

**REGULAR BOARD MEETING  
 AGENDA**

Date: Tuesday, November 19, 2019  
 Time: 7:30 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Suan)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Presentations</b>	
4.1 50th Anniversary Kick Off and Pilgrimage of the Cross (J. Crowell)	
<b>5. Delegations</b>	
5.1 Policy II-51 Optional French Programming (Canadian Parents for French - Ontario)	1 - 17
5.2 Early French Immersion (J. Rubatto)	18 - 24
5.3 Optional French Programming (K. Fiesta)	25 - 26
<b>6. Approval of Minutes</b>	
6.1 Minutes of the November 5, 2019 Regular Board Meeting	27 - 32
<b>7. Business Arising from Previous Meetings</b>	
7.1 Summary of Outstanding Items from Previous Meetings	33 - 34
<b>8. Action Items</b>	
8.1 Response to Delegations (P. DeRosa)	
8.2 2018-2019 Draft Audited Consolidated Financial Statements (A. Lofts)	35 - 67
8.3 Budget (H. Karabela)	68 - 68
8.4 Policy II-10 Releasing Students from School (N. Guzzo)	69 - 72

8.5	Policy II-51 Optional French Programming (French Immersion-Extended French) (N. Guzzo)	73 - 78
8.6	Policy II-53 Exemption from Instruction Related to Human Development and Sexual Health Expectations (N. Guzzo)	79 - 83
8.7	Policy III-11 Hiring and Promotion (N. Guzzo)	84 - 88
8.8	City of Burlington Transit Proposal (P. Daly)	89 - 90
8.9	Milton Secondary School Boundary Review (R. Merrick)	91 - 94
9.	<b>Staff Reports</b>	
10.	<b>Information Items</b>	
10.1	Student Trustees Update (D. Suan)	
10.2	School Educational Field Trips (L. Naar)	95 - 96
10.3	2018-2019 Treasurer's Annual Investment Report (A. Lofts)	97 - 107
10.4	Construction Report - St. Nicholas Catholic Elementary School (R. Merrick)	108 - 108
10.5	Construction Report - Assumption Catholic Secondary School (R. Merrick)	109 - 109
10.6	Construction Report - Bishop P.F. Reding Catholic Secondary School (R. Merrick)	110 - 110
10.7	Extensive Trip Advisory Committee (ETAC) Trip Proposals (J. Crowell)	111 - 118
10.8	Celebrating the 50th Anniversary of the Halton Catholic District School Board (P. Daly)	119 - 121
10.9	OCSTA 2020 AGM Resolutions (P. DeRosa)	122 - 135
11.	<b>Miscellaneous Information</b>	
11.1	Minutes of the October 8, 2019 Policy Committee Meeting	136 - 141
12.	<b>Correspondence</b>	
13.	<b>Open Question Period</b>	
14.	<b>In Camera</b>	
15.	<b>Resolution re Absentees</b>	
16.	<b>Adjournment and Closing Prayer (V. Iantomasi)</b>	



**Delegation by Mary Cruden,  
Chair, Canadian Parents for French Ontario Advocacy Committee  
to the Halton Catholic District School Board  
November 19, 2019**

Thank you, Trustees, for this opportunity to delegate. We will address 3 main areas in our oral remarks:

1. Essentials of the guiding document for French Second Language (FSL) education in Ontario:  
“A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12”
2. Parent expectations and benchmarks for French Immersion programming across Ontario
3. Response to HCDSB draft FSL Program policy and consultation

**Appendices to this presentation:**

- A. Detailed response to Sept 17, 2019 Draft FSL Program policy No. 11-51
  - i. Admissions Process and Waiting Lists
  - ii. Parent Engagement
  - iii. Supply, Recruitment and Retention of Qualified French Teachers
  - iv. CPF Revised Sept 17, 2019 Draft Policy No. 11-51
- B. Reference Material
- C. About Canadian Parents for French
- D. CPF Annotated Edits Sept 17, 2019 Draft Policy No. 11-51

## 1. Essentials of the Framework for French as a Second Language (FSL) in Ontario Schools

In 2013, the Framework for French as a Second Language policy document for education in Ontario was published after extensive consultation with stakeholders and experts. Its stated purpose is to “maximize opportunities for Ontario students to reach their full potential in French as a Second Language” (p. 3) and to call all stakeholders to take “action to strengthen FSL programming” (p.7).

Learning French as a second language gives students the significant advantages of being able to communicate in both official languages, enhances first language and overall literacy skills, interpersonal and social skills and increases post-secondary and job opportunities (p.3).

### Ontario Goals for FSL (p.9):

1. Increase student confidence, proficiency, and achievement in FSL,
2. Increase the percentage of students studying FSL until graduation,
3. Increase student, educator, parents and community engagement in FSL.

### Decision Making in FSL (p.7):

“Stakeholder involvement is a vital part of the process”,

“Choices are best made in consultation with stakeholders, taking current research into consideration”.

### Equity in FSL (p.10):

“Participation in FSL programs should reflect the diversity of the student populations, including students with special education needs and English language learners.”

## 2. Parent Expectations and Benchmarks for French Immersion (FI) across Ontario

In 2010, HCDSB adopted a strategic plan that identified expanding opportunities for students as a system priority. In 2012, HCDSB followed up by starting early French Immersion based on a very “compelling” level of interest from parents. The rationale for building the FI program is as valid today as it was then.

We thank the previous Board for making the French Immersion program permanent and the current Board for taking the next steps by developing policy and procedures that support French Immersion/Extended French students and strong, effective and inclusive French programs until grade 12 graduation.

For parents who believe strongly that a good education includes becoming proficient in both of our Official Languages, early French Immersion continues to be the optimal approach. It provides an early start, high intensity and maximum possible time in French. The HCDSB model of 50% French starting in Grade 1 is the Ministry minimum.

Generally, French Immersion grade 12 graduates achieve the high-intermediate level of proficiency needed to attend a French university while students in Core French achieve a basic level of proficiency. Extended graduates fall in the middle. For Core and Extended French, provincial funding and curriculum



are provided starting at Grade 4. Funding is available for immersion from Junior Kindergarten and the curriculum begins at Grade 1, as it does in the English program.

Parents expect that public education will provide the best possible opportunities for their children and that access to these opportunities will not be rationed. Parents do understand the practical reality that it takes time to achieve the universally accessible and fully rolled out to grade 12 programs that other Boards with a 40-year head start already have in place. However, they expect to see continual improvement and commitment from their Trustees and school board leaders to mirror their own commitment to their children and bilingualism in Canada.

Approximately 13% of the Ontario JK-12 student population are in French Immersion/Extended French at 53 of the 60 English boards. The 7 English boards left in Ontario without the programs serve only 3% of the Ontario student population. Student participation in French Immersion has been growing at an average rate of 5.7% for the last 13 consecutive years across Ontario. Graduates of the programs are now parents and grandparents themselves. We expect that HCDSB parents will continue to seek the same or better opportunities for their children in French Immersion wherever they can find them and that the uptake for French Immersion in HCDSB will grow in a steady, manageable way as you build a quality program to grade 12.

### **3. Response to HCDSB Consultation and Draft French Program Policy**

The French policy in its draft form and the procedure are a good start. Further refinement and edits are warranted for clarity and consistency and fully explained in Appendix D.

While impressive, the staff report on siblings does not help with the basic decision before you on whether or not to have a sibling rule. Sibling rules, when used to ration spots, reduce the chances for entry of first borns and how many are affected year over year, site by site, is impossible to project.

Regardless, the main issue of fairness is rationing spots; ie, not having enough spots for all applicants in a public funded, Ministry supported French program. Sibling rules should be considered a short-term, stop gap, humane way to proceed as the program grows to meet demand.

As the number of spots grows with new sites and/or classrooms added, lotteries with 'winners' getting a spot and 'losers' being on waiting lists are eliminated. The sibling rule can remain in place to allow families to stay together at their originally designated FI/Ext school. This demonstrates that the Board is concerned with family well-being by providing them with stability and predictability while also helping to build a strong French program.

## Next steps:

- further refinement for clarity and edits to draft policy to support:
  - increasing the number of French Immersion spots and adding new sites as needed to meet demand
  - full roll out of French Immersion to Grade 12
  - annual public reporting to Trustees on enrolment, successes and challenges in FSL programs
  
- further development of HCDSB FSL procedures to support:
  - creation of a standing French Second Language Working Group with parent representation from Core French and from each immersion/extended school, staff and trustees
  - FSL focused professional development for teachers and principals to support retention of teachers and high-quality French programs
  - provision of special education support in French Immersion/Extended equivalent to support offered in English

## In Conclusion:

French Immersion is a solid, research based and validated educational program where students achieve levels in English EQAO that are on par, if not ahead of their peers, in addition to developing proficiency in French, our other official language. French is a valuable life skill and a gateway to learning additional languages.

The draft policy is a reasonable step forward in support of expanding French Immersion/Extended programs to meet the needs and aspirations of the HCDSB community.

The key goals for parents, the province and the country are to increase student participation in French Immersion/Extended and improve French proficiency outcomes. This means eliminating waiting lists by opening new sites and/or classrooms with sufficient spots for all applicants in a high-quality program, having an FSL Working Group and supporting French teachers. These are all SMART goals – specific, measurable, attainable, relevant and timely.

Thank you for the work that you and HCDSB staff do to support the teaching and learning of French as a Second Language. Canadian Parents for French Ontario is looking forward to future collaboration with parents, Trustees and staff of the Halton Catholic District School Board.

## APPENDIX A

### i. ADMISSIONS PROCESS and WAITING LISTS

The best practice in admissions for French Immersion across the country and at most Ontario school boards is that every applicant gets a spot. That is how the regular program, delivered in English, works and it is what parents expect for the regular program, delivered in French that is publicly funded and Ministry supported.

HCDSB data from 2019-20 showed 108 waitlisted French Immersion students, with 53 students on the waitlist at one site. Clearly, the French Immersion catchment for that site needs to split with a new site added. Students in French Immersion do not take up additional space, rather they require a reorganization of existing space.

Once the applications are closed for entry Sept 2020, the data needs to be examined and if there are more applicants than spots, add a new site for Sept 2020 and an additional entry class at an existing location until such time as a new site can be opened. Make the lottery unnecessary. This is not unlike how Boards respond to general student population growth. Many boards in Ontario, including those with the largest French Immersion programs have been taking this approach for more than 40 years.

#### **Recommendation:**

That HCDSB increase the number of French Immersion spots and add classes/sites as needed to meet demand starting with the applicants for entry in September 2020.

### ii. ON-GOING PARENT ENGAGEMENT

While informal conversations and the survey on the French policy provided feedback in the policy development process, a more in-depth, sustained, research-informed collaborative dialogue between parents, Trustees and staff is needed to build stronger, effective French Immersion/Extended programs at HCDSB. The survey results and even the discussions of Trustees and staff comments at Board meetings show that some common myths about French programs persist and needs to be addressed on an on-going basis.

The “Framework for FSL in Ontario Schools” states that choices in FSL programming “are best made in consultation with stakeholders, taking current research into consideration”. The single most important stakeholder in a child’s education other than the child is the parents. Parents who want their children to have the life-long benefits of bilingualism want to collaborate “to work together to develop options and solutions” (Policy No. V-18 Community Engagement & Public Consultation) and the “Framework for FSL in Ontario Schools” suggests a local FSL working group with parent and community representatives as a way to support the achievement of Ontario’s goals for FSL.

#### **Recommendation:**

That HCDSB convene a permanent French Second Language Working Group (or Advisory Committee) with parent representatives from each French program and each immersion/extended school, Trustees and staff that is tasked with supporting growth and excellence in FSL

### iii. SUPPLY, RECRUITMENT AND RETENTION OF QUALIFIED FRENCH TEACHERS

Canadian Parents for French is actively engaged with all stakeholders to ensure that the supply of qualified French teachers is sufficient to address current and future needs. Stakeholders include the federal government which is providing \$31 million to support recruitment and retention efforts across the country, the Ministry of Colleges and Universities which is funding the Labour Market Partnership work being done by the Ontario Public School Board Association (OBSBA) with its Catholic partners, the Deans of Faculties of Education of Ontario and the Ministry of Education.

The challenges inherent in ensuring an adequate supply of qualified teachers are not unique to French Immersion but the specifics in this area can be addressed with improved practices by school boards, such as pool hiring, sharing resources to recruit beyond Ontario and helping principals who may not have the French skills themselves to do effective hiring.

On-going professional development and support for both full-time and occasional French teachers and principals is key to teacher retention and excellence in FSL programs. It should include topics such as the CEFR, DELF, supporting inclusion of all students in FSL, effective use of e-resources and developing professional learning communities for FSL educators

Having an adequate supply of occasional teachers with French qualifications is a challenge and boards need to work with stakeholders and draw on support from the Ministry as to how to follow regulations on occasional teachers while ensuring students get continual teaching in French.

#### **Recommendation:**

That HCDSB monitor and increase opportunities for and participation in professional development opportunities by teachers and principals in such areas as, the CEFR, DELF, supporting inclusion of all students in FSL, effective use of e-resources and developing professional learning communities for FSL educators.

## **DEFINITIONS**

*Extended French (EF)– develops functional proficiency in students through the provision of a minimum of 25% of all instruction in French with students entering grade 5 in their September start date through to completion of 7 secondary courses in French.*

*French Immersion (FI) – develops functional proficiency in students through the provision of a minimum of 50% of all instruction in French with students entering grades 1 in their September start date through to completion of 10 secondary courses in French.*

*Intensive French Programs – refers to Extended French (EF) and French Immersion (FI) Programs.*

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

## **PRINCIPLES**

1. *Delivery of Intensive French 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 Intensive French Program(s):**

1.1 *Where feasible and staffing permits, an increase of program offering of Intensive French Programs will occur.*

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 Intensive French Program:*

1.4.1. *Locate/relocate Intensive French Programs to schools that have surplus space and have a stable regular track enrolment that can sustain both the Regular English and Intensive French programs over the long term, minimizing, if not eliminating any future relocations.*

*1.4.2 Align Intensive French Program Elementary Boundaries where possible with the ultimate secondary school Family of School Boundaries.*

*1.4.3 To the extent possible, ensure that Intensive French Programs are reasonably centrally located to the schools they serve.*

*1.4.5 Where feasible, when phasing in, relocating, and/or expanding to new locations for the Intensive French Programs, cluster the family of schools to create neighbourhood scale areas.*

*1.5 When Intensive 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 Intensive French Program into a new location, the existing students can complete their studies at their current elementary location until the end of grade 8 or at their current secondary location until grade 12 graduation as applicable. The selection of a new site is an administrative decision made by the Director of Education while relocation is subject to 1.5.3.*

*1.5.2. The introduction and phase in of a new Intensive 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.*

*1.5.3 When a portion and/or an entire Intensive 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 1-29 School Boundary Review Process. The final school boundary review accommodation plan is to be approved by the Board of Trustees.*

*1.5.4 When deciding to eliminate an Intensive French Program for the Halton Catholic District School Board, a report will be brought to the Board of Trustees for review and a vote for final approval.*

**2. The Director of Education has the responsibility to:**

*2.1 Bring an information report to the Board of Trustees for the purpose of due notification, feedback, and input on changes made to location and family of schools for Intensive French Programs and on annual enrolment for Intensive French Programs.*

**3. Registrations:**

*3.1 All entry requirements and class sizes are listed in Procedure VI-53 Intensive 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 FI and EF programs by December 1<sup>st</sup>. It should be noted that where an Intensive French Program still has remaining spaces, Curriculum Services has the discretion to extend the registration period.*

*3.4 Registration will occur online or at the school if required.*

*3.5 Until such time as new locations can be phased in, if registrations exceed placements available, a random selection (lottery) will occur to determine which students will gain access to the program and the order on the waitlist. Younger siblings will be given priority placement.*

*3.6 The registration process for the Intensive French Programs shall be made available to the public.*

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#### **4. Entry Requirements**

*4.1 All entry requirements and class sizes are listed in Procedure VI-53 Intensive 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)/guardians(s) and students to discuss progress option and future implications shall be conducted prior to withdrawal.*

#### **6. Transportation**

*6.1 All transportation requirements are outlined in Policy 11-124 Home to School Transportation.*

*6.2 Provision of transportation for pupils attending an Intensive 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.*



## **B. REFERENCE MATERIAL – further references available upon request**

### **ON Ministry of Education Documents**

A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12;  
Including Students with Special Education Needs in French as a Second Language Programs;  
Welcoming English Language Learners into French as a Second Language Programs; FSL Curriculum:

<http://www.edu.gov.on.ca/eng/amenagement/FLS.html>

FSL Resources for Ontario Educators

<https://transformingfsl.ca>

EDU Funding Technical Paper, p 44:

<http://www.edu.gov.on.ca/eng/funding/1920/TechnicalPaper2019-20.pdf>

French Immersion in Ontario, April 2011

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_FrenchImmersion.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_FrenchImmersion.pdf)

### **ON FSL Enrolment and Program Data, Research**

CPF State of FSL Education in Ontario:

<http://on.cpf.ca/research-advocacy/advocacy/the-state-of-fsl-education-in-ontario/>

CPF Research Report – Focus on FSL Programs

<https://cpf.ca/en/files/The-State-of-FSL-Education-in-Canada-2019-1.pdf>

CPF Research Report - Focus on FSL Teachers

<https://cpf.ca/en/files/State-of-FSL-Education-Report-Web.pdf>

### **Student Achievement in Core, Extended, Immersion**

EDU DELF Testing: [http://www.edugains.ca/resourcesFSL/PDF/Research/Synopsis\\_FINAL-1.pdf](http://www.edugains.ca/resourcesFSL/PDF/Research/Synopsis_FINAL-1.pdf)

French Immersion students and EQAO Performance – for the ON Ministry of Education, by Turnbull, Hart, Lapkin: <http://on.cpf.ca/wp-content/blogs.dir/1/files/eqao-final-report-2001.pdf>

### **French Immersion**

When and Why article - by Dicks, Kristmanson [http://cpf.ca/en/files/03\\_FI\\_When\\_and\\_Why\\_E.pdf](http://cpf.ca/en/files/03_FI_When_and_Why_E.pdf)

Case for Early French Immersion video – by Dicks <https://www.youtube.com/watch?v=i5gbdXFB8Uk>

## C. ABOUT CANADIAN PARENTS FOR FRENCH

Canadian Parents for French (CPF) was founded in 1977 with the assistance of Canada's first Official Languages Commissioner. More than 25 000 volunteer parent and stakeholder members across Canada promote and support opportunities for young people to learn French. CPF is the very proud recipient of the Commissioner of Official Languages 2016 Award of Excellence in recognition of outstanding contribution to linguistic duality in Canada. Commissioner Fraser, an Officer of Parliament, states in his 2016 Annual Report that "Canadian Parents for French has been advocating at the national, provincial and community levels for access to quality French immersion French-second-languages programs in schools" and he adds his congratulations for "its exceptional work in the area of research and promotion" of French as a Second Language.

CPF Ontario has served on the Minister of Education's Provincial French as a Second Language Working Group and consulted with the Ministry on the development of many policy and curriculum documents, including the "Framework for French as a Second Language in Ontario Schools, K-12" (2013), the elementary and secondary curriculum for Core, Extended and Immersion French (2013, 2014), "Supporting Your Child's Success in French Immersion/Extended French, K-8 (2014) and "Including Students with Special Education Needs in FSL" (2015).

CPF Ontario has created and implemented many projects supported by Canadian Heritage and the Ministry of Education, including "O Canada" school performances, Pathways to Bilingual Success Conferences for students, parent webinars in support of parents and their children in FSL programs and our web data base [www.frenchstreet.ca](http://www.frenchstreet.ca) which is connecting parents and educators with opportunities to learn and use French in our communities and beyond. Our annual French public speaking contest, Concours d'Art Oratoire is going strong 35 years since its inception and is now renewed with funding from the Ministry, to align with the 2013-14 curriculum, authentic learning in French. Information for parents, data and research on FSL education are shared via our public websites [www.cpf.ca](http://www.cpf.ca) and [on.cpf.ca](http://on.cpf.ca).

Mary Cruden is the volunteer chair of the CPF Ontario Advocacy Committee and a member of the CPF National Public Policy Committee. She has served CPF in her local chapter and as president of CPF Ontario. She is a founding member and past parent co-chair of the French Second Language Advisory Committee of the Toronto District School Board. In 2015, she was recognized by the Government of Ontario with the Prix de la Francophonie in recognition of her work to make French Second Language programs in Ontario equitable and effective. In 2018, Mary was recognized by the Ontario Modern Language Teachers' Association (OMLTA) with an Honourary Membership and in 2019, she received the CPF Ontario Mlack Award for volunteerism in CPF.

Betty Gormley is executive director of CPF Ontario. She has led many projects to assist French Second Language learning and works daily with our partners, such as the OMLTA, Glendon College, Collège Boréal, L'Assemblée de la francophonie de l'Ontario, TFO Éducation (Idélo) and Camp Tournesol. In 2014, OMLTA recognized Betty for her work in advancing French Second Language education in Ontario with an Honourary Membership.

CPF Ontario Contacts: [bgormley@cpf.on.ca](mailto:bgormley@cpf.on.ca) (905-366-1012 ext 2); [mcruden@cpf.on.ca](mailto:mcruden@cpf.on.ca)

**DEFINITIONS**

Extended French (EF)– develops functional proficiency in students through the provision of a minimum of 25% significant amount of curriculum all instruction in -with French as the second language of instruction with students entering grade 5 in their September start date through to completion of 7 secondary courses in French.

**Commented [m1]:** This is how the Ministry defines it. FSL Framework, p 39.

French Immersion (FI) – develops functional proficiency in students through the provision of a minimum of 50% a significant amount of curriculum with all instruction in French as the second language of instruction with students entering grades 1 in their September start date through to completion of 10 secondary courses in French.

**Commented [m2]:** This helps to encapsulate the commitment on the part of the Board to the parents/students that FI/EF kids through to actual graduation in G12, not just G8. Consistent with EDU goals in the Framework, increase students completing to G12.

**Commented [m3]:** This is how the Ministry defines it. FSL Framework, p 40. Go below 50% and you bump down to EF.

Intensive French Programs – refers to Extended French (EF) and French Immersion (FI) Programs.

**Commented [m4]:** ‘Optional’ is a term that gives EF/FI second rate status. Once a student starts, it is their ‘regular’ program until G12 graduation. Better term is ‘intensive French programs’ or just call them EF/FI. Regardless, define the catchall term as it is used throughout and it needs to differentiate from Core which is mandated.

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

**PRINCIPLES**

- 1. Delivery of Intensive French language pP 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~~Intensive French Program(s):**

- 1.1 Where feasible and staffing permits, an increase of program offering of ~~optional~~Intensive French Programs will occur.
- 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~~Intensive French Program:

1.4.1. Locate/Relocate ~~optional~~Intensive French Programs to schools that have surplus space and have a stable regular track enrolment that can sustain both the Regular English and Intensive French programs over the long term, minimizing, if not eliminating any future relocations.

**Commented [m5]:** Consistent with info in 1.4.

**Commented [m6]:** It was unclear which program this referenced. By saying both, we are committing to sustainable, robust programs for ALL students, not just those in the regular 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~~Intensive 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~~Intensive 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~~Intensive French Programs, cluster the family of schools to create neighbourhood scale areas.

1.5 When ~~optional~~Intensive 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~~Intensive French Program into a ~~new~~other location, the existing students can complete their studies at their current elementary location until the end of grade 8 or at their current secondary location until grade 12 graduation as applicable. The ~~relocation and~~ selection of a new site is an administrative decision made by the Director of Education while relocation is subject to 1.5.3, as per Section 3 of this policy.

1.5.2. The introduction and phase in of a new ~~optional~~Intensive 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.

**Commented [m7]:** Not sure what this means. If it is means a sustainable regular program, it is now captured in 1.4.1.

**Commented [m8]:** In official documents, graduation is a term for grade 12 when you get the diploma. Eventually FI students will go to grade 12 as EF students do and there may be new secondary FI sites. So, if this commitment to grandfathering is just in elementary, it should specify.

**Commented [m9]:** Don't see need to repeat this delegation of authority in Section 3. Stating it once and clearly here is sufficient.

**Commented [m10]:** Don't see need to repeat this delegation of authority to the Director in Section 3. Stating it once and clearly here is sufficient.

1.5.3 When a portion and/or an entire ~~optional~~Intensive 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 1-29 School Boundary Review Process. The final school boundary review accommodation plan is to be approved by the Board of Trustees.

1.5.4 When deciding to eliminate an ~~Optional~~Intensive French Program for the Halton Catholic District School Board (~~either French Immersion or Extended French~~), a report will be brought to the Board of Trustees for review and a vote for final approval.

**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 program can be offered.~~

~~2.3 Bring an information report to the Board of Trustees for the purpose of due notification, feedback, and input on Where changes are made to location and family of schools for optionalIntensive French Programs and on annual enrolment for Intensive French Programs. the Director will bring an information report to the Board of Trustees for the purpose of due notification, feedback, and input.~~

**Commented [m11]:** These 2 points are already covered in 1.5.1, 1.5.2.

**3. Registrations:**

3.1 All entry requirements and class sizes are listed in Procedure VI-53 ~~Optional~~Intensive 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 ~~EF~~ and EF programs by December 1<sup>st</sup>. It should be noted that where an ~~optional~~Intensive French ~~PP~~ program still has remaining spaces, Curriculum Services has the discretion to extend the registration period.

**Commented [m12]:** Already decided to call it FI. However, that was an unnecessary change. EFI is what the program is called from JK-G12 because it differentiates it by start time. MFI is middle French immersion (TDSB, OCDSB) that starts in G4 and LFI is late French immersion (in BC) that starts in G6.

3.4 Registration will occur ~~on line~~online or at the school if required.

3.5 ~~Until such time as new locations can be phased in, if registrations exceed placements available, A~~ random selection (lottery) will occur to determine which students will gain access to the program ~~and as the order on the waitlist, should one exist. Younger siblings will be given priority placement.~~

**Commented [m13]:** The lottery with the sibling rule are an emergency escape, a short term way to deal with a shortage of spots until capacity is sufficiently increased to accommodate all registrants. Add new locations, the need for the lottery with the sibling rule will start to disappear. The December registration period for the Sept following allows the Director to add the locations before spring staffing allocations and in time for SK parents to plan their lives for Grade 1.

3.6 The registration process for the ~~optional~~Intensive 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~~Intensive French Programming.

**Commented [m14]:** Procedure will need to be updated to align with Policy.

#### 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)/guardians(s) and students to discuss progress option and future implications shall be conducted prior to withdrawal.

#### 6. Transportation

6.1 All transportation requirements are outlined in Policy 11-124 Home to School Transportation.

6.2 Provision of transportation for pupils attending an ~~optional~~Intensive 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.~~

**Commented [m15]:** This information is in Procedure VI-53 and as such, does not need to be in the policy. If they want to leave secondary in, this should just reference the Procedure like it does in section 4.

## FSL Delegation:

Good evening everyone, Board of Trustees, staff members, ladies and gentlemen present here tonight. My name is Javier Rubatto and I am an Early French Immersion Parent here in Halton Catholic District School Board; I have 2 children, my oldest child is in grade 6 and my youngest is in grade 2, they both go to [REDACTED] elementary School [REDACTED] and they are both already part of the Early French Immersion Program.

I would like to talk to you this evening about some of the benefits and the importance of F.S.L (French as a second language) programming, specifically I will be speaking about EFI the Early French Immersion program in our board. I would also like to talk to you about Policy 11-51 Optional French Programming (French Immersion and Extended French) and the importance of having this policy approved by the majority of Trustees here tonight with clauses like: **Sibling Ruling** that would help families by allowing ones with two or more children, to have them all at the same school.

I believe that all of us here tonight know, understand and value the benefits of having French as a Second Language in Canada, and in Ontario, since it brings to an individual more opportunities academically, professionally and personally. A person who is proficient in French and English, may have more job opportunities, higher retention rates, higher rate pay, more opportunity to Travel and relocate in other parts of Canada and the world.

Therefore, it should be of no surprise that parents like myself, in Halton and across Ontario, see the value and benefits of giving our kids the opportunity to learn French as a Second Language. The proof of this demand is also the demand and growth of the EFI programs across Ontario and across various school boards, including the HCDSB. Many parents from our board are still on waitlists, hoping that their children are accepted into the EFI Program. Using a two-year Registration and Waitlist average rate from: 2018-2019 and 2019 to 2020 for HCDSB, we see that for the EFI Program the combined number of applicants to this program was 319, and the number of spaces available was only 184 spots. This gives us a percentage of 57.6% average rate of placement. Which means that almost half of the applicants did not get into the program. It also means that the



average rate of demand is 42.3% greater than that of the supply, there is almost twice the number of applicants to the number spaces available.

**What do these numbers and percentages actually mean?** They mean that these are Catholic Families from our board whose children are registered in HCDSB, and that have applied to the EFI program and have not been able to secure a spot in this program at our Board. These families could potentially leave our board and go to a different board in Halton or elsewhere, in where they would be able to register their children to an EFI program. I believe that it would be a great mistake from our part to let these families leave without attempting to find a solution to their problem.

**Your next question to me might be. How do you know that these families who are in waitlists and who are not getting into EFI program at HCDSB are or will leaving our Board?**

My answer is simple: “Because at one my point my family was one of this families”, Before my son was accepted into the EFI program, my wife and I had decided that although our faith was very important to us, as we are practicing Catholics. We would not allow one of our kids to have the benefits of being proficient French and not the other. In the event my son [REDACTED] had not gotten into the EFI program, as a family, we would have transferred to the Halton Public board, were there aren't any caps for the EFI program, and we could have registered both our kids there. Luckily for us [REDACTED] was also accepted into the program.

Like my family, we know many other families from our board in the same situation, and unfortunately, they have not all been as lucky as we have. Some them their kids have not being able to secure a spot in the EFI program and as a result they have left our board for good. These were also good Catholic families that we have lost.

Furthermore, I would also like to present some more retention data from the HCDSB to further corroborate this point. I would like to use **The 2019 Parent Satisfaction Survey**, conducted by our Board earlier this year. In this Survey 3,230 families from our board participated, of whom 71% or 2284 were families from children from Elementary schools, the rest 29% or 946 were from Secondary School. This survey stated that in 2019, 204 families had considered leaving our board in the last 6 months, of that number 58% or 119 had considered leaving our board due to a program or service offered at our board, and 11% or 22 of them were leaving our board

to attend a track or program not available at our board; of that 11% almost the majority of those families 20 of 22 specifically stated that they were leaving our board for another Board in Halton because they did not get into the EFI program.

This is just some of the data that has been collected regarding this matter and that is publicly available to us from those families who chose to participate in the survey and chose to state the reason why they thought of leaving our board. I believe that the number of families that thought of leaving and that have left our board because they did not get into EFI to be much greater than that.

### **How do we fix this problem? How do we keep these good Catholic families from leaving our Board?**

The answer is simple. We expand the EFI Program to allow more Catholic families to get in. This Board has done an amazing job of providing excellence in academics while also teaching solid Catholic values and having a strong Catholic faith. That is fantastic! Congratulations all of you on such a wonderful job! That is why this board is so highly sought out by families and why is our first choice. However, let me ask you, what good is it to have the best Catholic board in Ontario, with the best academics, a strong faith and strong catholic values if we are losing Catholic families from our own community? Catholic families are the foundation of our Schools and Communities. They are our priority! They should not be lost.

Communities change with time and their needs also change. The solutions for problems yesterday may not apply today and the solutions of today may not work tomorrow. Nothing ever stays the same. As a Board we need to not only accept that change is fact of life, it cannot be rejected but should it be embraced. **Our Board should also be flexible and should evolve and change with our communities.** Our Catholic families want their kids to learn French in the EFI program while still providing their kids with a solid education and a solid catholic faith, and they are looking to this board for direction and a solution. HCDSB should not turn this families away and reject their plea, HCDSB should offer them support and direction and find a solution to this challenge.

### **How do we Expand Our EFI Program Despite the Challenges?**

One of the major challenges of why we cannot expand our EFI program has been shortage of Qualified French Catholic teachers.

I would like to ask our Human Resource Department Executive officer [REDACTED] the following questions:

Are we really looking everywhere to find Qualified French Catholic Teachers? In March of 2017, according to the list provided to the Ad-Hoc Committee (March 28/17 presentation) a large number of job fairs were attended by HCDSB staff. The 2 largest francophone Faculties of Education in Ontario are at the University of Ottawa and Laurentian. Why was only the anglophone University of Ottawa fair attended? What about the francophone job fair? It is unclear if the francophone Laurentian fair was attended. In Quebec, only McGill was visited (anglophone). Why not the 2 largest francophone Faculties of Education in Quebec - Laval and University of Montreal? Sherbrooke, Bishops, Concordia and University of Quebec were also neglected in Quebec. Shouldn't more resources be directed to Quebec? New Brunswick, the only officially bilingual province in Canada, was not visited.

**Have those figures changed now in 2019 [REDACTED]?** Are we now attending French job fairs as well as Anglo-phone fairs for recruitment? Are we visiting more Francophone Universities in Quebec? Do we have access to Unemployed or Part-time Teachers Lists from Quebec? Are we using social media? Are we contacting the Quebec Catholic Dioceses to find Qualified French Catholic Teachers? How are we thinking outside the box?

There are 45% of Quebec Teachers without Permanent positions that is 46000 teachers. The teacher salary in Quebec is on average 15% lower than an Ontario Teacher and they also pay higher taxes in Quebec as well. Are we really doing everything we can to tap into this market? Or can we do better?

At this point I would like to bring some data from our neighboring boards: The Hamilton-Wentworth Catholic District School Board has added 2 new EFI sites for the 2019-2020 school year, they don't have any caps for EFI starting in SK and they have sibling ruling as well. Waterloo Catholic District School Board has also added two more sites for 2019-2020 and they have sibling ruling. Our counter part Halton District School Board doesn't have any caps in their EFI program. Most Boards Catholic and

Public across Ontario are doing more than we are, but for time sake I will not give any more examples, but please feel free to research this topic on your own if you wish to do comparisons.

So, my next question then becomes, how are these neighboring Catholic boards some of them smaller than ours, able to expand their EFI programs if they are also facing the same shortage challenges that we are, Is it that they are trying harder than we are? **Or is it something else?**

It has come up at different times, during different board meetings by some Staff members, that there is a concern that if we expand the EFI program, maybe Our regular English stream of kids would suffer. That they might have to go into split classes, since more parents might choose the EFI option over the regular stream option, and there would be less English kids to fill up a classroom"; ***"This should not be the case in an English board, that's what French boards are for". "In an English Catholic board, Regular English Stream students should have priority not the other way around"***. I believe this to be the real reason why we are not expanding the Early French Immersion at our HCDSB.

I would like to first address the first misconception, which is that The French Catholic Board is a viable option, its actually not, because in order to qualify to register one's children in the French Board, the parents must also be francophone. All the correspondence is in French, as is the homework, parent teacher interviews and all School culture and activities. Most parents from our board would not be able to participate in their kids' education and the school culture and life, since most of us don't speak French proficiently, that is why is the French Board is not a viable option for many of us.

Secondly, I would like to address the fear that our regular stream English kids from HCDSB would be losing out to the French Immersion program and their class size and other resources would be negatively impacted as well. I would like to tell you that I understand your fears and your concerns over this issue, However, let me also state that Fear should never be a deciding factor as to why we make or stop making crucial decisions. What is on the line here is: **The future of our kids** and their ability to acquire language skills that will help them compete in a very competitive world. What is also on the line is: **For our board to be able to retain Catholic families from leaving our Board and going elsewhere.**

The case that I am making before you this evening is not one of English vs. French where I want French to win, **Not at all**. The case that I am making, is one where **We are all winners!** Our kids win because they will acquire a set of Language skills that will give them more professional and personal opportunities in the future, our catholic families win because they are able to provide their children with the skills they believe will help them in the future while maintaining a great education and a strong Catholic faith, and our Board also wins because we are able to not turn away Catholic Families, and by fulfilling our mission statement which is: ***“The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.”*** Please I urge you, do not let **FEAR** keep our students, our community and our board from achieving what we have set out to do, let’s be leaders in our community and let’s find solutions to this and any other challenge that comes our way. I really believe that we can.

Lastly, I would like to repeat a saying that my father would tell me when I was a kid. It was in Spanish so I’d like to apologize in advance for the poor translation, and I hope that I’m still able to communicate the jest of it. “There isn’t someone who is more blind than the person who doesn’t wish to see, nor there is someone who is more deaf than the person who doesn’t wish to hear”.

My colleagues and I have always been transparent and have provided this board with all the facts and all the information available to us regarding this matter. It is now up to you, to evaluate this information and to make an educated decision on this matter. I would just like to ask you to please open your minds and hearts so you too can see that there are solutions to this problem and that they are not impossible. Please expand EFI. Thank you again for your time and for this opportunity to share my views with you. Have a good night everyone.

## **References:**

1. **Optional French Programming: Analysis of Sibling Impact on Accommodation Pressures and Attendance:**  
[https://www.hcdsb.org/Board/Meeting%20Documents/Policy\\_2019\\_11\\_12\\_Report.pdf](https://www.hcdsb.org/Board/Meeting%20Documents/Policy_2019_11_12_Report.pdf)
2. **The 2019 Parent Satisfaction Survey for HCDSB;**  
[https://www.hcdsb.org/Board/Meeting%20Documents/BOARD\\_2019\\_09\\_17\\_REPORT.pdf](https://www.hcdsb.org/Board/Meeting%20Documents/BOARD_2019_09_17_REPORT.pdf)
3. **November 7<sup>th</sup>, 2017 Delegation on Job Fairs Attendance;**  
[https://www.hcdsb.org/Board/Meeting%20Documents/BOARD\\_11\\_07\\_2017\\_REPORT.pdf](https://www.hcdsb.org/Board/Meeting%20Documents/BOARD_11_07_2017_REPORT.pdf)
4. <https://www.hwcdsb.ca/learn/frenchimmersion/>
5. <https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/FI-Review-Final-Board-Report.pdf>

## Delegation by Kathleen Fiesta

Good Evening! Thank you, Trustees, for this opportunity to delegate. My name is Kathleen Fiesta. I have 4 kids. For the purpose of keeping our privacy I will refer to them as K1 (9), K2 (7), K3 (4), and K4 (1). This year has been quite challenging for the whole family. Before this school year started, my husband and I decided to move K2 from our Catholic board home school to our public board home school. This is because we want all our children to have equal opportunity in learning the other official language in Canada which is French. My eldest K1 was accepted to EFI in Grade 1 and he currently attends school at St. Mary. My third child K3 is attending kindergarten in our Catholic home school. I tried applying her for cross boundary which was denied a few times due to school capacity. Day to day our school drop-offs consist of all the 4 kids being ready by 7:55 am and starting to walk to our public board home school as its morning bell is at 8:10 am. After dropping off K2, my 3 kids with their Auntie will walk back to the house to wait for K1's school bus that comes around 8:39 am. Once K1 has been picked up, K3, K4, and their Auntie will start walking to our Catholic board home school just in time for their morning bell at 9:00 am. In the afternoon, this whole process starts again at 2:45 pm in our public board home school to pick-up K2. Then they walk to our Catholic board home school to pick up K3 at 3:20 pm. Once the two kids are both picked up, they hurry back to the house as K1 gets dropped off by the school bus at 3:40 pm. Last week, when we had that snowy day and the school bus was cancelled and it really threw off our schedule. Their Auntie with my 1-year old son K4 had to drop off and pick up his 3 siblings to school. Two months in this routine, I'm starting to realize how taxing this is for my youngest son K4. He is constantly out and about bringing his siblings to their schools. He is also not napping well during the day due to this. Our resilience is going to get tested again this Thursday evening for Parent Teacher interview. As both my husband and I work during the day, we need to go to three different schools to meet with our three kids' teachers all in that one evening. K2 will be getting first communion this Spring. But since he goes to a public school, he now must attend 14 religion classes at St. Matthew's church every Wednesday evening.

You're probably thinking I am crazy for doing this. But being immigrants coming to Canada, we want to embrace what this country has to offer, and this means having all our kids learn both English and French fluently. In addition to them knowing our native language which is Tagalog. My husband and I are praying and hoping that a slot would open for K2 next year in grade 3 at St. Mary's. I believe their Grade 2 EFI currently have a few slots available. We are being optimistic it stays that way. This will bring down our number of schools to two which is what we've been managing previously. The Silver lining in all of this is that on K2's first day when I picked him up he told me that he is enjoying learning French and has made a few friends in his new school. There are also a few times I would hear both K1 and K2 speak French to each other. I also see K1 helping K2 with his French homework. Seeing how learning French has kept my boys engaged and challenged, it makes all the sacrifice worth it. We will do the same approach for K3 and K4 if they do not 'win' a spot for grade 1 EFI in Halton Catholic School Board.

Being a Catholic board, I would hope that it would be more supportive of families. With the sibling rule, the challenges I described earlier that occurs in families that have multiple kids would have

been avoided. It would have provided families peace of mind that when they sign-up for the EFI program they would not have to pick from their kids on who can and cannot go. It would make families more vested in the program knowing that their kids are in it till completion in the program. It would also provide higher retention rate when sibling(s) are in the same program versus when not. Thank you.



**MINUTES OF THE REGULAR MEETING**

Date: November 5, 2019  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane, Burlington, ON

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

Student Trustees: D. Caratao D. Suan

Excused: M. Bhambra

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 (via telephone) A. Prkacin  
C. McGillicuddy

Also Present: A. Bartucci, Communications Officer, Strategic Communications  
M. Carnelos, Curriculum Coordinator, Curriculum Services  
L. Collimore, Chief Officer, Research and Development  
A. Cross, Senior Manager, Financial Services  
S. Jayaraman, Senior Manager, Human Rights and Equity  
J. Mickle, Curriculum Consultant, Curriculum Services  
A. Swinden, Manager, Strategic Communications  
F. Thibeault, Senior Manager, Planning Services  
Staff of Halton Student Transportation Services (HSTS)

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 (D. Caratao)**  
The meeting opened at 7:30 p.m. with a prayer led by Student Trustee Caratao.

**1.2 Motions Adopted In-Camera**  
There were no motions adopted in-camera.

**1.3 Information Received In-Camera**  
The following information was received in-camera:

Hiring

Kurt Bartlett, Amy Fitzgerald and Brandi Oles hired as probationary teachers effective October 11, 2019. Samantha Di Blasio and Sara Quinn hired as probationary teachers effective October 24, 2019.

Retirement

Doris Morson retired effective November 1, 2019.

**2. Approval of the Agenda**

The following was added to the agenda:

- 10.5 Notice of Motion - Budget (H. Karabela)

**#159/19**

**Moved by:** P. Murphy

**Seconded by:** M. Duarte

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

The Chair called for a vote on **#159/19** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

**4. Presentations**

**4.1 Human Rights and Equity (S. Jayaraman)**

A presentation on Human Rights and Equity was delivered to the Board.

**4.2 Math Action Plan (A. Prkacin)**

The revised Halton Catholic District School Board Math Action Plan was reviewed.

**#160/19**

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

**Seconded by:** H. Karabela

**BE IT RESOLVED**, that in December 2020, the Board of Trustees receive a staff report on the progress made toward achievement of the goals of the Math Action Plan with measurable outcomes using qualitative and quantitative data.

The Chair called for a vote on **#160/19**:

<b>IN FAVOUR</b>	<b>OPPOSED</b>
B. Agnew	J. O'Hearn-Czarnota
D. Caratao (non-binding)	
M. Duarte	
N. Guzzo	
V. Iantomasi	
H. Karabela	
P. Murphy	
T. O'Brien	
D. Suan (non-binding)	

The motion **CARRIED**.

#### **4.3 Halton Student Transportation Services (HSTS) Presentation - Overview of Service Delivery and Routing in the Region of Halton (A. Lofts/F. Thibeault)**

Trustees provided an overview of the Halton Student Transportation Services routing practices in the region of Halton.

Trustee Karabela left the meeting at 9:23 p.m.

Trustee Karabela joined the meeting via teleconference at 9:35 p.m.

#### **#161/19**

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

**Seconded by:** P. Murphy

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

The Chair called for a vote on **#161/19** and it **UNANIMOUSLY CARRIED**.

Trustee Karabela disconnected from the meeting at 10:17 p.m.

Discussions continued.

#### **#162/19**

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

**Seconded by:** N. Guzzo

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

The Chair called for a vote on **#162/19** and it **UNANIMOUSLY CARRIED**.

Student Trustee Suan left the meeting at 10:38 p.m.

Chair DeRosa passed the gavel to Vice Chair Murphy and left the meeting at 10:38 p.m.

### **5. Delegations**

There were no delegations.

### **6. Approval of Minutes**

#### **6.1 Minutes of the October 15, 2019 Regular Board Meeting Minutes**

##### **#163/19**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**RESOLVED**, that the minutes of the October 15, 2019 Regular Board Meeting be approved.

The Chair called for a vote on **#163/19** and it **UNANIMOUSLY CARRIED**.

### **7. Business Arising from Previous Meetings**

#### **7.1 Summary of Outstanding Items from Previous Meetings**

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

**8. Action Items**

**8.1 Proposed 2020 Facility Renewal Projects (R. Merrick)  
#164/19**

**Moved by:** B. Agnew

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

**RESOLVED**, that the Halton Catholic District School Board authorize staff to proceed with the proposed 2020 facility renewal projects.

The Chair called for a vote on **#164/19** and it **UNANIMOUSLY CARRIED**.

**#165/19**

**Moved by:** B. Agnew

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

**RESOLVED**, that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve for the proposed 2020 facility renewal projects, and that the expenditures will not exceed \$6,060,000.

The Chair called for a vote on **#165/19** and it **UNANIMOUSLY CARRIED**.

**9. Staff Reports**

**9.1 City of Burlington Transit Proposal (P. Daly)**

A proposal has been put forward by City of Burlington Mayor Marianne Meed Ward to explore the option of free transit for high school students in Burlington, to be implemented as early as 2020.

**#166/19**

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

**Seconded by:** N. Guzzo

**RESOLVED**, that the meeting move past 11:00 p.m.

The Chair called for a vote on **#166/19**:

<b>IN FAVOUR</b>	<b>OPPOSED</b>
D. Caratao (non-binding)	B. Agnew
N. Guzzo	M. Duarte
V. Iantomasi	J. O'Hearn-Czarnota
T. O'Brien	

The motion **FAILED**.

The meeting adjourned at 11:00 p.m.

**9.2 Milton Secondary School Boundary Review (R. Merrick)**

The meeting was adjourned.

Report provided as information.

**10. Information Items**

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

The meeting was adjourned.

**10.2 School Educational Field Trips (J. Crowell)**

The meeting was adjourned.

School trips were provided as information.

**10.3 2019 Facility Renewal Projects Cost Reconciliation (R. Merrick)**

The meeting was adjourned.

Report provided as information.

**10.4 Multi-Year Recruitment Plan for French Teachers (H. Karabela)**

The meeting was adjourned.

**10.5 Notice of Motion – Budget (H. Karabela)**

The meeting was adjourned.

Trustee Karabela submitted the following notice of motion:

***WHEREAS**, the Education Act stipulates that one of the major responsibilities of the Board of Trustees is to set the budget and;*

***WHEREAS**, the individual trustees possess a real or perceived conflict of interest due to the fact that a family member is employed by the Halton Catholic District School Board (HCDSB) and;*

***WHEREAS**, in order to mitigate such a conflict of interest and allow individual trustees to participate in parts of the budget;*

***BE IT RESOLVED THAT**, commencing immediately, the budget and all budgets thereafter, the Board of Trustees direct HCDSB to divide the budget review process into three separate parts: Salaries and Benefits, Operations and Capital Expenditures and;*

***BE IT FURTHER RESOLVED**, that the final budget be presented to the Board of Trustees also in three distinct sections namely: Salary and Benefits, Operations and Capital Expenditures to be each voted on for approval separately.*

The above Notice of Motion will be an action item at the November 19, 2019 Regular Board meeting.

**11. Miscellaneous Information****11.1 Minutes of the September 30, 2019 SEAC Meeting**

Minutes of the September 30, 2019 SEAC Meeting provided as information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

No questions were submitted.

**14. In Camera**

The meeting was adjourned.

**15. Resolution re Absentees**

**#167/19**

**Moved by:** N. Guzzo

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

**RESOLVED**, that Student Trustee Bhambra be excused from the meeting.

The Chair called for a vote on **#167/19** and it **UNANIMOUSLY CARRIED**.

**16. Adjournment and Closing Prayer (N. Guzzo)**

**#168/19**

**Moved by:** B. Agnew

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

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#168/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 11:00 p.m. with a prayer led by Trustee Guzzo.

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Secretary of the Board

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Chair



**BUSINESS ARISING FROM PREVIOUS MEETINGS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
June 18, 2019	Paperless Initiative	<p><b>WHEREAS</b>, cutting down trees for paper is a detrimental action towards the environment since it has reached a critical state due to the amount of carbon emissions in the atmosphere;</p> <p><b>WHEREAS</b>, the Halton Catholic District School Board (HCDSB) recognizes the increasing presence of technology in the workplace and wants to ensure our students and staff are equipped to achieve throughout their entire life;</p> <p><b>WHEREAS</b>, our Catholic faith calls us to be stewards of the earth and do everything we can to protect our common home;</p> <p><b>WHEREAS</b>, going paperless would create a more accessible environment for students in the HCDSB;</p> <p><b>WHEREAS</b>, the HCDSB recognizes the importance of strategic planning for the future;</p> <p><b>BE IT RESOLVED</b>, that the HCDSB devise a strategy to greatly reduce the paper usage in our schools, administrative buildings and learning centres by 2024.</p>	P. Daly	December 17, 2019

		<p><b>BE IT FURTHER RESOLVED</b>, that a staff report be presented to Trustees by December 17, 2019;</p> <p><b>BE IT FURTHER RESOLVED</b>, that this initiative be included in the next Strategic Plan.</p>		
September 17, 2019	Clustered Classes and Accelerated Learning Opportunities	<b>RESOLVED</b> , that the Halton Catholic District School Board develop a feasibility study exploring Advanced Placement (AP) courses in North Halton Hills.	Senior Staff	TBD
November 5, 2019	Math Action Plan	<b>BE IT RESOLVED</b> , that in December 2020, the Board of Trustees receive a staff report on the progress made toward achievement of the goals of the Math Action Plan with measurable outcomes using qualitative and quantitative data.	P. Daly A. Prkacin	December 2020

**OUTSTANDING POLICY ITEMS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS





2018-19 Draft Audited Consolidated Financial Statements	<b>Item 8.9</b>
November 19, 2019	

### Alignment to Strategic Plan

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

### Purpose

To provide the Board of Trustees with the 2018-19 Draft Audited Consolidated Financial Statements for approval.

### Background Information

At the Board Meeting of June 18, 2019, the Board received and approved Action Item 8.11 “2018-19 Year-End Audit Planning Report from KPMG”. The report detailed the audit approach to be followed (including the areas of focus), audit materiality, required communications and independence. KPMG has provided to Audit Committee its audit findings report for the year ended August 31, 2019. The report provides important information to assist the Board of Trustees in satisfying their governance responsibility related to the review and approval of the annual Financial Statements.

### Comments

1. The financial statements have been prepared per the Financial Administration Act supplemented by the Ontario Ministry of Education Memorandum 2004:B2 and Ontario Regulation 395/11 “Accounting Policies and Practices Public Entities” of the Financial Administration Act.
2. The attached 2018-19 Draft Consolidated Audited Financial Statements (“Financial Statements”) are comprised of the following pages:
  - a. Covering Page
  - b. Statement of Management Responsibility (Page 1)
  - c. Independent Auditors’ Report (Pages 2-4)
  - d. Consolidated Statement of Financial Position (Page 5)



- e. Consolidated Statement of Operations (Page 6)
  - f. Consolidated Statement of Change in Net Debt (Page 7)
  - g. Consolidated Statement of Cash Flows (Page 8)
  - h. Notes to Consolidated Financial Statements (Pages 9-26)
3. The Financial Statements were prepared by the Business Services staff and have been audited by the Board's External Auditors (KPMG). The form and content of the Financial Statements are primarily prescriptive in nature, and present the actual results for the 2018-19 fiscal year. The Board approved the 2018-19 Original Budget on June 19, 2018 and the 2018-19 Revised Budget on December 18, 2018. The 2018-19 Draft Audited Consolidated Financial Statements are the culmination of the annual reporting cycle. The Director of Education and Secretary of the Board and the Chair of the Board are required to sign the approved Financial Statements on behalf of the Board.
  4. The Statement of Management Responsibility (Page 1) has remained essentially unchanged from the previous year.
  5. The Independent Auditor's Report (Pages 2 through 4) has been enhanced for fiscal 2018-19 as required by the Canadian Auditing Standards (CAS). The changes made to CAS 700 do not impact the scope of the audit; instead they increase the transparency around the results of the audit and the roles and responsibilities of the auditor, management and the Board of Trustees. The Independent Auditor's Report contains four sections: Opinion, Basis for Opinion, Responsibilities of Management and Those Charged with Governance for the Financial Statements and the Auditor's Responsibilities for the Audit of the Financial Statements. The auditor's opinion, which was previously at the end of the auditor's report, is now at the beginning of the auditor's report and reflects a "clean" or unmodified audit opinion (top of Page 2).
  6. The Consolidated Statement of Financial Position (Page 4) presents the Board's Financial Assets and Liabilities at a point in time (August 31, 2019). The layout of the statement provides two key performance measures: the Board's ability to finance its operations and the Board's ability to provide for future services. The difference between total Financial Assets and Total Liabilities is referred to as Net Debt. The Board's Net Debt balance is \$504.6 million for fiscal 2018-19. Net Debt is added to the Non-Financial Assets (Prepaid Expenses and Tangible Capital Assets) to give the Accumulated Surplus. The total Accumulated Surplus position of the Board is \$145.1 million.

The Long-term Accounts Receivable of \$171.3 million of which \$162.2 million consists of \$150.1 million due from the Province over the remaining term of existing capital debt instruments that were issued to finance approved capital and \$12.2 million due from the Province in early 2019 for capital funded through the new funding model. The Provincial long-term receivable decreased by \$14.4 million from 2017-18, which is the impact of prior year capital construction grants received and the principal payments made on the retirement of supported debt. Supported debt is old debenture debt through the Ontario School Boards Financing Corporation (OSBFC) and new debenture debt under the Ontario Financing Authority (OFA), both of which were primarily used to provide new pupil places.



The Ministry of Education also introduced a new cash management strategy effective September 1, 2018. As part of the strategy the Ministry delayed part of the grant payment to Halton Catholic District School Board. The delayed grant payment reflected in the Financial Statements is \$9,126,269 for fiscal 2018-19 and was included in the long-term receivable – Government of Ontario.

The increase in temporary borrowing of approximately (\$56.1) million is resulting from:

- Increase in the EDC credit facility of (\$47.0) million.
- Increase in line of credit of \$9.1 for capital to be funded by the Province.

The decrease of deferred revenue by approximately \$3.71 million is resulting from:

- (\$0.88) million in capital cost construction from school renewal deferred revenue;
- (\$1.07) million in proceeds of disposition;
- (\$0.28) million in deferred revenue relating to international students;
- (\$1.09) million in other revenue including non-GSN programs such as Education Program - Other; and
- (\$0.39) million in the Special Education Amount.

The Employee Future Benefits liability has decreased slightly as a result of the actuarial valuation undertaken this year, and changes in discount rates, as explained in Note 6 (pages 12-15) of the Financial Statements.

The decrease in net long-term liabilities of (\$11.7) million is the result of principal payments made throughout the year.

The Total Accumulated Surplus is broken down in Note 10 (Accumulated Surplus) on Page 19 of the Draft Audited Consolidated Financial Statements, and it is important to note that the non-designated portion (or unappropriated portion) for the 2018-19 year of this Total Accumulated Surplus is an operating surplus of \$1,097,153. This amount is calculated by adding the opening balance of Total Accumulated Surplus (Deficit) Available for Compliance – Unappropriated of \$829,712 to the in-year operating surplus of \$267,441, resulting in the Total Accumulated Surplus Available for Compliance – Unappropriated-closing balance of \$1,097,153.

The unappropriated in-year surplus of \$267,441 is the remaining surplus after the following internally appropriated surplus transfers:

- Net transfer of \$4.0 million to Facility Capital Reserve;
- Transfer of \$3.3 million to Operating Reserve;
- Transfer of \$0.1 million to the Reserve for Student Activities;
- Transfer of (\$0.1) million out of the Committed Sinking Fund interest earned;
- Transfer of (\$0.27) million out of the Committed Capital Projects, and



- Transfer of \$0.41 million to Other Board Reserves representing budget rollover for items planned for 2018-19 but expected to be expensed in 2019-20 and includes:
  - \$0.13 million for SEA training deferred commitments;
  - \$0.06 million for Local Priorities funding carry forward;
  - \$0.22 million for various items, including HR, Admin and IT deferred commitments.

Thus the unappropriated and appropriated surplus reflects an in-year Total Accumulated Surplus Available for Compliance of \$8.7 million. The Revised Estimates approved by the Board on December 18, 2018, outlined an expected in-year Total Accumulated Surplus Available for Compliance of \$0.8 million. The positive impact on the Financial Statements was mainly the result of an increase in average daily enrolment, increased provincial grants – other funding, additional education development charges collected, and increased interest revenue combined with lower actual salary and benefit costs and supplies and service costs.

7. The Consolidated Statement of Operations (Page 2) explains the change in the Board's accumulated surplus balance from the prior year. The difference between Revenues and Expenses gives the Total Annual Surplus/(Deficit) for the year, which is then added to the opening Total Accumulated Surplus/(Deficit) position to provide the closing Total Accumulated Surplus/(Deficit) position. The annual surplus for the year is \$16.1 million and includes the in-year Available for Compliance Surplus of \$8.7 million, and the in-year Unavailable for Compliance Surplus of \$7.4 million. The Unavailable for Compliance Surplus includes \$0.46 million decreases in unfunded Employee Future Benefits, \$0.18 million for accrued interest, \$0.04 million for School Generated Funds and \$6.7 million in EDC revenue.
8. The Consolidated Statement of Change in Net Debt (Page 3) provides information as to why the net debt position of the Board changed. It highlights the changes due to tangible capital asset (TCA) activities in the year and includes the acquisition of new TCA, amortization of existing TCA, and the sale of TCA if any occurred during the year. An increase in net debt means that more future revenues will be needed to pay for past transactions.
9. The Consolidated Statement of Cash Flows (Page 4) explains the change in cash and cash equivalents from the prior year and provides information about how the Board generated cash to meet its obligations. The statement presents the Board's cash flow for the year in three categories: Operating, Capital and Financing Activities. The Board follows the indirect method, starting with the Annual Surplus/(Deficit), adding back non-cash items, and then analyzing the changes in amounts on the other lines in the Statement of Financial Position that affect cash flows.
10. The Ministry's Education Finance Information System (EFIS) forms were submitted electronically on November 15, 2019 (the Ministry of Education's deadline); however, staff has received Ministry approval to resubmit following the November 19, 2019 Board meeting which allows for any required adjustments. The resubmission will include the required signed forms needed to complete the Financial Statement's package.
11. The Board is compliant with the Ministry's defined expense enveloping provisions for the Administration and Governance Grant.



12. The grant allocation for Special Education is \$47.4 million, \$3.6 million higher than in 2017-18. Special Education expenses continue to exceed the allocation and the shortfall for 2018-19 is \$3.90 million. The Special Education deferred revenue balance is \$0.8 million; however, these funds can only be used for Special Equipment Amount expenses.
13. In accordance with Section 252(2) of the Education Act, and the Publication and Notice instructions from the Ministry of Education, the final Audited Financial Statements will be made available on the Board’s website, and a notice indicating the same will be published in the Metroland newspapers throughout the four municipalities in the Region of Halton.
14. Attached is a 2018-19 Year-End Schedule, showing the remaining items to be completed.

### Conclusion

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

### Recommendation

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

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board <i>approve the attached 2018-19 Draft Audited Financial Statements.</i>	

- Report Prepared by:** A. Cross  
Senior Manager, Financial Services
- Report Submitted by:** A. Lofts  
Superintendent of Business and Treasurer of the Board
- Report Approved by:** P. Daly  
Director of Education and Secretary of the Board

### Halton Catholic District School Board 2018-2019 Year-End Schedule

Date (2019)	Item	Description of Activity
November 19th	Draft Audited Financial Statements	Audit Committee Approval and Presentation of Audit Findings Report
Est. November 19th	Draft Audited Financial Statements	Board Approval
Est. November 22nd	Ministry Memorandum 2019: SB:15	Submission of Ministry Financial Statement Forms (EFIS) & Final Audited Financial Statements (signed)
Est. November 22nd	Final Audited Financial Statements	Place on Board's Public Website and Staffnet (signed)
Est. November 25th	Final Audited Financial Statements	Publish notice in local newspapers [in accordance with Section 252(2) of the Education Act]
Est. December 13th	Management Letter (Draft)	Draft Management Letter received from KPMG
Est. January 17th	Management Letter (Final)	Receive Final Management Letter from KPMG
Est. January 31st	Management Letter (Draft)	Present Draft Management Letter with management responses at Administrative Council
Est. February 3rd	Management Letter (Final)	Send the Management Letter with management responses to the Audit Committee
Est. February 7th	Management Letter (Final)	Send Final Management Letter to all Principals/Vice-Principals through numbered Business Services Memo
Est. February 7th	Management Letter (Final)	Send the specific Management Letter points to the four selected schools and respective Superintendent

Consolidated Financial Statements of

**HALTON CATHOLIC DISTRICT  
SCHOOL BOARD**

Year ended August 31, 2019

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## **Management's Responsibility for the Consolidated Financial Statements**

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

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

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

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

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

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Patrick Daly  
Director of Education  
and Secretary of the Board

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Aaron Lofts  
Superintendent of Business Services  
and Treasurer of the Board

November 19, 2019



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

### ***Opinion***

We have audited the financial statements of the Halton Catholic District School Board (“the Entity”), which comprise:

- the consolidated statement of financial position as at August 31, 2019
- the consolidated statement of operations for the year then ended
- the consolidated statement of changes in net debt for the year then ended
- the consolidated statement of cash flows and for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies.

(Hereinafter referred to as the “financial statements”).

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Entity as at August 31, 2019, and its results of operations and its cash flows for the year then ended in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

### ***Basis for Opinion***

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the “***Auditors’ Responsibilities for the Audit of the Financial Statements***” section of our report.

We are independent of the Entity in accordance with the applicable independence standards, and we have fulfilled our other ethical responsibilities in accordance with these standards.

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

### ***Responsibilities of Management and Those Charged with Governance for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity’s ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

### ***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.
- The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity public to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements

represent the underlying transactions and events in a manner that achieves fair presentation.

- Communicate with those charged with governance regarding, among other matters,
- the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants

Hamilton, Canada

November 19, 2019

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# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Financial Position

As at August 31, 2019, with comparative information for 2018

	2019	2018
<b>Financial Assets</b>		
Cash and cash equivalents	\$ 60,857,515	\$ 38,704,728
Accounts receivable (note 2)	18,202,065	20,306,024
Long-term receivable - Government of Ontario (note 3)	171,328,709	176,617,129
<b>Total financial assets</b>	<b>250,388,289</b>	<b>235,627,881</b>
<b>Financial Liabilities</b>		
Temporary borrowing (note 4)	88,100,000	32,000,000
Accounts payable and accrued liabilities	32,664,501	23,596,367
Deferred revenue (note 5)	34,800,985	38,512,185
Retirement and other employee future benefits payable (note 6)	5,941,720	6,020,237
Net long-term liabilities (note 7)	158,222,446	169,959,386
Deferred capital contributions (note 8)	435,239,109	417,472,749
<b>Total financial liabilities</b>	<b>754,968,761</b>	<b>687,560,924</b>
<b>Net debt</b>	<b>(504,580,472)</b>	<b>(451,933,043)</b>
<b>Non-Financial Assets</b>		
Prepaid expenses	316,113	380,429
Tangible capital assets (note 9)	649,351,094	580,546,805
<b>Total non-financial assets</b>	<b>649,667,207</b>	<b>580,927,234</b>
<b>Accumulated surplus (note 10)</b>	<b>\$ 145,086,735</b>	<b>\$ 128,994,191</b>

Contractual obligations and contingent liabilities (note 15)

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

Patrick Daly,  
Director of Education and  
Secretary of the Board

Peter DeRosa,  
Chair of the Board

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Operations

For the year ended August 31, 2019 with comparative information for 2018

	2019 Budget	2019 Actual	2018 Actual
<b>Revenues:</b>			
Provincial legislative grants (note 11)	\$ 377,935,329	\$ 384,687,145	\$ 362,833,408
Provincial grants – other	3,639,883	5,350,845	7,864,501
	<u>381,575,212</u>	<u>390,037,990</u>	<u>370,697,909</u>
Federal grants and fees	2,610,287	2,424,254	2,946,857
Other fees and revenues	14,420,650	15,930,230	15,458,634
Investment income	150,000	649,076	216,625
School fundraising	13,000,000	12,923,555	12,568,400
Amortization of deferred capital contributions	16,115,077	15,420,440	17,722,821
<b>Total revenues</b>	<b>427,871,226</b>	<b>437,385,545</b>	<b>419,611,246</b>
<b>Expenses:</b>			
Instruction	324,276,518	325,571,714	312,446,698
Administration	10,883,824	11,278,814	11,157,400
Transportation	9,432,019	9,045,929	7,919,577
Pupil accommodation	59,453,280	60,469,838	59,975,022
Other	1,916,375	2,041,378	5,293,564
School funded activities	13,000,000	12,885,328	12,423,689
<b>Total expenses (note 12)</b>	<b>418,962,016</b>	<b>421,293,001</b>	<b>409,215,950</b>
<b>Annual surplus</b>	<b>8,909,210</b>	<b>16,092,544</b>	<b>10,395,296</b>
Accumulated surplus, beginning of year	128,994,191	128,994,191	118,598,895
<b>Accumulated surplus, end of year (note 10)</b>	<b>\$ 137,903,401</b>	<b>\$ 145,086,735</b>	<b>\$ 128,994,191</b>

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Change in Net Debt

For the year ended August 31, 2019, with comparative information for 2018

	2019 Budget	2019 Actual	2018 Actual
Annual surplus	\$ 8,909,211	\$ 16,092,544	\$ 10,395,296
Acquisition of tangible capital assets	(85,512,435)	(85,512,437)	(31,629,518)
Loss on disposal of tangible capital assets	–	–	1,901,097
Write off of tangible capital assets	–	–	124,118
Amortization of tangible capital assets	17,337,861	16,708,148	17,053,376
Proceeds on sale of tangible capital assets	–	10,286,446	34,019,470
Gain on sale allocated to deferred revenue	–	(10,286,446)	(27,967,246)
Disposal of assets held for sale	–	–	(5,996,436)
Use of prepaid expenses	–	64,316	(25,938)
Change in net debt	(59,265,363)	(52,647,429)	(2,125,781)
Net debt, beginning of year	(451,933,043)	(451,933,043)	(449,807,262)
Net debt, end of year	\$ (511,198,406)	\$ (504,580,472)	\$ (451,933,043)

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Cash Flows

For the year ended August 31, 2019, with comparative information for 2018

	2019	2018
Cash provided by (used in):		
Operating Activities:		
Annual surplus	\$ 16,092,544	\$ 10,395,296
Items not involving cash:		
Gain transferred to deferred revenue	(10,286,446)	(27,967,246)
Amortization of tangible capital assets	16,708,148	17,053,376
Change in employee future benefits	(78,517)	40,881
Amortization of deferred capital contributions	(15,420,440)	(17,722,821)
Loss on disposal of tangible capital assets	-	2,025,215
Change in non-cash assets and liabilities:		
Accounts receivable	2,103,959	(938,992)
Accounts payable and accrued liabilities	9,068,134	6,112,801
Deferred revenue	(13,997,646)	(5,342,230)
Prepaid expenses	64,316	(25,938)
Net change in cash from operating activities	4,254,052	(16,369,658)
Capital Activities:		
Net proceeds on the sale of assets	10,286,446	34,019,470
Cash used to acquire tangible capital assets	(85,512,437)	(31,629,518)
Net change in cash from capital activities	(75,225,991)	2,389,952
Financing Activities:		
Increase to deferred capital contributions	33,186,800	29,043,388
Decrease in long-term receivable		
- Government of Ontario	5,288,420	2,886,231
Debt principal repayments	(11,736,940)	(11,164,925)
Increase in deferred revenues - capital	10,286,446	27,967,246
Net change in cash from financing activities	37,024,726	48,731,940
Net change in cash and cash equivalents	(33,947,213)	34,752,234
Cash and cash equivalents, beginning of year	6,704,728	(28,047,506)
Cash and cash equivalents, end of year	\$ (27,242,485)	\$ 6,704,728

The components of cash and cash equivalents are as follows:

	2019	2018
Cash and cash equivalents	\$ 60,857,515	\$ 38,704,728
Temporary borrowings	(88,100,000)	(32,000,000)
	\$ (27,242,485)	\$ 6,704,728

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

Year ended August 31, 2019

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## 1. Significant accounting policies:

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

### (a) Basis of accounting:

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

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

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

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

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



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

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## 1. Significant accounting policies (continued):

### (a) Basis of accounting (continued):

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

### (b) Reporting entity:

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

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

Consolidated entities:

- School Generated Funds

Proportionately consolidated entities:

- Halton Student Transportation Services

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

### (c) Trust funds:

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

### (d) Cash and cash equivalents:

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

### (e) Deferred revenue:

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

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## 1. Significant accounting policies (continued):

### (f) Deferred capital contributions:

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

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

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

Depending on prior arrangements and employee groups, the Board provides health, dental and life insurance benefits for retired individuals that were previously represented by the following unions/federations: OECTA and CUPE.

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

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## 1. Significant accounting policies (continued):

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

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

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

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

(i) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employee Retirement System pensions, are the employer's contributions due to the plan in the period;

(ii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

### (h) Tangible capital assets:

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

Leases which transfer substantially all the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

## 1. Significant accounting policies (continued):

### (h) Tangible capital assets (continued):

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

<b>Asset</b>	<b>Estimated Useful Life in Years</b>
Land improvements	15 years
Buildings	40 years
Furniture and equipment	5 to 15 years
Computer hardware	5 years
Computer software	5 years
Vehicles	5 to 10 years
Leasehold improvements	Over the lease term

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

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

### (i) Government transfers:

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

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

### (j) Investment income:

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

## 1. Significant accounting policies (continued):

### (k) Budget figures:

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

### (l) Use of estimates:

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

### (m) Property tax revenue:

Under Canadian Public Sector Accounting Standards, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of Provincial Legislative Grants.

## 2. Accounts receivable:

Accounts receivable consists of the following:

	2019	2018
Government of Canada	\$ 2,822,924	\$ 3,054,172
Government of Ontario	854,154	3,058,017
Local governments	11,629,442	11,732,113
Other	2,895,545	2,461,722
	<u>\$ 18,202,065</u>	<u>\$ 20,306,024</u>

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

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### 3. Long-term receivable - Government of Ontario:

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

The Board has an account receivable from the Province of Ontario of \$162,202,440 as at August 31, 2019 (2018 - \$176,617,129) with respect to this capital grant.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the strategy, the ministry delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry. The balance of delayed grant payments included in the receivable balance from the Government of Ontario at August 31, 2019 is \$9,126,269.

### 4. Temporary borrowing:

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

The operating line of credit bears interest at the bank's prime lending rate less 0.85%, is unsecured, is due on demand, and has a maximum limit of \$125,000,000. As at August 31, 2019, the amount drawn under the operating line of credit was \$9,100,000 (2018 - \$nil).

The short-term loans bear interest ranging from 2.00% to 2.02%, are unsecured, and are due on dates ranging from September 6, 2019 to October 15, 2019. As at August 31, 2019, the Board has short-term loans of \$79,000,000 (2018 - \$32,000,000).

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

## 5. Deferred revenue:

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

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2019 is comprised of:

	Balance as at August 31, 2018	Externally restricted revenue and investment income	Revenue recognized in the period	Transfer to deferred capital contributions (note 8)	Balance as at August 31, 2019
Special education	\$ 1,166,169	\$ 47,362,876	\$ (47,765,309)	\$ –	\$ 763,736
Mental health leader	15,845	–	(15,845)	–	–
Proceeds of disposition	30,781,409	11,072,540	–	(12,142,615)	29,711,334
Retrofit for child care	1,032,200	–	–	–	1,032,200
School renewal	877,548	4,581,313	(1,287,708)	(4,171,153)	–
International students' tuition	2,910,340	2,664,501	(2,940,591)	–	2,634,250
Other	1,728,674	34,433,237	(34,210,133)	(1,292,313)	659,465
	<b>\$ 38,512,185</b>	<b>\$100,114,467</b>	<b>\$ (86,219,586)</b>	<b>\$ (17,606,081)</b>	<b>\$ 34,800,985</b>

## 6. Retirement and other employee future benefits:

Retirement and other employee future benefit liabilities	Retirement benefits	Other employee future benefits	2019 Total employee future benefits	2018 Total employee future benefits
Accrued employee future benefit obligations at August 31	\$ 2,538,152	\$ 3,608,366	\$ 6,146,518	\$ 6,123,555
Less: Unamortized actuarial loss at August 31	(204,798)	–	(204,798)	(103,318)
Employee future benefits liability at August 31	<b>\$ 2,333,354</b>	<b>\$ 3,608,366</b>	<b>\$ 5,941,720</b>	<b>\$ 6,020,237</b>

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

## 6. Retirement and other employee future benefits (continued):

Retirement and other employee future benefit expenses	Retirement benefits	Other employee future benefits	2019 Total employee future benefits	2018 Total employee future benefits
Current year benefit (recovery) expense	\$ (303,143)	\$ 1,507,189	\$ 1,204,046	\$ 1,357,403
Interest on accrued benefit obligation	85,451	88,144	173,595	151,975
Employee future benefits expenses	\$ (217,692)	\$ 1,595,333	\$ 1,377,641	\$ 1,509,378
Total payments made during the year	\$ (524,987)	\$ (931,171)	\$ (1,456,158)	\$ (1,432,313)

Included in the current year benefit expense is \$349,598 (2018 - \$18,134) for amortization of net actuarial losses. The unamortized actuarial loss is amortized over the expected average remaining service life of 10.54 years (2018 - 10.05 years). The actuarial gain for the year was \$248,118 (2018 - \$72,445).

### Retirement benefits:

#### (i) Ontario Teacher's Pension Plan:

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

#### (ii) Ontario Municipal Employees Retirement System:

All non-teaching and support staff employees of the Board are eligible to be members of the Ontario Municipal Employees' Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2019, the Board contributed \$4,793,183 (2018 - \$4,529,801) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

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## 6. Retirement and other employee future benefits (continued):

Retirement benefits (continued):

### (ii) Ontario Municipal Employees Retirement System (continued):

The OMERS pension plan had a deficit as at December 31, 2018 based on the actuarial valuation of the pension benefit obligation resulting in the plan being 96.0% funded (2017 - 94.0% funded). Ongoing adequacy of the current contribution rates will need to be monitored and may lead to increased future funding requirements.

### (iii) Gratuity benefits:

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

### (iv) Retirement life insurance and health care benefits:

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

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

Other employee future benefits:

### (i) Workplace Safety and Insurance Board obligations:

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

## 6. Retirement and other employee future benefits (continued):

Other employee future benefits (continued):

### (ii) Long-term disability salary compensation:

The Board provides long-term disability benefits including partial salary compensation during the period an employee is unable to work or until their normal retirement date. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

### (iii) Sick leave benefits:

As a result of new changes made in 2013 to the short-term sick leave and disability plan, a maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the 2019 consolidated financial statements as a result of the change in the benefits was \$219,608 (2018 - \$221,245).

The accrued benefit obligations for employee future benefit plans as at August 31, 2019 are based on the most recent actuarial valuations completed for accounting purposes as at August 31, 2016. These valuations take into account the plan changes outlined above and the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2019	2018
Inflation	1.5%	1.5%
Wage and salary escalation	0.0%	0.0%
Insurance and health care cost escalation	7.50% decreasing by ¼% each year to 4.0%	7.75% decreasing by ¼% each year to 4.0%
Dental cost escalation	3.50% decreasing by ¼% each year to 3.0%	3.75% decreasing by ¼% each year to 3.0%
Discount on accrued benefit obligations	2.00%	2.90%

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

## 7. Net long-term liabilities:

	2019	2018
OSBFC (2000) – F10, repayable in semi-annual installments of \$959,133 plus interest at 7.20% per annum, maturing June 9, 2025	\$ 9,214,095	\$ 10,404,308
OSBFC (2001) – A3, repayable in semi-annual installments of \$2,515,121 plus interest at 6.55% per annum, maturing October 19, 2026	29,436,734	32,392,869
OFA (2003) – A2, repayable in semi-annual installments of \$189,051 plus interest at 5.80% per annum, maturing November 7, 2028	2,732,058	2,942,503
OFA (2006) – repayable in semi-annual installments of \$23,381 plus interest at 4.56% per annum, maturing November 15, 2031	441,830	467,562
OFA (2007) – A1, repayable in semi-annual installments of \$1,117,034 plus interest at 5.38% per annum, maturing June 25, 2032	21,706,366	22,835,762
OFA (2008) – F02, repayable in semi-annual installments of \$17,597 plus interest at 4.90% per annum, maturing March 3, 2033	349,917	367,322
OFA (2008) – F03, repayable in semi-annual installments of \$26,107 plus interest at 4.83% per annum, maturing March 3, 2033	521,428	547,510
OFA (2009) – repayable in semi-annual installments of \$908,987 plus interest at 5.06% per annum, maturing March 13, 2034	18,796,423	19,631,102
OFA (2009) – A3, repayable in semi-annual installments of \$61,119 plus interest at 5.06% per annum, maturing March 13, 2034	1,263,841	1,319,964
OFA (2010) – F02, repayable in semi-annual installments of \$738,166 plus interest at 5.23% per annum, maturing April 13, 2035	15,809,614	16,434,173
OSBFC (2010) – repayable in semi-annual installments of \$1,294,708, plus interest at 3.94% per annum, maturing September 19, 2025	14,417,530	16,380,387
OFA (2011) – repayable in semi-annual installments of \$719,169 plus interest at 2.43% per annum, maturing November 15, 2021	3,468,658	4,798,643
OFA (2012) – F02, repayable in semi-annual installments of \$357,767 plus interest at 3.56% per annum, maturing March 9, 2037	9,375,917	9,747,338
OFA (2014) – F02, repayable in semi-annual installments of \$1,068,719 plus interest at 4.00% per annum, maturing on March 11, 2039	29,052,481	29,998,454
OFA (2015) – repayable in semi-annual installments of \$53,072 plus interest at 2.99% per annum, maturing on March 9, 2040	1,635,554	1,691,489
	<b>\$ 158,222,446</b>	<b>\$ 169,959,386</b>

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

## 7. Net long-term liabilities (continued):

Principal payments relating to net debt of \$158,222,446 are due as follows:

	Principal	Interest	Total
2019/20	\$ 12,340,841	\$ 7,865,424	\$ 20,206,265
2020/21	12,978,568	7,227,697	20,206,265
2021/22	12,932,950	6,554,146	19,487,096
2022/23	12,899,025	5,868,902	18,767,927
2023/24	13,615,031	5,152,896	18,767,927
Thereafter	93,456,031	23,757,547	117,213,578
	<u>\$ 158,222,446</u>	<u>\$ 56,426,612</u>	<u>\$ 214,649,058</u>

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

	2019	2018
Principal payments on long-term liabilities	\$ 11,736,940	\$ 11,164,925
Interest payments on long-term liabilities	8,469,325	9,041,340
	<u>\$ 20,206,265</u>	<u>\$ 20,206,265</u>

## 8. Deferred capital contributions:

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

	2019	2018
Opening balance, September 1	\$ 417,472,749	\$ 406,152,182
Additions to deferred capital contributions	15,580,719	20,447,226
Transfer from deferred revenue (note 5)	17,606,081	8,596,162
Amortization of deferred capital contributions	(15,420,440)	(17,722,821)
Ending balance, August 31	<u>\$ 435,239,109</u>	<u>\$ 417,472,749</u>

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

## 9. Tangible capital assets:

Year ended August 31, 2019

	Cost				Accumulated Amortization				Net book value August 31, 2019	Net book value August 31, 2018
	Balance at August 31, 2018	Additions and transfers	Transfers, disposals and write-offs	Balance at August 31, 2019	Balance at August 31, 2018	Amortization	Transfers, disposals and write-offs	Balance at August 31, 2019		
Land	\$ 136,233,916	\$ 51,662,714	\$ 2,832,915	\$ 190,729,545	\$ –	\$ –	\$ –	\$ –	\$ 190,729,545	\$ 136,233,916
Land improvements	21,560,306	1,734,649	–	23,294,955	8,194,903	1,324,462	–	9,519,365	13,775,590	13,365,403
Buildings	570,064,691	9,058,450	16,257,376	595,380,517	162,706,446	13,887,942	–	176,594,388	418,786,129	407,358,245
Construction in progress	15,542,922	22,008,900	(16,257,376)	21,294,446	–	–	–	–	21,294,446	15,542,922
Furniture and equipment	8,477,560	385,740	(1,148,721)	7,714,579	4,914,840	813,563	(1,148,721)	4,579,682	3,134,897	3,562,720
Computer hardware	3,099,900	604,732	(911,888)	2,792,744	1,809,992	589,265	(911,888)	1,487,369	1,305,375	1,289,908
Vehicles	215,736	39,018	(36,177)	218,577	94,376	43,431	(36,177)	101,630	116,947	121,360
Pre-acquisition costs (PAC)	2,998,105	18,234	(2,832,915)	183,424	–	–	–	–	183,424	2,998,105
Leasehold improvements	473,966	–	–	473,966	399,740	49,485	–	449,225	24,741	74,226
	\$ 758,667,102	\$ 85,512,437	\$ (2,096,786)	\$ 842,082,753	\$ 178,120,297	\$ 16,708,148	\$ (2,096,786)	\$ 192,731,659	\$ 649,351,094	\$ 580,546,805

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

## 9. Tangible capital assets (continued):

### (a) Assets under construction:

Assets under construction having a value of \$21,294,446 (2018 - \$15,542,922) have not been amortized. Amortization of these assets will commence when the asset is put into service.

### (b) Write-down of tangible capital assets:

The write-down of tangible capital assets during the year was \$nil (2018 - \$2,025,215).

## 10. Accumulated surplus:

Accumulated surplus consists of the following:

	2019	2018
Available for compliance - unappropriated		
Total operating surplus	\$ 1,097,153	\$ 829,712
Available for compliance – internally appropriated		
Operating reserve	7,700,000	4,405,718
School budgets	565,935	463,898
Facility capital reserve	13,337,193	9,384,186
Capital capacity planning	70,533	70,533
Committed capital interest earned	1,367,227	1,443,609
Committed capital projects	8,457,074	7,683,036
Other programs	1,250,000	840,513
	33,845,115	25,121,205
Unavailable for compliance		
Employee future benefit	(3,761,594)	(4,219,813)
Interest accrual	(2,319,239)	(2,495,689)
School generated funds	3,537,966	3,499,739
Revenues recognized for land	113,784,487	107,088,749
	111,241,620	103,872,986
<b>Balance, end of year</b>	<b>\$ 145,086,735</b>	<b>\$ 128,994,191</b>

## 11. Provincial legislative grants:

Under Public Sector Accounting Standards the entity that determines and sets the tax levy records the revenue in their consolidated financial statements. As a result, property tax revenue received from the municipalities is recorded as part of Provincial legislative grants in the amount of \$92,616,233 (2018 - \$87,054,739).

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

## 12. Expenses:

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

	2019 Budget Note 1(k)	2019 Actual	2018 Actual
Salary and wages	\$ 281,202,916	\$ 281,748,337	\$ 270,432,169
Employee benefits	46,359,200	46,305,896	44,778,216
Staff development	1,116,702	1,112,557	1,598,343
Supplies and services	41,008,599	37,891,859	41,711,049
Interest	8,292,891	8,292,890	8,874,266
Rental expense	5,285,991	6,522,165	4,609,718
Fees and contract services	17,284,548	18,901,928	15,654,766
Other	1,073,308	3,809,221	2,478,839
Amortization of tangible capital assets	17,337,861	16,708,148	19,078,584
	<b>\$ 418,962,016</b>	<b>\$ 421,293,001</b>	<b>\$ 409,215,950</b>

## 13. Partnership in Halton Student Transportation Services:

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

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

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

## 13. Partnership in Halton Student Transportation Services (continued):

The following provides condensed financial information:

	2019		2018	
	Total	Board portion	Total	Board portion
<b>Financial Position:</b>				
Financial assets	\$ 110,642	\$ 41,020	\$ 22,412	\$ 7,936
Financial liabilities	(139,424)	(51,690)	(47,539)	(16,834)
Non-financial assets	29,542	10,952	25,887	9,167
Accumulated surplus	\$ 760	\$ 282	\$ 760	\$ 269
<b>Operations:</b>				
Revenues	\$ 24,282,296	\$ 9,002,484	\$ 22,238,889	\$ 7,875,059
Expenses	(24,282,296)	(9,002,484)	(22,238,889)	(7,875,059)
Accumulated surplus	\$ -	\$ -	\$ -	\$ -

## 14. Ontario School Board Insurance Exchange (OSBIE):

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

The ultimate premiums over a one year period are based on the reciprocal's and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current one year term expires January 1, 2020.

## 15. Contractual obligations and contingent liabilities:

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

2019/20	\$ 3,768,547
2020/21	2,037,046
2021/22	1,720,285
2022/23	1,304,750
2023/24 and thereafter	621,602



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2019

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## 15. Contractual obligations and contingent liabilities (continued):

- (ii) The Board was contingently liable under letters of credit issued to municipalities with respect to construction projects in the amount of \$2,815,325 (2018 - \$2,023,541).
- (iii) The nature of the Board activities is such that there is usually litigation pending or in the prospect at any time. With respect to claims at August 31, 2019, management believes that the Board has valid defenses and appropriate insurance coverage in place. In the event claims are successful, management believes that such claims are not expected to have a material effect on the Board's financial position.
- (iv) The Board, in the normal course of business, enters into commodities contracts, in order to fix the price of commodities to be acquired in the future. The Board has entered into these contracts in conjunction with two consortiums which includes other school boards.

## 16. Budget data:

The budget data presented in these consolidated financial statements is based upon the 2019 original budget approved by the Board on June 19, 2018.

## 17. Repayment of "55 School Board Trust" funding:

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

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



Budget	<b>Item 8.2</b>
November 19, 2019	

<p><b>Resolution#:</b></p> <p>Moved by: H. Karabela</p> <p>Seconded by:</p> <p><b>WHEREAS,</b> the Education Act stipulates that one of the major responsibilities of the Board of Trustees is to set the budget and;</p> <p><b>WHEREAS,</b> the individual trustees possess a real or perceived conflict of interest due to the fact that a family member is employed by the Halton Catholic District School Board (HCDSB) and;</p> <p><b>WHEREAS,</b> in order to mitigate such a conflict of interest and allow individual trustees to participate in parts of the budget;</p> <p><b>BE IT RESOLVED THAT,</b> commencing immediately, the budget and all budgets thereafter, the Board of Trustees direct HCDSB to divide the budget review process into three separate parts: Salaries and Benefits, Operations and Capital Expenditures and;</p> <p><b>BE IT FURTHER RESOLVED,</b> that the final budget be presented to the Board of Trustees also in three distinct sections namely: Salary and Benefits, Operations and Capital Expenditures to be each voted on for approval separately.</p>
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Policy II-10 Releasing Students from School	<b>Item 8.3</b>
Tuesday, November 19, 2019	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-10 Releasing Students from School*, as presented.

### Background Information

*Policy II-10 Releasing Students from School* was last revised in January 2016. Staff reviewed the policy and made minor amendments. Associated Policies and Procedures were added. The Children’s Law Reform Act was added to the References section. The date was removed from the Policy II-39 Progressive Discipline and Safety in Schools title when the policy was revised and is reflected accordingly.

### Conclusion

*Policy II-10 Releasing Students from School* was presented at the Policy Committee Meeting on November 12, 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:

<p>Moved by:</p> <p>Seconded by:</p> <p><b>Resolved</b>, that the Halton Catholic District School Board <i>accept the recommendation of the Policy Committee that Policy II-10 Releasing Students from School, be approved, as amended</i></p>
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Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Releasing Students from School</b>	
<b>Adopted:</b> October 23, 1973	<b>Last Reviewed/Revised:</b> November 19, 2019
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-22 Admission to Schools, Elementary and Secondary</a> <a href="#">VI-19 Admission to Schools, Elementary and Secondary</a> <a href="#">II-33 Safe Arrival at School Program</a> <a href="#">VI-18 Safe Arrival at School Program</a> <a href="#">II-39 Progressive Discipline &amp; Safety in Schools Code of Conduct – Suspensions &amp; Expulsions</a> <a href="#">VI-44 Progressive Discipline &amp; Safety in Schools</a>	

## Purpose

To promote the safety of students enrolled in the schools of the Halton Catholic District School Board.

## Application and Scope

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

## References

[Children’s Law Reform Act](#)

## Definitions

**Withdrawn from Parental Control** - To be free from the custody and control of their parents/guardian and to be responsible for their own support.

Any reference in this policy to parental/guardian consent is in reference to students under the age of 18 who have not withdrawn from parental control.

## Principles

The Halton Catholic District School Board recognizes that student safety is a shared responsibility involving the home, the school and other community partners. Adherence to this policy will enhance student safety.

## Requirements

- A student may temporarily be excused from school at any time at the verbal or written request of his/her parent/guardian and with the consent of the principal/designate. In the case of a student who is less than 18 years old, the parent/guardian must either provide written notification to the school or sign out the student at the school office in order for the student to be released.
- No student under the age of 18 shall be released to any person other than parents/guardians without verbal or written consent from the parents/guardians.
- Where the principal believes that a student/parent/guardian is making unjustifiable use of the privilege of being excused from school, the principal shall notify the student/parent/guardian where appropriate and, if necessary, the school Superintendent.
- Any action taken to implement the requirements of this policy, including the application of consequences to students must be consistent with the Requirements of *Policy II-39 Progressive Discipline and Safety in Schools*
- Where the school has been furnished with a copy of a separation agreement providing custody of the student to one or the other parent/guardian, the school shall excuse the student only to that parent/guardian to whom custody has been awarded. In the absence of such custodial agreement, either parent/guardian shall be entitled to excuse the student.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_

*Chair of the Board*



<p><b>Policy II-51 Optional French Programming (French Immersion and Extended French)</b></p>	<p><b>Item 8.4</b></p>
<p>Tuesday, November 19, 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 (French Immersion and Extended French)*, as presented.

### Background Information

At the April 9, 2019 Policy Committee Meeting Trustees presented a draft policy regarding Optional French Programming at the Halton Catholic District School Board as an information item.

*Policy II-51 Optional French Programming (French Immersion and Extended French)* was revised by staff and presented at the May 14, 2019 Policy Committee meeting as a discussion item.

Following further input and suggested revisions by Trustees *Policy II-51 Optional French Programming (French Immersion and Extended French)* was returned to the June 11, 2019 Policy Committee meeting as an action item and forwarded to the June 18, 2019 Board Meeting for approval at first reading.

*Policy II-51 Optional French Programming (French Immersion and Extended French)* was forwarded for stakeholder consultation from June 19, 2019 - August 9, 2019, and returned to the September 10, 2019 Policy Committee Meeting with further revisions that included a name change to remove the word “early” from the title and body of the document. The Policy was approved at second reading at the September 17, 2019 Board meeting.

Trustees requested a supplementary information report from staff that would discuss the implications of permitting French Program siblings cross boundary status, notwithstanding the requirements of *Policy I-04 Cross Boundary and Non-Resident Student School Attendance*, which was shared at the November 12, 2019 Policy Committee meeting.

The Requirements were amended following discussion, by trustees, at the November 12, 2019 Policy Committee Meeting.

## Conclusion

Policy II-51 Optional French Programming (French Immersion and Extended French) was presented at the Policy Committee Meeting on November 12, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval, at third reading.

## Recommendation

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

Moved by:

Seconded by:

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-51 Optional French Programming (French Immersion and Extended French), be approved, at third reading.

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee



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

## 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 (French Immersion (FI), 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.

**French Immersion (FI)** - 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 occur. Staff will report annually on the Multi-Year French Teacher Recruitment Plan.
- 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.
  - 1.5.4. When deciding to eliminate an Optional French Program from the Halton Catholic District School Board (either French Immersion or Extended French), a report will be brought to the trustees for review and a vote for final approval.

**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. Prior to any changes being 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 EFI 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



<p>Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019</p>	<p><b>Item 8.5</b></p>
<p>Tuesday, November 19, 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-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019*, as presented.

### Background Information

The purpose of the Religion and Family Life Curriculum, as developed by the Institute for Catholic Education (ICE) under the guidance and in the name of the Assembly of Catholic Bishops of Ontario, is to foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education.

According to PPM 162 (issued August 21, 2019), this policy allows for students to be exempted from instruction related to the Human Development and Sexual Health expectations found in strand D of the *Ontario Curriculum: Health and Physical Education Grades 1-8, 2019* in tandem with the related unit in the *Fully Alive Catholic Family Life program*.

School boards must implement their exemption policy/procedure and make it publicly available on their website before the period of instruction related to Human Development and Sexual Health in the 2019-2020 school year, and no later than November 30, 2019.

The policy will include all the requirements of PPM 162 and a corresponding procedure will be developed which will further outline the communication and notice, process, and supervision of students who receive an exemption.



*Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019* includes communication plans and the process for schools as well as parents/students to follow when making exemption requests.

*Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019* was forwarded for stakeholder consultation from October 16, 2019 - November 6, 2019.

## Conclusion

*Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019* was presented at the Policy Committee Meeting on November 12, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval, at third reading.

## Recommendation

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

Moved by:

Seconded by:

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019* be approved, at second and third reading.

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

Exemption from Instruction in the Family Life Program Fully Alive Related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019	
<b>Adopted:</b> October 15, 2019	<b>Last Reviewed/Revised:</b> Date
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b>	

## Purpose

The purpose of the Religion and Family Life Curriculum as developed by the Institute for Catholic Education (ICE) under the guidance and in the name of the Assembly of Catholic Bishops of Ontario, is to foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education.

As per PPM 162 (August 21, 2019), this policy allows for students to be exempted on an individual basis at the request of their parents, from instruction related to the Human Development and Sexual Health expectations found in strand D of the *Ontario Curriculum: Health and Physical Education Grades 1-8, 2019* in tandem with the related unit in the *Fully Alive Catholic Family Life program*.

## Application and Scope

This policy pertains to pupils enrolled in elementary schools, in Grades 1 to 8, and all individuals who may be involved in the exemption, including parents/guardians, principals, teachers and Board personnel who may have duties and/or responsibilities under this policy.

## References

[Education Act](#)

[Policy/Program Memorandum \(PPM\) 162, Exemption from Instruction related to the Human Development and Sexual Health Expectations, Grades 1-8, 2019](#)

## Principles

- The Religious Education and Family Life Curriculum supports the mandate, values, traditions and distinctiveness of the Catholic School System
- The Home, the Church and the School are partners in the education of children in faith and morals
- The religious environment and climate of the Catholic School System with the clear understanding that Religious Education and the many complementary elements, which contribute to maturity in Faith, are the central reason for the existence of Catholic schools.
- In the Catholic School System, Religious Education is a fulsome curriculum intended to be taught in its entirety. With the expectations outlined in PPM 162, students in Grades 1 to 8 in the HCDSB may be exempted from instruction related to the Human Development and Sexual Health expectations in strand D of the *Ontario Curriculum: Health and Physical Education, 2019* as well as the related unit in the *Fully Alive Catholic Family Life* program.
- Exemptions are limited to instruction related to the Human Development and Sexual Health expectations in both the *Ontario Curriculum: Health and Physical Education* as well as the *Fully Alive Catholic Family Life* program.
- Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects. Exemptions will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectations.
- References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption policy/procedure.
- There will be no academic penalty for an exemption.
- There will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

## Requirements

The policy will require all HCDSB elementary schools every school year to:



**Policy No. II-53** | Exemption from Instruction related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019 (PPM 162) and the Fully Alive Catholic Family Life Program

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- provide parents with a list of all Human Development and Sexual Health expectations by grade. The Institute for Catholic Education has prepared letters for every grade pertaining to the related unit in the Fully Alive Catholic Family Life program outlining the same.
- inform parents that they can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations in both the *Ontario Curriculum: Physical and Health Education* document as well as the Fully Alive Catholic Family Life program by completing and returning an exemption form for each child.
- make a standard exemption form available to parents every school year, accommodating the timelines specified below. Schools may also choose to accept separate written requests for an exemption.
- notify all parents at least twenty school days before the start of the “period of instruction” related to the Human Development and Sexual Health expectations. Inform parents the deadline for the submission of the completed exemption form or written request must not be more than five school days before the start of the period of instruction.
- make clear that, in the case of an unforeseen event, school boards and schools have the authority to move the period of instruction to a later date in the school year and must give notice of the change to parents as soon as reasonably possible.
- Furthermore, the Board will develop an Administrative Procedure, which will support the directive and requirements of this policy, and will include further particulars regarding Notice and Communications, Process and Supervision of Exempted Students.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*



<p>Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel</p>	<p><b>Item 8.6</b></p>
<p>Tuesday, November 19, 2019</p>	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel*, as presented.

### Background Information

*Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel* was last reviewed in 2012. This policy was developed in order to ensure that the Halton Catholic District School Board provides equal opportunity for all qualified employees and applicants for employment. The Policy also highlights Rights of Catholic School Boards in Ontario with respect to employment under the *Human Rights Code*, the *Constitution Act, 1982* and the *Education Act*.

The Executive Officer of Human Resources, and Human Resources Services Management staff have reviewed the policy and recommended minor changes, and Associated Policies and Procedures were added.

The Principles were amended following discussion, by trustees, at the November 12, 2019 Policy Committee Meeting.

### Conclusion

*Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel* was presented at the Policy Committee Meeting on November 12, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval, as amended.

### Recommendation

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



*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel, as amended.

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

Hiring and Promotion Policy, Academic and Non-Academic Personnel	
<b>Adopted:</b> February 14, 1985	<b>Last Reviewed/Revised:</b> February 21, 2012
<b>Next Scheduled Review:</b> 2018-2019	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities</a> <a href="#">I-02 Records and Management Information Policy</a> <a href="#">I-16 Records Management Under MFIPPA</a> <a href="#">VI-82 Records and Information Management Procedure</a>	

## Purpose

To provide equal opportunity for all qualified employees and applicants for employment with the Halton Catholic District School Board, in accordance with the Human Rights Code, and where possible by virtue of the availability of qualified candidates, give preferential consideration to qualified Roman Catholic applicants as indicated in the Human Resources Procedures and in accordance with the Human Rights Code, Section 24(1)(a), and the historical right under the Constitution Act, 1982 and the Education Act.

## Application and Scope

This policy applies to all employees and applicants for any position of employment with the Halton Catholic District School Board.

## References

[Human Rights Code](#)

[Constitution Act, 1982](#)

[Education Act](#)

## Principles

- The Halton Catholic District School Board recognizes that our school community exists to foster and exemplify Catholic values centred on the person of Jesus Christ.

- The Halton Catholic District School Board believes that every person has a right to employment without discrimination.
- The Halton Catholic District School Board considers witness to our faith as a key premise in recruiting, hiring and promoting teachers or any other employee whose position includes dealing with students in situations involving instruction, counselling or providing guidance or imparting curriculum. The Board will exercise preference to favour committed and practising Catholics in recruiting, hiring and promoting such employees.
- It is understood that teaching positions and other positions involving interaction with students within the Halton Catholic District School Board, require a significant degree of participation in the religious life of the Catholic school community. This would include participation in liturgical celebrations for students and staff; liaison with pastors and families for sacramental preparation programs and providing staff members with adult faith opportunities.
- The Director of Education is the employee of the elected Board of Trustees, and reports directly to the Board.
- The Board of Trustees through a hiring committee composed of three Trustees; the Secretary/Director; the Executive Officer of Human Resources and a Senior Staff member will perform the function of selecting the candidate for Supervisory Officer and Executive Officer. The final candidate in each hiring situation will be presented to the Board for approval, in camera.
- Trustees of the Board shall entrust the day to day management of the Board to its staff through the Board's Director of Education or designate.
- The Director of Education or designate ensures effective systems are in place for the selection, supervision, development and performance review of all staff.
- Criteria and qualifications for positions will be established in a fair and objective manner. Recruitment for positions will be done as widely as is appropriate to ensure that all qualified applicants have the opportunity to apply.
- All employees and prospective employees shall have access and opportunity to positions within the Board subject to foregoing principles.
- Promotion will be based on demonstrated ability, skill, knowledge and the expertise required to perform the duties of the position and, in the case of employees assigned to positions involving interaction with students, the spiritual commitment to promote the Catholic education system and its Gospel values. The Board recognizes that the needs and priorities of the system must be the primary criteria for decisions with respect to hiring and promotion.
- Within the context of the denominational rights of Catholic school boards, every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit an individual's candidacy for hiring or promotion.
- The Halton Catholic District School Board will not discriminate in its hiring and promotion practices on the basis that the qualified applicant is related to a current or former employee. An individual may be hired, notwithstanding the applicant's relationship to current or former



employees provided the following issues will be considered prior to selecting a candidate:

- That the employee shall not be in a direct supervisory reporting relationship to a relative;
- That staff who are related to the candidates must disclose such information to the Executive Officer, Human Resources Services;
- That staff who are related do not partake in interviews or any part of the hiring process.
- That staff who are involved in the hiring procedures and who have more than a professional relationship with the candidate disclose such information to the Executive Officer, Human Resources Services.
- Applications and documentation of all candidates and employees of the Halton Catholic District School Board will be maintained in a confidential file in the Human Resources Services in accordance with Board *Policy I-16 Records Management Under MFIPPA* and *Policy I-02 Records and Management Information Policy*.
- The Director of Education will report to the Board, on an ongoing basis, or as required, on the implementation of this policy.
- The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and administrative procedures.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board



City of Burlington Transit Proposal	<b>Item 8.7</b>
November 19, 2019	

### Alignment to Strategic Plan

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

### Purpose

The purpose of this report is to recommend to that the Halton Catholic District School Board continue to investigate the viability of a proposal put forward by City of Burlington Mayor Marianne Meed Ward to explore the option of free transit for high school students in Burlington, to be implemented as early as 2020.

### Background Information

In July 2018, staff from the City of Burlington and Mayor’s office met with staff and trustee representatives of the various schoolboards in the region and Halton Student Transportation Services to discuss the feasibility of free student transit for Secondary school students in Burlington.

Since then, Burlington City Council unanimously passed a motion to direct the Mayor and Director of Transit to develop a draft report including a Memorandum of Understanding (MOU) regarding free transit for Burlington students, outlining the program, costs, revenue impacts, eligibility, and commitments in more detail, in partnership with Halton Region and the four school boards that serve Halton students: Halton District School Board, Halton Catholic District School Board, and the two French school boards, Conseil scolaire Viamonde and Conseil scolaire catholique MonAvenir, and report back to council for a decision.

### Comments

The goals of free fares include removing some of the barriers to taking transit; getting vehicles off the road; reducing Green House Gas emissions from vehicle trips driving students to and from school; and introducing students to transit so they become lifelong riders.

The free transit program would be available to all students, but the primary goal is reach those not eligible for yellow bus service (for example, those who live within 0 to 3.2 kilometres from their school) and who may be driven to school now. Yellow bus service would continue. Fares would be free on both



conventional and Handivan buses (as per AODA rules). The Board currently purchases bus passes from Burlington Transit. The City of Burlington would be expecting the Board to continue to make this contribution to help defray the costs of the program. The funding formula and any changes over time would be negotiated.

### Conclusion

Staff recommends that the Board support further investigation into the viability of this proposal.

### 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 support, in principle, the concept of free transit for Burlington secondary school students through Burlington Transit, and direct staff to investigate with partners, the details of a Memorandum of Understanding, and to report back regarding this opportunity.

### Report Prepared & Submitted by:

Pat Daly  
Director of Education and Secretary of the Board

### Report Approved by:

Pat Daly  
Director of Education and Secretary of the Board





Milton Secondary School Boundary Review	<b>Item 8.8</b>
November 19, 2019	

### Alignment to Strategic Plan

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

### Purpose

To initiate a school boundary review process to establish school boundaries for the future Milton #3 “Mazmik” Catholic Secondary School. This process will seek to also establish interim and ultimate student accommodation plans for the secondary panel leading up to the opening of the new school.

### Background Information

1. Staff Report Item 9.1 “Milton Secondary School Boundary Review” from the November 5, 2019, Regular Meeting of the Board
2. Action Report Item 8.8 “2019 Capital Priorities List Submission” from the June 18, 2019, Regular Meeting of the Board
3. Information Report Item 10.9 “Long-Term Capital Plan Update – Final Report” from the June 18, 2019, Regular Meeting of the Board
4. Information Report Item 10.4 “2018-19 Annual Facility Accommodation Report” from the April 2, 2019, Regular Meeting of the Board.
5. Information Report 10.9 “Planning Services Work Plan for 2018-2019” from the October 2, 2018, Regular Board Meeting.

### Comments

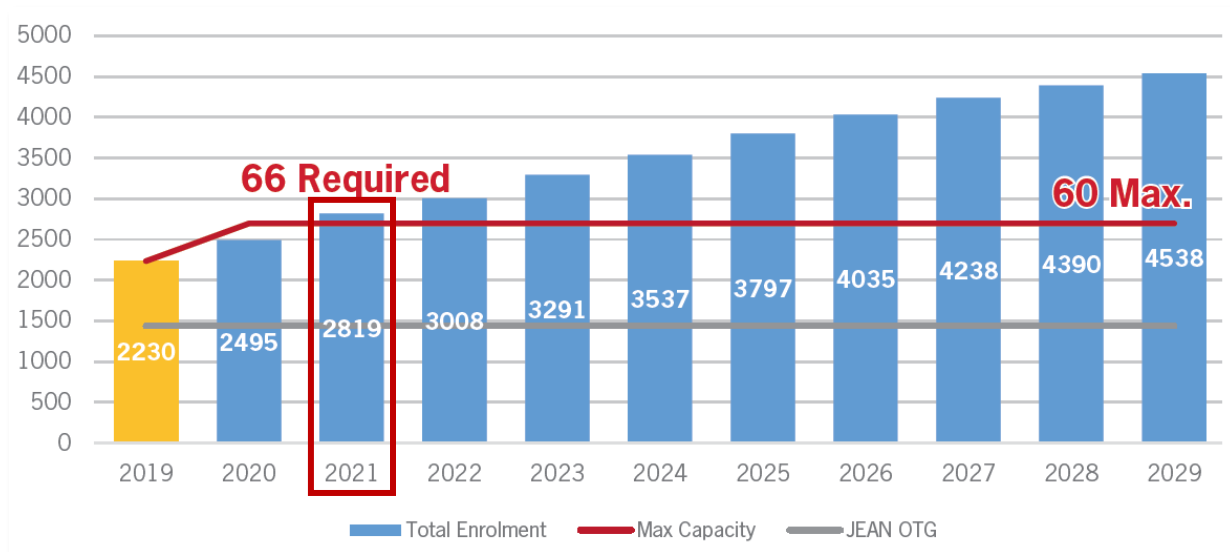
On September 30, 2019, the Board submitted its 2019-20 Capital Priorities Submission to the Ministry of Education. The Milton #3 Catholic Secondary School project was submitted as Priority #1 of the six (6) projects submitted. It is anticipated the funding announcements will be made in early 2020, at which point the Board will receive confirmation if it was successful.

The [2019 Long-Term Capital Plan Update](#) indicates that the Milton #3 CSS project is required by the 2021-22 school year. At this time, Jean Vanier CSS, which is currently holding Milton #3 CSS students, will surpass its maximum portable classroom capacity of 60 units by the 2021-22 school year. The expected portable classroom requirement at Jean Vanier CSS for the 2021-22 school year is 66 portable classrooms. See Figure 1.



Given the increasing enrolment pressures, new secondary accommodations are urgently required to house the Town of Milton Secondary School population.

**Figure 1: Jean Vanier Catholic Secondary School Projections**



It is important to note that a secondary school takes a minimum of three (3) years to construct, from start to finish. The first year is dedicated to obtaining the required planning and building approvals, and the latter two (2) years for construction. Board staff is already undertaking works related to the required planning approvals to prepare the site for construction.

Anticipating an announcement from the Ministry in early 2020, and the required time to receive Approval to Proceed (ATP), and tendering the project, it is no longer feasible to achieve a September 2021-22 opening date. Opening the Milton #3 CSS by the 2022-23 school year is now considered the most likely opening date.

Considering that Jean Vanier CSS will have surpassed its total on-site capacity by 2021-22, Milton #3 CSS students may need to be temporarily relocated to alternate school accommodations with available space within the Board’s jurisdiction.

As a response to the above concerns, Facility Management Services and Planning Services is recommending that the Board initiate a Secondary School Boundary Review for the Town of Milton secondary panel. The scope of the school boundary review would be as follows:

- Define the school attendance boundary for the future Milton #3 CSS, as well as its elementary family of schools;
- Identify an interim holding school to temporarily accommodate Milton #3 CSS students, in wait for the school opening;



- Work with senior staff to develop an interim and ultimate accommodation plan for Milton Secondary Students; and,
- Define future holding areas for the next Milton Catholic Secondary School, as defined in the Board’s 2019 Long-Term Capital Plan.

The proposed school boundary review process is governed by [Operating Policy I-29: School Boundary Review Process Administrative Procedure](#), and follows the protocols of the *Standard School Boundary Review Process*, based on Section 4.3 of [Administrative Procedure VI-88: School Boundary Review Process Administrative Procedure](#). The standard process applies given the complexity of the review.

### Advisory School Boundary Review Committee Composition

When a process is initiated, an Advisory School Boundary Review Committee (SBRC) is created. The role of the committee is advisory and is responsible for reviewing potential boundary and accommodation options with an objective lens meant to benefit the Catholic school community as a whole.

Given the scale of this boundary review, parent representation on the SBRC should include Catholic School Council representatives from all elementary and secondary schools in Milton. For the elementary panel, it would be ideal to have representation from parents of intermediate/senior students, as they will be most affected by the changes. The Director of Education may also designate the affected Family of School Superintendent and other Board Senior Staff to participate in the SBRC.

In the development/exploration of interim accommodation options that involve other school communities outside the Town of Milton, a representative of the affected school community may also be invited to sit on the SBRC in a temporary or permanent capacity.

### School Boundary Review Milestones:

The following table provides the tentative School Boundary Review milestones:

**Table 1: Tentative School Boundary Review Milestones**

TENTATIVE DATE	FORUM	ACTIONS
September 30, 2019	Ministry Submission	Milton #3 CSS Capital Priorities Submission
November 5, 2019	Board Meeting	Staff Report – SBRC Initiation Report
November 19, 2019	Board Meeting	Action Report – SBRC Initiation Report
Mid-November 2019	Information Meeting	Milton Parent Council Information Night
Late-November	Information Meeting	Public Information Night
December 2019	Notification	Communication for SBRC Parent Member Selection
January 2020	SBRC Meeting	SBRC Information Start-Up & Working Meeting #1
February 2020	SBRC Meeting	SBRC Working Meeting #2
March 2020	Information Meeting	Public Meeting #1
March 2020	SBRC Meeting	SBRC Working Meeting #3
April 2020	SBRC Meeting	SBRC Working Meeting #4
May 2020	Information Meeting	Public Meeting #2



TENTATIVE DATE	FORUM	ACTIONS
May/June 2020	SBRC Meeting	SBRC Final Working Meeting
June/Sept	Board Meeting	Interim Staff Report – SBRC Recommendations
June/Sept	Board Meeting	Public Delegations
June/Sept	Board Meeting	Final Action Report – SBRC Recommendations
June/Sept	Notification	Communication to the Milton communities.

The above schedule is tentative, and may be subject to change as the SBRC moves through the process. It should also be noted that if additional or fewer working meetings and/or public meetings are required, further modifications may be made to the above schedule.

The goal is to complete the boundary review process prior to the 2021-22 registration period, so as to give advance notice to the parent and school communities.

### Conclusion

Staff recommends that a standard School Boundary Review Process be initiated to establish interim accommodation options to hold future Milton #3 CSS students, as well as to define the ultimate school boundaries once opened. September 1, 2021, has been identified as the earliest implementation date for any boundary changes, if approved.

### Recommendation

The following resolution is respectfully submitted for Trustee consideration and approval to proceed with initiating a school boundary review process to identify interim and ultimate accommodation plans for the Milton #3 Catholic Secondary School.

<b><i>RESOLUTION#</i></b>	<i>Moved By:</i> <i>Seconded By:</i>
<b><i>RESOLVED</i></b> , that the Halton Catholic District School Board direct staff to initiate a school boundary review process to identify interim and ultimate accommodation plans for the Milton #3 Catholic Secondary School.	

- Report Prepared by: F. Thibeault  
Senior Manager, Planning Services
- Report Submitted by: R. Merrick  
Superintendent, Facility Management Services
- Report Approved by: P. Daly  
Director of Education and Secretary of the Board

**Approved School Educational Trips**

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

Dated: Tuesday, November 19, 2019

<b>Listed by Destination</b>						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. Elizabeth Seton CES, Burlington	8	40	Ottawa, ON	The purpose of this trip is to further develop leadership skills, build on students developmental assets, and build a sense of community in grade 8. Students will participate in varied physical education activities that are connected to the grade 8 physical education curriculum. Students will be offered activities that allow them to further explore the value of friendships and their responsibilities as stewards of God's creation in building a loving and just society. Daily prayers will be said before meals.	Wednesday, June 10 – Friday June 12, 2020	\$594.00
St. Teresa of Calcutta CES, Oakville	8	44	Ottawa, ON	This trip to Ottawa will enhance St. Teresa of Calcutta's students' understanding of the history, geography and religion studies curriculum. Students will be visiting the RCMP Stables, The Supreme Court of Canada, and Parliament Hill, to name a few places of interest. Staff and students will participate in daily prayers and a reflective tour of Notre Dame Basilica.	Wednesday, May 27 - Friday, May 29, 2020	\$579.00

<b>Listed by Destination</b>						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Secondary</b>						
Jean Vanier CSS, Milton	10-12	30	Ste. Marie Among the Hurons, Midland, ON	Students will visit one of the first Catholic missions, chapel and church in New France. They will participate in a liturgy in the church of St. Joseph, visit the tomb of Father Brebeuf, and Christian/Native burial grounds. We will conduct a winter hike to the Martyrs Shrine and visit the grounds. Much time will be spent in discussion and role playing activities based on Native/European contact, tolerance, and appreciation of both cultures and Native Spirituality. Today's Native issues can be better understood by examining the roots and history of the problem in New France. St. Marie will provide this opportunity through experiential learning. Staff and students will participate in daily prayers.	Wednesday, February 5, Friday, February 7, 2020	\$185.00

<b>Listed by Destination</b>						
<b>SCHOOL</b>	<b>GRADE(S)</b>	<b># OF STUDENTS</b>	<b>DESTINATION</b>	<b>PURPOSE</b>	<b>DATES</b>	<b>COST PER PUPIL</b>
<b>Secondary</b>						
Christ the King Georgetown	11-12	30-40	Washington DC, USA	One of the most visited cities in the USA, Washington, DC offers a variety of interesting experiences, from learning about American history and government to seeing many of the most iconic sights in the country. When it comes to American history, this is where it all comes together. America's capital is rich with history and incredible sights to see. From the monuments and memorials to the many significant buildings and points of interest. The students will have an amazing opportunity to witness and experience American history. Staff and students will participate in daily prayers and attend Mass on Sunday, April 26 <sup>th</sup> at St. Patrick's Church.	Thursday, April 23, Monday, April 27, 2020	\$1,215.00



2018-19 Treasurer’s Annual Investment Report	<b>Item 10.3</b>
November 19, 2019	

### Alignment to Strategic Plan

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

### Purpose

To provide the Board of Trustees with the 2018-19 investment report, per Ontario Regulation (O. Reg.) 41/10 Board Borrowing, Investing, and Other Financial Matters, made under the Education Act.

### Background Information

- 1) Action Report “2018-19 Draft Audited Financial Statements” from the November 19, 2019 Regular Meeting of the Board.

### Comments

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

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



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

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

In an attempt to reduce the Province's borrowing costs, the Ministry has implemented a Delayed Grant Payment methodology resulting in a reduction in the Board's cashflow. Based on the 2019-20 budget estimates submission, the Board's estimated delayed grant payment expected as of September 1, 2019, is \$10,209,000.

During the 2018-19 fiscal year, the Board invested surplus Proceeds of Disposition funds excluded from the delayed grant payment in term deposits. The following table outlines the investments made during 2018-19, their maturity dates, term, interest rate and interest revenue recognized as of August 31, 2019, as well as interest revenue expected to be recognized as of August 31, 2020.

Principal	Issue Date	Maturity Date	Due on Maturity	Rate	Term	Int Rev to Aug 31, 2019	Int Rev to Aug 31, 2020
\$ 4,210,827	March 8, 2018	September 4, 2018	\$ 4,253,396	2.05%	180	\$ 42,569	
\$ 12,667,281	May 29, 2018	November 26, 2018	\$ 12,799,822	2.11%	181	\$ 132,541	
\$ 15,000,000	May 29, 2018	May 29, 2019	\$ 15,345,000	2.30%	365	\$ 345,000	
\$ 10,200,000	December 7, 2018	September 4, 2019	\$ 10,393,115	2.55%	271		\$ 193,115
<b>TOTAL INTEREST REVENUE</b>						\$ 520,110	\$ 193,115





All of the above term deposits are eligible investments under O. Reg. 41/10 and comply with Board Operating Policy I-10; further, all of these investments are expected to perform as prescribed, upon maturity. Interest revenue earned to August 31, 2019, amounted to \$520,111. An additional \$193,115 is expected to be recognized as of August 31, 2020. The interest revenue is subject to the same revenue restrictions as the Proceeds of Disposition, under O. Reg. 193/10 Restricted Purpose Revenues, and will be deferred unless used on eligible capital expenditures.

## Conclusion

Per 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 2018-19 fiscal year, resulting in additional interest revenue of \$520,111. The remaining term deposits, maturing during the 2018-19 fiscal year, are expected to result in additional interest revenue of \$193,115.

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

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

Français

**ONTARIO REGULATION 41/10**

made under the

**EDUCATION ACT**

Made: February 24, 2010

Filed: February 26, 2010

Published on e-Laws: March 2, 2010

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

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

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

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

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

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

**Prescribed instrument**

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

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

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

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

**Board to provide copy to the Minister**

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

**PART II  
RISK MANAGEMENT BY BOARDS IN RESPECT OF ENERGY PRICES**

**Commodity price hedging agreements**

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

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

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

**Report on commodity price hedging agreements**

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

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

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

**PART III  
BORROWING FOR PERMANENT IMPROVEMENTS**

**Borrowing for permanent improvements**

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

**Permitted loans**

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

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

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

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

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

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

**PART IV  
ELIGIBLE INVESTMENTS**

**Eligible investments**

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

**Eligible investments**

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

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

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

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

**Rating of certain eligible investments**

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

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

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

**Restriction: securities expressed or payable in foreign currency**

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

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

**Restriction: investment of money from certain funds**

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

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

**Statement of investment policies and goals**

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

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

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

**Investment report**

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

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

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

**Ineligible investments**

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

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

**Commencement**

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

Français

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<b>Banking, Investment and Borrowing</b>	
<b>Adopted:</b> February 21, 2012	<b>Last Reviewed/Revised:</b> June 20, 2017
<b>Next Scheduled Review:</b> 2019-2020	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-91 Banking, Investment and Borrowing</a> <a href="#">VI-26 Cheque Requisitions</a>	

## Purpose

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

## Application and Scope

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

## References

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

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

[Credit Unions and Caisses Populaires Act](#)

## Principles

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

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

## Requirements

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





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

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APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_

*Chair of the Board*

# *St. Nicholas Catholic Elementary School Construction Project*

## **Construction Report 10.4 - November 2019**



### **Construction Update**

- The pictures above were taken on November 13, 2019. The top-left picture shows the front of the school. The top-right picture shows visual display boards in a classroom. The bottom-left picture shows ceramic tile installed in a student washroom. The bottom-right picture shows concrete curb and pole light base installation.
- Work completed included some curb, ceramic flooring, millwork, drop ceiling and some drywall installation

### **Schedule Update**

- Complete ceramic flooring
- Asphalt paving
- Drywall and other finishing trades

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](mailto: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](mailto:merrickr@hcdsb.org).

**Construction Report 10.5 - November 2019**



**Construction Update**

- The pictures above were taken on November 13, 2019. The top-left picture shows the completed food and nutrition room. The top-right picture shows structural steel installation on the third floor. The bottom-left picture shows the new parking lighting in the north parking lot. The bottom-right picture shows the new cafeteria area.
- Work completed includes 3rd floor pre-cast concrete installation, load bearing walls and parking lot lighting.

**Schedule Update**

- Roof installation
- 3rd floor concrete topping
- Electrical branch wiring
- Roof installation

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](mailto: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](mailto:merrickr@hcdsb.org).



**Construction Report 10.6 - November 2019**



**Construction Update**

- The pictures above were taken on November 13, 2019. The top-left picture shows ongoing footings in the cafeteria. The top-right picture shows load bearing walls in the two story classroom addition. The bottom-left picture shows precast concrete stairwell. The bottom-right picture shows ongoing plumbing installation.
- Work completed included some load bearing walls, pre-cast concrete installation and slab on grade concrete pour.

**Schedule Update**

- Complete second floor load bearing walls in two story addition and cafeteria addition footings.
- Steel joist installation in two story addition.

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](mailto: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](mailto:merrickr@hcdsb.org).



<p>Extensive Trip Advisory Committee (ETAC) Trip Proposals</p>	<p><b>Item 10.7</b></p>
<p>November 19, 2019</p>	

### Alignment to Strategic Plan

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

### Purpose

To provide trustees with information regarding the extensive field trips submitted by the Halton Catholic District School Board Secondary Schools for the 2019-2020 school year.

### Background Information

The Extensive Trip Advisory Committee (ETAC) met on Tuesday, October 8, 2019 for the purpose of considering these requests. The committee reviewed the packages and requested additional information where required, which has been provided. The proposed trips meet all the established criteria and the committee recommended approval.

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

#### **ETAC: Appendix A:**

- i. THOMAS MERTON CSS
  - a. NEW YORK CITY (INTERNATIONAL BUSINESS)  
JULY 4-10, 2020
  - b. NEW YORK CITY (WORLD RELIGIONS)  
JULY 4-10, 2020
  - c. OTTAWA, MONTREAL, NEW YORK CITY  
JULY 11-17, 2020
  - d. POLAND, GERMANY, SLOVAKIA, HUNGARY  
JULY 8-23, 2020
  - e. ITALY  
JUNE 28 – JULY 19, 2020

#### **Appendix B:**

- ii. ST. THOMAS AQUINAS CSS
  - a. QUITO ECUADOR – ANDEAN COMMUNITIES  
APRIL 18-27, 2020



Report Submitted by: Jeff Crowell  
Superintendent of Education, School Services

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



**Appendix A**

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

<b>Name of School:</b> Thomas Merton Centre for Continuing Education	<b>Principal:</b> Gino Montanari
<b>Trip Destination:</b> New York City	<b>Date of Trip:</b> July 4-10, 2020
<b>Cost of Trip:</b> \$1900.00	<b>Number of Instructional Days Away:</b> N/A

<b>Brief Rationale for the Trip:</b> Students will be working towards achieving their Grade 12 International Business Fundamentals credit through an experiential learning opportunity as they participate in activities and complete assignments and assessments in New York City.	
<b>Names of Supervisors:</b> PTR 10:1, 2 Teachers, 1 Teaching Assistant, 1 Tour Animator, 1 Edu Travel staff (5 adults per group)  TBD (teachers are hired by Thomas Merton, TA and Animator by Edu Travel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary  Tour guides have the names and locations of the nearest hospitals to the specific destinations.  All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 50 students	<b>Insurance Provider:</b> Insureit Group Inc., 200-800 Denison Street, Markam, ON L3R 5M9
<b>Date and Location of Mass:</b> Sunday, July 5, 2020 at 5pm at St. Patrick's Cathedral, NYC.	



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

<b>Name of School:</b> Thomas Merton Centre for Continuing Education	<b>Principal:</b> Gino Montanari
<b>Trip Destination:</b> New York City	<b>Date of Trip:</b> July 4-10, 2020
<b>Cost of Trip:</b> \$1900.00	<b>Number of Instructional Days Away:</b> N/A

<b>Brief Rationale for the Trip:</b> Students will be working towards achieving their World Religion credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in New York City.	
<b>Names of Supervisors:</b> PTR 10:1, 2 Teachers, 1 Teaching Assistant, 1 Tour Animator, 1 Edu Travel staff (5 adults per group)  TBD (teachers are hired by Thomas Merton, TA and Animator by Edu Travel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary  Tour guides have the names and locations of the nearest hospitals to the specific destinations.  All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 50 students	<b>Insurance Provider:</b> Insureit Group Inc., 200-800 Denison Street, Markam, ON L3R 5M9
<b>Date and Location of Mass:</b> Sunday, July 5, 2020 at 5pm at St. Patrick's Cathedral, NYC.	





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

<b>Name of School:</b> Thomas Merton Centre for Continuing Education	<b>Principal:</b> Gino Montanari
<b>Trip Destination:</b> Ottawa, Montreal, New York City	<b>Date of Trip:</b> July 11-17, 2020
<b>Cost of Trip:</b> \$1800.00	<b>Number of Instructional Days Away:</b> N/A

<b>Brief Rationale for the Trip:</b> Students will be working towards achieving their Civics and Careers credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Ottawa, Montreal and New York City.	
<b>Names of Supervisors:</b> PTR 10:1, 2 Teachers, 1 Teaching Assistant, 1 Tour Animator, 1 Edu Travel staff  TBD (teachers are hired by Thomas Merton, TA and Animator by Edu Travel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary  Tour guides have the names and locations of the nearest hospitals to the specific destinations.  All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 50 students	<b>Insurance Provider:</b> Insureit Group Inc., 200-800 Denison Street, Markam, ON L3R 5M9
<b>Date and Location of Mass:</b> Sunday, July 12, 2020 at 12pm at Notre Dame Cathedral Basilica, Ottawa.	



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

<b>Name of School:</b> Thomas Merton Centre for Continuing Education	<b>Principal:</b> Gino Montanari
<b>Trip Destination:</b> Germany, Poland, Slovakia, Hungary	<b>Date of Trip:</b> July 8-23, 2020
<b>Cost of Trip:</b> \$4990	<b>Number of Instructional Days Away:</b> N/A

<b>Brief Rationale for the Trip:</b> Students will be studying one of two courses being offered towards achieving credit. Grade 11 English ENG3U or Grade 12 English ENG4U or Grade 12 Canadian and International Politics CPW4U.	
<b>Names of Supervisors:</b> TBD-HCDSB hires the teachers and Edu Travel hires the teaching assistants and tour guide  Student/staff ration: 10:1	<b>Name(s) of First Aid Provider(s):</b> Tour Guides and teachers will have the names and locations of all medical facilities that students can access through their out of country health coverage
<b>Number of Students:</b> 25 students	<b>Insurance Provider:</b> Insureit Group Inc., 200-800 Denison Street, Markam, ON L3R 5M9
<b>Date and Location of Mass:</b> Saturday, July 11, 2020 at 6:30 pm; Church of our Lady in Nuremberg; Saturday, July 18, 2020 Holy Mass in Krakow.	



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

<b>Name of School:</b> Thomas Merton Centre for Continuing Education	<b>Principal:</b> Gino Montanari
<b>Trip Destination:</b> Italy	<b>Date of Trip:</b> June 28 – July 19, 2020
<b>Cost of Trip:</b> \$6300	<b>Number of Instructional Days Away:</b> N/A

<b>Brief Rationale for the Trip:</b> Students will be working towards achieving their Grade 11 or Grade 12 English credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in several cities in Italy.	
<b>Names of Supervisors:</b> PTR 10:1, 2 Teachers, 2 Teaching Assistant, 1 Tour Animator (5 adults per group)  TBD (teachers are hired by Thomas Merton, TA and Animator by Edu Travel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary  Tour guides have the names and locations of the nearest hospitals to the specific destinations.  All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 50 students	<b>Insurance Provider:</b> Insureit Group Inc., 200-800 Denison Street, Markam, ON L3R 5M9
<b>Date and Location of Mass:</b> Sunday, July 12, 2020 Mass at Il Duomo Di Firenze at 7:30 pm; Saturday, July 18, 2020 Mass at Basilica San Marco at 6:45 pm	



Appendix B

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

<b>Name of School:</b> St. Thomas Aquinas CSS	<b>Principal:</b> Adriano Perusin
<b>Trip Destination:</b> Quito Ecuador - Andean Communities	<b>Date of Trip:</b> April 18-27, 2020
<b>Cost of Trip:</b> \$4082.40	<b>Number of Instructional Days Away:</b> 6

<b>Brief Rationale for the Trip:</b> Students will be enrolled in and working towards achieving the Grade 11 World Religions (HRT3M) credit, and the Grade 12 Social Justice and Equity (HSE4M) credit. They will be scheduled period one and two second semester. A unique and distinguishing component of this program is the concept of service learning. Students will have the opportunity to reflect on the experience in class, through discussion and assignments, after returning from the trip. The program provided a once in a lifetime experience for students to pull their faith into action and embody our Catholic Graduate expectations.	
<b>Names of Supervisors:</b> K. Bradica J. Mulligan P. Quinlan	<b>Name(s) of First Aid Provider(s):</b> J. Mulligan
<b>Number of Students:</b> 30 students	<b>Insurance Provider:</b> EF Tours – Chubb Insurance Company of Canada 199 Bay Street, Suite 2500, Toronto, ON
<b>Date and Location of Mass:</b> Sunday, April 19, 2020 and Sunday April 26, 2020 in Quito, Ecuador.	



Celebrating the 50 <sup>th</sup> Anniversary of HCDSB	<b>Item 10.8</b>
November 19, 2019	

### Alignment to Strategic Plan

This report is linked to all strategic priorities -

- Achieving:** Meeting the needs of all learners
- Believing:** Celebrating our Catholic faith & aspiring to be models of Christ
- Belonging:** Embracing relationships & sustaining safe, welcome schools
- Foundational Elements:** Optimizing organizational effectiveness.

### Purpose

The purpose of this report is to provide the Board of Trustees with an overview of the plans in place to celebrate the fiftieth anniversary of the formation of the Halton Catholic District School Board.

### Background Information

This school year marks the fiftieth anniversary of the formation of the Halton Catholic District School Board.

In 1969, provincial legislation mandated the consolidation of school boards across Ontario. The municipal school boards of Burlington, Georgetown, Milton and Oakville amalgamated to become the *Halton County Roman Catholic Separate School Board*.

In 1974, a regional government arrived in Halton, changing Halton County to the Regional Municipality of Halton. The ‘county’ was dropped from our school board’s name, leaving *Halton Roman Catholic Separate School Board*.

At the time of amalgamation, our school board had a student population of 6000 students enrolled in Kindergarten to Grade 8. By the Board’s 25<sup>th</sup> Anniversary in 1994, there were nearly 20,000 students enrolled in Kindergarten to OAC (Grade 13). Twenty-five years later, as the Halton Catholic District School Board celebrates the 50<sup>th</sup> Anniversary of its formation, we serve more than 36,000 students across 45 elementary schools, 9 secondary schools and 3 continuing education sites.

The following report will outline how we will celebrate this significant milestone in the history of the Halton Catholic District School Board.



## 50<sup>th</sup> Anniversary Planning Committee

A steering committee has been established to plan the various activities we will undertake to honour and celebrate the 50<sup>th</sup> Anniversary of the Halton Catholic District School Board.

The following provides an overview of the planned initiatives and events.

INITIATIVE	DETAILS
Pilgrimage of the Cross	<p>The 50<sup>th</sup> Anniversary Celebration will officially be launched at the Regular Board Meeting on November 19, 2019, when the pilgrimage cross is unveiled, and then transported to the starting point of its journey, Christ the King Catholic Secondary School in Georgetown.</p> <p>Additional information about the Pilgrimage of the Cross was presented in <a href="#">Information Report 10.5</a> at the Regular Board Meeting on October 1, 2019.</p>
Celebratory Liturgy	<p>A Board-wide Celebratory Liturgy will take place on February 21<sup>st</sup>, 2020 at Holy Rosary Parish in Milton, with virtual participation by all HCDSB schools.</p>
Community Gathering/ Arts Showcase	<p>On Sunday, May 3, 2020, we will hold a system-wide community gathering at Assumption Catholic Secondary School.</p>
Alumni Awards	<p>We will launch our HCDSB Alumni Awards, and the inaugural recipients will be recognized at the Community Gathering on May 3, 2020.</p> <p>The planning committee is in the process of refining the criteria. More information will follow at the January 7, 2020 Regular Board Meeting.</p>
Time Capsule	<p>At the November 19<sup>th</sup> Board Meeting, we will unveil the contents of the 25<sup>th</sup> Anniversary Time Capsule.</p> <p>All schools will be invited to contribute items to our 50<sup>th</sup> Anniversary Time Capsule.</p>
Virtual Scrapbook	<p>A virtual scrapbook will capture digital memories from each of our HCDSB schools.</p>
50 <sup>th</sup> Anniversary School Activities	<p>A toolkit has been developed with a list of 50 suggested activities to help schools commemorate our 50<sup>th</sup> Anniversary. Schools will be invited to share their activities on social media, using the hashtag #HCDSB50.</p>
50 <sup>th</sup> Anniversary Prayer	<p>A special 50<sup>th</sup> Anniversary prayer has been created and will be shared with all staff, students and parents.</p>



## 50<sup>th</sup> Anniversary Logo

To commemorate the 50<sup>th</sup> Anniversary of the Halton Catholic District School Board, we have created a special emblem to be featured alongside our HCDSB logo. The emblem incorporates the 4 primary colours in our palette, representing the 4 municipalities that make up our district: **Burlington**, **Halton Hills**, **Milton** and **Oakville**. The colours have been positioned within the emblem to represent a path or journey, with the number '50' visible in the negative (white) space. There are a number of elements in the emblem that symbolize our faith: the cross at the top of the hill; the fish (in orange) and the host (in yellow). Additionally, the emblem is encased in a circle, an important symbol in our faith, representing God, wholeness, and eternal life.



The 50th Anniversary emblem will be used in all 50<sup>th</sup> Anniversary publications, and will be posted on the Board website and all school websites beginning the week of November 18, 2019.

## Conclusion

We look forward to celebrating this significant milestone in the history of the Halton Catholic District School Board with our entire HCDSB community. Additional information and details around planned events will be shared throughout the next several months.

### Report Prepared & Submitted by:

A. Swinden  
Manager, Strategic Communications

J. Crowell  
Superintendent of Education

L. Naar  
Superintendent of Education

P. Daly  
Director of Education and Secretary of the Board

### Report Approved by:

P. Daly  
Director of Education and Secretary of the Board



OCSTA 2020 AGM Resolutions	Item 10.9
November 19, 2019	

### Alignment to Strategic Plan

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

### Purpose

The purpose of this report is to inform Trustees of the process for submitting resolutions to the OCSTA AGM April 30 - May 2, 2020.

### Background Information

The OCSTA AGM will take place in Ottawa on April 30 - May 2, 2020. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues, which have provincial implications to the attention of all trustees in the province.

### Comments

Delegates will consider and vote on all resolutions received from OCSTA members. During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions for the OCSTA 2020 Annual General Meeting may be submitted at any time up until the deadline of January 31, 2020.

The attached memo includes all details for the preparation and submission of Resolutions.

### Conclusion

Resolutions should be submitted to the Chair by Thursday January 17, 2020 in order to be considered by Trustees at the January 21, 2020 Regular Board Meeting.





Report Prepared &  
Submitted by:

Peter DeRosa  
Chair of the Board



Ontario Catholic School  
Trustees' Association

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Beverley Eckensweiler, *President*  
Michelle Griepsma, *Vice President*  
Nick Milanetti, *Executive Director*

May 6, 2019

**MEMORANDUM**

**TO:** Chairpersons and Directors of Education  
- All Catholic District School Boards

**FROM:** Nick Milanetti, Executive Director

**SUBJECT: 2020 AGM Resolutions**

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**PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD**

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the deadline of *January 31, 2020*.

Attachments

- *Guidelines*
- *Template*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2019 Resolutions with AGM Decisions*
- *Related By-Law Section 5.9 (Resolutions)*



Ontario Catholic School  
Trustees' Association

## Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

- A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.**

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. Does not deal with education funding issues.
  - OCSTA addresses education funding issues in the Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation. Boards are encouraged to submit education funding issues requiring Association action and advocacy **by the middle of October.**

### **B. Steps in Preparing a Resolution**

1. Review the Mission, Vision and Strategic Priorities of OCSTA.
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
  - a. Each "*Whereas*" is accompanied by adequate background material.
  - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

### **C. Writing A Resolution**

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

## 1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word “WHEREAS”.

## 2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

## 3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]  
[Secunder’s Name]  
[Board Name]  
[Topic]

## D. **Submission Deadline Date**

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 31, 2020**. We encourage boards to submit their resolutions at any time from May to January by email to Connie Araujo-De Melo at [cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca).

## E. **Regulations**

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines, the enclosed template and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

# Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

**Moved by:** [Mover's Name] [Board Name]

**Seconded by:** [Seconder's Name]

**Topic:** [e.g. Vacancies on School Boards]

---

**Whereas:** from time to time a vacancy occurs in the office of a member of the board;  
and

**Whereas:** according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

**Whereas:** boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

**Whereas:** the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

**Whereas:** the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

**Therefore be it Resolved that:**

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

*If you have any questions regarding this template please contact **Connie Araujo-De Melo** either by telephone at 416-932-9460 ext. 226 or by e-mail at [cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca).*

## ***Explanation of Committee Recommendations & Resolution Session Procedures***

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

### ***Explanation of Committee Recommendations***

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**  
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the ..... committee for appropriate implementation.**  
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the ..... committee for study.**  
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not approve**  
No action will be taken.
- v. **No recommendation**  
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**  
The intent of the resolution has been met. No further action will be taken.

### ***Resolution Session Procedures***

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

**Note Re Quorum:** *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

## *Grouped Resolutions*

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

## *Resolutions Handled Individually*

*These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.*

### **A. Resolutions with committee recommendations**

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
  - the chair will call for the sponsoring board to move and second **the committee recommendation;**
  - delegates will speak to the committee recommendation;
  - delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
  - the chair will call for the sponsoring board to move their **original resolution;**
  - delegates will speak to the resolution;
  - delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

### **B. Resolutions without committee recommendations**

1. These resolutions will be handled as follows:
  - the chair will call for the sponsoring board to move their **original resolution;**
  - delegates will speak to the resolution;
  - delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

### C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- ❑ the chair will **read** the amendment;
- ❑ delegates will speak to the amendment;
- ❑ delegates will vote on the amendment;
- ❑ delegates will vote on the resolution as amended.

If the amendment is defeated:

- ❑ delegates will be asked to speak to the original resolution;
- ❑ delegates will vote on the original resolution.

### D. Members’ Discussion Rights

Under Article 5.11 (*Members Discussion Rights*), a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10.1 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

*Revised May 1, 2019*





## Ontario Catholic School Trustees' Association

### Our Mission

*Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.*

### Our Vision

*Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.*

The Association's **Strategic Priorities** are as follows:

#### **1. Enhance Political Advocacy for Catholic Education**

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

#### **2. Engage Trustees in an Enriched Development Program**

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programming provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

#### **3. Manage Human and Fiscal Resources to Effectively meet Changing Needs**

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.



## 2019 OCSTA Resolutions with AGM Decisions

	<b>Board</b>	<b>Topic</b>	<b>AGM Decision</b>
A-19	OCSTA Board	Amendment to the <i>“Amended and Restated By-law Number 2016-1, A By-law Relating Generally to the Conduct of Its Affairs”</i> (“OCSTA By-Law”)	Approve
1.	Hamilton-Wentworth	Accuracy of Municipal Voter Lists	Approve
2.	Simcoe Muskoka	Property Tax – School Board Support	Approve
3.	Waterloo	Parent Reaching out Grants	Approve
4.	Dufferin-Peel	Funding for Retrofitting/Renovating Schools	Approve
5.	Dufferin-Peel	Funding for Students with Diverse Learning Needs, Including Special Education	Approve
6.	Simcoe Muskoka	Special Education	Approve
7.	Dufferin-Peel	Student Transportation Funding	Approve
8.	Dufferin-Peel	School Bus Driver Retention Concerns	Approve
9.	Ottawa	Equity Regarding System/Department Principals	Approve and refer to Labour Relations Committee
10.	Dufferin-Peel	Occasional Teacher Costs	Approve and refer to Labour Relations Committee
11.	Peterborough VNC	Cybersecurity in School Boards	Approve and refer to Political Advocacy Committee
12.	Simcoe Muskoka	Economic Realities with Capital Projects	Approve and refer to Political Advocacy Committee
13.	Dufferin-Peel	Parent Reaching Out (PRO) Grants	Approve and refer to Political Advocacy Committee
14.	Ottawa	Perceived threat to Security	Approve and refer to CETE
15.	Dufferin-Peel	Daily Occasional Teacher Roster Caps <i>Same resolution was considered at 2018 AGM. It was received and referred to Labour Relations Committee.</i>	Receive and refer to Labour Relations Committee
16.	Dufferin-Peel	Hard Caps in Kindergarten Classes	Receive and refer to Labour Relations Committee
17.	Northwest	Regulation 274 Fair Hiring Practice	Receive and refer to Labour Relations Committee
18.	Dufferin-Peel	Ontario Regulation 274/12 Hiring Practices	Receive and refer to Labour Relations Committee
19.	Dufferin-Peel	Qualified French Teacher Recruitment & Retention	Receive and refer to Labour Relations Committee
20.	Dufferin-Peel	Support Staff Recruitment and Retention	Receive and refer to Labour Relations Committee
21.	Simcoe Muskoka	Chronic Shortage of Occasional Staff for Teachers, Early Childhood Educators and Educational Assistants, and Its Impact on Learning	Receive and refer to Labour Relations Committee
22.	Waterloo	Capital Priorities Program	Receive and refer to Political Advocacy Committee
23.	Dufferin-Peel	Air Conditioning in all Schools	Receive and refer to Political Advocacy Committee
24.	Waterloo	Renewal Funding for Administrative Buildings	Receive and refer to Political Advocacy Committee
25.	Waterloo	Green Investments	Receive and refer to Political Advocacy Committee
26.	Dufferin-Peel	Funding for Mathematics Courses	Receive and refer to Political



## 2019 OCSTA Resolutions with AGM Decisions

			Advocacy Committee
	<b>Board</b>	<b>Topic</b>	<b>AGM Decision</b>
27.	Dufferin-Peel	50 Day Limit Re-employment for Retired School Administrators	Receive and refer to Political Advocacy Committee
28.	Ottawa	Seat Belts on School Buses	Receive and refer to Political Advocacy Committee
29.	Simcoe Muskoka	Trustee Honorarium and Benefits	Receive and refer to Political Advocacy Committee
30.	Waterloo	Trustee Honoraria	Receive and refer to Political Advocacy Committee
31.	Simcoe Muskoka	Home, School, Church	Receive and refer to CETE
32.	Simcoe Muskoka	Global Warming – Climate Change	Receive and refer to CETE
33.	Ottawa	Use of word “Indian”	Receive and refer to CETE
34.	Toronto	Legal Defence Fund and Insurance for Individual Catholic School Trustees	1. Receive and refer to Budget & Human Resources Committee 2. Receive and refer to Political Advocacy Committee TIMELINE: Jan. 2020 Catholic Trustees Seminar
35.	Dufferin-Peel	Investigation of a new method of vote allocation at the Annual General Meeting of the Ontario Catholic School Trustees' Association (OCSTA)	Not Approve
36.	Toronto	Weighted Voting for the Annual General Meeting of the Ontario Catholic School Trustees' Association (OCSTA)	Not Approve

**Excerpt from  
Ontario Catholic School Trustees' Association  
General Working By-law 2019-01**

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**5. MEETINGS OF MEMBERS**

5.9 Resolutions from CDSB's

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 5.9.3 each such Resolution shall be circulated among all CDSB's not less than thirty (30) days prior to the Annual Meeting;
- 5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 5.9.5 no such resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.

# Template

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**Seconded by:** [Seconder's Name]

**Topic:** [e.g. Vacancies on School Boards]

---

**Whereas:** from time to time a vacancy occurs in the office of a member of the board;  
and

**Whereas:** according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

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**Whereas:** the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

**Whereas:** the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

**Therefore be it Resolved that:**

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

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**POLICY COMMITTEE MEETING MINUTES**

Date: October 8, 2019  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

Members Present B. Agnew H. Karabela  
 M. Duarte P. Murphy  
 N. Guzzo T. O'Brien  
 V. Iantomasi J. O'Hearn-Czarnota

Staff Present P. Daly, Director of Education  
 S. Balogh, Superintendent of Education, School Services  
 J. Crowell, Superintendent of Education, School Services  
 C. Cipriano, Superintendent of Education, Special Education Services  
 J. O' Hara, Executive Officer, Human Resources Services  
 A. Lofts, Superintendent, Business Services  
 A. Prkacin, Superintendent of Education, Curriculum Services  
 D. Tkalcic, Manager, Purchasing Services

Regrets P. DeRosa  
 A. Swinden, Manager, Strategic Communications

Recording Secretary J. Neuman

**1. Call to Order**

**1.1 Opening Prayer (M. Duarte)**

The meeting began at 7:00 p.m. with a prayer led by M. Duarte.

**2. Approvals**

**2.1 Approval of Agenda**

**P#68/19**

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

**Seconded by:** P. Murphy

**That,** the agenda be approved.

The Chair called for a vote. **P#68/19 Carried**

In favour	Opposed	Abstain	Absent
T. O'Brien		V. Iantomasi	P. DeRosa
H. Karabela			
P. Murphy			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

**2.2 Approval of Minutes (September 10, 2019)**

**P#69/19**

**Moved by:** B. Agnew

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

**That,** the minutes of the Policy Committee Meeting held on September 10, 2019 be approved, as submitted.

Discussion ensued; questions for clarification were asked and answered.

The Chair called for a vote. **P#69/19 Carried.**

In favour	Opposed	Abstain	Absent
T. O'Brien		V. Iantomasi	P. DeRosa
H. Karabela			
P. Murphy			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

### 3. Declarations of Conflict of Interest

There were no Conflicts of Interest declared.

### 4. Action Items

#### 4.1 Policy I-33 Classroom Observations by External Third Party Professionals (C. Cipriano)

**P#70/19**

**Moved by:** P. Murphy

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

**That,** the Policy Committee recommends that Policy I-33 Classroom Observations by External Third Party Professionals, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.

Due to technical difficulties, V. Iantomasi was unable to access the meeting documents; therefore, requested that all action items be deferred.

The chair called for a recess at 7:17 pm

The meeting reconvened at 7:25 pm

The Chair overruled the request to defer the action items.

C. Cipriano shared the information regarding the amendments to the policy.

Questions for clarification were asked and answered.

The Chair called for a vote. Recommendation **P#70/19 Carried.**

In favour	Opposed	Abstain	Absent
T. O'Brien		V. Iantomasi	P. DeRosa
H. Karabela			
P. Murphy			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

#### 4.2 Policy II-02 Educational Assistants (C. Cipriano)

**P#71/19**

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

**Seconded by:** P. Murphy

**That,** the Policy Committee recommends that Policy II-02 Educational Assistants, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.

C. Cipriano noted that the policy was reviewed and recommended no changes.

Discussion ensued. Questions regarding workplace incidents/injuries; health and safety of Educational Assistants; and training were asked and answered.

It was determined that the Associated *Policy I-19 Occupational Health and Safety* will be added to the policy for reference.

The Chair called for a vote. Recommendation **P#71/19 Carried.**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota		V. Iantomasi	P. DeRosa
B. Agnew			
M. Duarte			
P. Murphy			
H. Karabela			
T. O'Brien			

#### 4.3 Policy II-12 Management of Aggressive Student Behaviours Within Our Schools (C. Cipriano) P#72/19

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

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy II-12 Management of Aggressive Student Behaviour Within Our Schools, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.

C. Cipriano shared the information regarding the amendments to the policy. Questions for clarification were asked and answered.

The Chair called for a vote. Recommendation **P#72/19 Carried.**

In favour	Opposed	Abstain	Absent
T. O'Brien (1)		V. Iantomasi	P. DeRosa
H. Karabela			
P. Murphy			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

#### 4.4 Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel (J. O' Hara) P#73/19

**Moved by:** M. Duarte

**Seconded by:** V. Iantomasi

**That,** Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel be deferred to the November 12, 2019 Policy committee meeting pending information that will be provided by Director Daly to all trustees by November 5, 2019.

Discussion ensued. P. Daly will provide a response to questions and concerns raised by M. Duarte to the Trustees by November 5, 2019.

The Chair called for a vote. **P#73/19 Carried.**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota	P. Murphy		P. DeRosa
B. Agnew			
M. Duarte			
H. Karabela			
V. Iantomasi			
T. O'Brien			



**4.5 Policy II-09 Opening and Closing Exercises (B. Agnew, J. O'Hearn-Czarnota)****P#74/19****Moved by:** T. O'Brien**Seconded by:** M. Duarte**That**, the Policy Committee recommends that Policy II-09 Opening and Closing Exercises, be forwarded, along with amendments, to the October 15, 2019 Regular Board Meeting for approval.

B. Agnew and J. O'Hearn-Czarnota commented on the amendments to the policy.

Discussion ensued. Questions for clarification regarding prayers and closing exercises were asked and answered.

The Chair called for a vote. Recommendation **P#74/19 Carried**

In favour	Opposed	Abstain	Absent
T. O'Brien	H. Karabela	V. Iantomasi	P. DeRosa
P. Murphy			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

**4.6 ~NEW~ Policy II-53 Exemption From Instruction Related To The Human Development and Sexual Health Expectations (A. Prkacin)****P#75/19****Moved by:** M. Duarte**Seconded by:** J. O'Hearn-Czarnota**That**, the Policy Committee recommends the Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019 be forwarded, to the October 15, 2019 Regular Board Meeting for approval at first reading.

A Prkacin shared the rationale for developing the policy and referred to PPM 162.

Discussion ensued. Questions regarding criteria to exempt students were asked and answered. It was noted that the corresponding procedure that is being developed will have specific protocols included that will address the revisions that were suggested.

It was determined that the line "and parents are primary educators of their children" will be added to the Principle: The Home, the Church and the School are partners in the education of children in faith and morals.

The Chair called for a vote. Recommendation **P#75/19 Carried**.

In favour	Opposed	Abstain	Absent
T. O'Brien		V. Iantomasi	P. DeRosa
H. Karabela			
P. Murphy			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

**5. Discussion Items****5.1 Policy II-41 School Uniform Dress Code - School Dress Code and Policy I-31 Apparel Purchases and Fair Labour Practices (J. Crowell, A. Lofts, D. Tkalcic)**

J. Crowell introduced the policy for discussion.

D. Tkalcic shared a presentation regarding the School Uniform RFP (Request for Proposal) process and timelines.

Discussion ensued regarding the key points:

- Open Competitive Bid Process
- Request for Proposal (RFP)
- RFP Committee
- RFP Issuance
- Evaluation
- Award of Contract
- Contract Administration
- Policy Review and RFP Timelines

Questions were asked and answered. Community Consultation scenarios were discussed.

J. Crowell noted the implications on Policy I-31 Apparel Purchases and Fair Labour Practices if changes are made to Policy II-41 School Uniform Dress Code - School Dress Code.

It was determined that Community Consultation options related to the school uniform dress code/school dress code policy will be returned to the November 12, 2019 Policy Committee Meeting as an Action Item.

## **5.2 Student Code of Conduct while in Uniform off School Property (P. Murphy)**

P. Murphy shared concerns that have been brought to his attention regarding student conduct off school property.

Discussion ensued. It was determined that the item will be added to an upcoming Secondary Principals' meeting for discussion and comment, and Superintendents will review the current policy and procedure regarding student discipline. The feedback will be returned to the December 10, 2019 Policy Committee Meeting for further discussion.

## **6. Information Items**

### **6.1 Administrative Procedure VI-48 Protocol with External Agencies (PPM 149) (C. Cipriano)**

### **6.2 ~ New ~ Administrative Procedure VI-95 Procedure for Receiving Information from Regulated Health Professionals, Social Service Professionals, and Paraprofessionals (C. Cipriano)**

### **6.3 Administrative Procedure VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities (J. O' Hara)**

### **6.4 ~New~ Administrative Procedure VI-97 Student Use of Service Animals in Schools (C. Cipriano, S. Balogh)**

Amendments to the procedures were reviewed with Trustees.

The newly adopted procedures were reviewed.

Questions for clarification were asked and answered.

Administrative Procedure VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities will be deferred to November 12, 2019 Policy Committee Meeting.

## **6.5 Upcoming Agenda Items (November 12, 2019)**

### **6.5.1 Policy I-31 Apparel Purchases and Fair Labour Practices (A. Lofts, D. Tkalcic, J. Crowell)**

### **6.5.2 Policy II-41 School Uniform Dress Code-School Dress Code (J. Crowell)**

### **6.5.3 Policy II-10 Releasing Pupils from School (S. Balogh)**

### **6.5.4 Policy II-19 Educational Field Trips (S. Balogh, J. Crowell, A. Lofts)**

### **6.5.5 Policy II-51 Optional French Programming (French Immersion - Extended French) (A. Prkacin)**

**6.5.6 ~ New ~ Policy II-53 Exemption From Instruction Related To The Human Development and Sexual Health Expectations (A. Prkacin)**

**6.5.7 Information Items**

**6.5.7.1 Administrative Procedure VI-70 Educational Field Trips (S. Balogh, J. Crowell, A. Lofts)**

**6.5.7.2 Administrative Procedure VI-07 Transportation of Students in Private Vehicles Driven by Other Students (S. Balogh, J. Crowell, A. Lofts)**

**6.5.7.3 Administrative Procedure VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers (S. Balogh, J. Crowell, A. Lofts)**

**7. Miscellaneous Information**

**7.1 Policy Review Cycle Flow Chart (S. Balogh)**

S. Balogh reminded Trustees of the Policy Review Cycle Flow Chart that was shared at a previous Policy Committee Meeting.

**8. In Camera**

There were no in camera items.

**9. Motion to Excuse Absent Committee Members**

**P#76/19**

**Moved:** H. Karabela

**Seconded:** M. Duarte

**That** Trustee P. DeRosa be excused.

**UNANIMOUSLY CARRIED**

**10. Motion to Adjourn/ Closing Prayer**

**P#77/19**

**Moved:** P. Murphy

**Seconded:** V. Iantomasi

**That** the meeting adjourn.

**UNANIMOUSLY CARRIED**

N. Guzzo closed meeting with prayer at 9:45 pm