

**REGULAR BOARD MEETING  
 AGENDA**

Date: Tuesday, January 21, 2020  
 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 (M. Bhambra)	
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>	
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<b>5. Delegations</b>	
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5.2 Expansion of the Early French Immersion Program (M. Whalen)	9 - 17
<b>6. Approval of Minutes</b>	
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13.	<b>Open Question Period</b>	
14.	<b>In Camera</b>	
15.	<b>Resolution re Absentees</b>	
16.	<b>Adjournment and Closing Prayer (J. O'Hearn-Czarnota)</b>	



“100 Years/100 Women Exhibit” Honouree - Sherry Saevil	<b>Item 4.1</b>
January 21, 2020	

### Alignment to Strategic Plan

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

### Purpose

To recognize Sherry Saevil, Indigenous Education Advisor, recipient of the Canada 150 Sesquicentennial Award in 2017 and now, one of one hundred noteworthy women honoured by the Canadian Federation of University Women, Milton & District in the “100 Years/100 Women Exhibit”.

### Background Information

The Canadian Federation of University Women, Milton & District created a unique exhibit in honour of the 100<sup>th</sup> anniversary of the founding of their national organization, CFUW. In order to celebrate the milestone, they partnered with the Fine Arts Society of Milton (FASM) to create a unique art installation, “100 Years/100 Women”. The recognition acknowledged and celebrated local women who have attained a significant achievement and made a difference in the community and beyond over the past 100 years. Sherry Saevil was one of the noteworthy women highlighted in the “100 Years/100 Women” art installation from November 19<sup>th</sup> to December 20<sup>th</sup>, 2019 at the Milton First Ontario Arts Centre.

### Comments

Sherry Saevil is a Cree woman from Treaty 6 with a degree in Native Studies and Criminology from the University of Saskatchewan. She developed her passion for Indigenous issues through personal experience and professional life. Sherry’s mother and all of her Aunts and Uncles were survivors of the Residential School system. She comes from a family of ten children who were all part of the “Sixties Scoop.” Sherry is the first generation to raise her children without government interference.

Sherry has always worked for Indigenous organizations, starting with the Treaty and Aboriginal Rights Research Centre in Manitoba, where she was the lead researcher in archival research.

She spent five years at Six Nations of the Grand River Territory as Assistant Director, focusing on land claims research in preparation for submissions to the federal government.

Sherry now works with the Halton Catholic District School Board (HCDSB) as the Indigenous Education Advisor. She is a passionate advocate for Indigenous issues and regularly speaks about several key subjects including Residential Schools, Treaties and social issues facing Indigenous people.

Sherry continues to support a variety of educational initiatives at the HCDSB by providing professional development to all staff, introducing Indigenous elders, artists, performers and Traditional Knowledge Keepers to schools while encouraging teachers to embed Indigenous ways of knowing into the curriculum.

Sherry is regularly invited to participate on key committees and at national conferences such as the Truth and Reconciliation Commission of Canada, the Educational Roundtable with the National Centre of Truth and Reconciliation, the International Indigenous Education Conference and Treaty discussions with the Treaty Commission of Saskatchewan. She continues outreach to various First Nations communities not only in southern Ontario but also in our northern communities.

## Conclusion

For well over ten years, Sherry has chosen Catholic education and has been a Halton Catholic employee of great integrity and loyalty. She is a most valued, honourable leader and revered Indigenous voice within our own Halton Catholic community team as well as provincially and nationally. Sherry is a courageous trailblazer and a woman of faith. Our shared dedication to the Creator and her sincere guardianship of our Catholic teachings is an inspiration. It is a privilege to have yet another opportunity to celebrate Sherry’s contribution to all of us as an Indigenous Canadian woman, an influential, patient educator and a perseverant advocate for justice. In the true spirit of our Master Teacher, Jesus, Sherry is undertaking God’s work in our midst demonstrating love, kindness and compassion through every word and deed as she enlightens and guides our collective journey toward Truth and Reconciliation with our Indigenous brothers and sisters.

**Item 4.1** | “100 Years/100 Women Exhibit” Honouree - Sherry Saevil

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Report Prepared by: A. Prkacin  
Superintendent of Education, Curriculum Services

Report Submitted by: A. Prkacin  
Superintendent of Education, Curriculum Services

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



Compassionate Care and Crisis Response Team	Item 4.2
January 21, 2020	

### Alignment to Strategic Plan

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

### Purpose

To provide an update to the Board of Trustees on the composition, structure and function of the Compassionate Care and Crisis Response Team (CCCRT) serving the Halton Catholic District School Board (HCDSB).

As a Catholic faith community, we are called to provide a ministry of presence to one another in times of death, loss or crisis. When these events happen, the CCCRT lends compassionate support and assists the site administrator in responding to the community and supporting it. The information and presentation that follow outline the supports in place for our system from the CCCRT.

### Background Information

A Compassionate Care Team with a mandate to provide support to school communities in the Halton Catholic District School Board experiencing grief and crisis has existed for almost 25 years. In 2019 the leaders of the Compassionate Care Services Team reviewed the organization and modus operandi of the team and conducted a review of the support binder which had been in place since 2004 and revised in 2015. As a result of the review, the process and delivery models of the CCCRT, and supporting resources were updated and refined.

The proliferation of critical events affecting schools locally, nationally and internationally indicate a need for the team potentially to be responsive to issues such as bomb threats, natural disasters, stabbings, shootings and other tragic events, in addition to the original areas of responsibility of the response team such as death and loss. It has been recognized that greater attention needs to be given to the areas of vicarious trauma and Post Traumatic Stress issues and the Team continues to be sensitized to these. Briefing and de-briefing are recognized as essential parts of the continuum of care, acknowledging the areas of need in the school for students and staff both before and after a critical incident and for responding members of the Team. It is also recognized that events which



affect contiguous schools of the Halton District School Board may require support in our school communities.

The role of the CCCRT has been recognized as a discrete discipline standing apart from those of the participant specialists; the designation as the Compassionate Care and Crisis Response Team reflects a multidisciplinary approach to support in times of grief, trauma and crisis. Relying on best practices from the areas of Psychology, Social Work, and Mental Health, it is always the intention of the team to deliver support through a Catholic Pastoral lens.

The CCCRT Steering Committee functions with representation from all stakeholder groups to provide support for the team and to create a forum for ongoing review and reflection of its work. This committee ensures accountability, presents recommendations for continuing development and identifies training needs for the various groups represented by the members.

The CCCRT manual continues to include grief, trauma and crisis response resources and is available both through StaffNet and on the HCDSB public web page. This manual has been updated recently with the addition of several appendices. Communication instruments have been made more accessible and user friendly.

There has been a move from regional teams to the development of a five-team structure, with the teams rotating on-call for response. This mitigates the strain which arose from a predominance of needs in one geographic area over a short period of time. The teams continue to be committed to professional development and upgrading, proper self-care, and work to minimize the risk of compassion fatigue and burn-out. The teams and their respective leaders are assigned as:

1. Assumption Family of Schools, Catholic Education Centre, Thomas Merton (Burlington)
2. Corpus Christi Family of Schools, Notre Dame Family of Schools
3. Holy Trinity Family of Schools, St Thomas Aquinas Family of Schools, Thomas Merton (Oakville)
4. Jean Vanier Family of Schools, Bishop P.F. Reding Family of Schools, Thomas Merton (Milton)
5. Christ the King Family of Schools, St Ignatius of Loyola Family of Schools

Team members are selected using these groups but are available to work in whichever geographic location requires support. Where possible and reasonable, resource personnel familiar to the site are deployed; however, it must always be recognized that team members may themselves be affected by a situation in one of our sites, especially if this is a site in which they regularly work.

When a situation arises, the site administrator contacts the appropriate Superintendent, who advises System Chaplain or designate. They determine with that administrator what level of support is desired. Then a team lead is contacted and deploys the appropriate level of support. This can be adjusted at any point as the need indicates. The role of the team is to support the administrator and on-site response personnel, not to take over control of the situation. The aim of the CCCRT is to assist sites to develop self-sufficiency and to be available to augment as required.



Building on the training received from the Traumatology Institute in 2013-2014 which emphasized self-care and school crisis management, the team has had two professional development days with Andrea Warnick, Grief Consultant, Counsellor and Educator, and members of the Children’s Grief Network. New members of the team have attended Grief Support training offered by the Diocese of Hamilton Office of Family Ministry with Dr Bill Webster, and many team members attended the annual symposium offered by The Light House for Grieving Children in both 2018 and 2019. It is recognized that streamlined training is essential to the effective functioning of this team, as is a continued commitment to self-care.

A community resource list encompassing all the currently available services in the Halton Community has been updated, and schools were provided with a Tool Kit list to generate their own proactive response plan for crises or emergencies. Administrators are reminded annually to review the CCCRT resources and have a basic response plan in place, including identification of suitable in-house personnel and safe space.

## Comments

There are many ways in which the CCCRT supports a site in a crisis:

### Resource Binder:

This binder is available online in StaffNet and on the Board’s public web page; it provides advanced planning and guidelines for administrators, listings of community agencies and parish contacts, teacher resources, prayer services and funeral traditions, media guidelines and a school crisis toolkit. All site administrators have access to the resource.

### Regional Response Teams:

There are five teams that are set up to respond in rotation as follows: Oliver Foese – Chief of Psychological Services; Glenda Brown– Chief of Mental Health Programming; Patricia Codner – Chief Social Worker; Denise Kollee – Chief Speech Language Pathologist; and, Gillian Federico - System Chaplain and Faith Formation Lead. Team members include staff from the Psychological Services and Social Work Staff, Child and Youth Counsellors, Special Education Resource personnel, chaplains and others. If a team is needed to support a site, they will be deployed to the school and remain there as long as is necessary.





## Conclusion

The CCCRT has confirmed its mandate to include grief, crisis and trauma response. A Steering Committee, Regional Response Teams and an updated CCCRT Manual have been developed; finally, a video resource library will be rolled out that will support students, parents, and HCDSB staff in times of loss and crisis.

### Report Prepared by:

G. Federico  
System Chaplain and Faith Formation Lead

L. Naar  
Superintendent of Education, School Services

### Report Submitted by:

L. Naar  
Superintendent of Education, School Services

### Report Approved by:

P. Daly  
Director of Education and Secretary of the Board



## Regular Board Meeting

<a href="#">Declined Delegations</a>	<b>Item 5.1</b>
January 21, 2020	

As per Operating Policy I-06 – Delegation to the Board, a total number of one (1) delegation was declined for the January 21, 2020 Board meeting.

Submitted and approved by: V. Iantomasi  
Chair of the Board

I am a parent of three students at St. Mary's Catholic Elementary School in Oakville (St Mary's). My children are in grades 7, 4 and 2 and we have attended St. Mary's since the school opened in September 2012.

Currently St. Mary's has 770 students; this includes seven grades of Early French Immersion (EFI) with each grade having two classes of EFI per grade. We have eight portables in our schoolyard and our maximum capacity is twelve portables. Our school is also located in a continuing high growth area of Oakville with regular housing expansion.

My delegation is in relation to a motion put forward to you, the Board of Trustees of the Halton Catholic District School Board (HCDSB). That motion being:

**Notice of Motion – French Expansion**

***BE IT RESOLVED**, that the Board of Trustees give direction to the Director of Education and Secretary of the Board to proceed with expansion of French Immersion programming at the Halton Catholic District School Board with [Option A](#) (presented at the December 10, 2019 Policy Committee Meeting) for the 2020-2021 school year.*

I am here before you to ask that you **NOT pass this motion as it pertains to St. Mary's.**

The information provided to you in relation to St. Mary's in the Policy Committee Meeting on December 10, 2019, Appendix B, is incomplete, inaccurate and fails to address serious issues an expansion will create at St. Mary's. If this motion were to go ahead you will be adversely affecting each and every student at St. Mary's. You will be putting the desires of a minority ahead of the majority.

The Board report fails by not properly reflecting or considering:

- The number of portables needed at St. Mary's in the 2020-21 school year;
- The "natural growth" in the current community;
- The new housing developments in the area;
- The requirements of Board policy II-51: *Optional French Programming (French Immersion and Extended French)*; and
- This is an optional program.

***The number of portables needed at St. Mary's in the 2020-21 school year:***

*The diagram taken from the Policy Committee Meeting on December 10, 2019 Appendix B showing the impact of Option A at St. Mary's is misleading and inaccurate (appendix A of this delegation).*

Currently St. Mary's has eight portables in our schoolyard. Each and every classroom inside the school is utilized. We have no empty classrooms.

In 2020-21 we will enter our eighth year of EFI. To accommodate the next two classes of EFI St. Mary's will need to acquire an additional two portables bringing our total to ten portables. There is no other way to accommodate it. There is going to be no reduction in any other grade size therefore to accommodate the eighth grade of EFI additional portables are needed.

Ten portables before the school has even contemplated where to put an expanded EFI program. So therefore if the motion is passed to expand EFI at St. Mary's then we will need to add two additional portables **to bring the total to twelve**, not ten.

I invite you to come to St. Mary's and visit our schoolyard and ask the students how they feel if you, the Board, put additional portables in their schoolyard. They will tell you:

- They DO NOT want more portables;
- There is already a significant portion of our blacktop taken up by portables and even more IF we add four more portables next year.
- The school field is frequently off limits when it is too icy or muddy. Which jams the students onto the blacktop. An issue only to exacerbated if even more students attending St. Mary's.
- And our school has been creative. We already stagger recesses by grade levels to alleviate the space constraints. We already do everything we can to alleviate the situation you the Board have put us in.
- Come join a gym class and consider the impacts further expanding the school will have on gym classes and gym time.
- Attend an assembly and see how jammed the students are in the gymnasium. And then ask yourself what it will look like when we add even more students next year through natural community growth, entering year eight of EFI (so two more classes begin) and now this idea of expanding the program at our school.

And yes, I say the situation the Board has put us in because for the first four years of the EFI program it was a pilot program. Therefore any attempt to ask about or discuss the impacts the EFI program had on St. Mary's was met with "it is a pilot program so the location can be moved". Then in years five and six of the program the attention was focused on whether the program would be kept or cancelled and during this time **no attention** was paid to whether St. Mary's was going to have a capacity issue. Now we are in year seven of the program and I am here to tell you – **St. Mary's does not have room for an expansion of EFI!**

### **The "natural growth" in the current community**

At the end of the 2018-19 school year we were at five portables. Two more were ordered to be put in place in advance of the 2019-20 school year. At the end of that

summer our community grew and it resulted in increased enrollment at St. Mary's. I will call this "natural growth".

This natural growth resulted in an additional portable being required and bringing our total to eight portables. We had a significant delay in obtaining this eighth portable due to the demand for portables. As a result our school dismantled the innovation lab and used that space as a temporary classroom until our eighth portable arrived in mid November.

I mention this because I ask you: what happens in 2020-21, if this motion goes ahead, and our natural growth continues, and we need additional space?

We cannot have a thirteenth portable, as twelve is our maximum capacity. Are our students not entitled to an innovation lab as every other school in HCDSB is?

This rushed attempt at expansion has consequences. The consequences are very real to the students and families at St. Mary's. We do not have the space. You need to put the best interests of all students ahead of everything else. Each and every student at St. Mary's is important.

The needs of forty-six new EFI students are not more important than the needs of the over eight hundred students who call St. Mary's their school.

### **The new housing developments in the area**

I ask you to refer to Appendix B of my delegation. It shows you the current school boundary for St. Mary's. You will see that our current school boundary, which will still be in effect for 2020-21, includes the new Saw Whet Development.

The first phase of the Saw Whet Development will have three hundred homes and those homes close in March 2021. I am told this makes them eligible to enroll at St. Mary's for the next school year, 2020-21.

Where are we supposed to put those students, especially if we are already at twelve portables because we were forced to house an expanded EFI program?

This is a serious decision with serious consequences. It sounds so simple to expand the program. "Just add two portables to St. Mary's". Well for the students and families of St. Mary's your decision has major consequences.

### **The requirements of Board policy II-51: *Optional French Programming (French Immersion and Extended French)***

I have highlighted for you the key words to the Board policy II-51 that have clearly been ignored in considering whether St. Mary's can take on an expansion of EFI at its school. And challenged other aspects of this policy.

Board Policy II-51: *Optional French Programming (French Immersion and Extended French)* states:

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...*

Key words and phrase: “expansion”, “where feasible” and “optional”. My delegation outlines every reason why expansion is NOT feasible at St. Mary’s. And do not lose sight that this is an OPTIONAL program.

- 1.2 *Relocation of current programs must include consultation with the communities being affected.*

So here I ask you, why you will not consult with the community being affected by your proposed expansion at St. Mary’s. If you were to open classes in another school you would consult that community and most likely the EFI community. Why is the St. Mary’s community not important to consult with? It certainly affects us in every way it would affect any other community. You have never consulted the St. Mary’s community.

- 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.*

I ask you to consider these words and apply them to St. Mary’s. We do not have surplus space and we are not a location with stable regular track enrolment as our community continues to grow and be developed. We cannot host an expanded EFI program at our school in 2020-21.

- 1.4.3 *Ensure the location of the optional French programs do not adversely affect the Regular Track program.*

Expanding EFI at St. Mary’s adversely affects each and every student, regardless of program, because we have no space.

- 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....*

An option never presented to regular track students when you conduct school boundary reviews.

**This is an optional program**

The EFI program is an optional program. Optional meaning you can choose to take the program or not, it is not mandatory. The limitations are made quite clear upon enrollment.

Expanding the EFI program at St. Mary's will have an adverse effect on the regular track program. It will have an adverse effect on every student at St. Mary's.

I understand the many issues EFI families have and I sympathize. But I am looking at this issue from the perspective of the over eight hundred students who will be enrolled next year before you even expand the program – we have no space. We cannot host an expanded program. Use another location in Oakville. St. Mary's cannot host an expanded EFI program. Find another alternative!

It is not and should not be the St. Mary's students' issue that the Board publicly committed to expanding EFI for the next school year with no plan on how to do so. Do not make it their issue. That is irresponsible of you and it is not putting their needs ahead of your own interests. Rushing into this expansion to accommodate 46 students adversely affects over 800 students. Please remember – you represent all of your constituents, not just a small minority.

Vote no to the option before you. It is in the best interests of all St. Mary's students. Find another alternative.

Once targets are set, Phase 2 would be initiated to complete a School Boundary Review process to engage the community and develop options on deploying program expansion in the targeted communities. The results of the School Boundary Review Committee's work would then be presented to the Board of Trustees for their consideration and approval ([see Policy I-29 for full details](#)). The results of these reviews would ideally be completed prior to the FI registration process in November.

The Board adopted results of the School Boundary Review (SBR) process would then implement through communications and transition committees under Phase 3.

Overtime, as the program continues to expand and develop, the Board would continue to monitor and evaluate the health, success, access, sustainability, and effectiveness of the program, and make necessary the adjustments over time through the same process.

### 3.2 Option A: Partial Waitlist 2020 / Incremental Expansion

#### OPTION A:

Option A seeks to incrementally grow the program, doubling the number of spaces available board-wide for the FI program. It is the least aggressive expansion and accommodation strategy and is best suited to manage growth in the FI and other Board programs.

Option A proposes the following actions items:

- A) Starting in 2020, add a maximum of two (2) classrooms per municipality per year; and,
- B) Monitor and evaluate the program over time to determine if more classrooms can be added if demand persists.

To implement Option A, each municipality will require a School Boundary Review to redistribute the program effectively, and will more than likely involve all programs, not just FI. The tentative timing of these School Boundary Review (SBR), based on urgency relating to accommodation pressures, would be as follows:

- A) Milton: Full Municipal Review / Winter 2020 start date / 2021 implementation
- B) Oakville: Full Municipal Review / Spring 2020 start date / 2021 implementation
- C) Burlington: Full Municipal Review / Fall 2020 start date / 2022 implementation
- D) Halton Hills: Full Municipal Review / Winter 2021 start date / 2022 implementation

If there is the opportunity to combine the above processes with a new school announcement, staff may alter the timing and/or combine the processes.

#### 3.2.1 Accommodating the Waitlist for 2020-21: Facility Utilization Outlook

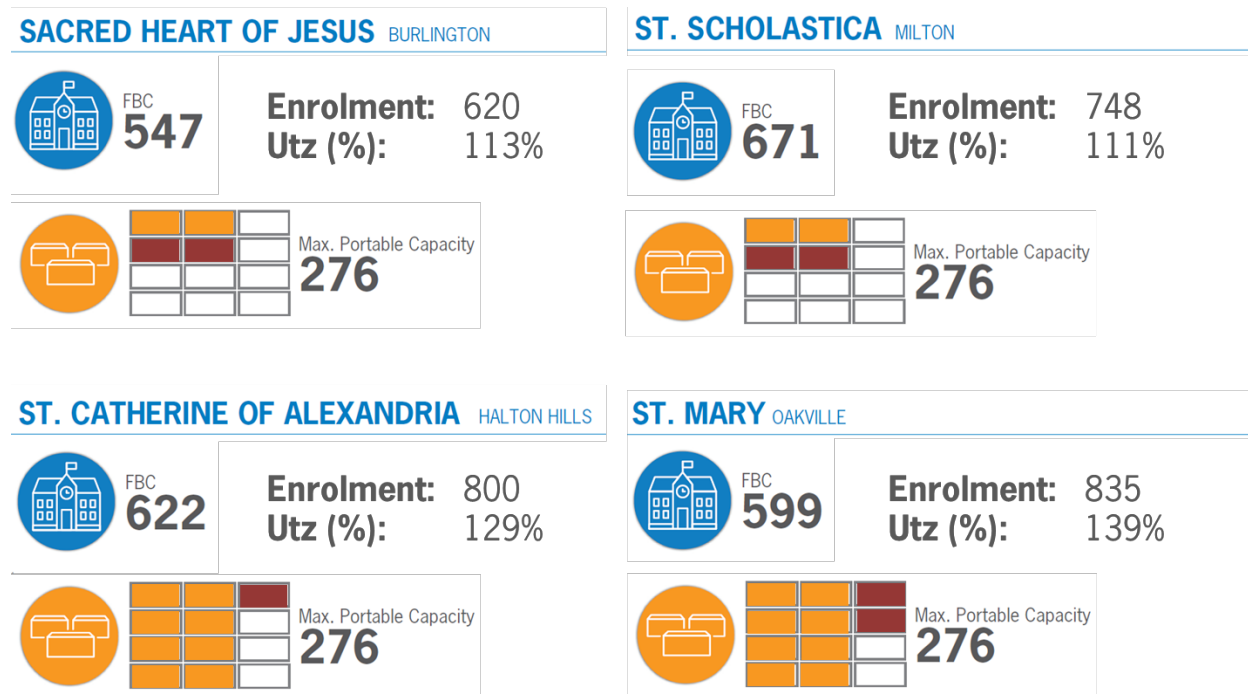
In reviewing the most recent enrolment projections for current FI locations, all facilities that currently offer FI would be able to accommodate an additional two (2) classrooms loaded at 46 students, in temporary accommodations.

As stated previously, these locations will not be able to accommodate the full roll-out of the program with the additional two (2) classrooms, therefore a SBR would be required to address future enrollment.



The most urgent need for a SBR would be in the Town of Milton, where St. Scholastica is projected to surpass its portable capacity in 2021 under the status quo conditions.

**Figure 5: Existing FI Locations Accommodation Outlook for 2020-21**



3.2.2 Long-Term Implementation Considerations in pursuing Option A:

The following are long-term considerations if Option A is pursued as the preferred expansion and accommodation strategy:

- A) Allows for a controlled and incremental growth of the FI that can be monitored over time to mitigate impacts on other Board programs.
- B) Staffing needs will increase by 7.0 FTE for 2020-21. At full implementation, the staffing requirement for the program will increase from 43.5 FTE to 82 FTE (based on current waitlist demands).
  - i. Meeting staffing target for qualified, catholic, French speaking elementary school teachers will continue to be a challenge.
  - ii. If staffing targets are not met, it may be possible that temporary staffing positions will be created in wait for qualified staff.
- C) The Board will need to undertake four (4) municipal School Boundary Reviews (SBR) to expand the program and potentially identify new locations. Given the size of the program expansion (doubled), it will be necessary to include all schools and associated programs offered by the Board in the SBR.
- D) Considerations on grandfathering existing students will be reviewed with the School Boundary Review Committee (SBRC) as part of their preferred recommendation to Board.

- i. For the greatest efficiency and sustainability of Board resources, grandfathering should be limited significantly, and denied for transportation. Phasing out grandfathered students will take 7-years to fully implement, which would come
  - ii. at a significant cost.
- E) Additional transportation costs will increase for 2020-21 to accommodate the waitlist students. This is estimated at \$105,466 to accommodate an additional 140 students. Depending on future boundary alignments and grandfathering considerations, this will continue to increase significantly year over year until full roll-out is achieved.
- F) Additional portable costs will increase for 2020-21 by \$112,000 for the addition of seven (7) portable classrooms. The future costs are unknown, as the boundaries and ultimate accommodation plans are not defined yet as part of the SBR process.
- G) Combined classrooms will be required to optimize classrooms organizations, staffing distribution, academic resources, and reduce the reliance on temporary accommodations.

### 3.3 Option B: Full 2020 Waitlist / Incremental Expansion

#### OPTION B

Option B seeks to accommodate the full waitlist for September 2020, then incrementally grow the program starting in 2021-22 by adding a maximum of two (2) classes by municipality thereafter. Option B is aggressive in the short-term by accommodating the full waitlist, which will carry forward for the next eight (8) years, along with the increased staffing requirements.

Option B proposes the following actions items:

- A) Accommodate the full FI waitlist for September 2020
- B) Add a maximum of two (2) classrooms per municipality starting in September 2021; and,
- C) Monitor and evaluate the program over time to determine if more classrooms can be added if demand persists.

To implement Option B, each municipality would require a School Boundary Review to redistribute the program effectively, and will more than likely involve all programs, not just FI. The tentative timing of these SBR, based on urgency relating to accommodation pressures, would be as follows:

- A) Milton: Full Municipal Review / Winter 2020 start date / 2021 implementation
- B) Oakville: Full Municipal Review / Spring 2020 start date / 2021 implementation
- C) Burlington: Full Municipal Review / Fall 2020 start date / 2022 implementation
- D) Halton Hills: Full Municipal Review / Winter 2021 start date / 2022 implementation

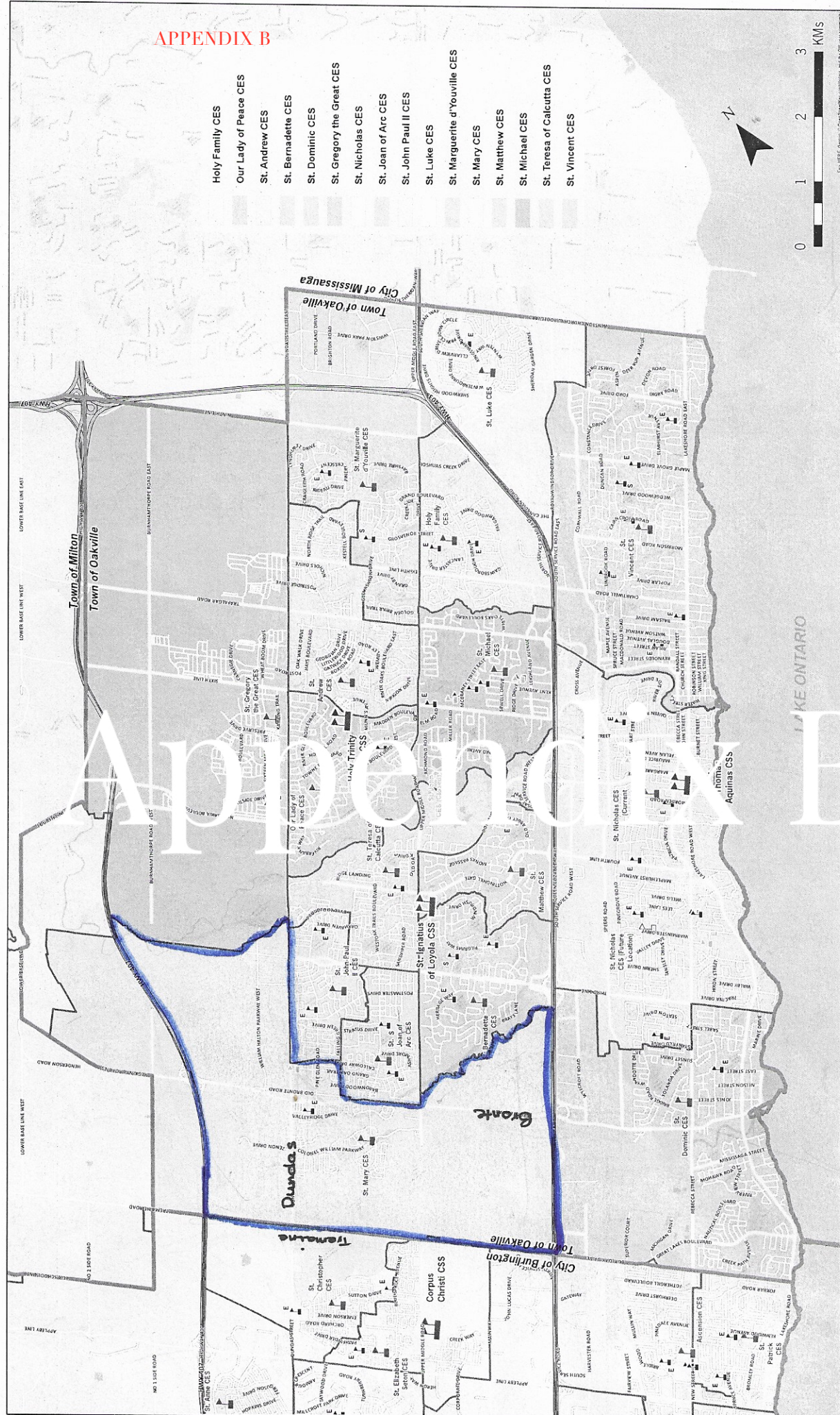
If there is the opportunity to combine the above processes with a new school announcement, staff may alter the timing and/or combine the processes.

#### 3.3.1 Accommodating the Waitlist for 2020-21: Facility Utilization Outlook

In reviewing the most recent enrolment projections for current FI locations, all facilities that currently offer FI would be able to accommodate the full waitlist of students in temporary accommodations. It

APPENDIX B

- Holy Family CES
- Our Lady of Peace CES
- St. Andrew CES
- St. Bernadette CES
- St. Dominic CES
- St. Gregory the Great CES
- St. Nicholas CES
- St. Joan of Arc CES
- St. John Paul II CES
- St. Luke CES
- St. Marguerite d'Youville CES
- St. Mary CES
- St. Matthew CES
- St. Michael CES
- St. Teresa of Calcutta CES
- St. Vincent CES



Halton Catholic District School Board  
2019-2020 School Boundary Map



- HCDSB Secondary
- HCDSB Elementary
- CSDCCS Schools
- HDSB Schools
- CS Viamonde Schools
- Administration or Other
- HCDSB Adult Learning Centre
- HCDSB Proposed Elementary

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**MINUTES OF THE REGULAR BOARD MEETING**

Date: January 7, 2020  
 Time: 7:30 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane, Burlington, ON

Trustees: B. Agnew V. Iantomasi, Chair of the Board  
 P. De Rosa H. Karabela  
 M. Duarte, Vice Chair of the Board P. Murphy  
 N. Guzzo T. O'Brien

Student Trustees: M. Bhambra D. Suan

Members Excused: D. Caratao J. O'Hearn-Czarnota

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

Also Present: R. Cilliers, Metroland Media  
 A. Cross, Senior Manager, Financial Services  
 A. Swinden, Manager, Strategic Communications  
 F. Thibeault, Senior Manager, Planning Services

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. Suan)**

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

**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:

Jennifer Turner resigning effective January 31, 2020.

Renee Dorigiola hired as a probationary teacher effective January 6, 2020.

**2. Approval of the Agenda**

The following was added to the agenda:

Notice of Motion - French Expansion (T. O'Brien)

**#25/20**

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

**Seconded by:** H. Karabela

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

The Chair called for a vote on **#25/20** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts on interest declared.

**4. Presentations**

There were no presentations.

**5. Delegations**

There were no delegations.

**6. Approval of Minutes****6.1 Minutes of the December 17, 2019 Regular Board Meeting**

**#26/20**

**Moved by:** N. Guzzo

**Seconded by:** H. Karabela

**RESOLVED**, that the minutes of the December 17, 2019 Regular Board Meeting be approved.

The Chair called for a vote on **#26/20** and it **UNANIMOUSLY CARRIED**.

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

A correction was made to the summary.

**8. Action Items**

There were no action items.

**9. Staff Reports**

There were no staff reports.

**10. Information Items****10.1 Student Trustees Update (D. Suan)**

- Student Trustees attending the January 17 -18, 2020 OCSTA Seminar.
- Student Trustees attending the Board Council Conference from February 20 – 23, 2020.
- Applications for 2020-2021 Student Trustee due January 8, 2020.

- Senators meeting to discuss what they would like to accomplish for 2<sup>nd</sup> semester.
- The Chief of Mental Health will be joining the next Student Senate meeting taking place February 11, 2020.

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

School trips were provided as information.

### **10.3 Notice of Motion – French Expansion (T. O'Brien)**

**BE IT RESOLVED**, that the Board of Trustees give direction to the Director of Education and Secretary of the Board to proceed with expansion of French Immersion programming at the Halton Catholic District School Board with Option A (presented at the December 10, 2019 Policy Committee Meeting) for the 2020-2021 school year.

## **11. Miscellaneous Information**

### **11.1 Minutes of the November 25, 2019 SEAC Meeting**

Minutes of the November 25, 2019 SEAC meeting were provided as information.

## **12. Correspondence**

There was no correspondence.

## **13. Open Question Period**

No questions were submitted.

## **14. In Camera**

**#27/20**

**Moved by:** N. Guzzo

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

**RESOLVED**, that the meeting move in-camera.

The Chair called for a vote on **#27/20** and it **UNANIMOUSLY CARRIED**.

The meeting moved back in-camera at 7:49 p.m.

The Regular Board meeting resumed at 8:10 p.m.

## **15. Resolution re Absentees**

**#28/20**

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

**Seconded by:** P. DeRosa

**RESOLVED**, that Trustee O'Hearn-Czarnota and Student Trustee Caratao be excused from the meeting.

The Chair called for a vote on **#28/20** and it **UNANIMOUSLY CARRIED**.

**16. Adjournment and Closing Prayer (T. O'Brien)**

**#29/20**

**Moved by:** B. Agnew

**Seconded by:** N. Guzzo

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#29/20** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 8:11 p.m. with a prayer led by Trustee O'Brien.

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

\_\_\_\_\_  
Chair



**BUSINESS ARISING FROM PREVIOUS MEETINGS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
November 19, 2019	Response to Delegations	<p><b>BE IT RESOLVED</b>, that the Board of Trustees give direction to the Director of Education and Secretary of the Board to present a comprehensive plan to eliminate the waiting list, meet future demand and growth of the French Programming for the 2020/2021 school year.</p> <p><b>BE IT FURTHER RESOLVED</b>, that the Board of Trustees further direct that the Multi year French Teacher Recruitment plan include expanding the job fair piece to include those schools identified in the delegation. (including but not limited to Laurentian, Sherbrook, Bishops, Concordia University of Quebec, etc.)</p>	Senior Staff	

**OUTSTANDING POLICY ITEMS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS





French Expansion	<b>Item 8.2</b>
January 21, 2020	

<b>Resolution#:</b>	Moved by: T. O'Brien
	Seconded by:
<p><b>BE IT RESOLVED</b>, that the Board of Trustees give direction to the Director of Education and Secretary of the Board to proceed with expansion of French Immersion programming at the Halton Catholic District School Board with Option A (presented at the December 10, 2019 Policy Committee Meeting) for the 2020-2021 school year.</p>	



2019-2020 Revised Budget Estimates	<b>Item 8.3</b>
January 21, 2020	

### Alignment to Strategic Plan

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

### Purpose

To provide the Board with the 2019-2020 Revised Budget Estimates for approval.

### Background Information

The following information regarding the Board’s budget process was previously provided to Trustees:

1. Action Report 4.1 “2019-20 Budget Estimates-Amended” from the June 27, 2019, Special Meeting of the Board.
2. Action Report 8.9 “2019-20 Budget Estimates (Final)” from the June 18, 2019, Regular Board Meeting.
3. Staff Report 9.3, “2019-20 Budget Estimates Draft #1” from the June 4, 2019, Regular Board Meeting.
4. Information Report 10.3, “2019-20 Budget Estimates Update: Grants for Student Needs (GSN) Revenue” from the May 21, 2019, Regular Board Meeting.
5. Information Report 10.4, “Release of the 2019-20 Grants for Student Needs (GSN)” from the May 7, 2019, Regular Board Meeting.
6. Information Report 10.7, “2019-20 Budget Survey Results” from the March 19, 2019, Regular Board Meeting.
7. Information Report 10.3, “2019-20 Budget Estimates - Objectives, Schedule and Consultation” from the February 5, 2019, Regular Board Meeting.



## Comments

### 1. General

At the June 18, 2019, Regular Board meeting, the Board approved the 2019-2020 Budget of \$428,758,304. At the June 27, 2019, Special Meeting of the Board, Trustees were presented an amended budget that included additional expenses not captured at the June 18, 2019, Budget presentation. The amended budget totaled \$430,012,480, an increase of approximately \$1,254,000. Trustees decided to leave the June 18<sup>th</sup> submission status quo and adjust the Revised Budget Estimates submission in December 2019.

The Revised Budget Estimates were forwarded through the Education Finance Information System (EFIS) to the Ministry on December 20, 2019, with the Ministry's understanding that the final Revised Budget Estimates will be submitted after Board of Trustee approval in January 2020.

The following table illustrates the high-level changes between revenues and expenses between Original Budget Estimates and Revised Budget Estimates as reported under Public Sector Accounting Standards:

TABLE 1	REVISED ESTIMATES	BUDGET ESTIMATE	CHANGE
<b>Total Revenue</b>	<b>436,967,933</b>	<b>435,590,721</b>	<b>1,377,212</b>
<b>Total Expenses</b>	<b>431,324,577</b>	<b>428,758,304</b>	<b>2,566,273</b>
<b>Annual Surplus (Deficit)</b>	<b>5,643,356</b>	<b>6,832,417</b>	<b>(1,189,061)</b>

The figures in above Table 1 include all the accounting adjustments required by Canadian Public Sector Accounting Standards (PSAS), including capital asset amortization and employee future benefit costs. The figures also include the amount of Deferred Capital Contributions (DCC) recognized as revenue to offset the amortization expense costs, as required by the Ministry of Education for capital grants. Included in the total revenue above is \$7 million in Education Development Charges (EDC). Since the Board has already incurred the costs for which the EDCs are eligible to be used, the EDCs are recognized as revenue per PSAS.

### Balanced Budget for Ministry of Education Compliance

The in-year surplus/(deficit) for Ministry compliance purposes is calculated as follows:

- The total revenues less school generated funds and revenues recognized for the purchase of land (education development charge revenue).
- Expenses are calculated by adding amortization of employee future benefits (as required by Ontario Regulation 488/10) and interest accrued for capital debt. Expenses related to school generated funds are also excluded for compliance purposes.



TABLE 2	REVISED ESTIMATES	BUDGET ESTIMATES	CHANGE
<b>Total Revenue</b>	<b>436,967,933</b>	<b>435,590,721</b>	<b>1,377,212</b>
Less:			
School Generated Funds	13,000,000	13,000,000	-
Revenues for Land (Education Development Charges)	7,000,000	7,000,000	-
<b>Total Revenue for Compliance Purposes</b>	<b>416,967,933</b>	<b>415,590,721</b>	<b>1,377,212</b>
<b>Total Expenses</b>	<b>431,324,577</b>	<b>428,758,304</b>	<b>2,566,273</b>
Add:			
<b>Amortization of Employee Future Benefits</b>	458,218	458,218	-
<b>Interest to be Accrued on Capital Debt</b>	186,386	186,386	-
<b>Less:</b>			
School Generated Fund Expenses	13,000,000	13,000,000	-
<b>Total Expenses for Compliance Purposes</b>	<b>418,969,181</b>	<b>416,402,908</b>	<b>2,566,273</b>
<b>In-year Surplus (Deficit) for Compliance Purposes</b>	<b>(2,001,248)</b>	<b>(812,187)</b>	<b>(1,189,061)</b>

As outlined in above Table 2, the “In-year Surplus (Deficit) for Compliance Purposes” in the 2019-2020 Revised Budget Estimates is (\$2.0) million, or (\$1.2) million lower than the June Original Budget Estimates. As per the Education Act s231 (1) and Regulation (O. Reg. 280/19), the calculation of the maximum in-year deficit is used to determine if the Board has a balanced budget. Below is the calculation to determine if a board has a balanced budget for 2019-20.

As per O. Reg 280/19 (s4(1)), a Board is authorized to have an in-year deficit in respect of the 2019-20 fiscal year if the following conditions are satisfied:

The amount of the in-year deficit is less than the amount determined as follows:

- i. Take the board’s accumulated surplus (available for compliance) for the preceding fiscal year. If the board does not have an accumulated surplus, the amount determined under this paragraph is deemed to be zero.
- ii. Take 1 percent of the board’s operating revenue for the applicable fiscal year.
- iii. Take the lesser of the amounts determined under subparagraphs i and ii.

There is a new requirement where an in-year deficit elimination plan/resolution must be submitted by a Board, with its budget submission, showing the elimination of the budgeted deficit within two years.

See Appendix B of this report for the Compliance Form and In-Year Deficit Elimination Plan that is submitted as part of the Board’s EFIS submission for Revised Budget Estimates.



Table 3 below illustrates how the Board is using its internally restricted reserves to cover (fund) the in-year deficit for compliance. It also reconciles the in-year deficit for compliance of (\$2.0) million found in Table 2 to the annual surplus per Public Sector Accounting Standards of \$5.6 million from Table 1. As outlined in Table 3, the Board is using its “Reserve for School Activities Fund,” “Local Priorities Funding” and “Other Board Reserves” which were set aside as part of the 2018-2019 Year-end, for expenses deferred to the 2019-2020 fiscal year of approximately (\$1.5) million. Refer to Table 4 for a breakdown of the \$1.5 million that were carried forward from fiscal 2018-19.

<b>TABLE 3</b>	<b>REVISED ESTIMATES</b>	<b>BUDGET ESTIMATE</b>	<b>CHANGE</b>
<b>Total Revenue for Compliance Purposes</b>	<b>416,967,933</b>	<b>415,590,721</b>	<b>1,377,212</b>
<b>Total Expenses for Compliance Purposes</b>	<b>418,969,181</b>	<b>416,402,908</b>	<b>2,566,273</b>
<b>In-year Surplus (Deficit) for Compliance Purposes</b>	<b>(2,001,248)</b>	<b>(812,187)</b>	<b>(1,189,061)</b>
<b>Operating Surplus (In-Yr. Change)</b>	<b>26,298</b>	<b>143,381</b>	<b>(117,083)</b>
<b>Internally Restricted Reserves (In-Yr. Change)</b>			
Operating Reserve	-	(421,860)	421,860
Reserve for School Activities Fund	(565,935)	-	(565,935)
Local Priorities Funding	(241,061)	-	(241,061)
Capital Reserve	(5,003,007)	(750,000)	(4,253,007)
Committed Capital Projects	4,567,778	292,674	4,275,104
Sinking Fund Interest Earned	(76,382)	(76,382)	-
Other Board Reserves	(708,939)	-	(708,939)
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE (In-Yr. Change)</b>	<b>(2,001,248)</b>	<b>(812,187)</b>	<b>(1,189,061)</b>
<b>Unavailable for Compliance Reserves (In-Yr. Change)</b>			
Employee Future Benefits Liability	458,218	458,218	-
Interest to be Accrued	186,386	186,386	-
Revenues Recognized for Land (EDC)	7,000,000	7,000,000	-
<b>TOTAL Unavailable for Compliance Reserves (In-Yr. Change)</b>	<b>7,644,604</b>	<b>7,644,604</b>	<b>-</b>
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) (In-Yr. Change)</b>	<b>5,643,356</b>	<b>6,832,417</b>	<b>(1,189,061)</b>



<b>Table 4</b>	<b>Internally Restricted Reserve</b>	<b>Rollover Amount</b>
School Contingency Rollover	Other Board Reserves	30,000
Rollover related to Safe Schools/50th Anniversary/Equity and Inclusion/Facilities	Other Board Reserves	78,000
Financial Information System Implementation	Other Board Reserves	97,000
Special Education Budget for Purchase Orders	Other Board Reserves	129,000
IT Budget	Other Board Reserves	175,000
Purchase Orders	Other Board Reserves	200,000
Local Priorities Rollover (including Principal and Vice Principal Professional Development)	Local Priorities Funding	241,000
2018/19 School Budget Rollover into 2019/20	Reserve for School Activities Fund	566,000
<b>TOTAL</b>		<b>1,516,000</b>

## 2. Operating Revenue Projections

The Ministry EFIS forms have been used to calculate the provincial allocation. The Grants for Student Needs (GSN) are expected to decrease by approximately \$0.4 million as a result of lower enrolment than forecasted for Original Budget Estimates. Please refer to Appendix D for further details. Other Provincial Grants (also referred to as Priorities and Partnerships Fund (PPF) grants) have increased by \$2.9 million as the result of funding announcements made after the original budget was approved. Other operating revenues increased by \$0.1 million, and interest revenue increased by \$0.5 million. Amortization of deferred capital contribution decreased by \$1.6 million and expected recovered wages from secondments decreased by \$0.2 million. Overall, total revenues have increased by \$1.4 million from the Original Budget Estimates.

Above Table 3 estimates a “Total Accumulated Surplus (Deficit) available” of \$(2.0) million for 2019-2020. The estimated “Total Unavailable for Compliance Reserves” is expected to be \$7.6 million, for an estimated “Total Annual Surplus” of \$5.6 million.

Effective for the 2019-2020 fiscal year, boards with an in-year deficit for compliance are required to submit a board-approved Deficit Elimination Plan. There are exemptions to this for items relating to retirement gratuities and previously committed capital, which do not require Board approval. This Deficit Elimination Plan should identify the reasons for the deficit and the strategy to eliminate within two years. This requirement holds for the submission of Revised Budget Estimates, provided the deficit is higher than approved at Budget Estimates.



The 2019-2020 deficit available for compliance has increased by \$1.2 million from Budget Estimates. This increase is the result of several initiatives that were budgeted for in 2018-2019 but not completed during the fiscal year, thus being carried forward into 2019-2020. These initiatives include:

- \$0.6 million carry-forward of school activity funding,
- \$0.2 million carry-forward of local priorities projects,
- \$0.7 million carry-forward of one-time projects, and
- (\$0.3) million reductions in overall board costs.

It should be noted that since these items are one-time initiatives or carry-forward projects, the deficit elimination plan items approved by the Board will be eliminated in-year.

### 3. Operating Expense Projections

The operating expense projections have increased by approximately \$2.57 million from the 2019-2020 Original Budget Estimates. This amount is primarily the result of a:

- \$0.82 million in administration cost
  - o \$0.2 million relating to purchase orders from 2019 (part of the year-end rollover);
  - o \$0.4 million relating to the conversion of the Financial Information System (\$0.1 million from the year-end rollover) and \$0.3 relating to Student Information System conversion and IT inventory analysis;
  - o \$0.1 million relating to salary and benefit adjustments including the addition of a Network Analyst to assist with IT security;
  - o \$0.05 million for safe schools and 50<sup>th</sup>-anniversary celebration (part of the year-end rollover);
  - o \$0.05 million for central bargaining which was initially included in the June 27, 2019, Special Regular Board meeting;
  - o \$0.02 million in miscellaneous items.
- \$1.26 million relating to Continuing Education costs
  - o Majority relating to items discussed at the June 27, 2019, Special Regular Board Meeting.
- \$1.1 million in Instruction costs
  - o \$2.1 million in non-salary and benefits which includes \$0.57 million from the year-end rollover as well as Priority and Partnership funds (formerly EPO);
  - o \$1.0 million reductions in salary and benefits, primarily in the secondary panel relating to the change in legislation removing the 22 to 1 student-to-teacher average ratio. This saving was partially offset with a required increase in elementary teachers.
- \$0.39 million in facilities costs, which includes \$0.12 million relating to the Carbon Tax impact on gas bills.
- \$0.56 million pertaining to Special Education costs
  - o \$0.39 million increase in salary and benefits, primarily due to an increase in Educational Assistants supply cost;
  - o \$0.17 million in non-salary and benefit costs, the majority being the \$0.13 million in purchase orders carried forward from the 2018-19 year-end.



- \$0.03 million in additional transportation costs.
- (\$1.59) million reductions in expected amortization relating to capital cost.

#### 4. Enrolment

The provincial funding allocation is based on estimated enrolment. Elementary and secondary enrolment is based on enrolment for October 31<sup>st</sup> and March 31<sup>st</sup>. These two fixed-in-time enrolment values are combined to produce the annualized Average Daily Enrolment (ADE).

Table 5 below summarizes the estimated change in enrolment compared to what was expected at the June approved Budget. Elementary enrolment has decreased which is partially offset with an increase in secondary. As discussed in the above Section 2, "Operating Revenue Projections," enrolment has either a positive or negative impact on funding. Given that Halton Catholic District School Board is forecasting an overall decrease in enrollment relative to original estimates, the corresponding reduction of the GSNs is consistent with expectation.

TABLE 5: 2019-20 Revised Estimates: Average Daily Enrolment (ADE)	Estimate	Revised Estimate	Variance	Variance %
<b>ELEMENTARY-Grade Level</b>				
JK	2,148.0	2,050.0	(98.0)	-4.56%
SK	2,235.5	2,235.5	-	0.00%
Grades 1 to 3	7,052.0	7,077.0	25.0	0.35%
Grades 4 to 6	7,492.2	7,481.5	(10.5)	-0.14%
Grades 7 to 8	4,774.5	4,774.5	1.0	0.02%
<b>Total ELEMENTARY ADE</b>	<b>23,702.0</b>	<b>23,619.5</b>	<b>(82.5)</b>	<b>-0.35%</b>
Grades 9 TO 12	12,808.1	12,827.2	19.1	0.15%
<b>Total SECONDARY ADE</b>	<b>12,808.1</b>	<b>12,827.2</b>	<b>19.1</b>	<b>0.15%</b>
<b>TOTAL ADE</b>	<b>36,510.1</b>	<b>36,446.7</b>	<b>(63.4)</b>	<b>-0.17%</b>

#### 5. Capital Budget (Appendix C)

Appendix C shows the estimated capital spending in 2019-2020 for approved projects and the funding sources for these projects. The estimated expenses are \$40.2 million, which comprise school renovations, classroom and childcare additions, school consolidation, kindergarten playgrounds, and school condition improvement projects.





## 6. Quarterly Budget Reports (Appendices A-1 to A-9)

The Revenue (Appendix A-1 and A-9) and Expenses (Appendix A-2) schedules have a column showing 2019-2020 received/spent to November 30, 2019. The amounts to November 30, 2019, are compared to the Revised Budget Estimates to show the percentage received/spent to date. On November 30, 2019, we were one-quarter of the way through the fiscal year or three-tenths of the way through the academic year. Therefore, we would expect the percentage received/spent to be between 25% and 30%. This is the case for both revenues and expenses.

Consequently, the 2019-2020 year-to-date figures appear reasonable. Additional breakdowns of the expenses are provided in Appendices A-3 to A-8. Board staff will provide an update to this report in March and June 2020 which includes for comparison the 2018-2019 year-to-date percentages received/spent.

### Conclusion

The Revised Budget Estimates reflect the projected funding and proposed expense needs for 2019-2020 based on the best information currently available. The 2019-2020 Revised Budget Estimates show an in-year Operating Surplus of \$0.03 million and an estimated Total Surplus (Deficit) Available for Compliance of (\$2.0) million. The Revised Budget Estimates reflect the change in available information from June 2019 to December 2019. While the original operating deficit for compliance of (\$0.28) million has increased to (\$1.5) million, the (\$1.5) million represents the carry forward of initiatives that were funded in 2018-19 but not completed. Reserves were established for these initiatives as part of the 2018-19 year-end reporting process and these reserves will be used to offset the costs of these initiatives budgeted for in 2019-20. Therefore, Halton Catholic District School Board is expecting to maintain its \$7.7 million operating reserves, which equals 2% of the Board's provincial allocation.

### Recommendation:

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

**Resolution#:**

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board approve the 2019-20 Revised Budget Estimates in the amount of \$431,324,577 and the in-year deficit elimination plan.



Report Prepared by: A. Cross  
Senior Manager, Financial Services

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

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

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

**Halton Catholic District School Board  
Revenue Summary  
2019-20 Revised Estimates**

	2019-20 Revised Budget Estimates <small>(in PSAB Format)</small>	2019-20 Revenues and Receipts Nov. 30/19 <small>(in PSAB Format)</small>	2019-20 Remaining Balance <small>(in PSAB Format)</small>	Percent Received	2019-20 Original Budget Estimates <small>(in PSAB Format)</small>	2018-19 Actuals <small>(in PSAB Format)</small>
<b>OPERATING REVENUE</b>						
<b>Province of Ontario</b>						
Legislative Grants	290,758,473	89,184,845	201,573,628	30.7%	294,231,068	292,070,913
Municipal Taxes	94,328,241	12,030,860	82,297,381	12.8%	91,228,142	92,616,231
	<u>385,086,714</u>	<u>101,215,705</u>	<u>283,871,009</u>	<u>26.3%</u>	<u>385,459,210</u>	<u>384,687,144</u>
<b>Other Provincial Grants</b>						
Prior Year Grant Adjustment - Operating	-	27,960	(27,960)	-	-	232,430
Other Provincial Grants (Appendix A-9)	4,686,966	761,026	3,925,940	16.2%	1,803,728	4,691,690
	<u>4,686,966</u>	<u>788,986</u>	<u>3,897,980</u>	<u>16.8%</u>	<u>1,803,728</u>	<u>4,924,120</u>
<b>Other Revenue</b>						
Government of Canada	2,594,740	133,895	2,460,845	5.2%	2,592,740	2,424,254
Tuition Fees	2,539,300	2,690,816	(151,516)	106.0%	2,539,300	2,967,124
Use of Schools/Rentals	1,475,000	776,800	698,200	52.7%	1,475,000	1,506,309
Cafeteria, Vending, Uniform and OCAS Revenue	50,000	-	50,000	-	-	30,846
Interest Revenue	600,000	286,402	313,598	47.7%	100,000	649,076
Interest Revenue on Capital	-	-	-	-	-	-
Donation Revenue	-	114	(114)	-	-	709
Miscellaneous Recoveries	-	151,630	(151,630)	100.0%	-	145,292
Recoveries - Secondments and Other	1,473,235	57,938	1,415,297	3.9%	1,678,200	2,092,675
Miscellaneous Revenue	1,614,420	52,635	1,561,785	3.3%	1,496,000	1,311,483
EDC Revenue	7,000,000	1,158,623	5,841,377	16.6%	7,000,000	8,283,645
	<u>17,346,695</u>	<u>5,308,852</u>	<u>12,037,843</u>	<u>30.6%</u>	<u>16,881,240</u>	<u>19,411,413</u>
<b>School Generated Funds Revenue</b>	<u>13,000,000</u>	<u>4,727,338</u>	<u>8,272,662</u>	<u>36.4%</u>	<u>13,000,000</u>	<u>12,923,555</u>
<b>Amortization of Deferred Capital Contribution</b>	<u>16,847,558</u>	<u>4,211,890</u>	<u>12,635,669</u>	<u>25.0%</u>	<u>18,446,547</u>	<u>15,420,443</u>
<b>Total Operating Revenue</b>	<u><b>436,967,933</b></u>	<u><b>116,252,771</b></u>	<u><b>320,715,162</b></u>	<u><b>26.6%</b></u>	<u><b>435,590,725</b></u>	<u><b>437,366,675</b></u>
<b>Available for Compliance</b>						
(Surplus) Deficit - Operating	1,489,637	-	1,489,637	0.0%	278,474	(267,438)
Available for Compliance - Transfer from (to) Internally Restricted Reserve (net) Note #1	511,611	-	511,611	0.0%	533,708	(8,456,469)
<b>Total Available for Compliance (Surplus) Deficit</b>	<u>2,001,248</u>	<u>-</u>	<u>2,001,248</u>	<u>0.0%</u>	<u>812,182</u>	<u>(8,723,907)</u>
<b>Unavailable for Compliance</b>						
Unavailable for Compliance (PSAB Adjustments)	(186,386)	-	(186,386)	0.0%	(186,386)	(176,450)
Amortization of EFB - Retirement Gratuity & ERIP Liability	(458,218)	-	(458,218)	0.0%	(458,218)	(458,218)
Amortization of EFB - Retirement/Health/Dental/Life Insurance	-	-	-	-	-	-
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	-	-	(38,228)
Revenues Recognized for Land	(7,000,000)	(1,158,623)	(5,841,377)	16.6%	(7,000,000)	(6,695,738)
<b>Total Unavailable for Compliance (Surplus)</b>	<u><b>(7,644,604)</b></u>	<u><b>(1,158,623)</b></u>	<u><b>(6,485,981)</b></u>	<u><b>15.2%</b></u>	<u><b>(7,644,604)</b></u>	<u><b>(7,368,634)</b></u>
<b>Total Annual (Surplus) Deficit</b>	<u><b>(5,643,356)</b></u>	<u><b>(1,158,623)</b></u>	<u><b>(4,484,733)</b></u>	<u><b>20.5%</b></u>	<u><b>(6,832,422)</b></u>	<u><b>(16,092,541)</b></u>
<b>Total Revenue After PSAB Adjustments</b>	<u><b>\$ 431,324,577</b></u>	<u><b>\$ 115,094,148</b></u>	<u><b>\$ 316,230,429</b></u>	<u><b>26.7%</b></u>	<u><b>\$ 428,758,303</b></u>	<u><b>\$ 421,274,134</b></u>

<b>Note #1</b>						
Transfer (to) from Working Funds Reserve			-		-	(3,294,282)
Net Transfer (to) from School Activities Reserve			-			(102,037)
Net Transfer (to) from Other Board Reserve			-			(168,424)
Net Transfer (to) from Capital Reserve			-			(5,000,000)
Net Transfer (to) from Local Priorities Funding						(241,061)
Net Transfer (to) from Committed Capital Projects	435,229		435,229		457,326	272,955
Net Transfer (to) from Committed Sinking Fund	76,382		76,382		76,382	76,382
	<u>\$ 511,611</u>	<u>\$ -</u>	<u>\$ 511,611</u>		<u>\$ 533,708</u>	<u>\$ (8,456,467)</u>

**Halton Catholic District School Board  
Expense Summary  
2019-20 Revised Estimates**

	<b>2019-20 Revised Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2019-20 Expenses and Commitments Nov. 30/19</b> <small>(in PSAB Format)</small>	<b>2019-20 Remaining Balance</b> <small>(in PSAB Format)</small>	<b>Percent Spent</b>	<b>2019-20 Original Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2018-19 Actuals</b> <small>(in PSAB Format)</small>
<b>Classroom Instruction</b>						
Classroom Teachers	224,236,800	54,223,329	170,013,471	24.2%	226,204,700	219,663,980
Occasional Teachers	4,780,000	1,176,045	3,603,955	24.6%	4,345,000	4,259,931
Early Childhood Educators (E.C.E.) and Supply	8,988,000	2,738,653	6,249,347	30.5%	9,404,600	8,800,002
Teacher Assistants and Supply	25,427,000	7,362,143	18,064,857	29.0%	25,179,400	23,507,184
Textbooks & Classroom Supplies	7,556,069	2,145,278	5,410,791	28.4%	6,735,334	6,819,513
Computers	3,316,498	1,051,899	2,264,599	31.7%	2,441,300	2,911,932
Professionals, Paraprofessionals & Technical	14,286,134	3,177,787	11,108,347	22.2%	13,636,900	13,519,938
Library and Guidance	6,090,593	1,620,344	4,470,249	26.6%	6,002,220	5,879,036
Staff Development	2,525,801	517,168	2,008,633	20.5%	1,592,431	2,700,682
<b>Subtotal Classroom Instruction</b>	<b>297,206,895</b>	<b>74,012,646</b>	<b>223,194,249</b>	<b>24.9%</b>	<b>295,541,885</b>	<b>288,062,197</b>
<b>Non Classroom - School Support Services</b>						
School Administration (Appendix A-3)	22,370,861	5,757,009	16,613,852	25.7%	22,074,072	22,806,371
Teacher Consultants (Appendix A-3 & A-4)	4,919,432	1,127,122	3,792,310	22.9%	5,022,941	5,360,803
Continuing Education (Appendix A-7)	8,006,189	1,891,225	6,114,964	23.6%	6,743,941	8,018,877
<b>Subtotal School Support Services</b>	<b>35,296,482</b>	<b>8,775,356</b>	<b>26,521,126</b>	<b>24.9%</b>	<b>33,840,954</b>	<b>36,186,051</b>
<b>Recoverable Expenses</b>	<b>1,473,235</b>	<b>326,575</b>	<b>1,146,660</b>	<b>22.2%</b>	<b>1,678,200</b>	<b>1,994,004</b>
<b>Other Non Classroom</b>						
Board Administration (Appendix A-5)	12,065,438	2,644,013	9,421,425	21.9%	11,241,588	11,233,351
Transportation (Appendix A-8)	9,672,526	2,418,132	7,254,395	25.0%	9,644,764	9,012,031
<b>Subtotal Other Non Classroom</b>	<b>21,737,964</b>	<b>5,062,144</b>	<b>16,675,820</b>	<b>23.3%</b>	<b>20,886,352</b>	<b>20,245,382</b>
<b>Pupil Accommodation</b>						
School Operations and Maintenance	33,442,941	6,371,646	27,071,295	19.1%	33,057,045	30,070,327
School Renewal Projects	-	-	-	-	-	-
ALC and Portable Leases	3,700,000	851,930	2,848,070	23.0%	3,700,000	4,548,068
Debt Charges	47,375	-	47,375	0.0%	47,375	47,375
Other Debenture Payments (Interest only from 10-11)	7,865,424	3,426,802	4,438,622	43.6%	7,865,424	8,469,340
<b>Subtotal Pupil Accommodations</b>	<b>45,055,740</b>	<b>10,650,378</b>	<b>34,405,362</b>	<b>23.6%</b>	<b>44,669,844</b>	<b>43,135,109</b>
<b>School Generated Funds Expenses</b>	<b>13,000,000</b>	<b>3,441,039</b>	<b>9,558,961</b>	<b>26.5%</b>	<b>13,000,000</b>	<b>12,885,327</b>
<b>Amortization Expense</b>	<b>18,198,865</b>	<b>5,168,642</b>	<b>13,030,223</b>	<b>28.4%</b>	<b>19,785,672</b>	<b>18,961,382</b>
<b>Total Expenses Before PSAB adjustments</b>	<b>\$ 431,969,181</b>	<b>\$ 107,436,779</b>	<b>\$ 324,532,402</b>	<b>24.9%</b>	<b>\$ 429,402,907</b>	<b>\$ 421,469,452</b>
<b>PSAB Adjustments</b>						
Increase (Decrease) in Employee future Benefits	(458,218)	-	(458,218)		(458,218)	-
(Decrease) in Accrued Interest on Debenture	(186,386)	-	(186,386)		(186,386)	(176,450)
<b>Total PSAB Adjustment</b>	<b>\$ (644,604)</b>	<b>\$ -</b>	<b>\$ (644,604)</b>		<b>\$ (644,604)</b>	<b>\$ (176,450)</b>
<b>Total Expenses After PSAB Adjustment</b>	<b>\$ 431,324,577</b>	<b>\$ 107,436,779</b>	<b>\$ 323,887,798</b>		<b>\$ 428,758,303</b>	<b>\$ 421,293,002</b>

**Halton Catholic District School Board**  
**Instruction Expenses**  
**2019-20 Revised Estimates**

	<b>2019-20 Revised Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2019-20 Expenses and Commitments Nov. 30/19</b> <small>(in PSAB Format)</small>	<b>2019-20 Remaining Balance</b> <small>(in PSAB Format)</small>	<b>Pct Spent</b>	<b>2019-20 Original Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2018-19 Actuals</b> <small>(in PSAB Format)</small>
<b>CLASSROOM</b>						
<b>Regular Day School</b>						
Classroom Teachers - Salaries & Benefits	203,297,000	49,123,316	154,173,684	24.2%	205,165,300	198,945,344
Classroom Teachers - ESL - Salaries & Benefits	3,165,000	797,930	2,367,070	25.2%	2,952,200	3,194,655
Classroom Teachers - Travel	9,300	1,286	8,014	13.8%	9,300	13,440
Occasional Teachers - Salaries & Benefits	4,780,000	1,176,045	3,603,955	24.6%	4,345,000	4,259,931
Early Childhood Educators (E.C.E.) - Salaries & Benefits	8,661,000	2,656,988	6,004,012	30.7%	9,019,600	8,459,447
Supply E.C.E. - Salaries and Benefits	327,000	81,665	245,335	25.0%	385,000	340,555
Textbooks and Classroom Material	5,601,842	1,736,278	3,865,564	31.0%	5,077,684	5,017,118
Furniture and Equipment	475,110	111,301	363,809	23.4%	337,530	569,219
Computer - Furniture and Equipment	432,800	132,014	300,786	30.5%	417,800	749,471
Computer - Supplies and Services	2,497,398	910,169	1,587,229	36.4%	1,637,200	1,716,772
Prof. & Paraprofessionals - Computer - Salaries & Benefits	2,000,500	537,699	1,462,801	26.9%	1,906,600	1,895,958
Prof. & Paraprofessionals - Salaries & Benefits	2,602,200	647,373	1,954,827	24.9%	2,680,600	2,497,095
Prof. & Paraprofessionals - Supplies & Equipment	1,090,100	34,668	1,055,432	3.2%	865,100	878,311
Library and Guidance - Salaries & Benefits	5,693,000	1,513,851	4,179,149	26.6%	5,614,000	5,519,130
Library and Guidance - Books & Supplies	397,593	106,493	291,100	26.8%	388,220	359,905
Staff Development	2,388,601	507,184	1,881,417	21.2%	1,460,231	2,586,739
<b>Subtotal Classroom</b>	<b>\$ 243,418,444</b>	<b>\$ 60,074,258</b>	<b>\$ 183,344,186</b>	<b>24.7%</b>	<b>\$ 242,261,365</b>	<b>\$ 237,003,091</b>
<b>NON-CLASSROOM</b>						
<b>Regular Day School</b>						
Teacher Consultants - Salaries & Benefits	1,958,681	435,653	1,523,028	22.2%	2,108,600	2,354,419
Teacher Consultants - Supplies & Services	481,051	101,702	379,349	21.1%	477,841	506,740
Program Leadership Leads - Salaries & Benefits	1,081,000	260,100	820,900	24.1%	1,085,700	1,092,327
Program Leadership Leads - Supplies & Services	33,900	3,409	30,491	10.1%	33,900	25,690
<b>Subtotal Consultants</b>	<b>\$ 3,554,632</b>	<b>\$ 800,865</b>	<b>\$ 2,753,767</b>	<b>22.5%</b>	<b>\$ 3,706,041</b>	<b>\$ 3,979,175</b>
<b>School Administration</b>						
School Administration - Salaries & Benefits	20,950,719	5,485,425	15,465,294	26.2%	20,792,300	21,286,750
School Administration - Supplies and Services	1,420,142	271,584	1,148,558	19.1%	1,281,772	1,519,620
<b>Subtotal School Administration</b>	<b>\$ 22,370,861</b>	<b>\$ 5,757,009</b>	<b>\$ 16,613,852</b>	<b>25.7%</b>	<b>\$ 22,074,072</b>	<b>\$ 22,806,371</b>
<b>Total Regular Day School - Non Classroom</b>	<b>\$ 25,925,493</b>	<b>\$ 6,557,874</b>	<b>\$ 19,367,619</b>	<b>25.3%</b>	<b>\$ 25,780,113</b>	<b>\$ 26,785,546</b>
Recoverable expenses	\$ 1,473,235	\$ 326,575	1,146,660	22.2%	\$ 1,678,200	\$ 1,994,004
<b>Total Instruction</b>	<b>\$ 270,817,172</b>	<b>\$ 66,958,707</b>	<b>\$ 203,858,465</b>	<b>24.7%</b>	<b>\$ 269,719,678</b>	<b>\$ 265,782,640</b>

**Halton Catholic District School Board  
Special Education Expenses  
2019-20 Revised Estimates**

	<b>2019-20 Revised Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2019-20 Expenses and Commitments Nov. 30/19</b> <small>(in PSAB Format)</small>	<b>2019-20 Remaining Balance</b> <small>(in PSAB Format)</small>	<b>Pct Spent</b>	<b>2019-20 Original Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2018-19 Actuals</b> <small>(in PSAB Format)</small>
<b>CLASSROOM</b>						
Classroom Teachers - Salaries & Benefits	17,715,000	4,295,133	13,419,867	24.2%	18,027,400	17,452,394
Classroom Teachers - Travel	50,500	5,664	44,836	11.2%	50,500	58,147
Teacher Assistants - Salaries & Benefits	25,295,000	7,339,318	17,955,682	29.0%	25,047,400	23,396,336
Supply Teacher Assistants - Salaries & Benefits	132,000	22,825	109,175	17.3%	132,000	110,847
Textbooks and Classroom Material	960,217	124,944	835,273	13.0%	801,220	565,996
Furniture and Equipment	518,900	172,755	346,145	33.3%	518,900	667,180
Computer Equipment	386,300	9,716	376,584	2.5%	386,300	445,688
Prof. & Paraprofessionals - Salaries & Benefits	8,453,734	1,944,712	6,509,022	23.0%	8,045,000	7,623,027
Prof. & Paraprofessionals - Supplies & Equipment	139,600	13,335	126,265	9.6%	139,600	625,547
Library and Guidance	-	-	-	-	-	-
Workshops	137,200	9,984	127,216	7.3%	132,200	113,944
<b>Subtotal Classroom</b>	<b>\$ 53,788,451</b>	<b>\$ 13,938,387</b>	<b>\$ 39,850,064</b>	<b>25.9%</b>	<b>\$ 53,280,520</b>	<b>\$ 51,059,107</b>
<b>NON CLASSROOM</b>						
Consultants - Salaries & Benefits	1,307,000	317,797	989,203	24.3%	1,259,100	1,271,892
Consultants - Supplies & Services	57,800	8,460	49,340	14.6%	57,800	109,737
<b>Subtotal Consultants</b>	<b>\$ 1,364,800</b>	<b>\$ 326,257</b>	<b>\$ 1,038,543</b>	<b>23.9%</b>	<b>\$ 1,316,900</b>	<b>\$ 1,381,628</b>
<b>Total Special Education</b>	<b>\$ 55,153,251</b>	<b>\$ 14,264,644</b>	<b>\$ 40,888,607</b>	<b>25.9%</b>	<b>\$ 54,597,420</b>	<b>\$ 52,440,735</b>

**Halton Catholic District School Board  
Board Administration Expenses  
2019-20 Revised Estimates**

	<b>2019-20 Revised Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2019-20 Expenses and Commitments Nov. 30/19</b> <small>(in PSAB Format)</small>	<b>2019-20 Remaining Balance</b> <small>(in PSAB Format)</small>	<b>Pct Spent</b>	<b>2019-20 Original Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2018-19 Actuals</b> <small>(in PSAB Format)</small>
<b>Governance /Trustees</b>	<b>\$ 197,500</b>	<b>\$ 46,266</b>	<b>\$ 151,234</b>	<b>23.4%</b>	<b>\$ 227,000</b>	<b>\$ 199,890</b>
<b>Directors and Supervisory Officers</b>						
Salaries & Benefits	1,678,000	385,388	1,292,612	23.0%	1,737,400	1,824,211
Supplies and Services	144,250	20,271	123,979	14.1%	113,350	89,955
Furniture & Equipment	5,200	-	5,200	0.0%	6,100	2,490
Other Expenses	82,950	1,006	81,944	1.2%	54,950	15,023
<b>Subtotal Directors and Supervisory Officers</b>	<b>\$ 1,910,400</b>	<b>\$ 406,665</b>	<b>\$ 1,503,735</b>	<b>21.3%</b>	<b>\$ 1,911,800</b>	<b>\$ 1,931,679</b>
<b>Business and General Administration</b>						
Salaries & Benefits	4,489,236	1,043,267	3,445,969	23.2%	4,392,136	4,001,184
Supplies and Services	268,500	47,879	220,621	17.8%	268,500	130,731
Furniture & Equipment	25,300	837	24,463	3.3%	25,300	13,375
Fees & Contractual Services	645,287	59,454	585,833	9.2%	545,550	828,608
Other Expenses	518,067	167,655	350,412	32.4%	169,550	203,005
Parent Engagement Expenses	38,696	1,553	37,143	4.0%	27,000	33,088
<b>Subtotal Business and General Administration</b>	<b>\$ 5,985,086</b>	<b>\$ 1,320,645</b>	<b>\$ 4,664,441</b>	<b>22.1%</b>	<b>\$ 5,428,036</b>	<b>\$ 5,209,990</b>
<b>Human Resources</b>						
Salaries & Benefits	2,092,000	473,142	1,618,858	22.6%	2,005,300	1,989,003
Supplies and Services	100,709	28,930	71,779	28.7%	100,709	89,076
Furniture & Equipment	9,500	338	9,162	3.6%	9,500	2,331
Fees & Contractual Services	567,279	108,185	459,094	19.1%	367,279	481,884
Other Expenses	12,600	3,710	8,890	29.4%	12,600	14,406
<b>Subtotal Human Resources</b>	<b>\$ 2,782,088</b>	<b>\$ 614,306</b>	<b>\$ 2,167,782</b>	<b>22.1%</b>	<b>\$ 2,495,388</b>	<b>\$ 2,576,700</b>
<b>Information Technology</b>						
Salaries & Benefits	748,500	104,821	643,679	14.0%	740,000	729,027
Supplies and Services	18,800	8,409	10,391	44.7%	18,800	28,406
Furniture & Equipment	10,300	-	10,300	0.0%	10,300	15,806
Other Expenses	9,400	607	8,793	6.5%	9,400	9,089
<b>Subtotal Information Technology</b>	<b>\$ 787,000</b>	<b>\$ 113,837</b>	<b>\$ 673,163</b>	<b>14.5%</b>	<b>\$ 778,500</b>	<b>\$ 782,327</b>
<b>Bank Financing Charges</b>						
Operating interest and bank charges	27,000	87,023	(60,023)	322.3%	27,000	180,107
<b>Subtotal Bank Financing Charges</b>	<b>\$ 27,000</b>	<b>\$ 87,023</b>	<b>\$ (60,023)</b>	<b>322.3%</b>	<b>\$ 27,000</b>	<b>\$ 180,107</b>
<b>Operations &amp; Maintenance</b>						
Utilities	179,275	33,407	145,868	18.6%	176,775	139,917
Building repairs and maintenance	100,144	10,264	89,880	10.2%	100,144	79,570
Landscape and snow removal	31,000	5,062	25,938	16.3%	31,000	36,502
Fire/Security/Monitoring	2,800	-	2,800	0.0%	2,800	1,040
Waste Disposal	3,045	-	3,045	0.0%	3,045	-
Contractual Services	60,100	6,538	53,562	10.9%	60,100	95,628
<b>Subtotal Operations &amp; Maintenance</b>	<b>\$ 376,364</b>	<b>\$ 55,271</b>	<b>\$ 321,093</b>	<b>14.7%</b>	<b>\$ 373,864</b>	<b>\$ 352,657</b>
<b>Total Board Administration</b>	<b>\$ 12,065,438</b>	<b>\$ 2,644,013</b>	<b>\$ 9,421,425</b>	<b>21.9%</b>	<b>\$ 11,241,588</b>	<b>\$ 11,233,351</b>

**Halton Catholic District School Board**  
**Pupil Accommodations Expenses**  
**2019-20 Revised Estimates**

	<b>2019-20 Revised Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2019-20 Expenses and Commitments Nov. 30/19</b> <small>(in PSAB Format)</small>	<b>2019-20 Remaining Balance</b> <small>(in PSAB Format)</small>	<b>Pct Spent</b>	<b>2019-20 Original Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2018-19 Actuals</b> <small>(in PSAB Format)</small>
<b>School Operations</b>						
Salaries & Benefits	10,294,400	2,142,983	8,151,417	20.8%	10,039,500	9,231,422
Professional Development	24,600	5,038	19,562	20.5%	24,600	81,420
Community Use of Schools	141,000	69,618	71,382	49.4%	141,000	206,678
Utilities - Hydro	6,450,121	1,172,493	5,277,628	18.2%	6,450,121	4,266,425
Utilities - Natural Gas	943,554	60,768	882,786	6.4%	831,054	568,746
Utilities - Water & Sewer	735,550	116,436	619,114	15.8%	735,550	491,799
Maintenance - Supplies and Materials	834,960	278,622	556,338	33.4%	834,960	1,152,090
Travel and Mileage	102,200	23,044	79,156	22.5%	102,200	88,667
Custodial equipment repairs	94,000	7,301	86,699	7.8%	94,000	49,190
Creative playground equipment	25,900	-	25,900	0.0%	25,900	9,730
Telephone	18,000	2,670	15,330	14.8%	18,000	21,541
Plant Office	15,000	1,772	13,228	11.8%	15,000	96,415
School Maintenance Services	7,770,601	1,640,817	6,129,784	21.1%	7,752,105	7,713,947
Furniture & Equipment	73,300	5,744	67,556	7.8%	73,300	62,889
Professional Fees	448,500	503,541	(55,041)	112.3%	448,500	942,501
Contractual Services - Security, Fire, etc.	4,753,060	545,555	4,207,505	11.5%	4,753,060	4,297,002
Insurance	571,600	(201,820)	773,420	-35.3%	571,600	611,426
Moving expenses	83,200	(11,130)	94,330	-13.4%	83,200	54,079
Continuing Education/ALC operating costs	63,395	8,194	55,201	12.9%	63,395	124,357
<b>Subtotal School Operations</b>	<b>\$ 33,442,941</b>	<b>\$ 6,371,646</b>	<b>\$ 27,071,295</b>	<b>19.1%</b>	<b>\$ 33,057,045</b>	<b>\$ 30,070,327</b>
<b>New Pupil Places</b>						
Portable Leases & Moving expenses	3,700,000	851,930	2,848,070	23.0%	3,700,000	4,548,068
<b>Subtotal New Pupil Places</b>	<b>\$ 3,700,000</b>	<b>\$ 851,930</b>	<b>\$ 2,848,070</b>	<b>23.0%</b>	<b>\$ 3,700,000</b>	<b>\$ 4,548,068</b>
<b>Debt Charges</b>						
Debt Charges-Permanent financing of NPF	47,375	-	47,375	0.0%	47,375	47,375
<b>Subtotal Debt Charges</b>	<b>\$ 47,375</b>	<b>\$ -</b>	<b>\$ 47,375</b>	<b>0.0%</b>	<b>\$ 47,375</b>	<b>\$ 47,375</b>
<b>Other Debenture Payments</b>						
LEIP - Debenture Interest	149,840	-	149,840	0.0%	149,840	171,189
Turf Loan Interest	-	-	-	-	-	-
OSBFC Debenture Interest	3,824,552	1,374,991	2,449,561	36.0%	3,824,552	4,182,502
OFA Debenture Interest	3,891,032	2,051,811	1,839,221	52.7%	3,891,032	4,115,650
<b>Subtotal Other Debenture Payments</b>	<b>\$ 7,865,424</b>	<b>\$ 3,426,802</b>	<b>\$ 4,438,622</b>	<b>43.6%</b>	<b>\$ 7,865,424</b>	<b>\$ 8,469,340</b>
<b>Total Pupil Accommodations</b>	<b>\$ 45,055,740</b>	<b>\$ 10,650,378</b>	<b>\$ 34,405,362</b>	<b>23.6%</b>	<b>\$ 44,669,844</b>	<b>\$ 43,135,109</b>
	45,951,308		EFIS		44,414,753	45,164,518



**Halton Catholic District School Board**  
**Continuing Education/Adult Learning Centre Expenses**  
**2019-20 Revised Estimates**

Appendix A-7

**Continuing Education**

	<b>2019-20 Revised Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2019-20 Expenses and Commitments Nov. 30/19</b> <small>(in PSAB Format)</small>	<b>2019-20 Remaining Balance</b> <small>(in PSAB Format)</small>	<b>Pct Spent</b>	<b>2019-20 Original Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2018-19 Actuals</b> <small>(in PSAB Format)</small>
Salaries & Benefits	6,323,107	1,394,041	4,929,066	22.0%	5,080,227	6,443,695
Supplies and Services	317,369	76,416	240,953	24.1%	301,028	289,587
Furniture & Equipment	16,000	633	15,367	4.0%	16,000	5,994
Fees & Contractual Services	189,682	108,672	81,010	57.3%	189,682	189,350
Renovations	-	-	-		-	(99,262)
ALC Leases/Rentals	1,160,031	311,462	848,569	26.8%	1,157,004	1,189,513
<b>Total Continuing Education</b>	<b>\$ 8,006,189</b>	<b>\$ 1,891,225</b>	<b>\$ 6,114,964</b>	<b>23.6%</b>	<b>\$ 6,743,941</b>	<b>\$ 8,018,877</b>

**Halton Catholic District School Board  
Transportation Expenses  
2019-20 Revised Estimates**

	<b>2019-20 Revised Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2019-20 Expenses and Commitments Nov. 30/19</b> <small>(in PSAB Format)</small>	<b>2019-20 Remaining Balance</b> <small>(in PSAB Format)</small>	<b>Pct Spent</b>	<b>2019-20 Original Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2018-19 Actuals</b> <small>(in PSAB Format)</small>
<b>Transportation - General</b>						
Salaries & Benefits	568,392	142,098	426,294	25.0%	514,451	477,612
Supplies and Services	48,426	12,107	36,320	25.0%	47,036	36,311
Furniture & Equipment	9,763	2,441	7,322	25.0%	7,258	7,696
Fees & Contractual Services	146,981	36,745	110,236	25.0%	148,615	132,701
<b>Subtotal Transportation - General</b>	<u>773,562</u>	<u>193,391</u>	<u>580,172</u>	<u>25.0%</u>	<u>717,360</u>	<u>654,321</u>
<b>Transportation - Home to School</b>	<u>8,898,964</u>	<u>2,224,741</u>	<u>6,674,223</u>	<u>25.0%</u>	<u>8,927,404</u>	<u>8,357,710</u>
<b>Total Transportation</b>	<u><u>\$ 9,672,526</u></u>	<u><u>\$ 2,418,132</u></u>	<u><u>\$ 7,254,395</u></u>	<u><u>25.0%</u></u>	<u><u>\$ 9,644,764</u></u>	<u><u>\$ 9,012,031</u></u>

**Halton Catholic District School Board  
Other Provincial Grants  
2019-20 Revised Estimates**

Appendix A-9

Grant Description	2019-20 Revised Budget Estimates	2019-20 Receipts As At Nov.30/19	2019-20 Original Budget Estimates
<b>A.Prkacin - EPO</b>			
French As A Second Language	132,985	33,247	-
Indigenous Education	32,800	16,400	-
Health, Physical Education, Careers Curriculum	26,838	13,419	-
Critically Conscious Practical Inquiry	-	(4,620)	-
NTIP Enhanced Teacher Development	-	487	-
Renewed Math Strategy	269,500	67,375	-
	<b>462,123</b>	<b>126,308</b>	<b>-</b>
<b>C. Cipriano - EPO</b>			
Support Transitions for Post Secondary	45,000	22,500	-
Transportation for CYIC	11,000	-	-
Mental Health Workers	360,334	180,167	-
	<b>416,334</b>	<b>202,667</b>	<b>-</b>
<b>C. McGillicuddy - EPO</b>			
Specialist Highskills Major (SHSM) Special Funding	273,211	-	-
Experiential Learning	161,460	80,730	-
	<b>434,671</b>	<b>80,730</b>	<b>-</b>
<b>J. Crowell - EPO</b>			
Parents Reaching Out (PRO)	20,840	14,588	-
Safe, Equitable And Inclusive Schools	42,737	14,958	-
	<b>63,577</b>	<b>29,546</b>	<b>-</b>
<b>L. Naar - EPO</b>			
	-	-	-
<b>S. Balogh - EPO</b>			
Cannabis Legalization	19,624	-	-
	<b>19,624</b>	<b>-</b>	<b>-</b>
<b>T. Pinelli - EPO</b>			
	-	-	-
<b>J. O'Hara - EPO</b>			
	-	-	-
<b>R. Merrick - EPO</b>			
	-	-	-
	-	-	-
<b>Sub-total</b>	<b>\$ 1,396,329</b>	<b>\$ 439,251</b>	<b>\$ -</b>
<b>O.Y.A.P GRANT</b>			
Province of Ontario-Citizenship	1,377,500	-	1,273,900
LBS Grants	128,580	57,548	128,580
Province of Ontario-Language Training Program	401,248	113,822	401,248
Human Rights Equity Advisor	98,736	70,380	-
Broadband Modernization Program	851,198	-	-
Audit and Accountability Grant - Facilities	300,000	-	-
<b>Sub-total</b>	<b>\$ 3,290,637</b>	<b>\$ 321,775</b>	<b>\$ 1,803,728</b>
<b>Total Other Provincial Grants per A-1</b>	<b>\$ 4,686,966</b>	<b>\$ 761,026</b>	<b>\$ 1,803,728</b>

## Compliance Report

### Administration and Governance

Gross Expenses excluding internal audit	11,745,438
Other incomes	2,864,922
Net Expenses excluding internal audit	8,880,516
Funding allocation excluding internal audit	9,976,020
Overspending on Administration and Governance	0
Compliant /Non-compliant	COMPLIANT / CONFORME

### Is the board in a Multi-Year recovery Plan?

(If board is in multi-year recovery plan then compliance report below does not apply.)

### Balanced Budget Determination

1.1	In-year revenues (Sch 9, line 10.0 - Sch 9, line 4.4)	423,967,933
1.1.1	In Year Revenues for Land (Schedule 5.6, item 1.2 + item 1.3 + item 1.3.1 - item 1.4 - item 1.4.1 + Sch 5.5 Land Projects col. 5.1 + col. 6.1)	7,000,000
1.2	In-year expenses for compliance purposes (From Sch 10ADJ Page 2, line 90, Col 20)	418,969,179
1.3	In-year surplus/(deficit) for compliance purposes .....Item 1.1 - item 1.1.1 - Item 1.2	-2,001,246
		REQUIRES FURTHER COMPLIANCE CALCULATION / REQUIERT DES CALCULS COMPLÉMENTAIRES AUX FINS DE CONFORMITÉ
1.4	If item 1.3 is positive, board is in compliance. Otherwise, see calculation below.	

### Compliance Calculation Prior to Ministry Approval Amount (Education Act, 231. (1))

1.5	Operating Allocation to be used in Compliance Calculation (From section 1A, item 1.92)	373,548,235
1.6	1% of item 1.5	3,735,482
1.7	Prior Year Accumulated Surplus Available for Compliance (From schedule 5, item 3, Col 1)	33,845,121
1.8	Lesser of item 1.6 and item 1.7	3,735,482
1.9	If the amount of deficit on at item 1.3 is less than item 1.8, then the board is in compliance. If the board is not in compliance, see the calculation below.	COMPLIANT / CONFROME

### Compliance Calculation After Ministry Approval Amount (Education Act, 231. (3))

1.10	Amount of Ministerial approval received allowing in-year deficit to exceed item 1.8	-
1.11	Amount of allowable in-year deficit: Sum of item 1.8 and item 1.10	3,735,482
1.12	If the amount of deficit at item 1.3 is less than item 1.11, then the board is in compliance	COMPLIANT / CONFORME

## Compliance Report

### Determination of In-Year Deficit Elimination Plan Requirement

2.1	Amortization related to committed capital projects incurred on or before August 31, 2010 .....Schedule 5.5, column 6, Pre-September 1, 2010 projects, 0 if positive	-2,363
2.2	Amortization related to committed capital projects incurred on or after September 1, 2010 and approved by the ministry .....Schedule 5.5, column 6, Ministry approved projects on or after September 1, 2010, 0 if positive	-204,762
2.3	Closing accumulated surplus available for compliance .....Schedule 5, column 4, item 3, 0 if negative	31,843,873
2.3.1	Amortization related to committed capital projects incurred on or after September 1, 2010 but before September 1, 2019 and not approved by the ministry .....If item 2.3 is greater than or equal to item 1.6, then Schedule 5.5, column 6, Non-ministry approved projects between September 1, 2010 and August 31, 2019, 0 if positive, otherwise 0	-180,604
2.4	Adjustment for amortization related to specified committed capital projects .....Item 2.1 + item 2.2 + item 2.3.1	-387,729
2.5	Adjustment for committed sinking fund interest .....Schedule 5, column 3, item 2.8.1, 0 if positive	-76,382
2.6	Adjustment for the amortization of employee future benefits liability .....Greater of Schedule 5, column 3, item 2.1 and negative (4.1 + 4.1.2 + 4.1.3), 0 if positive	0
2.7	Adjusted In-Year Surplus/(Deficit) .....Item 1.3 - item 2.4 - item 2.5 - item 2.6	-1,537,135
2.7.1	Is an In-Year Deficit Elimination Plan required? (Note 1)	Yes / Oui

Note 1: An In-Year Deficit Elimination Plan is required if there is an adjusted in-year deficit showing at item 2.7, unless the board received or will receive an in-year deficit approval from the minister that results in compliance at item 1.12





**Halton Catholic District School Board  
Capital Budget  
2019-20 Revised Budget Estimates**

Projects	Total Estimated Capital Budget	2019-20 Estimated Expenses	Total Estimated Project Expenses	Funding Sources					
				Total Funding	Capital Priorities	Child Care Capital	Full Day Kindergarten	School Renewal / School Condition Improvement	Other *
St. Mark - Classroom Addition & Child Care	3,702,880	9,746	3,721,123	3,721,123	1,610,867	2,057,013			53,243
St. Scholastica - New School	13,818,474	21,218	14,099,876	14,099,876	12,125,714		1,542,760		431,402
St. Nicholas - School Consolidation	12,524,935	6,125,498	12,262,968	12,262,968	7,885,758				4,377,210
Assumption - Classroom Addition & Renovation	14,000,000	4,881,370	13,521,695	13,521,695					13,521,695
Bishop Reding - Classroom Addition & Child Care	20,310,036	15,578,890	20,671,344	20,671,344	18,073,020	2,057,016			541,308
St. Peter - Child Care	2,606,210	91,944	238,198	238,198		238,198			
St. Michael - Classroom Addition & Child Care	2,990,000	113,247	346,003	346,003	167,659	178,344			
Alternative Learning Centre - Oakville	3,800,000	3,800,000	3,800,000	3,800,000					3,800,000
FDK Playground Equipment	150,000	150,000	150,000	150,000				150,000	
School Improvement Projects	9,425,000	9,425,000	9,425,000	9,425,000				3,925,000	5,500,000
				-					
				-					
<b>TOTAL</b>	<b>83,327,535</b>	<b>40,196,913</b>	<b>78,236,207</b>	<b>78,236,207</b>	<b>39,863,018</b>	<b>4,530,571</b>	<b>1,542,760</b>	<b>4,075,000</b>	<b>28,224,858</b>

\* Includes POD, Reserve, Community Use, Minor TCA, Rural and Northern Education Funding



**Halton Catholic District School Board  
GSN Calculations  
2019-20 Revised Budget Estimates**

	2019-20 Revised Budget	% Change from 2019-20 Original Budget	% Change from 2018-19 Actuals	2019-20 Original Budget	2018-19 Actuals
<b>Enrolment Forecast - JK/SK</b>	4,285.50	-2.24%	-0.53%	4,383.50	4,308.25
- 1 to 3	7,077.00	0.35%	0.30%	7,052.00	7,055.50
- 4 to 8	12,257.00	-0.08%	3.12%	12,266.50	11,886.00
<b>Enrolment Forecast - Elementary</b>	23,619.50	-0.35%	1.59%	23,702.00	23,249.75
- Secondary	12,827.19	0.15%	3.74%	12,808.10	12,364.47
	36,446.69	-0.17%	2.34%	36,510.10	35,614.22
<b>Pupil Foundation Grant - JK/SK</b>	26,890,485	-2.24%	-1.76%	27,505,409	27,371,949
<b>Pupil Foundation Grant - 1 to 3</b>	40,804,850	0.35%	1.12%	40,660,704	40,351,110
<b>Pupil Foundation Grant - 4 to 8</b>	58,812,028	-0.08%	1.57%	58,857,611	57,903,243
<b>Pupil Foundation Grant - 7 to 8</b>	1,053,857	0.02%		1,053,637	1,002,241
<b>Pupil Foundation Grant - Secondary</b>	62,620,674	0.15%	-14.95%	62,527,479	73,624,731
<b>Supply Teacher Adjustment for Elementary</b>					
<b>Supply Teacher Adjustment for Secondary</b>					
<b>Total Pupil Foundation Allocation</b>	190,181,894	-0.22%	-5.03%	190,604,841	200,253,274
<b>School Foundation Grant - Elementary</b>	15,609,344	-0.28%	2.48%	15,652,539	15,232,124
<b>School Foundation Grant - Secondary</b>	8,374,420	0.28%	4.14%	8,351,143	8,041,749
<b>Additional Compensation for Principals &amp; Vice Principals</b>	260,771	0.00%	34.83%	260,771	193,401
<b>Total School Foundation Allocation</b>	24,244,535	-0.08%	3.31%	24,264,453	23,467,274
<b>SEPPA - JK to Grade 3</b>	11,539,755	-0.64%	0.83%	11,613,894	11,444,205
<b>SEPPA - Grade 4 to 8</b>	9,561,931	-0.08%	3.99%	9,569,342	9,194,653
<b>SEPPA - Secondary</b>	6,606,516	0.15%	4.62%	6,596,684	6,314,906
<b>Special Education Equipment Amount</b>	1,725,762	-0.13%	-12.44%	1,728,051	1,970,916
<b>Special Incidence Portion</b>	1,300,000	0.00%	-15.62%	1,300,000	1,540,590
<b>Differentiated Special Education Needs Amount</b>	17,328,597	0.00%	3.73%	17,328,597	16,705,330
<b>Behavioural Expertise</b>	498,144	-0.11%	102.42%	498,701	246,091
<b>Total Special Education Allocation</b>	48,560,705	-0.15%	2.41%	48,635,269	47,416,691
<b>Total Language Allocation</b>	9,280,439	1.28%	3.95%	9,163,294	8,927,843
<b>Total Learning Opportunities Allocation</b>	2,623,770	1.66%	-56.54%	2,580,925	6,037,130
<b>Total Continuing Education and Other Programs Allocation</b>	2,362,534	5.93%	-2.17%	2,230,194	2,415,061
<b>Total Teacher Qualification and Experience Allocation</b>	36,868,434	0.77%	41.55%	36,586,970	26,047,052
<b>ECE Q&amp;E Allocation</b>	2,095,611	-7.66%	-11.82%	2,269,342	2,376,561
<b>New Teacher Induction Program (NTIP)</b>	281,199	-0.35%	-1.99%	282,197	286,922
<b>Restraint Savings</b>	(140,878)	0.00%	0.00%	(140,878)	(140,878)
<b>Total Transportation Allocation</b>	9,313,531	-2.04%	12.27%	9,507,908	8,295,496
<b>Total Administration and Governance Allocation</b>	10,796,187	-0.18%	0.72%	10,815,898	10,718,555
<b>Total School Operations Allocation</b>	35,589,591	-0.08%	3.28%	35,617,982	34,458,877
<b>Community Use of Schools Allocation</b>	477,234	0.00%	3.67%	477,234	460,344
<b>Indigenous Education Allocation</b>	295,114	0.00%	32.94%	295,114	221,989
<b>Safe Schools</b>	626,563	-0.13%	3.38%	627,401	606,078
<b>Rural and Northern Education Allocation</b>	44,398	0.00%	-17.92%	44,398	54,093
<b>Permanent Financing of NPF</b>	47,375	0.00%	0.00%	47,375	47,375
<b>TOTAL: OPERATING (Note 2)</b>	<b>373,548,236</b>	<b>-0.10%</b>	<b>0.43%</b>	<b>373,909,917</b>	<b>371,949,737</b>
<b>Deduct:</b>					
Minor TCA	(9,338,706)	-0.10%	0.43%	(9,347,748)	(9,298,743)
<b>Add:</b>					
Temporary Accommodations - Portable Leasing					
Trustees' Association Fee	43,017	0%	0%	43,017	43,017
<b>TOTAL OPERATING ALLOCATION</b>	364,252,547	-0.10%	0.43%	364,605,186	362,694,011
<b>Capital Grants</b>	24,355,314	35.14%	49.92%	18,021,742	16,246,044
Minor TCA	9,338,706	-0.10%	0.43%	9,347,748	9,298,743
School Renewal Allocation (Note 2)	4,743,718	-0.08%	2.36%	4,747,490	4,634,215
School Condition Improvement		0.00%			
Temporary Accommodations - Capital	3,668,724	0.00%	9.25%	3,668,724	3,358,000
Retrofitting School Space for Child Care		0.00%			-
Short Term Interest on Capital	211,072	0.00%	0.00%	-	211,072
Capital Debt Support - Interest Portion (Note 2)	7,476,079	0.00%	-6.85%	7,476,079	8,025,635
<b>TOTAL CAPITAL ALLOCATION</b>	49,793,613	15.10%	19.20%	43,261,783	41,773,709
<b>TOTAL FUNDING ALLOCATION</b>	<b>\$ 414,046,160</b>	<b>1.52%</b>	<b>2.37%</b>	<b>\$ 407,866,969</b>	<b>\$ 404,467,720</b>



Policy I-01 Catholic School Support	<b>Item 8.4</b>
Tuesday, January 21, 2020	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy I-01 Catholic School Support*, as presented.

### Background Information

*Policy I-01 Catholic School Support* has been reviewed by staff as part of the three year review cycles. No changes to the policy were recommended.

### Conclusion

*Policy I-01 Catholic School Support* was presented at the Policy Committee Meeting on January 14, 2020 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:

<b>Resolution#:</b>	<i>Moved by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy I-01 Catholic School Support</i> be approved as amended.	<i>Seconded by:</i>

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Catholic School Support</b>	
<b>Adopted:</b> September 21, 1971	<b>Last Reviewed/Revised:</b> January 21, 2020
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-22 Admissions to Schools, Elementary and Secondary</a> <a href="#">VI-19 Admissions to Schools, Elementary and Secondary</a>	

## Purpose

To inform Halton Catholic District School Board employees, students, parents, guardians, and the general Halton Region community of the importance of directing their school support to the Catholic system.

## Application and Scope

This policy applies to all ratepayers who wish to endorse the Catholic school system, namely in the Halton Region, through the Direction of School Support (DOSS) process.

## References

[Direction of School Support Form](#)

[Lease Form](#)

[Ontario Regulation 412/00: Elections to and Representation on District School Boards](#)

## Principles

The Halton Catholic District School Board is committed to the task of providing for its students. Accordingly, the Board will make all efforts to secure a provincial interest and demonstrate the support for the Catholic education system in the Province of Ontario.

The Board, therefore, encourages those employees who are eligible to be Catholic school ratepayers to direct their school tax support to the Catholic school system in which they reside.

The Board also encourages all parents and or guardians who have a child or children attending a Catholic elementary or secondary school to direct their school support and demonstrate their

endorsement of the Catholic school system in which they reside, as well as to enhance the data collection used by the Board, Region, and the Province to measure the apportionment of students.

As per Ontario Regulation 412/00, the total number of supporters within the jurisdiction of a board is also an indicator of the number of trustees that will be allocated to the Board. The jurisdiction of the Board includes the municipalities of the City of Burlington, Town of Halton Hills, Town of Milton, and Town of Oakville.

The ratepayers that direct their school support to the Catholic system will be permitted to vote for Catholic school trustees in Municipal Elections. The Board will make every effort to inform the school community and catholic community members of the importance to direct their support to the Catholic system, by making this policy and other relevant information available on the Board website, school websites and in parish bulletins.

APPROVED: Regular Meeting of the Board

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



<p>Policy I-21 Corporate and Community Investment in Education</p>	<p><b>Item 8.5</b></p>
<p>Tuesday, January 21, 2020</p>	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy I-21 Corporate and Community Investment in Education*, as presented.

### Background Information

Board staff conducted a review of *Policy I-21 Corporate and Community Investment in Education* and minor changes in wording are recommended.

### Conclusion

*Policy I-21 Corporate and Community Investment in Education* was presented at the Policy Committee Meeting on January 14, 2020 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><b>Resolution#:</b></p> <p><b>Resolved</b>, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy I-21 Corporate and Community Investment in Education</i> be approved as amended.</p>	<p>Moved by:</p> <p>Seconded by:</p>
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Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Corporate and Community Investment in Education</b>	
<b>Adopted:</b> November 28, 1995	<b>Last Reviewed/Revised:</b> January 21, 2020
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-85 Corporate and Community Investment in Education</a> <a href="#">V-03 Photography, Advertising and Sales Representatives</a> <a href="#">V-04 School Fundraising Activities</a> <a href="#">VI-59 School Fundraising Activities</a> <a href="#">V-07 Requests to a School or to the Board</a> <a href="#">VI-06 Charitable Receipts</a> <a href="#">VI-31 Trust Funds</a> <a href="#">V-17 Request for Promotion and Distribution of Program Activity Related Materials Through Board Schools</a> <a href="#">VI-40 Request for Promotion and Distribution of Program Activity Related Materials Through Board School</a> <a href="#">VI-50 Technological Education Service Procedures</a>	

## Purpose

To define the parameters within which corporate and community investment in education shall occur and to ensure consistency in approach.

## Application and Scope

This Policy applies to all corporate and community investment in education outside businesses or other agencies and any school, department or other groups within the Halton Catholic District School Board (“the Board”).

## Definitions

- **Donation** is support offered by a community group or business, in cash or equivalent, to a school or to the system that may or may not involve a public statement of appreciation or recognition.

- **Sponsorship** is financial support, or the equivalent, offered by a community group or a business to a school or to the system that includes an agreement to give public recognition and /or preferential treatment to the sponsor.
- **Agreements** will vary in nature depending on the situation. Normally, in exchange for access to schools or the Board for referrals, advertising or sales, the sponsor agrees to provide the school or system with goods or services at a preferential rate or at no cost to the Board.

## Principles

- The Board believes that corporate and community partners can expand limited resources and positively impact the education of students.
- The Board believes that business and community agencies have a desire to enhance the quality of life in the community through investment in educational endeavours.
- The Board believes that it has a responsibility to ensure fair and equitable dealings with all members of the community.

## Requirements

The procedures under this policy shall ensure that the arrangements with corporate and community partners comply with the following:

- Congruency with the Board and school governing values and mission statements.
- Appropriate authorization for corporate and community support or sponsorship as established in the procedures.
- All agreements are recorded and reported to the appropriate level of administration.
- Any activity involving system personnel or students shall be authorized by the principal or administration of the Board as outlined in the procedures.
- Agreements that provide an exclusive arrangement and extend beyond one year require board approval.
- The Board of Trustees must approve Corporate and Community Donations and Sponsorships with the value of \$10,000.00 or greater.

APPROVED: Regular Meeting of the Board

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





Policy II-24 Home-to-School Student Transportation	<b>Item 8.6</b>
Tuesday, January 21, 2020	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-24 Home-to-School Student Transportation*, as presented.

### Background Information

*Policy II-24 Home-to-School Student Transportation* was brought forward for review as part of its three year review cycle. Information was added regarding the home to school distance calculation methodology. This addition comes as a result of a motion made at the November 22, 2019, Halton Student Transportation Services (HSTS) Board of Directors (BOD) meeting. The motion requested that a statement that speaks to the calculation methodology be added to both the Halton Catholic District School Board and the Halton District School Board policies.

Accordingly, Point 4 in the Requirements section was added, which speaks to the general methodology used to calculate distance (i.e. from nearest home to school property line), and references the associated HSTS Operating Procedure, which provides more technical details ([HS-3-013 Distance Measurement](#)).

Other changes include updating the template format of the policy, and adding links to the resources section pointing to all applicable HSTS Operating Policies, Guidelines, and Procedures.

### Conclusion

*Policy II-24 Home-to-School Student Transportation* was presented at the Policy Committee Meeting on January 14, 2020 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:

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-24 Home-to-School Student Transportation be approved as amended.	

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Home-to-School Student Transportation</b>	
<b>Adopted:</b> January 31, 1995	<b>Last Reviewed/Revised:</b> January 21, 2020
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-98 School Bus Accident Procedure</a> <a href="#">VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures</a> <a href="#">I-30 Video Surveillance</a> <a href="#">VI-83 Video Surveillance Procedure</a> <a href="#">II-51 Optional French Programming (French Immersion and Extended French)</a> <a href="#">VI-53 Optional French Programming</a>	

## Purpose

To support and regulate the efficient provision of transportation services to eligible students of the Board.

## Application and Scope

This policy applies to all schools within the jurisdiction of the Halton Catholic District School Board and to all eligible students served by Halton Student Transportation Services (HSTS).

## References

[HSTS Eligibility](#)

[HSTS Roles and Responsibilities](#)

[HSTS Operating Procedure HS-2-002 – Student Responsibilities](#)

[HSTS Operating Procedure HS-2-008 – Disciplinary Action](#)

[HSTS Operating Guidelines](#)

[HSTS Operating Procedure HS-3-013 – Distance Measurement](#)

[HSTS Operating Procedure HS-3-014 – Process for Appealing Decisions](#)

[HSTS Emergency Procedures](#)

[HSTS Accessible Transportation](#)



## Principles

1. The Halton Catholic District School Board recognizes that there are conditions which warrant provision of transportation services for certain students, or as a result of safety concerns identified by HSTS;
2. The Board understands that parents share in the responsibility for the safety and welfare of their children;
3. The Board recognizes that transportation services that are provided for eligible students are by virtue rather than a right;
4. The Board provides transportations services in the most safe, cost-effective and economically feasible manner as possible; as such, the Board’s transportation services are provided in a consortium (HSTS) consisting of the two (2) coterminous English Boards servicing Halton Region.

## Requirements

1. Transportation services may be provided for registered Halton Catholic District School Board students, residing within the Region of Halton based on the following:
  - 1.1. Distance from home to the designated home school;
  - 1.2. Distance from home to the designated Board Approved Program school boundary, offering transportation;
  - 1.3. Identification, Placement and Review Committee (IPRC) decisions;
  - 1.4. Hazardous walking conditions; and/or,
  - 1.5. Validated physical, emotional, developmental, and/or disciplinary reasons.

2. Transportation privileges may be withdrawn at any time if student responsibilities outlined in the *HSTS Operating Procedure HS-2-002 – Student Responsibilities* are not met. Notice of the withdrawal of bus privileges is outlined in *HSTS Operating Procedure HS-2-008 – Disciplinary Action*.

3. The following distances determine eligibility for home to school:

Grade	Distance
Junior Kindergarten to Grade 8	more than 1.6 km
Grade 9 to 12	more than 3.2 km

4. All measurements for transportation purposes will be calculated by HSTS using a Geographic Information System (GIS) with base map information provided by the Region of Halton. As outlined in *HSTS Operating Procedure HS-3-013 – Distance Measurement*, The home to bus stop distance calculation is measure from closest property line of the student’s primary address to the closest property line of their Board designated home school.

5. An appeal process will be used for the resolution of disputes regarding transportation eligibility, as outlined by *HSTS Operating Procedure HS-3-014 – Process for Appealing Decisions*.
6. The Board recognizes that it may be necessary to alter transportation services as a result of safety concerns, or in order to accommodate the validated needs of students and/or their parent(s)/guardian(s) because of their identification with a ground or grounds under the Ontario Human Rights Code.
7. For additional information on HSTS procedures pertaining to Eligibility; Roles and Responsibilities; Operating Guidelines; Emergency Procedures; and, Accessible Transportation, please visit [www.haltonbus.ca](http://www.haltonbus.ca)

APPROVED: Regular Meeting of the Board

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



Policy II-38 Educational Research	<b>Item 8.7</b>
Tuesday, January 21, 2020	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-38 Educational Research*, as presented.

### Background Information

This policy returned to the Policy Committee earlier than scheduled for consideration of the third requirement. Since 2019-20 is also a school climate administration year, we have some evidence of how this current requirement will affect the survey administration.

At its last renewal in 2017-18, a sentence regarding the consent procedure was added by the Board of Trustees to this policy. This sentence states that active consent is required for the school climate survey. Active consent procedures typically involve distributing a parent letter explaining the nature of the data collection and providing a method to document permission.

Historically, however, when administering the school climate survey our school board as well as other boards, have distributed a parent letter explaining the nature of the data collection and provided a method to retract permission; a process known as a passive consent procedure.

When a Board wants to hear from a large group that is representative and interested in the entire school student population, a passive procedure is more inclusive as it leads to higher response rates than an active consent procedure.

In our last cycle of the school climate survey (2017/18) we utilized a passive procedure, and we had a very high response rate (93% for Gr. 4-8 and 81% for Gr. 9-12). Thus, passive consent allows the Board to capture student voice from groups of students, including those who are typically under-represented, like those who are at risk or who are new to our country and school communities. It is important to include the voice of those who are at risk, as these students are often the ones that need the most support.



Following the current policy, we began the consent process communication with our schools in September 2019, with multiple reminders since, as we knew it would be time-consuming and would require time to organize with our schools.

*After 4 months, we have parental permission for 30.7% of our elementary and 9.4% of our secondary students to partake in the survey.* These values represent the percentages of students who will be invited to participate – students may of course, choose to decline participation or be absent the day of the survey.

In any of these cases, these are very low numbers, and if they remain this way or are even lower due to the possibilities above, suppression rules will need to be applied when/if disseminating the results. More importantly though, a low response rate for a school will likely not represent the voice of the majority of students, which is important for effective change/plans to be made. Essentially we may not be able to use/share this data if response rates continue to be this low, and some school administrators have voiced concerns about how they will integrate the survey into class time if the majority of their class did not receive consent to participate.

With low response rates, HCDSB will not be able to use this student voice data as it will not be representative of the student population, which is the level at which we report the data after it has been analysed. Requiring active consent for the school climate survey *reduces* our ability to use data gathered from our students and to satisfy the ministry mandate of sharing school climate data with safe and accepting schools teams, as per [PPM No. 145](#). Of particular importance, will be the data missing on safety and bullying, positive relationships, inclusion and acceptance, mental health and well-being, and risky behaviours such as vaping and smoking.

As such, the third requirement in the policy was modified to remove the statement pertaining to active consent. Historically we have not had this requirement in the policy, as the data collected on school climate is mandated by the Educational act (section 2.1) to establish and maintain safe and inclusive learning environments. This amendment will also align the consent process for the School Climate Survey with other ministry mandated data collections such as the *Early Development Instrument (EDI)*, the *EYE@K Kindergarten Survey*, and the *EQAO Questionnaire*, which all use the passive consent procedure.

## Conclusion

*Policy II-38 Educational Research* was presented at the Policy Committee Meeting on January 14, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.

## Recommendation

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



**Resolution#:**

*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-38 Educational Research be approved as amended.

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee



<b>Educational Research</b>	
<b>Adopted:</b> December 4, 2006	<b>Last Reviewed/Revised:</b> January 21, 2020
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-25 Educational Research</a> <a href="#">II-37 Volunteers in Catholic Schools</a> <a href="#">I-07 Protection of Privacy</a> <a href="#">VI-81 Privacy Procedure</a>	

## Purpose

To support and encourage internal and external research activities in our Catholic learning environment that contribute to the growth of educational knowledge.

## Application and Scope

This policy applies to all Board employees and external agencies and/or individuals who wish to conduct research at the Halton Catholic District School Board.

## References

[Education Act](#)

[Tri-Council Policy Statement](#)

## Definitions

**External Research** is described as when an external agency/individual/institution wants to do research in a school or board. This includes requests from a Board employee collaborating with a non-Board agency or educational institution, and requests from a Board employee wanting to do research outside his/her own area of responsibility for the purposes of completing a professional course or program of study.

**Internal Research** is described as a central office, school or classroom research project that is related to Board or Ministry initiatives, conducted by any Board employee. It also includes a Board

employee who conducts research within his/her own work environment to promote professional growth (e.g., AQ course).

## Principles

- The Board acknowledges the potential benefit of engaging in external and internal research activities as a means to gather data for educational and research purposes.
- The Board promotes and endorses the gathering of data for research purposes in keeping with the core values of the Catholic Church.
- All research activities shall be consistent with HCDSB mission and values, policies, procedures, and strategic directions.
- The Board acknowledges that on occasion the Ministry of Education mandates that data be collected on various educational initiatives and that they may work with independent researchers and/or university partners to conduct research in our Board to inform provincial educational strategies.
- External researchers must actively seek permission from parents/guardians when interested in inviting students to participate in a research study.

## Requirements

- All research activities that involve our staff and/or students requires review and approval from the HCDSB Research Advisory Committee before the research is started. A checklist is used to assist the committee with the review process.
- The Board expects that all educational research proposals adhere to the [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans \(TCPS 2\)](#).
- Informed consent is required for all research activities that are not conducted under the authority of the Education Act. The form of this consent may vary across projects, but it should be obtained from participants, before the study begins.. When students participating in the study are under the age of 18, consent must be obtained from a parent/guardian.
- Consent must be voluntary, informed, and an ongoing process.
- All research activities shall be in accordance with *Administrative Procedure VI-25 Educational Research* and the Education Act, where applicable.



APPROVED: Regular Meeting of the Board

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

*Chair of the Board*



Policy II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities	<b>Item 8.8</b>
Tuesday, January 21, 2020	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities*, as presented.

### Background Information

Board staff conducted a review of *Policy II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities* minor changes in wording are recommended.

### Conclusion

*Policy II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities* was presented at the Policy Committee Meeting on January 14, 2020 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:

<b>Resolution#:</b>	Moved by: Seconded by:
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities</i> be approved as amended.	



Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities</b>	
<b>Adopted:</b> November 15, 2011	<b>Last Reviewed/Revised:</b> January 21, 2020
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-57 Fees for Learning Materials, Program, Curricular and Co-Curricular Activities</a> <a href="#">V-04 School Fundraising Activities</a> <a href="#">VI-59 School Fundraising Activities</a> <a href="#">VI-05 Secondary School Cafeteria Commissions</a>	

## Purpose

To provide direction to principals regarding charging student fees for learning materials, programs, curricular and co-curricular activities.

## Application and Scope

This policy applies to all schools of the Halton Catholic District School Board and the provision of learning materials, programs, curricular and co-curricular activities.

## References

[Education Act](#)

## Definitions

**Student Activity Fees** - Student Activity Fees are voluntary fees permitted under the HCDSB Policy II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities and are amounts that are used to supplement a student’s school experience through materials and activities such as, but not limited to student agendas, student recognition programs yearbooks, extracurricular activities, school dances, or theme days.

**Enhanced Programming and Materials** - Enhanced Programming and Materials are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (music, woodworking, etc.) students may wish to use a superior product or

consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials alternatives must be available as essential course materials required to meet the learning expectations of the course or grade are to be provided at no cost.

**Optional Programming** - Optional programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Advanced Placement® (AP), International Baccalaureate® (IB).

## Principles

- Every student has the right to attend a school, where they are a qualified resident pupil without payment of a fee (*Section 32(1) Education Act*).
- When schools or school boards choose with the support of the school community to offer enhanced or optional programming, parents may be asked to contribute resources in the way of time, money or materials to support these programs or activities.
- The school principal is responsible for ensuring that the materials required to meet the expectations of the core curriculum are available without cost to students. No fee may be charged for learning resources that are essential to the delivery of a core course or program.
- The school may only charge reasonable fees which are in compliance with the *Education Act*. In situations where fees may be charged to students, every effort shall be made to assist students with limited financial means.
- The purposes for which funds are collected are consistent with the Board's Mission and Values.
- Fees raised for school purposes are to complement, and not replace, public funding for education.
- Each student should have an equal opportunity to benefit from the education system without being required to pay a fee. Students must be able to participate in school activities and access resources regardless of financial barriers.
- The dignity of every student and parent should be honoured in the school fee collection process, collection methods afford reasonable expectations of privacy for students and parents, and a respectful practice for discreet identification of students/parents who may be experiencing financial hardship is clearly communicated.

## Requirements

### School Activity Fees:

#### Regular Day School

- The school may collect a fee at the beginning of a school year, term or semester or for an activity or excursion planned by the school.
- With the exception of a School Activity Fee, there shall be no fees charged to a student to participate in the regular day school program
- Fees may be charged where the student chooses voluntary enrichments or upgrades to the material or where purchasing the material is optional. Enhanced Programming and Materials include but are not limited to higher quality woodworking, design or tech materials
- The school principal must review all proposed optional charges for all courses prior to inclusion of such optional charges in any publication.
- The school principal will develop collection methods that afford reasonable expectations of privacy for students and parents and develop and communicate clearly a practice for the discrete identification of students/parents who are experiencing financial hardship
- Fees may not be charged for a textbook fee or a textbook deposit or a workbook used as a textbook
- All field trips for which there is a cost must be optional to a course. Where the student chooses not to participate in an optional field trip, alternative assignments must be provided in order for the student to meet the expectations of the course.
- Student activity fees may be requested to subsidize the cost of student agendas, yearbooks, extra-curricular activities, optional field trips, or school dances or theme days. These fees are voluntary, and may vary from school to school.
- The school principal shall consult with staff, Student councils and Catholic School Councils about student activity fees.
- School Principals will endeavour to ensure that all families and students are explicitly aware that student activity fees are voluntary.

#### Other School Registers:

- Schools may charge fees or institute a book deposit if the student's enrolment is contained on a continuing education student register, an adult credit course student register, or an international language student register.

#### Student Fees at Secondary Schools:

- No student will be denied access to any course based on an inability to pay a course/program fee, nor will report cards or transcripts be withheld for the same reason.



- No student will be denied access to any course, or the use of the library and any related online resources, for failure to pay student activity fees.
- Clothing worn for physical education classes must be compliant with OPHEA Guidelines and the school dress code, which is developed in consultation with the Catholic School Councils. Where the dress code requires particular clothing, such clothing will be available for purchase at cost for each secondary school.

**Fees for Damaged or Lost Material:**

- The principal may charge fees for the replacement or repair of textbooks, workbooks, library material and other loaned materials and equipment if said loaned material is not returned as required or is returned in damaged condition. The fee may not exceed current replacement or repair cost, as appropriate.

APPROVED: Regular Meeting of the Board

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



Policy III-17 Attendance Support Program	<b>Item 8.9</b>
Tuesday, January 21, 2020	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy III-17 Attendance Support Program*, as presented.

### Background Information

*Policy III-17 Attendance Support Program* was adopted October 18, 2016. It was designed to assist employees experiencing frequent absences from work due to illness or injury.

The Executive Officer, and Management staff, of Human Resources Services reviewed the policy and recommended minor changes.

### Conclusion

*Policy III-17 Attendance Support Program* was presented at the Policy Committee Meeting on January 14, 2020 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:

<b>Resolution#:</b>	<i>Moved by:</i>  <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy III-17 Attendance Support Program</i> be approved as amended.	



Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Attendance Support Program</b>	
<b>Adopted:</b> October 18, 2016	<b>Last Reviewed/Revised:</b> January 21, 2020
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-76 Attendance Support Program</a>	

## Purpose

The Halton Catholic District School Board (“the Board”) is committed to creating and maintaining a healthy work environment for all employees. The Attendance Support Program is designed to assist employees experiencing frequent absences from work due to illness or injury.

## Application and Scope

This policy applies to all Board employees. This includes all employees represented by the Canadian Union of Public Employees (CUPE) Local 2888, 3166, 5200.00, 5200.01, 5200.02, the Ontario English Catholic Teachers’ Association (OECTA) Elementary and OECTA Secondary, the Association of Professional Student Services Personnel (APSSP) and all non-union and Management employees.

This Attendance Support Program Policy requires the Director to create and implement an Attendance Support Program. The program is a process of addressing absenteeism and is supportive and non-disciplinary in nature.

The intent of the Attendance Support Program is to:

- Support regular attendance of all employees as an essential element of their employment;
- Advise employees of the support services available; and
- Allow sufficient time for the employee to address issues so he/she will attend work regularly in the future.

It is also the duty of all supervisory personnel to monitor the attendance of their staff. This includes holding coaching and counselling meetings regarding attendance when there is a concern about an employee’s lack of regular attendance. It is also the duty of all supervisors within the Board to report to Human Resources Services any individual absence or attendance pattern that, in their opinion, warrants further investigation.

The Human Resources Services department will monitor attendance and report attendance statistics to the Board on a regular basis.

## References

[Employment Standards Act](#)

## Principles

- The Halton Catholic District School Board is committed to providing a learning and working environment that is safe, harmonious and sensitive to the needs and well-being of the individual employee and student.
- It is the policy of the Board to ensure conduct in its workplaces is in accordance with the gospel values of Jesus Christ, the Board's Mission and Vision Statement, and Governing Values.
- By fostering an environment that encourages support of employees and promoting a Healthy Work Environment, this program should also improve the quality of service to students through consistent and regular attendance of employees at work.
- All employees contribute to the Board's Mission and Vision Statements and their regular attendance at work is required to maintain the quality of programs and services, to students, staff and the community, as well as ensuring a fair distribution of work amongst colleagues.

## Requirements

- The Halton Catholic District School Board is committed to the overall health and wellness of its staff. This is exemplified by the existence of the *Employee Assistance Program* ("EAP"), the comprehensive Wellness Program offered by the Board and the existence of local site-based Joint Health and Safety committees.
- It is a required term of employment that employees will attend work on a regular basis and will provide their services in return for the salaries wages and benefits for which they are compensated. Irregular attendance at work has a detrimental effect on the delivery of the services provided by the Board to its students, staff and other members of the school community.
- All employees of the Board are expected to attend to personal matters outside of their working hours, unless the employee has received authorization to be absent to deal with a personal matter, such as a medical/dental appointment or bereavement, where such matter is of overriding importance and cannot be dealt with outside of normal working hours, or unless the matter is an "emergency" which entitles the employee to claim emergency leave under the Employment Standards Act (e.g. sudden family illness or death).
- The Board is committed to differentiating between culpable and non-culpable absenteeism. Culpable absenteeism is defined as absences which are in the control of the employee, whereas non-culpable absences are outside of the control of the employee.
- Culpable absenteeism will be dealt with through the Board's progressive discipline procedure.

Attendance support is available for staff members whose absences are beyond the scope of their control which is referred to as *Innocent Absenteeism* or non-culpable absenteeism.

- Attendance Support is intended to differentiate between disability management and attendance management.
- The Halton Catholic District School Board endeavours to ensure that all employees of the Board are aware of, and receive the appropriate support(s) that is available to them, to ensure a healthy workforce.
- The Halton Catholic District School Board requires that its employees properly record and report their absences in accordance with Board policy and their respective collective agreement.
- The Halton Catholic District School Board supports a culture of inclusion and is committed to meeting the needs of individuals within the organization and to adhere to the legislative requirements under the *Ontario Human Rights Code* and the *Workplace Safety and Insurance Act*, with respect to employment accommodation and successful return to work.

The operational details of this program are outlined in the Board Human Resources Services Administrative Procedure VI-76 Attendance Support Program.

APPROVED: Regular Meeting of the Board

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



Policy V-07 Bequests to a School or to the Board	<b>Item 8.10</b>
Tuesday, January 21, 2020	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy V-07 Bequests to a School or to the Board*, as presented.

### Background Information

Board staff conducted a review of *Policy V-07 Donations Bequests to a School or to the Board*. It is recommended that the title of the Policy be changed to remove the word “Donations” so as to better reflect the purpose of the policy. Other minor changes in wording are recommended for clarity.

### Conclusion

*Policy V-07 Bequests to a School or to the Board* was presented at the Policy Committee Meeting on January 14, 2020 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:

<b>Resolution#:</b>	Moved by: Seconded by:
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy V-07 Donations Bequests to a School or to the Board</i> name be changed to <i>Policy V-07 Bequests to a School or to the Board</i> , and be approved as amended.	



Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee



<b>Bequests to a School or to the Board</b>	
<b>Adopted:</b> March 27, 1990	<b>Last Reviewed/Revised:</b> January 21, 2020
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-21 Corporate and Community Investment in Education</a> <a href="#">VI-85 Corporate and Community Investment in Education</a> <a href="#">VI-06 Charitable Receipts</a> <a href="#">VI-31 Trust Funds</a> <a href="#">VI-50 Technological Education Service Procedures</a>	

## Purpose

The Halton Catholic District School Board endorses the receipt of bequests, known as a gift by will, to the school system or to specific schools. In response of such bequests, the Board has established the following policy which shall be administered by the Superintendent of Business Services.

## Application and Scope

This policy shall apply to bequests to the Board or school(s). The bequest is to be used as:

- a scholarship award, or
- a trust fund to be used as an award in the future, or
- for the donation or purchase of equipment and/or learning materials.

## Principles

- Each bequest to a school shall be forwarded by the Principal to the Superintendent of Business Services accompanied with an appropriate background description detailing donor and directions regarding the disposition.
- The Superintendent of Business Services will officially acknowledge receipt of bequests. Bequests to a school shall be disbursed in accordance with the wishes of the donor and shall have no impact on the regular operational budget for the school.
- A school which has benefitted from a bequests shall publicly acknowledge in an appropriate manner, unless directions to the contrary are given, the contribution of the benefactor/benefactress and shall advise the students and parent community accordingly.



**Policy No. V-07** | Donations/Bequests to a School or to the Board

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- An action report for bequests in the amount of \$10,000, or greater, shall be tabled at a regular meeting of the Board following receipt.

APPROVED: Regular Meeting of the Board

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



Exploring Advanced Placement (AP) Courses in Halton Hills	<b>Item 9.1</b>
January 21, 2020	

### Alignment to Strategic Plan

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

### Purpose

The purpose of this report is to explore implementing the Advanced Placement program in Halton Hills offered at Christ the King CSS.

### Background Information

At the September 17, 2019 Regular Board meeting, Trustees requested a Staff Report on a feasibility study exploring Advanced Placement (AP) courses being offered in Halton Hills.

A survey was developed in partnership with the Research Department to gather information from Grades 6 and 7 parents in Halton Hills, regarding their interest, and impressions of this potential pathway option. The survey was intentionally focused on parents/students that are enrolled in the grades that would initially be impacted during implementation. Their voice would provide insight into this opportunity, and also the level of satisfaction with their current secondary program and pathway.

The survey was sent out through an email invitation to provide feedback between December 9 and December 13, 2019. Overall the report contains data from 118 survey responses, resulting in an approximate 20% response rate (see Appendix A). This data is in keeping with other Board survey results but does not provide a reliable indicator of parent's/student's interest in enrolling in AP courses.

The majority of the respondents (82%) indicated that they would be very or extremely interested in enrolling their child in AP courses at Christ the King CSS. The top two influential reasons that respondents selected were: *“future opportunities”* (74%); and *“child's interest”* (73%). Overall, the majority of respondents (76%) indicated that they believe their child is either likely or very likely to enrol in AP courses at Christ the King CSS.

The most relevant take away is that the majority of the parents in Halton Hills are satisfied with the current status of programming. The survey tells us that some parents are interested in AP courses and exploring other schools in our system (Bishop Reding CSS and Holy Trinity CSS) that offer this option.

At the same time, in some of the comments, parents expressed concerns in regard to course offerings, teacher training, associated costs etc.



## Comments

In order to give Trustees, the most accurate information, further background information has been provided.

### What are AP Courses:

The Advanced Placement (AP) Courses enable students to pursue university level studies while still in high school. Students have the opportunity to prepare for the writing of AP exams in Grade 12 that will earn them credit or advanced standing at most universities in Canada, as well as colleges and universities in sixty (60) other countries. The AP courses act as an international yardstick against which students can measure their educational progress. Students in Pre-AP courses complete Academic (9/10) or University (11/12) curriculum with appropriate extensions designed to prepare the students for writing the Grade 12 AP exams. The American College Board sets up the curriculum and final examinations.

### Initial Costs:

Initial estimates of start-up costs to implement another Advanced Placement Program at Christ the King CSS are outlined below. Please note these courses also require an application process to go through the American/Canadian College Board.

#### Proposed Start-Up Budget Costs (2020-2021)

Application for Candidacy (\$400 USD)	\$560.00
Principal/Vice-Principal and Teacher Training	\$15,000.00
Marketing Materials	\$5,000.00
Curriculum Materials/Resources	\$10,000.00
<b>Total</b>	<b>\$30,560.00</b>

These initial costs are approximate costs and, moving forward, will need to be built in the School Board Budget yearly. These costs do not reflect potential costs to facility upgrades or additional portables to accommodate students. Furthermore, HCDSB has currently been budgeting \$30,000 per school on an annual basis to the other three sites (Assumption CSS, Holy Trinity CSS, and Bishop Reding CSS). The Advanced Placement courses will require additional support staff, and training as implementation and enrolment increases.

The process in becoming a recognized Advanced Placement school must adhere to the College Board's requirements. Any additional school sites will be subject to College Board's approval. Please note that HCDSB will agree to the following:

“The organization complies with the College Board by-law provisions on non-discriminatory practices as stated below:



By-laws Section 11.C – It is the responsibility of College Board members to maintain policies and practices that create and support equitable access to admission...The faithful discharge of this responsibility is condition of initial and continuing membership”.

Advance Placement (AP) – The College Board

## Conclusion

When considering equitable access to offering optional Advanced Placement Courses, Staff recommends the expansion to Christ the King CSS. The initial implementation will occur during 2020-2021 with the College Board registration, course logistics, staff training, communication etc. CtK will begin offering Pre-AP courses to the 2021 Grade 9 cohort. Each subsequent year will see the addition of the next grade, with full Grade 12 AP courses being offered for September 2024.

Please note that this will be a new initiative in the Board Budget year 2020-21. As we continue to move forward with the program expansion, Christ the King CSS is excited in offering these courses to highly motivated students who will excel in this pathway of learning.

Report Prepared by: T. Pinelli  
Superintendent of Education

Report Submitted by: T. Pinelli  
Superintendent of Education

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



# Halton Hills AP Interest Survey

## Report

Report Prepared by:  
*Research & Development Services*  
12/16/2019

# Halton Hills AP Interest Survey Report

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This report summarizes parents' opinions on introducing AP courses at Christ the King Catholic Secondary School. Parents within the municipality of Halton Hills and those with at least one child in grade 6 or 7 were invited to participate by email. Responses from this survey have been grouped and discussed below.

## Participant Responses

Parents were asked through an email invitation to provide feedback between December 9<sup>th</sup> and December 13<sup>th</sup>. Overall, this report contains the data from 118 survey responses<sup>1</sup>, resulting in an approximate response rate of 20%<sup>2</sup>.

Please note that the 'n' value for each question reflects the number of respondents that answered the question.

### Q: Please select your child's school: (n = 118)

Answer	Count	%
Holy Cross	13	11%
St. Brigid	40	34%
St. Catherine of Alexandria	38	32%
St. Francis of Assisi	18	15%
St. Joseph (Acton)	9	8%
<b>Total</b>	<b>118</b>	<b>100%</b>

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<sup>1</sup> One response was deleted because the respondent indicated that their child was not in grade 6 or 7; one response was deleted due to duplication (first response was submitted with partial comment for final question, second response duplicated the first but completed the comment for the final question)

<sup>2</sup> Response rate is based off (a) the number of students enrolled in grade 6 or 7 at a Halton Hills school, (b) valid email addresses were provided.

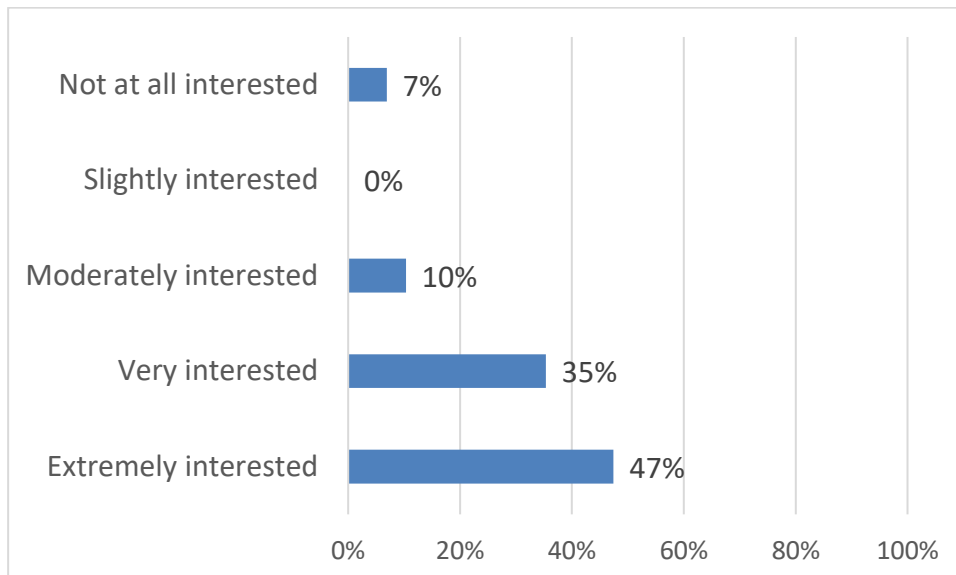
**Q: Please select your child's grade: (n = 118)**

Answer	Count	%
6	60	50.8%
7	58	49.2%
<b>Total</b>	<b>118</b>	<b>100%</b>

**Q: Please select your child's gender: (n = 117)**

Answer	Count	%
Female	52	44.4%
Male	65	55.6%
<b>Total</b>	<b>117</b>	<b>100%</b>

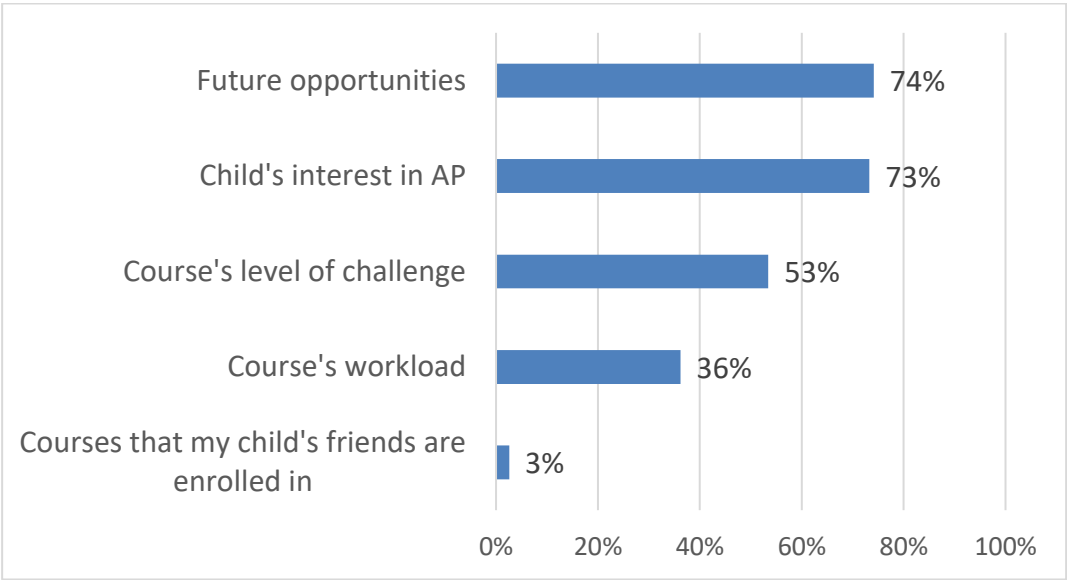
**Q: Please rate YOUR level of interest in enrolling your child in AP courses at Christ the King. (n = 116)**



The majority of respondents (82%; n = 96) said that they would be very or extremely interested in enrolling their child in AP courses at Christ the King. Only 7% (n = 8) said they would not at all be interested in enrolling their child.

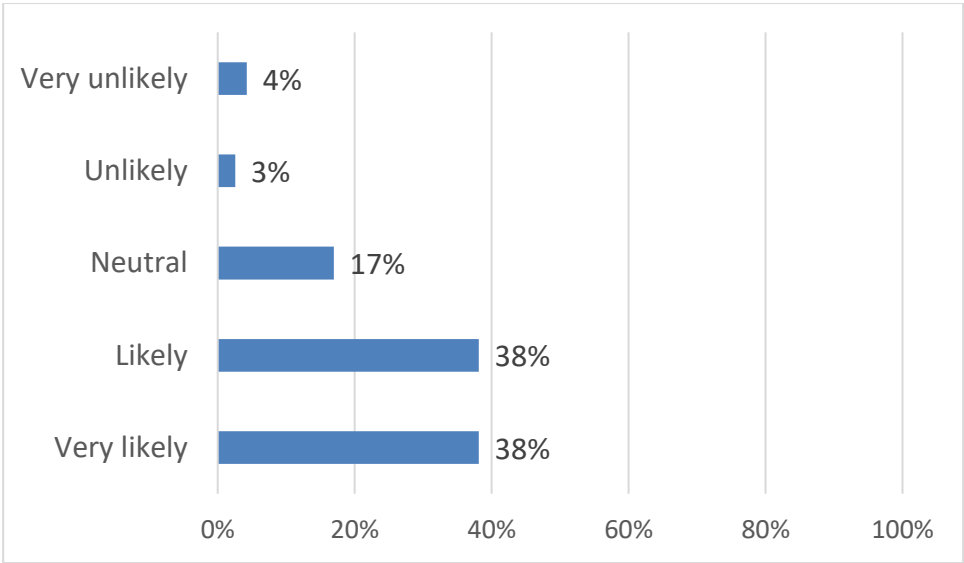


**Q: Please indicate which of the following factors would influence your decision to enroll your child in AP courses at Christ the King: (n = 116)**



Respondents were asked to select all of the factors that would influence their decision to enroll their child in AP courses at Christ the King. The top two answers are as follows: 'Future opportunities' (74%; n = 86) and 'Child's interest in AP' (73%; n = 85).

**Q: How likely will YOUR CHILD want to enroll in AP courses at Christ the King? (n = 118)**



The majority of respondents (76%; n = 90) indicated that they believe their child is either likely or very likely to enroll in AP courses at Christ the King. Only 7% (n = 8) said their child is either unlikely or very unlikely to enroll.

**Q: Do you have any suggestions about offering AP courses at Christ the King so we can better meet your child's needs? (n = 26)**

26 respondents responded to this question; their suggestions are below:

Begin with subject areas that students are most likely to enroll in: math, science, and english. Grow the program in subsequent years by adding other subject areas (French, History, etc).

Besides the local interest from Georgetown students, other neighboring communities can benefit, I attended Oakville AP and looks fantastic, but the overhead, timing and transportation issues are so high stakes that will impact the feasibility of the program.

Bring more information to parents about the program and benefits earlier on

Courses that engage in creative and fruitful discussions, promote individual problem solving, provide the opportunity to work individually and collaboratively, and help kids learn to write clearly and persuasively

Ensure that an experienced teacher teaches specific course and is committed to student success.

ensure that there is enough variety in content and that the course load and homework is equal to that of the

Give a pre-knowledge test to assess student capabilities to prevent parental assumption of child's abilities

I am thrilled to see this my daughter will be applying to Bishop Redding for AP. I am willing to drive her everyday for this program , but to provide this opportunity in the community would be amazing.

I think it would be a fantastic opportunity for children to further their education

I think you just have to make

It may be beneficial to offer AP courses that would support different interests. for example Math, language, SocialStudies and Science would provide opportunities for students who specialize in different subjects.

Kids need to be introduced to these courses so they have a Feel for what to expect once they enter university. Not offering these courses will only set back the kids and it will be to their detriment while others have the advantage. That is not a fair approach to our education system . Everyone should be on the same level

Make good use of digital learning tools to promote learning both during and outside of teaching time. Reason: my children discuss current teaching/projects/learning with their classmates before and after school. Having resources available online would promote self-driven learning and continued peer dialogue.

Make it accessible to all

Make sure staff are properly trained and supported

Math

No

No. Depends what they are interested in at the time.

None

Parent info. pm or material

Robotics and coding

Start introducing the children to it in grade 7 and 8. Have high school students attend the elementary school and present to the grade 7 and 8 about the courses they are

This would be a great opportunity for students and benefit them

We are extremely interested in AP courses at Christ the King for all our children. We currently have our youngest son in Grade 6 and we were already discussing going to another AP secondary school in Halton. Specifically, Holy Trinity or Bishop Redding as AP is not available anywhere in Halton Hills. This is a MAJOR inconvenience for us as a family as we would have to drive 30 minutes to get to an AP school outside Halton Hills. Also, I wish that this query about AP at Christ the King started last year! We have our eldest [child] in Grade 8 at [identifying information removed] who has applied for AP program at Holy Trinity in North Oakville. We would love for [them] to take AP at Christ the King instead. Is there any possibility for students who would already be in the Academic program in higher grades to go into AP in the 10th grade? We are extremely interested in bringing AP to Christ the King and will do all we can to achieve this outcome ASAP. [Identifying information removed]

We need local opportunities for our children!

Will the teachers have peoper training and pd seasons to prepare for teaching AP courses? Will the gr.9 and 10 years be offered pre ap options as well?

**Q: Do you have any concerns about introducing AP courses at Christ the King? (n = 34)**

34 respondents responded to this question; their responses are as follows:

Administration will not be supportive

Associated Costs

I have heard through many parents, that the work load can be overwhelming.

I think that this one of the BEST ideas I have heard in a long time! I will do all I can to support your efforts.

I would be a concern if schools only having offerings that do not align with my children's majors or subject content in University. I would love for my current grade 10 child at CTK to has this opportunity. It would support his Gifted Identification by providing challenge.

I would like to ensure that the teachers are passionate about there subject and can find fun ways to get the kids to learn.

Level of difficulty

Making sure their is extra help before or after school and making sure that teachers engage the students with these advance coarse and are able to teach it to every student so they understand the coarse .

No

No

No

no

No

No

No

No

No

No

No

No not at presently. Would their grade average impact them? is it meant for certain populations of students?

No.

No. I think I

none

none

None

None

none

None - this is a fantatic idea!

None ...it would be a welcome step forward.

Nope...

not at all

Segregation between students

Work load

Yes, I am concerned that in introducing AP courses, stronger teachers will be placed in these courses; leaving teachers with less subject proficiency Teaching the regular courses. AP has not been proven to be of



Student Trustees Update	Item 10.1
January 17, 2020	

### Alignment to Strategic Plan

This report is linked to the 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

#### Achieving

Trustee Caratao attended the public uniform consultation in St. Peter Catholic Elementary School on January 9, 2020, where he listened to the concerns of parents and offered students’ concerns about what characteristics would be important in exploring a new uniform provider. Student Trustees were also active in spreading the uniform consultations on social media towards students, especially via the student senate. As well, Trustee Caratao, Suan and Bhambra discussed in early December the possibility of hosting a leadership conference near the end of the school year that would not only be limited to incoming and outgoing Student Senate members, but other leaders in each school as well. However, in conversation with the staff advisors for Student Senate, it was suggested that professional development sessions be hosted at each Senate meeting instead for the sake of logistics. Currently, all three (3) Student Trustees are working to explore different speakers as well as topics that will help to instill engagement and dialogue among the Student Senators. Lastly, the Ontario Student Trustees Association has begun to write a budget recommendation, termed a “prebudget submission” to the Ministry of Finance, in order to provide input on what students would want reflected in the 2020 provincial budget. They have encouraged students, Ontario-wide, to provide their opinions through a short survey, which has been distributed to student trustees, and students generally on Instagram. The survey closed on Saturday, and the final submission will be forwarded to the Ministry as soon as possible.

#### Believing

Trustee Suan and Trustee Caratao attended the OSTA-AECO’s Catholic Board Council (CBC) Cabinet Meeting on January 15, 2020 to discuss the council’s initiatives for the coming few months. At OSTA-AECO’s Board Council Conference, CBC will plan to attend an organization called The Ottawa Mission as part of the council’s second pillar, “Faith in Action”. This organization’s main mission is to provide care to those who may not have a home of their own, or who are in need of basic necessities such as



food and clothing. Furthermore, OSTA-AECO's Catholic Board Council are also planning to host Ontario Catholic Student Youth Day, which will take place officially on May 4, 2020 with additional details to come soon. Lastly, Trustee Suan and Trustee Bhambra attended OCSTA's January seminar in Toronto from January 16 – 18, 2020, where they met with other student and adult Trustees across the province and attended professional development and Student Trustee workshops that will aid them in their mission to serve students in this Board.

## Belonging

Student Senate continues to deliberate changing the electoral method for Student Trustees, through a motion proposed by Trustee Caratao. The new process would change the system to allocate votes for each Student Senator, as well as to introduce a ranked ballot. The proposed process is set to be voted on at the upcoming Senate meeting on February 11, 2020. The electoral process, whether as proposed or as standing, will be a first for Student Senate currently recorded. As well, Student Trustee nominees have already been selected by their respective Student Councils, and the nomination packages are to be sent to the Director of Education no later than January 17, 2020. Student Trustee elections are set to occur on February 25, 2020. In addition, Trustee Suan has sent emails to all Lead Senators in the secondary schools about his plan to strike a constitution committee sometime during February and March, and representatives from each school are currently being selected to participate. The purpose of this committee is to formalize and improve the traditions and customs under which the Student Senate operates, bringing a sense of order to the organization and its bylaws. It is hoped that once the Student Trustees are elected, they will be able to help organize logistics at Senate meetings and make significant contributions to the constituting document. As well, the Chief of Mental Health Programming, Glenda Brown, is scheduled to attend the February 11, 2020 Senate meeting to discuss the Mental Health Strategy Plan. Trustee Suan and a Student Senator met with Glenda Brown in December to discuss how to move this plan forward with Senators in each of the schools, and how Senators will be an intrinsic part in leading each of the pillars. The Mental Health Committee meetings have been set for February and May to reconvene on the plan. Lastly, the survey conducted by Trustee Suan regarding the bus transit proposal is set to be completed in February, as he is working with the Research Department to analyze and formulate a proper report on the thousands of students across Burlington that have participated.

### Report Prepared & Submitted by:

D. Suan  
Student Trustee, Corpus Catholic Secondary School

D. Caratao  
Student Trustee, Bishop P.F. Reding Catholic Secondary School

M. Bhambra  
Student Trustee, St. Thomas Aquinas Catholic Secondary School

### 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, January 21, 2020

**Listed by Destination**

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. Mark CES, Burlington	7 & 8	70	Camp Muskoka Woods, Bracebridge, ON	The excursion to Camp Muskoka Woods provides opportunities for outdoor education k team building, and leadership development. Students will develop an understanding of the human person as a reflection of God. Students will be allotted time t journal during the trip, as well as post trip. Exploration of various eco-systems examine the impact of humans on the natural environment and written narratives incorporate the Language Arts program. Throughout Religious Studies, students participate in role playing activities involving building relationships, living in community, and the development of leadership skills. They will examine that all creation is scared and we are God’s masterpiece. Students and staff will participate in grace before meals and daily prayer.	Wednesday, May 27 - Friday, May 29, 2020	~\$355.00
St. Mary CES, Oakville	8	42	Ottawa, ON	The purpose of this excursion is to further support the development of learning skills and the Ontario Catholic Graduate Expectation of being self-directed, responsible, lifelong learner in the students by engaging student in new learning experiences outside of the classroom. The trip will provide the students an opportunity to further observe the historical, religious, cultural and political attributes of Ottawa. Students will tour The Royal Canadian Mint, the National Art Gallery, and the Supreme Court of Canada to name a few. Students and staff will participate in daily prayers and attend Mass at Notre Dame Basilica.	Wednesday, May 20 - Friday, May 22, 2020	~\$562.00
St. Catherine of Alexandria Georgetown	8	51	Ottawa, ON	This trip will support the HCDSB Focus on Faith theme of Solidarity, the Ontario Catholic Graduate expectations and grade eight History/Geography/Religion & Family Life/Health & Physical Education curriculum. It will also develop academic pursuits; social emotional, development will be encouraged. It will encourage independence and self-confidence while developing group living and learning strategies. Students will attend Mass at Notre Dame, as well as participate in daily prayers. Students will participate in community circle where they will be given opportunities to reflect upon the day, and to participate in Christian Meditation.	Wednesday, May 27, Friday, May 29, 2020	~\$645.00



<b>Listed by Destination</b>						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. Michael CES, Oakville	8	21	Camp Couchiching Longford Mills, ON	The trip to Camp Couchiching will cover a wide range of religious education curriculum. We will use the Sand by Me textbook with a focus on chapter 7 "We Believe in Jesus". This chapter focuses on the importance of Stewardship and the responsibilities that everyday citizens have to do their part. We will enhance our focus on faith theme of Solidarity and continue to learn what it means to put others first; and to treat others as we would like to be treated. These concepts will be modelled and applied for the duration of camp. Student will take part in daily prayer, and meditation and will write reflections to help enhance concepts learned.	Monday, June 1 - Wednesday, June 3, 2020	~\$185.00
St. Vincent CES Oakville, ON	8	23	Ottawa, ON	This excursion to Ottawa provides St. Vincent Grade 8 students opportunities to enhance both our faith and Catholic Values as the students see firsthand God's wonderful creations in the many cultural activities and historic sites visited by the students in an alternative setting to the classroom. The students will have the opportunity to attend mass at the Notre Dame Basilica.	Wednesday, May 13 - Friday, May 15, 2020	~\$629.00

<b>Listed by Destination</b>						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Secondary</b>						
St. Thomas Aquinas CSS Oakville, ON	12	30	Algonquin Park South Rivers, ON	At the core of the St. Thomas Aquinas CSS Catholic athletic program, the focus is on engaging and cultivating students to be responsible and collaborative contributors to the school life and to the global work around them. This trip allows students to continue in their development of a healthy lifestyle and participation in a variety of outdoor activities that have the potential to engage students' interest throughout their lives. This Outdoor education trip will offer us a unique opportunity to actively live out this principle of collaboration and servant leadership in the natural environment that God has created. Students will participate in daily prayer and reflection.	Sunday, May 10 - Thursday, May 14, 2020	~\$365.00

**Construction Report - January 2020**



**Construction Update**

- The pictures above were taken on January 14, 2020. The top-left picture shows main atrium. The top-right picture shows the main office. The bottom-left picture shows front of the school. The bottom-right picture shows millwork installed in the library.
- Work completed included life safety systems, ceramic flooring, millwork and construction clean-up.

**Schedule Update**

- Complete library flooring and millwork.
- Retaining wall installation.
- Gym flooring and equipment.

If you have any comments or questions about the new school, please contact Toni Pinelli, Superintendent of Education, at (905) 632-6300 ext. 181 or e-mail [pinellit@hcdsb.org](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 - January 2020



### **Construction Update**

- The pictures above were taken on January 15, 2020. The top pictures show some of the installed exterior windows. The bottom-left picture shows ongoing roof installation. The bottom-right picture shows ongoing work in the cafeteria.
- Work completed included mechanical & electrical rough-in, roof decking and some window installation.

### **Schedule Update**

- Roof completion
- 3rd floor concrete topping
- Window completion
- Spray foam insulation

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 - January 2020**



**Construction Update**

- The pictures above were taken on January 14, 2020. The top-left picture shows structural steel installation in the new cafeteria. The top-right picture shows new electrical panel in the classroom addition. The bottom-left picture shows plumbing installation in the science rooms. The bottom-right picture shows ongoing footings in the childcare addition.
- Work completed included some structural steel, mechanical & electrical rough-in and roof decking.

**Schedule Update**

- Classroom addition roofing.
- Steel joist installation in cafeteria.
- Child care centre load bearing masonry walls.

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).



Strategic Planning Process	Item 10.4
January 21, 2020	

### Alignment to Strategic Plan

This report is linked to all strategic priorities:

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

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

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

**Foundational Elements:** Optimizing organizational effectiveness

### Purpose

To provide Trustees with an overview of the Strategic planning process in preparation for the Board's next Multi Year Strategic Plan (MYSP).

### Background Information

Under the Education Act, each school board must create a multi year plan that spans a minimum of three years. Our current Strategic plan will be completed in June 2021.

The MYSP is a visionary and policy document that sets direction for the Board. The purpose of the Multi Year Strategic Plan (MYSP) is to help Boards set long term strategic goals and priorities. The plan is evidence based in developed in collaborative process.

In September 2016 the Halton Catholic District School Board launched a five-year multi-year strategic plan, [Focus on Our Students: Strategic Plan 2016-2021](#).

### Comments

In December 2017, the Board of Trustees at the time adopted a new policy to govern the strategic planning process. [Policy I44](#), is reflective of the Ministry of Education resource – [MYSP Planning – A guide for School Board Trustees](#).

Among other general requirements, our policy, mandates that the Board MSYP covers a period of 4 years, is approved by the Board of Trustees and is aligned with the mission, vision and values of the Board. The strategic planning process is sequential, with each stage building on the learning and outcomes of the previous stage.



### Phase 1: Getting Organized

Determine the timeline for the strategic planning and identify who will lead the process.

- a) Validate the mission, vision and governing values of the school board
- b) Develop a strategic planning committee
- c) Determine whether a third party facilitator would be beneficial for any or all components in strategic planning and engage if necessary
- d) Define timelines for developing the multi-year strategic plan

### Phase 2: Gathering Information

Analyze the internal and external circumstances influencing the school board.

- a) Gather data on the external operating environment
- b) Gather data on the schools board's internal environment
- c) Identify stakeholder groups
- d) Determine consultation strategy and questions
- e) Consult with stakeholders
- f) Develop Communication plan

### Phase 3: Developing the Multi Year Plan

Develop strategic plan, while consulting with additional staff as needed to ensure that the plan can be operationalized and obtain approval as necessary from board.

- a) Analyze data on the internal & external operating environment
- b) Analyze consultation findings
- c) Update Board of Trustees and Senior Administration on findings
- d) Determine indicators for goals
- e) Determine realistic targets for goals
- f) Draft and prioritize preliminary strategic priorities and strategic goals
- g) Develop and approve budget to support operating plan
- h) Develop communications plan to launch, promote strategic plan and to publicly report on achievements

### Phase 4: Implementing and Monitoring the Multi Year Strategic Plan

Translate strategic goals into annual operational plan.

- a) Align BIPSA and other plans, initiatives with multi-year strategic plan
- b) Monitor performance on strategic goals and initiatives on a regular basis
- c) Report regularly to the Board of Trustees on the multi-year plan
- d) Annually review the multi-year strategic plan
- e) Annually communicate to stakeholders on the school board's progress



## Next Steps

The strategic planning process is a substantial organizational commitment and an essential tool to provide an overarching rationale and purpose to guide the direction and decisions of the Board of Trustees, the Director of Education, and staff in the discharge of their duties and responsibilities.

In the months ahead, we will begin Phase 1 of the strategic planning process. I look forward to working with our Board of Trustees to develop our next multi-year strategic plan that will guide the work of the Halton Catholic District School Board beyond 2021.

**Report Prepared by:** Pat Daly  
Director of Education & Secretary of the Board

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

**POLICY COMMITTEE MEETING MINUTES**

Date: December 10, 2019  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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

Staff Present P. Daly, Director of Education  
S. Balogh, Superintendent of Education, School Services  
J. Crowell, Superintendent of Education, School Services  
A. Lofts, Superintendent, Business Services  
R. Merrick, Superintendent, Facility Management Services  
J. O' Hara, Executive Officer, Human Resources Services  
A. Prkacin, Superintendent of Education, Curriculum Services  
D. Ilczyna, Senior Manager, Human Resources Services  
A. Swinden, Manager, Strategic Communications  
F. Thibeault, Senior Manager, Planning Services

Regrets

Recording Secretary J. Neuman

**1. Call to Order (P. Daly)**

**1.1 Opening Prayer (S. Balogh)**

P. Daly called the meeting to order. The meeting began at 7:02 p.m. with a prayer led by S. Balogh.

**2. Approvals (P. Daly)**

**2.1 Approval of Agenda**

**P#01/20**

**Moved by:** V. Iantomasi

**Seconded by:** M. Duarte

**That,** the agenda be approved.

**CARRIED**

**2.2 Approval of Minutes (November 12, 2019)**

**P#02/20**

**Moved by:** P. DeRosa

**Seconded by:** B. Agnew

**That,** the minutes of the Policy Committee Meeting held on November 12, 2019 be approved, as submitted.

**CARRIED**

**3. Declarations of Conflict of Interest (P. Daly)**

There were no Conflicts of Interest declared.

**4. Action Items**

**4.1 Election of the Chair of the Policy Committee (December 10, 2019 - December 2020) (P. Daly)**

Acting Chair, P. Daly, reviewed the election process and called for nominations for the position of Chair of the Policy Committee for the period of December 10, 2019 until the first Policy Committee meeting in December 2020.



**P#03/20**

**Moved by:** V. Iantomasi

**Seconded by:** M. Duarte

**That,** Nancy Guzzo be appointed Chair of the Policy Committee for the period of December 10, 2019 to December 2020.

N. Guzzo accepted the nomination. There were no other nominations

**P#04/19**

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

**Seconded by:** H. Karabela

**THAT,** the nominations be closed.

**CARRIED**

N. Guzzo was declared the Chair of the Policy committee by acclamation.

N. Guzzo assumed the responsibility as Chair of the Policy Committee.

**4.2 Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, and Bomb Threat Response (J. Crowell, R. Merrick)**

R. Merrick shared the amendments to the policy

**P#05/20**

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

**Seconded by:** B. Agnew

**That,** the Policy Committee recommends that Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, and Bomb Threat Response name be changed to Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, Hold & Secure, Shelter in Place, and Bomb Threat, and be forwarded, along with amendments, to the December 17, 2019 Regular Board Meeting for approval.

There was no discussion

The chair called for a vote. Recommendation **P#05/20 CARRIED**

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

**4.3 Policy I-35 Trustee Honoraria (B. Agnew)**

**P#06/20**

**Moved by:** V. Iantomasi

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

**That,** the Policy Committee recommends that Policy I-35 Trustee Honoraria, be forwarded, along with amendments, to the December 17, 2019 Regular Board Meeting for approval.

Discussion ensued. Trustees commented on the changes to the policy. Questions for clarification were asked and answered.

The chair called for a vote. Recommendation **P#06/20 CARRIED**

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

**4.4 Policy II-19 Educational Field Trips (S. Balogh)**

**P#07/20**

**Moved by:** B. Agnew

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

**That,** the Policy Committee recommends that Policy II-19 Educational Field Trips, be forwarded, along with amendments, to the December 17, 2019 Regular Board Meeting for approval.

S. Balogh shared the amendments to the policy.

Discussion ensued. It was determined by Trustees that a statement would be added to the policy under the requirements section regarding special accommodations to meet students' needs to accommodate medical conditions, accessibility, transportation, etc.

S. Balogh will email the amended policy for review prior to the December 17, 2019 Board of Trustees Meeting.

The chair called for a vote. Recommendation **P#07/20 CARRIED**

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

**4.5 Policy II-35 Access to School Premises (J. Crowell, R. Merrick)**

**P#08/20**

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

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy II-35 Access to School Premises, be forwarded, along with amendments, to the December 17, 2019 Regular Board Meeting for approval.

J. Crowell shared the amendments to the policy.

Questions were asked and answered for clarification. It was determined by Trustees to include "Shelter in Place" to the list of examples in the Requirements.

It was noted that the list of recognized persons in the associated administrative procedure doesn't mention Trustees. Trustees asked if it could be included. Staff agreed.

The chair called for a vote. Recommendation **P#08/20 CARRIED**

In favour	Opposed	Abstain	Absent
T. O'Brien			
V. Iantomasi			
H. Karabela			
P. Murphy			
P. De Rosa			

M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			

**4.6 Policy II-42 Medical Conditions (S. Balogh)**

**P#09/20**

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

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

**That,** the Policy Committee recommends that Policy II-42 Medical Conditions, be forwarded, along with amendments, to the December 17, 2019 Regular Board Meeting for approval.

S. Balogh shared the amendments to the policy to comply with PPM158.

There was no discussion.

The chair called for a vote. Recommendation **P#09/20 CARRIED**

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

**4.7 Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel (J. O' Hara)**

**P#10/20**

**Moved by:** M. Duarte

**Seconded by:** H. Karabela

**That,** the Policy Committee recommends that Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel be forwarded, along with amendments, to the December 17, 2019 Regular Board Meeting for approval.

Trustees commented on the policy. Questions for clarification were asked and answered.

The chair called for a vote. Recommendation **P#10/20 CARRIED**

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

**5. Discussion Items**

**5.1 Expanding French Immersion Programming Plan (A. Prkacin, R. Merrick, A. Lofts, F. Thibeault)**

The chair requested a recess at 8:02 p.m.

The meeting resumed at 8:07 p.m.

F. Thibeault and A. Prkacin shared the Expanding French Immersion Programming Plan.

Options A – D were shared with Trustees. It was noted that all options would require boundary reviews in all municipalities and some of the ramifications were explained. Additional costs (e.g. Transportation and portable costs) were mentioned in order to meet demands. Additional staffing was noted. Uncertainty of open access concerns were noted.

Trustees were asked to consider the expansion into secondary schools, as well.

Questions for clarification regarding costs, student numbers, wait lists, boundary reviews, regular track utilization, capital funding, student displacement averages, and current core French success rate, were asked and answered.

P. Daly spoke to the options, and the policy.

Policy is scheduled for the next board meeting for third reading.

## **5.2 School Uniform Community Consultation(s) Update (J. Crowell, A. Swinden)**

J. Crowell shared the timelines for the uniform community consultation.

Questions for clarification regarding feedback, consultation format, providers, and timelines were asked and answered.

Revisions to the policy will be presented at the February 25, 2020 Policy Committee Meeting and will be sent out for stakeholder feedback. The policy will be returned to the April 14, 2020 Policy Committee Meeting with a recommendation for approval at the April 21, 2020 Board meeting.

## **6. Information Items**

### **6.1 Administrative Procedure VI-20 Emergency Response Plans for Fire, Evacuation, Lockdown, Hold & Secure, Shelter in Place, and Bomb Threat (J. Crowell, R. Merrick)**

### **6.2 Administrative Procedure VI-70 Educational Field Trips (S. Balogh)**

### **6.3 RESCIND - Administrative Procedure VI-08 School Security (R. Merrick)**

### **6.4 Administrative Procedure VI-30 Access to School Premises (J. Crowell, R. Merrick)**

### **6.5 Administrative Procedure VI-71 Concussion Safety (S. Balogh)**

S. Balogh shared the procedures for trustee information.

It was noted that the requirement that was added to Policy II-19 Educational Field Trips would be added to Administrative Procedure VI-70 Educational Field Trips for consistency.

### **6.6 Upcoming Agenda Items (January 14, 2020) (S. Balogh)**

#### **6.6.1 Policy II-38 Educational Research (L. Collimore)**

#### **6.6.2 Policy I-01 Catholic School Support (A. Lofts, F. Thibeault)**

#### **6.6.3 Policy I-21 Corporate and Community Investment in Education (A. Lofts)**

#### **6.6.4 Policy II-24 Home to School Transportation (A. Lofts, F. Thibeault)**

#### **6.6.5 Policy II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities (A. Lofts, A. Prkacin)**

#### **6.6.6 Policy III-17 Attendance Support Program (J. O'Hara)**

#### **6.6.7 Policy V-07 Donations Bequests to a School or to the Board (A. Lofts)**

#### **6.6.8 Information Items**

##### **6.6.8.1 Administrative Procedure VI-25 Educational Research (L. Collimore)**

##### **6.6.8.2 Administrative Procedure VI-85 Corporate Investment in Education (A. Lofts)**

##### **6.6.8.3 Administrative Procedure VI-07(a) - School Bus Accident Procedure (A. Lofts, F. Thibeault)**

##### **6.6.8.4 Administrative Procedure VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures (A. Lofts, F. Thibeault, A. Swinden, P. Daly)**

##### **6.6.8.5 Administrative Procedure VI-57 Fees for Learning Materials, Program, Curricular and Co-Curricular Activities (A. Lofts, A. Prkacin)**

##### **6.6.8.6 Administrative Procedure VI-05 Secondary School Cafeteria Commissions (A. Lofts)**

##### **6.6.8.7 Administrative Procedure VI-06 Charitable Receipts (A. Lofts)**

##### **6.6.8.8 Administrative Procedure VI-31 Trust Funds (A. Lofts)**

##### **6.6.8.9 Administrative Procedure VI-76 Attendance Support Program (J. O'Hara)**

**7. Miscellaneous Information**

**7.1 Policy Committee Work Plan 2019-2020 (S. Balogh)**

The Policy Committee Work Plan 2019-2020 was provided to Trustees as information.

**8. In Camera**

There were no In Camera items.

**9. Motion to Excuse Absent Committee Members**

All Trustees were present.

**10. Motion to Adjourn/ Closing Prayer (B. Agnew)**

**P#11/20**

**Moved by:** V. Iantomasi

**Seconded by:** P. DeRosa

**That the meeting adjourn.**

**CARRIED**

B. Agnew closed meeting with prayer at 9:25 p.m.

Attention: Chair of the Board and Director of Education.

I would like to have some points added to the agenda pertaining to the proposed expansion of the French Immersion Program. A member of St. Mary's parent council has submitted points to be spoken to at the meeting next Tuesday and after consulting with that parent I would like to compliment the submission with the following.

My concerns surround student safety related to more portable buildings. My concerns are supported by my experience as a police officer and as a parent with students that attend the school.

1) Student safety on the black top- Additional portables reduce teacher visibility causing blind spots, ratio of students to open play areas will decrease causing the potential for more physical student contact (i.e running into each other), reducing play space also reduces physical activity which is a key to healthy bodies and minds. "There's not enough room already", is a direct quote from a grade 6 student.

2) Student safety related to threatening activity- portables in a lock down or hold and secure state are less safe and increasing the number of students and teachers in those type of out buildings puts more people in jeopardy. I have personally been part of many lockdown drills and when checking portables find the following safety concerns.

A) PA systems fail and teachers are not notified of lockdown or hold and secure announcements.  
B) Drills are often not performed as per recommendations and students and teachers in portables often don't take the drills seriously (i.e. moving desks in circle formation to protect themselves).  
The lack of protection from the building materials puts students at risk because the portable walls and doors are not as secure as the school's brick structure.

Please add this as correspondence to the January 21st 2020 Board meeting.

Sincerely,  
Jennifer Wozny

Good evening and thank you for this opportunity to delegate before you tonight. In this delegation I will be addressing Trustees regarding the proposed expansion of the French Immersion program in the 2020-2021 school year and, specifically, the purported impacts of expansion of the French Immersion program on the English stream.

You have heard concerns about the “displacement” of English stream students and the “negative impact” of French Immersion on the English stream. You have heard from Board Staff on many occasions that that HCDSB is an “English-first” board, and that care needs to be taken to ensure that Optional French programming doesn’t take away from the English stream. In my view, this approach to French Immersion programming is severely flawed. It treats education and our educational system as a zero-sum game: what you give to one, you take from another. Respectfully, this is such a wrong-headed way to view the issue of French language programming and French Immersion program expansion.

It is true that there are challenges to running dual track schools, including accommodation pressures and need for boundary reviews, but these challenges are not unique to dual track schools, nor are they solely the result of a French program offering. Boundary reviews are necessary in all developing Boards. Portables are found in a majority of schools, certainly not just the identified French stream sites. There are many HCDSB schools that are at or over capacity. The provision of French Programming is not the sole reason for these inevitabilities. St. Mary, for example, is a young school in a high growth area surrounded by new construction and populated by young families. The community is growing. The accommodation pressures at St. Mary are not solely due to the fact that it is a dual-track school.

When you hear about the impact of French Immersion on the English stream, there is a significant amount of hyperbole. An extra couple of portables, or a boundary review, or a new bus route seems like such a big deal in the moment, but the truth is that, in a few short weeks and months, it just becomes the new normal.

What we should be concerning ourselves with instead is with inclusivity and respect for choice: choice of educational programming. Frankly, I find the commentary and rhetoric about displacement and “negative impact” to be hurtful and mean-spirited. English curriculum and English students are NOT going to lose their place to Optional French programming. In fact, French Immersion students ARE English students. They spend half of their days learning in English and, moreover, a large portion of them are not out of catchment students. French students are not squatters in an English school. This should not be a “them and their school” vs. “us and our school”. These are all children that belong to the Board.

I think that we can all agree that, since French Immersion is a permanent program offered by HCDSB, HCDSB families should have the right to choose and access a French language education for their children should they desire. The focus, then, should not be on how the English stream is impacted but, rather, on what mechanisms, leadership and management strategies can be put in place so that the two streams and the students respectively enrolled in those streams can co-exist harmoniously. I’m confident that HCDSB is large enough and generous enough to provide the resources to allow both programs to flourish. In fact, you already do it in the context of other

programming offered by the Board like the IB or AP programs. IB and AP are optional programs just like the FI program and yet they are able to co-exist harmoniously with the regular English stream, without the same concerns being raised about “negative impact” on the English stream and the same harmful and hurtful rhetoric about “displacement” constantly being raised. French language programs should be no different.

You can support programming in ways that do not tear apart communities. There are many provincial resources that are available to the Board and the Trustees to manage issues like accommodation pressures and ensuring inclusive programming. French Immersion is not a new phenomenon. It has been around in Ontario for 50 years and other Boards have somehow managed. Trustees and the Board need to tap into the resources that can help them manage dual-track populations and expand the program. Don't tap into fear of change and other's resentment at the expense of not providing educational opportunities for children. Otherwise, the only real losers will be the children themselves.

Trustees, I challenge you and the Board not to conceptualize education as a zero-sum game. Recognize that its divisiveness, fear and mismanagement that causes “negative impacts”, not the French Immersion program and its students.

What we are talking about tonight is a minimal expansion of the French Immersion program via the least aggressive and most risk-manageable mechanism possible. HCDSB French Immersion program is tiny and, guess what, after Option A expansion, it will still be tiny. It really is a small change in the grand scheme of things, but it's at least a start and for those students who will gain access to the program, the lifelong impacts will be huge. In a year or two, the number of portables and new boundaries aren't going to matter. What will matter is that your students will be free to choose their educational paths.

Trustees, I'm asking you tonight to recognize that it's time to make some real moves to strengthen and expand French Immersion programming at HCDSB so that all students who wish to access the program will eventually be able to do so. Fear of change and a few extra portables is not a good enough reason not give your students access to the educational programming they desperately want and are entitled to receive. There is a need NOW.

The importance of this matter, at this juncture, cannot be understated and time is of the essence. Staffing for 2020 will soon commence. You have every piece of information you need to vote in favour of expansion tonight. Please do not deprive another cohort of students in your Board of French Immersion programming for 2020-2021 when you have the means not to. Let's start trying to accomplish what the Trustees set out to do in 2017 when they made French Immersion a permanent program at HCDSB and what French Immersion families have been waiting for and advocating for over the past 8 years. There is no reason to delay.

Thank you sincerely for giving me the opportunity to speak with you tonight.