the firm issues its audit report, Engagement Quality Control
- Reviewer reviews the appropriateness of key elements of publicly listed client audits
- Technical department and specialist resources provide real-time support to audit teams in the field

Appendix 2: KPMG's audit approach and methodology



This year we will expand our use of technology in our audit through our new smart audit platform, KPMG Clara.

Collaboration in the audit

A dedicated KPMG Audit home page gives you real-time access to information, insights and alerts from your engagement team

Issue identification

Continuous updates on audit progress, risks and findings before issues become events

Data-driven risk assessment

Automated identification of transactions with unexpected or unusual account combinations – helping focus on higher risk transactions and outliers



Deep industry insights

Bringing intelligence and clarity to complex issues, regulations and standards

Analysis of complete populations

Powerful analysis to quickly screen, sort and filter 100% of your journal entries based on high-risk attributes

Reporting

Interactive reporting of unusual patterns and trends with the ability to drill down to individual transactions

Appendix 3: Lean in Audit™



An innovative approach leading to enhanced value and quality

Our innovative audit approach, Lean in Audit, further improves audit value and productivity to help deliver real insight to you. Lean in Audit is process oriented, directly engaging organizational stakeholders and employing hands-on tools, such as walkthroughs and flowcharts of actual financial processes.

By embedding Lean techniques into our core audit delivery process, our teams are able to enhance their understanding of the business processes and control environment within your organization – allowing us to provide actionable quality and productivity improvement observations.

Any insights gathered through the course of the audit will be available to both engagement teams and management. For example, we may identify control gaps and potential process improvement areas, while management has the opportunity to apply such insights to streamline processes, inform business decisions, improve compliance, lower costs, increase productivity, strengthen customer service and satisfaction and drive overall performance.



How it works

Lean in Audit employs three key Lean techniques:



1. Lean training

Provide basic Lean training and equip our teams with a new Lean mindset to improve quality, value and productivity.



2. Interactive workshops

Perform interactive workshops to conduct walkthroughs of selected financial processes providing end-to-end transparency and understanding of process and control quality and effectiveness.



3. Insight reporting

Quick and pragmatic insight report including immediate quick win actions and prioritized opportunities to realize benefit.

Appendix 4: Required communications



In accordance with professional standards, there are a number of communications that are required during the course of and upon completion of our audit. These include:



Engagement letter

The objectives of the audit, our responsibilities in carrying out our audit, as well as management's responsibilities, are set out in the engagement letter.



Management representation letter

We will obtain from management certain representations at the completion of the annual audit. In accordance with professional standards, copies of the representation letter will be provided to the Audit Committee.



Audit planning report

This report.



Audit findings report

At the completion of our audit, we will provide our audit findings to the Audit Committee.



Required inquiries

Professional standards require that during the planning of our audit we obtain your views on risk of fraud and other matters. We make similar inquiries of management as part of our planning process; responses to these will assist us in planning our overall audit strategy and audit approach accordingly.



Annual independence letter

At the completion of our audit, we will provide our independence letter to the Audit Committee.



[CPAB Audit Quality Insights Report \(October 2018\) \(formerly the "Big Four Firm Public Report"\)](#)
[CPAB Annual Inspections Results \(March 2019\)](#)

Appendix 5 - Current developments and audit trends

The following is a summary of the current developments that are relevant to the organization:

Standard	Summary and implications
<p>PS 3280, Asset Retirement Obligations</p>	<p>New standard released in April 2018 which provides guidance on recognition, measurement, presentation and disclosure of obligations associated with the retirement of tangible capital assets. This section applies to fiscal years beginning on or after April 1, 2021 (the School Board's August 31, 2022 year-end).</p> <p>Applies to TCA that is either in productive use or no longer in productive used.</p> <ul style="list-style-type: none"> - If asset is in use, the carrying value of the TCA is increased by the asset retirement cost, which is then expensed in a rational and systematic manner - If asset is not in use, asset retirement costs are expensed <p>Standard includes the removal of asbestos which will need to be evaluated by management.</p> <p>Liability incurred on acquisitions, construction, development or use of TCA and is measured using net present value.</p>
<p>PS 3400, Revenue</p>	<p>A standard has been issued for fiscal years beginning on or after April 1, 2022 (the School Board's August 31, 2023 year-end). Earlier adoption is permitted. The standard has been issued to establish recognition, measurement and presentation criteria for operational revenues common in the public sector and introduces the concept of performance obligations.</p>

Appendix 5 - Current developments and audit trends (continued)

Our discussions with you, our audit opinion and what KPMG is seeing in the marketplace—both from an audit and industry perspective—indicate the following is specific information that will be of particular interest to you. We would, of course, be happy to further discuss this information with you at your convenience.

Thought Leadership	Overview	Links
Accelerate	Accelerate is a KPMG audit trends report and video series that includes the perspective of subject matter leaders from across KPMG in Canada on seven key issues impacting organizations today that are disrupting the audit committee mandate.	Link to report
The Blockchain shift will be seismic	Blockchain technology is a focused disruptor of the very foundations of external and internal audit: financial recordkeeping and reporting. This Audit Point of View article offers insight on how blockchain technology is impacting business and what audit committees should be thinking about to prepare for certain risks.	Link to report
Audit Quality 2018	Learn about KPMG's ongoing commitment to continuous audit quality improvement. We are investing in new innovative technologies and building strategic alliances with leading technology companies that will have a transformative impact on the auditing process and profession. How do we seek to make an impact on society through the work that we do?	Link to report

kpmg.ca/audit



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Approved School Educational Trips

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

Dated: Tuesday, June 18, 2019

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Gregory the Great CES, Oakville	7	27	Camp Brébeuf, Rockwood, ON	This trip to Camp Brébeuf, a Catholic based camp, will support Catholic student leadership and spiritual emphasis with emphasis placed on studying the gifts of the Holy Spirit in preparation for the Sacrament of Confirmation and continued exploration of the Catholic Graduate Expectations. Students will participate in activities that require teamwork and cohesiveness. Staff and students will participate in daily prayers and reflection.	Wednesday, October 30 – Thursday, October 31, 2019	~\$78.00
St. Gabriel CES, Burlington	7	74	Camp Muskoka Bracebridge, ON	This trip will allow students the opportunity to experience the beauty of nature and understand our responsibility as stewards of creation and will allow our students to develop their faith as they and build stronger relationships with their peers through participating in the many community building activities. Each day will begin with prayer and grace will be said before each meal.	Wednesday, October 2 – Friday, October 4, 2019	~\$385.00
Canadian Martyrs CES, Burlington	8	50	Bark Lake Irondale, ON	The purpose of this trip is to further develop team building and leadership skills amongst the students through a variety of activities that integrate the Leadership training, Focus on Faith supporting Stewards of the Earth and community building activities. Staff and students will participate in morning and evening prayer each day, as well as grace before meals.	Wednesday, September 25 – Friday, September 27, 2019	~\$390.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Notre Dame CSS, Burlington	9-12	20	OFSAA AA Senior Girls Soccer Championships Windsor, ON	The Senior Girls' Soccer team has had a very successful year. The team has qualified to represent GHAC at OFSAA in Windsor. This trip will satisfy curriculum expectations as well providing experiential expectation that go well beyond the classroom. As a team, they will meet each morning for reflection and pray at St. Simon and St. Jude Parish located in Belle River.	Wednesday, June 5 – Saturday, June 8, 2019	~\$264.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Notre Dame CSS, Burlington	9-12	23	OFSAA A/AA Girls Rugby Championships Courtice, ON	The Notre Dame Girls Varsity Rugby team have earned the right to represent GHAC at the A/AA Girls OFSAA Rugby championship tournament in Courtice. This tournament includes a banquet to celebrate the success of all teams that qualified for the tournament. This trip satisfies curriculum expectations as well as provides experiential expectations that go well beyond the classroom. After the team arrives on Sunday evening, they will have a liturgy/chapel service. The team will pray daily before each game.	Sunday, June 2 – Wednesday, June 5, 2019	~\$250.00
Bishop P.F. Reding CSS, Milton	9-12	19	OFSAA Boys Lacrosse Championship Owen Sound, ON	Representing Bishop Reding CSS and the HCDSB at the 2019 OFSAA Boys Lacrosse Championships, our students will exemplify Catholic values on and off the field. During practices and in games, students have focused on ethics in sports and reinforced the OCSGE expectations of being a collaborative contributor and a responsible citizen. Staff will lead students in daily prayer and reflection.	Tuesday, June 4 – Thursday, June 6, 2019	~\$250.00
Christ the King CSS, Georgetown	9-12	34	Track and Field Regional Qualifying Meet, St. Catharine's, ON	Students who qualify from the Christ the King Catholic Secondary School Track and Field Team will participate in the Track and Field Regional Qualifying Meet. This competition provides an opportunity for students to participate in activities that encourage them to demonstrate a confident and positive sense of self and respect for the dignity and welfare of others, and to bond as a team. Staff and students will participate in daily prayers.	Thursday, May 30 – Friday, May 31, 2019	~\$92.56



Milton #3 Catholic Secondary School Update	Item 10.3
June 18, 2019	

Alignment to Strategic Plan

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

Purpose

To update the Board of Trustees on the status of the planning approval process for the Milton #3 Catholic Secondary School project (the Mazmik Site).

Background Information

- 1) Information Report 10.4, “Milton #3 Catholic Secondary School Update” from the March 5, 2019, Regular Meeting of the Board.
- 2) Information Report 10.4, “Milton #3 Catholic Secondary School Update” from the February 5, 2019, Regular Meeting of the Board.
- 3) Information Report 10.3, “Milton #3 Catholic Secondary School Business Case Submission” from the November 6, 2018, Regular Meeting of the Board.
- 4) Information Report 10.9, “Planning Services Work Plan for 2018-19” from the October 2, 2018, Regular Meeting of the Board.
- 5) Action Report 8.2, “2018 Long-Term Capital Plan (LTCP)” from the June 5, 2018, Regular Meeting of the Board.

Comments

On December 20, 2018, HCDSB submitted an application to the Town of Milton for a Draft Plan of Subdivision, a Local Official Plan Amendment, and Zoning By-law Amendment.

On January 11, 2019, HCDSB was notified by the Town of Milton that the submission had received “complete application” status, initiating the approvals process and timeline.

As part of the application, the Town of Milton requested that HCDSB submit a Public Engagement Strategy and that HCDSB host a Public Information Meeting (PIM) before the Town’s statutory Public Meeting. A notification was sent to surrounding neighbours, Grade 6 to Grade 10 students in the Town of Milton, local councillors and politicians, and media outlets.



On February 13, 2019, HCDSB hosted the PIM at Jean Vanier Catholic Secondary School. At the meeting, HCDSB's consultant provided a brief presentation of the subject applications, which then was followed by an informal town hall format to allow members of the public to ask questions regarding the application to members of HCDSB staff and consultants.

Twenty (20) members of the public attended the event. Also, in attendance was the Ward 4 Town Councillor Sameera Ali and Ward 3 Regional Councillor Mike Cluett.

On March 25, 2019, the Town of Milton hosted a public meeting at Milton Town Hall. Community members were invited to attend this meeting to learn more about the planning applications our Board has submitted to the Town of Milton for a third Catholic secondary school in Milton.

On April 10, 2019, staff received its first submission Subdivision, Official Plan, and Zoning By-Law Amendment Review Comments. Since their receipt, staff has been working with the Town of Milton, the Region of Halton, Conservation Halton, the Landowners Group, and other agencies in advancing the completion of the actions required to address the comments. Staff anticipate that the second submission will be deposited to the Town near the end of June to early July.

Over the summer months, staff will also be working with the Town of Milton and its consultants in advancing the necessary earthworks to prepare the school site for the construction of the school. This will require major infill activities over the summer and fall.

On June 18, 2019, staff will be presenting to the Board of Trustees for their consideration the 2019 Capital Priorities list, which identified the Milton #3 Catholic Secondary School as Priority #1.

For additional information relating to the above, please see the following links:

1. Funding Requests web-page ([click here](#))
2. Town of Milton Public Meeting report ([click here](#))
3. Public Information Meeting information post ([click here](#))
4. Notice of Statutory Public Information Meeting post ([click here](#))
5. Milton #3 CSS: Mazmik Site web-page ([click here](#))
6. School Planning web-site ([click here](#))

Conclusion

Staff continues to advance the process of preparing the Milton #3 Catholic Secondary School site for the construction of a new secondary school.

On April 10, 2019, staff received its first comments on the applications that were submitted to the Town of Milton. Over the last two months, staff has been working to addressing these comments, and now expects to deposit the second submission in late June to early July.

Earthworks related to the preparation of the site are anticipated to begin in the summer months, which will put HCDSB in position to begin construction when it receives funding for the school from the Ministry of Education.

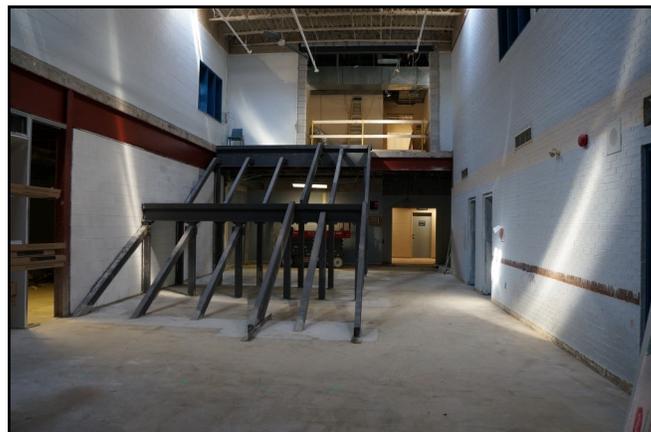


Report Prepared by: F. Thibeault
Senior Manager, Planning Services

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

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

Construction Report 10.4 - May 2019



Construction Update

- The pictures above were taken on June 11, 2019. The top-left picture shows ongoing installation of electrical duct bank. The top-right picture shows steel installed in new forum area. The bottom-left picture shows new urinals installed. The bottom-right picture shows electrostatic painting of exterior metal.
- Work completed included locker installation, structural demolition and steel installation.

Schedule Update

- Foundations and site services.
- Installation of heat pumps and fire alarm system.
- Structural steel installation.
- Installation of new power supply.

If you have any comments or questions about the new school, please contact Stephany Balogh, Superintendent of Education, at (905) 632-6300 ext. 120 or e-mail baloghs@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail merrickr@hcdsb.org.

Construction Report 10.5 - May 2019



Construction Update

- The pictures above were taken on June 11, 2019. The top picture shows the project sign installed on the property. The bottom picture shows the construction trailer and silt fencing installed at the front of the property.

Schedule Update

- Start site services installation.
- Start footings and foundations

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

Construction Report 10.6 - May 2019



Construction Update

- The pictures above were taken on June 11, 2019. The top pictures show mechanical services being installed on the main floor. The bottom-left picture shows second floor load bearing walls being installed. The bottom-right picture shows a view of the building from the south east corner of the site.
- Work completed included structural steel, precast concrete slab installation and slab coring.

Schedule Update

- Start site services installation.
- Completion of structural steel.
- Installation of mechanical room equipment.

If you have any comments or questions about the new school, please contact Toni Pinelli, Superintendent of Education, at (905) 632-6300 ext. 181 or e-mail pinellit@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail merrickr@hcdsb.org.



Budget Report for September 1, 2018 to May 31, 2019	Item 10.7
June 18, 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 the 2018-19 Budget Report for the nine months ending May 31, 2019.

Background Information

- 1) Information Report 10.5 “Budget Report for September 1, 2018 to February 28, 2019” from the May 7, 2019 Regular Board Meeting.
- 2) Information Report 10.3 “2018-19 Revised Budget Estimates (Including September 1, 2018, to November 30, 2018, Actuals)” from the December 18, 2018 Regular Board Meeting.
- 3) Action Report 8.6 “2018-19 Budget Estimates (Final)” from the June 19, 2018 Regular Board Meeting.

Comments

This report compares the revenues and expenses (including commitments) with the 2018-19 Revised Budget to show the percentages received and spent to date. The report also provides the same information for the previous fiscal year for comparative purposes.

The attached budget report includes both the nine months from September 1, 2018, to May 31, 2019, and the comparatives for the same period in the 2017-18 fiscal year.

At May 31, 2019, the fiscal year is 75% complete (9 months/12 months) and the school year is 90% complete (9 months/10 months). Therefore, it is expected that the percentages received or spent to be between 75% and 90%. The report indicates that both revenues and expenses for the year are expected to remain within the revised budget.



Revenue Highlights (Appendices A-1 and B)

Total revenues received as of May 31, 2019, are \$331.2 million and includes \$238.6 million for legislative grants, \$57.2 million for municipal funding, and \$35.4 million in other provincial grants, other revenue, and transfers to reserves. Overall, the 77.7% received is in line with 76.2% for the same period in the prior year and the expected percentage range of 75% to 90%.

The main differences between revenues received up to May 31, 2019, and revenues received for the same period in 2018 is the enrolment growth reflected in the Legislative Grants and Municipal Taxes, and higher transfers from reserves.

The Ministry has continued numerous programs to enhance student achievement and professional development for staff for the 2018-19 fiscal year, and these revenues are included in the “Other Provincial Grants.” Appendix B outlines the “Other Provincial Grants” allocated, with the total amount corresponding to Appendix A-1.

Within “Other Revenue,” the significant variances were from Miscellaneous Revenue and Recoveries. The variance in the Miscellaneous Revenue is mainly due to the timing difference of when community use of schools and turf field rental revenues were recorded in 2018-19. The variance in the Recoveries Revenue is due to having less seconded staff and timing of the receipt of recovery payments.

Expense Highlights (Appendix A-2)

For the period ending May 31, 2019, total expenses are \$328.0 million and the 76.9% spent is in line with 76.0% for the same period in the prior year and within the expected percentage range of 75% to 90%.

Classroom expenses amounted to \$220.9 million or 75.5% of the 2018-19 Revised Budget compared to \$209.9 million or 75.8% for the period of September 1, 2017, to May 31, 2018. The dollar increase mainly relates to salary and benefits for teachers, early childhood educators, educational assistants, and professional and paraprofessional staff, through staffing enhancements to address enrolment growth.

School support services costs, including school administration, teacher consultants and continuing education, totaled \$27.4 million or 76.1% of the Revised Budget for the period ending May 31, 2019. This is consistent with \$24.7 million or 72.8% expensed in the same period in the previous year. As with classroom expenses, the year-over-year difference is due to staffing enhancements to address enrolment growth, as well as the reallocation of Program Leadership Leads from the “Other Non-Classroom” section.

Other Non-Classroom expenses and commitments of \$16.7 million, or 80.5% of the Revised Budget, have been recorded from September 1, 2018, to May 31, 2019, and represents an increase of \$1.8 million over the amount expensed during September 1, 2017, to May 31, 2018. This variance is due to grid movements, higher fees and contractual services costs, and higher transportation costs.

Pupil Accommodation expenses and commitments of \$38.1 million, or 84.7% of the Revised Budget, is an increase over the \$33.9 million or 81.8% from the previous year. The difference mainly relates to increases in costs for professional fees, contractual services, and portable leases and movements.



The portable leases are higher than the previous year due to increased enrolment pressures. However, there are revenues from the temporary accommodations allocation to off-set this expense.

Enrolment (Appendix C)

The primary funding driver for the Grant for Student Needs is enrolment. Elementary and Secondary enrolment is based on Full-Time Equivalent (FTE) enrolment for October 31 and March 31. These two fixed-in-time FTE enrolment values are averaged to produce the annualized Average Daily Enrolment (ADE).

The 2018-19 enrolment reflects actual enrolment on October 31, 2018, and estimated enrolment on March 31, 2019, which will be reflected in the Financial Statements reporting cycle. The projected ADE of elementary students is 23,258.50 and of secondary students is 12,340.47, for a total enrolment of 35,598.97. This represents an increase from the 2018-19 Original Estimates of 545.37 ADE (or 1.6%) and an increase of 1,427.71 ADE (or 4.2%) over 2017-18 Actual ADE.

Conclusion

The percentages received/spent for the period from September 1, 2018, to May 31, 2019, are consistent with the prior year and fall within the expected range. Therefore, revenues and expenses to date appear reasonable and aligned with the revised budget.

Staff continues to monitor and control expenses against the 2018-19 Revised Budget to achieve a balanced position for the 2018-19 Year-End.

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
2018/2019 Budget Report
For the Nine Months Ended May 31, 2019

Budget Assessment

Risk Assessment

OPERATING REVENUE
Province of Ontario

Legislative Grants
Municipal Taxes

Other Provincial Grants

Prior Year Grant Adjustment - Operating
Other Provincial Grants

Other Revenue

Government of Canada
Tuition Fees
Use of Schools/Rentals
Cafeteria, Vending, Uniform and OCAS Revenue
Interest Revenue
Donation Revenue
Miscellaneous Recoveries
Recoveries - Secondments
Miscellaneous Revenue
Educational Development Charge (EDC) Revenue

School Generated Funds Revenue

Amortization of Deferred Capital Contribution

Total Operating Revenue

Available for Compliance

(Surplus) Deficit - Available for Compliance
Available for Compliance - Transfer from (to) Internally
Restricted Reserve (net)

Total Available for Compliance (Surplus) Deficit

Unavailable for Compliance

Unavailable for Compliance - (PSAB Adjustments)
Amortization of EFB - Retirement Gratuity & ERIP Liability
Amortization of EFB - Retirement/Health/Dental/Life Insurance
Unavailable for Compliance - (Increase) Decrease in School
Generated Funds

Revenues Recognized for Land

Total Unavailable for Compliance

Total Annual (Surplus) Deficit

Total Revenue After PSAB Adjustments

	2018/2019		2018/2019		2017/2018		Year-to year		Year-to year		2017/2018 Financial Statements August 2018	
	Original Budget Estimates	Revised Budget Estimates	Revised Budget Forecast @ May 31/19	Change \$ Increase (Decrease) Revised Est. to Revised Forecast	% Increase (Decrease)	Revenues and Receipts @ May 31/19	% Received	Revenues and Receipts @ May 31/18	% Received	Increase (Decrease) \$		Increase (Decrease) %
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)			(in PSAB Format)	(in PSAB Format)					
Legislative Grants	\$ 290,158,929	\$ 295,193,657	\$ 295,185,882	(7,775)	0.0%	\$ 238,552,124	80.8%	\$ 222,591,800	80.7%	\$ 15,960,324	7.2%	\$ 275,778,672
Municipal Taxes	87,776,400	86,905,840	86,905,840	-	0.0%	57,257,109	65.9%	52,506,146	60.3%	4,750,964	9.0%	87,054,739
	377,935,329	382,099,497	382,091,722	(7,775)	0.0%	295,809,233	77.4%	275,097,946	75.8%	\$ 20,711,288	7.5%	362,833,411
Other Provincial Grants												
Prior Year Grant Adjustment - Operating	-	-	-	-	-	228,493		173,028		55,465		70,586
Other Provincial Grants	3,639,883	4,044,927	4,451,819	406,892	10.1%	3,514,941	79.0%	3,764,705	88.8%	(249,764)	-6.6%	4,239,157
	3,639,883	4,044,927	4,451,819	406,892	10.1%	3,743,434	84.1%	3,937,733	91.4%	(194,299)	-4.9%	4,309,743
Other Revenue												
Government of Canada	2,610,287	2,610,287	2,592,740	(17,547)	-0.7%	1,397,614	53.9%	1,694,619	57.5%	(297,005)	-17.5%	2,946,857
Tuition Fees	2,766,650	2,975,340	2,945,340	(30,000)	-1.0%	2,986,462	101.4%	3,047,909	99.0%	(61,447)	-2.0%	3,078,716
Use of Schools/Rentals	1,475,000	1,475,000	1,475,000	-	0.0%	1,341,718	91.0%	1,231,841	90.0%	109,877	8.9%	1,368,616
Cafeteria, Vending, Uniform and OCAS Revenue	-	-	-	-	0.0%	16,001		15,829	25.6%	172		61,778
Interest Revenue	150,000	150,000	150,000	-	0.0%	382,890	255.3%	166,515	76.9%	216,375	129.9%	216,625
Donation Revenue	-	-	-	-	0.0%	597		2,618	95.3%	(2,021)	-77.2%	2,748
Miscellaneous Recoveries	-	13,000	30,000	17,000	130.8%	201,209		178,435	96.2%	22,774	12.8%	185,493
Recoveries - Secondments	1,869,000	2,160,417	2,160,417	-	0.0%	1,109,015	51.3%	3,423,348	65.4%	(2,314,332)	-67.6%	5,237,441
Miscellaneous Revenue	1,310,000	1,604,190	1,610,190	6,000	0.4%	667,535	41.5%	1,281,037	59.0%	(613,502)	-47.9%	2,169,872
Educational Development Charge (EDC) Revenue	7,000,000	7,000,000	7,000,000	-	0.0%	5,721,441	81.7%	5,688,965	82.3%	32,475	0.6%	6,908,727
	17,180,937	17,988,234	17,963,687	(24,547)	-0.1%	13,824,482	77.0%	16,731,117	75.4%	(2,906,635)	-17.4%	22,176,874
School Generated Funds Revenue	13,000,000	13,000,000	13,000,000	-	0.0%	11,700,919	90.0%	11,210,729	89.2%	490,190	4.4%	12,568,400
Amortization of Deferred Capital Contribution	16,115,077	16,295,796	16,295,796	-	0.0%	12,221,847	75.0%	11,807,816	66.6%	414,031	3.5%	17,722,821
Total Operating Revenue	427,871,226	433,428,454	433,803,024	374,570	0.1%	337,299,916	77.8%	318,785,341	76.0%	18,514,575	5.8%	419,611,249
Available for Compliance												
(Surplus) Deficit - Available for Compliance	(272,533)	(195,872)	(117,446)	78,426		-		-		-		(283,196)
Available for Compliance - Transfer from (to) Internally Restricted Reserve (net)	(1,002,006)	(572,593)	502,407	1,075,000		1,304,413		432,570		871,844		(3,486,885)
Total Available for Compliance (Surplus) Deficit	(1,274,539)	(768,465)	384,961	1,153,426		1,304,413		432,570		871,844		(3,770,081)
Unavailable for Compliance												
Unavailable for Compliance - (PSAB Adjustments)	(176,450)	(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	-	-	-	-		(1,651,957)		(1,645,101)		(6,856)		(144,711)
Revenues Recognized for Land	(7,000,000)	(7,000,000)	(7,000,000)	-		(5,721,441)		(5,688,965)		(32,475)		(5,855,219)
Total Unavailable for Compliance	(7,634,668)	(7,634,668)	(7,634,668)	-		(7,373,398)		(7,334,066)		(39,331)		(6,625,222)
Total Annual (Surplus) Deficit	(8,909,207)	(8,403,133)	(7,249,707)	1,153,426		(6,068,985)		(6,901,497)		832,512		(10,395,302)
Total Revenue After PSAB Adjustments	\$ 418,962,019	\$ 425,025,321	\$ 426,553,317	\$ 1,527,996	0.4%	\$ 331,230,931	77.7%	\$ 311,883,844	76.2%	\$ 19,347,087	6.2%	\$ 409,215,947

Halton Catholic District School Board
Expenses
2018/2019 Budget Report
For the Nine Months Ended May 31, 2019

Budget Assessment

Risk Assessment

	Budget Assessment					Risk Assessment					2017/2018 Financial Statements August 2018	
	2018/2019 Original Budget Estimates (in PSAB Format)	2018/2019 Revised Budget Estimates (in PSAB Format)	2018/2019 Revised Budget Forecast @ May 31/19 (in PSAB Format)	Change \$ Increase (Decrease) Revised Est. to Revised Forecast	% Increase (Decrease)	2018/2019 Expenses and Commitments @ May 31/19 (in PSAB Format)	% Spent	2017/2018 Expenses and Commitments @ May 31/18 (in PSAB Format)	% Spent	Year-to-year Increase (Decrease) \$		Year-to-year Increase (Decrease)
Classroom Instruction												
Classroom Teachers	\$ 220,616,600	\$ 221,611,900	\$ 221,603,900	(8,000)	0.00%	\$ 164,711,693	74.3%	\$ 157,313,471	74.6%	\$ 7,398,222	4.7%	\$ 210,861,305
Occasional Teachers	4,159,900	4,367,000	4,367,000	-	0.00%	3,401,928	77.9%	3,500,979	80.9%	(99,051)	-2.8%	4,329,682
Early Childhood Educators (E.C.E) and Supply	8,968,000	9,116,000	9,116,000	-	0.00%	7,765,488	85.2%	7,135,319	83.1%	630,169	8.8%	8,591,520
Teacher Assistants and Supply	23,087,000	23,745,000	23,805,430	60,430	0.25%	20,342,567	85.5%	18,590,387	80.2%	1,752,179	9.4%	23,181,681
Textbooks & Classroom Supplies	7,743,886	8,253,543	8,397,680	144,137	1.75%	5,718,699	68.1%	5,313,676	80.3%	405,023	7.6%	6,618,547
Computers	2,320,900	2,940,452	3,016,742	76,290	2.59%	1,830,419	60.7%	2,481,592	82.0%	(651,173)	-26.2%	3,025,077
Professionals, Paraprofessionals & Technical	13,749,600	13,658,283	13,811,460	153,177	1.12%	10,167,288	73.6%	8,859,281	73.5%	1,308,007	14.8%	12,047,003
Library and Guidance	5,647,920	5,921,874	5,918,972	(2,902)	-0.05%	4,692,611	79.3%	3,735,021	78.1%	957,590	25.6%	4,783,745
Staff Development	2,428,170	2,735,131	2,662,395	(72,736)	-2.66%	2,286,414	85.9%	2,999,782	85.5%	(713,368)	-23.8%	3,508,917
Subtotal Classroom Instruction	288,721,976	292,349,183	292,699,579	350,396	0.12%	220,917,107	75.5%	209,929,508	75.8%	10,987,599	5.2%	276,947,476
Non Classroom - School Support Services												
School Administration	21,863,987	22,321,126	22,374,040	52,914	0.2%	17,713,760	79.2%	16,331,733	73.2%	1,382,027	8.5%	22,316,026
Teacher Consultants	5,361,280	5,539,275	5,584,593	45,318	0.8%	4,059,038	72.7%	3,126,458	77.2%	932,580	29.8%	4,051,553
Continuing Education	7,363,453	8,161,392	8,059,679	(101,713)	-1.2%	5,627,990	69.8%	5,285,525	69.2%	342,464	6.5%	7,634,374
Subtotal School Support Services	34,588,720	36,021,793	36,018,312	(3,481)	0.0%	27,400,788	76.1%	24,743,717	72.8%	2,657,070	10.7%	34,001,953
Recoverable Expenses	1,869,000	2,160,417	2,160,417	-	0.0%	1,687,912	78.1%	5,125,277	97.7%	(3,437,365)	-67.1%	5,246,190
Other Non Classroom												
Board Administration	10,881,293	11,552,793	11,622,365	69,572	0.6%	8,472,593	72.9%	7,806,979	70.3%	665,614	8.5%	11,104,615
Transportation	9,391,621	9,041,007	9,077,516	36,509	0.4%	8,180,711	90.1%	7,089,215	89.9%	1,091,496	15.4%	7,881,622
Subtotal Other Non Classroom	20,272,914	20,593,800	20,699,881	106,081	0.5%	16,653,305	80.5%	14,896,195	78.5%	1,757,110	11.8%	18,986,237
Pupil Accommodation												
School Operations and Maintenance	31,989,500	32,124,500	33,199,500	1,075,000	3.3%	27,210,994	82.0%	23,991,204	81.3%	3,219,790	13.4%	29,495,803
Portable Leases	3,300,000	3,300,000	3,300,000	-	0.0%	3,017,213	91.4%	1,442,137	50.3%	1,575,076	109.2%	2,869,441
Debt Charges	47,375	47,375	47,375	-	0.0%	47,375	100.0%	47,375	100.0%	-	-	47,375
Other Debenture Payments	8,469,341	8,469,341	8,469,341	-	0.0%	7,870,493	92.9%	8,412,928	93.0%	(542,435)	-6.4%	9,041,339
Subtotal Pupil Accommodations	43,806,216	43,941,216	45,016,216	1,075,000	2.4%	38,146,075	84.7%	33,893,644	81.8%	4,252,430	12.5%	41,453,958
School Generated Funds Expenditures	13,000,000	13,000,000	13,000,000	-	0.0%	10,048,962	77.3%	9,565,628	77.0%	483,334	5.1%	12,423,689
Amortization & Write-down Expense	17,337,861	17,593,580	17,593,580	-	0.0%	13,195,185	75.0%	12,773,390	62.9%	421,795	3.3%	20,323,518
Total Expenditures before PSAB Adjustment	419,596,687	425,659,989	427,187,985	1,527,996	0.4%	328,049,332	76.8%	310,927,360	76.0%	17,121,973	5.5%	409,383,020
PSAB Adjustments												
Increase In Employee Future Benefits	(458,218)	(458,218)	(458,218)	-	0.0%	-	-	-	-	-	-	-
(Decrease) in Accrued Interest on Debenture	(176,450)	(176,450)	(176,450)	-	0.0%	-	0.0%	-	0.0%	-	-	(167,074)
Total PSAB Adjustment	(634,668)	(634,668)	(634,668)	-	0.0%	-	0.0%	-	0.0%	-	-	(167,074)
Total Expenditures After PSAB Adjustments	\$ 418,962,019	\$ 425,025,321	\$ 426,553,317	\$ 1,527,996	0.4%	\$ 328,049,332	76.9%	\$ 310,927,360	76.0%	\$ 17,121,973	5.5%	\$ 409,215,947

Halton Catholic District School Board
Other Provincial Grants
2018/2019 Budget Report
For the Nine Months Ended May 31, 2019

Grant Description	2018/2019 Original Budget Estimates	2018/2019 Revised Budget Estimates	2018/2019 Revised Budget Forecast	2018/2019 Actual @ May 31/2019
A. Prkacin				
French As A Second Language		12,562	139,492	93,622
Physical Activity - Bishop Reding		4,144	4,144	4,144
Physical Activity - Christ the King			8,805	6,164
Critically Conscious Practitioner Inquiry			32,650	19,590
New Teacher Induction Program - Enhanced Funding			4,383	4,383
Student Success Leaders - Equity and Inclusion		6,093	6,093	6,162
Professional Learning for DECE		17,937	17,937	22,350
Early Years Experience Collections		777	777	777
Renewed Math Strategy	540,986	540,986	540,986	378,690
Innovation in Learning Fund	108,111	108,111		
EDU Design Lab - Notre Dame		37,486	37,486	27,486
	649,097	728,096	792,753	563,369
C. Cipriano				
Autism Support And Training			7,393	7,393
Ontario Autism Program			83,203	83,203
Support Transitions to Post Secondary Pathways		63,447	58,071	58,071
Support Transportation for Children and Youth in Care			36,509	25,556
Board Leadership Development Strategy (BLDS)			38,178	34,360
Mental Health Workers	347,756	347,756	347,756	219,087
Special Education Professional Assessments			162,858	73,286
	347,756	411,203	733,968	500,956
C. McGillicuddy				
Specialist Highskills Major (SHSM) Special Funding	199,543	224,611	224,611	202,711
Experiential Learning	157,603	157,603	147,018	102,913
Student - Speakup Grant			25,000	17,500
Community Connected Experiential Learning		7,000	7,000	7,000
	357,146	389,214	403,629	330,124
J. Crowell				
Parents Reaching Out (PRO)			43,550	30,485
Parents Reaching Out - Regional			10,000	7,000
Teacher Learning & Leadership Program		54,952	54,952	41,059
	-	54,952	108,502	78,544
T. Pinelli				
International Education		121	121	-
Safe, Equitable And Inclusive Schools	182,789	182,789	182,789	59,687
	182,789	182,910	182,910	59,687
S. Balogh				
Supporting Schools - Recreational Cannabis Legalization	33,600	33,600	25,900	18,130
	33,600	33,600	25,900	18,130
J. O'Hara				
Health and Safety Online Reporting			10,000	-
	-	-	10,000	-
R. Merrick				
Outreach Coordinator	73,600	73,600	46,000	32,200
	73,600	73,600	46,000	32,200
Sub-total	\$ 1,643,988	\$ 1,873,575	\$ 2,303,662	\$ 1,583,010
O.Y.A.P GRANT	107,950	103,549	103,549	82,839
Province of Ontario-Citizenship	1,273,900	1,273,900	1,273,900	1,243,790
LBS Grants	128,830	167,273	128,580	111,036
PBLA 1X FUNDING	-	35,498	35,498	50,106
Modular E-Learning	400,000	396,304	408,144	304,121
CUPE Apprenticeship / PD	-	109,613	109,613	76,729
Human Rights Equity Advisor	85,215	85,215	85,215	56,810
MISA PNC			-	6,500
Summer Experience Program			3,658	-
Sub-total	\$ 1,995,895	\$ 2,171,352	\$ 2,148,157	\$ 1,931,931
Total Other Provincial Grants per A-1	\$ 3,639,883	\$ 4,044,927	\$ 4,451,819	\$ 3,514,941

**Halton Catholic District School Board
Day School Average Daily Enrolment (ADE)
2018/2019 Budget Report**

Appendix C

	2018-19 REVISED ESTIMATES				2018-19 ORIGINAL ESTIMATES				2017-18 Actual ADE
	Actual FTE Oct 31/18	Projected FTE Mar 31/19	2018-19 Revised ADE	% Change	Projected FTE Oct 31/18	Projected FTE Mar 31/19	2018-19 Original ADE	% Change	
JK	2,109.00	2,122.00	2,115.50	4.4%	2,019.00	2,033.00	2,026.00	-3.0%	2,087.50
SK	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	7,032.00	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	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	23,195.00	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	12,482.39	12,198.55	12,340.47	0.8%	12,374.23	12,121.96	12,248.10	7.5%	11,446.76
Total Day School ADE	35,677.39	35,520.55	35,598.97	1.6%	35,119.23	34,987.96	35,053.60	2.7%	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



Capital Projects Report as of May 31, 2019	Item 10.8
June 18, 2019	

Alignment to Strategic Plan

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

Purpose

To inform the Board of Trustees of the preliminary cost of capital projects and land as of May 31, 2019.

Background Information

The following information regarding HCDSB’s 2018-19 Capital Budget was provided to Trustees:

1. Information Report 10.6 “Capital Projects Report as of February 28, 2019” from the May 7, 2019 Regular Board Meeting.
2. Information Report 10.5 “Capital Projects Report as of November 30, 2018” from the December 18, 2018 Regular Board Meeting.
3. Information Report 10.3 “2018-19 Revised Budget Estimates (Including September 1, 2018 to November 30, 2018, Actuals)” from the December 18, 2018 Regular Board Meeting.
4. Information Report 10.8 “Preliminary Capital Projects Report as of August 31, 2018” from the September 18, 2018 Regular Board Meeting.
5. Action Report 8.6 “2018-19 Budget Estimates (Final)” from the June 19, 2018 Regular Board Meeting.

Comments

The attached Consolidated Capital Projects Report provides a summary totalling \$508.9 million of all Board-approved projects since the capital funding model was changed significantly by the Ministry of Education in 1998. There have been various iterations of capital funding programs since that time, to adapt to changing funding needs in school construction and maintenance. A total of \$468.5 million has been recorded for all projects, including open purchase orders of \$22.1 million which mainly relate to the construction of the St. Nicholas Catholic Elementary School (CES) school consolidation, the Assumption Catholic Secondary School (CSS) classroom addition and school refresh, and the Bishop Reding CSS classroom addition.



HCDSB receives Education Development Charges (EDC) revenue from the four Halton municipalities, which cover the purchase and preparation costs of school sites. Since 1998, HCDSB purchased school sites for a total of \$181.9 million, as broken down on page 3 of this report, which includes \$9.6 million in eligible EDC expenditures that have not been associated to particular schools (these are listed on page 4). Currently, HCDSB has an EDC shortfall of \$80.1 million, as EDC levies are typically collected over a 15-year period.

The expenditures outlined in the individual capital project summaries on pages 5 to 15 reflect construction, site, and first-time equipping costs to date. It should be noted that the St. Scholastica and St. Nicholas projects are expected to surpass their budgets, due to contractor costs exceeding the Ministry's construction benchmark for capital funding.

Conclusion

HCDSB staff will continue to monitor the capital project budgets and EDC shortfall. A preliminary 2018-19 Capital Projects Report will be provided in the fall at a Regular Board Meeting.

- 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
Consolidated Capital Projects
For the Period ending May 31, 2019**

SCHOOL BUILDINGS	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	Total Expensed and Commitments	(OVER)/UNDER BUDGET BALANCE
CLOSED PROJECTS							
Ascension Elementary	\$3,200,000	\$3,160,703	\$0	\$0	\$0	\$3,160,703	\$39,297
Holy Rosary Elementary, Milton	\$5,500,000	\$5,356,378	\$0	\$0	\$0	\$5,356,378	\$143,622
St. Patrick's Elementary	\$3,650,000	\$3,716,647	\$0	\$0	\$0	\$3,716,647	(\$66,647)
St. Francis of Assisi Elementary	\$3,770,000	\$3,669,902	\$0	\$0	\$0	\$3,669,902	\$100,098
Notre Dame Secondary	\$1,250,000	\$1,039,404	\$0	\$0	\$0	\$1,039,404	\$210,596
Mother Teresa Elementary	\$7,450,000	\$6,874,383	\$0	\$0	\$0	\$6,874,383	\$575,617
St. Andrew Elementary	\$7,770,000	\$7,255,509	\$0	\$0	\$0	\$7,255,509	\$514,491
Sacred Heart of Jesus Elementary	\$7,770,000	\$7,010,277	\$0	\$0	\$0	\$7,010,277	\$759,723
Learning Environmental Improvement Program (LEIP)	\$12,000,000	\$8,866,538	\$0	\$0	\$0	\$8,866,538	\$3,133,462
School Renewal	\$2,245,001	\$2,070,361	\$0	\$0	\$0	\$2,070,361	\$174,640
St. Paul Elementary	\$1,800,000	\$1,573,776	\$0	\$0	\$0	\$1,573,776	\$226,224
St. Raphael Elementary	\$1,900,000	\$1,919,238	\$0	\$0	\$0	\$1,919,238	(\$19,238)
St. Vincent Elementary	\$1,250,000	\$1,159,421	\$0	\$0	\$0	\$1,159,421	\$90,579
St. Joseph Elementary, Acton	\$2,275,000	\$2,211,231	\$0	\$0	\$0	\$2,211,231	\$63,769
St. Catherine of Alexandria Elementary	\$8,000,000	\$7,914,532	\$0	\$0	\$0	\$7,914,532	\$85,468
Assumption Secondary	\$4,800,000	\$4,734,987	\$0	\$0	\$0	\$4,734,987	\$65,013
Christ the King Secondary	\$25,300,000	\$25,758,453	\$0	\$0	\$0	\$25,758,453	(\$458,453)
Holy Trinity Secondary	\$27,400,000	\$26,419,175	\$0	\$0	\$0	\$26,419,175	\$980,825
Adult Learning Centre	\$1,600,000	\$1,591,080	\$0	\$0	\$0	\$1,591,080	\$8,920
Holy Rosary Elementary, Burlington	\$2,400,000	\$2,305,896	\$0	\$0	\$0	\$2,305,896	\$94,104
St. Mark's Elementary	\$440,000	\$402,630	\$0	\$0	\$0	\$402,630	\$37,370
St. John Elementary, Oakville	\$370,000	\$285,471	\$0	\$0	\$0	\$285,471	\$84,529
Our Lady of Victory Elementary	\$2,400,000	\$2,265,547	\$0	\$0	\$0	\$2,265,547	\$134,453
St. Elizabeth Seton Elementary	\$8,300,000	\$7,137,082	\$0	\$0	\$0	\$7,137,082	\$1,162,918
St. Joan of Arc Elementary	\$8,800,000	\$7,704,963	\$0	\$0	\$0	\$7,704,963	\$1,095,037
Guardian Angels Elementary	\$8,800,000	\$8,134,843	\$0	\$0	\$0	\$8,134,843	\$665,157
St. John Paul II Elementary	\$9,900,000	\$8,600,943	\$0	\$0	\$0	\$8,600,943	\$1,299,057
Christ the King Secondary - Classroom Addition	\$2,000,000	\$1,786,025	\$0	\$0	\$0	\$1,786,025	\$213,975
Corpus Christi Secondary	\$30,260,000	\$32,837,311	\$0	\$0	\$0	\$32,837,311	(\$2,577,311)
St. Anthony of Padua Elementary	\$10,200,000	\$9,231,309	\$0	\$0	\$0	\$9,231,309	\$968,691
St. Christopher Elementary	\$9,900,000	\$8,726,499	\$0	\$0	\$0	\$8,726,499	\$1,173,501
St. Christopher Elementary , Child Care Centre	\$750,000	\$750,000	\$0	\$0	\$0	\$750,000	\$0
St. Peter Elementary	\$10,800,000	\$10,748,401	\$0	\$0	\$0	\$10,748,401	\$51,599
Our Lady of Fatima Elementary	\$11,300,000	\$10,298,651	\$0	\$0	\$0	\$10,298,651	\$1,001,349
Lumen Christi Elementary	\$11,300,000	\$10,899,353	\$0	\$0	\$0	\$10,899,353	\$400,647
St. Anne Elementary	\$11,600,000	\$11,970,404	\$0	\$0	\$0	\$11,970,404	(\$370,404)
St. Mary Elementary	\$11,200,000	\$10,463,121	\$0	\$0	\$0	\$10,463,121	\$736,879
St. Benedict Elementary	\$12,632,220	\$11,753,354	\$0	\$0	\$0	\$11,753,354	\$878,866
Queen of Heaven Elementary	\$12,632,220	\$12,258,276	\$0	\$0	\$0	\$12,258,276	\$373,944
St. Thomas Aquinas Secondary - Reconstruction	\$37,000,000	\$37,588,033	\$0	\$0	\$0	\$37,588,033	(\$588,033)
St. Ignatius of Loyola Secondary - Addition	\$22,500,000	\$22,858,950	\$0	\$0	\$0	\$22,858,950	(\$358,950)
Jean Vanier Secondary	\$35,000,000	\$34,984,262	\$0	\$0	\$0	\$34,984,262	\$15,738
Sub-total Closed Projects	\$399,414,441	\$386,293,318	\$0	\$0	\$0	\$386,293,318	\$13,121,123

**Halton Catholic District School Board
Consolidated Capital Projects
For the Period ending May 31, 2019**

SCHOOL BUILDINGS - Continued	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	Total Expensed and Commitments	(OVER)/UNDER BUDGET BALANCE
CURRENT PROJECTS							
St. Gregory The Great Elementary - New School	\$13,550,465	\$12,985,409	\$65,297	\$11,376	\$0	\$13,062,082	\$488,383
St. Gregory The Great Elementary - Child Care Centre	\$2,520,849	\$2,412,570	\$0	\$0	\$0	\$2,412,570	\$108,279
St. Scholastica Elementary - New School	\$13,818,474	\$612,177	\$12,273,258	\$1,121,238	\$0	\$14,006,673	(\$188,199)
St. Nicholas Elementary - School Consolidation	\$12,524,935	\$0	\$800,194	\$1,245,427	\$10,618,114	\$12,663,736	(\$138,801)
St. Mark Elementary - Addition	\$1,625,867	\$0	\$644,270	\$988,091	\$0	\$1,632,361	(\$6,494)
St. Mark Elementary - Child Care Centre	\$2,077,013	\$0	\$819,979	\$1,252,478	\$0	\$2,072,457	\$4,556
Bishop Reding - Addition	\$20,310,036	\$0	\$341,577	\$413,634	\$630,654	\$1,385,865	\$18,924,171
St. Peter Elementary - Child Care Centre	\$2,606,270	\$0	\$67,475	\$78,779	\$91,944	\$238,198	\$2,368,072
Assumption - Addition & School Refresh	\$14,000,000	\$0	\$251,722	\$1,944,551	\$10,637,054	\$12,833,327	\$1,166,673
St. Michael Elementary - Addition	\$1,434,000	\$0	\$0	\$104,514	\$54,359	\$158,874	\$1,275,126
St. Michael Elementary - Child Care Centre	\$1,556,000	\$0	\$0	\$113,224	\$58,888	\$172,112	\$1,383,888
Sub-total Current Projects	\$86,023,909	\$16,010,155	\$15,263,771	\$7,273,314	\$22,091,014	\$60,638,253	\$25,385,656
FDK Classroom Addition and Alteration							
St. Joseph (A) Elementary- Classroom Addition and Alteration	\$905,000	\$961,890	\$0	\$0	\$0	\$961,890	(\$56,890)
St. Brigid Elementary - Classroom Addition and Alteration	\$1,439,000	\$1,262,726	\$0	\$0	\$0	\$1,262,726	\$176,274
St. Catherine Elementary - Classroom Addition and Alteration	\$2,396,000	\$1,990,641	\$0	\$0	\$0	\$1,990,641	\$405,359
St. Dominic Elementary- Classroom Addition and Alteration	\$815,000	\$729,637	\$0	\$0	\$0	\$729,637	\$85,363
St. Andrew Elementary - Classroom Addition and Alteration	\$780,000	\$691,317	\$0	\$0	\$0	\$691,317	\$88,683
Guardian Angels Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,324,172	\$0	\$0	\$0	\$2,324,172	\$645,828
St. Anthony of Padua Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,326,786	\$0	\$0	\$0	\$2,326,786	\$643,214
St. Francis of Assisi Elementary - Classroom Addition and Alteration	\$1,260,000	\$1,156,170	\$0	\$0	\$0	\$1,156,170	\$103,830
Holy Rosary Elementary, Milton - Classroom Addition and Alteration	\$5,155,000	\$3,471,030	\$0	\$0	\$0	\$3,471,030	\$1,683,970
Sub-total FDK Classroom Addition and Alteration	\$18,690,000	\$14,914,369	\$0	\$0	\$0	\$14,914,369	\$3,775,631
Sub-total Construction Projects	\$104,713,909	\$30,924,524	\$15,263,771	\$7,273,314	\$22,091,014	\$75,552,622	\$29,161,287
Good Places to Learn	\$4,276,577	\$4,276,577	\$0	\$0	\$0	\$4,276,577	(\$0)
C.E.C Port-A-PAC(s) Program Services & Administration	\$475,000	\$473,535	\$0	\$0	\$0	\$473,535	\$1,465
Cost of Issuing Debenture	\$0	\$1,925,922	\$0	\$0	\$0	\$1,925,922	(\$1,925,922)
TOTAL PROJECTS	\$508,879,927	\$423,893,877	\$15,263,771	\$7,273,314	\$22,091,014	\$468,521,975	\$40,357,952

**Halton Catholic District School Board
Consolidated Capital Projects
For the Period ending May 31, 2019**

SCHOOL SITES	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	Total Expensed and Commitments
Mother Teresa Elementary (147)	\$0	\$1,656,104	\$0	\$0	\$0	\$1,656,104
St. Andrew Elementary (148)	\$0	\$2,133,363	\$0	\$0	\$0	\$2,133,363
Sacred Heart of Jesus Elementary (149)	\$0	\$1,932,906	\$0	\$0	\$0	\$1,932,906
St. Benedict Elementary (151)	\$0	\$5,612,362	\$0	\$0	\$0	\$5,612,362
Lumen Christi Elementary (152)	\$0	\$3,239,241	\$0	\$0	\$0	\$3,239,241
Queen of Heaven Elementary (153)	\$0	\$3,571,904	\$0	\$0	\$0	\$3,571,904
St. Elizabeth Seton Elementary (157)	\$0	\$1,624,591	\$0	\$0	\$0	\$1,624,591
St. Christopher Elementary (158)	\$0	\$4,506,735	\$0	\$0	\$0	\$4,506,735
St. Anne Elementary (159)	\$0	\$5,498,647	(\$9,381)	\$1,978,090	\$0	\$7,467,356
St. Joan of Arc Elementary (161)	\$0	\$2,015,986	\$0	\$0	\$0	\$2,015,986
St. John Paul II Elementary (162)	\$0	\$2,726,023	\$0	\$0	\$0	\$2,726,023
St. Peter Elementary (163)	\$0	\$2,933,095	\$0	\$0	\$0	\$2,933,095
Guardian Angels Elementary (164)	\$0	\$2,099,818	\$0	\$0	\$0	\$2,099,818
St. Anthony of Padua Elementary (165)	\$0	\$3,300,291	\$0	\$0	\$0	\$3,300,291
Our Lady of Fatima Elementary (166)	\$0	\$3,481,316	\$0	\$0	\$0	\$3,481,316
St. Catherine of Alexandria Elementary (168)	\$0	\$1,529,708	\$0	\$0	\$0	\$1,529,708
St. Mary Elementary (171)	\$0	\$6,080,995	\$0	\$0	\$0	\$6,080,995
St. Gregory The Great Elementary (173)	\$0	\$7,733,818	\$0	\$0	\$0	\$7,733,818
St. Scholastica Elementary (178)	\$0	\$8,561,489	\$736,425	\$14,302	\$0	\$9,312,217
Corpus Christi Secondary (202)	\$0	\$13,629,450	\$0	\$0	\$0	\$13,629,450
Jean Vanier Secondary (204)	\$0	\$10,892,397	\$134,801	\$2,966	\$0	\$11,030,164
Christ the King Secondary (231)	\$0	\$5,275,487	\$0	\$0	\$0	\$5,275,487
Holy Trinity Secondary (233)	\$0	\$5,846,886	\$0	\$0	\$0	\$5,846,886
Loyola Secondary Addition (235)	\$0	\$1,484,560	\$0	\$0	\$0	\$1,484,560
St. Thomas Aquinas Secondary (237)	\$0	\$5,461,542	\$4,203	\$1,379	\$0	\$5,467,124
Various Sites - EDC Eligible Costs (See Page 6)	\$0	\$11,948,004	\$3,752,445	\$50,366,399	\$186,015	\$66,252,863
TOTAL SITES	\$0	\$124,776,718	\$4,618,493	\$52,363,136	\$186,015	\$181,944,363
TOTAL BUILDINGS AND SITES	\$ 508,879,927	\$ 548,670,595	\$ 19,882,264	\$ 59,636,450	\$ 22,277,029	\$ 650,466,338

**Halton Catholic District School Board
EDC Eligible Expenditures
For the period ending February 28, 2019**

DESCRIPTION	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	Total Expensed and Commitments
ELEMENTARY					
EDC - Site Purchase - Georgetown West - (167)	\$1,588,031	\$0	\$0	\$0	\$1,588,031
EDC - Prof. Fees - Georgetown West - (167)	\$80,139	\$0	\$0	\$0	\$80,139
EDC - Site Improvement - Georgetown West (167)	\$17,920	\$5,149	\$1,675	\$0	\$24,744
EDC - Prof. Fees - Acton East (169)	\$63,115	\$0	\$0	\$0	\$63,115
EDC - Site Purchase - Acton East (169)	\$2,973,218	\$0	\$0	\$0	\$2,973,218
EDC - Prof. Fees - North Oakville #CE1 - (174)	\$17,631	\$0	\$0	\$0	\$17,631
EDC - Prof. Fees - North Oakville #CE3 - (175)	\$6,487	\$0	\$0	\$0	\$6,487
EDC - Prof. Fees - North Oakville #CE4 - (176)	\$63,978	\$169	\$0	\$0	\$64,147
EDC - Prof. Fees - North Oakville #CE5 - (177)	\$0	\$0	\$1,149	\$5,747	\$6,896
EDC - Prof. Fees - Milton #9 (179)	\$6,017	\$0	\$2,145	\$5,874	\$14,037
EDC - Prof. Fees - Milton #10 (180)	\$10,169	\$2,299	\$4,995	\$0	\$17,462
SECONDARY					
EDC - Prof. Fees - North Oakville CSS (205)	\$3,984	\$6,947	\$0	\$0	\$10,931
EDC - Prof. Fees - Milton CSS (206)	\$41,981	\$299,356	\$224,013	\$174,395	\$739,745
EDC - Site Purchase - Milton CSS (206)	\$0	\$2,500,000	\$48,522,113	\$0	\$51,022,113
EDC - Site Improvement - Milton CSS (206)	\$0	\$0	\$4,561	\$0	\$4,561
EDC - Georgetown South (210)	\$0	\$9,138	\$0	\$0	\$9,138
EDC - Prof. Fees - Loyola - Hydro Lands (235)	\$6,075	\$0	\$0	\$0	\$6,075
OTHER					
Long Term Capital Plan Costs	\$439,170	\$0	\$0	\$0	\$439,170
Professional and Legal Costs	\$1,271,744	\$134,227	\$54,435	\$0	\$1,460,405
Interest Costs	\$5,358,345	\$795,161	\$1,551,311	\$0	\$7,704,817
TOTAL	\$11,948,004	\$3,752,445	\$50,366,399	\$186,015	\$66,252,863

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Gregory The Great Catholic Elementary School
New Pupil Accommodation Project

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,750,465	\$11,287,784	\$4,892	\$0	\$0	\$11,292,676	\$457,789
Professional Fees	\$835,000	\$848,456	\$0	\$0	\$0	\$848,456	(\$13,456)
Inspections, Soil test, Surveys	\$175,000	\$123,951	\$0	\$0	\$0	\$123,951	\$51,049
Building Permit Fees	\$140,000	\$278,639	\$0	\$0	\$0	\$278,639	(\$138,639)
Contingencies	\$170,000	\$0	\$0	\$0	\$0	\$0	\$170,000
Sub-total Building	\$13,070,465	\$12,538,829	\$4,892	\$0	\$0	\$12,543,722	\$526,743
Furniture & Equipment	\$180,000	\$110,343	\$60,404	\$11,376	\$0	\$182,123	(\$2,123)
Computer & Technology Equipment	\$150,000	\$142,880	\$0	\$0	\$0	\$142,880	\$7,120
Sub-total Furniture & Equipment	\$330,000	\$253,223	\$60,404	\$11,376	\$0	\$325,003	\$4,997
Bridge Financing (Interest)	\$150,000	\$193,357	\$0	\$0	\$0	\$193,357	(\$43,357)
TOTAL	\$13,550,465	\$12,985,409	\$65,297	\$11,376	\$0	\$13,062,082	\$488,383
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$7,078,690	\$0	\$0	\$0	\$7,078,690	
Site Improvements		\$535,225	\$0	\$0	\$0	\$535,225	
Professional Fees-EDC-Site		\$119,903	\$0	\$0	\$0	\$119,903	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$7,733,818	\$0	\$0	\$0	\$7,733,818	
PROJECT TOTAL	\$13,550,465	\$20,719,227	\$65,297	\$11,376	\$0	\$20,795,900	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$173,398	\$0	\$0	\$0	\$173,398	
Funding - FDK		\$1,260,424	\$0	\$0	\$0	\$1,260,424	
Funding - Capital Priorities		\$11,358,230	\$65,297	\$11,376	\$0	\$11,434,903	
Funding - Capitalized Interest		\$193,357	\$0	\$0	\$0	\$193,357	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$7,733,818	\$0	\$0	\$0	\$7,733,818	
TOTAL	\$0	\$20,719,227	\$65,297	\$11,376	\$0	\$20,795,900	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Gregory The Great Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$2,004,849	\$1,992,120	\$0	\$0	\$0	\$1,992,120	\$12,729
Professional Fees	\$155,000	\$152,617	\$0	\$0	\$0	\$152,617	\$2,383
Inspections, Soil test, Surveys	\$35,000	\$0	\$0	\$0	\$0	\$0	\$35,000
Building Permit Fees	\$26,000	\$0	\$0	\$0	\$0	\$0	\$26,000
Contingencies	\$40,000	\$0	\$0	\$0	\$0	\$0	\$40,000
Sub-total Building	\$2,260,849	\$2,144,737	\$0	\$0	\$0	\$2,144,737	\$116,112
Furniture & Equipment	\$260,000	\$267,833	\$0	\$0	\$0	\$267,833	(\$7,833)
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$260,000	\$267,833	\$0	\$0	\$0	\$267,833	(\$7,833)
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,520,849	\$2,412,570	\$0	\$0	\$0	\$2,412,570	\$108,279
SCHOOL SITE							
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Contractual - Fiber Optics (EDC)		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,520,849	\$2,412,570	\$0	\$0	\$0	\$2,412,570	
FUNDING							
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	\$0
Funding - Minor TCA		\$105,775	\$0	\$0	\$0	\$105,775	
Funding - FDK		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care		\$2,306,795	\$0	\$0	\$0	\$2,306,795	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$2,412,570	\$0	\$0	\$0	\$2,412,570	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Scholastica Catholic Elementary School
New Pupil Accommodation Project

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,858,474	\$1,898	\$11,503,900	\$991,299	\$0	\$12,497,096	(\$638,622)
Professional Fees	\$985,000	\$467,795	\$471,432	\$21,126	\$0	\$960,353	\$24,647
Inspections, Soil test, Surveys	\$175,000	\$45,957	\$18,302	\$6,099	\$0	\$70,357	\$104,643
Building Permit Fees	\$150,000	\$96,527	\$11,896	\$15,614	\$0	\$124,038	\$25,962
Contingencies	\$170,000	\$0	\$0	\$0	\$0	\$0	\$170,000
Sub-total Building	\$13,338,474	\$612,177	\$12,005,530	\$1,034,138	\$0	\$13,651,845	(\$313,371)
Furniture & Equipment	\$180,000	\$0	\$150,012	\$83,457	\$0	\$233,469	(\$53,469)
Computer & Technology Equipment	\$150,000	\$0	\$117,716	\$3,643	\$0	\$121,359	\$28,641
Sub-total Furniture & Equipment	\$330,000	\$0	\$267,728	\$87,100	\$0	\$354,828	(\$24,828)
Bridge Financing (Interest)	\$150,000	\$0	\$0	\$0	\$0	\$0	\$150,000
TOTAL	\$13,818,474	\$612,177	\$12,273,258	\$1,121,238	\$0	\$14,006,673	(\$188,199)
SCHOOL SITE							
	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$8,491,426	\$0	\$0	\$0	\$8,491,426	
Site Improvements		\$0	\$735,676	\$14,302	\$0	\$749,979	
Professional Fees-EDC-Site		\$70,063	\$749	\$0	\$0	\$70,812	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$8,561,489	\$736,425	\$14,302	\$0	\$9,312,217	
PROJECT TOTAL	\$13,818,474	\$9,173,666	\$13,009,683	\$1,135,541	\$0	\$23,318,890	
FUNDING							
	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$87,100	\$0	\$87,100	
Funding - FDK		\$612,177	\$930,583	\$0	\$0	\$1,542,760	
Funding - Capital Priorities		\$0	\$11,342,674	\$783,040	\$0	\$12,125,714	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$8,561,489	\$736,425	\$14,302	\$0	\$9,312,217	
TOTAL	\$0	\$9,173,666	\$13,009,683	\$884,442	\$0	\$23,067,791	
Unfinanced Commitments						\$251,099	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Nicholas Catholic Elementary School
School Consolidation Project

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,467,935	\$0	\$186,522	\$1,109,029	\$10,336,644	\$11,632,195	(\$164,260)
Professional Fees	\$712,000	\$0	\$364,937	\$106,052	\$271,765	\$742,754	(\$30,754)
Inspections, Soil test, Surveys	\$140,000	\$0	\$21,351	\$3,228	\$0	\$24,580	\$115,420
Building Permit Fees	\$150,000	\$0	\$227,384	\$27,118	\$9,705	\$264,207	(\$114,207)
Contingencies	\$55,000	\$0	\$0	\$0	\$0	\$0	\$55,000
Sub-total Building	\$12,524,935	\$0	\$800,194	\$1,245,427	\$10,618,114	\$12,663,736	(\$138,801)
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$12,524,935	\$0	\$800,194	\$1,245,427	\$10,618,114	\$12,663,736	(\$138,801)
SCHOOL SITE							
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$849,375	\$0	\$849,375	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$849,375	\$0	\$849,375	
PROJECT TOTAL	\$12,524,935	\$0	\$800,194	\$2,094,802	\$10,618,114	\$13,513,111	
FUNDING							
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Proceeds of Disposition		\$0	\$0	\$0	\$4,523,847	\$4,523,847	
Funding - FDK		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$800,194	\$1,245,427	\$5,840,136	\$7,885,758	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$849,375	\$0	\$849,375	
TOTAL	\$0	\$0	\$800,194	\$2,094,802	\$10,363,983	\$13,258,980	
Unfinanced Commitments						\$254,131	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Mark Catholic Elementary School
Classroom Addition

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,327,000	\$0	\$509,675	\$917,694	\$0	\$1,427,369	(\$100,369)
Professional Fees	\$120,000	\$0	\$92,900	\$50,005	\$0	\$142,905	(\$22,905)
Inspections, Soil test, Surveys	\$40,000	\$0	\$1,856	\$2,268	\$0	\$4,124	\$35,876
Building Permit Fees	\$40,000	\$0	\$39,839	(\$3,370)	\$0	\$36,469	\$3,531
Contingencies	\$22,000	\$0	\$0	\$0	\$0	\$0	\$22,000
Sub-total Building	\$1,549,000	\$0	\$644,270	\$966,598	\$0	\$1,610,867	(\$61,867)
Furniture & Equipment	\$61,867	\$0	\$0	\$21,494	\$0	\$21,494	\$40,373
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$61,867	\$0	\$0	\$21,494	\$0	\$21,494	\$40,373
Bridge Financing (Interest)	\$15,000	\$0	\$0	\$0	\$0	\$0	\$15,000
TOTAL	\$1,625,867	\$0	\$644,270	\$988,091	\$0	\$1,632,361	(\$6,494)
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$1,625,867	\$0	\$644,270	\$988,091	\$0	\$1,632,361	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$21,494	\$0	\$21,494	
Funding - Capital Priorities		\$0	\$644,270	\$966,598	\$0	\$1,610,867	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$644,270	\$988,091	\$0	\$1,632,361	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Mark Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,688,880	\$0	\$648,677	\$1,236,797	\$0	\$1,885,474	(\$196,594)
Professional Fees	\$152,000	\$0	\$118,236	\$0	\$0	\$118,236	\$33,764
Inspections, Soil test, Surveys	\$50,000	\$0	\$2,363	\$0	\$0	\$2,363	\$47,637
Building Permit Fees	\$50,000	\$0	\$50,703	\$237	\$0	\$50,940	(\$940)
Contingencies	\$28,000	\$0	\$0	\$0	\$0	\$0	\$28,000
Sub-total Building	\$1,968,880	\$0	\$819,979	\$1,237,034	\$0	\$2,057,013	(\$88,133)
Furniture & Equipment	\$88,133	\$0	\$0	\$15,444	\$0	\$15,444	\$72,689
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$88,133	\$0	\$0	\$15,444	\$0	\$15,444	\$72,689
Bridge Financing (Interest)	\$20,000	\$0	\$0	\$0	\$0	\$0	\$20,000
TOTAL	\$2,077,013	\$0	\$819,979	\$1,252,478	\$0	\$2,072,457	\$4,556
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,077,013	\$0	\$819,979	\$1,252,478	\$0	\$2,072,457	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$15,444	\$0	\$15,444	
Funding - Child Care Capital		\$0	\$657,809	\$884,951	\$0	\$1,542,760	
Funding - Child and Family Program Capital		\$0	\$162,170	\$352,083	\$0	\$514,253	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$819,979	\$1,252,478	\$0	\$2,072,457	
Unfinanced Commitments						\$0.00	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Bishop P.F. Reding Catholic Secondary School
Classroom Addition

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$18,000,036	\$0	\$11,733	\$22,833	\$0	\$34,566	\$17,965,470
Professional Fees	\$1,150,000	\$0	\$266,668	\$201,715	\$630,654	\$1,099,037	\$50,963
Inspections, Soil test, Surveys	\$200,000	\$0	\$0	\$0	\$0	\$0	\$200,000
Building Permit Fees	\$200,000	\$0	\$63,176	\$189,087	\$0	\$252,262	(\$52,262)
Contingencies	\$400,000	\$0	\$0	\$0	\$0	\$0	\$400,000
Sub-total Building	\$19,950,036	\$0	\$341,577	\$413,634	\$630,654	\$1,385,865	\$18,564,171
Furniture & Equipment	\$180,000	\$0	\$0	\$0	\$0	\$0	\$180,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$180,000	\$0	\$0	\$0	\$0	\$0	\$180,000
Bridge Financing (Interest)	\$180,000	\$0	\$0	\$0	\$0	\$0	\$180,000
TOTAL	\$20,310,036	\$0	\$341,577	\$413,634	\$630,654	\$1,385,865	\$18,924,171
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$20,310,036	\$0	\$341,577	\$413,634	\$630,654	\$1,385,865	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$341,577	\$413,634	\$630,654	\$1,385,865	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$341,577	\$413,634	\$630,654	\$1,385,865	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Peter Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$2,151,270	\$0	\$0	\$0	\$0	\$0	\$2,151,270
Professional Fees	\$195,000	\$0	\$52,357	\$49,803	\$91,944	\$194,104	\$896
Inspections, Soil test, Surveys	\$30,000	\$0	\$9,348	\$0	\$0	\$9,348	\$20,652
Building Permit Fees	\$30,000	\$0	\$5,770	\$28,976	\$0	\$34,746	(\$4,746)
Contingencies	\$30,000	\$0	\$0	\$0	\$0	\$0	\$30,000
Sub-total Building	\$2,436,270	\$0	\$67,475	\$78,779	\$91,944	\$238,198	\$2,198,072
Furniture & Equipment	\$135,000	\$0	\$0	\$0	\$0	\$0	\$135,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$135,000	\$0	\$0	\$0	\$0	\$0	\$135,000
Bridge Financing (Interest)	\$35,000	\$0	\$0	\$0	\$0	\$0	\$35,000
TOTAL	\$2,606,270	\$0	\$67,475	\$78,779	\$91,944	\$238,198	\$2,368,072
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,606,270	\$0	\$67,475	\$78,779	\$91,944	\$238,198	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care Capital		\$0	\$67,475	\$78,779	\$91,944	\$238,198	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$67,475	\$78,779	\$91,944	\$238,198	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Assumption Catholic Secondary School
Classroom Addition & School Refresh

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$12,037,963	\$0	\$4,878	\$1,136,303	\$10,333,714	\$11,474,896	\$563,067
Professional Fees	\$1,207,860	\$0	\$212,345	\$664,008	\$303,340	\$1,179,693	\$28,168
Inspections, Soil test, Surveys	\$135,680	\$0	\$6,155	\$8,198	\$0	\$14,353	\$121,327
Building Permit Fees	\$117,840	\$0	\$28,344	\$124,300	\$0	\$152,644	(\$34,804)
Contingencies	\$100,000	\$0	\$0	\$0	\$0	\$0	\$100,000
Sub-total Building	\$13,599,344	\$0	\$251,722	\$1,932,810	\$10,637,054	\$12,821,586	\$777,758
Furniture & Equipment	\$294,600	\$0	\$0	\$11,741	\$0	\$11,741	\$282,859
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$294,600	\$0	\$0	\$11,741	\$0	\$11,741	\$282,859
Bridge Financing (Interest)	\$106,056	\$0	\$0	\$0	\$0	\$0	\$106,056
TOTAL	\$14,000,000	\$0	\$251,722	\$1,944,551	\$10,637,054	\$12,833,327	\$1,166,673
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$14,000,000	\$0	\$251,722	\$1,944,551	\$10,637,054	\$12,833,327	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$11,741	\$0	\$11,741	
Funding - Proceeds of Disposition		\$0	\$251,722	\$1,932,810	\$10,637,054	\$12,821,586	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$251,722	\$1,944,551	\$10,637,054	\$12,833,327	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Michael Catholic Elementary School
Classroom Addition

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,197,000	\$0	\$0	\$0	\$0	\$0	\$1,197,000
Professional Fees	\$113,000	\$0	\$0	\$67,050	\$54,359	\$121,409	(\$8,409)
Inspections, Soil test, Surveys	\$14,000	\$0	\$0	\$6,873	\$0	\$6,873	\$7,127
Building Permit Fees	\$14,000	\$0	\$0	\$30,591	\$0	\$30,591	(\$16,591)
Contingencies	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Sub-total Building	\$1,386,000	\$0	\$0	\$104,514	\$54,359	\$158,874	\$1,227,126
Furniture & Equipment	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,434,000	\$0	\$0	\$104,514	\$54,359	\$158,874	\$1,275,126
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$1,434,000	\$0	\$0	\$104,514	\$54,359	\$158,874	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$0	\$104,514	\$54,359	\$158,874	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$104,514	\$54,359	\$158,874	
Unfinanced Commitments						\$0	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Michael Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,298,000	\$0	\$0	\$0	\$0	\$0	\$1,298,000
Professional Fees	\$122,000	\$0	\$0	\$72,638	\$58,888	\$131,526	(\$9,526)
Inspections, Soil test, Surveys	\$16,000	\$0	\$0	\$7,446	\$0	\$7,446	\$8,554
Building Permit Fees	\$16,000	\$0	\$0	\$33,140	\$0	\$33,140	(\$17,140)
Contingencies	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Sub-total Building	\$1,504,000	\$0	\$0	\$113,224	\$58,888	\$172,112	\$1,331,888
Furniture & Equipment	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,556,000	\$0	\$0	\$113,224	\$58,888	\$172,112	\$1,383,888
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$1,556,000	\$0	\$0	\$113,224	\$58,888	\$172,112	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/17	EXPENSED 2017 - 18	EXPENSED 2018 - 19	Commitments 2018 - 19	TOTAL	
BUILDING							
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care Capital		\$0	\$0	\$113,224	\$58,888	\$172,112	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$113,224	\$58,888	\$172,112	
Unfinanced Commitments						\$0	



2019 Long-Term Capital Plan Update – Final Report	Item 10.9
June 18, 2019	

Alignment to Strategic Plan

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

Purpose

To provide the Board of Trustees with the finalized 2019 Long-Term Capital Plan (LTCP) that was updated to reflect community feedback.

Background Information

1. Information Report Item 10.5 “2019 Long-Term Capital Plan Community Feedback” from the June 4, 2019, Regular Meeting of the Board.
2. Information Report Item 10.8 “2019 Long-Term Capital Plan (LTCP) Update – Draft” from the May 7, 2019, Regular Meeting of the Board.
3. Information Report Item 10.4 “2018-19 Annual Facility Accommodation Report” from the April 2, 2019, Regular Meeting of the Board.
4. Information Report Item 10.6 “Long-Term Capital Plan (LTCP) – Updated Projections,” from the March 19, 2019, Regular Meeting of the Board.
5. 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.
6. 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 review.

Following which, staff held a Stakeholder and Public Meeting to present the Draft 2019 LTCP and Community Planning and Facility Partnership Opportunities on May 15, 2019. On the same evening, an online survey to the community was also launched to gather feedback on staff’s proposals.



Survey respondents were provided questions regarding the most pressing student accommodation issues in their community and whether they believed the recommendations by Board staff adequately addressed their concerns. The results of the online survey were provided as information at the Regular Meeting of the Board on June 4, 2019 ([click here for report](#)).

The St. Mary CES community raised concern regarding enrolment pressures at the school and potential impact from future development. Respondents in CEO2 (West Oak Trails & Bronte Elementary), CEO3 (Glen Abbey Elementary), CEO4 (College Park & Falgarwood Elementary), CEO5 (River Oaks & Iroquious Ridge North Elementary) and CEO6 (North Oakville) also raised concern regarding the imbalance of enrolment between elementary schools north of the QEW.

Staff noted that the LTCP includes a recommendation for an Administrative School Boundary Review in the 1-5 year planning horizon to determine school catchments for two major areas of residential development currently within the St. Mary CES enrolment boundary. These two development areas are Saw Whet (Bronte Green) and North Oakville West, as shown in Appendix A.

Planning Services expect the direction of these new communities to other schools in the area will alleviate long-term enrolment pressures at St. Mary CES. As such, this recommendation remains.

Staff support the addition of a new recommendation for review areas CEO2-6 stating that a School Boundary Review may be conducted for CEO2-6 to balance enrolment across area schools. It is expected that the need and timing of this review will be determined following the Administrative Boundary Review for new development areas based on enrolment projections at the time. This new recommendation has been added to the 2019 LTCP.

There are no additional changes to the 2019 LTCP recommendations resulting from community feedback.

The final 2019 LTCP has been shared publicly through the Board's School Planning website (<https://schoolplanning.hcdsb.org/ltcp/>).

The full document can be also be accessed here: [2019 Long-Term Capital Plan Update](#).

Planning Services will continue to monitor enrolment trends in the Board's elementary and secondary schools to determine the need and timing of proposed projects to address accommodation issues.



Conclusion

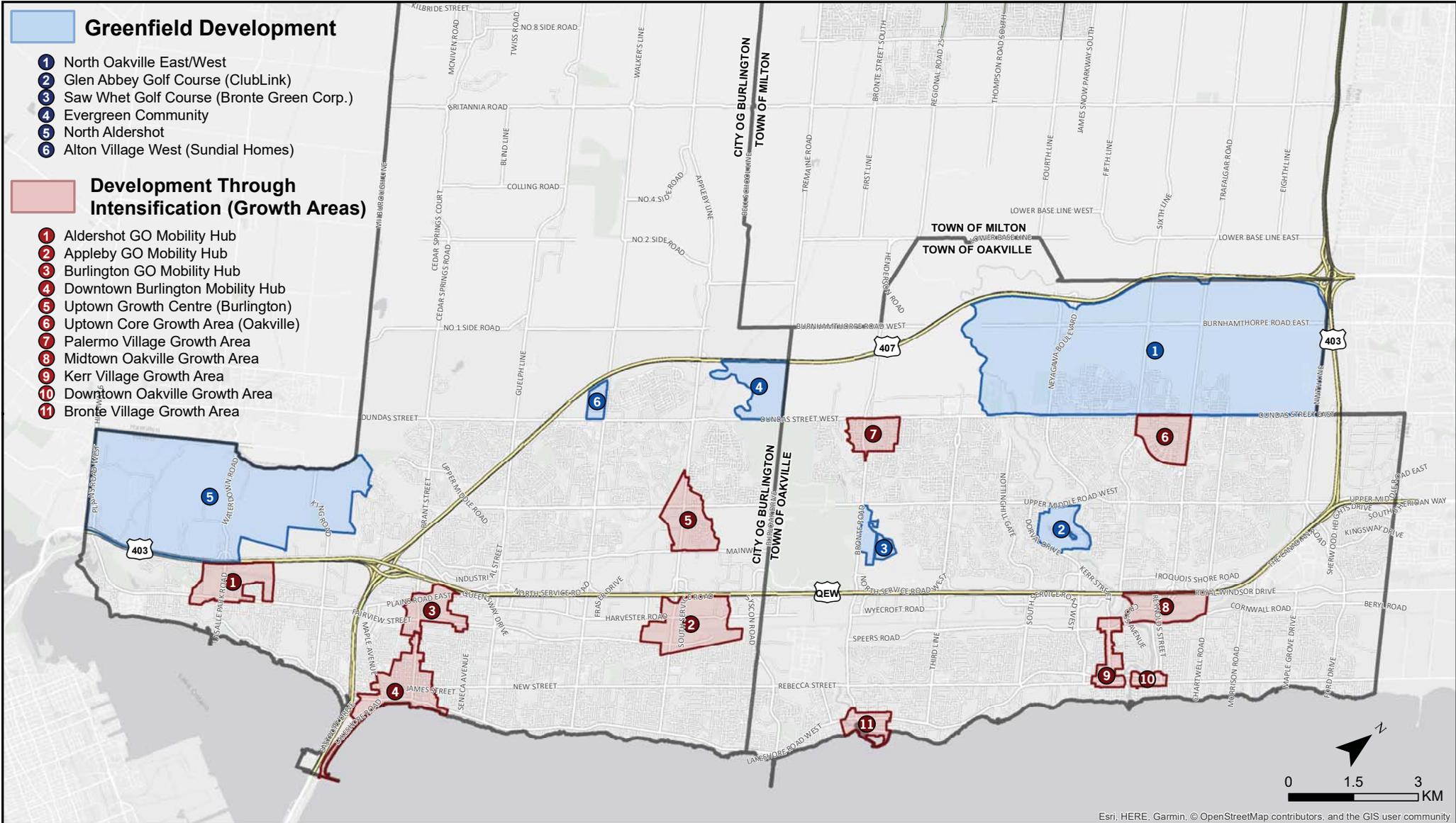
Staff has completed the development of the 2019 LTCP update and its consultation with Trustees, Senior Staff, Stakeholders, and the community at large. The 2019 Long-Term Capital Plan update is now complete, and is presented to the Board of Trustees for information.

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



Esri, HERE, Garmin, © OpenStreetMap contributors, and the GIS user community



Development and Growth Areas Burlington And Oakville

The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCD to provide up-to-date and accurate information, and reasonable efforts have been made by the HCD to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HCD assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Services Department at 905-832-6300 or visit www.haltontoronto.ca for additional school boundary information.



Halton Student Transportation Services (HSTS) Update: Bell Time Efficiency Study	Item 10.10
June 18, 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
Director of Education and Secretary of the Board

MINUTES OF THE AUDIT COMMITTEE MEETING

Date: November 15, 2018
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Committee Members Excused:

HCDSB Staff Present: P. Daly
R. Negoj
A. Lofts
A. Capling

RIAT Staff Present:

Invited Guests: D. Marks, External Auditor, KPMG (teleconference)
M. Fisher, External Auditor, KPMG

Recording Secretary: K. Jones

1. Call to Order

1.1 Opening Prayer

The meeting opened at 7:45 pm with a prayer led by D. Rabenda.

2. Approval of the Agenda

The agenda was reviewed. There were no additions/deletions to the agenda.

Moved By: P. Marai

Seconded By: D. Morton

RESOLVED, that the agenda be accepted as presented.

CARRIED

3. **Declarations of Conflict of Interest**

None.

4. **Approval of Minutes**

Moved by: D. Morton

Seconded by: J. M. Rowe

RESOLVED, that the minutes of the September 27, 2018 meeting be accepted as presented.

CARRIED

5. **Business Arising from Previous Meetings**

6. **Action Items**

6.1 **2017-18 Draft Audited Financial Statements**

A. Lofts utilized a PowerPoint presentation to explain the Financial Statements and the Notes to the Financial Statements. R. Negoï commended her staff for their hard work and dedication.

Moved By: P. Marai

Seconded By: J. M. Rowe

RESOLVED, that the Audit Committee approve the 2017-18 Draft Audited Financial Statements for submission to the Board of Trustees at the November 20, 2018 Regular Board Meeting.

CARRIED

6.2 **2017-18 Audit Committee Annual Report to the Board of Trustees and Forwarded to the Ministry of Education**

R. Negoï reviewed the report.

Moved By: D. Morton

Seconded By: P. Marai

RESOLVED, that the Audit Committee approve the 2017-18 Audit Committee Annual Report for submission to the Board of Trustees and forwarded to the Ministry of Education.

CARRIED

7. **Discussion Items**

7.1 **Compliance Report**

On an annual basis, the Audit Committee is required to obtain confirmation from the Director of Education that all statutory requirements have been met as prescribed under Ontario Regulation 361/10 of the Education Act.

7.2 2017-18 Treasurer's Annual Investment Report

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

7.3 RIAT Update

R. Negoi reported that the Printing Services audit is underway and the Health and Safety audit will begin in January 2019.

7.4 Printing Services Efficiency Review - Terms of Reference

R. Negoi reviewed the terms of reference for the 2018-19 Printing Services Audit on behalf of the Regional Internal Audit Team.

8. Standing Reference Items

8.1 Ministry's Proposed Audit Committee Meeting Agenda Topics

8.2 Ontario Regulation 361/10

8.3 Schedule of Budget Reports

9. Motion to Excuse Absent Committee Members

Not applicable.

Motion to move to Closed Session at 8:33 pm.

Moved by: P. Marai

Seconded by: D. Rabenda

Resolved that the meeting move to closed session.

CARRIED

The meeting moved out of closed session at 8:38 pm.

10. Adjournment and Closing Prayer

Moved By: Paul Marai

Seconded By: D. Morton

The meeting adjourned at 8:39 pm.

Meeting closed with a Prayer led by Pat Daly.

MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date: April 8, 2019
 Time: 7:00 pm
 Location: Trustee Meeting Room
 Catholic Education Centre
 802 Drury Lane
 Burlington, Ontario

Members Present:	J. Crowell	A. A. LeMay
	Fr. Francis Salasiar	V. Monaco
	M. Duarte	A. Gonzalez
	C. Thompson	S. DeSousa
	D. Garell-Teti	S. Edeigba
Regrets:	K. Bivand	S. Guevara
	A. Wright	G. Merritt-Murrell
	R. Alfaro	A. McKinney

Also Present: V. Iantomasi
 Co-Chairs: C. Thompson/ A. Gonzalez
 Recording Secretary: M. Zammit

1. Opening Prayer:

The meeting opened at 7:00 p.m. with a prayer led by Fr. Francis Salasiar.

Trustee V. Iantomasi was welcomed and thanked for his attendance.

2. Approval & Revisions

2.1 Agenda

Moved by: M. Duarte

Seconded by: S. DeSousa

That, the agenda be approved as amended.

2.2 Minutes

Moved by: D. Garell-Teti

Seconded by: S. Edeigba

That, the minutes of the March 4, 2019 Catholic Parent Involvement Committee be approved as submitted.

CARRIED

3. Board Update

J. Crowell provided a Board update on the following:

- Secondary Progress Reports went home in March.
- English and French Regional Public Speaking Competitions took place.
- See the Problem, Be the Solution Gala took place on April 4, 2019 at Corpus Christi CSS.

- Annual Student Awards of Excellence Ceremony Elementary taking place on April 29, 2019 at Holy Trinity CSS.
- Upcoming PA Day April 12, 2019.
- Questions were asked and answered regarding the student walk out which took place on April 4, 2019. Students were protesting the provincial governments' recently announced changes to education. Superintendent Crowell reiterated this walked out was not planned by the Board or by the teachers. Discussion took place about communication to parents.

5. **Trustee Update**

M. Duarte provided a Trustee update on the following:

- 2019-2020 Proposed School Year Calendar approved by Board of Trustees. Ministry submission is due on May 1, 2019.
- Board of Trustees agreed to send letter to Ministry of Education. Special Board Meeting taking place on Tuesday, April 9, 2019 to discuss contents of letter.
- HCDSB is hosting Special Education Assistive (SEA) Technology Information Nights.
- At the March 19, 2019, Board Meeting a presentation was provided on the Education Development Charges. Trustee Duarte provided history and details.

6. **OAPCE Update**

D. Garell-Teti provided an update on the following:

- Provided a copy of the OAPCE President's Report, which included D. Garell-Teti's HCDSB Report.
- Positive feedback and experiences were shared from the 80th Annual Parent Conference that took place on April 5-6, 2019 in Toronto. Lack of representation from HCDSB and Halton in general.
- Discussion took place on parent engagement and different ways to increase engagement next year.

7. **Board Committee Updates**

- Walk with Jesus – Meeting to take place this week. The event will be taking place on May 9th at Jean Vanier CSS in Milton. Wonderful experience to witness.
- Focus on Faith – Upcoming meeting in May.

8. **Response to Correspondence**

- Superintendent Crowell noted Big Brother/Sisters are hoping to speak at the upcoming Catholic Council of Chairs Meeting in May. The Committee approved.
- Halton Learning Lodge has hosted many events with big turnouts. Will share some meeting dates to see how both can work together.

9. **CPIC Subcommittees**

A. Gonzalez reiterated the importance of subcommittees to better engage parents. Committees should be finalized at upcoming meeting to ensure they are set for September. Some ideas shared were:

- Narrow down webinars/speakers
- Captivate JK/SK parents – "I Love my Catholic School" book was discussed
- Pick initiatives and be set for September
- Engage grandparents/non catholic parents

10. Vacant/Upcoming Positions

C. Thompson identified the eight upcoming vacant positions. She will review/draft the communication that is required to be sent out.

Discussion took place on future meetings taking place in the Trustee Meeting Room instead of the Board Room. It was noted that CPIC meetings are public and should be held in the Board Room to ensure space. All 2019-2020 meetings will be booked in Board Room, however if the Trustee Meeting Room is available the committee can decide to have the meeting there.

11. CPIC Committee Housekeeping

The committee discussed different ideas on “best practices”. C. Thompson to email members who are absent to get their feedback.

- Have subcommittees set for September
- Create and share a CPIC Information sheet for September; what CPIC does; Roles; Members; Goals etc.
- Travelling CPIC Booth
- CPIC members to attend Curriculum nights

12. Other Business/Future Agenda Items**CoC Agenda:**

- Fr. Francis was scheduled to speak at the cancelled meeting in February. He will be included in the May agenda as well. Fr. Francis created an online questionnaire he would like to share with parents. Superintendent Crowell will share with our Research Department for vetting.
- Big Brothers/Sisters would require 15 minutes on agenda.

CPIC Nomination: Orientation Dates/locations to be selected and sent to Superintendent Crowell to ensure availability, which will follow with communication to committee.

11. Closing Prayer

Fr. Francis Salasiar closed the meeting with a prayer.

12. Adjournment

Moved by: A. LeMay

Seconded by: Fr. Salasiar

That, the meeting adjourn

CARRIED

The meeting adjourned at 8:40 p.m.

CARRIED**3. Declarations of Conflict of Interest**

There were no Conflicts of Interest declared

4. Action Items**4.1 Policy I-30 Video Surveillance (F. Thibeault, S. Vieira, R. Merrick)**

F. Thibeault shared the changes to the video surveillance policy. Amendments were specific to minor housekeeping changes. It was noted that the significant additions were made because of the addition of video surveillance on the Halton Student Transportation Services buses to enhance student security.

P#41/19

Moved by: B. Agnew

Seconded by: P. De Rosa

That, the Policy Committee recommends that Policy I-30 Video Surveillance, be forwarded, for Stakeholder Feedback to be reviewed at the June 11, 2019 Policy Committee Meeting.

Discussion ensued. Questions regarding security, retention, and access to data obtained; signage; notification; video surveillance in schools; and activation of cameras and placement of equipment on buses were asked and answered. The Freedom of Information (FOI) process was explained in regards to inquiries for footage.

The Chair returned to the main motion. **P#41/19 Unanimously Carried.**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota			
B. Agnew			
M. Duarte			
W. Charlebois (non-binding)			
P. De Rosa			
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O'Brien			

4.2 Policy V-01 Use of School Grounds and Community Use of School Facilities (R. Merrick)

R. Merrick shared that changes to the policy are mostly that the procedural information was moved to a newly created procedure. Some housekeeping was noted.

P#42/19

Moved by: J. O'Hearn-Czarnota

Seconded by: P. Murphy

That, the Policy Committee recommends that Policy V-01 Use of School Grounds and Community Use of School Facilities, be forwarded, along with amendments, to the May 21, 2019 Regular Board Meeting for approval.

Discussion ensued. It was noted that the changes to the policy were to align the policy and procedure to current practice. Operational items were moved to procedure for more streamlined.

Trustees requested that copy of policy with the tracked changes updated and a clean copy be provided for further review at the next policy meeting.

The Chair returned to the main motion. **P#42/19 was Defeated.**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota	B. Agnew		
P. Murphy	M. Duarte		
	W. Charlebois (non-binding)		
	P. De Rosa		
	H. Karabela		
	V. Iantomasi		
	T. O'Brien		

P#43/19

Moved by: M. Duarte

Seconded by: P. De Rosa

That, Policy V-01 Use of School Grounds and Community Use of School Facilities be deferred to the June 11, 2019 Policy Committee Meeting.

The Chair called for a vote. **P#43/19 carried.**

In favour	Opposed	Abstain	Absent
B. Agnew	J. O'Hearn-Czarnota		
M. Duarte			
W. Charlebois (non-binding)			
P. De Rosa			
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O'Brien			

4.3 Policy V-15 Environmental Stewardship (S. Allum, R. Merrick, A. Prkacin)

R. Merrick introduced S. Allum, Manager, School Energy and Environmental, Facilities Management Services to share the changes to the policy. It was noted that the policy was reviewed and that minor changes were made to bring the policy up to date with current practice and template.

P#44/19

Moved by: B. Agnew

Seconded by: V. Iantomasi

That, the Policy Committee recommends that Policy V-15 Environmental Stewardship, be forwarded, along with amendments, to the May 21, 2019 Regular Board Meeting for approval.

Discussion ensued. Questions regarding the environmental stewardship committee were asked and answered. Questions regarding budget requirements for resources were asked and answered.

T. O'Brien suggested an amendment to "promote federal, provincial, regional, civic, school and family initiatives that acknowledge environmental principles" to strike the words "federal and provincial"

Discussion ensued, funding and curriculum were noted.

The chair asked the trustees to indicate their approval of the suggested amendment. The amendment failed.

In favour	Opposed	Abstain	Absent
M. Duarte	J. O'Hearn-Czarnota		
P. De Rosa	B. Agnew		
H. Karabela	W. Charlebois (non-binding)		
T. O'Brien	P. Murphy		
	V. Iantomasi		
	N. Guzzo		

The Chair returned to the main motion. **P#44/19 was Defeated**

In favour	Opposed	Abstain	Absent
P. Murphy	T. O'Brien		
B. Agnew	V. Iantomasi		
J. O'Hearn-Czarnota	H. Karabela		
	P. De Rosa		
	M. Duarte		
	W. Charlebois (non-binding)		

Clarification on the decision to defeat the changes to the policy as presented was made, which led to a motion to reconsider.

P#45/19 Motion to Reconsider

Moved by: P. De Rosa

Second by: P. Murphy

That, Recommendation P#44/19 be reconsidered.

The Chair called for a vote. **P#45/19 Carried.**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota	H. Karabela		
B. Agnew	V. Iantomasi		
W. Charlebois (non-binding)			
M. Duarte			
P. De Rosa			
P. Murphy			
T. O'Brien			

Policy V-15 Environmental Stewardship will be forwarded to the May 21, 2019 Board meeting for approval.

4.4 Policy V-18 Community Engagement & Public Consultation (A. Swinden, P. Daly)

A. Swinden noted the changes that were requested at the April Policy Committee Meeting to be included in the policy have been added.

P#46/19

Moved by: B. Agnew

Seconded by: V. Iantomasi

That, the Policy Committee recommends that Policy V-18 Community Engagement & Public Consultation, be forwarded, along with amendments, to the May 21, 2019 Regular Board Meeting for approval at first reading.

Discussion ensued. An addition was recommended to add “V-04 School Fundraising Activities” to “Associated Policies and Procedures”. Questions regarding definitions were asked and answered. An addition to add “/guardians” to Internal stakeholders.

The Chair called for a vote. **P#46/19 Unanimously Carried**

In favour	Opposed	Abstain	Absent
T. O'Brien			
V. Iantomasi			
H. Karabela			
P. Murphy			
P. De Rosa			
M. Duarte			
W. Charlebois (non-binding)			
B. Agnew			
J. O'Hearn-Czarnota			

5. Discussion Items

5.1 Policy II-51 Optional Programs - Early French Immersion - Extended French Immersion (A. Prkacin)

A. Prkacin shared the information in the discussion report, in response to request for data at last policy committee meeting.

Discussion ensued. Questions regarding clarification of waitlist numbers; accommodations at other schools in Oakville; number of classes for Early French Immersion (EFI) was explained and clarified. It was noted that current commitments could be maintained through current funding; but consideration needs to be made if funding diminishes. Clarification of data regarding loss of students was noted.

The revisions pertinent to developing the policy were shared.

Trustees made suggestions for additions and deletions to several areas of the policy.

Policy II-51 Optional Programs – Early French – Extended French Immersion will be returned as an action item to the June Policy Committee Meeting.

**POST-NOTE:* Trustees were notified on May 15, 2019 of an error on the Waitlist Information included in Appendix B, and were provided the correct information by email.

5.2 ~New Policy~ Service Animals in Schools (C. Cipriano, S. Balogh)

C. Cipriano shared the discussion report and the ministry requirements of draft PPM. It was noted that many of the items in the PPM are already in practice at HCDSB.

A draft policy will be presented at the June Policy Committee Meeting. Trustees provided wording suggestions for inclusion in the policy.

6. Information Items

6.1 Procedure VI-83 Video Surveillance Procedure (F. Thibeault, S. Vieira, R. Merrick)

6.2 Procedure VI-49 Use of School Facilities Election Day (R. Merrick)

6.3 ~New~ Procedure VI-64 Community Use of School Facilities (R. Merrick)

The procedures were shared as information

Procedure VI- 64 Community Use of School Facilities was deferred to the June 11, 2019 Policy Committee Meeting.

6.4 Upcoming Agenda Items (June 11, 2019)

6.4.1 Policy I-30 Video Surveillance (F. Thibeault, S. Vieira, R. Merrick)

6.4.2 Policy II-45 Equity and Inclusive Education (S. Jayaraman, A. Prkacin, S. Balogh)

6.4.3 Policy V-16 Copyright, Visual Identity, and Intellectual Property (A. Swinden)

**6.4.4 Policy V-18 Community Engagement & Public Consultation (2nd reading)
(A. Swinden, P. Daly)**

6.4.5 ~New Policy~ Service Animals in Schools (C. Cipriano, S. Balogh)

6.4.6 Discussion Items

6.4.6.1 Procedural By-Laws (P. Daly)

6.4.7 Information Items

6.4.7.1 Procedure VI-54 Equity and Inclusive Education (S. Jayaraman, A. Prkacin, S. Balogh)

6.4.7.2 Procedure VI-60 Student Groups in Catholic Schools (S. Jayaraman, A. Prkacin, S. Balogh)

6.4.7.3 Procedure VI-58 Parent Notification System (A. Swinden)

6.4.7.4 ~New Procedure~ Service Animals in Schools

7. Miscellaneous Information

There were no miscellaneous items.

8. In Camera

There were no in camera items.

9. Motion to Excuse Absent Committee Members

All Trustees were present

10. Motion to Adjourn/ Closing Prayer (P. Murphy)

P#47/19

Moved by: B. Agnew

Seconded by: T. O'Brien

That the meeting adjourn.

CARRIED

P. Murphy closed meeting with prayer at 9:45 pm.

From: Mary Nosella <[REDACTED]>
Date: June 3, 2019 at 6:43:49 PM EDT
To: Mary Nosella [REDACTED]
Cc: "director@hcdsb.org" <director@hcdsb.org>, "murphyp@hcdsb.org" <murphyp@hcdsb.org>, "derosap@hcdsb.org" <derosap@hcdsb.org>, "agnewb@hcdsb.org" <agnewb@hcdsb.org>, "iantomasiv@hcdsb.org" <iantomasiv@hcdsb.org>, "obrient@hcdsb.org" <obrient@hcdsb.org>, "ohearn-czarnotaj@hcdsb.org" <ohearn-czarnotaj@hcdsb.org>, "duartem@hcdsb.org" <duartem@hcdsb.org>, "guzzon@hcdsb.org" <guzzon@hcdsb.org>, "karabelah@hcdsb.org" <karabelah@hcdsb.org>
Subject: [<EXTERNAL>] **Gifted Student Transportation to AP**

Good afternoon Board of Trustees and the Secretary of the Board,

Please include this correspondence in the next Board meeting package.

We are the parents of a 14-year-old young lady in the gifted program at St. Andrews Catholic Elementary School. Our daughter was identified as gifted in Grade 4 and has thrived in the program where she has found likeminded peers, is challenged, engaged and motivated and is meeting her full potential. This was unfortunately not the case when she was in the regular stream at our home school, St. John Paul II.

Our daughter will be graduating from elementary school this year and without self-contained, clustered, gifted programming in Halton Catholic High Schools, the best alternative is AP. As such, we were delighted to hear that the Board had passed a motion to provide transportation to the AP program for those outside the catchment areas and as a result our daughter applied to Holy Trinity Catholic Highschool.

As you are aware, you overturned the decision and we find ourselves at an impasse. This uncertainty has caused great anxiety to our entire family.

We've explained to our daughter that without transportation we may need to look at these programs offered through the HDSB. This is beyond upsetting to her and neither she, nor we, believe this is a decision we should have to make. We believe we have a responsibility, as do you as HCDSB trustees, to ensure she has access to enrichment studies coupled with Catholic education. Moreover, you have a legal obligation to provide an accessible program for identified, exceptional, gifted students.

We understand that the Board funds transportation for optional Early French Immersion programs and yet not for AP. Is it the Boards' position that these gifted learners, identified as such and appropriately placed through the IPRC, only require this special education at the elementary school level? As you can imagine, this is very difficult to comprehend.

We have taught our children that it is admirable to finish what they've started and committed to. I would like to be able to say that this Board will do likewise. Please help us meet the needs of these students that want to learn at these levels, within their Catholic faith. As

both Transportation funding and Special Education funding are increased for the 2019-2020 school year, this is attainable.

Thank you for your consideration.

Mary and Dino Nosella

From: Maria Lourenco [REDACTED]
Sent: Friday, June 14, 2019 3:25 PM
To: DeRosa, Peter <DeRosaP@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>
Cc: Murphy, Patrick <MurphyP@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; O'hearn-czarnotaj@hcdsb.org; Guzzo, Nancy <GuzzoN@hcdsb.org>; Brenda Agnew <[REDACTED]> Jessica Lim <[REDACTED]>
DiPietro, Rosie <DiPietroR@hcdsb.org>
Subject: [<EXTERNAL>] ABC Ontario Analysis of HCDSB 2019 Survey of Parents of Gifted Students

To: Peter DeRosa, Chair of Halton Catholic District School Board,
Pat Daly, Director of Education and Secretary of the Halton Catholic District School Board

CC: All Trustees

ABC Ontario would like to take this opportunity to share our observations regarding the results of the 2019 Survey of Parents of Gifted Students that was shared by staff at the June 4th Board meeting.

While the results as shared provide some limitations in terms of interpretation, they do reflect a greater call to action than what is reflected in the Board's Executive Summary and Staff Reports.

Satisfaction rates around 60% reflect a significant shortfall in programming and meeting student needs that is not reflected in the Board's future plans.

Unfortunately the survey had limited opportunity for parent comments and the limited comments that parents *were* able to provide have not been shared. More comments from parents would have provided a better opportunity to more clearly understand their perceptions. However, we do know, per the Board's report, **that 28% of secondary parents that provided comments, and similarly, 40.8% of elementary parents, indicated a desire for "more program options in high school"; 20.4% of elementary parents responding as well as 30% of secondary parents requested staff to "improve gifted programming to better meet students needs"**. Despite these comments, which significantly outweigh those related to teacher training (20%-22.4%), there are no future plans to address programming gaps in the board's Executive Summary. **ABC Ontario is concerned that, based on the Board's report, gaps in programming and meeting the needs of these exceptional learners will not be addressed.**

The June 4th Staff Report 8.1 indicated that "placement options (eg. clustered classes) are not priorities for approximately 70% of respondents, however, we are not able to find that result anywhere in the report. In fact, **only 24% of secondary parents and 17% of elementary parents indicated a lack of interest in clustered classes**. The "maybe" responses, at 46% and 37% respectively, are significant - yet very difficult to interpret. Why did parents choose "maybe" as their response? We just don't know, but they didn't say "no".

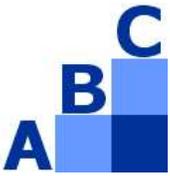
Throughout the report, all results are presented in an aggregated format. This makes it impossible to truly interpret the results as we don't know how the perceptions and satisfaction rates vary amongst different placement or program options (ie. Regular Class vs. Special Education Class, Academic vs. AP vs. IB vs. Other, etc.,)

For example, a 60% overall satisfaction rate could indicate that 90% of AP parents are satisfied vs. 30% of Academic, or any number of possibilities. Again, we just don't know.

ABC Ontario invites you to read the attached report which provides further and more detailed observations, based on the results as presented by staff. We are confident that reviewing the attached report will help you to have a clearer understanding of the current status of gifted programming for secondary students, and help to appropriately inform any future decisions.

We are happy to address any questions that trustees may have upon reviewing the attached report.

Please include this correspondence including the attached report in the June 18th Board meeting agenda package.



ABC ONTARIO ANALYSIS OF HCDSB 2019 SURVEY OF PARENTS OF GIFTED STUDENTS

MISSING DATA

The following is key information missing from the reports on the Survey of Parents of Gifted students:

- No breakdown between Strongly Agree/Agree and Strongly Disagree/Disagree
- Data re: students with another exceptionality has not been shared
- Qualitative comments can be very informative but have not been shared
- Neither respondents nor responses have been provided by placement or programming option; ie.
 - regular classroom (1, 2 or 3) vs. special education classroom;
 - Academic, AP, IB, EF (Secondary)

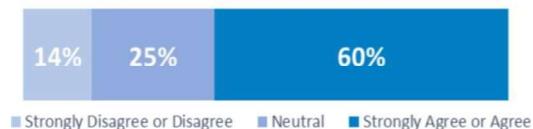
Distribution of responses by placement and/or programming is critical to a comprehensive assessment and understanding of the results

I am happy with my child's current placement:

Elementary



Secondary

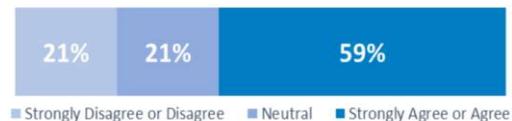


Current placement/program meets the academic needs:

Elementary



Secondary



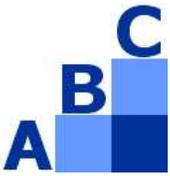
At least 10% more positive response rates in elementary – likely due to full range of placements being fully accessible to all students

Positive responses at or below 60% should be cause for concern. Would this be an acceptable EQAO result or class average?

What are response rates by placement / program?

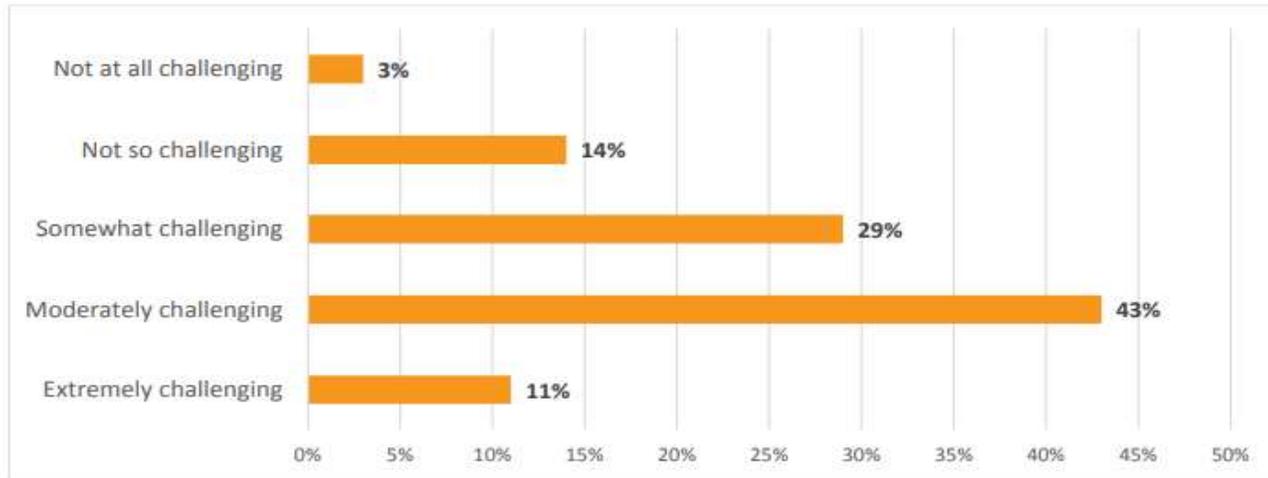
(For example, 60% "positive" response overall could be 90% for AP and 30% for Academic)

Neutral responses for Secondary is high at over 20% - what does this mean?



ABC ONTARIO ANALYSIS OF HCDSB 2019 SURVEY OF PARENTS OF GIFTED STUDENTS

How challenging is your child's course load? (Secondary):



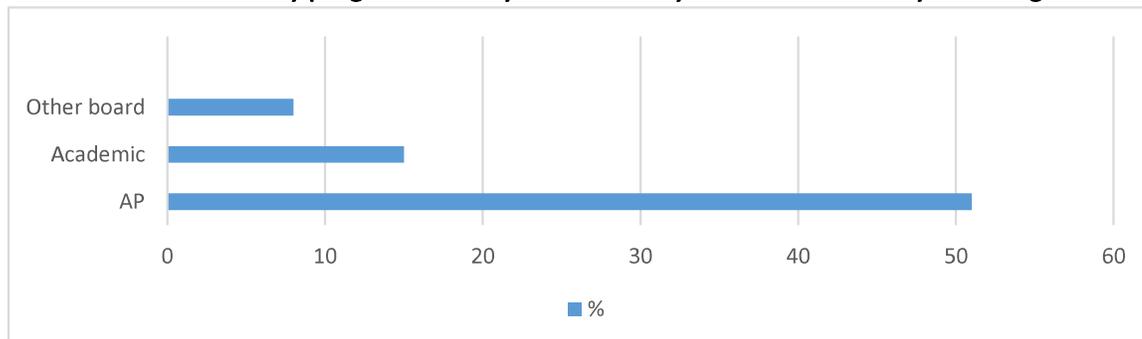
Aggregated results not meaningful – how challenging is Academic compared to AP, IB?

Academic results likely to be inappropriately influenced by survey statement that “Academic level courses are often sufficiently challenging”

In the Student Survey Report, **34% of students in Academic found their program not at all or not so challenging**, compared to 12% of IB students and 15% of AP students – this is a significant variance

(21.2% of Academic students found their course load to be moderately challenging, compared to 40% of IB students and 36.7% of AP students)

What current secondary program would you select for your child when they enter high school? (Elementary):



Results do not add up to 100%??

Survey conclusion overlooks the fact that over half of current parents of elementary gifted students would choose AP for their child in secondary school



ABC ONTARIO ANALYSIS OF HCDSB 2019 SURVEY OF PARENTS OF GIFTED STUDENTS

Satisfaction of current programming options (Academic, AP, IB, EF) for gifted students at the secondary level:

Elementary



Secondary



Results potentially influenced by survey statement that “Academic level courses are often sufficiently challenging” (especially for elementary parents)

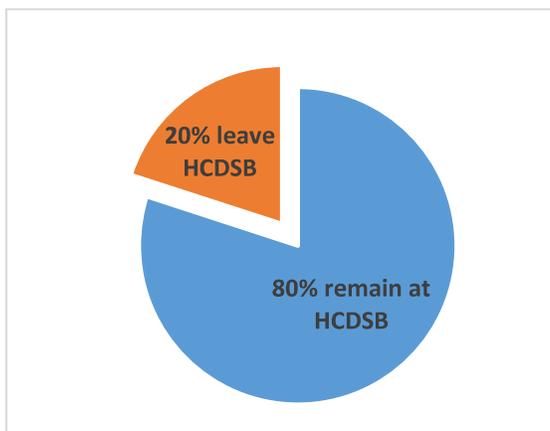
Not overwhelmingly positive results and indicate potential for loss of more than 30% of Gifted students.

Do satisfaction rates vary depending on current program enrolment?

Secondary results exclude students who have left the board *due to dissatisfaction* with programming options/accessibility

AP, IB and EF program descriptions in the survey indicated that travel to nearest school would be required if out of catchment but did not indicate that transportation would be the responsibility of the student/parents – potentially further skewing elementary results.

HCDSB Retention rates of Grade 8 Gifted students



A loss of 20% of Gifted students between elementary and secondary should be concerning

Would an overall retention rate of 80% be acceptable to the Board?

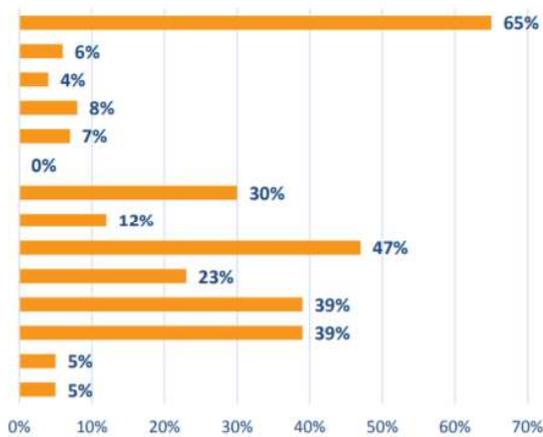
What are program choices of Gifted students entering the Board? Highly unlikely to be Academic stream



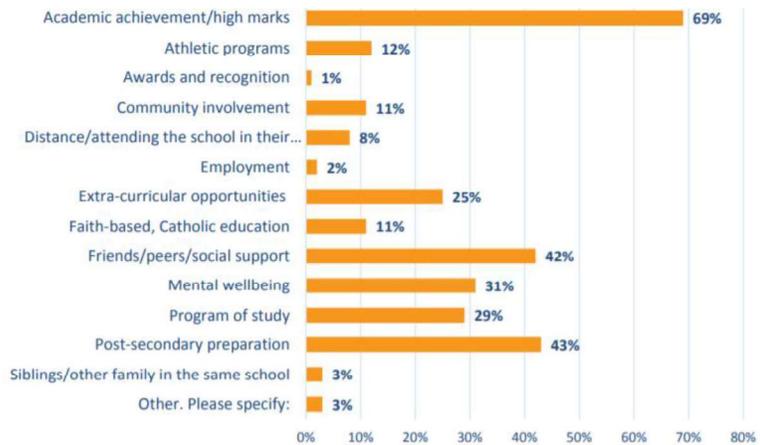
ABC ONTARIO ANALYSIS OF HCDSB 2019 SURVEY OF PARENTS OF GIFTED STUDENTS

What are your priorities for your child's secondary school experience (select up to three):

Elementary



Secondary



Academic achievement and high marks are NOT the same thing – survey questions should NOT be subject to interpretation

Low priority of awards/recognition (4% / 1%) compared to post-secondary preparation (39% / 43%) would indicate that academic achievement is a higher priority than high marks
(awards/recognition based on marks; post-secondary preparation is accomplished through academic achievement)

Post-secondary preparation is second highest priority for secondary students (43%) – AP and IB are specifically designed to better prepare students for post-secondary

Attending school in their neighbourhood was a low priority (7% / 8%) as was siblings / other family in the same school (5% / 3%)

**** At the June 4th Board meeting, RADS indicated that this question did not include clustering because it was designed to be consistent with the Gifted Student Survey. However, the Gifted Student Survey did not include the following options which were included in the Gifted Parent Survey: distance/attending school in their neighbourhood, faith-based Catholic education, mental well-being, program of study and siblings/other family in the same school**



ABC ONTARIO ANALYSIS OF HCDSB 2019 SURVEY OF PARENTS OF GIFTED STUDENTS

If these options are/were available for high school, would you (have) enroll(ed) your child in any of the following INSTEAD of the currently available/current program?



Excludes possibility of AP, IB or EF as preferences for those who cannot currently access

Current programming of respondents, particularly Secondary, is critical to evaluating responses

Higher positive results for Elementary is indicative of potential loss of Gifted students after Grade 8 as those who really desire the specialized programming will leave the Board before Secondary

Very high “maybe” responses – 35% to 46% - problematic – what does this mean?

“Instead of” problematic – especially for Accelerated Learning which is not a program; it would be in conjunction with another program

June 4th Board Agenda Report 8.1 states “placement options (e.g. clustered classes) are not priorities for approximately 70% of respondents” – where does 70% come from?

Additional comments from 36% of elementary parents and 44% of secondary parents:

Elementary	Secondary
Theme 1. More program options for secondary 40.8%	Theme 1. Improve Gifted programming to better meet students’ academic needs 30%
Theme 2. Teacher training 22.4%	Theme 2. More program options for secondary 28%
Theme 3. Improve Gifted programming to better meet students’ academic needs 20.4%	Theme 3. Teacher training 20%
	Theme 4. Social functioning 20%

Unlike the statement “qualitative data are biased towards parents who expressed dissatisfaction”, specific qualitative comments provide valuable insight for improvements needed

“More program options” (40.8% / 28%) and “improve Gifted programming” (20.4% / 30%) are similar but even individually received more comments than teacher training (22.4% / 20%) – why are there plans to address teacher training but not improved programming / more program options for Gifted students?