

**REGULAR BOARD MEETING
AGENDA**

Date: Tuesday, April 21, 2020
Time: 7:30 pm
Location: Teleconference

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1.	Call to Order	
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1.2	Motions Adopted In-Camera	
1.3	Information Received In-Camera	
2.	Approval of the Agenda	
3.	Declarations of Conflict of Interest	
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MINUTES OF THE REGULAR BOARD MEETING

Date: March 3, 2020
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane, Burlington, ON

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

Student Trustees: M. Bhambra D. Suan
 D. Caratao

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

Also Present: A. Bartucci, Communication Officer, Strategic Communications
 L. Collimore, Chief Officer, Research & Development
 A. Cross, Senior Manager, Financial Services
 J. Gligoric, Junior Communications Officer, Strategic Communications
 N. Gubert, 2020-2021 Student Trustee
 A. Jones, Manager, Educational Assistants
 K. Kelly, 2020-2021 Student Trustee
 J. Roshdy, 2020-2021 Student Trustee
 A. Swinden, Manager, Strategic Communications
 S. Teremy, Manager, Education Assistants
 D. Tkalcic, Manager, Purchasing Services
 Z. Walters, Researcher, Research & Development

Recording Secretary: R. Di Pietro

1. Call to Order

Vice-Chair Duarte assumed the role of Chair and called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (M. Bhambra)

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

1.2 Motions Adopted In-Camera

A motion regarding property was adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Judy Anderson, Patricia Birk, Mary Dreith, Patricia MacDonald and Johanna Scheepers-Nevens retiring effective June 30, 2020.

2. Approval of the Agenda**#59/20**

Moved by: H. Karabela

Seconded by: P. DeRosa

RESOLVED, that the Follow Up on Implementation of French Program Expansion be added to the agenda for discussion.

The Chair called for a vote on **#59/20** and it **UNANIMOUSLY CARRIED**.

Trustees were not in agreement of Trustee O'Brien's request that item 8.1 - Parliamentarian be moved to in-camera.

Following discussion, it was recommended that a vote be taken and if unanimous, the item be removed from the agenda.

#60/20

Moved by: T. O'Brien

Seconded by: H. Karabela

RESOLVED, that Action item 8.1 - Parliamentarian be removed from the agenda.

The Chair called for a vote on **#60/20**:

IN FAVOUR	OPPOSED	ABSTAIN
M. Bhambra (non-binding)	B. Agnew	D. Caratao (non-binding)
P. DeRosa	N. Guzzo	
V. Iantomasi	D. Suan (non-binding)	
H. Karabela		
P. Murphy		
T. O'Brien		
J. O'Hearn-Czarnota		

The motion **FAILED**.

#61/20

Moved by: T. O'Brien

Seconded by: H. Karabela

RESOLVED, that Action item 8.2 – By-Law Review Committee be removed from the agenda.

Following discussion, it was recommended that a vote be taken and if unanimous, the item be removed from the agenda.

The Chair called for a vote on **#61/20**:

IN FAVOUR	OPPOSED	ABSTAIN
P. DeRosa	B. Agnew	M. Bhambra (non-binding)
H. Karabela	N. Guzzo	D. Caratao (non-binding)
P. Murphy	V. Iantomasi	J. O'Hearn-Czarnota
T. O'Brien		D. Suan (non-binding)

The motion **FAILED**.

#62/20

Moved by: V. Iantomasi

Seconded by: B. Agnew

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#62/20**:

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

The motion **CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

4.1 Educational Assistants Survey Results (C. Cipriano)

A survey to measure Educational Assistants' employee satisfaction and supports they receive in their role was presented.

5. Delegations

There were no delegations.

6. Approval of Minutes

6.1 Minutes of the February 18, 2020 Regular Board Meeting

A correction was made to the minutes.

#63/20**Moved by:** P. DeRosa**Seconded by:** N. Guzzo**RESOLVED**, that the minutes of the February 18, 2020 Regular Board Meeting be approved as amended.The Chair called for a vote on **#63/20** and it **UNANIMOUSLY CARRIED**.**7. Business Arising from Previous Meetings****7.1 Summary of Outstanding Items from Previous Meetings**

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

8. Action Items**8.1 Parliamentarian (T. O'Brien)**

As per Robert's Rules of Order, Trustee O'Brien withdrew his motion.

8.2 By-Law Review Committee (T. O'Brien)

As per Robert's Rules of Order, Trustee O'Brien withdrew his motion.

The Chair called a 5-minute recess at 8:30 p.m.

8.3 School Name Selection (Renaming of Jean Vanier Catholic Secondary School, Milton) (P. Daly)**#64/20****Moved by:** P. Murphy**Seconded by:** P. DeRosa**RESOLVED**, that the Halton Catholic District School Board direct the Director of Education to begin immediately the process to rename Jean Vanier Catholic Secondary School in Milton, in accordance with the requirements set out in Policy I-15 School Name Selection.The Chair called for a vote on **#64/20** and it **UNANIMOUSLY CARRIED**.**8.4 Policy I-10 Banking, Investment and Borrowing (N. Guzzo)****#65/20****Moved by:** N. Guzzo**Seconded by:** B. Agnew**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-10 Banking, Investment and Borrowing be approved as amended.The Chair called for a vote on **#65/20**:

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

The motion **CARRIED**.

**8.5 Policy I-25 Purchasing (N. Guzzo)
#66/20**

Moved by: N. Guzzo

Seconded by: T. O'Brien

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-25 Purchasing be approved as amended.

The Chair called for a vote on **#66/20**:

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

The motion **CARRIED**.

**8.6 Policy I-31 Apparel Purchases and Fair Labour Practices (N. Guzzo)
#67/20**

Moved by: N. Guzzo

Seconded by: V. Iantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-31 Apparel Purchases and Fair Labour Practices be approved as amended.

The Chair called for a vote on **#67/20** and it **UNANIMOUSLY CARRIED**.

8.7 Policy I-34A Reimbursement of Board Business Expenses for Employees (N. Guzzo)

#68/20

Moved by: N. Guzzo

Seconded by: T. O'Brien

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-34 (A) Reimbursement of Board Business Expenses for Employees be approved, as amended.

The Chair called for a vote on **#68/20** and it **UNANIMOUSLY CARRIED**.

8.8 Policy III-13 Corporate Purchasing Card Distribution and Usage (N. Guzzo)

#69/20

Moved by: N. Guzzo

Seconded by: V. Iantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-13 Corporate Purchasing Card Distribution and Usage be approved, as amended.

The Chair called for a vote on **#69/20** and it **UNANIMOUSLY CARRIED**.

8.9 Policy V-14 Alcohol at Board/School Sanctioned Events - Off Premises (N. Guzzo)

#70/20

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy V-14 Alcohol at Board/School Sanctioned Events – Off Premises be approved, as amended.

The Chair called for a vote on **#70/20** and it **UNANIMOUSLY CARRIED**.

8.10 Religious Education Resource Selection (A. Prkacin)

#71/20

Moved by: P. Murphy

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the Halton Catholic District School Board approve the purchase of the Grade Seven Core Religious Education Complete Print and Digital District Implementation Package: Growing in Faith, Growing in Christ in the amount of \$266,718.74.

The Chair called for a vote on **#71/20**:

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

The motion **CARRIED**.

9. Staff Reports

9.1 2020-2021 School Year Calendar (J. Crowell)

The 2020-2021 school year calendar was presented to the Board for their consideration.

10. Information Items

10.1 Student Trustees Update (M. Bhambra)

The pillars of Achieving, Believing and Belonging were shared.

10.2 School Educational Field Trips (J. Crowell)

School trips were provided as information.

The Director confirmed that as a result of the increase in COVID-19 cases being reported, secondary school March break trips to Europe have been cancelled.

10.3 Appointment of Student Trustees 2020 - 2021 (C. McGillicuddy)

The following three (3) students were elected Student Trustees for the 2020-2021 school year:

Burlington: Kirsten Kelly
 North Halton: Nicholas Gubert
 Oakville: Joseph Roshdy

10.4 Follow-Up on Implementation of French Program Expansion (H. Karabela)

Staff provided the following information:

- In the process of verifying registrations and updating waitlists
- Posting, advertising and interviewing for teaching positions
- A proposed enhancement to the budget will be put forward for consideration for additional resources

11. Miscellaneous Information

11.1 Minutes of the January 14, 2020 Policy Committee Meeting

Minutes of the January 14, 2020 Policy Committee meeting provided as information.

11.2 Minutes of the January 27, 2020 SEAC Meeting

Minutes of the January 27, 2020 SEAC meeting provided as information.

12. Correspondence

There was no correspondence.

13. Open Question Period

No questions were submitted.

14. In Camera

#72/20

Moved by: B. Agnew

Seconded by: P. Murphy

RESOLVED, that the meeting move in-camera.

The Chair called for a vote on **#72/20** and it **UNANIMOUSLY CARRIED**.

The meeting moved back in-camera at 9:28 p.m.

The meeting moved out of in-camera at 10:28 p.m.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer

#73/20

Moved by: B. Agnew

Seconded by: N. Guzzo

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#73/20** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 10:28 p.m. with a prayer led by Trustee Guzzo.

Secretary of the Board

Chair

MINUTES OF THE REGULAR BOARD MEETING

Date: March 31, 2020
 Time: 7:30 pm
 Location: Catholic Education Centre
 802 Drury Lane, Burlington

Board Room Attendance: V. Iantomasi, Chair of the Board
 P. Daly, Secretary of the Board
 A. Lofts, Superintendent, Business Services
 A. Swinden, Manager, Strategic Communications
 B. Cripps, Senior Manager, IT Services

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

Student Trustees: (Electronically)	M. Bhambra	D. Suan
	D. Caratao	

Senior Staff: (Electronically)	S. Balogh	L. Naar
	C. Cipriano	J. O’Hara
	J. Crowell	T. Pinelli
	C. McGillicuddy	A. Prkacyn
	R. Merrick	

Also Present:
(Electronically)

L. Collimore, Chief Officer, Research & Development
 A. Cross, Senior Manager, Financial Services
 Z. Walters, Researcher, Research & Development

Recording Secretary:
(Electronically)

R. Di Pietro

1. Call to Order

Due to COVID-19 and social distancing, trustees and staff joined the meeting electronically.

The following trustee and staff were physically present at the Board office maintaining social distancing: V. Iantomasi, Chair of the Board; P. Daly, Director of Education and Secretary of the Board; A. Lofts, Superintendent, Business Services and Treasurer of the Board; A. Swinden, Manager, Strategic Communications and B. Cripps, Senior Manager, IT Services.

The Board room was closed to the public and a live stream was made available.

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Caratao)

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

1.2 Motions Adopted In-Camera

The following motion was adopted in-camera:

RESOLVED, that the Halton Catholic District School Board ratify the central terms contained with the Memorandum of Settlement and attached Appendices dated March 12, 2020, made between the Ontario Catholic School Trustees' Association and the Ontario English Catholic Teachers' Association and agreed to by the Crown.

Further that the approval of the ratification of the central terms be reported to OCSTA.

1.3 Information Received In-Camera

The following information was received in-camera:

Retirements

RoseAnne Mattiacci retiring effective March 31, 2020. Adriana Luburic, Sandra Patterson and Janice Perrault retiring effective June 30, 2020. Marjorie McArthur retiring effective July 3, 2020.

Academic Appointments

Jodi O'Reilly appointed as Special Education Coordinator effective September 1, 2020 for a period of up to three (3) years with the possibility of a one-year extension.

Anita Bator re-appointed as Special Education Consultant effective September 1, 2020 for a period of up to three (3) years with the possibility of a one-year extension.

2. Approval of the Agenda

Trustee Karabela made a point of order that agenda item 8.3 - The Provision of Feminine Hygiene Products in Schools should be dealt with as an information item and not an action item.

#74/20

Moved by: H. Karabela

Seconded by: T. O'Brien

RESOLVED, that agenda item 8.3 - The Provision of Feminine Hygiene Products in Schools be dealt with as an information item.

The Chair called for a vote on **#74/20**:

IN FAVOUR	OPPOSED
M. Bhambra (non-binding)	B. Agnew
D. Caratao (non-binding)	M. Duarte
P. DeRosa	N. Guzzo
H. Karabela	P. Murphy
T. O'Brien	
J. O'Hearn-Czarnota	
D. Suan (non-binding)	

The motion **FAILED**. The agenda item remained as action.

#75/20

Moved by: T. O'Brien

Seconded by: H. Karabela

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#75/20** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations.

6. Approval of Minutes

6.1 Minutes of the March 3, 2020 Regular Board Meeting

#76/20

Moved by: H. Karabela

Seconded by: P. DeRosa

RESOLVED, that in order to further review, the approval of the March 3, 2020 minutes be moved to the April 21, 2020 Regular Board meeting.

The Chair called for a vote on **#76/20** and it **UNANIMOUSLY CARRIED**.

7. Business Arising from Previous Meetings

7.1 Summary of Outstanding Items from Previous Meetings

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

8. Action Items

8.1 2020 - 2021 School Year Calendar (J. Crowell)

#77/20

Moved by: P. DeRosa

Seconded by: J. O’Hearn-Czarnota

RESOLVED, that the Halton Catholic District School Board approve the 2020-2021 School Year Calendar as presented.

Trustee Guzzo suggested the following amendment:

RESOLVED, that the motion regarding the 2020-2021 School Year Calendar be postponed to the April 21, 2020 Regular Board meeting.

Following discussion, Trustee Guzzo withdrew the amendment.

The Chair called for a vote on **#77/20**:

IN FAVOUR	OPPOSED	ABSTAIN
B. Agnew	T. O’Brien	D. Caratao (non-binding)
M. Bhambra (non-binding)	D. Suan (non-binding)	
P. DeRosa		
M. Duarte		
N. Guzzo		
H. Karabela		
P. Murphy		
J. O’Hearn-Czarnota		

The motion **CARRIED**.

Trustee Iantomasi passed the gavel to Vice Chair Duarte.

8.2 Policy I-35 Trustee Honoraria (V. Iantomasi)

#78/20

Moved by: V. Iantomasi

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board reword Policy I-35 Trustee Honoraria as follows:

Remove under 2nd bullet in Requirements which currently states:

The enrolment amount is calculated anew in each year of a member’s term of office, using the Original Budget Estimates projected average daily enrolment for the school board fiscal year that ends in the calendar year in which the year of the term of office begins.

And replace with:

For the purposes of section 6, the enrolment of the board for a year of a term of office is the estimate of the board's day school average daily enrolment that was, (a) determined for the purposes of the regulation made under section 234 of the Act in respect of calculating average daily enrolment for the school board fiscal year that ends in the calendar year in which the year of the term of office begins; and (b) submitted to the Ministry together with the estimates required by clause 232 (6) (c) of the Act. O. Reg. 163/07, s. 6; O. Reg. 164/11, s. 1.

The Chair called for a vote on **#78/20**:

IN FAVOUR	ABSTAIN
B. Agnew	P. Murphy
M. Bhambra (non-binding)	
D. Caratao (non-binding)	
P. DeRosa	
M. Duarte	
N. Guzzo	
H. Karabela	
T. O'Brien	
J. O'Hearn-Czarnota	
D. Suan (non-binding)	

The motion **CARRIED**.

The gavel was returned to Chair Iantomasi.

8.3 The Provision of Feminine Hygiene Products in Schools (B. Agnew)

This motion was made on behalf of Student Trustee Suan and the Student Senate.

#79/20

Moved by: B. Agnew

Seconded by: N. Guzzo

WHEREAS, the lack of access to sanitary products and menstrual hygiene education, also known as "period poverty", can become barriers in fostering a positive learning environment and healthy growth; and,

WHEREAS, at the December 10, 2019 Student Senate Meeting, student senators recommended that menstrual products be found in more discreet areas such as washrooms rather than receptions or office areas; and,

WHEREAS, across Canada, 1 in 7 girls has either left school early or missed school entirely because she did not have access to menstrual products, leading to significant losses of important instruction time and participation in school activities; and,

WHEREAS, making menstrual products more accessible to students, especially in elementary schools, will help break the stigma and shame surrounding menstrual health and self-care; and,

BE IT RESOLVED, that free menstrual products be provided in all elementary and secondary schools by the beginning of the 2020-2021 school year.

BE IT FURTHER RESOLVED, that the Board equips each school with a menstrual hygiene product dispenser in all female washrooms for the 2020-2021 school year.

#79/20 (AMENDMENT)

Moved by: H. Karabela

Seconded by: P. DeRosa

WHEREAS, the lack of access to sanitary products and menstrual hygiene education, also known as “period poverty”, can become barriers in fostering a positive learning environment and healthy growth; and,

WHEREAS, at the December 10, 2019 Student Senate Meeting, student senators recommended that menstrual products be found in more discreet areas such as washrooms rather than receptions or office areas; and,

WHEREAS, across Canada, 1 in 7 girls has either left school early or missed school entirely because she did not have access to menstrual products, leading to significant losses of important instruction time and participation in school activities; and,

WHEREAS, making menstrual products more accessible to students, especially in elementary schools, will help break the stigma and shame surrounding menstrual health and self-care; and,

BE IT RESOLVED, that free menstrual products be provided in all elementary and secondary schools by the beginning of the 2020-2021 school year.

BE IT FURTHER RESOLVED, that the Board equips each school with a menstrual hygiene product dispenser in all female washrooms for the 2020-2021 school year.

BE IT FURTHER RESOLVED, that a staff report be prepared for the April 21, 2020 Regular Board meeting and include, cost analysis, current costs and an education plan.

The Chair called for a vote on **#79/20 (AMENDMENT):**

IN FAVOUR	OPPOSED
P. DeRosa	B. Agnew
H. Karabela	M. Bhambra (non-binding)
T. O'Brien	D. Caratao (non-binding)
	M. Duarte
	N. Guzzo
	P. Murphy
	J. O'Hearn-Czarnota
	D. Suan (non-binding)

The amendment **FAILED**.

The Chair called for a vote on **#79/20** and it **UNANIMOUSLY CARRIED**.

9. Staff Reports

There were no staff reports.

10. Information Items

10.1 Student Trustees Update (D. Caratao)

The pillars of Achieving, Believing and Belonging were shared.

10.2 Continuity of Learning - Distance Instruction, Support and Assessment (P. Daly)

Continuity of Learning questions by Trustees were addressed by senior staff.

#80/20

Moved by: T. O'Brien

Seconded by: M. Duarte

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

The Chair called for a vote on **#80/20** and it **UNANIMOUSLY CARRIED**.

10.3 School Educational Field Trips (P. Daly)

Trustees were informed that due to COVID 19 the balance of overnight trips for the 2020-2021 school year have been cancelled.

10.4 Math & Science Extra Curricular Engagement - Past/Present Initiatives and Future Opportunities (M. Duarte)

#81/20

Moved by: M. Duarte

Seconded by: P. Murphy

BE IT RESOLVED, that the Board of Trustees give instructions to its Secretary and Director of Education to prepare and present to the Board of Trustees on May 5, 2020 a detailed report outlining the current co-curricular and extra-curricular events being conducted in elementary and secondary math and science. The report should include the level of student participation in local, regional, university, national and international competitions for the past academic year.

BE IT FURTHER RESOLVED, that subject to the May 5, 2020 report a plan be presented to the Board for review which includes the initiatives that support and encourage participation in local, regional, university, national shows and competitions in math and science, along with STEM initiatives moving forward.

The Chair called for a vote on **#81/20** and it **UNANIMOUSLY CARRIED**.

#82/20

Moved by: M. Duarte

Seconded by: P. DeRosa

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

The Chair called for a vote on **#82/20** and it **UNANIMOUSLY CARRIED**.

10.5 Update to Board Room Technology (M. Duarte)**#83/20****Moved by:** M. Duarte**Seconded by:** P. DeRosa

WHEREAS, the boardroom located in the Halton Catholic District School Board's Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and,

WHEREAS, current audio, video and data transfer equipment is antiquated and unsatisfactory

BE IT RESOVED, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as: speech timing, floor queuing, live streaming, recording, screen sharing, document comparing, etc..) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.

The Chair called for a vote on **#83/20** and it **UNANIMOUSLY CARRIED**.

10.6 Strategic Planning Process (V. Iantomasi, P. Daly)

A review of the strategic planning process was presented to Trustees at the January 21, 2020 Regular Board meeting.

It was suggested that before beginning the process, Trustees review Policy I44 - Strategic Planning Process at the April 14, 2020 Policy Committee meeting.

#84/20**Moved by:** M. Duarte**Seconded by:** H. Karabela**RESOLVED**, that the meeting moved past 11:00 p.m.

The Chair called for a vote in **#84/20**. The vote was not unanimous and therefore **FAILED**.

10.7 2020 - 2021 Budget Consultation Survey Results (L. Collimore)

The meeting was adjourned.

10.8 2020 Education Development Charge (EDC) By-Law Amendment (A. Lofts)

The meeting was adjourned.

10.9 Construction Report - Assumption Catholic Secondary School. Bishop P.F. Reding Catholic Secondary School and St. Michael Catholic Elementary School (R. Merrick)

The meeting was adjourned.

11. Miscellaneous Information

There was no miscellaneous information.

12. Correspondence

There was no correspondence.

13. Open Question Period

No questions were submitted.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer (V. Iantomasi)

#85/20

Moved by: M. Duarte

Seconded by: P. DeRosa

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#85/20** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 11:02 p.m. with a prayer led by Chair Iantomasi.

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>WHEREAS, 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 French Programming for the 2020/2021 school year.</p> <p>BE IT FURTHER RESOLVED, that the Board of Trustees further direct that the Multi year French Teacher Recruitment Plan include those schools identified in the delegation, including but not limited to Laurentian, Sherbrook, Bishops, Concordia, University of Quebec, etc.</p>	Senior Staff	
March 31, 2020	Math & Science Extra Curricular Engagement - Past/Present Initiatives and Future Opportunities	<p>BE IT RESOLVED, that the Board of Trustees give instructions to its Secretary and Director of Education to prepare and present to the Board of Trustees on May 5, 2020 a detailed report outlining the current co-curricular and extra-curricular events being conducted in elementary and secondary math and science. The report should include the level of student participation in local, regional, university, national and international competitions for the past academic year.</p>	P. Daly/A. Prkacin	May 5, 2020

		<p>BE IT FURTHER RESOLVED, that subject to the May 5, 2020 report a plan be presented to the Board for review which includes the initiatives that support and encourage participation in local, regional, university, national shows and competitions in math and science, along with STEM initiatives moving forward.</p>		
March 31, 2020	Upgrade to Board Room Technology	<p>WHERE AS, the boardroom located in the Halton Catholic District School Board Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees.</p> <p>WHERE AS, current audio, video and data transfer equipment is antiquated and unsatisfactory.</p> <p>BE IT RESOLVED, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as: speech timing, floor queuing, live streaming, recording, screen sharing, document comparing, etc..) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.</p>	P. Daly/A. Lofts	May 5, 2020

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Policy I-15 School Name Selection	Item 8.1
Tuesday, April 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-15 School Name Selection*, as presented.

Comments

In February 2020, very sadly, credible evidence was brought to light internationally that Jean Vanier had abused several women. This very understandably caused great upset throughout the community of believers and non-believers alike, especially the school community of Jean Vanier Catholic Secondary School (JVCSS) in Milton and all the HCDSB community.

Concern from the JVCSS community was brought forward to trustees by way of correspondence to rename the school.

At the March 3rd Board meeting, the following motion was brought forward:

Motion #64/20

RESOLVED, that the Halton Catholic District School Board direct the Director of Education to begin immediately the process to rename Jean Vanier Catholic Secondary School in Milton, in accordance with the requirements set out in *Policy I-15 School Name Selection*.

The motion passed unanimously, including the non-binding vote of all the student trustees.

Discussion was clear that Jean Vanier could no longer be held up as a role model of Christian living as the integrity of his character was severely compromised, even amid the good work that he had accomplished with L'Arche.

Another significant consequence in renaming a school is the cost involved to change uniforms, banners, gym floors / outdoor fields, and to remove logos throughout.

The Catholic Church has a very strong vetting process, the process of canonization, which determines after extensive study and research and even prudently the passage of time after death, and with verified miracles attributed to the person since death. It was suggested that this would be best practice and



prudent going forward to keep the naming of a school when a person to a declared saint to ensure the integrity of process, lasting example of faith and virtue and thus be an excellent role model for students and community alike.

Conclusion

Policy I-15 School Name Selection was presented at the Policy Committee Meeting on April 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#:	<i>Moved by:</i>
	<i>Seconded by:</i>
<i>Resolved</i> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-15 School Name Selection be approved as amended.	

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

School Name Selection	
Adopted: January 30, 1991	Last Reviewed/Revised: June 20, 2017
Next Scheduled Review: 2019-2020	
Associated Policies & Procedures: I-09 School Accommodation Review – Consolidation/Closure VI-35 School Accommodation Review – Consolidation/Closure V-18 Community Engagement and Public Consultation Policy	

Purpose

To develop a policy for the selection of names for elementary and secondary schools within the Halton Catholic District School Board.

Application and Scope

This policy applies to all new schools in the Halton Catholic District School Board and existing schools involved in consolidation.

Principles

The Board recognizes that the selection of the name of each school should:

- serve to express our Catholic heritage both local and universal;
- provide our youngsters with an exemplar for their appropriate development; and
- be appropriate to various uses commonly required in a school operation.

There is a Diocese opinion that schools should be named after divine persons of the Trinity, members of the Holy Family, recognized/verifiable Saints, divine Catholic symbols of faith, or Popes.

Requirements

Consolidation Process:

The Transition Committee established through Policy I-09 will determine whether a name change is recommended for the consolidated school.

If a new name is not recommended, the existing name of the building in which the consolidation will take place will remain.

If a new name is recommended by the Committee, the established process outlined in the New School Process will be followed.

New School Process:

The Board will establish a Committee comprised of trustees and student trustees, including but not necessarily exclusive to local area representative; Family of Schools Superintendent, principal of the naming school (if appointed); Pastor(s) of the associated Parish(es); and parent representative(s) from the naming school.

The Committee:

- will invite submissions of suggested names based on diocesan criteria
- will review possible names and develop a priority list of at least two (2) names for consideration
- shall survey local public comment including parents and students who will attend the naming school community

The Board will review and approve a list of two (2) names: a preferred name and an alternate. This list will be forwarded to the Bishop of the Diocese for review and consideration.

The Bishop is requested to advise the Board if:

- The preferred name is acceptable;
- In the event the preferred name does not meet diocesan criteria, or, is for any reason not acceptable to the Bishop. The Bishop is requested to advise the Board if the alternate name is acceptable.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy II-03 Principal Designate in Schools	Item 8.2
Tuesday, April 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-03 Principal Designate in Schools*, as presented.

Comments

Policy II-03 Principal Designate in Schools was last reviewed in January 2017, and is in place to ensure that, in the absence of the administration at a school, appropriately trained staff are in place to ensure the safe operation of the school.

Minor changes have been made to the policy and include revising the list of Associated Policies and Procedures, updating the Definitions, and clarification of the Assistant to the Principal in the Requirements.

Conclusion

Policy II-03 Principal Designate in Schools was presented at the Policy Committee Meeting on April 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#:	<i>Moved by:</i> <i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-03 Principal Designate in Schools</i> be approved as amended.	



Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Principal Designate in Schools	
Adopted: October 17, 1972	Last Reviewed/Revised: April 21, 2020
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, Hold and Secure, Shelter in Place, and Bomb Threat I-19 Occupational Health and Safety II-20 Child Abuse and Protection of Students II-31 Risk Management First Aid II-33 Safe Arrival at School Program II-35 Access to School Premises II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspensions & Expulsions II-42 Medical Conditions	

Purpose

To outline details about the appointment, role description and requirements for the Principal Designate in all elementary and secondary schools within the Halton Catholic District School Board.

Application and Scope

This policy applies to all schools under the jurisdiction of the Halton Catholic District School Board, where there is no School Administrator present at the school, during the school day.

References

[Education Act Reg. 298](#)

[HCDSB Elementary and Secondary Collective Agreements](#)

[PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour](#)

HCDSB “Teacher in Charge/Assistant to the Principal Handbook”

Definitions

Throughout this policy the term “Principal Designate” will be used to reference a "Teacher in Charge" and "Assistant to the Principal", which are all terms used to describe a teacher that is delegated authority in the absence of the school administration for a short period of time.

Assistant to the Principal – teacher delegated authority by the Principal in Elementary schools without Vice-Principal(s)

Teacher in Charge – teacher delegated authority by the Principal in Elementary and Secondary schools with a Vice-Principal(s)

Principles

- Whenever possible, the Board will attempt to have an administrator present on school property.
- The Principal of a school is in charge of the instruction, safety, and discipline of pupils in the school’s organization and the management of the school.
- Teachers assist in developing cooperation and co-ordination of effort among the members of the staff of the school and maintain, under the direction of the Principal, proper order and discipline in the teacher’s classroom and while on duty in the school and on the school grounds.
- The Principal of a school has the authority to delegate his or her powers, duties, and responsibilities to a teacher in accordance with the Education Act, Part XIII, Section 300.1. The delegation of authority to a teacher is limited to the Education Act, Part XIII, Behaviour, Discipline, and Safety.

Requirements

- At the beginning of every school year, the Principal, in consultation with his or her Superintendent of Schools, shall select at least one teacher to act as Principal Designate in the absence of the Principal or Vice Principal.
- The Assistant to the Principal will receive an allowance as stated in their Collective Agreement.
- The Principal Designate(s) will participate in annual training for the role of Principal Designate.
- The Principal of a school will delegate authority in writing to the Principal Designate with the written consent of the Principal Designate. The written consent will be filed at the school with the Principal and a copy provided to the Principal Designate.

- When the Principal has delegated authority to the Principal Designate, the Principal will communicate with staff the time frame and to whom the administrative responsibilities have been delegated.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy II-41 School Uniform Dress Code - School Dress Code	Item 8.3
Tuesday, April 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-41 School Uniform Dress Code - School Dress Code*, as presented.

Comments

At the October 8th, 2019 Policy Meeting, *Policy II-41 School Uniform Dress Code/School Dress Code* was presented for discussion. Staff delivered a presentation on the upcoming competitive bid process which will be carried out in the Spring of 2020 as our contract with our current uniform provider expires at the end of the 2020 calendar year. It was determined that a further discussion should happen with regards to a Community Consultation prior to starting the competitive bid process.

At the November 12, 2019 Policy Meeting, Staff presented a [Public Consultation Plan](#). Trustees agreed to change the date of the February Policy Meeting to February 25, 2020 to allow enough time for the Community Consultations, and any potential changes to be made to *Policy II-41 School Uniform Dress Code/School Dress Code*.

At the February 25, 2020 Trustees reviewed the community consultation feedback, and specific language was added, at that time. Other minor changes were made to the policy to provide clarity and continuity between panels.

Policy II-41 School Uniform Dress Code/School Dress Code was forwarded for stakeholder consultation from March 3 to March 24, 2020.

Following stakeholder consultation, staff made further revisions which include adding clarification to the uniform “bottoms” and adding equity and inclusion considerations, particularly in the Principles.

A total of 350 responses were submitted through the online form. The summary of the feedback received was shared with Trustees.

It is important to note that the revised *Policy II-41 School Uniform Dress Code/School Dress Code* will not come into effect until January 1, 2021. The incumbent has already placed, and possibly received,



orders for elementary bottoms for September 2020. Making *Policy II-41 School Uniform Dress Code/School Dress Code* effective January 1, 2021 will ensure that the Board is not in breach of the current contract.

Conclusion

Policy II-41 School Uniform Dress Code/School Dress Code was presented at the Policy Committee Meeting on April 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#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-41 School Uniform Dress Code/School Dress Code</i> be approved as amended and put in effect on January 1, 2021.	

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

School Uniform Dress Code/School Dress Code	
Adopted: April 14, 2009	Last Reviewed/Revised: April 21, 2020
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: I-31 Apparel Purchases and Fair Labour Practices; II-39 Progressive Discipline and Safety in Schools Code of Conduct – Suspensions and Expulsions II-45 - Equity and Inclusive Education VI-44 Progressive Discipline and Safety in Schools V-18 Community Engagement and Public Consultation Policy VI-54 Equity and Inclusive Education Procedure	

Purpose

To promote, through the implementation of a school uniform dress code or a school dress code, a safe, inclusive, and positive learning environment consistent with the mission and governing values of the Halton Catholic District School Board.

Application and Scope

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

References

[Education Act of Ontario, Regulation 298](#)

[Ontario Human Rights Code](#)

Definitions

School Uniform Dress Code - is defined as the standard of prescribed student dress, developed in consultation with the school community, specifying clothing that must be purchased from approved uniform vendors, and may include guidelines as to when and how particular items can be worn.

Student Dress Code - is defined as the standard of student dress established in consultation with the school community, consistent with the Board Policy and the Education Act and Regulations, required of students in elementary schools that have chosen not to implement a school uniform dress code.

Competitive Bid Process - A fair and transparent process of issuing a public bid whereby Proponents put together their best proposal and compete for the provision of goods and/or services.

Principles

- A school uniform dress code or a student dress code reflects the distinctively Catholic character of our schools and supports the development of attitudes consistent with Catholic teaching.
- The Board is committed to providing a learning and working environment that is safe and respectful of the needs and well-being of all individuals and believes that a school uniform dress code supports such environments.
- In our elementary schools, the Board endorses and encourages the adoption of a school uniform dress code, consistent with the values, traditions and distinctiveness of Catholic schools as an effective strategy to build inclusive Catholic communities and encourage a sense of belonging for all students.
- For elementary school communities, the Board affirms a role for parents to determine, through democratic vote conducted in accordance with this policy, whether or not to adopt and implement a school uniform dress code.
- In each elementary school community that votes not to adopt and implement a school uniform dress code, the Board requires the adoption of a student dress code, consistent with the values, traditions, distinctiveness of Catholic schools, and the requirements of this policy.
- In each secondary school, the Board requires the adoption and implementation of a school uniform dress code, consistent with the values, traditions and distinctiveness of Catholic schools.
- The Board recognizes that in accordance with the Ontario Human Rights Code and the board's Equity and Inclusive Education Policy and Procedure that there may be certain religious communities or cultural groups in secondary schools that require specific items of dress or accommodations with reference to the school uniform.
- In consultation with students and parents/guardians, schools will provide reasonable accommodations to students with reference to the uniform or required religious attire.
- All accommodation requests should be reviewed in the context of supporting the dignity of the person in keeping with core gospel values that honour each person's dignity.
- The Board recognizes there is a shared responsibility for meeting the expectations of the school uniform dress code or student dress code.
- The primary responsibility for the consistent enforcement of the school uniform dress code or

student dress code is that of the principal, and school staff, are expected to support the consistent implementation of such uniform dress codes.

- The Board recognizes that circumstances may require schools to access assistance for individual families with the purchase of uniforms.
- The Board will ensure that approved uniform vendors provide clothing that meets the physical and sensory needs of students of all abilities.
- The Board recognizes the necessity of a school dress code for those times when students are not in uniform (i.e. civvies day or spirit days, elementary physical educational classes). Any action taken to implement the requirements of this policy, including the application of supports and consequences to students must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools
- The policy shall be in accordance with provisions of the Education Act, Regulation 298, the Human Rights Code, *Policy I-31 Apparel Purchases and Fair Labour Practices*, and the governing values of the Halton Catholic District School Board.

Requirements

General:

All elementary schools shall adopt either a school uniform dress code or a school dress code for students in keeping with the Board's Mission Statement, governing values and Catholic social teaching.

All secondary schools shall adopt a school uniform dress code.

A school uniform assistance program shall be in place, in each school, to ensure that access to discreet and confidential assistance, through the School Principal, is available for families that have difficulty purchasing the uniform due to financial hardship.

A. Elementary School Uniform Dress Code Implementation Process:

1. A prescribed process for local decision making shall ensure that parents/guardians of students in each elementary school may determine whether an elementary school community adopts and implements a school uniform dress code. In accordance with this policy, each elementary school shall conduct a vote on whether to adopt a school uniform dress code at least once.
2. The principal of each school shall be responsible for ensuring that a community vote is conducted, in accordance with this policy, to consider the adoption and implementation of a school uniform dress code. Approval to proceed with implementation requires a simple majority (50% plus one) of those ballots cast have been marked indicating a "YES" vote.
3. Upon achieving the required approval as described above (50% plus one), all students registered in the elementary school shall adhere to the school uniform dress code. Any action taken to implement the requirements of this policy, including the application of supports or consequences to students must be consistent with the requirements of *Policy II-39 Progressive Discipline and Safety in Schools*.

4. Should a school uniform dress code not be adopted after the voting process, no renewed process will be initiated for at least three (3) years. A Student Dress Code shall be established and implemented in accordance with this policy.
5. At least once annually, at a Catholic School Council meeting, the Principal shall review the school uniform dress code and school dress code. This review may include approval of uniform pieces, the monitoring and enforcement of the school uniform dress code and school dress code, stakeholder consultation (i.e. student, staff, greater school community), approved civvies days/spirit days.
6. In schools that have chosen not to implement a school uniform, the school dress code committee will be established to monitor and review the implementation of the school dress code, and consider the interest in school uniforms.
7. In schools that have chosen not to implement a school uniform, school communities will be consulted to consider the adoption and implementation of a school uniform dress code. This consultation will take place every three (3) years and will determine if a vote will proceed. This consultation will include students, teachers and staff working in schools, parents and guardians, and school councils.
8. The results of the consultation process outlined above will determine whether or not an elementary school community will conduct a uniform vote in accordance to this policy, if they have not yet done so. The implementation of a school uniform shall be decided with a simple majority (50% plus one)
9. Similarly, an elementary school that has previously chosen to adopt a school uniform shall follow the same consultation process, , and based on the school community feedback, may choose to conduct a vote in accordance with this policy to discontinue the implementation of a school uniform.
10. The principal of an elementary school, together with the Catholic School Council will oversee the process of voting on the adoption of a school uniform dress code. Elementary schools considering the adoption of a school uniform dress code shall:
 - a. inform the appropriate Superintendent;
 - b. establish a representative committee including parents, staff and students to explore the implication of introducing a school uniform dress code. The committee must prepare an Action Plan to be distributed prior to a community information night.

The following components of the Action Plan will be consistently implemented throughout the Board:

Communication Plan: includes methods of communicating the Action Plan and subsequent community information meeting, notice of vote, voting results, implementation timelines and data collection through newsletters, school websites, and other means as appropriate. The school uniform dress code policy must be communicated.

The Uniform Vendor:

- Elementary schools must use the Board’s authorized uniform vendor, excluding bottoms, which

may be purchased from the Board's authorized uniform vendor, or another source of the parent's choosing. All bottoms, regardless of source, must be navy blue, and must match the school uniform dress code.

- The method of selecting a provider through the competitive bid process will take place every three (3) years and will include participation by Board staff, as appointed by the Director of Education. At least three (3) members of CPIC (Catholic Parent Involvement Committee) and three (3) members of SEAC (Special Education Advisory Committee) will be involved in establishing the criteria for the competitive bid process. A student focus group shall be consulted.

The selection criteria to determine the authorized uniform vendors must include affordability, accessibility and convenience, quality, support for equity and availability of subsidies/family assistance, and compliance with *Policy I-31 Apparel Purchases and Fair Labour Practices*.

The Uniform:

- The uniform colours at all elementary schools will consist of a combination of navy blue and white only. To supplement the base uniform, individual schools may choose to add additional items of uniform apparel (shirts, sweaters, vests, hoodies, etc.) that may also reflect a school's colour (one colour).
- Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind on school uniforms is prohibited.
- Any clothing item worn under uniform pieces, but still visible must be in compliance with school dress codes, and generally, will be in the school uniform colours or white (i.e. undershirts, tights or socks).
- No student will be denied access to school as a result of inability to afford appropriate clothing required by a school's uniform dress code policy. A process must be in place to address this issue.
- A school's approved uniform pieces shall be reviewed/monitored every year by the principal and Catholic School Council members.
- The following components will be up to the discretion of the principal and the Catholic School Council:
 - Type and styles of clothing from the chosen uniform provider;
 - A strategy for Non-Uniform Days: Civvies or Spirit Days.

Community Information Meeting:

- The principal shall ensure the distribution of the Action Plan to parents prior to the community information meeting, and the information meeting will take place prior to the voting process.

Elementary Voting Procedures/Ballot Question:

- **School votes should be conducted in February or March.**
- Every registered family with children in JK – 6 of the current school year is eligible to vote, and

receives one (1) vote (ballot).

- Every family with children confirmed as pre-registered for the next school year (i.e. Kindergarten, French Immersion, etc.) is eligible to vote, and receives one (1) vote (ballot).
- Families of students with Children only in grade 7 or 8 in the current year are not eligible to vote. In the event that a school uniform dress code is adopted for the following school year, grade eight students in the initial year of implementation are encouraged to wear the school uniform, but compliance is not compulsory.
- The ballot sample is provided in Appendix A. The ballots shall be numbered to ensure that there is one ballot provided for each family in the school community.
- Members of the school uniform dress code committee may initiate communication to families to remind them of the ballot due dates only.
- Only original ballots will be accepted (no telephone or verbal voting). A ballot signed solely by a student will be considered a void ballot.
- No proxy voting.
- It is recommended that the voting process be completed by March 30th in order for successful implementation in the following school year and include all families registered at the school for September of the next school year.
- The voting process must not exceed two (2) calendar weeks but cannot be completed sooner than one (1) week following the community information night.
- The Principal, in collaboration with the Catholic School Council shall communicate the ballot results to the school community no later than one (1) week after the vote occurs. Ballots will be stored at the school for a minimum of three (3) years.

School Consolidation/Closure:

- Elementary schools involved in school consolidation/closure where all, or some, of the schools have previously implemented a school uniform will be required to go through the following process **during the transition year (year prior to consolidating)**:
 - A community information meeting;
 - Voting procedures followed as above for all families in the boundaries of the new consolidated school;
 - If vote determines that the new consolidated school shall implement a uniform, grandfathering of the previous uniform pieces will occur for three (3) years;
 - **In the initial year, Grade 8 students will have the option of wearing the school uniform;**
 - An appropriate logo for the new consolidated school will be determined after the school name is decided.

New School:

- A new Elementary School will initiate the school uniform implementation process in their first year of existence
- If the vote determines that a school uniform shall be implemented, grandfathering of uniforms that existed at schools that created the boundaries of the new school will occur for three (3) years

B. Elementary School Dress Code:

- All elementary schools must adopt an elementary school dress code even if they have implemented an elementary school uniform dress code.
- An elementary school's student dress code shall be in keeping with our Catholic teachings and beliefs and reflect principles of modesty. Criteria to be used in developing the student dress codes includes:
 - safety conditions
 - maintenance of proper decorum
 - modesty
 - cleanliness
 - neatness
 - appropriateness in relation to the activity in keeping with Catholic values

Non-compliance to a student dress code may include but is not limited to logos, sayings and pictures that address/display:

- sexual content
- substance abuse
- violence
- profanity
- discriminatory or hate-motivated references to any of the protected code grounds under the Ontario Human Rights Code (e.g., nationality, race, gender, etc.)
- Parents are encouraged to be involved and active in the decision-making process through their Catholic School Councils in consultation with the principal and school staff.
- Each school will annually review the school's dress code, through their committee. This review process shall include consultation with students, school staff, parents and other stakeholders as appropriate.
- A copy of the school's dress code will be included annually in the school's School Agenda Book, September newsletter and on the school's website.
- Students will be expected to observe all aspects of the dress code. School staff and parents will be expected to support its consistent implementation.

- Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of *Policy II-39 Progressive Discipline and Safety in Schools*.
- The principal of each school has the discretion to determine whether a student is in violation of the school uniform dress code or the school dress code, has responsibility to enforce the school uniform dress code/school dress code policy, and has the authority to implement the requirements of this policy, including any supports or consequences to students.
- School staff are expected to support the consistent implementation of a school uniform dress code, or school dress code, in accordance with the local school code of conduct.

C. Secondary School Uniform Dress Code:

1. A secondary school's uniform shall be in keeping with our Catholic teaching.
2. Each school will review the present uniform policy in accordance with the Appropriate Dress Guidelines from the Ministry. This review process shall include consultation with students, school staff, parents and guardians. Once established, the policy will be reviewed annually or as needed at the discretion of the school community.
3. Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind on school uniforms are prohibited.
4. Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of *Policy II-39 Progressive Discipline and Safety in Schools*.
5. The Board recognizes the necessity of a school dress code for those times when students are not in uniform (i.e. civvies or spirit day). Any action taken to implement the requirements of this policy, including the application of supports and consequences to students must be consistent with the requirements of *Policy II-39 Progressive Discipline and Safety in Schools*.
6. On days when students are not in uniform (i.e. civvies or spirit day), Principals will ensure that a school dress code is communicated and applied to all students. Criteria to be used in developing the non-uniform day includes:
 - safety conditions
 - maintenance of proper decorum
 - modesty
 - cleanliness
 - neatness
 - appropriateness in relation to the activity in keeping with Catholic values.

Non-compliance may include, but is not limited to, logos, sayings and pictures that address/display:

- sexual content

- substance abuse
 - violence
 - profanity
 - discriminatory or hate-motivated references to any of the protected code grounds under the Ontario Human Rights Code (e.g., nationality, race, gender, etc.)
7. A copy of the school's uniform dress code will be included annually in the school's School Agenda Book and on the school's website.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

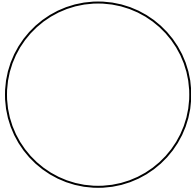
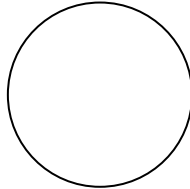
Chair of the Board



SCHOOL UNIFORM BALLOT

School Name: _____ Ballot # _____

Please indicate your choice below by marking one appropriate box with an "X"

<p>In accordance with Policy II-41 School Uniform Dress Code/School Dress Code, I/we agree to the implementation of a uniform at [name of school] School.</p>	
<p>YES</p> 	<p>NO</p> 



Parent/Guardian: _____
(Please print your name)

Child's(ren) Name and Grade:

Signature: _____

Date: _____

Please share your comments: _____

It is suggested that every family respond for an accurate assessment of the school community's view on this important issue. Please return this form to your child's teacher.

****Note: Approval to proceed with implementation requires that a majority (50% plus one) of those ballots returned have been signed indicating a "YES" vote.**

(On School Letterhead)

ACTION PLAN TEMPLATE ELEMENTARY SCHOOL UNIFORM DRESS CODE

COMMITTEE MEMBERS *(list full names and titles):*

Principal
Catholic School Council members
Students
Other *(identify)*

The following components of this Action Plan are supported by Operating Policy II-41 School Uniform Dress Code/School Dress Code (copy attached).

1. **COMMUNICATION PLAN:**

- a) Initial Discussion on proceeding to School Uniform Implementation: *(date)* _____.
- b) Discussion to proceed by Catholic School Council and Principal: *(date)* _____.
- c) Tentative timelines/methods of communication

ITEM	DATE	METHOD	RESPONSIBILITY
• Initial notification to community of Development of Action Plan			
• Detailed Action Plan sent to community			
• Parent Information Night with uniform supplier and Superintendent in attendance			
• Ballot to be sent out the night after the Parent Information Night/Notice of voting period			
• Results of Vote			
• To be determined upon approval as per Board Policy (student fitting dates, locations, etc.)			

2. **THE UNIFORM SUPPLIER** approved by the Board is *(name of supplier)* _____.
3. **THE UNIFORM** (with school crests where appropriate):
 - a) Components (list types of clothing)
 - b) Colours
 - i. Navy Blue/White combinations
 - ii. Acceptable Additional School's Colour *(describe)* _____
 - c) Prices – see attached list
4. **VOTING PROCESS**
- see Elementary Voting Procedures Ballot Questions page 3 of Operating Policy (attached)
5. **SAMPLE BALLOT** – (attached)



Feasibility of Expanded Alternative Education Program	Item 9.1
Tuesday, April 21, 2020	

Alignment to Strategic Plan

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

Purpose

At the February 18, 2020 Regular Board meeting, a presentation was made on Alternative Education Programs and Student Success. As a result of this presentation a motion was passed by the Board of Trustees requesting a Staff Report to examine the feasibility of expansion of the Alternative Education Program to reflect current and future growth and need.

Background Information

Alternative Education Programs offer a supportive environment to students who struggle to attend or achieve in their home schools typically because of complex mental health or life challenges. Over the years, the need for this support has increased in its size as well as complexity. This has challenged staff to continuously grow their skills to meet these needs. Supporting these students in these alternative programs through a trauma informed lens has proven to be successful.

In February 2020, HCDSB Secondary School Administrators were surveyed to see if there were students within their regular day schools who may benefit from an alternative classroom setting. School Administrators were also asked to consider students with more challenging and externalizing behaviours as these students were not typically seen as possible candidates for our current Change Program (see attached results-Appendix A). Five out of nine of the Secondary schools responded with a total of 62 students meeting this criteria. It is important to note that we work very closely with our home schools and this in no way indicates that the non-responding schools do not have students that would benefit from an Alternative Education program.

A breakdown of the data from the survey indicates the following: 47% male / 53% female with students falling into the following grades: 11% grade 9, 31% grade 10, 31% grade 11 and 27% grade 12.

We find that schools are doing an exceptional job at supporting students within their home schools by reducing schedules, modifying school days, and preferred courses and teachers before looking to



Alternative Education. Transition team meetings for students from grade 8 to 9 mean that schools try to exhaust all in-house supports before investigating Alternative Education for students.

Our Social Work team work very closely with schools in the referral process. Schools will work with our Alternative Education team and review current capacity before exploring parent/student interest and motivation in Alternative Education. Schools do not want to offer Alternative Education as an option if it is not available at that time. Schools must ensure that the Social Worker is involved in each case so that our program has an understanding of the underlying causes of the difficulties. As expected, most students exhibit a wide range of multiple behaviours that make supporting these students in the home school difficult.

Comments

When exploring whether a student could benefit from an Alternative Education program, it is important to consider the student fit. The Alternative Education staff want to ensure that the group dynamic is conducive to meeting academic and non-academic goals of both potential students and existing students. Alternative Education is a voluntary program and students and parents must want to engage with both academic and non-academic staff. This is difficult to assess in an application which underscores the importance of our program tours to investigate the fit to the program and to have a full understanding of the issues at play.

Conclusion

Currently, we are unable to support students with challenging behaviours due to the fit in our program. It is not surprising that 37% of the students in this survey exhibit challenging behaviours and may not be a good fit for our program at this time. For example, students with high levels of externalized behaviors such as fighting, non-compliance with school staff, verbal and physical aggression with students/staff and actively involved in criminal behavior that put other students at risk of harm have been proven to not be ideal candidates for these types of classes and programs. Typically, their behavior would be highly disruptive to the other students who typically exhibit internalized behaviors and would not feel safe with these students. These students require a skilled teacher to manage these behaviours while trying to address the underlying causes with the support of the non-academic staff.

Though outside the scope of this survey, there are ways to enrich our existing program. Alternative Education is limited in the range of courses that can be offered. There is a need for a broader range of course options to include Tech, Physical Education and Co-Operative Education. Considering the program consists of 2 classrooms, 2 teachers and students in all grade levels requiring different courses, it is not surprising that scheduling courses that the teacher can support in one classroom is a great challenge. Hands on courses and specialty courses like Tech, Art and Business cannot be supported. Students in Milton are able to access Bishop Reding day-school courses once they have



attended the program for a semester and staff feel that they are ready to explore a full classroom. This gives the students the ability to gain skills managing the larger school environment within the regular class structure and with the support of our non-academic staff. Unfortunately, Oakville does not have this opportunity. One way to support a transition for our students is through a supported coop. Most of our students struggle with getting a job and/or keeping a job. A Co-Operative Education Teacher and CYC and/or EA that would support students in a coop placement would be beneficial. These recommendations will be shared with administrators at Thomas Merton to explore partnerships and opportunities for our students to take part in these learning opportunities.

Increasing this type of program (i.e. adding another Change class) is necessary, due to the growing number of students who require this type of environment to learn while addressing their mental health & wellbeing concerns.

While these programs are small, they catch some of the most vulnerable at-risk youth who when supported, all express having the desire to achieve and improve their lives.

Report Prepared by: P. Codner, Chief Social Worker, Special Education Services
M. Guayasamin, Social Worker, Special Education Services
M. McArthur, Vice Principal, Thomas Merton Center
K. Thompson, Social Worker, Special Education Services

Report Submitted by: C. Cipriano
Superintendent of Education, Special Education Services

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



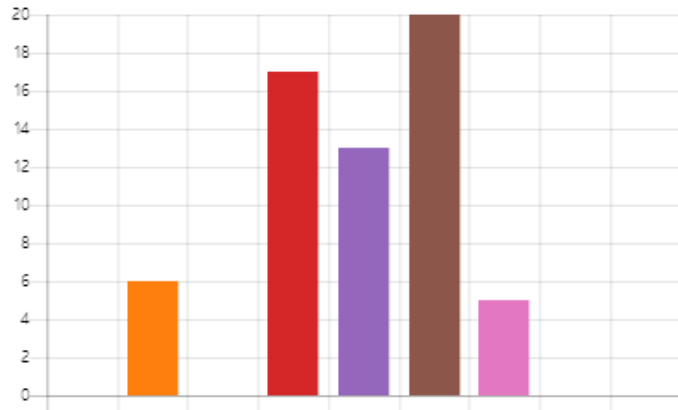
Appendix A

Graphical Representation of Data of Feasibility of Expanded Alternative Education Program

School

[More Details](#)

● Assumption	0
● Bishop Reding	6
● Corpus Christi	0
● Christ the King	17
● Holy Trinity	13
● Jean Vanier	20
● St. Ignatius of Loyola	5
● Notre Dame	0
● St. Thomas Aquinas	0



Grade

[More Details](#)

● 9	7
● 10	19
● 11	19
● 12	17



Gender

[More Details](#)

● Male	29
● Female	32



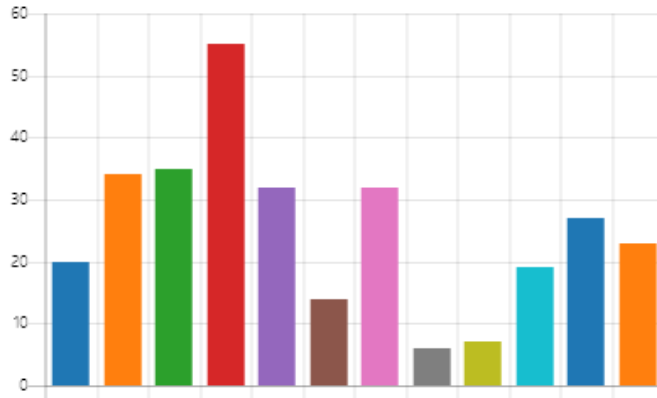


Appendix A-Continued

Click all that apply for this student

[More Details](#)

- Commitment from student for... 20
- Mental health diagnosis 34
- Continued Social Worker invol... 35
- Attendance issues 55
- Credit deficit (more than 3) 32
- REACH or CAPIS 14
- Family dynamic issues 32
- Community issues 6
- Legal issues 7
- Substance-use issues 19
- Significant learning needs 27
- Challenging/externalizing beh... 23





Student Trustees Update	Item 10.1
Tuesday, April 21, 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

In the past few weeks, Trustee Suan was asked to help with editing and providing feedback for the French portion of the Ontario Physical & Health Education Association (OPHEA) Learning Project. This is a bilingual project intended to help Francophone physical education teachers in both elementary and secondary schools during the duration of this pandemic. The consultation process was expected to take place on April 2-6, but was delayed as the translations for this project into French had not yet been completed. Trustee Suan hopes to provide feedback by the end of this week (April 20th-April 24th) on this project. Furthermore, Trustee Suan is planning to host a French Relations Conference online tentatively scheduled in early May with other student trustees who are currently taking Core French, Extended French or French Immersion streams/courses. The conference was supposed to take place on April 4th with sixty (60) to seventy (70) attendees, but due to the COVID-19 pandemic, the event was cancelled.

Believing

In the following weeks, the Ontario Student Trustees Association's Catholic Board Council has concluded the Toonies for Tuition charity in support of making Catholic Education financially accessible to Catholic Students across Ontario. From April 6th- 10th, Holy Week took place at the Halton Catholic District School Board. Due to COVID-19 restrictions, Holy Week celebrations within Elementary and Secondary Schools were unable to proceed. The St. Thomas Aquinas, Assumption and Jean Vanier Student Councils proceeded with their Holy Weeks online with the help of their chaplains, respectively. Via Twitter, Instagram and other social media platforms, secondary and elementary schools throughout the board have been sharing scriptures and motivational messages through our faith supporting families dealing with the COVID-19 pandemic. Over the weekend, Good Friday and Easter was also celebrated via social media.

Belonging

The OSTAAEEO Annual General Meeting has been cancelled by the Organization's Board of Directors. All six incoming and outgoing Student Trustees; the three of us, and Joseph, Kristen, and Nicholas, were meant to attend. Online professional development courses will be provided in the conference's stead, with the dates to be confirmed shortly. Elections for OSTAAEEO executives will take place in the first week of June. Current Student Trustees had a call last Tuesday, April 14, regarding proposed changes to *Policy 1-26 Student Trustees on the HCDSB*. In consultation with incoming Student Trustees and Student Senate leaders, a plan was developed for the policies to be proposed and promoted. Additionally, the Student Senate Constitution, which Student Trustees have drafted, has been edited and revised with the help of the Incomings and will be sent to the Student Senate advisor, Loyola Vice-Principal Ms. Ellison. The draft will be released for further review and ratification by the Student Senate.

Trustees Caratao and Suan attended another OSTAAEEO Catholic Cabinet online meeting centered around students' issues as a result of distance learning and school closures. These problems included discrepancies between Boards on midterm marks, inequity in the course content from last semester classes and this semester.

Report Prepared & Submitted by:

Dylex Suan
Student Trustee, Corpus Christi Catholic Secondary School

Malika Bhabra,
Student Trustee, St. Thomas Aquinas Catholic Secondary School

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

Report Approved by:

Pat Daly
Director of Education and Secretary of the Board



2020-2021 Budget Consultation Survey Results	Item 10.2
Tuesday, April 21, 2020	

Alignment to Strategic Plan

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

Purpose

To provide Trustees with a summary of the feedback gathered from the 2020-21 Budget Consultation Survey.

Background Information

As a component of the Board’s annual budget process, opinions about the 2020-21 Budget was gathered from stakeholders through an online survey.

The survey was made available between Wednesday, February 19, 2020 and Wednesday, March 4, 2020. A total of 1101 completed survey responses were received. A summary of the feedback received is attached.

Conclusion

The feedback received through the Budget Consultation Survey is shared with Trustees to help guide the decision-making process as the Board considers the 2020-2021 Budget.

Report Prepared by: Zoe Walters
Researcher, Research and Development Services

Report Submitted by: Lisa-Marie Collimore
Chief Officer, Research and Development Services

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



2020-2021 Budget Consultation

SURVEY REPORT

Report Prepared by:
Research & Development Services
3/20/2020

Contents

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- Survey Results.....3
 - About the Respondents: Demographics3
 - Question Summaries.....4
 - Q1: How satisfied are you with the quality of the school’s facilities?.....4
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2020-2021 Budget Consultation

SURVEY REPORT

Survey Background

The Halton Catholic District School Board (HCDSB) was interested in seeking stakeholder input about the 2020-2021 budget to help identify potential areas for achieving savings and efficiencies, while also continuing to meet the needs of all learners in the Catholic system. While many HCDSB stakeholders provided their opinions on the 2020-2021 budget survey, the results are not representative of the entire HCDSB community and should be interpreted with caution.

The HCDSB community was invited to participate in the online survey between Wednesday February 19th and Wednesday March 4th, 2020. In total, 1101 responses were received. Responses are aggregated and discussed below.

Survey Results

About the Respondents: Demographics

Respondents were asked to indicate their role¹ (see *Table 1* for a summary). Overall, most of the respondents (78.1%) were **parents/caregivers/guardians**.

Table 1. Respondents' Roles

Role	Count (n)	Percentage (%)
Parent/Caregiver/Guardian	860	78.1%
HCDSB Staff	190	17.3%
HCDSB Student	39	3.5%
Community Resident	5	0.5%
Other	3	0.3%
Parish	3	0.3%
Community Partner	1	0.1%
Total	1101	100%

¹ Respondents were only able to select one of the roles from the provided list.

If respondents selected *HCDSB Staff*, *HCDSB Student*, or *Parent/Caregiver/Guardian* as their role, they were then asked to select their school(s)² or place of work. Overall, the majority of respondents (75%) were part of the *elementary* panel (see *Table 2* for a summary).

Table 2. Respondents' Panel/Work Location

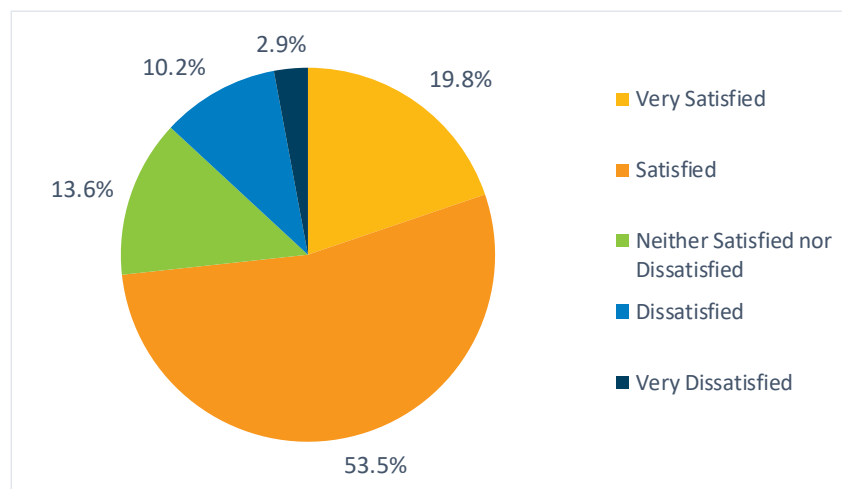
Panel/Work Location	Count (n)	Percentage (%)
Elementary	817	75.0%
Secondary	331	30.4%
CEC	30	2.8%

Question Summaries

Q1: How satisfied are you with the quality of the school's facilities?

This question was only asked to respondents who are associated with a school or the CEC office (i.e., staff, parent/caregiver/guardian, students). Parents who indicated that they have children in different schools were able to answer this question multiple times for each school they selected. Overall, the majority of respondents (73.3%; n = 439) were either *satisfied* or *very satisfied* with their school's facilities (see *Figure 1*)³.

Figure 1. Overall Satisfaction with School Facilities (n = 1198)



² Parents with children in different schools were able to select more than one school, and so the n may be larger than the survey n.

³ Note that the CEC office is included in this analysis, n may be larger than the survey n.

Similar results with respect to satisfaction with facilities were found for each panel and for the CEC office. That is, the majority of respondents were either *satisfied* or *very satisfied* with their school/work facilities (see *Figures 2, 3, and 4* for the elementary, secondary, and CEC office breakdowns, respectively).

Figure 2. Satisfaction with School Facilities: Elementary Panel (n = 837)

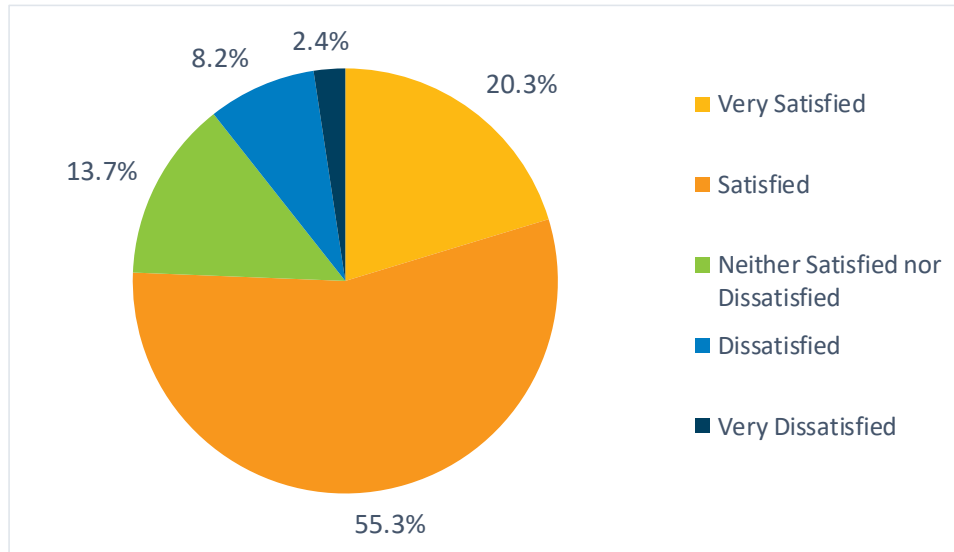


Figure 3. Satisfaction with School Facilities: Secondary Panel (n = 331)

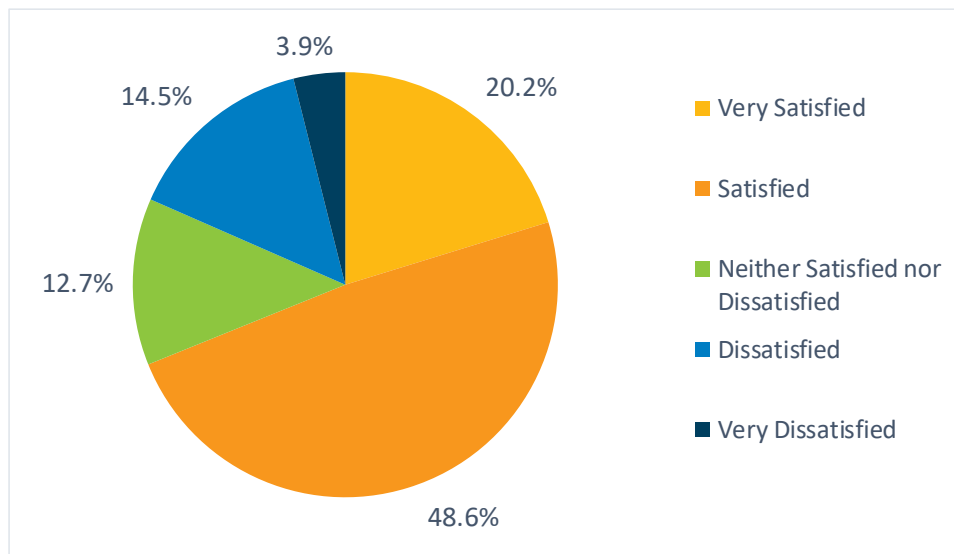
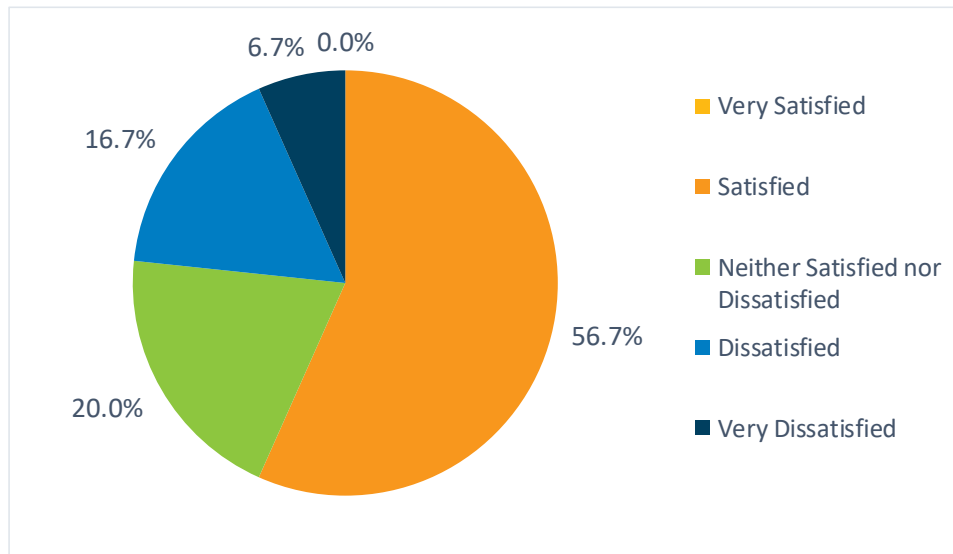


Figure 4. Satisfaction with Location Facilities: CEC Office (n = 30)



Q2: Which of the following school building components do you believe require additional investment?

Respondents were asked to select all of the school building components they believed required additional investment at their school/work location (see Figure 5). Overall, the three most selected answers were: **Outdoor play areas, fields** (47%; n = 531); **Washrooms** (35%; n = 391); and **Classroom furniture** (25%; n = 285). If respondents selected *Other*, they were able to provide a comment. There were 245 respondents who selected *Other*; their comments have been organized by school and can be found in [Appendix A](#), as can each school's breakdown of which building components require upgrades.

Figure 5. Summary of School Building Components Requiring Additional Investment: Overall (n = 1126)

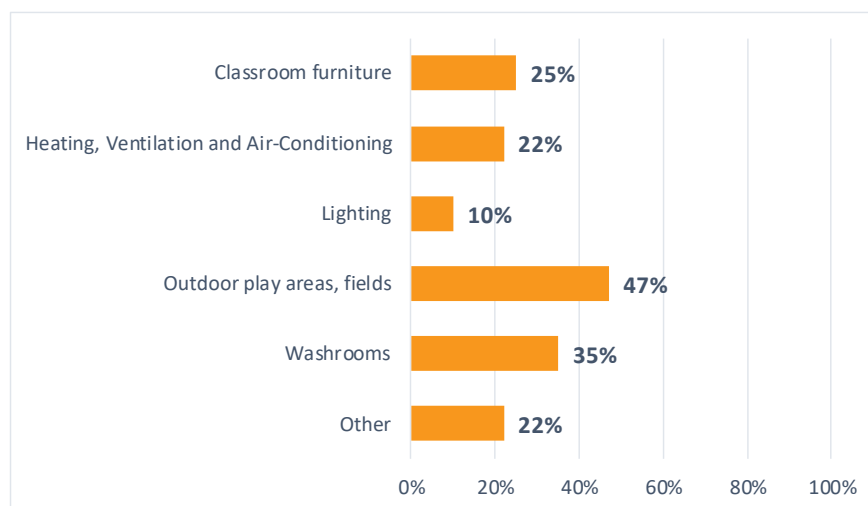
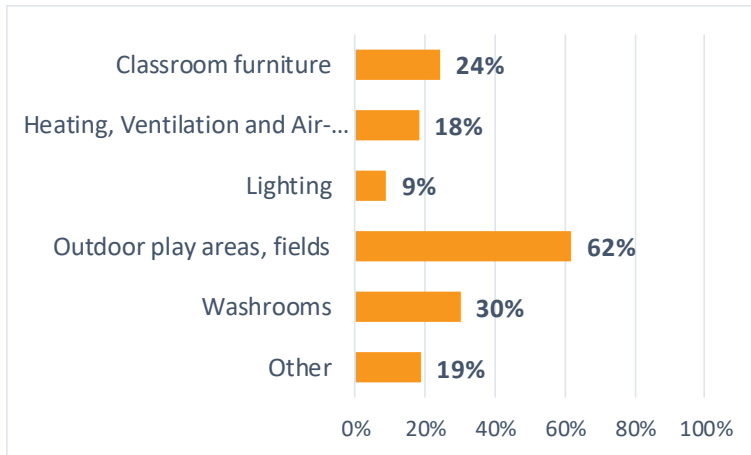
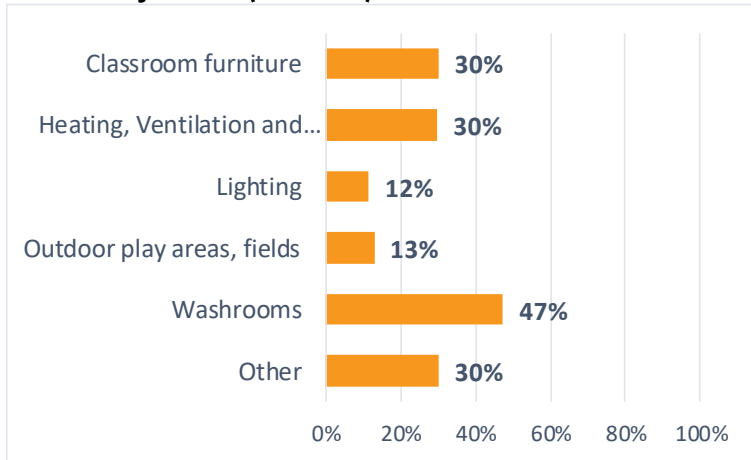


Figure 6. Summary of School Building Components Requiring Additional Investment in the Elementary Panel (n = 795)



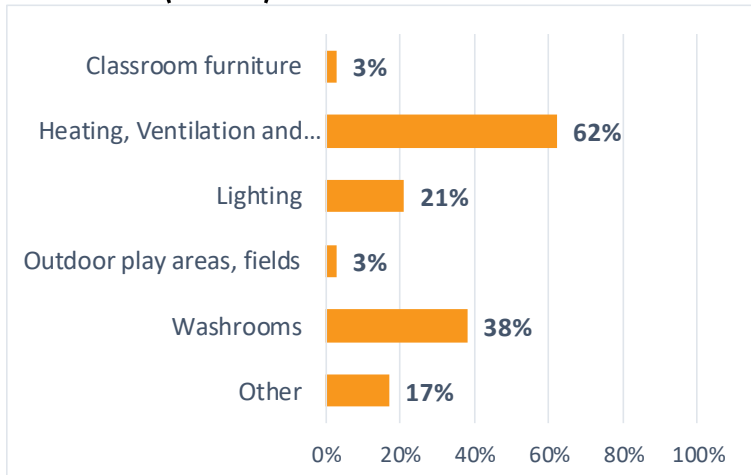
Outdoor play areas, fields was the most selected response by respondents in the elementary panel.

Figure 7. Summary of School Building Components Requiring Additional Investment in the Secondary Panel (n = 302)



Washrooms was the most selected response by respondents in the secondary panel.

Figure 8. Summary of School Building Components Requiring Additional Investment at the CEC Office (n = 29)

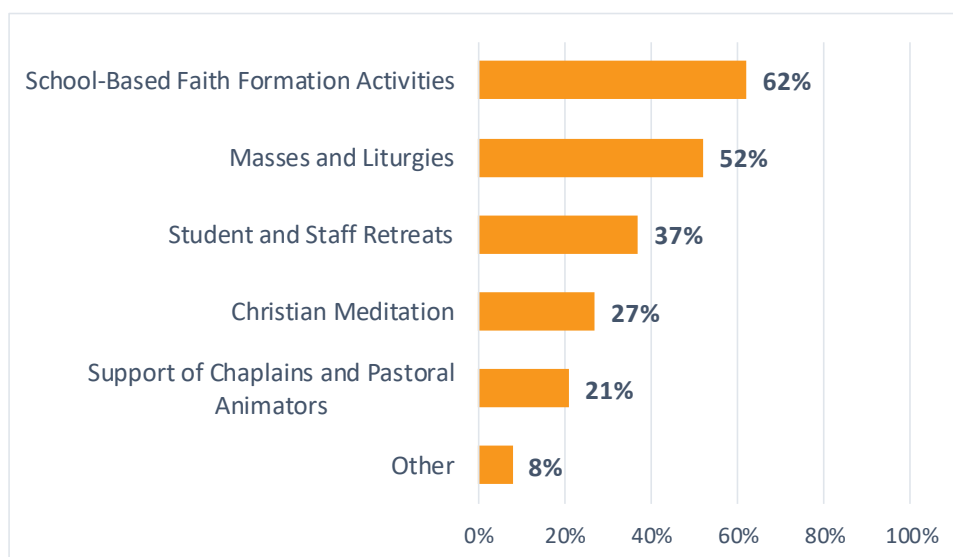


Heating, Ventilation and Air-Conditioning was the most selected response by respondents at the CEC Office.

Q3: Which of the following Faith initiatives do you find essential to strengthening faith formation?

Respondents were asked to select all of the faith initiatives that they believe to be essential to strengthening faith formation (see Figure 9). More than half of respondents selected **School-Based Faith Formation Activities** (62%; n = 648) and **Masses and Liturgies** (52%; n = 543). There were 87 respondents that selected **Other**, responses can be found in [Appendix B](#).

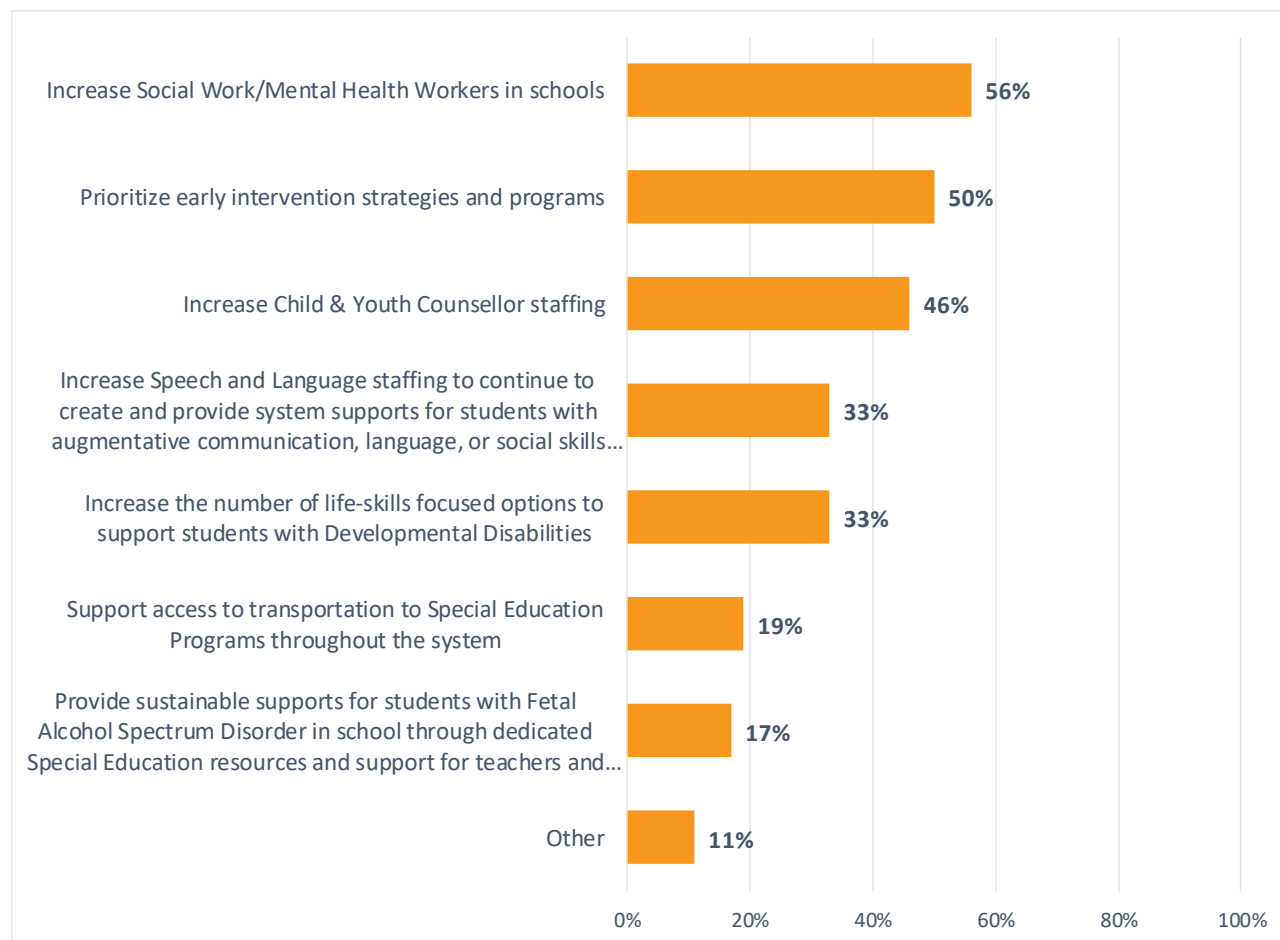
Figure 9. Summary of Faith Initiatives (n= 1045)



Q4: Which of the following areas in Special Education should HCDSB focus on during 2020-21?

Respondents were asked to select all of the areas in Special Education that they believe HCDSB should focus on during 2020-21 (see Figure 10). More than half of respondents selected **Increase Social Work/Mental Health Workers in schools** (56%; n = 599). Half of respondents selected **Prioritize early intervention strategies and programs** (50%; n = 534). There were 122 respondents that selected **Other**, responses can be found in [Appendix C](#).

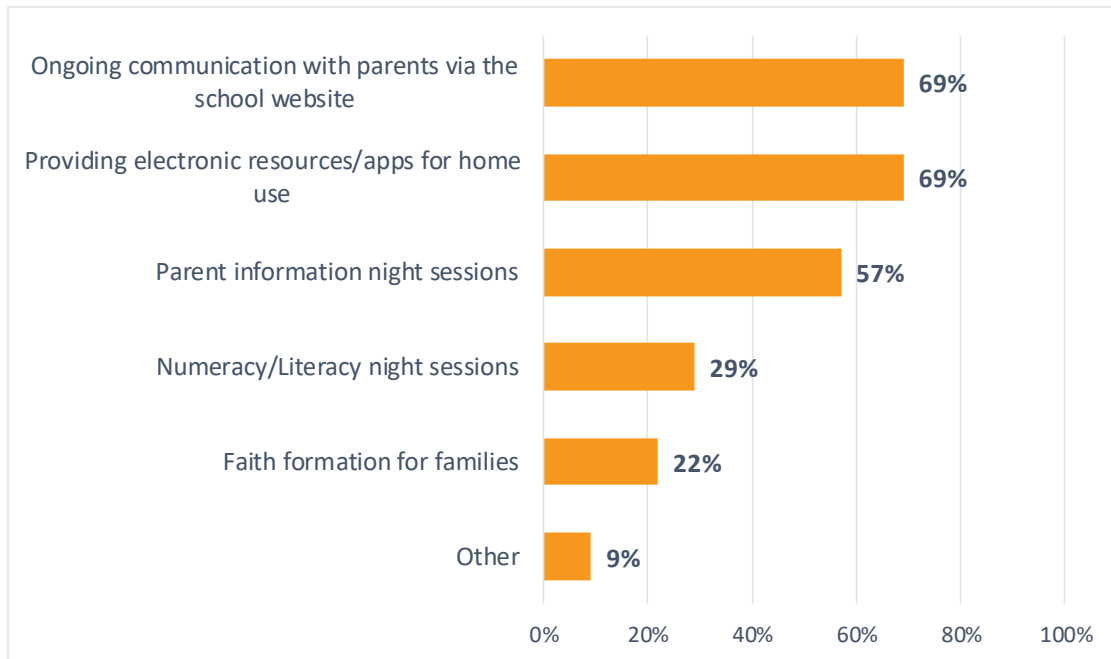
Figure 10. Summary of Special Education Areas of Focus (n =1066)



Q5: Parent involvement is instrumental in student achievement. How might HCDSB engage parents to participate in our schools and learn more about supporting student achievement?

Respondents were asked to select all of the ways in which HCDSB might engage parents to participate in our schools and learn more about supporting student achievement (see *Figure 11*). More than half of respondents selected the following three response options: **Ongoing communication with parents via the school website** (69%; n = 742); **Providing electronic resources/apps for home use** (69%; n = 739); **Parent information night sessions** (57%; n = 609). There were 99 respondents that selected **Other**; responses can be found in [Appendix D](#).

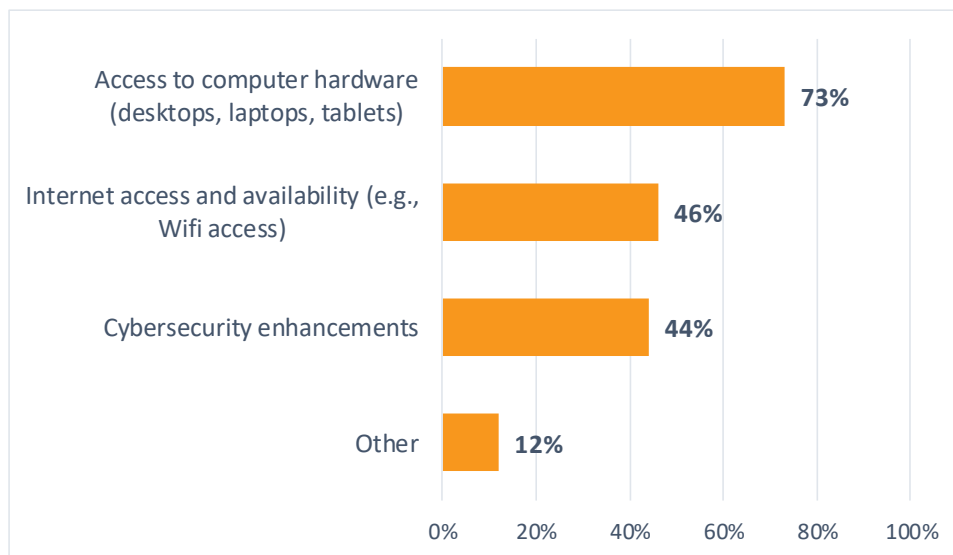
Figure 11. Summary of Parental Involvement Suggestions (n = 1069)



Q6: What areas of Information Technology (IT) would you like to see strengthened in the upcoming year?

Respondents were asked to select all the areas of IT that they would like to see strengthened in the upcoming year (see Figure 12). More than half of respondents selected **Access to computer hardware (desktops, laptops, tablets)** (73%; n = 730). There were 121 respondents that selected **Other**; responses can be found in [Appendix E](#).

Figure 12. Summary of Areas in Need of Strengthening for Information Technology (n= 998)



Q7: Do you have any ideas or thoughts on where the Board of Trustees can find savings and/or efficiencies for the Board?

Respondents were asked if they had additional ideas or thoughts about where savings and/or efficiencies can be found for the Board; there were 300 ideas or thoughts submitted for this question. The responses can be aggregated into the following common themes: (1) **Efficient Management of School/Board Operations**; (2) **Efficient Staffing of Schools/Board**; and (3) **School Programming and Supports**. Note that some responses mentioned where to increase or move funding to, rather than where savings and/or efficiencies could be found.

A number of sub-themes are also provided down below. Please note that the percentage provided with each theme refers to the proportion of respondents whose comment aligns with said theme. These themes do not account for all opinions expressed in the survey, but they do provide a summary of the most frequent themes found in the comments. Some of the responses are listed multiple times, under various themes. We have provided examples for each theme below, but to read all of the responses received please see [Appendix F](#).

THEME 1: EFFICIENT MANAGEMENT OF SCHOOL/BOARD OPERATIONS (n = 102; 34%):

- a) **SUB-THEME: Manage our consumables and the budget allotted for classroom/school supplies more efficiently** (e.g., printing, paper, devices, etc.) (17%; n = 51).

Examples:

“Go paperless for everyday tasks and meetings. Save on paper costs and copier repairs”

“More access to technology that actually works”

- b) **SUB-THEME: Consider fundraising to raise funds for school needs** (5.6%; n = 17).

Examples:

“I think the schools could do more fundraising. Such as selling products that the school could benefit from as a fundraiser such as wrapping paper, greeting cards, chocolate bars...etc whatever is available these days as a school fundraiser...”

“... I'm thinking that additional opportunities for fundraising within the legal frame of the school could help to close the budget gaps and I assume parents will support additional efforts...”

- c) **SUB-THEME: More efficient use of energy** (4.0%; n = 12).

Examples:

“Lights need to be turned off when there is nobody in the room in order to save electricity. All lights do not need to be on in the classroom at all times as electricity bill will be higher.”

“Strategic sustainability initiatives can save money/create quantifiable efficiencies–solar panels as part of roof replacement capital projects (economic/environmental impacts),... take advantage of natural classroom light with more plants for air quality and consider solar-powered countertop fans for air circulation even in winter, install motion sensor light switches when renovating, install more power bars/strips for tech and non-tech plug-in devices to reduce stand-by power usage.”

- d) SUB-THEME: Reduce spending on Board expenditures, such as catered meetings, retreats, mileage, etc. (4.0%; n = 12).**

Examples:

“Perhaps cut costs of non-essential things like food at meetings or rentals for when superintendents or principals meet together... ”

“I suggest reducing the number of times staff (including administrators) are called off site for meetings. Costs incurred such as mileage and supply teacher costs can be prevented. Oftentimes these meetings can be via conference call or email.”

THEME 2: EFFICIENT STAFFING OF SCHOOLS/BOARD (23.3%; n = 70)

- a) SUB-THEME: Reassess school and board staff positions, including eliminating certain positions that are not deemed necessary (12.3%; n = 37).**

Examples:

“I think the board should look at all areas to find savings and efficiencies. Look closely at the board staff and trustees and find ways to save money there and not just cut costs within the schools themselves. Costs should be cut from the top not the bottom.”

“cut HCDSB upper management. HCDSB is top heavy”

- b) SUB-THEME: Limit school and board staff wages, benefits, and sick days (8%; n = 24).**

Examples:

“Cap the salaries of all staff. Reduce sick time and allow no carry over of sick days.”

“The board & trustees should not be taking wage increases at this time. More effort should go towards savings within administration”

THEME 3: SCHOOL PROGRAMMING AND SUPPORTS (16.3%; n = 49)

- a) SUB-THEME: More support for Special Education programming, via more support staff, private support workers, resources etc. (4.7%; n = 14).**

Examples:

“Reduce the number of consultants, and put that money to towards supporting the students with more Educational Assistants and support staff (speech therapists etc.).”

“I would say invest in Special Education, especially in services for Autism. These should include more access to SPL, and possible behavioural and OT. Special education department should have a quicker process for psycho-educational assessments. Teachers in special education should be trained to work with students with Autism...”

b) SUB-THEME: Cut/reduce the funding for non-core French programming (3.7%; n = 11)

Examples:

“...Cut French immersion or at least the transportation costs. French immersion classes should be combined into split grades in junior and intermediate when the numbers drop”

“Spend where you can impact more kids and don't consider opening programs like the French immersion that will only impact a few students...”

c) SUB-THEME: Use e-learning/online courses (2.3%; n = 7)

Examples:

“...Offer well-thought-out online learning options to supplement, not replace classroom learning at all levels.”

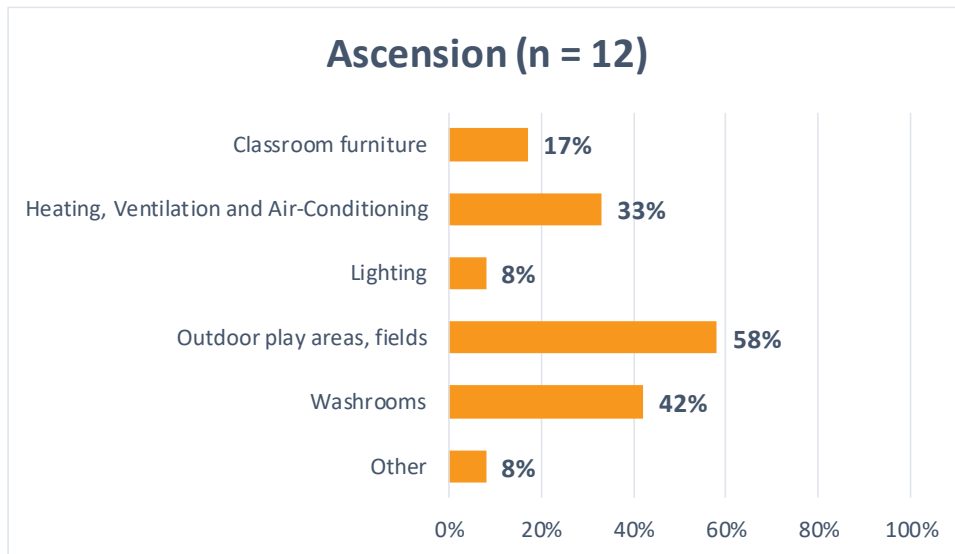
“Online and e-learning activities/courses can assist to reduce costs...”

Appendix A

NOTE: Consider the total number of respondents (n) when interpreting the percentage provided.

Ascension:

Overall, the majority of the respondents from Ascension felt *satisfied* or *very satisfied* with the school's facilities (83%). A breakdown of what building components should be invested in is below.

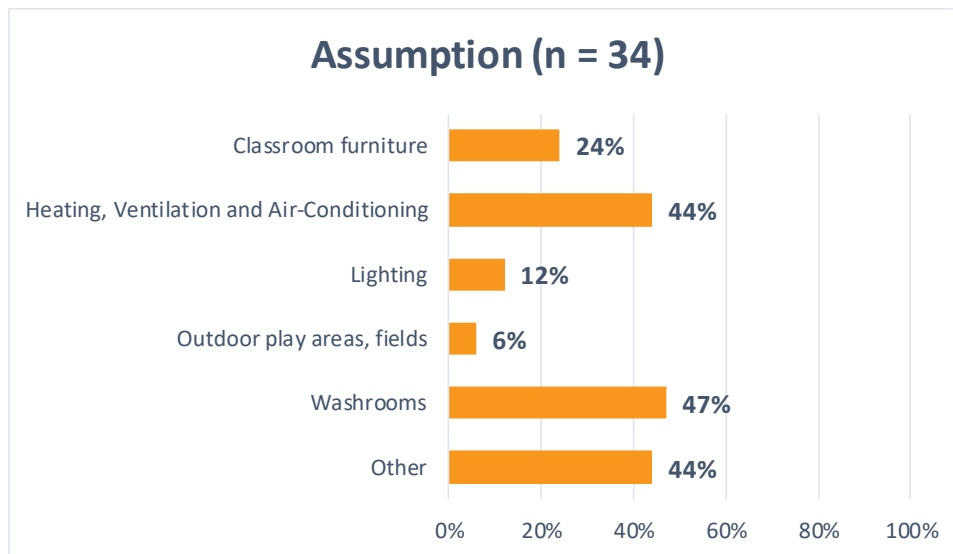


Ascension: 'Other' comments:

Soccer and volleyball equipment and air conditioning in all school. The classroom are so hot. Kids have to bring ice at school. Food deteriorate easily.

Assumption:

Overall, 37% of the respondents from Assumption felt *satisfied* or *very satisfied* with the school's facilities. A breakdown of what building components should be invested in is below.



Assumption: 'Other' comments:

All the construction had been way too long and disruptive to students. The students will have spent 2 full years under massive construction or have been displaced to another school. They don't even have a library for this whole year

an additional full gym...also a source of revenue for the school. Assumption doesn't have one full size gym and the renovation isn't correcting that issue.

Completion of the renovation!

Construction is poor - delivery is shameful - quality of what is complete poor

Currently school is being renovated... gym wasn't improved on and my son barely did anything in his wood shop class first semester because the ventilation system wasn't working properly.

Finished the actual project

hard to know until the never ending construction is finished

Hard to say as the school is currently undergoing a renovation which is taking way longer than planned - but we don't know what it will look like after. Hoping it will give kids more space to hang out, do homework etc.

n/a School being rehabilitated.

Once the renovation is complete I am sure it will be great.

Renovation needs to be completed

theatre, performance space

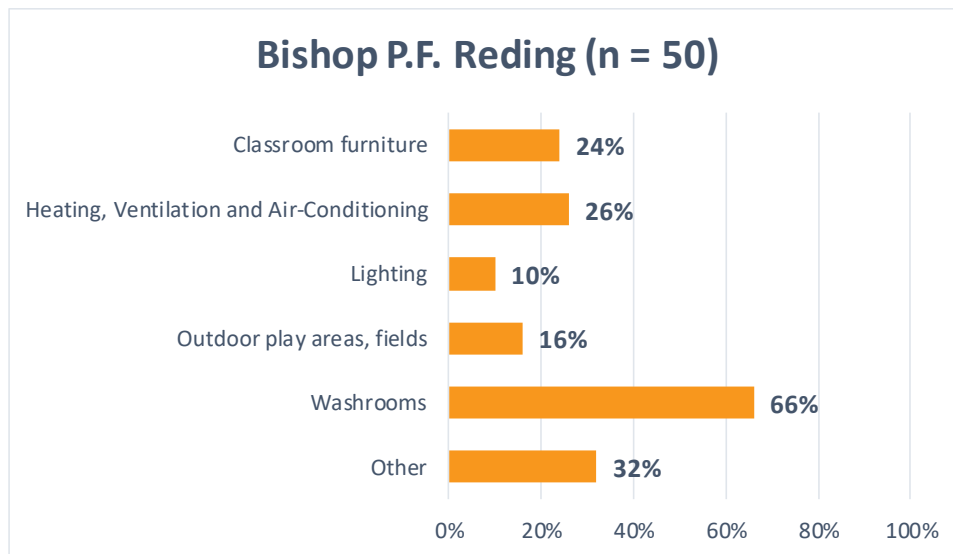
This school needs to get the renovations finished - fast.

Waiting for reno

Waiting for reno

Bishop P.F. Reding:

Overall, the majority of the respondents from Bishop P.F. Reding felt *satisfied* or *very satisfied* with the school's facilities (53%). A breakdown of what building components should be invested in is below.



Bishop P.F. Reding: 'Other' comments:

1. Dedicated indoor play areas during breaks - and not just for InterMurals- for indoor stuff like Table tennis, Chess etc. 2. Clubs for sports like cricket, tennis with support on equipment for cricket and tennis

Better enforcement of hygiene cleaning for bathroom facilities

Change rooms

Classroom space that is not in portables.

Currently undergoing construction =>

eliminating portables

Getting a proper, well done and constructed theatre without cutting corners to save money.

Landscaping

less portables

Number of classrooms

People to TEACH the classes.

Portables

Science labs

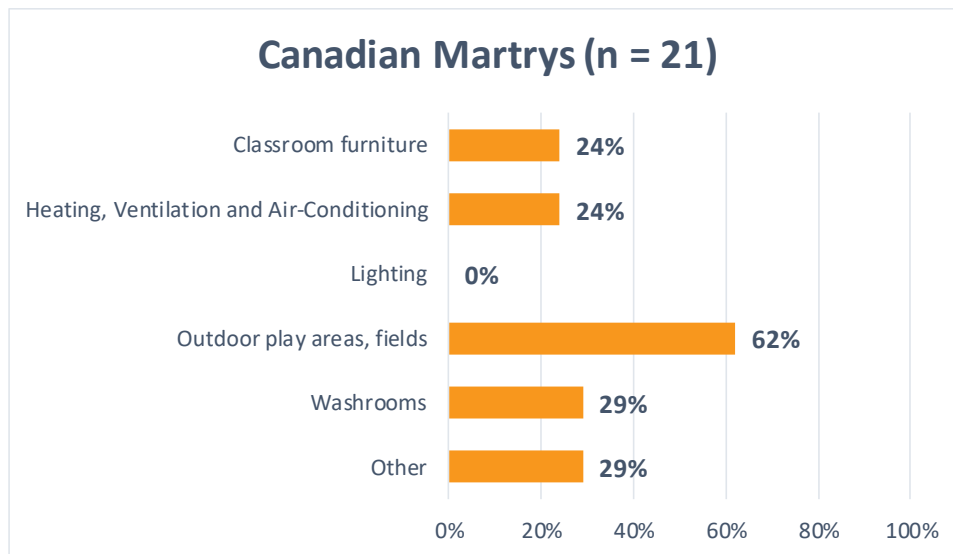
Student washrooms need renovations .

Transportation availability

Wifi

Canadian Martyrs:

Overall, the majority of the respondents from Canadian Martyrs felt *satisfied* or *very satisfied* with the school's facilities (86%). A breakdown of what building components should be invested in is below.



Canadian Martrys: 'Other' comments:

Computer systems

flooring

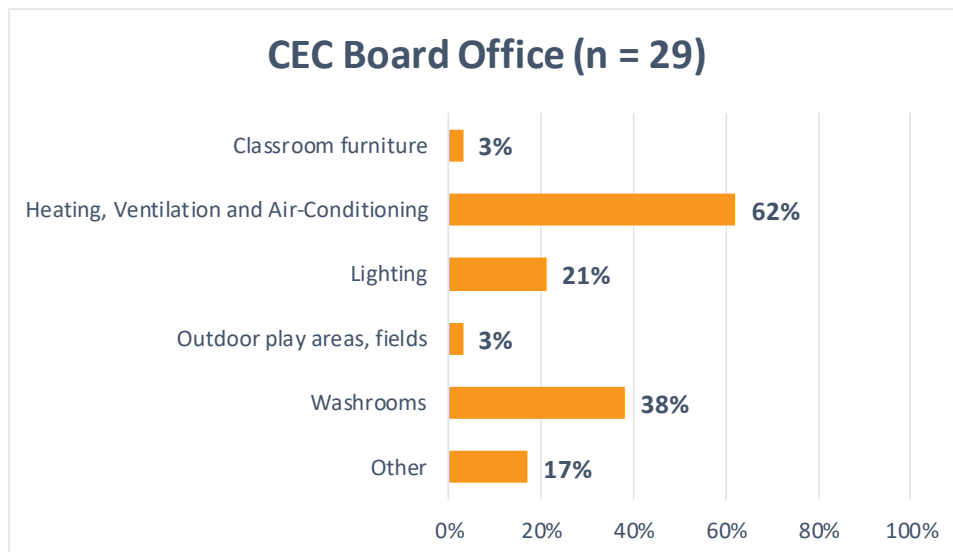
Teachers need to work

The main sidewalk for students is not accessible and their play area has massive 'potholes' it needs to be repaved very badly!!

The school is very old and looks...and smells...it's age

CEC Board Office:

Overall, the majority of the respondents from the CEC Board Office felt *satisfied* or *very satisfied* with the school's facilities (57%). A breakdown of what building components should be invested in is below.



CEC Board Office: 'Other' comments:

Board Staff/not applicable

connect the buildings :)

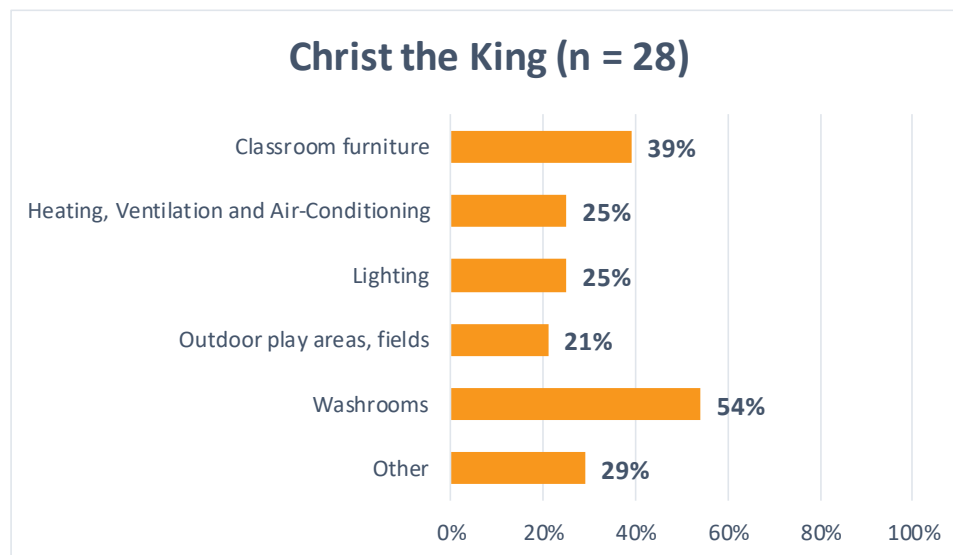
More permanent classrooms instead of portables

There is not enough space for staff, there is not sufficient privacy for confidential work (for example phone calls), staff have to work out of satellite offices; finding meeting spaces is a huge challenge

Very cold in the offices during the winter.

Christ the King:

Overall, the majority of the respondents from Christ the King felt *satisfied* or *very satisfied* with the school's facilities (68%). A breakdown of what building components should be invested in is below.



Christ the King: 'Other' comments:

1. Too many portables, 2. Parking lot needs to be bigger, there needs to be more lanes coming in and out of the school due to traffic overflow and congestion every morning!

Broken doors in girls bathrooms, bathrooms are rarely clean or sanitary. Bathrooms are often locked with only one girls bathroom open for a school of almost 2000 kids.

Its very dirty....the cleaners aren't doing their jobs very well

None

Technology in classrooms, availability of computers

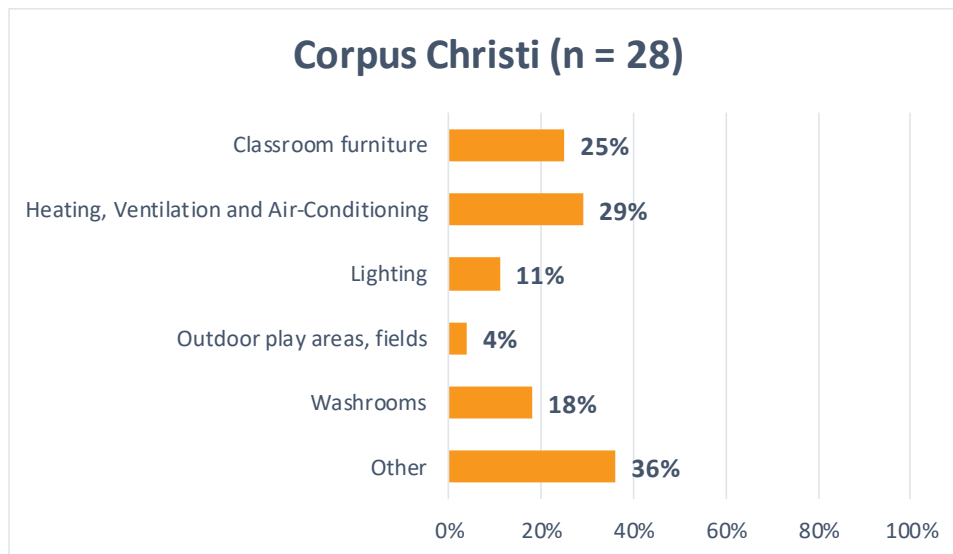
Technology in the Classroom

This is a good school.

Water damaged/missing ceiling tiles

Corpus Christi:

Overall, the majority of the respondents from Corpus Christi felt *satisfied* or *very satisfied* with the school's facilities (84%). A breakdown of what building components should be invested in is below.



Corpus Christi: 'Other' comments:

Ceiling tiles that could be connected to the roof

Changing all blackboards to WHITEBOARDS. Chalkboards present allergy risks with the dust that is created. Whiteboards are more user friendly.

It all looks good. No need that I see.

Laptops!

Make parking lot driveways safer for autos and pedestrians.

None

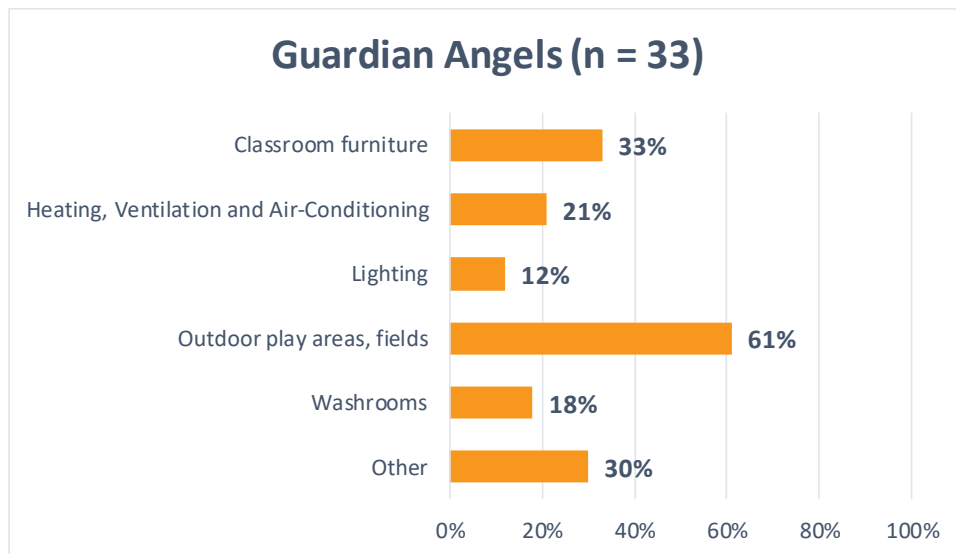
Roof repair; constant leaks with almost every substantial rainfall which will likely increase due to global warming. Also there are significant cracks in the flooring on the third floor.

teachers

We are presently getting desk top computers in staff room, lovely improvement. Full class sets of chrome books for loan needed.

Guardian Angels:

Overall, the majority of the respondents from Guardian Angels felt *satisfied* or *very satisfied* with the school's facilities (79%). A breakdown of what building components should be invested in is below.



Guardian Angels: 'Other' comments:

Age/condition of portables

Areas that actually need maintenance and provide long-term cost savings as well but might not be something that people get excited about but are necessary for long term success

class computers

Classrooms

eliminate portables

For older children. Some activities/ equipment.

front door sticking when opening. A more periodic review of items such as this one

Sensory Rooms, school needs an additional gym. Too many students for one small gym.

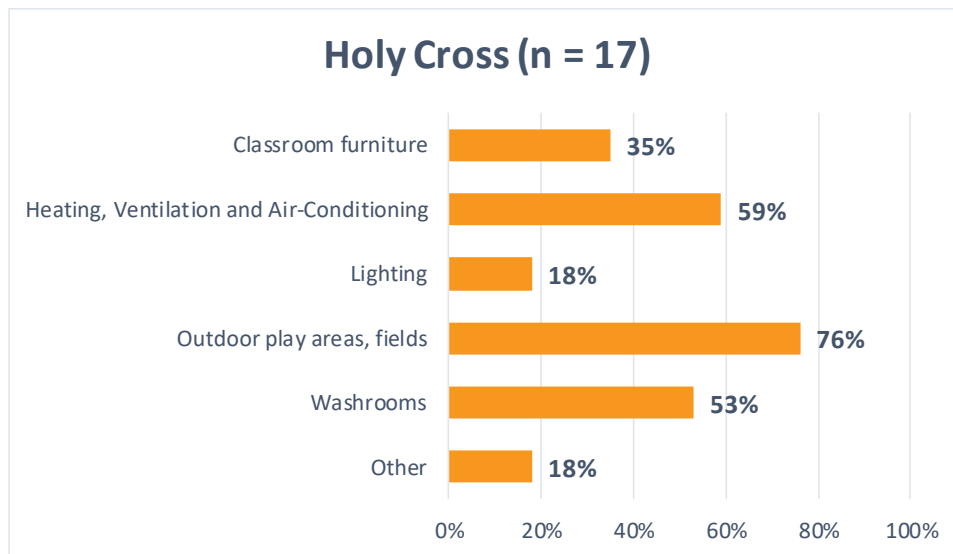
Outdoor equipment is needed to stimulate play. Investment in flexible seating for all students.

Space for ESL instruction

stairwell railings are broken fixed with tap??, broken doors

Holy Cross:

Overall, 50% of the respondents from Holy Cross felt *satisfied* or *very satisfied* with the school's facilities. A breakdown of what building components should be invested in is below.



Holy Cross: 'Other' comments:

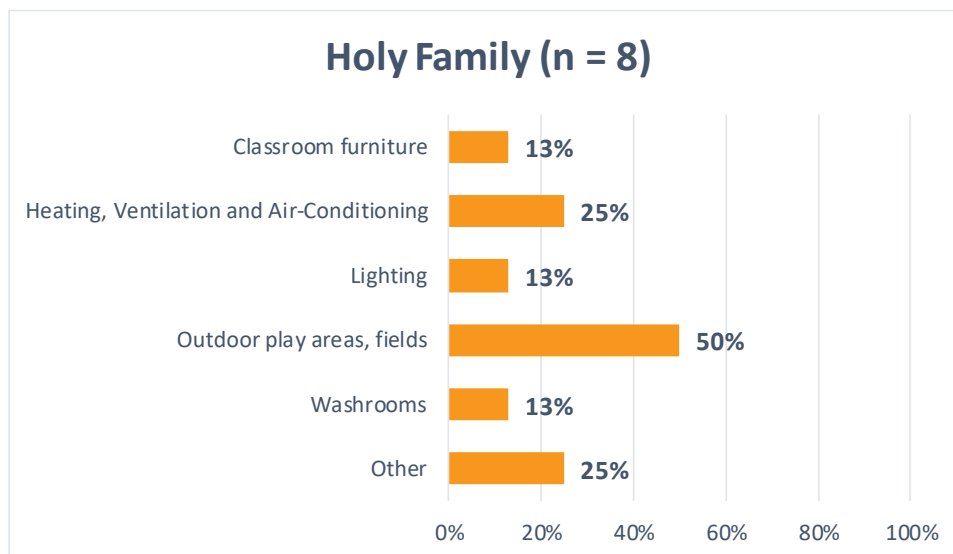
Holy Cross should be replaced with a new school with up to date/modern facilities

New staff room chairs

Snuzzle room

Holy Family:

Overall, 50% of the respondents from Holy Family felt *satisfied* or *very satisfied* with the school's facilities. A breakdown of what building components should be invested in is below.



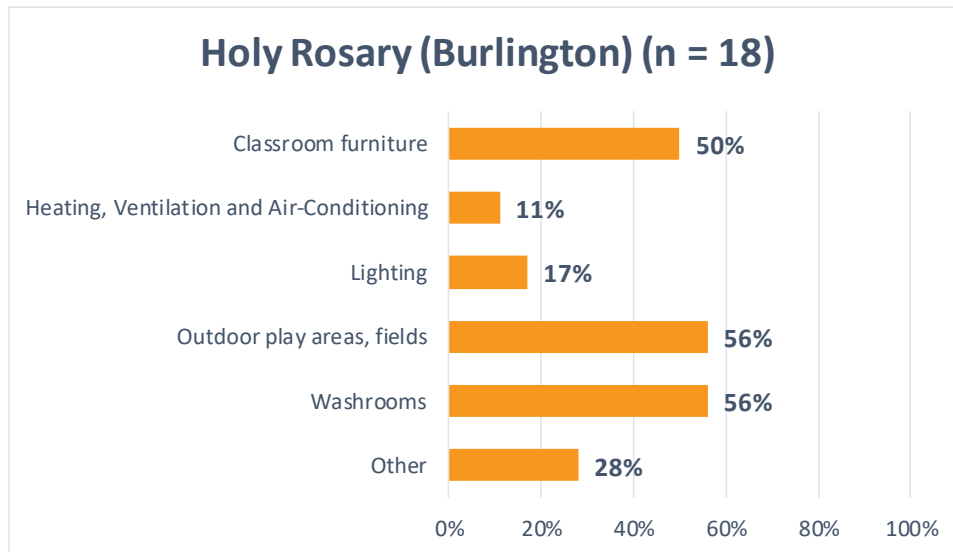
Holy Family: 'Other' comments:

School programs such as raz kids

SK/JK are fenced in with a sandbox. There is nothing to play with outside. It's quite a shame comparing to other schools.

Holy Rosary (Burlington):

Overall, the majority of the respondents from Holy Rosary (Burlington) felt *satisfied* or *very satisfied* with the school's facilities (67%). A breakdown of what building components should be invested in is below.



Holy Rosary (Burlington): 'Other' comments:

Immunization/Vaccinations Education and awareness

technology/computers

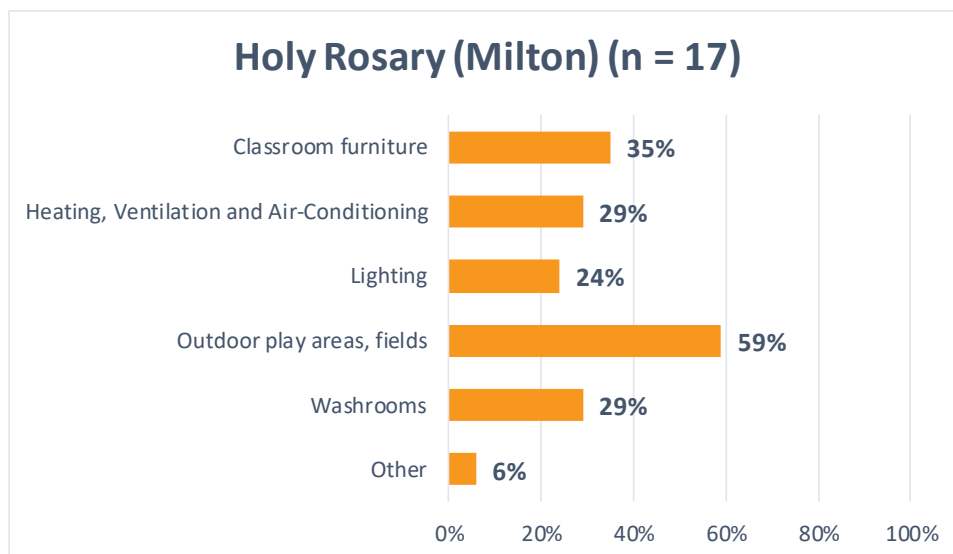
Water fountains

Water pipes old; high levels of lead

Water quality

Holy Rosary (Milton):

Overall, the majority of the respondents from Holy Rosary (Milton) felt *satisfied* or *very satisfied* with the school's facilities (83%). A breakdown of what building components should be invested in is below.

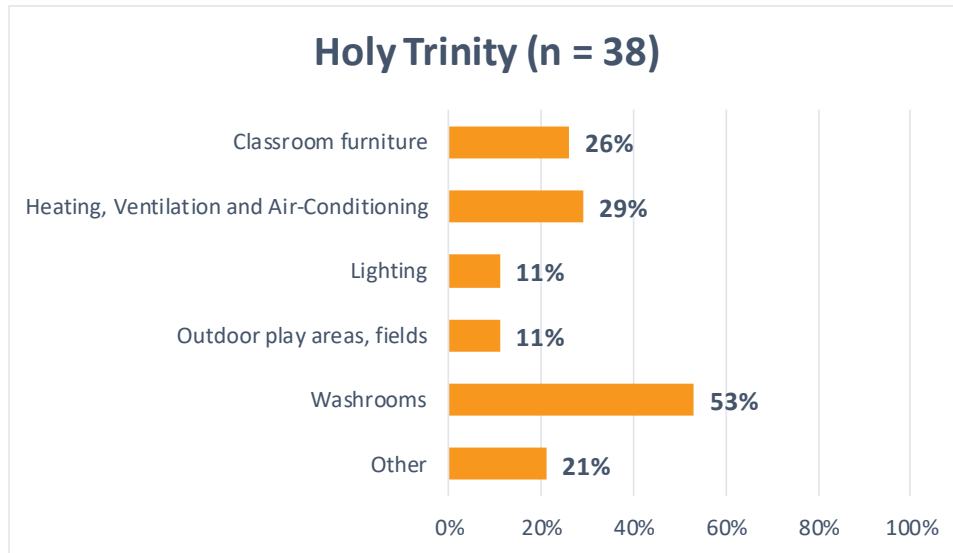


Holy Rosary (Milton): 'Other' comments:

science and math labs are an investment as part of STEM that should be in our schools now

Holy Trinity:

Overall, the majority of the respondents from Holy Trinity felt *satisfied* or *very satisfied* with the school's facilities (86%). A breakdown of what building components should be invested in is below.



Holy Trinity: 'Other' comments:

Classroom, special ed maintenance broken windows, leaking roof etc,
Maybe off topic, but recycling, garbage, and compost bins are dumped together by night custodians. Defeats purpose of recycling as it becomes contaminated. REAL recycling initiatives needed for environmental stewardship.

more areas geared towards kids with anxiety

None.

Painting classrooms

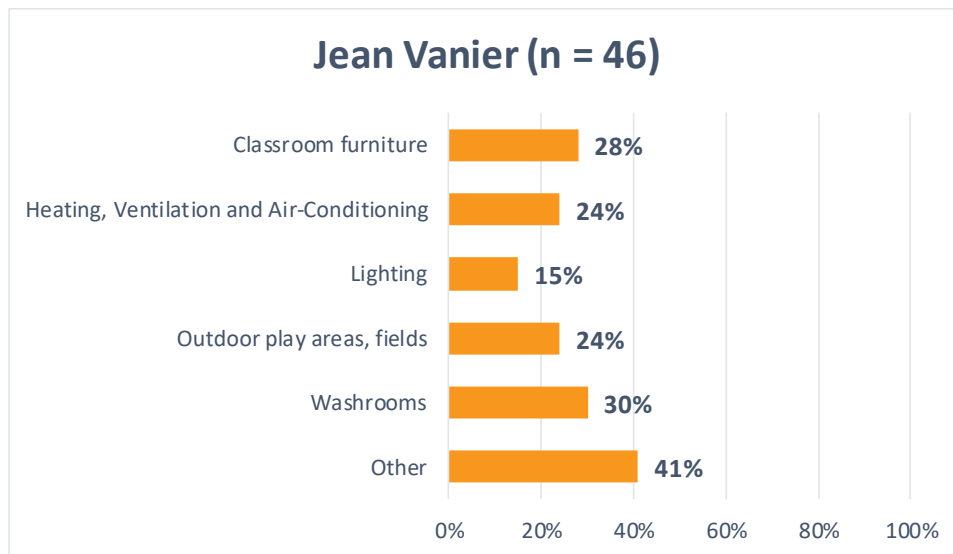
Robotics and STEM funding

The washrooms at Holy Trinity are AWFUL! There are not enough Science Lab rooms for the number of science classes at Holy Trinity.

Theatre roof leaks. Energy efficient windows in library (drafty). Energy efficient lighting throughout.

Jean Vanier:

Overall, the majority of the respondents from Jean Vanier felt *satisfied* or *very satisfied* with the school's facilities (73%). A breakdown of what building components should be invested in is below.



Jean Vanier: 'Other' comments:

Buildings instead of over 35 portables

Buildings instead of over 35 portables

Extension of building. Students are in portables

I think the school looks just fine, well maintained.

Individual lockers for students. Sharing lockers, especially during the winter months is not acceptable.

JV is just too small for the population it houses

Less use of portables for learning

More shelves in the library and more areas for activities for teens

Most classes are too bright which make some students feel tired. Also the morning music should be of relaxing mood not speedy mood.

Need to build another Catholic Secondary school in Milton. That is most needed.

None

Please change the name as well

Safety. With such a large population, we need better safety equipment such as student drop off signage and zones, better camera software (current system fails often), signage requesting students to stay to the right in hallways and stairs,...

Space in general. The school is overcrowded.

The school is overcrowded

They need more room

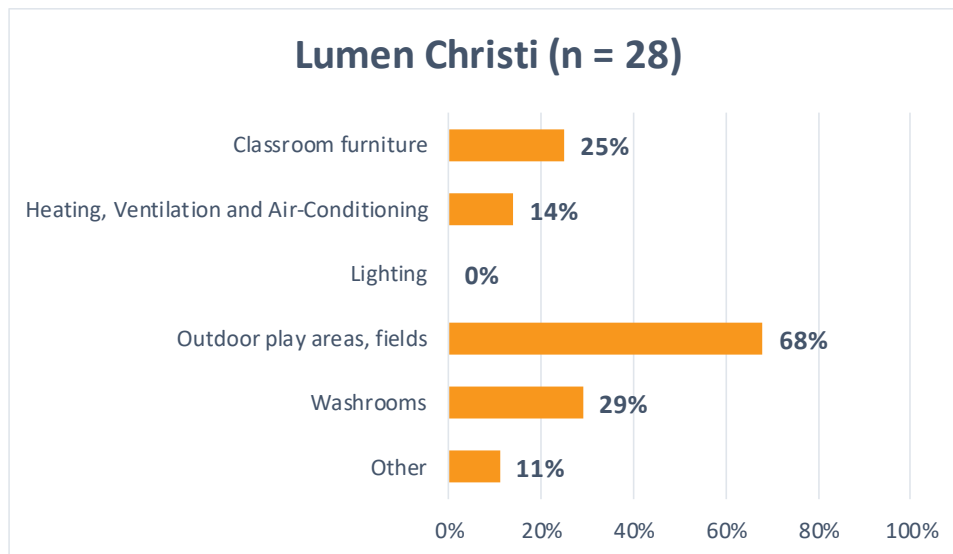
This is a relatively ne school, why are so many classes taking place in the portable.

Too many portables

Wish the school had less portables. I don't understand the reason for having them.

Lumen Christi:

Overall, the majority of the respondents from Lumen Christi felt *satisfied* or *very satisfied* with the school's facilities (94%). A breakdown of what building components should be invested in is below.

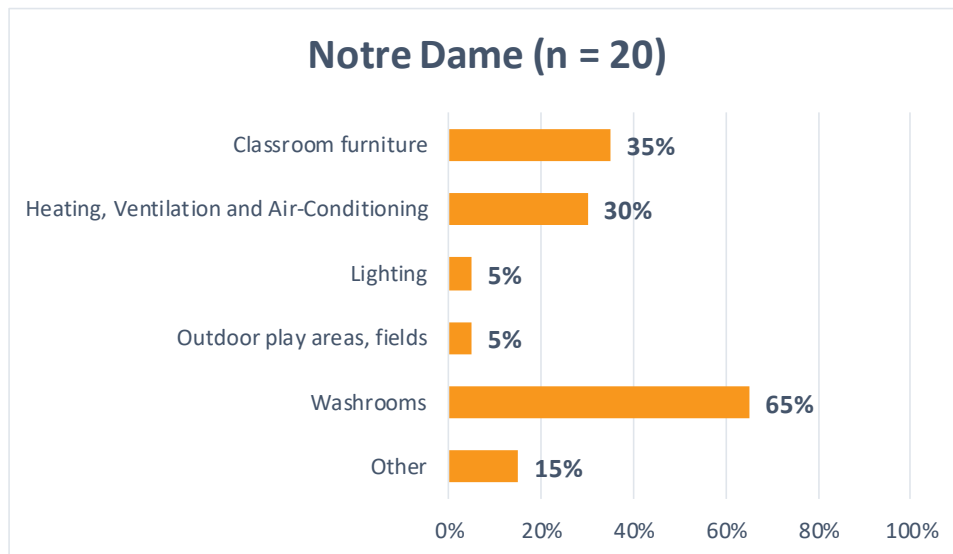


Lumen Christi: 'Other' comments:

my child is in a portable. I do not think it is up to the standard of a classroom. too limited space
 Portables (More classrooms as numbers grow)
 Special Education Classrooms

Notre Dame:

Overall, the majority of the respondents from Notre Dame felt *satisfied* or *very satisfied* with the school's facilities (81%). A breakdown of what building components should be invested in is below.

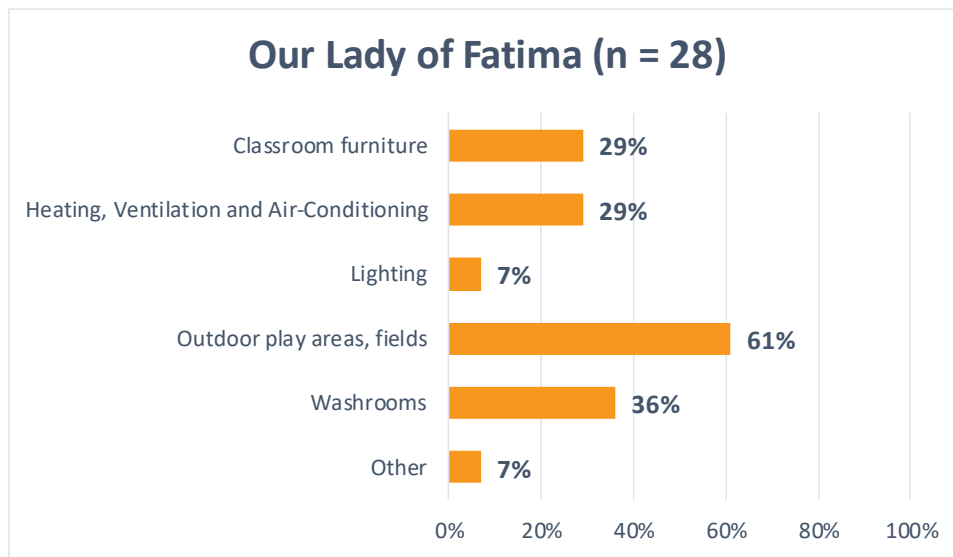


Notre Dame: 'Other' comments:

eliminating portables
 Exterior-front lawn, gardens
 resources - French

Our Lady of Fatima:

Overall, the majority of the respondents from Our Lady of Fatima felt *satisfied* or *very satisfied* with the school's facilities (80%). A breakdown of what building components should be invested in is below.

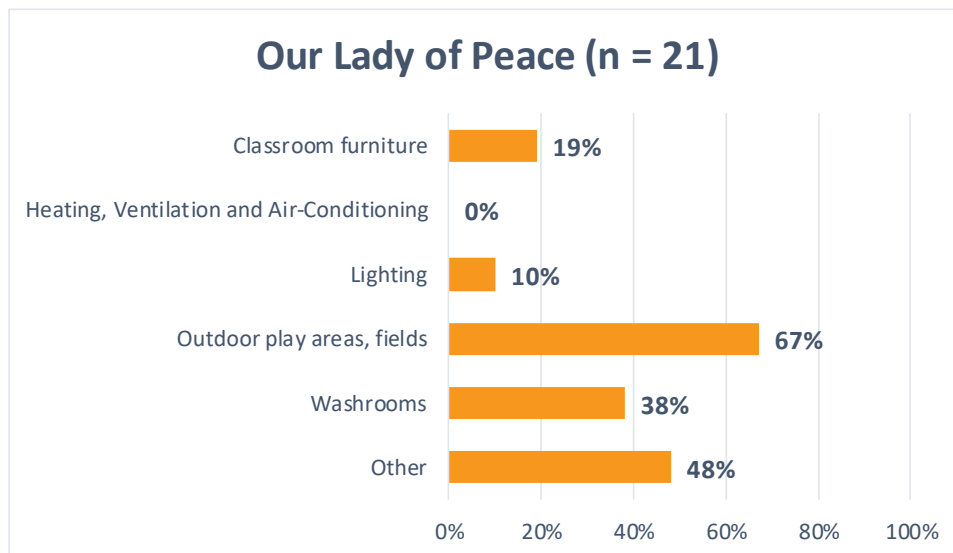


Our Lady of Fatima: 'Other' comments:

- Classrooms
- Teachers

Our Lady of Peace:

Overall, the majority of the respondents from Our Lady of Peace felt *satisfied* or *very satisfied* with the school's facilities (67%). A breakdown of what building components should be invested in is below.



Our Lady of Peace: 'Other' comments:

- Fencing around the entire playground for safety
- Music equipment and resources
- New technology

Number of classrooms

On numerous occasions there has been large debris in and around the kindergarten play area that took weeks to be cleaned up. There has been a large branch most recently leaning up against the school fence at kindergarten play area that has been there for numerous days. Halloween time there was a broken pumpkin left in the play area for weeks. The exterior play areas need to be kept in a clean and safe manner especially where the smaller children play.

Programming ie. instruments/ resources

There is no play structure for children grades 1-8

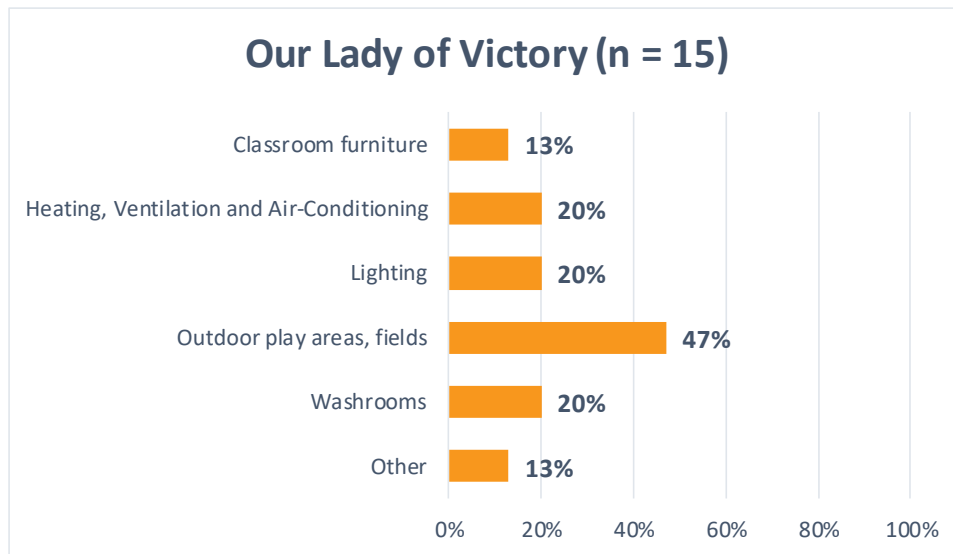
water dispenser

West side parking lot is very dark and dangerous during winter evenings when it is very dark. This is also the side where the daycare and kindergarten kids come out of.

West side parking lot is very dark and dangerous during winter evenings when it is very dark. This is also the side where the daycare and kindergarten kids come out of.

Our Lady of Victory:

Overall, the majority of the respondents from Our Lady of Victory felt *satisfied* or *very satisfied* with the school's facilities (60%). A breakdown of what building components should be invested in is below.



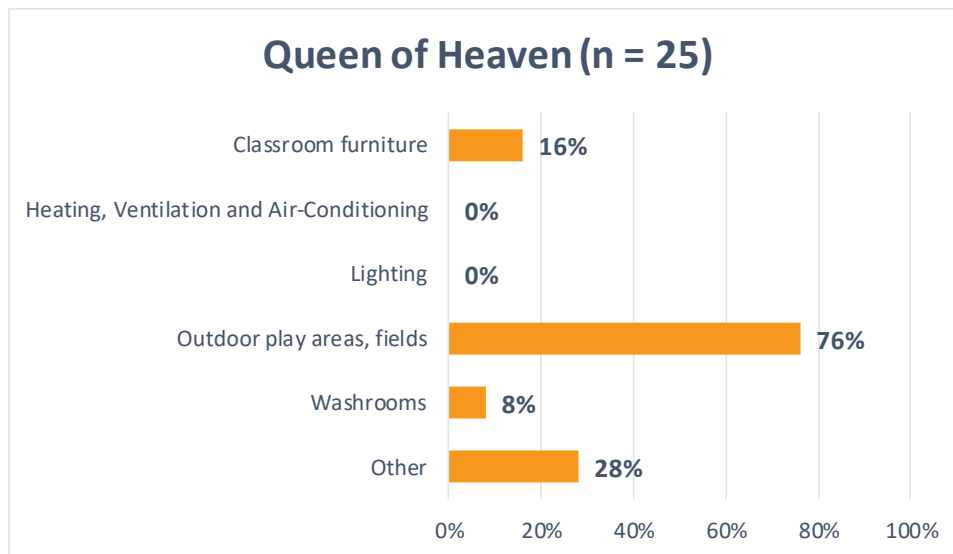
Our Lady of Victory: 'Other' comments:

None

you removed the baseball field!!!!!! WHY????

Queen of Heaven:

Overall, the majority of the respondents from Queen of Heaven felt *satisfied* or *very satisfied* with the school's facilities (96%). A breakdown of what building components should be invested in is below.

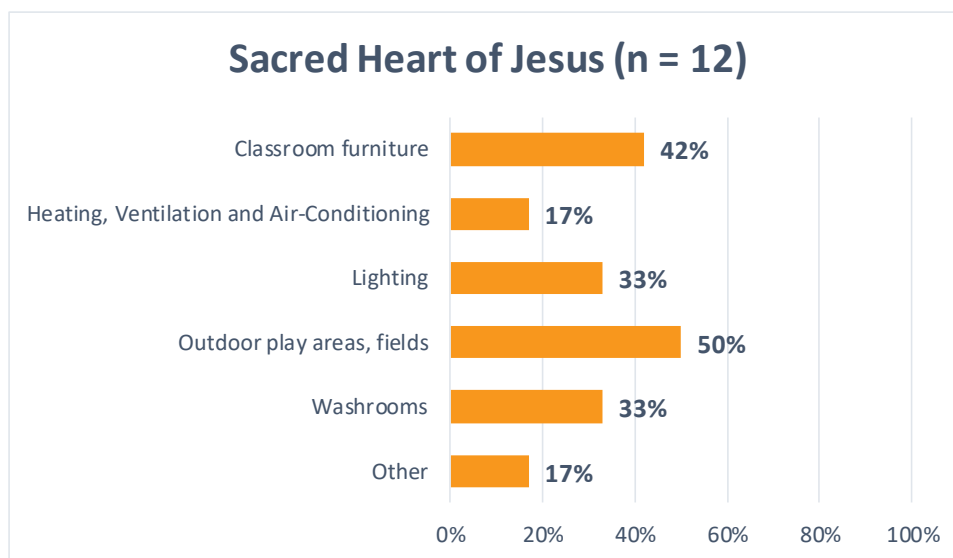


Queen of Heaven: 'Other' comments:

- Any possibility of having a cafeteria in the school?
- Less portables, allow children to play on the grass.
- more hooks, portacabin to be avoided or improved
- Need more computers and tablets or to encourage E-learning.
- nothing needs upgrading
- Noticing rust in a number of the stairwells due to wear and tear. This should not be the case from a school that is a newer facility.

Sacred Heart of Jesus:

Overall, the majority of the respondents from Sacred Heart of Jesus felt *satisfied* or *very satisfied* with the school's facilities (77%). A breakdown of what building components should be invested in is below.

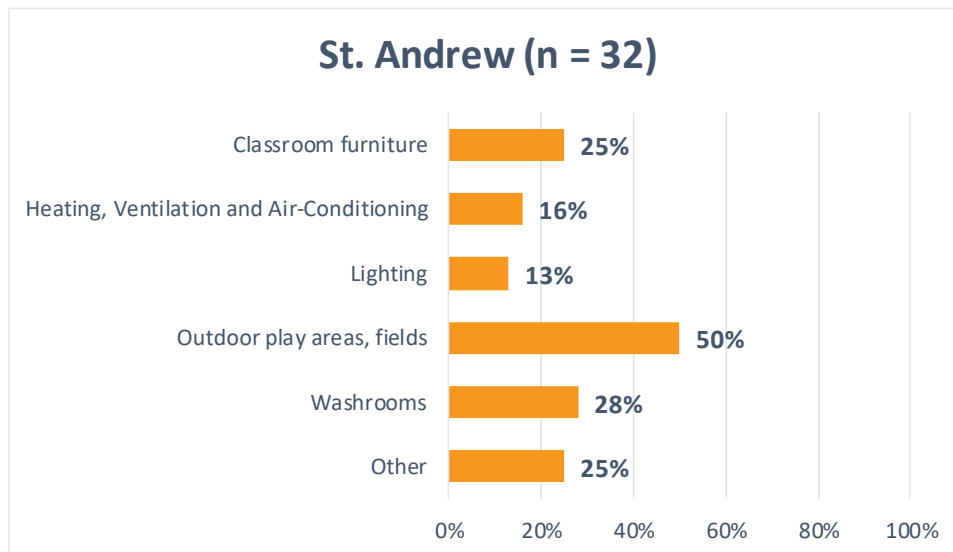


Sacred Heart of Jesus: 'Other' comments:

- Energy efficient bulb products including lighting control with dimmers at classroom level
- Lockers

St. Andrew:

Overall, the majority of the respondents from St. Andrew felt *satisfied* or *very satisfied* with the school's facilities (72%). A breakdown of what building components should be invested in is below.



St. Andrew: 'Other' comments:

How about bigger or more schools? My grade 6 kids have been in portables for years now. It would be nice if they got a classroom in the school. I'm not a fan of portables at all!

How about bigger or more schools? My grade 6 kids have been in portables for years now. It would be nice if they got a classroom in the school. I'm not a fan of portables at all!

Portables need lockers or dedicated one portable for lockers

Portables need renovation.

St Andrews has portables from overcrowding yet St Margerite is underutilized. Rebalancing is required

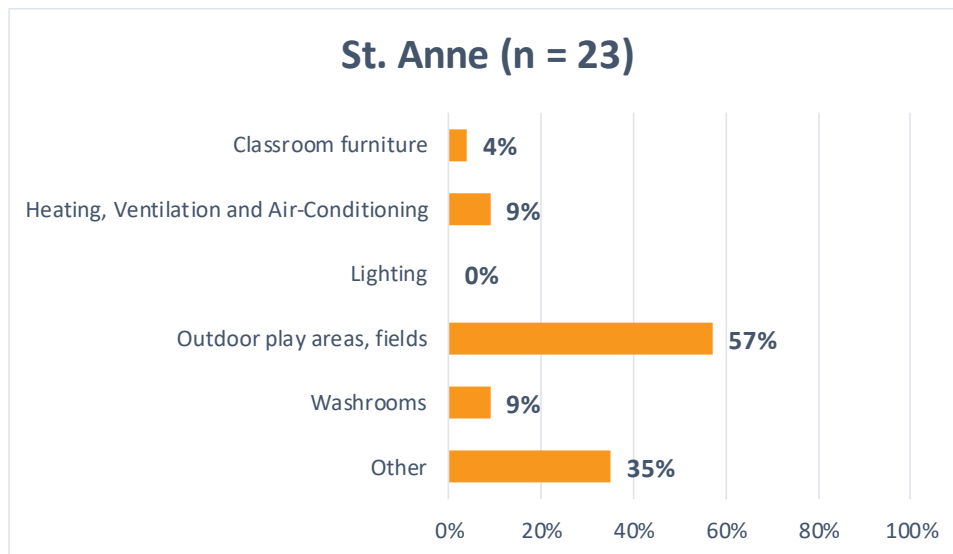
Too many portables; portables not in great condition and not always conducive to learning

Ventilation is really bad. Kids complain of headaches every day

We must have a decent playground area for our younger kids. They don't have anything to play with when they are outside.

St. Anne:

Overall, the majority of the respondents from St. Anne felt *satisfied* or *very satisfied* with the school's facilities (80%). A breakdown of what building components should be invested in is below.

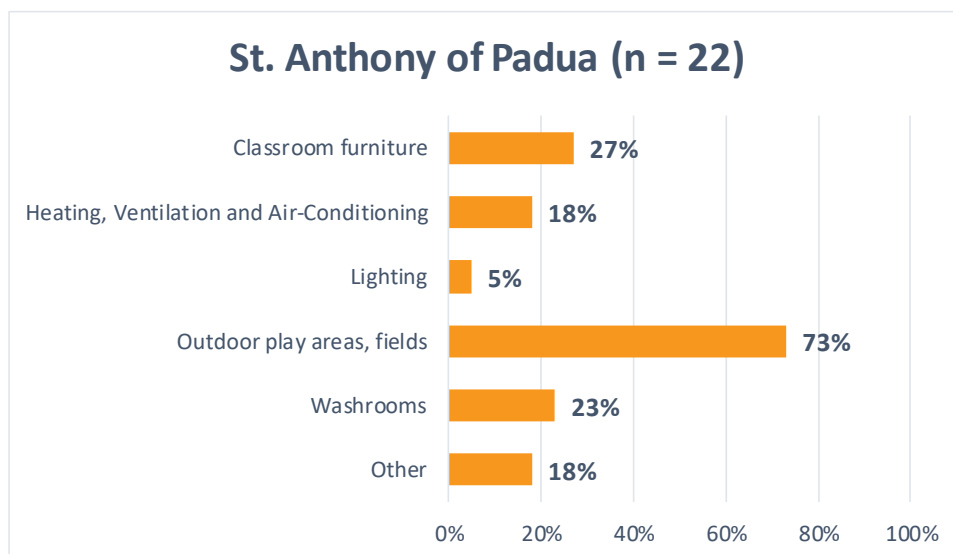


St. Anne: 'Other' comments:

- Additional classrooms
- Cleaning (especially FDK washrooms multiple times a day)
- Do not know
- overall school building size. stage has been converted to classroom. many portables take up much of already small playground for the large number of students
- Size of classroom (especially JK and SK) seems too small to accommodate the amount of children expected to be in there.
- Teachers
- The portables are not the best. So crowded and awful ventilation.

St. Anthony of Padua:

Overall, the majority of the respondents from St. Anthony of Padua felt *satisfied* or *very satisfied* with the school's facilities (78%). A breakdown of what building components should be invested in is below.



St. Anthony of Padua: 'Other' comments:

It is too bad that the school has to have so many portables. Can we invest in a time machine, go back and build a bigger school?

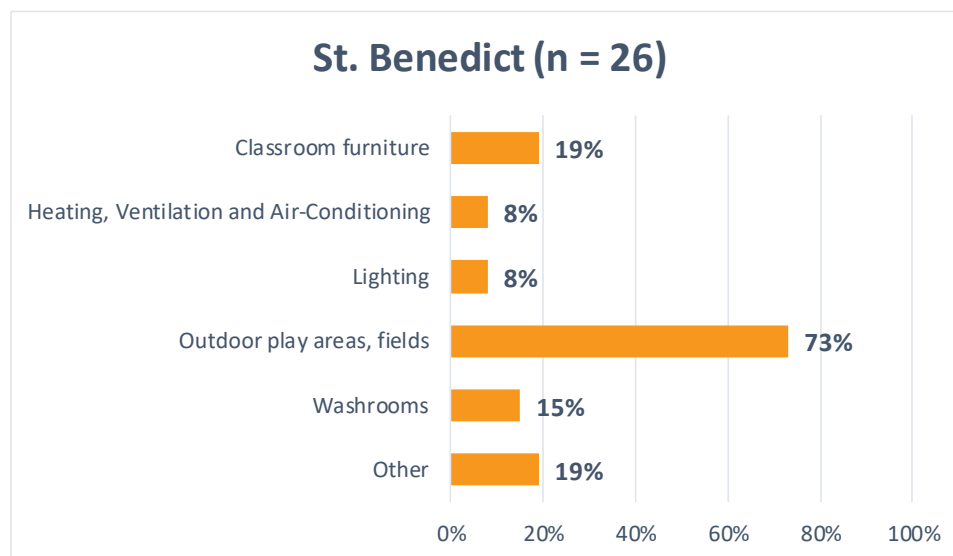
Teacher technology

the fdk children all have wonderful playgrounds however gates dont work properly and take forever to be fixed. the older children have nothing but pavement.

Too many rules in playground, not enough play equipment. No bouncing balls outside?? WT...?

St. Benedict:

Overall, the majority of the respondents from St. Benedict felt *satisfied* or *very satisfied* with the school's facilities (89%). A breakdown of what building components should be invested in is below.



St. Benedict: 'Other' comments:

It might be easier if there's washroom from the kids that are in portable, but pls not the portable washroom.

More classrooms no more portals

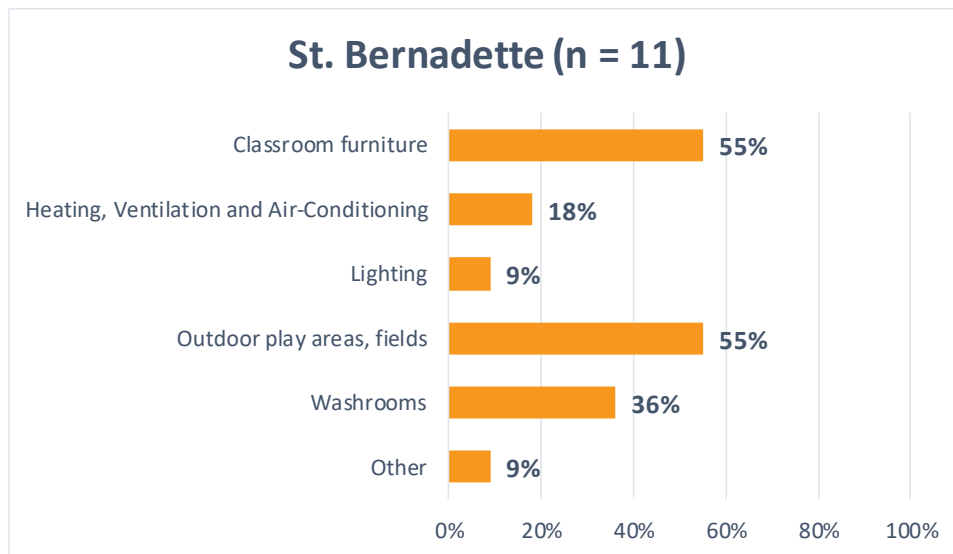
more special teachers

none - It needs to have things removed and sold off for money. Why is the school so overly architectural?

School too small

St. Bernadette:

Overall, the majority of the respondents from St. Bernadette felt *satisfied* or *very satisfied* with the school's facilities (85%). A breakdown of what building components should be invested in is below.

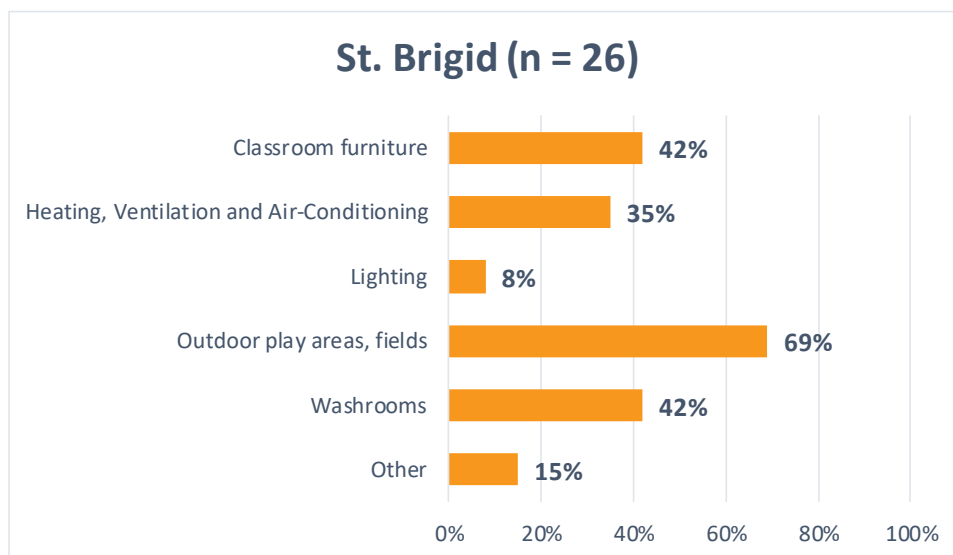


St. Bernadette: 'Other' comments:

Extra activities for all community

St. Brigid:

Overall, the majority of the respondents from St. Brigid felt *satisfied* or *very satisfied* with the school's facilities (79%). A breakdown of what building components should be invested in is below.



St. Brigid: 'Other' comments:

Get rid of portables and expand the school size to accommodate all kids.

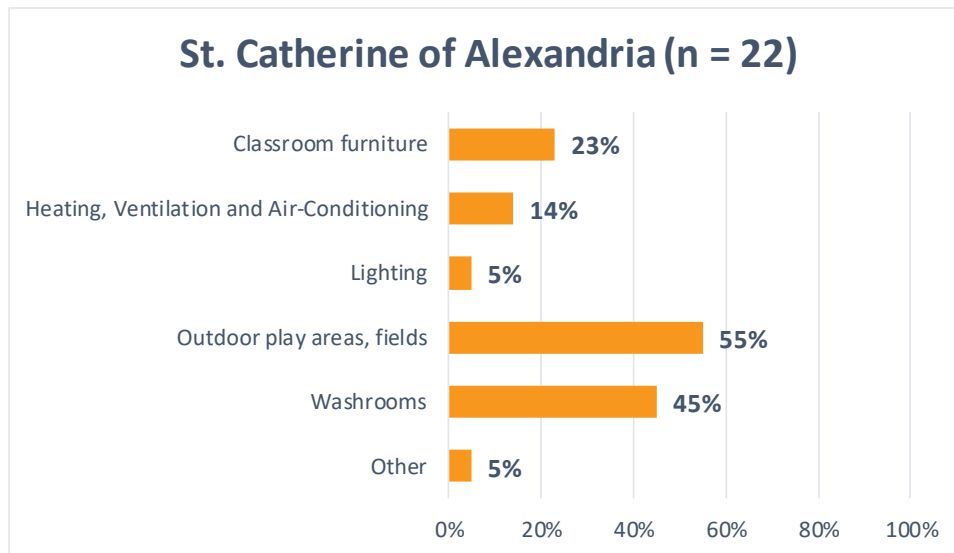
Replace portables.

Too many portables.

where's the option for none? this survey is already skewed and should be considered invalid

St. Catherine of Alexandria:

Overall, the majority of the respondents from St. Catherine of Alexandria felt *satisfied* or *very satisfied* with the school's facilities (68%). A breakdown of what building components should be invested in is below.

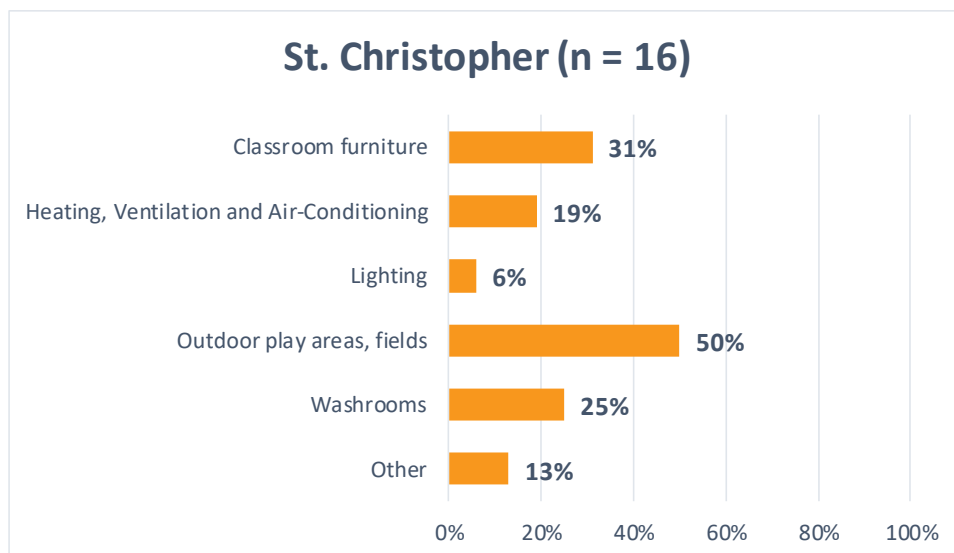


St. Catherine of Alexandria: 'Other' comments:

wifi, laptops

St. Christopher:

Overall, the majority of the respondents from St. Christopher felt *satisfied* or *very satisfied* with the school's facilities (88%). A breakdown of what building components should be invested in is below.



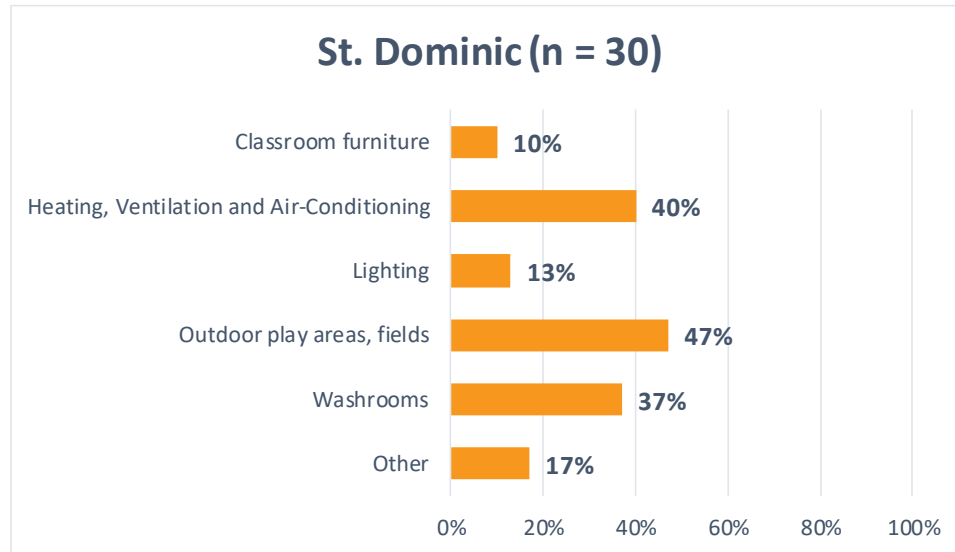
St. Christopher: 'Other' comments:

Plumbing in washrooms smell

School looks great take that budget and spend it on more support for kids who need it.

St. Dominic:

Overall, 44% of the respondents from St. Dominic felt *satisfied* or *very satisfied* with the school's facilities. A breakdown of what building components should be invested in is below.



St. Dominic: 'Other' comments:

Heating inconsistencies/ lack of proper ventilation

Heating inconsistencies/ lack of proper ventilation

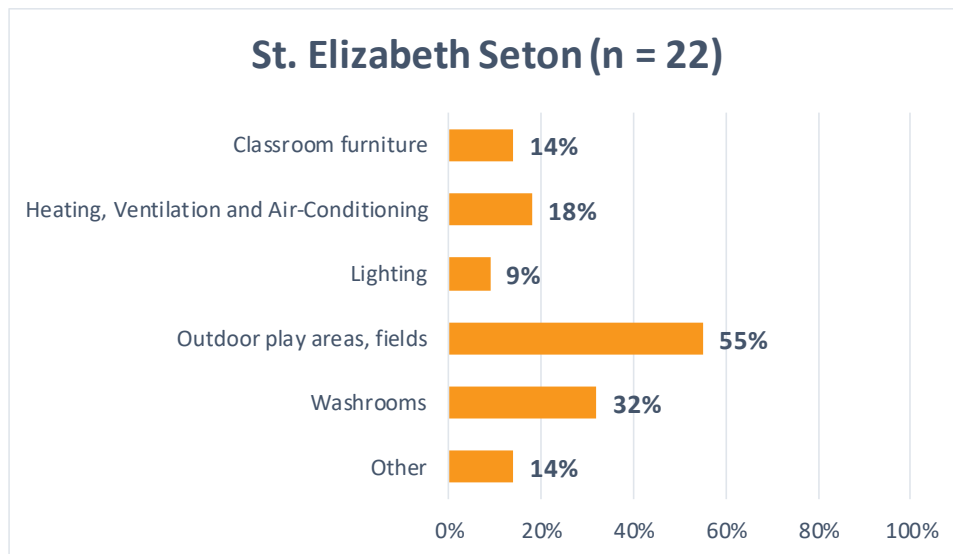
Inconsistent heating/ limited ventilation often creates an uncomfortable classroom climate.

plumbing

Rather than spending money on Aesthetic improvements we need to ensure the school is safe from mold or any other environmental hazards.

St. Elizabeth Seton:

Overall, the majority of the respondents from St. Elizabeth Seton felt *satisfied* or *very satisfied* with the school's facilities (96%). A breakdown of what building components should be invested in is below.

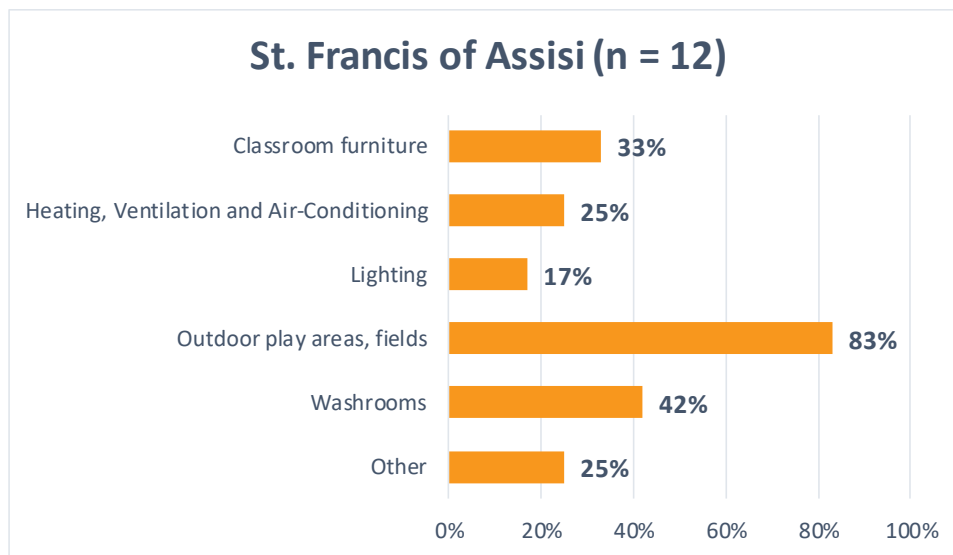


St. Elizabeth Seton: 'Other' comments:

- None
- Parking Lots
- technology

St. Francis of Assisi:

Overall, 50% of the respondents from St. Francis of Assisi felt *satisfied* or *very satisfied* with the school's facilities. A breakdown of what building components should be invested in is below.



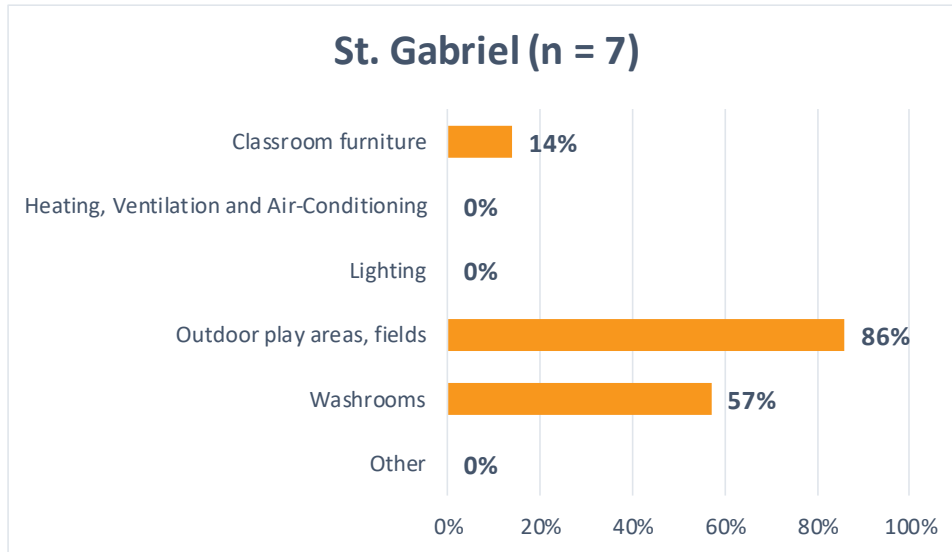
St. Francis of Assisi: 'Other' comments:

- Report cards and teaching kids
- It is an older facility
- Stop asking the parents to donate toilet paper. The funds allocated to the school board are for such things. In the chart it says 82 percent of the money goes directly to the students but I say 81

percent of that is towards teachers salaries. Enough is enough. Teachers make more than the median income of the people that pay their salaries!!!

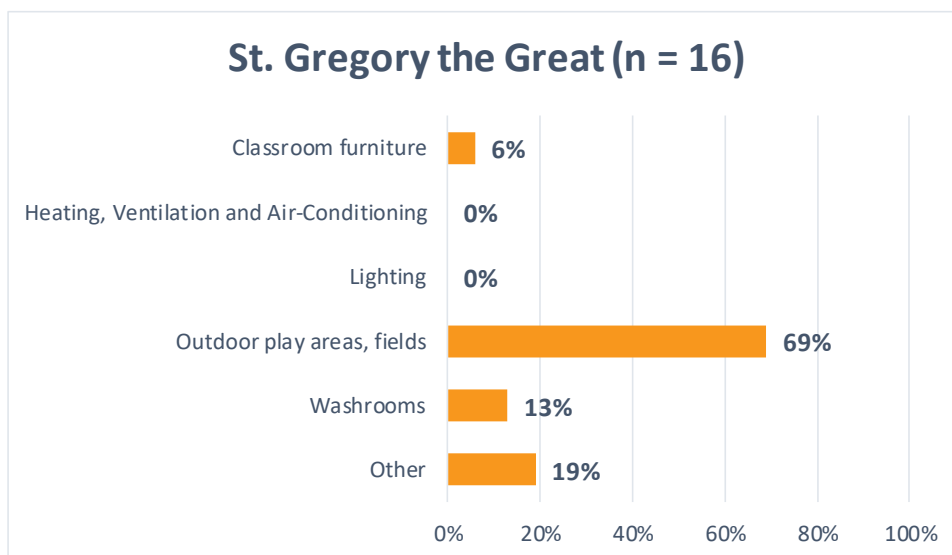
St. Gabriel:

Overall, the majority of the respondents from St. Gabriel felt *satisfied or very satisfied* with the school's facilities (75%). A breakdown of what building components should be invested in is below.



St. Gregory the Great:

Overall, the majority of the respondents from St. Gregory the Great felt *satisfied or very satisfied* with the school's facilities (82%). A breakdown of what building components should be invested in is below.

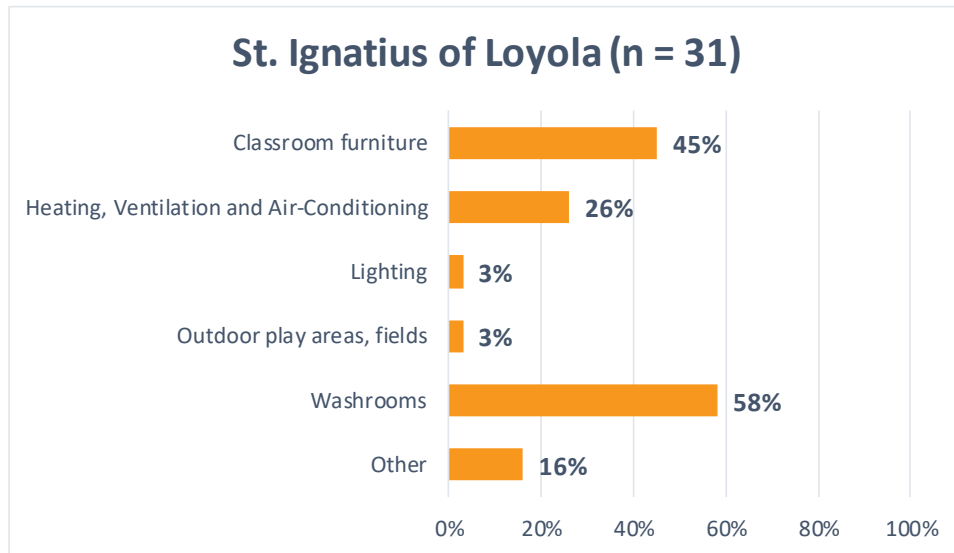


St. Gregory the Great: 'Other' comments:

- Parking lot
- Parking lot configuration

St. Ignatius of Loyola:

Overall, the majority of the respondents from St. Ignatius of Loyola felt *satisfied or very satisfied* with the school's facilities (84%). A breakdown of what building components should be invested in is below.



St. Ignatius of Loyola: 'Other' comments:

Classroom technology

Computers

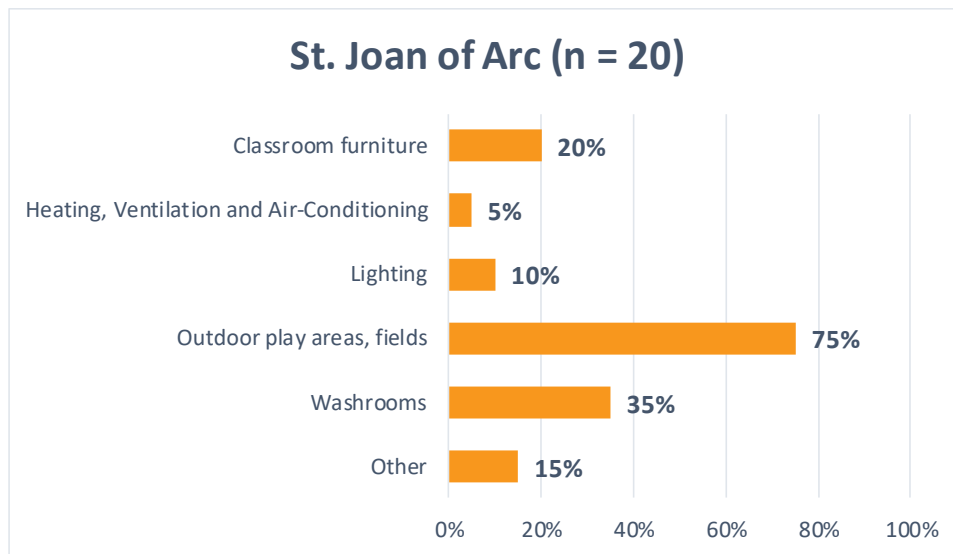
Extra activities for all community

none

Security surveillance

St. Joan of Arc:

Overall, the majority of the respondents from St. Joan of Arc felt *satisfied or very satisfied* with the school's facilities (75%). A breakdown of what building components should be invested in is below.

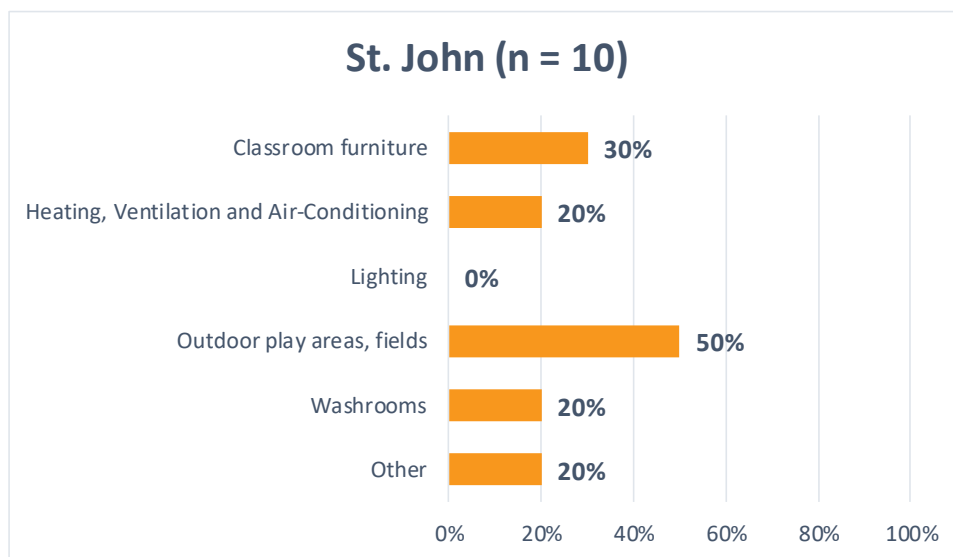


St. Joan of Arc: 'Other' comments:

Computer lab
Computers

St. John:

Overall, 50% of the respondents from St. John felt *satisfied or very satisfied* with the school's facilities. A breakdown of what building components should be invested in is below.

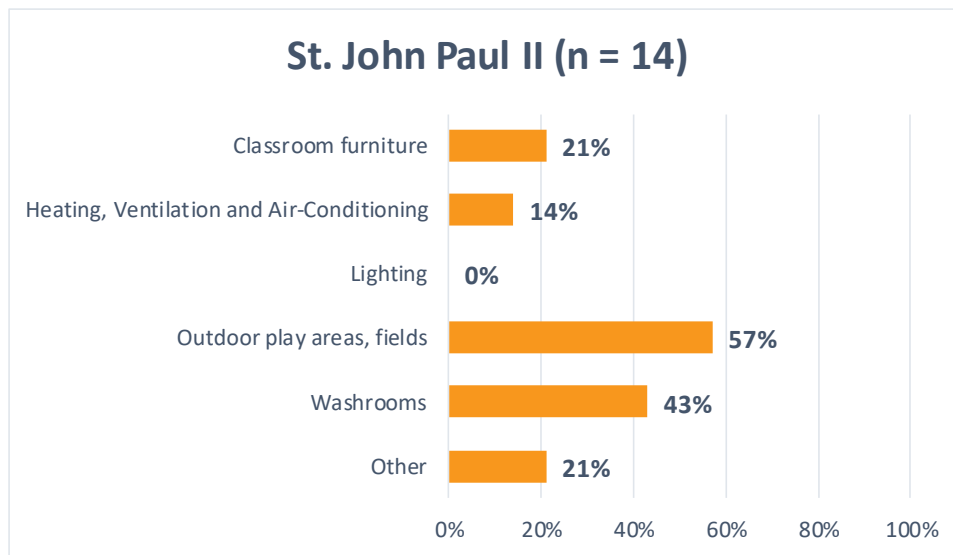


St. John: 'Other' comments:

Everything
Library needs to be revamped to make it more inviting and useful.

St. John Paul II:

Overall, the majority of the respondents from St. John Paul II felt *satisfied or very satisfied* with the school's facilities (79%). A breakdown of what building components should be invested in is below.

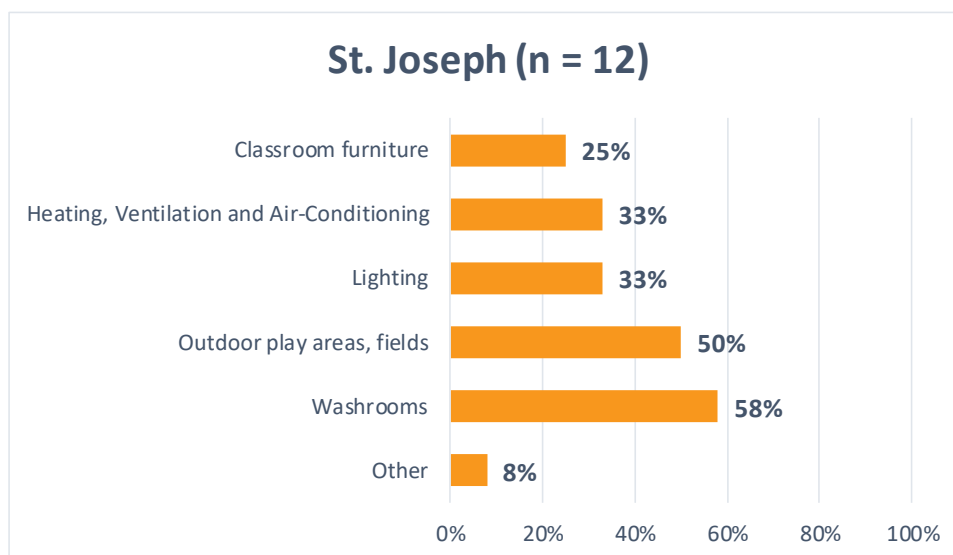


St. John Paul II: 'Other' comments:

computer facilities, laptops, iPads etc
 Investments in things that help kids learn. Computer coding courses, STEM speakers, etc.
 My children tell me that the bathrooms are quite dirty and doors are broken. They do not like using the washrooms at school.

St. Joseph:

Overall, 50% of the respondents from St. Joseph felt *satisfied or very satisfied* with the school's facilities. A breakdown of what building components should be invested in is below.

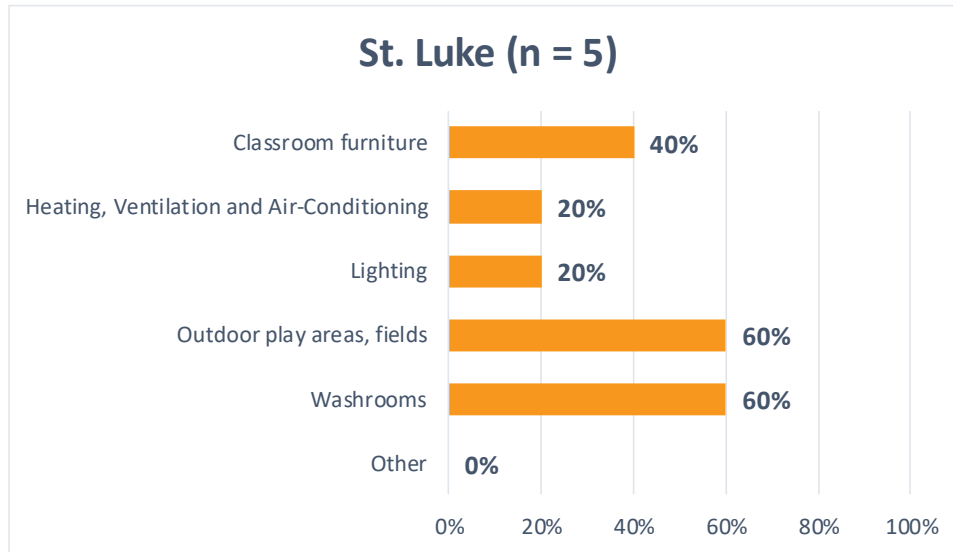


St. Joseph: 'Other' comments:

They took the playground down and did not replace it with a better outside play structure which all other schools in acton have

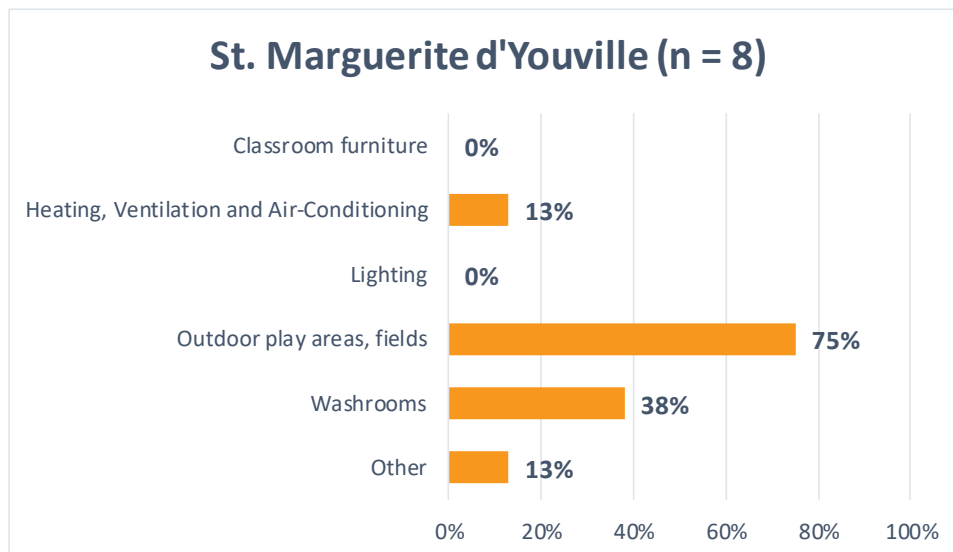
St. Luke:

Overall, the majority of the respondents from St. Luke felt *satisfied or very satisfied* with the school's facilities (83%). A breakdown of what building components should be invested in is below.



St. Marguerite d'Youville:

Overall, all of the respondents from St. Marguerite d'Youville felt *satisfied or very satisfied* with the school's facilities (100%). A breakdown of what building components should be invested in is below.

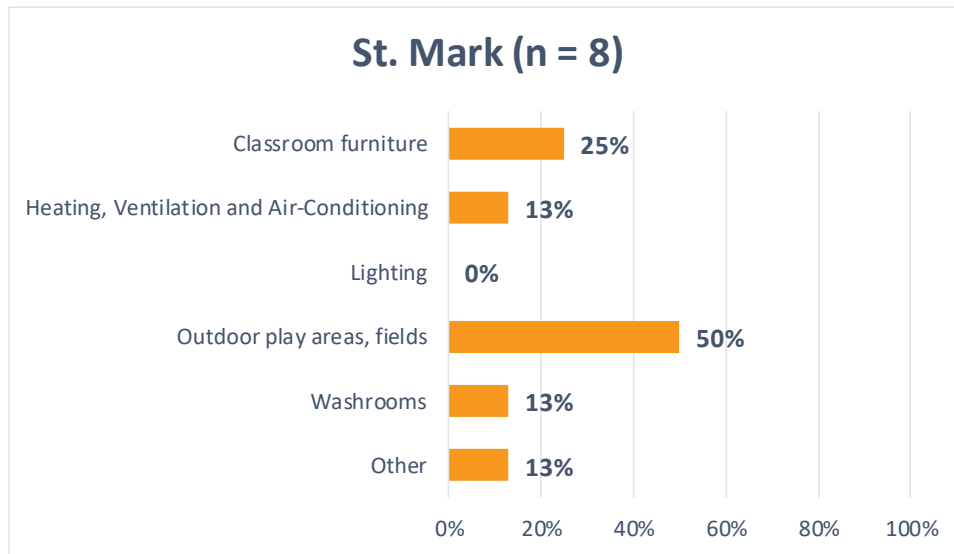


St. Marguerite d'Youville: 'Other' comments:

Not familiar enough with premises to opine

St. Mark:

Overall, the majority of the respondents from St. Mark felt *satisfied or very satisfied* with the school's facilities (88%). A breakdown of what building components should be invested in is below.

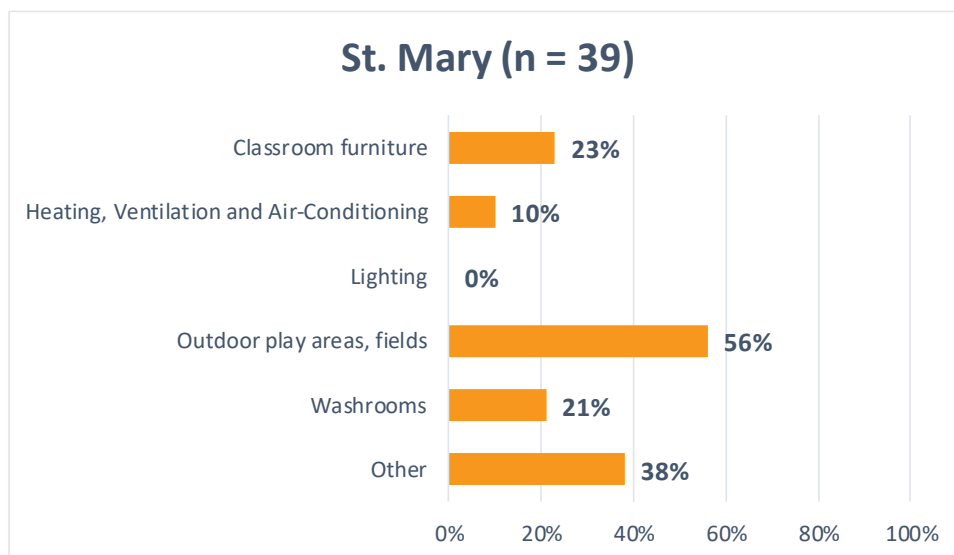


St. Mark: 'Other' comments:

N/A - our school has newly renovated facilities

St. Mary:

Overall, the majority of the respondents from St. Mary felt *satisfied or very satisfied* with the school's facilities (67%). A breakdown of what building components should be invested in is below.



St. Mary: 'Other' comments:

Adjustable fence/gates around school property similar to other schools in the area to deter individuals that don't have school facility. Such as during school outdoor activities (recess and lunch)

At maximum with portables - should consider building an addition to accommodate more classrooms given the recent EFI Expansion approval.

Computers

Diagnose safety components around how the overpopulation due to French immersion is impacting traffic, safety in the parking lot, inclusiveness of all kids in school activities, etc.

Extra building...no portables

Heating for the external rooms

none

Portables

Portables equipped with student locker or alternative

School is less than 10 y.o. and already 6 portables. Growth was severely underestimated, something needs to be done

Sports, computers

Technology-Google Chrome Books

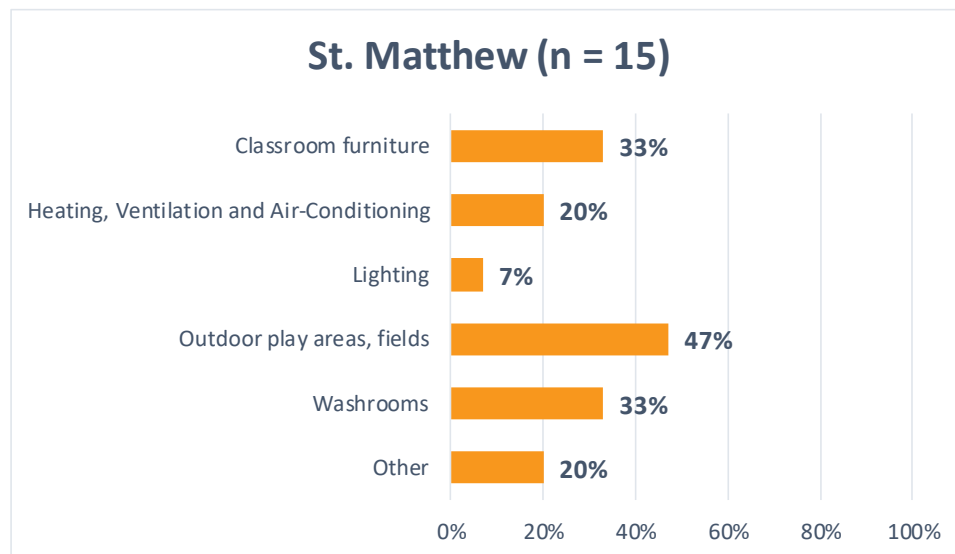
Too many portables

Too many portables

We need more classrooms an less portables. My daughter has been 2 yrs in a row in a portable. I believe a classroom with locker will help her be more organized.

St. Matthew:

Overall, the majority of the respondents from St. Matthew felt *satisfied or very satisfied* with the school's facilities (80%). A breakdown of what building components should be invested in is below.



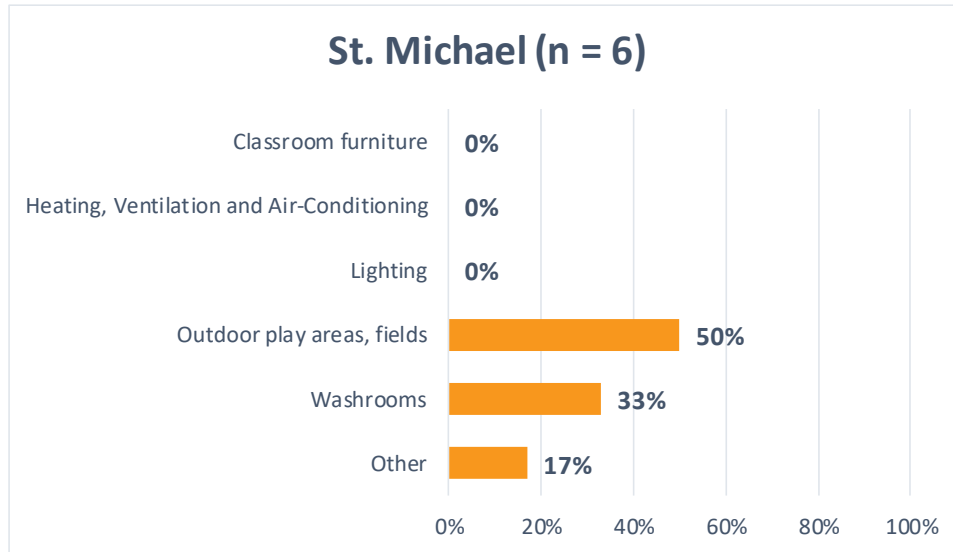
St. Matthew: 'Other' comments:

Computer lab

Lockers

St. Michael:

Overall, the majority of the respondents from St. Michael felt *satisfied or very satisfied* with the school's facilities (67%). A breakdown of what building components should be invested in is below.

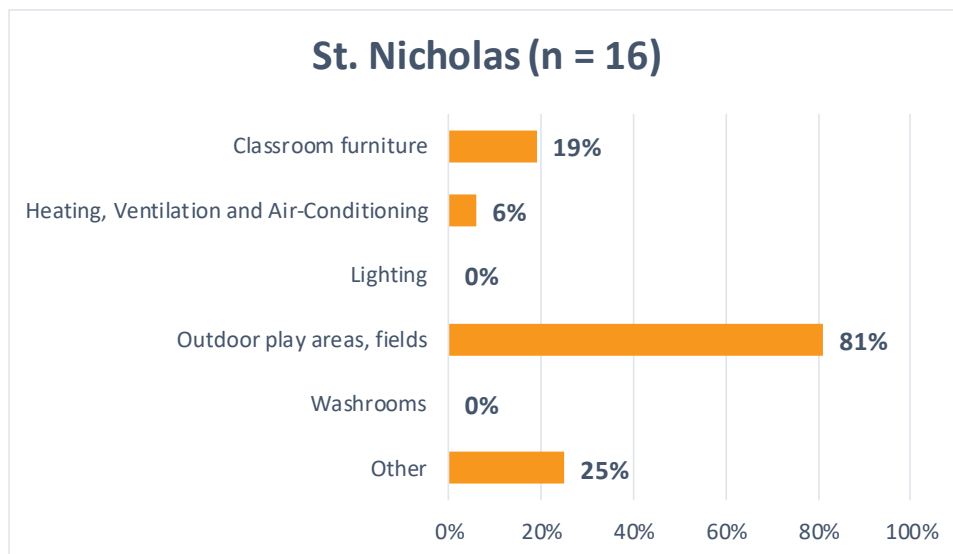


St. Michael: 'Other' comments:

none.

St. Nicholas:

Overall, the majority of the respondents from St. Nicholas felt *satisfied or very satisfied* with the school's facilities (81%). A breakdown of what building components should be invested in is below.



St. Nicholas: 'Other' comments:

None.. It s a new school

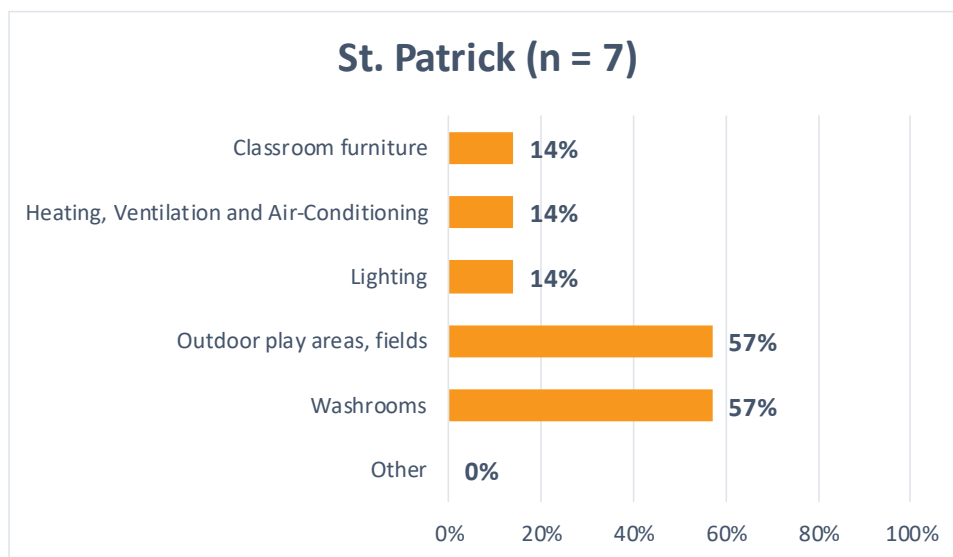
Sensory room or a padded room for children with challenging behaviours

Technology

This is a brand new school so facilities are excellent however I think the school would benefit from some trees planted in the yard.

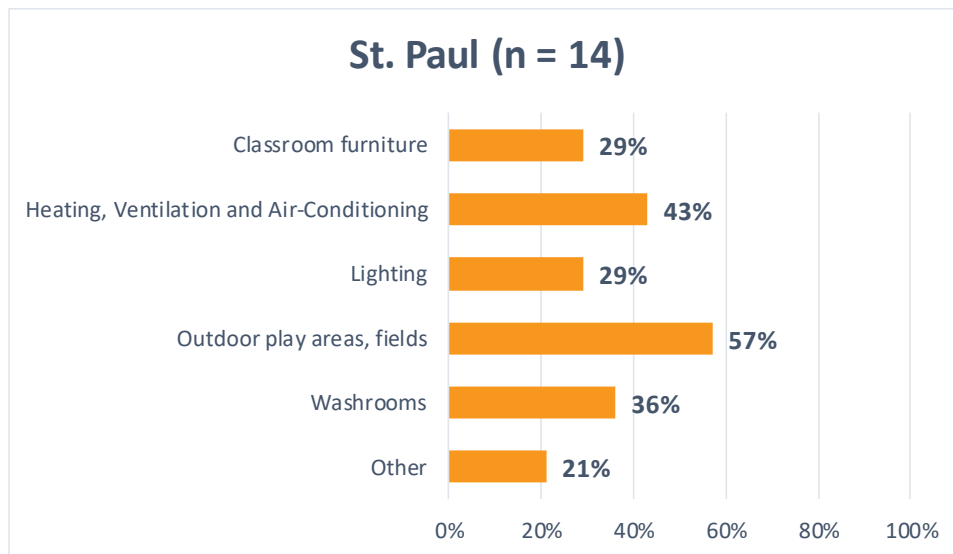
St. Patrick:

Overall, the majority of the respondents from St. Patrick felt *satisfied or very satisfied* with the school's facilities (63%). A breakdown of what building components should be invested in is below.



St. Paul:

Overall, the majority of the respondents from St. Paul felt *satisfied or very satisfied* with the school's facilities (67%). A breakdown of what building components should be invested in is below.

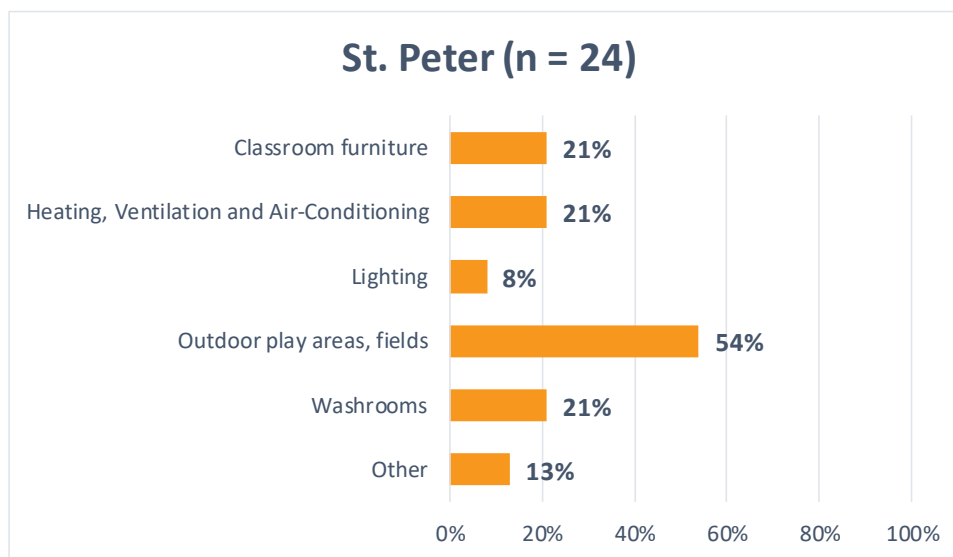


St. Paul: 'Other' comments:

Parking
Parking lot

St. Peter:

Overall, the majority of the respondents from St. Peter felt *satisfied or very satisfied* with the school's facilities (81%). A breakdown of what building components should be invested in is below.

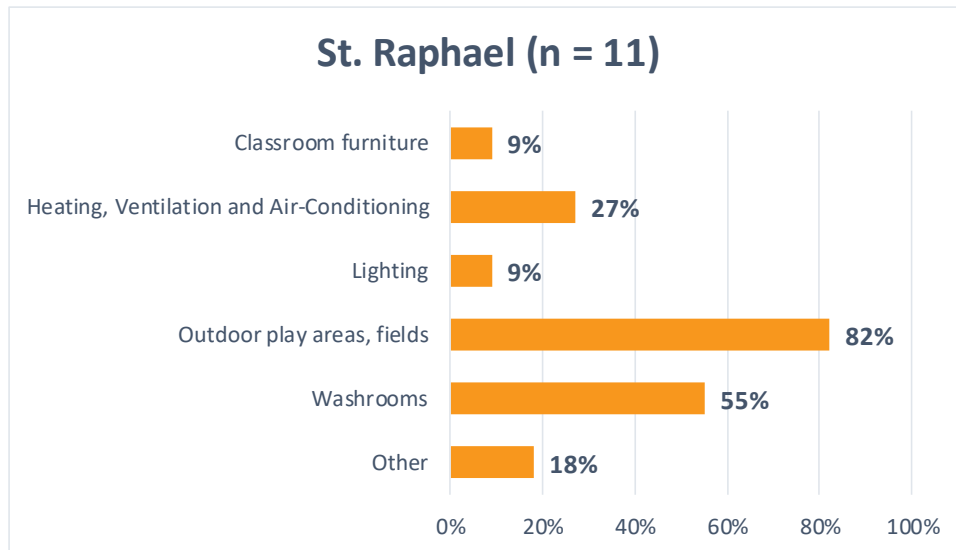


St. Peter: 'Other' comments:

Add a back area fence for safety
Adding another gym. More often than not, it seems that phys. ed is cancelled because they gym is in use for a school-wide event or something else that's going on.
Parking

St. Raphael:

Overall, 27% of the respondents from St. Raphael felt *satisfied or very satisfied* with the school's facilities. A breakdown of what building components should be invested in is below.



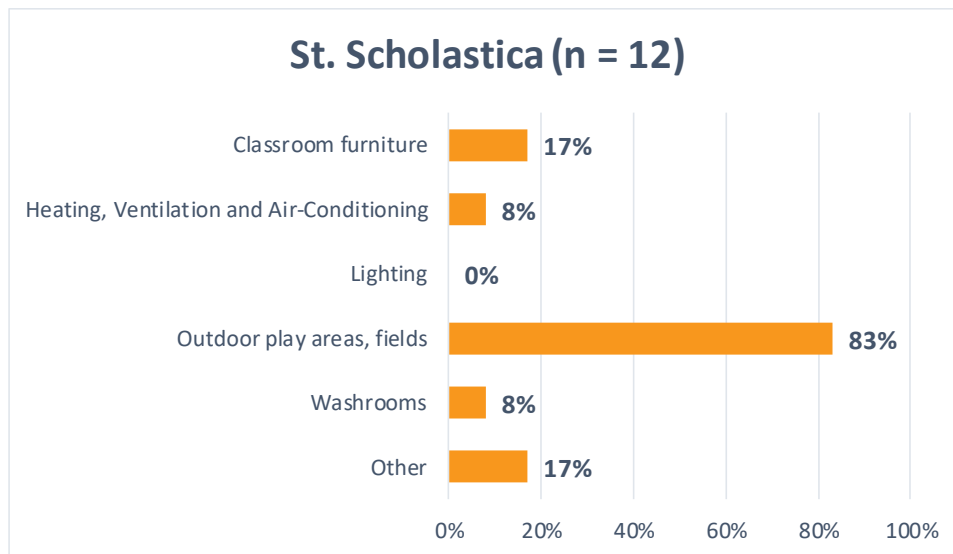
St. Raphael: 'Other' comments:

St Raphael needs to have more options for the kids at recess. It's just a concrete pad, repainting of the games on the tarmac would be nice, perhaps split days on which grades can go over to the grassy area to kick a soccer ball or just run around and play. Kids are coming home

St Raphael needs to have more options for the kids at recess. It's just a concrete pad, repainting of the games on the tarmac would be nice, perhaps split days on which grades can go over to the grassy area to kick a soccer ball or just run around and play. Kids are coming home full of energy to burn...perhaps having more options and activities outside at recess will keep the kids focused on just having fun and keeping them out of trouble.

St. Scholastica:

Overall, the majority of the respondents from St. Scholastica felt *satisfied or very satisfied* with the school's facilities (93%). A breakdown of what building components should be invested in is below.



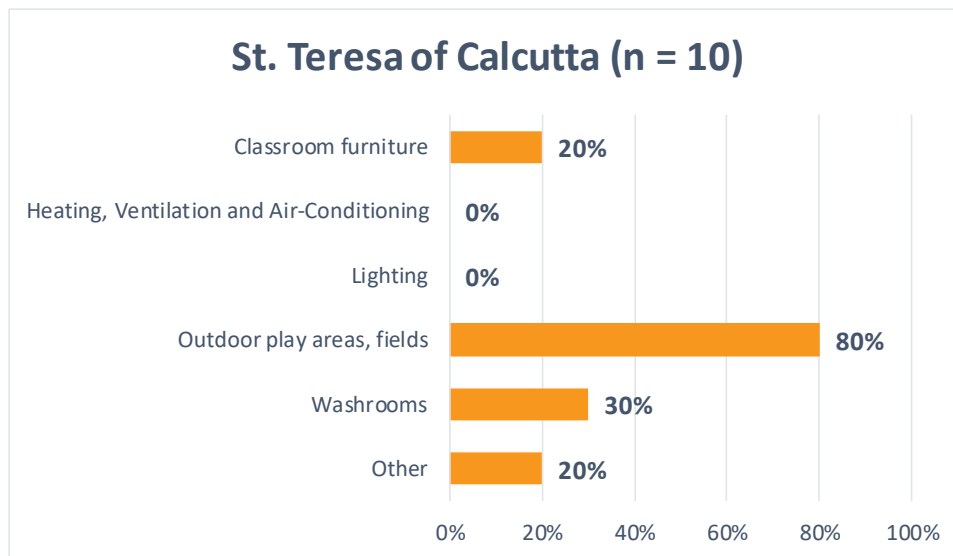
St. Scholastica: 'Other' comments:

Additional electrics like laptops, document cameras..etc

None at this time since it is a new school. But student population is forecasted to significantly grow so new school construction need to be fast tracked

St. Teresa of Calcutta:

Overall, the majority of the respondents from St. Teresa of Calcutta felt *satisfied or very satisfied* with the school's facilities (91%). A breakdown of what building components should be invested in is below.



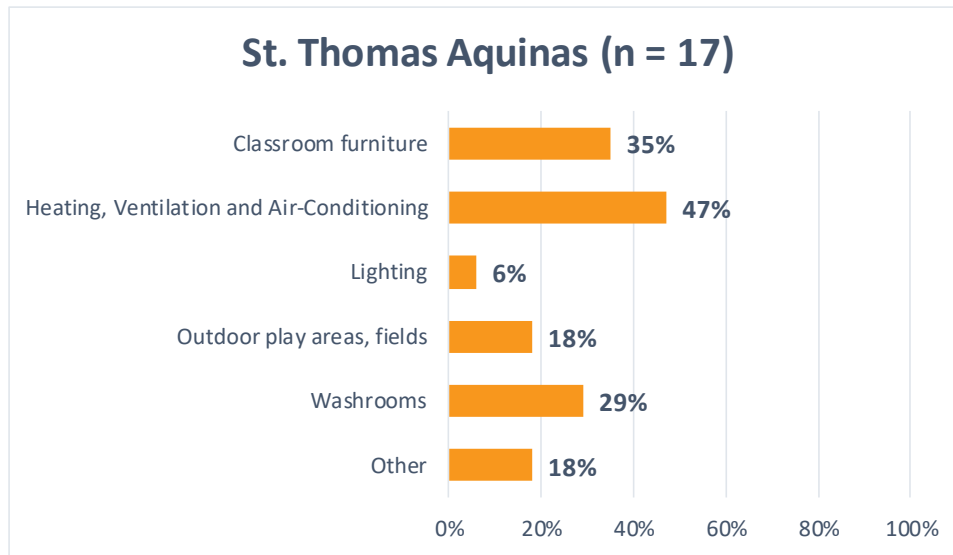
St. Teresa of Calcutta: 'Other' comments:

Based on the few times that I've visited the school I think it is very well kept and I didn't see any issues with regards to the school facilities.

Based on the few times that I've visited the school I think it is very well kept and I didn't see any issues with regards to the school facilities.

St. Thomas Aquinas:

Overall, the majority of the respondents from St. Thomas Aquinas felt *satisfied or very satisfied* with the school's facilities (96%). A breakdown of what building components should be invested in is below.



St. Thomas Aquinas: 'Other' comments:

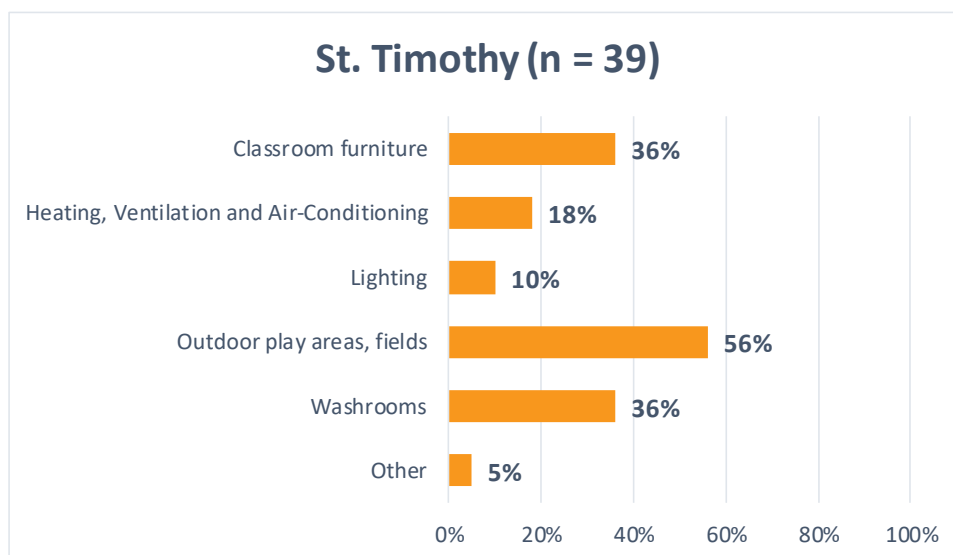
none

The school is newer, but washrooms should be cleaner.

Wifi Accessibility - Many Classrooms do not have good enough wifi to look on google classroom or complete assignments during work periods

St. Timothy:

Overall, the majority of the respondents from St. Timothy felt *satisfied or very satisfied* with the school's facilities (83%). A breakdown of what building components should be invested in is below.



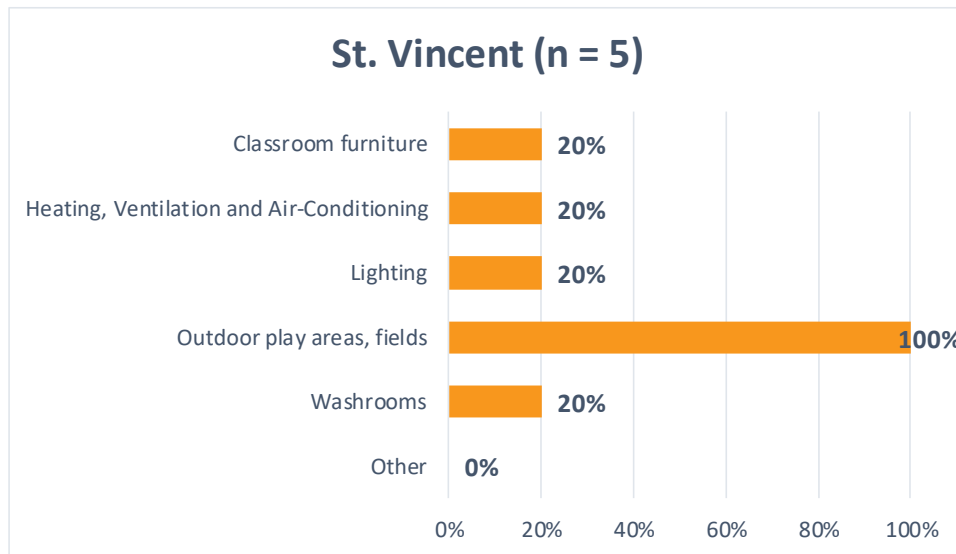
St. Timothy: 'Other' comments:

Parking lot size increase

Windows - drafty

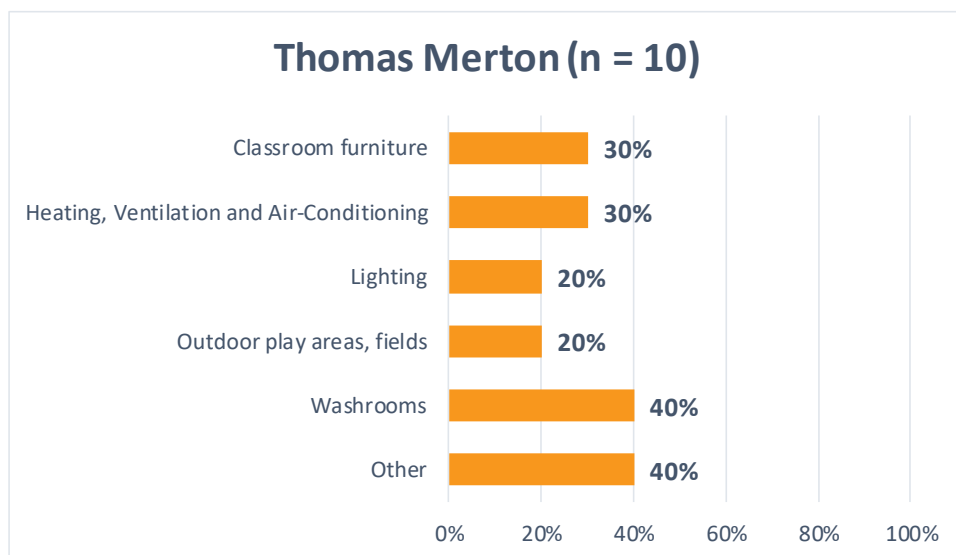
St. Vincent:

Overall, the majority of the respondents from St. Vincent felt *satisfied or very satisfied* with the school's facilities (60%). A breakdown of what building components should be invested in is below.



Thomas Merton:

Overall, none of the respondents from Thomas Merton felt *satisfied or very satisfied* with the school's facilities (0%). A breakdown of what building components should be invested in is below.



Thomas Merton: 'Other' comments:

new spaces coming soon

Roof needs repairs. We have had water not dripping but running down from the ceiling on the inside of the building.

Space to meet with students at the various Tmc locations.

Transportation

Appendix B

All additional comments for Q3: Faith Initiatives: (n = 76)
1. Seek an alternative to the current online game Prodigy in grade 2 classes. Wizards, sorcery and killing monsters - is this Christian based?
1. Seek an alternative to the current online game Prodigy in grade 2 classes. Wizards, sorcery and killing monsters - is this Christian based?
A brief description of each of the above initiatives would be more helpful for the next survey.
A good religion program based on the Catechism of the Catholic Church.
attending church
Awareness of other faiths and similarities to our own. The government can't invite millions of immigrants and we remain narrow minded. Secondly, have Culture Celebration Days- we have Catholics from India, China, South America, etc. Kids must be aware.
Bible study
By the way , I do not agree with Prist or adults going on retreats with students.
Celebrating faith based holiday
Class trips
Ensuring the Spiritual Leadership is evident, encouraged and supported with above activities to continue the Faith Formation of all players involved in our education system.
Everybody is equal. Diversity and Inclusion
Faith day...their should be one each semester for staff and a separate one each semester for students separated by groups
Faith initiatives can be toned down. It's a little over the top.
Faith should be strengthened at home with educating in facts at school.
FYI: We take our children to church every Sunday so I would like the faith initiatives to be an extension of that not a replacement for church for those that do not attend.
Getting physical Bibles (or digital equivalents) into the hands of kids and having them read it first hand, and service projects to the less fortunate that are hands on through partnerships with local non-profits and service clubs
go back to the old Health and Physical Education curriculum.
Guest speakers of Social Justice and those who are actively working with the marginalized in our society.
Hold an Annual Christmas Concert
I am not Catholic so none of this matters to me
I believe faith is personal..children should be allowed to investigate, learn and determine what their path of faith will be. The ""staff retreat"" option scares me..I should NOT have to use my tax dollars to support STAFF's faith choices. Especially since they are not putting my child's critical LEARNING priorities above petty strike choices.
I wish we could remove all faith initiatives and focus on what I believe are more important elements such as language, literacy, physical education, etc. Meditation and mindfulness are great, I wish it was devoid of religion, however. Our child attends a Catholic school because the facilities are nicer than the local public school, not because of the religion.

I would like to see the kids do prayer (say grace) before meals this stopped after grade 1 not sure why
In her current school? No thank you!
Inclusive messaging and mental health teachings
Informed classroom teachers
Initiatives in the school . While student and staff retreats are great - they can be cost prohibitive for some. Peer mentors can also help as teenagers relate well to their peers.s.
Initiatives that give back to the community
-just like the biblical scripture in the New Testament says to watch your life and doctrine closely and persevere in them so that you may save both yourself and your hearers"" , in the same way the school and in the classroom and what is taught and discussed in class including English class, all classes, needs to reflect Christian values.
Learning about all faiths and accepting different points of view.
Less faith initiatives
meaningful faith day away from the school building
Meditation
More community service. Visiting elderly folk to bridge intergenerational gap
Need new photo copiers.
No gender ideology in Catholic schools.
No yoga please. For some reason it has found its way in school for or if my children and I would like our kids to focus on Catholic ways of meditation. There are so many beautiful meditations especially by St Faustina and some of the other saints. Let's use those instead please.
None
None
None
None
None
None of the above
None of the above, just a waste of the budget
None. Focus on core curriculum (math, language, physical health and sciences).
None: focus on education they can actually use in the real world
Only mental health support is needed, the faith aspect is not relevant
Parish involvement in school initiatives. The parishes should be encouraged to contribute through school councils, fundraising, and school and classroom activities. Students at every panel would benefit from personal interactions with the leaders of our parishes.
Please bring teachers teaching in their speciality. Teachers some time lose focus and waste half the period of science for calendar, language of the day, weird animal of the day and other useless stuff and at the end whole units are not explained and they get it on the exam
Practicing faith
Praying the Rosary, knowing the parts of the Mass, prayers and responses and their meanings, Sacrements, developing life long Faith and continuing the Catholic faith
Preparation courses for first communion could be stronger.
programmed bible verses reading

Public speakers to discuss how to treat others with respect - there is a real bullying issue at St. Mary and I believe students would benefit from a speaker then can connect with and perhaps learn from to help build a better faith community in line with our Catholic values.
Relatable kindness/empathy programs vs literal bible
Religion teachers with good formation that help the student to grow in the catholic faith.
retreats to help less fortunate - putting catholic faith / behaviour into action. Real life experiences to engage and help develop gratitude and empathy.
rosary
Rosary, confession
Senior grade overnight trips to support bonding and independence while making life long memories.
Social Responsibility , get the kids involved in helping other not only giving donations they need participation
Staff retreats might help staff to connect with one another and build faith through community.
Staff to exemplify Catholic Values through their everyday interaction with children.
Stewardship of Creation - environmental awareness
Stop the brainwashing [word removed]
Sufficient at our school
Teachers who live their faith and incorporate it into their lessons - not just in religion class.
They only need a little religion as they must focus on school work. Too much competition to get into good schools, they need to learn how to study/write/math, etc...
Too many masses and such wheee the kids sit for hours crisps legged in the gymnasium. That is not how I see religion and faith. I prefer a program that is more suitable for their ages and maybe involves them a bit more in terms of leadership and creativity.
Too many masses and such wheee the kids sit for hours crisps legged in the gymnasium. That is not how I see religion and faith. I prefer a program that is more suitable for their ages and maybe involves them a bit more in terms of leadership and creativity.
Too many portables. Not enough gym or outdoor area
Try having staff actually go to mass
Waste of time
We're growing so much it's becoming an issue to even have a proper mass. I know many of our students aren't practicing Catholics, but our teachers are and as a catholic educator I feel like no real solution has been put into place.
x

Appendix C

All additional comments for Q4: Special Education: (n = 117)
Access to AP schools
additional facilities that allow them a safe space to stretch out and exercise.
Additional resources for ESL
ADHD awareness and assistance could physically benefit all children
All above points are important and should be expanded although not all can be done at once
ALL Teachers to have to dedicate mandatory hours with respect to running/organizing extracurricular activities with students (ie. athletics, leadership clubs, etc.)
Allow parents to use their benefits to pay for private in school support such as OT's, speech therapists, etc. Allow private support workers into the schools which will free up board funded support workers for other students. It's free to the board and has the potential to save significant funds while providing better resources.
As construction is going on , hopefully parallel or after School can Invest in a better indoor play area and a better dedicated 'Study Area' where students can stay after school or breaks to discuss group projects etc. Also more laptops and computers for technology classes.
Ask teachers to help find cost cutting measures and waste to fund the above.
Athletics and recreation
Books and hands on learning tools and experiences. Where are the options to support neurotypical children. Where are the options fir es
bring back separate learning environments for the ""special learners""
Bullying prevention
Buy text books. There are only 10 text books for a class of 24 kids. They have to take turns using the text books. Can we not provide each child with their own text book so they can learn?
Chaplain services are critical for teens, given how high suicide rates are for teenagers, having a Chaplain available at any time during the school day is key
Class sizes, upgrade and make technology available to all students.
Classrooms are out of control and it is hard to believe the teachers can plot through the curriculum given the fact that they have students in their class who are out of control or even abusive. The presence of those types of children in the classroom means the rest of the students suffer.
Classrooms are out of control and it is hard to believe the teachers can plot through the curriculum given the fact that they have students in their class who are out of control or even abusive. The presence of those types of children in the classroom means the rest of the students suffer.
Come up with programs that teach actual life skills like cooking, meditation, diet etc and put them into practice at school.
Consider funding for an enhanced program for those students who are exceptionally bright 92/3-97th percentile on the general ability index to meet these students learning needs as well as they are currently overlooked
continue to provide supports for English Language Learners through dedicated ESL staff
Decrease class sizes

decrease the number of consultants and itinerants-teachers need more school based support. Consultants/itinerant (Special Ed) are not very helpful with the day to day interactions of a classroom with multiple special needs students

Decreased non student costs. No more non-merit based cost of living increases when the teacher did not generate learning outcomes above the standard.

Diversity and Inclusion programs or activities

Early intervention is key to assist students experiencing difficulty before they get to junior grades. Classroom support is greatly needed as there are too many competing needs for staff

Early intervention strategies to help with the vaping crisis.

Early proactive intervention/ ea support is key. Release time for teachers to be trained in specific learning strategies for students with exceptionalities ie autism, Down syndrome, cerebral palsy , etc.

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Educate staff on educating students with special needs.

Ensure classroom safety for all students, have plans to minimize violent student outbursts like having appropriate supports to deal with theses situations while maintaining a calm environment for the other learners.

ESL support

ESL teacher support

Every one of the above is so important, it was impossible to exclude any.

-every student should have their own locker and not have to share, The students do not wear boots in the winter because they have nowhere to put them.

Everything is based on a small majority of special needs students (which is obviously very important) but we need to also focus on the students that will go on into the working world and/or university how to get a competitive edge and learn life skills how to cope.

Focus more on programs such as science and technology as these are lacking in our current school curriculum.

Focus on mindfulness and antibullying initiatives

French immersion

French immersion resources

Full inclusion is not working with the current model. Children not working at grade level or with high needs and behaviors should be in classes that specifically support their needs.

Funding Thomas Merton & Help promote/market Thomas Merton's various programs to help the students who require our programming.

get a SR football team

Get some good cameras in halls and outside

Gifted programming at secondary level

Have Prefects. Gives the Grade 8's a sense of responsibility, it is something for them to add to college applications and you get added supervision for outside play.

Having access to early involvement in organized groups for the children. i.e. music programs, sports. As well as expanding the music programs to be more than guitar, choir, dance. Allowing the kids to be more involved in the school in more ways to build on the community and capturing kids that do not fit into the mainstream programs.

here too your survey is flawed; you should have a I Don't Know box

I have been very disappointed with the wait times for one of my child's speech assessment which took more than 2 years. Are school system has shifted to paying teachers very high salaries but the students have limited resources. I have had my child privately assessed and he is 2 years behind in language. The only suggestion that I received since Kindergarten is that he needs to read. If you want to pay your teachers a 6 figure salary, then we need to have a higher quality school system with children who are given the resources to learn but not slip through the cracks.

I know that Spec Ed is being cut. It's atrocious and I hope through this survey you will be able to highlight to the public and the government the importance of special education funding.

I think it's wonderful that there are many resources currently available for special/behavioural needs but I'm saddened by the lack of resources for children who are not. We would like to see more resources provided for all children specifically to help with self regulation, organization and focus as well as more desk options like standing desks and peddle chairs as well as in school tutoring.

I would like to see more funds allocated for the creation of classes and programs to help children with special needs or not a grade level outside of the regular classroom. This would ensure they have the attention they require while at the same time decreasing disruption in the regular classroom.

I'm not part of this area so I have no experience or knowledge

Implement effective anti-bullying measures. Have tangible consequences for bullies instead of further victimizing bullied children. Focus of inclusivity especially if the teacher notices bullying in the classroom.

Implement effective anti-bullying measures. Have tangible consequences for bullies instead of further victimizing bullied children. Focus of inclusivity especially if the teacher notices bullying in the classroom.

Improve the relationship between gifted and non-gifted classrooms at St. Andrew both in personal relationships and in the resources allocated being balanced rather than heavily weighted to gifted students.

Improving playground facilities to encourage outdoor play - particularly for boys as our experience has been that physical play and sport has been targeted as 'unsafe' and purposefully suppressed as part of the school's policy which we believe is not healthy from both a physical AND mental point of view - particularly for boys. As a recent example we have discovered that outdoor basketball play has been banned because it is perceived as 'unsafe' which is ridiculous.

Increase one on one involvement of EA in classrooms with multiple needs in one class

Increase the number of life-skills focused options (for students who want it). Not only for learners who are listed with disabilities. Truth is, not every one learns the same way. This option will benefit a variety of learners.

Increase the number of settlement workers supporting newcomer families

Increase the numbers of extra activities at home to improve their life in professional environment.

Investigate alternative support strategies for students with behavioural needs BCBA's are not effective in my opinion.

It is essential that Human Resources are allocated based on needs at a given school. Ongoing training and support for dealing with extreme behaviour and mental health of students and staff.

Janitor cleaning facilities better, washrooms especially

Library resources

Literacy programs in the summer

Lower teacher student ratio

Mire support for early reading interventions such as LLI. Better training for teacher on problem solving based math and guided reading instruction. Worksheets and daily five does not teach our students us to be literate problem solvers. My children are in grade 4 and 2 and have never received guided reading instruction. Both children reading level stayed the same for much of grade one until I paid a private tutor to do basic guided reading with them once per week. As a result they moved 5 reading levels in 2 months. Parents should not have to pay to have a private (Hdsb) teacher provide this instruction it should be done in class in small groups.
More EA support would be very beneficial. Currently we have many spec ed students who are under-served in terms of EA support.
More occupational therapy intervention and assessment
More sports for all students. Not just for the 'elite athletes'.
More staff qualified teachers and more students activities clubs and athletics through the year. Sports on the field during break time to be more healthy, active and to combat vaping.
more staffing for cleaner schools
More teachers. Smaller class size
N/A
N/A
Na
Na
No further investment needed
No gender ideology in Catholic school in any form. Only catholic teachers and catholic workers in after school programs.
None of the above
None. Our province can't afford it
Not Applicable.
Not familiar with current programs
Nothing! You are all over priced!
Or allow parents volunteers
Or allow parents volunteers
Programs and support for the ""forgotten students""- students who attend school regularly, achieve 60-70%- but little to no supports to help them achieve 80's
Provide more specialized teachers for our most vulnerable students
Provide with more extra curriculum sports activities
Reading the above laundry list makes me more aware of how much the government has downloaded to schools. A school used to be a place where regular kids went to get a decent education. They now seem to have been turned into special ed centers, mental health facilities, etc. Most of the choices above speak to the same thing..help dealing with ""challenging"" or ""troubled"" kids. It's the same issue...so have an option for dedicated resources who can manage or facilitate resolution for any and all of the above.
Reduction of all staff. If reduction of staff is not possible simple salary reductions can easily pay for more staff. If every teacher took a 2 percent pay cut that money could easily pay for more teachers and a better teacher to child ratio. I don't get a raise every year and I don't think the teachers should either
Resources for remediation/resource rooms where students who are disruptive to other students' learning can congregate
Resources/focus to support teaching skill/materials which increase student engagement

Seminars and one on one coaching to improve organizational skills, time management and focus in class
Sensory Equipment- One on one therapy with specialists such as SLP and OT's
Smaller class sizes so all students can benefit from more attention and learning from the teachers.
Staff training on integrating technology into assessment and classroom activities delivered by teachers (not IT)
Support a growing population of English Language Learners through increased school based staffing
Support and education for teachers on various special education conditions that they need to support in their rooms.
Support children that are capable and show promise, progress and achieve their highest potential. Greater communication with parents from teachers.
Support children with Reflex disabilities. Wiggle seats, audio therapy etc. Get a Occupational Therapist to come in and do an assessment of the classroom to suggest items or special accommodations that will help the children struggling with STNR reflex disabilities to feel more comfortable in their environment. My son is very smart but due to his STNR deficiency I have had to supply physical devices to the school on my own dollar. Luckily I can afford to do so but these types of accomodations are not taken with out skeptical views of teachers. Perhaps educate the teachers on these types of problems and realize that not all children can thrive or learn sitting at a desk with auditory distractions around them. Some need to have absolute quite to absorb the lesson. Others may need to not be sitting while taking a test as it is a huge distraction. More needs to be done in this area to increase awareness of these types of disorders.
Support more literacy based programs upon transition from FDK to Gr.1
Support needed for equity and inclusion in general- relating to students sense of belonging
Support staff for homework to be completed at school with one on one of required. Time for homework to be done at school even if that requires school day to be extended. t
Support students that need extra help in everyday subjects, like Math and Reading.
TAKE OUT THE CONTRACTORS AND REPLACE WITH BOARD EMPLOYEES, CUSTODIANS
Technology and professional development should be availability to All students and not only for a group of ""gifted"" students. This separation is creating injustice and feeling of not belonging and not being important by student who are not in the gifted program.
Technology in the classroom. Lacking at our lady
The ability to identify and provide programming for the gifted and the challenged - so they aren't grouped together. When we spend too much time trying to focus on one group, another group will inevitably suffer.
The importance of increasing support for extreme behavior, trauma, and mental health is essential
The teachers should come to school to teach
There are a number of bullying issues at the school that are being overlooked or not being handled appropriate as we do not have appropriate cyc coverage or appropriate training for teachers. Literacy was also cut this year, grade one classes not being provided with razz kids or leveled reading programs is completely unacceptable. The fundamentals of education should be provided before anything else is even considered
We live in an age where our children are under more stress than when I was in school from a social aspect. I believe that with the development on social media in some cases can have a negative impact on our children. Mental Health/ Social Work would be at the top of my list.

Sometimes it isn't enough for a parent to talk to a child about the effect social media has. Sometime they need to hear it from a third party for it to sink in.

We need more help in the classrooms but if the government can't afford that then we need to start focusing on the core reasons as to why there is an increase in students who require additional assistance.

Why are all of these options about adding staff rather than using it effectively and efficiently

Why does this list have lines for all professional groups, but psychology is only mentioned through wait times? This demonstrates a certain ignorance of the board regarding the competences of psychology staff, which is troubling; Psychologists are the most skilled professionals to provide mental health interventions and are the only professional staff group who can diagnose mental health disorders, and they are Mental Health Workers as per SMHO

Appendix D

All additional comments for Q5: Parental Involvement: (n = 96)3
More parent teacher interviews better info during the ones we have
A better description of the ways parents can get involved. I know there is a parent council, but there isn't any descriptions of what each role entails.
Administration and Teaching Staff need more coaching on how to DIFFUSE bullying. In many cases, admin and staff make situations worse as they are not appropriate equipped to navigate through student conflicts and find appropriate resolutions. The same problematic behaviors continue to persist in the schoolyard and in the classroom.
Allow parents to volunteer in the classrooms ie. with reading or any other activities that could help the teacher and provide additional support. St Raphael does not allow parents to volunteer in the classrooms. Parents can volunteer for class trips, pizza day, lunch supervision but not in the class.
Allow parents to volunteer in the classrooms ie. with reading or any other activities that could help the teacher and provide additional support. St Raphael does not allow parents to volunteer in the classrooms. Parents can volunteer for class trips, pizza day, lunch supervision but not in the class.
Allow students to fail and place that blame squarely where it belongs. On the parents.
Allow teachers to communicate with parents more readily (ie not just via agenda). Improve communication with parents via regular updates and occasional homework. Encourage parent participation in classroom assignments and work.
clear expectations for each event-perhaps carousel with each item noted above so parents can select what they need.
Consultation with parents prior to unilateral decisions being made that impact our children. Seems like things are done with a lack of transparency which erodes trust and shuts down parent involvement and communication.
Easy tools to communicate with parents to post work/information on regular basis.
Email notifications have been great.
Emails
Emails
Emails from the board are great, thank you for them.
Encourage more family, school and church cohesion. Our school doesn't even do a Christmas concert yet the public school down the road does.
Encourage parents to volunteer with programs that help kids at risk of falling behind. Reading groups...numeracy groups etc.
Encouraging parent volunteerism
Focus on getting the teachers working. As a single parent it's hard to find affordable Care for my daughter
For parent Council meetings or HCDSB meetings to be shared days and time well in advance.
Free parenting workshops on different topics (building self-esteem, resilience, how to manage difficult conversations)
Get parents involved in their child's education. Parents only get to know kids are struggling with a unit after the assessment.
Grade 1 requirements to kindergarten parents to understand what the expectations are for students once they move into grade 1

Have night sessions in central locations like Milton. Most have been in Oakville which seems south skewed.
Have staff increase communication with parents, so are no surprises.
have teachers provide communication with students/parents through google classroom or clasdojo
Have teachers teach and parents parent. Parents are not home teachers. Focus on quality teachers
Hosting community evenings to increase parent engagement
I don't know what faith formation means
I wish we actually seen something - there is increasing bullying at Assumption - nothing is being done
Improve and facilitate ways for teachers to keep parent informed through a consistent school format or AP
Improved communication between teachers, student and parents
Increased number of meetings between parents and staff.
Indigenous education evening parent learning sessions
Information sessions on the use of board approved online portals (i.e. D2L)
Instagram
Invite parents to course selection fair. Inform parents of the rules of the school, especially when your child enters gr.9. Attendance policies were unclear aside from using the app to report absences. Students aren't clear of whether they need to check in at the office depending on the type of absence. The parking lot drop off/pick up rules were never explained to parents and the situation is frustrating.
It is very difficult to communicate with teachers since they use apps such as remind which do not allow the parent to leave messages. I find some teachers that intentionally do not want parents to communicate through electronic apps since it is additional work for them, however, the last time I checked, the school day is less than 7 hours. They don't even work a full 40 hour week.
It should be mandatory that teachers use apps or social media to communicate with parents re:homeworks, upcoming tests etc even higher grades not just primary !
Legislate 2 hours of school-driven community service per family per year
Listen to the parents supporting children with mental health concerns
More communication from teachers
More Indigenous education throughout the board specifically in classrooms is a must
more teacher/parent communication
Need proper improvement details of children
No gender ideology in catholic school. Most parents are against that
None of these will work. Let's be real. We all have full time careers and don't want or cannot come home to have a night time information session. I think having a parent requirement of mandatory time to support the school (hours within) reason would ensure that we are all involved. Liken it to the mandatory volunteer hours that high school students have to do. They don't like it and it takes away from time on other things that they would rather be doing but because it is mandatory for graduation it is taken seriously.
Not sure if this is relevant or pertaining to this question, but removing the attendance app in secondary schools.
Nothing!
Ongoing communication with parents via telephone

Ongoing regular communication with parents. When I have contacted the Administration in the past, responses seem canned and non personal. More active communication to parents.
on-line skype meetings so more parents can attend
Online webinars
Open communication with teachers
open houses that are inclusive and welcoming so that all families regardless of their comfort level with english- will be comfortable coming to.
Open houses, meet and greet with staff events, a PD or PA day that involves staff interacting and reflecting with a broad representation of parents in a seminar setting that allows for new ideas, critical analysis of systems and projects and more; more fundraisers that are hands on
Parent volunteers in the classroom
Personalized communication to parents via phone/letter
Please discontinue parent information night sessions. They are useless. It is virtually impossible to have a meaningful conversation about your child in the timeframes allotted for discussion. It is much more impactful in my view to focus on web based communication and have parents initiate one on one dialog when necessary.
Prepare students for High School, continuous use of Blueprint program, amend math program to allow them to succeed in math in High school and beyond
provide evening or weekend opportunities for single or working parents to participate
Provide opportunities for information to reach parents in paper form rather than online. A monthly news letter would be helpful outlining events happening in the school. Advanced notice for parents to attend events at school would also be helpful.
-provide parents with the emails of the teachers of the students classes
Providing online lessons via HCDSB portal (not social media) for JK-8 teachers to provide learning alternatives for students not attending classes onsite for whatever reason (ex. episodic sick day, snow day, labour disruption, extra learning/complementary resources/key takeaways from onsite lessons)
Questions about what is working for your child and what needs work? Questions about struggles your child is having (social, educational, homework).
Recommended resources via school website on tips to coach at home for organizational , time management and focus in class.
Regarding ongoing communication. Constant use of the Remind App by the teachers really helps us, parents, to get informed of what the kids are doing at school, what they're currently learning, any homework, exams, or upcoming activities that my kids need to do or prepare. It also helps to know that we can message my kids teachers anytime. I don't see the purpose of my kids Agenda book anymore. We may take it out, we can save money, we can save trees.
Regular (daytime) outreach sessions at Merton sites
Regular communication from school and teacher
Regular communications from
Regular emails
school activities or homework that involves parents/families
Some classrooms have Facebook pages or other social media to let parents see what's going on in the class but our class does not. It is frustrating to not have any idea what is happening in the classroom.

Some classrooms have Facebook pages or other social media to let parents see what's going on in the class but our class does not. It is frustrating to not have any idea what is happening in the classroom.
Specific communication with the parents when their children need extra help.
Sports for the entire family.
Standardize the teacher electronic communication with parent ANS STOP / DISCONTINUE USING the horrible pulse app
STEM Nights for families
Support Indigenous learning for parents and families
Teacher communication
Teachers and parents being able to email vs phone calls would Allow for more communication.
Teachers to give students homework this will allow the parents to know what is being taught in school.
The surveys are a great way the board is already including our feedback, so thank you for at least this resource. Increase the number of masses said at schools as a way to bring both families together in school and build up their faith.
Training for staff on best email practises... Emails are not letters, concise and to the point please
Updates/info in the parent weekly newsletter that gets emailed out. The resources [name removed] provides are very useful. Provide childcare at any events, like the uniform consultation, in which you'd like parents to attend. More people would show up if children were allowed to come and were looked after.
Use of emails to connect with the parents
Virtual meetings with digital attendance options
Volunteer at school time.
Volunteer in the classroom
Volunteer opportunities for parents in the school and/or classroom. D2L classroom site that captures student achievement and provides feedback to parents with tips on how they can partner up and be part of the learning. This would be recommended as a replacement of the report card system that doesn't allow this level of rich communication.
We have initiated a Parent Council newsletter.
webinars
Webinars, Blogs
Website doesnt work because parents are too busy to go check another website. Emails or info nights on multiple days (choice!) are good thanks
Weekend sessions
Weekly homework for the lower grades to do together with parents... on paper, not online
Yes. In addition to class opportunities to get to know other parents in the same classes as your child. A lot of parents have had experiences with tutors -it would be nice to have a resource that provides this information.

Appendix E

All additional comments for Q6 (Information Technology): (n = 118)
2 way communication with teachers
3 laptops each class is not enough when we don't have textbooks and our kids must bring electronics to school. Please have more than one charger to charge the laptops as well, they are always dead. If you don't have enough computers for all kids then textbooks should be handed out.
Access to Raz accounts for all students not limited to just a few accounts per school
All computers should have French keyboards automatically installed too.
ALL!
Also access to workshops -perhaps a Girls and coding workshop or STEM related.
App for communication with parents
Apps like Razkids and DreamWorks
Assistive devices for kids that need it. Less IT in lower grades.
Basic coding for elementary age kids
Better wifi access at schools
blocking all social media sites popular that are popular -incl. vpn blocking-
Books.
Cameras and printers for classrooms for teachers to use in classroom activities.
Classroom access is very limited.
Classroom mounted and set up media resources so they are not constantly being moved or in inconvenient locations -projector blocking student views as it is on a cart etc-
CODING, Green screen, more STEM type programs. Kids came from a school where they were doing coding and using the green screen in grade 1. This school doesn't have any of that.
CODING, Green screen, more STEM type programs. Kids came from a school where they were doing coding and using the green screen in grade 1. This school doesn't have any of that.
Communication apps/websites for parents and teachers to communicate. Example: remind app
Compare effectiveness of IT support personnel with *external* and well-established benchmarks *NOT* internal customer satisfaction surveys...
Computer lab not being offered or access to computers as a grade 1 class is currently being housed within the computer lab. This should not be the alternate to a classroom. Older class should have been displaced to a portable so a computer lab was not.
Consistency in programs/apps available across divisions with easy access t/o board that is updated regularly centrally. Updated reporting system with fewer bugs. Other boards use these.
Consistency in programs/apps available across divisions with easy access t/o board that is updated regularly centrally. Updated reporting system with fewer bugs. Other boards use these.
Current digital tools in the classrooms are sufficient.
Currently, we are using laptops that are being held by wires.
Digital Communication between parents and teachers
digitize the old textbooks, keep some around for kids whose parents don't want to access online
Early intro to coding and programming
Educate kids about internet and social media security and risks
education to the children about online issues i.e bullying, crime, etc..
Elearning course such as LinkedIn learning license for entire school to have access to

Electronic whiteboards to save work to their folders
Encourage the use of online communication/messaging between parents and teachers. Currently my child's teacher does not welcome communication via internet/email...only written.
Engage learners to use technology to solve problems -homework struggles, social troubles, cooking-.
especially in the portables - constant issues with wifi, no interactive smart-board, etc.
Extra curricular activities like chess on recess time. Online education programs.
General computers skills taught in all classes to improve computer skills
General computers skills taught in all classes to improve computer skills
Getting more variety of apps on tablets!
Given all kids have phones/iPADs/laptop computers what is needed is for teachers to allow all kids to use this technology for the purposes of learning and growing
Greater filters for research for websites like youtube, google
have parents involved robotics, mathematics, physics and computer programming
Hour of code course.
I don't know
I don't really care about IT.
I don't think children need more technology
I know some kids already have cellphones, but if we could just explain to some parents who let their kids have phone at an early age to get rid of their kids phones and that it's just distraction to kids, and explain that they can easily contact the teachers -through Remind App- if urgently needed, or call the school, or maybe create a chat from the school website in case the parents can't call the school, then I believe the kids will stay more focus of what our kids need to learn. If they're in high school, I would understand that having phone may be necessity, but in elementary I don't think so..
I would like more books in the hands of students
Information sessions on safety when using the internet
Internet awareness and social media risks
internet safety for kids. Teach them how to be safe as well as the parents
-Internet safety, regulations and controls put in place to protect students from inappropriate websites
Investment in electronic filing systems for special education professional staff that are in compliance with PHIPA and MFIPPA
IT reaction time/support
IT should block inappropriate websites- i.e. porn
JV portables don't always have reliable internet
keeping the current technology working and fixed in a timely manner so students and staff can use it on a regular basis
kids get enough IT at home
Learning to code programs
Less focus on tech and more on outdoor experiential learning. Studies show how crucial this is for childrens development. Seems there is an imbalanced approach where tech is placed above all else.
Less screen time not more in elementary schools would be beneficial
Less use of screen time.

Makerspace rooms with ozobots, dot and dash, robotics,
Many of our laptops and ipads are now eight years old which is considered quite old in the IT world; several classrooms still do not have smartboards due to budget constraints.
modern equipment - look into leasing modern equipment
More communication with parents via social media apps for classroom etc.
More communication with parents via social media apps for classroom etc.
more IT coding, programming and into courses to grades 2 and 3
More laptops and tablets for the school that work!
More online student/parent/teacher.. communication
More smart boards
More technology focused courses/lessons.
Most of chrome books provided are not working or in short supply and desktops are too slow. They need to be updated as my kids usually fall behind when computer work is needed. Also log in issues, the computer does not identify the student on school devices do every time she needs to make s new password to log in
mounted projectors instead of carts
New computer
No extra investment in IT required at this time
No gender ideology in catholic schools as most parents are so against this harmful ideology. Principles should represent parents opinion, not the other one ,and if principle is allowing to teach this stuff in his school that means she or he is not 1 catholic and not 1 beliver in God.
no issues
NONE - save your money
None. I feel far too many resources are spent on technology. In many cases, teachers lack the training to effectively use technology and it becomes more of a distraction. I would prefer to see resources dedicated to other classroom supports, including special education.
None. What we have is sufficient
None...please focus on math and science the way it has always been taught. Gadgets don't make kids learn more than the traditional way.
Opportunity for coding camps/classes
Our school has very little IT related programs/opportunities and the only access happens when the child bring their own devise but then children are not monitored properly as there is no firewall in place to monitor what content children are searching
Professional Support for Students- see comments
provide computers, only if the school board is going to force use of computers for classes. ie, assignments that have to be on an app/program
Reduce screens not increase them.
REDUCE the amount of screen time -SMARTboard, iPads- children have during the school day.
Reduced push by some teachers for my children to open and activate social media accounts -ex. Instagram- in order to be part of the grade's learning/lesson experience.
Replacement of dated iPad tech which doesn't allow for harnessing the power for our students to use in uploading their work in our blended or virtual environments.
retire old desktops and build multiple modern computer labs for classes to access
Smart boards - provide more
Social Media awareness

Social media education and cyber security education for the students.
Social media literacy / training
Software updates.
St Dominic computers need replacing!!!!
Standardized collaboration tools for parent and educator communications.
Start implementing use of google education services like google classroom which are free... support and training -i get too much fake email-
Supports for Assistive Tech
Tablets for teachers to take photos and share with families
Teach kids programming if they are interested.
Teacher/parents online communication. Twitter, Whatsaap, etc.
Teachers integrating use of technology in the classroom
teachers should have their own wifi login for security
Teaching all kids how to protect themselves online. How to protect their data. How to protect and manage their digital footprint.
Teaching the students the benefits and consequences of social media. Learning money management through spreadsheet programs.
The IT department itself -more IT workers!-
This is a fine line - too much is not helping our kids.
To be honest, I think far too much emphasis is being placed on technology in the elementary schools. Fundamental academic and social skills are needed, not the distractions and dangers of the digital world. School should be a sanctuary and far too often I think teachers put kids in front of computers under the guise of exposing students to current, digital learning but the learning itself is underwhelming.
Training
Training for digital tools to enhance parent communication
training for teachers re: how to effectively integrate technology in a meaningful/value-added way
Updated Classroom iPads or Tablets for students to use in class. There are currently not enough available with the expectation that students bring their own - this is not feasible for all students.
Use of spatial technology -GIS- at earlier grades -at least grade 9 if not earlier in grade school.
we should have more cameras to monitor the safety and security of students and staff.
Wifi access is not safe as it cannot be monitored and wifi access is also been shown with research to cause harm to humans. i vote for no wifi in elementary schools

Appendix F

All additional comments for Q7: (n = 300)

- Being able to purchase consumables from the Dollar store|- Less coloured printed materials at workshops |- All workshops in our own school libraries or gyms so do not need to pay rental fees |- Webinar style workshops

- cut HCDSB upper management |- HCDSB is top heavy

Hi sitting at fundraising initiatives more effectively not looking to cut thing.

- incent teachers to find cost initiatives ie teacher of the month or small prizes for ideas implemented|- cut budgets for external guest speakers |- rent out gym and facilities |- reassess boundaries to balance student loads and eliminate need for portables|- keep Catholic and public schools separate but see if you can consolidate admin functions ie procurement, contract negotiations, etc|- reduce PA days|

Maybe have all school roof tops equipped with solar panels. Also encourage further social activities that incorporate more fundraising?

Perhaps cut costs of non-essential things like food at meetings or rentals for when superintendents or principals meet together. Perhaps find a way to connect with a technology company to offer discounts to families who wish to purchase chrome books or another useful device and then they can bring their own device to school thus limiting the need to purchase and upgrade board equipment. I understand that not all families can do this but those who can will and then there is less tech to buy for the others. This will help to provide more access to tech and save money.

- Utilities- invest in sustainable energy. |-Double dippers with retirees. |-Lots of technology and equipment doesn't get used efficiently which is very wasteful (some kind of tech inventory at the end of each school year) to account for the true needs/wants of the divisions of each school. Also to share best practices with the various uses/organization of the devices with ALL teachers so that we can reflect and update best practices. |-Continue with less during school mandatory PD where teachers are away from their classes and a supply is needed \$\$ |

*****eliminate EQAO testing and focus on keeping class sizes REASONABLE*****|-please stand up to the ministry and help them to understand that there is very little need for e-learning courses, students need to learn from teachers, |-also please acknowledge that post secondary institutions do not give equal weight to courses taken online|-provide the resources that teachers and students need

|- centralized purchasing process with suppliers in order to drive the per unit cost for markers, pencils, iPads, iPad chargers, paper for volume discounts. |- survey/review by school which healthy snack programs are actually needed by school community (food costs and garbage disposal costs) vs online info for parents and links|- mandatory online training into the first PA Day for all staff to uphold the Board wide fragrance free policy to reduce staff illnesses and injuries that can lead to Workers compensation claims which add to insurance costs|- dimmers in classrooms -light level

> Return to a half day kindergarten with only a teacher. ||>Cut Itinerate teachers (we have a lot of resources and people in house).||> Limit laminating (each person has XX amount).||>Take donations of art supplies etc. from businesses in the area, possibly parents too.|

1. Decrease the number of consultants and itinerants. Speaking from a teacher's perspective with multiple special needs students in my classroom....they aren't helpful. Put them in a school as a SERT so they can help teachers and Educational Assistants with day to day programming.

Accessing large corporations to make donations through partnerships with schools.

All your staff is overpaid, considering you do not work a full 40 hour work week and only work 9.2 months of the year. To make a 6 figure salary in the private sector, you will need to work a minimum 60 hour week and in some cases, extensive travel. Just recently, I enrolled my children in a tutoring program and found that their curriculum is filling in the gaps that they have been not receiving at their school. Both of my children in grade 1 watched episodes of "The Magic School Bus" during class, , so why are we paying these teachers close to 100K to put on television shows?

Allow private support workers into schools that are paid for using the parents benefit plan. Create special classrooms for spec Ed students with resources they need and the professionals present to provide suitable care and education. Rather than spreading a few EA's in multiple classrooms for shorter periods, put more EA's in a single room with more spec Ed students. Treat spec Ed as a specialized health requirement in a specialized setting as you would with any other specialized medical care. Shorten the school year by 4 weeks, remove PA days during year and have them in these 4 weeks.

Allow students from different schools on same bus from the same or adjacent stops (consolidate) if bus stops at one of the schools first

Although I ticked off investing in outdoor play areas and fields I don't believe any money needs to be spent. What I really want is for the children to USE the outdoor spaces at recess. The "walk and talk" recess on the blacktop only is not helping their growth and development. Let them run, let them get their energy out and use the fields. As a parent I would rather do laundry on muddy clothes rather than have a child that can't learn properly because they haven't had adequate physical activity at recess! Give them a chance to focus on their learning by being as active as they want on break

Amid the strikes, this budget review is very frustrating. The board/budget must provide a fair/equitable/safe education for all. The teachers are facilitators in this service to students, which we, as a community of tax payers will gladly pay for, assuming the money is spent properly. However, if the well has run dry, is it possible the current budget is set out to provide for the teachers more than the education of students? When the board compromises in budget decisions, is it teachers or students who are affected? Lower the pay grid and save our education system. Serve the students!

Any pilot projects or new initiatives with technology. Funding is better spent in professional support for students such as CYC groups, mental health initiatives, EA support to meet students academic goals, speech therapy and early intervention for math/literacy.

Are so many consultants at the board level really necessary? Would the money spend on these positions be better used with in class supports?

As best as you can please support our kids by offering as many supports in the classroom. Kids need caring adults and various differentiated opportunities to succeed. Would love to see RAZ kids offered to primary kids in HCDSB. I had to pay for my own copy. Would love to see dream box or other math supports offered - again I paid for my own. I just believe if students have access to these in public board the catholic board should also have these resources.

At Holy Trinity, the heat could be a little lower. Many students complain that it's too hot in various parts of the school. I honestly can't think of a way to save money. I feel the school needs money in the music department badly, and maybe less on all the sports team and buy out days.

At this time no, but I must reiterate ongoing Indigenous Education is a must, especially in a Catholic board it is our time to produce on the calls to reconcile and I would really like to see that happening in my children's school. We have a responsibility to do more and we should. I understand some may feel we are not at fault BUT we are ALL responsible.

-Being proactive and Building schools big enough to accommodate students and reducing portable classes|- Introducing more online courses|-

Better run more modern ways to raise money for the school. The box of cards is outdated and a hard sell. Use more foods that sell easily (chocolate, popcorn, pies, cupcakes, apples, gift cards) Raise money on "dress down" days. Each child donates \$2 to dress down for the day. ||The fundraising is really sad compared to other schools.

Big picture, but elimination of EQAO

Board of Trustees do a review of what the school is using their fundraising dollars for. |St. Mary's does a large amount of fundraising. However not in agreement of what the funds go towards. E.g Reseeding the grass or decorative urns or statues. I would prefer to have these funds go towards the classroom not for the school's overall aesthetics.

board-wide fundraisers

Budget on cafeteria food. Most kids don't eat cafeteria food. They all go out for lunch.

Build a new board office with sufficient meeting space to eliminate costs for renting facilities in the community for bigger PD and other events

Campaign to ensure all Catholics (with or without school aged children) are directing their tax dollars to Catholic Education - not the public default.

-Can schools not being used in the summer months be rented more frequently by outside groups? ||Better use of P.A. days. Outside of the mandatory four days maybe the remainder be saved for inclement weather and if not used during the winter months be used at the end of the school year?||Earlier school day start would be very beneficial at St. Joan of Arc. Currently the 8:45 start is an odd time, can this not be 8:15 or 8:25 and dismiss at 3pm? Parents are already in the after school care program but avoiding the morning YMCA.||More funding for capital improvements/accessibility.

Can you advocate that new school construction should have the intent of being net zero energy buildings? The cost may go up for construction due to the need for solar panels but this will significantly reduce ongoing electricity costs. Even a goal of generating say 70% to 80% of the electricity would be a great goal. Most of the schools I assume has enough flat roof area.

Cancel EQAO testing.

Cap teachers salaries and wage increases. Decrease sick days each teacher is allowed |Cut back on teachers positions . Increase class sizes to accommodate this cutback. |Change policy of short term leave . Cutback positions within the school board, get rid of higher paid positions and blend positions responsibilities to other paid roles. Decrease amount of PA days to increase student learning. Stop having strategically planned four day long weekends and call them PA days prior to a holiday. One week Christmas holiday period. Stop being spoiled and appreciate your high salary of 10 mths work

Cap the salaries of all staff|Reduce sick time and allow no carry over of sick days.

Changing boundary lines for NOD - North of Dundas for Secondary. You are currently busing students to Loyola instead of having Holy Trinity be the catchment area school. Loyola is approximately 5km from the subdivision and Holy Trinity is 3.6km from the subdivision. Thus you could change the boundary and eliminate bussing for 90% of students (obviously some is necessary for Special Education) which would in turn save money.

Complete a boundary review and utilize all classrooms instead of overfilling one school with portables. |

Construction projects are grossly over paid. As a contractor I have witnessed many school boards throw away money as a result of closed bidder lists and requiring potential bidders to be members of trade specific organizations that provide no added benefit. If the boards would take a closer look into the cost of construction projects I am certain you would find all of the resources you require .

Consultants- as rarely see them anyhow

Count on parents support instead of paying high fees to consultants. Many parents would be willing to help somehow with their professional skills.. Most of parents want to keep sending their kids to catholic school and will help given the chance and organized opportunity. Reinforce commitment from parents.

Curriculum Budget

Cut all computer labs in every school. Then apply for federal government grants to pilot as a board a completely paperless and device-driven board, with every secondary student required to bring in a tablet or laptop (OR to purchase one through the school). Subsidies will be provided to students through money raised at various board charities in order for them to be able to afford a device, or given one outright.

Cut down on number of trustees. There are too many, and frankly are overpaid.

Cut EQAO it's a total waste of time and money. Stop using paper. Switch to an electronic system. Why are you printing for class selection when it's on the blueprint!? Force every teacher to use google classroom

Cut funding to French programs. Segregation of|Special needs students.

Cut gifted testing |Cut French immersion or at least the transportation costs |French immersion classes should be combined into split grades in junior and intermediate when the numbers drop |

Cut off the catering and free food for meetings I can't believe this is still allowed. ||Do a better review of how many secretaries and executive assistants that some areas have there are so many it just appears unnecessary. |

Cut salaries

Cut salaries

Decrease unnecessary spending|lower expense accounts for senior exec members|no more catered lunches for workshops and retreats for staff ||Balance out salaries to increase supports|- there is no reason why board exec members need to make so much. If the salaries were reviewed then the board could hire more essential members to actually be in the schools helping our kids. We need more EA's and CYC's on the front line. Having them at the school 2 days per week is not effective.

Develop an after school homework club perhaps overseen by CYC or teacher assistants and perhaps where older children can gather volunteer hours by helping younger children with their homework. I'd pay for this after school care. Think of all the money private tutoring is collecting from your students. For example my child is in early french immersion (grade 2) and I'd love it if an older child could help her with her reading for my husband and I are only English speaking. Again I think parents would pay for the service and have comfort knowing they remain in a familiar & safe environment

Difficult to say, schools seem pretty lean already. Good luck.

Don't give anyone but classroom teachers a raise. They are the only ones fighting for my child

Don't lose sight of the general benefit and safety of the kids at St. Mary. Recent focus has been on French immersion expansion, without thinking on the location capacity. Surrounding streets and parking lots have become a dangerous hazard for the kids and families who walk to and from school every day, are you waiting for an accident to happen to take action? Please don't!

Don't waste money on expanding a French program and trucking students from outside boundaries to any school, which then takes spots from students within their own boundaries. Zero faith in the lunatic trustees at the Catholic board. They are clearly out to lunch.

Efficient facilities, in term of automatic lamps, etc

EFI is an optional program. Transportation to an optional program is not mandatory. Eliminating such transportation could save significant amount of money that can be used more equitably. Either provide transportation to all optional programs or none.

e-learning|fewer PA days |true evaluation of benefit plans offered to educators that are not in line with general population

electricity conservation and solar panels, conserve paper monitor student printing closely

Electronic access / licences to textbooks as they become expensive to replace by hard copy (limited ability to order more for lost ones that are never recovered)|E-books licenses for audio/IEP students in mainstream classes to avoid copyright and incurring costs for family/student

Eliminate assistants for secretaries

Eliminate bussing to St Paul's, having mass and liturgy in the school gym just as effective!

Eliminate desktop computers in the classroom and provide dedicated, personal laptops. More and more often we are working online, and do so in areas other than just the classroom i.e., office or home.

Eliminate Junior Kindergarten.

Eliminate or advocate for the elimination of all EQAO grade assessments. The monies saved can in turn be put into much needed school supports as identified above.

Eliminate the board of trustees and half the management at the board

Enable competitions, charity programs

Encourage staff to conserve electricity (schools rarely turn off computers at the end of the day), discourage wasteful printing (hard copy attendance sheets are printed for each teacher for each week, regardless of whether they use the online system and paper copies of attendance reports are placed in our mailboxes daily, even though they can be sent out electronically)

End the use of Itinerant teachers. Has this program been assessed as to whether classroom teachers take advantage of this? Has the transfer of skills and expertise been measured - have Itinerants successfully made an impact on student learning? I witnessed first-hand an Itinerant teacher arriving at school and sitting in the school library all day with no teacher interaction at all. Teacher absences cost the school board an exorbitant amount of money - find ways to discourage absences by addressing the root cause of their absences.

Enhance partnerships with community around use of school spaces for rent|Leverage Universities and online courses for gifted and reallocate funds to supporting special needs

Ensure that the early French immersion program is not expanded.

Evaluate current funding/design of pension and benefit plans for unionized teachers. This plan is extremely rich vs. any other employee (public or private sectors) in Ontario.

Executive accounts with Microsoft and or apple

Extremely disappointed in educational services these days. Teachers seem to strike every other year for more pay so I don't know how you find savings in such a toxic union environment. I guess services for children need to suffer while the teachers eat cake. Bravo.

Facilities and maintenance. Out sourcing companies with competitive rates for maintenance work similar to what was done for custodial staffing. Using high school construction classes more effectively to outsource some maintenance projects within family of schools (i.e. shelving, portable staircases, garden projects, etc.)

Fewer board members and administrators

Fewer initiatives related to identity politics and other undertakings that accentuate our differences instead of our similarities.

Fire all the teachers!

Focus funds on special ed, core facilities and math and language programs. My lowest priority would be faith based programs.

For the spirit days instead of signing in each time, just put the total number of days and have people pay in lump sum. Bring back the barbeque instead of having the food trucks there.

GET A SR FOOTBALL TEAM

Get rid of EQAO

Get rid of EQAO! Spend the money of the students!||It is NOT a reliable source to evaluate student/teacher benchmarks!

Get rid of the sex ed pedo program |

Go paperless for everyday tasks and meetings. Save on paper costs and copier repairs

Go paperless!! So many notices are sent home by paper, we live in a world where digital announcements are acceptable. Why not save some \$\$

Go paperless, multiple sheets at the beginning of the year go to the parents for review. Plus permission slips throughout the year. Can this not be done on line? Or 1 sheet with list of permissions?]

Have energy saving lighting which turns on/off or dims according to the current natural lighting. The school entrances are too tight.

have more and frequent fundraisers dedicated to the school ||

Have older teachers retire and replace them with teachers who are eager to work with students to progress their learning. There are some that are not engaging their students and sometimes tell the children they don't want to be there. The more senior teachers are making more money and some are past retirement. The younger teachers need the experience, are more willing to work with the kids and their payroll is lower than someone with 20+ years more seniority.||Replace JK and SK teachers with ECE teachers.||Amalgamate some of the older/less populated schools to reduce duplicity.

Have our provincial government consult educators as to where these savings and/or efficiencies can come from rather than the bean counters who have no business making decisions about our children's education. Bargain a responsible contract with our children's educators.

Have schools set up in a manner that serve the ""Customer/Students"", in a more beneficial and practical way. While I agree that challenged students should have equal opportunities as other students, have them attend schools that truly offer these kids growth opportunities. Having some of these students attend a standard ""High School"", curriculum is doing nothing more in a lot of instances that just providing ""Day Care"". There seems to be little to no value in having these students attend classes that they have absolutely zero chance in passing or getting anything out of attending? Waste of t

Having a parent teacher council that's responsible for raising a dependent funds for the school outside of traditional pizza days etc. There's so many areas of opportunity within the community that the school board is not tapping into. Not everything has to be government funded. Having a

cross between Catholic school private school might be most beneficial to all parties. Pay a little to get a lot

Having an understanding of what the priorities are by school would be good information to have. Are there some schools that just require too much maintenance because of age/capacity? ||Some elementary schools have lower enrolment - do we need to re-look at this and look at some consolidation?

Having worked in a high school for the first half of my career, I feel that I am in appropriate position to comment on how there is a lot of time and money wasted in the elementary years. So many resources put into those 10 years to teach the basics of literacy and numeracy when it can be done so much more simply and cheaply. Often, a significant number of students don't have those basics after those 10 years....entering high school unable to do their multiplication tables and/or write a decent paragraph. There should be rotary in elementary. Ex. Same teacher for grade 4, 5 and 6 math.

Hire a Lean Six Sigma team to look at admin processes and do a full review to find efficiencies.

Hold teachers accountable for the striking [word removed] and get rid of them. Thousands of new teachers are available at a lower wage. ||Lower salaries to conform with a calendar year of teaching. Pay according to season then layoff. ... \$80 per hour with the summer off = joke

hold strong on reducing teacher benefits and compensation. Set a later retirement date such as 60 or 62, irrespective of years of experience. 99% of employees do not have the luxury of using years of experience to set a retirement date.

Hold teachers accountable. Many teachers at St. Thomas Aquinas are woefully unprepared for teaching and are completely incompetent and unprofessional (for example, they do not come to work, arrive late to class, spend their time on their phones, spend only 10 minutes teaching, do not explain concepts clearly, call students names and berate them in front of the class, etc. etc.). As a result of abysmal 'teaching', many students suffer and require additional supports that professional teachers should be able to provide.

I actually am shocked that this survey is going out. Figure out the labour unrest and take the savings from this and apply to next year's budget. I am interested on where i apply for the rebate for my education tax I am paying and not receiving service for (strike days when I have to arrange child care outside of my work). ||This is terrible and needs to be resolved.

I am hoping you can get rid of our uniform supplier |

I am not sure of the value of the consultants - perhaps finding some way to look at the work they do and the value of that work.

I believe inclusion as it is currently implemented needs to be revisited. Often there is an EA with one identified student for the day. There is little to no integration with the other students so the goal of inclusion isn't being accomplished and money could be spent more efficiently. All SERTS should be required to work with students (1-3 periods daily) . This could be accomplished by reducing the amount of paperwork they are expected to do or shifting their mindset that their paperwork is like classroom teachers' report cards and largely done outside of the instructional day.

I believe services for those students with developmental and behavioural issues should be dealt with outside of the school and by professionals. There should be outside programs and services and those children should get better and more attention. Trying to integrate them into the normal classroom setting is not working and devoting even more resources for these few is costly and takes from the services and funds that could be allotted to the majority.

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I believe that tenders should go out for building repair and maintenance. Also, I think privatizing custodial staff/caretakers is something that should have been done YEARS ago! I don't understand how caretakers should be making so much money where in the private sector all cleaning is done through cleaning contractors from a third party.

I do believe the school administrators and board staff do an amazing job with the resources they are given to give our kids the best in our facilities and education.

I don't think we should waste money on redecorating the school simply because we want to change the colour of the flooring. Let's not spend money on things that aren't broken.

I don't feel like I have a good understanding of the system to make suggestions. |The use of solar panels on rooftops and LED eco lighting. Sell the energy back to corporations. Can low income area classrooms be sponsored by larger corporations? Partnering with banks for special programming.

I don't have enough information to make suggestions at this time.

I have concerns about the expansion of the EFI program as the first few cohorts move into the intermediate grades. |While the class size cap of 23 students in the primary grades seem to be working, there are some issues with continuing the cap in junior and intermediate grades. ||Student numbers dwindle in the junior grades, from students leaving the program. This drives up the class size averages in mainstream classes. |||It's unsustainable and presents an equity issue if our board allows intermediate FI classes of 15 students and mainstream classes of 35+ students.

I have heard from many teachers that there is an opportunity to leverage a procurement process for supplies and having Argos managed.

I suggest reducing the number of times staff (including administrators) are called off site for meetings. Costs incurred such as mileage and supply teacher costs can be prevented. Oftentimes these meetings can be via conference call or email.

I think that having more fundraising or donation actions would be good. I wasn't aware about the board's budget and that helps me understand better how to contribute.

I think that the Board of trustees needs to evaluate the importance of arts and start finding more funding for them and fund sports less. the sports are important, but theres no reason things like the arts should be hurting. the arts help people thrive and develop as people.

I think the board has to limit new initiatives in order to reduce staff in-services and supply needs and to properly give them time to become proficient with one resource/method. I also feel we should use video conferencing to reduce travel costs and increase technological proficiency in teachers. Savings could come from reducing catering fees, in particular for senior board staff. The board also has to take a closer look at SACs. There is a big problem with superintendents approving very small class sizes or excessive spending based on personal relationships rather than facts. |

I think the board should look at all areas to find savings and efficiencies. Look closely at the board staff and trustees and find ways to save money there and not just cut costs within the schools themselves. Costs should be cut from the top not the bottom.

I think the schools could do more fundraising. Such as selling products that the school could benefit from as a fundraiser such as wrapping paper, greeting cards, chocolate bars...etc whatever is available these days as a school fundraiser. The Halloween dance a thon is the main fundraising event and it always seems rushed to donate when we finally get the info and maybe if told what the money is spend on more parents would give generously.

I think we need to use our resources wisely. Special education is important and having resources available to everyone is key.

i would have to see where all the money goes to know how to save or make it more efficient. I could very well save money and/or be more efficient.

I would need a better understanding of a school's budget to suggest cost cuts

I would say invest in Special Education, especially in services for Autism. These should include more access to SPL, and possible behavioural and OT. Special education department should have a quicker process for psycho-educational assessments. Teachers in special education should be trained to work with students with Autism. More feedback to the parents for students with learning delays. Teachers should be reporting to parents progress where there are needs and not waiting for reporting time. Teachers should have an open communication with parents to allow practice at home.

Identify the salary range for each teaching position. | Increase the teachers pay annually until it reaches the maximum. | Cap teachers annual increments to the maximum in the range.

If this is a valid request- Encourage/inform that parents can elect where to have their tax dollars go for neighborhood schools (i.e. public vs. Catholic schools). Provide info on how parents can do this easily.

If you didn't pay the teachers so much, there would be more than enough money to spend on the students :)

If you need to cut it should be from the top not the bottom. Get rid of EQAO! It is a waste of time and money. The time wasted on this test and the stress it causes our children is unnecessary. Taking funds from the schools and staff will not help our children only hurt them. Give them the tools they need. My kids schools are run very well from what I can see. I have heard from other parents in other areas and they are not as lucky.

If you really care about the long term health of the education system, there should be serious consideration given to combining the public and catholic public boards.

I'm sorry I really can't think of any program, personnel or facilities item that can be reduced. We need more support and programs for students who struggle academically and with mental health. | Implement Preventative Measures to avoid spending unnecessary money. | Dialogue with students and teachers to learn what they would like or need to make Assumption a better learning environment before spending/wasting money on things that don't matter to the community.

Implement projects, review processes and invest in technology to drastically reduce paper.

In general, as a parent I would like to see more money spent on improved programming and curriculum, such as STEAM and less money directed to Board Administration

Increase revenues by building more revenue generating facilities (gyms, open spaces for clubs, libraries, etc) like the HABER CENTER.

Inflated Senior Staff Salaries (Superintendents/HR Executives do not need \$20K/yr raises)

Instead of buying more computers, iPads, laptops, and "educational games" which reduce attention spans as well as encourage staring at screens (bad for the eyes)... ||| would suggest less screen time at school, and instead integrating lessons with some outdoor time, there is much to be learned about the seasons, temperatures, nature and its cycles by going for walks on the nearby trails. || A school garden on the property in which all can participate would be a great learning tool of how things grow, the children could have something to look forward to and see the results as well.

It appears that a lot of money has been spent recently on painting the walls of the school that did not require painting - yet, there is not enough money to buy much needed textbooks for students.

We are providing students with textbooks that are falling apart and missing pages - while this is embarrassing, it is also highly unacceptable. Perhaps re-prioritizing expense initiatives would be a worthwhile exercise.

It has come to my attention that the Trustee's Association has encouraged the Ford government to lift the cap on class sizes. They MUST take back this suggestion.

Keep all PD days at the school, rather than gathering all staff at a central location and paying for a guest speaker. The most beneficial PD comes from teachers having time to collaborate with others and use their time in their own school, co-planning with colleagues.

Less French immersion programs

Less Principal retreats. The principals are called out of schools far too often. Also don't close Notre Dame to turn it into a new board office.

Let JK be taught by ECEs and decouple from SK which can continue to be taught by teachers.

Let the expensive full-time staff who quit/transfer/retire be replaced with only seasonal contract workers.

Lights need to be turned off when there is nobody in the room in order to save electricity. All lights do not need to be on in the classroom at all times as electricity bill will be higher.

Limit French immersion programs

Limit Retreats for upper management and staff (admins) | Reduce board member salaries who are over 150K | Limit Release days for staff and resource staff | Limit colour paper and photocopies | App communication for teachers and parents | Paper towels can be replaced by tea towels and washing program | Limited catered teaching staff and board staff members | No driving allowances |

Limit spending money on things like events and one time things, and spend more on improving the quality of daily life in the schools, like ac, heating, learning equipment like textbooks, and lighting

Lobby the provincial government to increase the GSN grant. | Do all schools in the HCDSB outsource custodial services? Is it less cost-effective to use board employees as is done in the TDSB? If yes, perhaps we need to change the method of delivery within the HCDSB? Thereby saving funds.

Look at board level staffing - are there any redundancies? How are resources being used? Are there any 'freebies' given out at meetings (coffee, snacks - staff can bring their own). If rooms/space is rented out for meetings etc. are those meetings run efficiently so that less \$ needs to be allocated to renting space for the meeting. Just a few ideas!

Look at boundary review for OLV disperse those students to neighbouring elementary schools and use OLV to house incoming grade 9/10 students until new high school is built.

Look carefully at the portfolios of your superintendents-5 positions for school services and not sure what those portfolios encompass and if it is redundant, or if there could be a consolidation of positions from the senior management position.

Make more family nights with the students organizing them like soccer, basketball nights and movie nights for families and students. This will create revenue for the school. Keep students fit and engaged and promote their planning, organization and leadership skills. | More clubs are needed with effective planning and be promoted a head with sufficient time.

Making sure equipment and resources are used until end of life and not replaced for non-essential purposes (i.e. aesthetics) | Use Board facilities instead of outside facilities as much as possible for all Board/school related functions

mental health education for staff, parents and students, please do not offer paid extra curriculars at lunch time (computer programming, science, art or guitar) as it puts a financial strain on parents

or separates the haves versus have nots. Try to do some intramural or clubs if teachers are willing to volunteer and if not that's ok. Teacher do work so hard and we always appreciate them.

Merge with Halton board

Merge with the public system. It doesn't make sense to have separate publicly-funded education systems. Offer well-thought-out online learning options to supplement, not replace classroom learning at all levels.

minimize printing|use only refillable white board markers|only provide parking for staff/visitors, not students|switch all sports to intramurals to reduce transportation cost|

More access to a computer for younger students to use on a daily baizes with more STEM programs and learning

More access to technology that actually works

More accountability on spending with public funds .

more direct support for classroom support...special education, ESL, reading programs.|

More effective use of support staff? Ex. Tech staff - ensure all equipment is ready to go with consistent apps/ programs across divisions in board in summer for September rather than troubleshooting on an ongoing basis t/o year- better use of time/\$. Promoting use of volunteers in community to read with students.

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More focus on physical activity - programs, extra circulars, intramurals, keeping kids active at recess and decreasing bullying/focus on kindness vs IT and school aesthetics

More funding for special needs . Teachers make enough already .

More security / protection for students from bullying with the classroom and outside of the classroom. More focus on patrolling drug use and sexual assaults during school hours and and at on or near school premises. More education on how to treat and respect another and to educate males on how to conduct themselves with girls (instead of promoting sex, which has happened recently in a school assembly).

More themed Fundraising data. casual day- themes- with student participation

Motion sensor lighting that is activated before and after school when the building is still accessible but not being fully utilized... empty but still lit spaces.

My daughter is required to take the bus, but quite honestly the busing system is old and useless. The buses are constantly late or not running at all when kids need to take them, such as during exams. This leads to a huge safety issue as they are walking a long distance to get to school/home. Instead of this 'bus' system, which doesn't work, get rid of the bus all together!! Give kids that are far from the school the ability to have an Uber allowance/account so that they can take an Uber to school when needed, and not need to worry about these horrible bus drivers.

My other child goes to private school which you gave no option for. Your survey is also flawed as I had to answer the same question(s) a few times

My son is in grade 1 and uses an agenda which has the same 4 words every single day. I believe eliminating the agenda in this grade would help save money and help green initiatives. I also have a son in JK and between the 2 classes we get an abundance of paper sent home daily, whether be school work, letters, etc. Implementing a school app or some sort of online platform to communicate, sign forms, etc would be far more effective and again better for the environment

My son is in grade 5 and for the past 2 years, he has to share a math textbook. There are times where he can't finish his homework because there's no not enough textbooks and another child had to bring the math textbook home so he wasn't able to.

My son is in JK, not sure where there needs to be savings or efficiencies at this time.

No

No

no

No idea about savings. We need to invest more more in education and technology.

No overseas trips for Trustees i.e.) Israel

No, but I have a question; why don't all teachers have at least one class to teach? Why does the Ontario government cut from education, then complain about the city's violence. Put more phucking money into education, jerks!

None of this matters when the teachers are on strike. Get teachers back to work!

Nope.

not at moment

not at the moment.

Not at this time

Not at this time. Thank you.

not sure if this would cause savings but I feel that if the classrooms were smaller, the kids would have more hands on learning which then in turn cause less needed resources as they get older since they would have the skills and knowledge to help them. I find that kids in high school are struggling because they did not have those learning skills when they were younger because the teachers did not care enough and just passed them.

Notebooks, stationery contributed by parents with more economical means. Increased school funding initiatives and clearly promoted: ge FUndraser to get additional CYC staffing next year... we would contribute much more,|

Occasionally there are bulk purchases made by consultants, resources that are purchased for every school even though some schools already have the items in their library collections. That is unnecessary duplication. Before consultants make these purchases, it might be worthwhile for them to canvas the schools to find out which ones already own the resources.

Offer extra curricular activities such as sports, art, other lenguaje with a fee that help the school |As I parent I rather to paid and have my kids on other activities with their classmates than in different locations with other kids.|Remove Viceprincipal positions no need for them|

Offer more incentives for parents to take on more volunteer roles within the school. Helping out in classrooms, learning plans, educational days, field trips or liturgies. |Partnering with business or other school to do join events for fundraising or programs for children.

One degree less of heating

Online and e-learning activities/courses can assist to reduce costs.|Support more online textbooks- instead of hardcopy.||Rental Facility -Not sure of liability however, using the school space for other activities e.g.,youth programs toastmasters, theatre, choirs, yoga.||Create a public summer pass for use of the track (e.g., for running clubs, other active members, seniors etc)||Charge an annual fee for recreational and rep sports teams for use for games and practices.||Rent parking lot in summer for car storage for local car dealers. ||Review best practices of other boards.

Online courses are not bad. They are the future of learning. Adapt to current day and the ways in which different people learn. This will enable different approaches and efficiencies for different

people. The one size fits all mentality limits teachers ability to create flexible working and learning environments. Also if you want to create real efficiencies performance manage teachers. There are some great ones but the terrible ones cause disenfranchisement from parents and children as there is no recourse or if there is it takes too long as they are just moved to other schools.

Ontario government should make EQAO random testing in the province rather than spending millions on a full assessment of every student. |Ontario education system needs to spend more not less, the province has a revenue problem not a bloat in spending.

Opportunities for board level lunch options, that way there may be additional buying power for additional dollars to the boards and schools. Not leaving the options to the individual schools.

Our school is at its capacity. I think the board needs to stop allowing students to attend our board unless they are coming from our feeder schools. There is a loss of control in uniform, absences, students skipping assessments and no penalties or consequences.

Our school is in desperate need of playground equipment. Soccer nets and outdoor playground equipment. |We need to burn excess energy so when they are in the classroom they will be more focused on work. Our school's Outdoor facilities is a disaster. The elimination of soccer and basket balls this year it ridiculous.

PA Days during March Break!

Pathways teachers are not vital. Their main function is helping guide grade 8's into high school with course selection, which previously was part of the grade 8 program. I think this role is unnecessary and should be brought back to the grade 8 teacher, whom parents rely on to answer their questions anyway (not the Pathway consultant).

Perhaps on transportation costs for older students. I may think it could be reduced in one area. Also perhaps another savings could come from more in house fundraisers from our individual schools for education. I know we do a very good job at this point yet if we created a strategy for more major fund raising events for education. |Perhaps School Concerts utilizing our students talents or plays or even a board wide function for education funding..|If every school dedicated one special major event it may have a good impact on savings. |

Perhaps some spending can be monitored more closely ie. gas and mileage, meeting expenses such as food and beverages, conference costs

Petition the town for a bus system. Georgetown should have one. This eliminates transportation costs. |Contract out IT services. |

Phase out EFI

Please continue to invest in Early French Immersion programs, to be a full staffed program, versus just a pilot. Canada is a bilingual country and supporting French is key to the success of the kids and the country.

Please stop wasting the budget on useless expenditures for example faith initiatives. The downfall of being at a Catholic High-school is the fact that a lot of time and resources are wasted. Those kind of expenditures are not helpful at all to the students.

Please try to reduce the amount of paper and use more paperless systems.

policies and enforcement of electronics used consistently throughout the classroom/school/board and P and VP supporting policy - increasing efficient teaching in the classroom. |Internet wifi that is reliable and consistent in schools so school devices can be used. |Consistent platforms (remind, google sheets etc) are consistent from class to class and elementary to secondary school. Software licensing cost reductions. Teachers are supported to learn these platforms. |

Private sponsorships|Federal Programs|Self founding initiatives|In training young professionals|Volunteering initiatives

Providing less stationary and copy books to student and replace with more support sessions for students struggling in math or language.
Pursue testing of knowledge of current teacher and review assignments. A teacher who has a degree on physical education cannot / should not teach math! Align knowledge with needs.
Put more of the budget back into student resources. 80% of the provincial budget going to salaries and pensions is disgraceful and immoral.
Really tough question. One of my first thoughts is transportation. Particularly in new areas of dense development where the majority of families live within reasonable distance of the school (recognizing some transportation is provided because of proximity to major road arteries).
Reassign Itinerant Teachers back to classrooms as well as Itinerant EA's back to support staff. Teacher absences cost the board an exorbitant amount of money. Provide them with support to mentally handle working with the students.
Reduce amount of board trustees
Reduce consultants at board level, monitor spending (ie supplies) to ensure they are actually used for students and not stock piled or spent on useless items
Reduce funding to unneeded inclusion programs.
Reduce paper newsletters and encourage parents to follow twitter posts and ""school messenger"" e-newsletters
Reduce pay for teachers to focus on children's education tools and playground equipment
Reduce printing/paper Reduce colour printing by admin staff Boundary review to reduce unnecessary transportations
Reduce spending on football.
Reduce the amount of paper by having it all on computers. Have students contribute to this question.
Reduce the number of consultants and itinerates so that the money can be used for the special education students which are the higher priority. (I do not work in special Ed.) Many times when I am at an in-service the Itinerates are sitting there and doing nothing constructive. I see no purpose for many of their positions. When Spec. Ed. parents are stressed out and need assistance for their child.
Reduce the number of consultants, and put that money to towards supporting the students with more Educational Assistants and support staff(speech therapists etc.).
reduce the number of superintendents- classroom teachers are far more valuable to our students than too much administration
Reducing teacher salaries and benefits.
Removing library techs in high schools. Especially when there is limited circulation.
Rent out our turf fields for soccer games. Burlington is very short on fields. If they put a dime on them..though I know expensive it would pay back 10 fold by renting it all year for soccer!!
Renting schools at night to Community centers. You can copy Toronto School Board renting programs. Kids will can pay for sports session, dances, etc, reducing the average of students with alcohols, drugs, smoking addictions. Parents can go to zumba classes, golf, photograph, etc.classes. These renting programs is a success in Toronto. Also, they rent the schools for March break camps and Summer camps. Teenagers are happy to volunteer and get points for their highschool. Burlington camps are so expensive right now.
Retirement packages to make it more desirable for teachers to retire and not take up space/room. Get them out and get the younger, more energetic teachers an opportunity. They are less costly

starting at the lowest pay scale, less room for injuries/modified duties and less vacation time. Much more cost effective.

Review external programs (Ministry Initiatives) that are used to improve student achievement and see the number of students that are directly impacted through these initiatives. Survey stakeholders and gather feedback on whether they see a need for continued support through the program and whether it is having a direct impact on Achieving, Believing and Belonging. If stakeholders are not able to articulate a direct need for this type of external support, data should be gathered on ways to best support students that shows a more immediate impact on the learning environment.

Revise Youth International Languages program to fee based.

Sadly, I don't. I feel as though school boards are underfunded and so finding efficiencies is a difficult task. ||Please instead write to the government urging them to reverse their cuts and share how these cuts will affect the students in HCDSB. Now is the time to demand that the government protect our children and their futures. Follow the lead of other school boards who have already done this.

Salaries

Salaries of teachers are clearly out of control and every parent is aware of this and is sick and tired of the lies. Most parents are afraid to speak out against the teachers in fear that their children will suffer because of it. Millions of dollars can easily be saved simply by reducing all of the perks like paid sick days for all school staff as well as the pensions. Under the mcguinty and Wynn governments the teachers salaries have grown over 200 percent!!!! Get back to work!!!

Savings- less photocopies. Online is great, so is having course packs set up and efficiently printed for students as opposed to photocopies here and there made on a daily basis. This would also benefit the teachers.

Savings? You have to be kidding right? With the taxes I pay I would think of upping our game rather than diminishing it. If I had my back against the wall I would take away nothing because our kids are already scraping by as it is. Sorry.

School Council fundraising dollars could be spent on in school purchases such as tech or leveled reading programs. If money is maintained within the council budget and not amalgamated into the school budget there would be better oversight on where money is being spent. This is how it is handled in the public board. Huge cost savings here for the board as the money would come from the parents and it would be allocated directly to items that are directly requested by parents.

School fundraising events, donations from private sector (sponsors)

School should arrange sessions for students about how to cope with stress and pressures.

Schools are excellent empty spaces at night, why not use this places to train, education or serve the local community. Such as language courses, professional courses, using the gym to practice sports and competitions, chapel open on weekends for all family to pray. Oakville currently has only two adult center school and the big waiting list. There are many teenagers with nothing to do productive at night, and those school could be place to take interesting and current courses such as animations design, robotics, drawing, paintings and learning music or playing instruments. Not for free!

Security guards that are at the high schools, get rid of them. ||I see the one at the adult learning centre, sitting around ALL the time, watching her computer. What a waste of money.

Seems a lot if trust and discretion is placed in principals hands. Difficult for parents to voice concerns and move agendas with principal who is not open to other opinions. Parents feel there is no point in reaching out as we know our opinions will not be given any real weight. Time and Time

again we've been shown it is futile to try to be heard or influence outcomes. Parent committee and individual families have been faced with closed ears and a lot of empty talk about communication, trust and transparency.... just because you say the words doesn't mean you live them. Very frustrating.

Shared Google Drives for resources + an increase in accessibility and baseline materials for teachers to use and modify based on Ontario curriculum. A reduction in textbook materials/traditional materials that can be replaced with online versions.

Since the last time this survey was conducted, I do believe there has been a variety of reductions in Staffing at the itinerant level in the curriculum area. This was one of my recommendations at that time. An alternate means to increase revenue is to close small community schools and build larger more efficient schools in the South Burlington neighbourhood that I know is controversial

Small donations from the families for the class.. Fundraising events..

Sorry, no. We need more money. Many students are not being optimally served. ||The circle graphs use provided were very surprising. I am shocked by the disparity between boards.

Spend money wisely by not wasting it on projects that are trendy and costly. Spend the money where it needs to go, into textbooks, theatre arts programs and arts in general. It's been ignored for far too long.

Spend where you can impact more kids and don't consider opening programs like the French immersion that will only impact a few students. Revise if you require 59 spend more than 2% in board staff.

Spending money on unneeded renovations. e.g. fixing things that already are good.

St.Raphael school outdoor play area is beyond disappointing. Not to mention even if it is nice weather if there is a funeral happening at the church the kids can't go outside or are crammed into a small space because they have to share their yard for parking with the church. This is insane! Why can't the teachers walk to kids to the field on the other side of the church?! Why are our kids playing on concrete with NO shade so close to four lanes of busy traffic, there is no noise or pollution filters by natural elements! This is beyond unacceptable and a reason I may be withdrawing my kids

Start with dismantling the union, create fair employment competition, eradicate the absolute nonsense of these rolling strikes. Maybe force teachers to spend P.A. days in the real world to see how wages are earned and hope they'll be grateful for the positions they hold

Stop giving free school to non tax payers, someone who comes to Canada as a visitor or in a student visa or any kind of temporary visa should not have access to Canadian schools without paying. Instead of strikes charge foreign students the corresponding fees that are hurting our children. And stop making fun of teachers fighting for political reasons and not real ones. Accountability on each board should be the Norm. We are tired of strikes that don't go anywhere. Government is right we don't want more debt thanks to school boards Miss-using the funds

-stop moving programs from school to school every other year i.e. french- limit the french expansion -invest in technology, HCDSB is soo far behind and is not preparing students to 21st century workforce or post secondary-offer in school enhanced plans IEPs for bright students (modelled from PEEL dsb) who don't qualify for the gifted program; these students can often design projects for fundraising and/or community outreach -invest in an online platform like google suites so that students can use technology for projects and home communication- reduce paper costs

Stop producing the school board calendar that is distributed to all students at the beginning of each school year. It is not necessary- families do not use them, they get put into the recycling bin. Parents can access all the information on your board website- it is a complete waste of

money. | Changing the HCDSB logo a few years back was also a complete waste of money. Keep the logo as is for the next 100 years.... put the money back into the classrooms. | Decrease the number of itinerants in the special education department- put them at schools to work directly with kids and teachers

Stop sanctioning Ipads/tablets. Good teachers are more important. Online maths games are just that-games, not education. Secondly, buy more notebooks and pencils/stationery; teachers should not have to do this. Student work (elementary) coming home is crumpled and badly kept bits of paper. These do not engender pride, neatness of presentation, discipline to keep your papers in order- all important office skills. Thirdly, re-introduce calisthenics as essential. Daily/regular stretching is an important healthy habit. Fourthly, ban breakfast carts. Granola bars/corn syrup is unhealthy.

Stop spending large amounts of money on kindergarten playgrounds that are perfectly FINE. \$10K would have bought a lot of computers that JK-8 could use.

Stop striking so our kids education are not being effected.

Stop striking. It's probably a tough job but you don't have to be teachers... chose something else if it's that tough. The benefits are amazing compared to many other professions. || So on to savings... my suggestion is try and generate REVENUE. Rent out your sports fields to senior leagues, rent out your spaces in the evening to social clubs or hold fitness classes in the gyms.. use the school space on weekends for revenue-generating activities. || For parents... please hold the used clothing sale more than once a year when many of us cannot attend... please..

Stop taking from schools. We need more supports. We are running Kindergarten classes understaffed because teachers and ECE's are covering each other's breaks and EA breaks. We have insufficient EA's for the number of students that require support. Students are on wait lists for years for special education services and testing. Look outside of schools for efficiencies.

Stop with the savings, money needs to be spent on the school. | You expect the children to do a lot of online learning including assignments in the classroom yet you don't have enough devices in a classroom. | I don't think it's fair of the school/school board to think that my child should do school work on their ipod or iphone.

Strategic sustainability initiatives can save money/create quantifiable efficiencies-solar panels as part of roof replacement capital projects (economic/environmental impacts), increased facility rentals for community groups (social/economic impacts), take advantage of natural classroom light with more plants for air quality and consider solar-powered countertop fans for air circulation even in winter, install motion sensor light switches when renovating, install more power bars/strips for tech and non-tech plug-in devices to reduce stand-by power usage.

students to sell items around school or outside of school (ex. cookies, etc.), have more sport tournaments to raise money.

Superintendent salaries.

Take a look at the Assumption Renewal project - a year late - spend terrible

Take a pay decrease. Quit your whining and deliver better results.

Teachers are overpaid. More online courses.

Teacher's salaries and the ability to FIRE USELESS TEACHERS!!!!

Thanks for all you do!

The amount of staff at the board seems excessive. If the staff at the board level is needed then they would be in schools more offering resources and support to teachers and staff.

The board & trustees should not be taking wage increases at this time. More effort should go towards savings within administration

The board seems to be getting increasingly top heavy in areas outside of curriculum delivery. Does the board office need so many research and communications officers on staff? Why are staffing levels outside of curriculum seemingly on the rise when the need is elsewhere?

The face of education has changed exponentially in the last ten years. Children are suffering from challenges that are out of our control. We see violence and disruption in learning everyday. The supports we have are vital to the class room and it's success. It is time to ensure that the people who lovingly and willingly return to work everyday are financially compensated for their efforts. Food and shelter are necessities for life This board needs to realize that basic needs of our educational assistant are not being met. Make this an honorable vocation something to be proud of

There seems to be too much focus and efforts put towards the French Immersion program. I feel like my children's education in the English stream will suffer as a result. ||Save money? How about at the board level...what is the trustee to teacher/student ratio. |

This is a hard question to answer as I don't know what the Board has control over vs. the province dictating. I think EQAO is a giant waste of time and money but I know that is provincially mandated. Less paper might save some money - try to automate forms (e.g., all forms at the beginning of the school year) to require less printing (paper/ink cost).

This may or may not save money but as an occasional teacher I am disturbed by the recycling programs in the schools. Sometimes bags are changed with minimal amounts in them. Kids are not trained or encouraged in many cases to get it right and in cases staff rooms are just as negligent. The region should develop a program or schools should try to improve the efficiency of the green Nd blue bins. I also see near empty high school buses sometime especially around exam time. Could longer routes be made to be more cost effective? Look at ESL teachers' schedules and student needs more closely.

This would be a meeting to share what is the drilled down items in place.

Trim resource staff at the board level (RT's). Reintegrate these folks back into the classroom. Eliminate special principal positions at the board, reintegrate these folks back into the classroom. Those folks at the board level who do not want to reintegrate to the classroom can retire. ||Please manage the number of board positions responsibly. One does not have to look too far (example PDSB) to see what can happen when a board becomes overly top heavy. Every dollar invested in a board position, removes front line positions where they are needed most.

Try to hire newer teachers, eliminate raises for anything other than merit, give pay increases when students perform above standards, and get to a point where 95% of funding (not revenue, funding) is paid for direct student instruction.

Unfortunately I don't have much to offer. Compared to when I was in school (many years ago). I believe the way things are running today has vastly improved. ||With so much information at our finger tip. Maybe look at revamping the library system. I'm not saying do away with the library. Perhaps by freeing up valuable floor space by creating a more virtual system where all books are available online to studies, and can access from home or the classroom at anytime of the day.||All though there's always room for improvement. I think the HCDSB is doing a fantastic job.||Thanks.||

Unfortunately, no. Thank you for asking.||If you would like to contact me about the answers submitted in this form||Have a great day!

Upgrade holy rosary burlington play ground.

Utilization of public transportation for high school students where provided by the municipality instead of using school buses. |Alternate school year calendar.|Focus on in school faith initiatives instead of silly events like Walk with Jesus.

We could do fundraising activities like Christmas fairs, etc. Need more parent involvement and support.

We have two children in HS, one in JK. I am disappointed that our public education system charges HS students (parents) \$60 per semester for the ability to choose and submit courses. Do we have a public system or not? Are we not paying enough tax each year to sufficiently support the system? Why are parents expected to buy classroom supplies for elementary students? What is going on at the boards? Are you not being paid enough to be able to find efficiencies in the system instead of soliciting advice from parents? I encourage you to tell the minister to properly fund education.

We need after school clubs (robotics, electrical systems, physics) computer programming. We can have parents involved in these after school activities. Our students can actually do high level mathematics and programming starting at the age of 10. At the age of 14 they can enroll in free MIT courses online. I feel that the school system is very antiquated and the world is passing by the students. I would ask the parents and have them step up, I would love to provide 4hrs a week as a parent and provide real world experience. We can provide sponsorship and funding.

We need to put more resources in schools with front line workers who are in direct contact with students and less at the Board office level with consultants, itinerants, assistant superintendents, superintendents, etc.

We pay so much taxes already and the school shouldn't be looking money somewhere else. But what I see is that schools are organizing so many events to get some money and this is so annoying and a big shame for Canada. When I was in school the only time the school was asking for money was for students trips.

We understand the difficult conversations between the school board and the provincial government and we back up your interest to protect resources towards education. I'm thinking that additional opportunities for fundraising within the legal frame of the school could help to close the budget gaps and I assume parents will support additional efforts. Just an idea but it my help to maintain our schools open the entire year. Thank you

Wondering about the role of the consultants. This year we have not seen them much or heard from them. Are they still in the schools?

Work collaboratively with the government to allow regulated professionals outside of HCDSB (ABA therapists, speech therapists and other therapists) to support students with special needs. This will reduce long wait lists for psych assessments and more importantly provide necessary and critical support for children with special needs. Once funding is available through the Ontario Autism Program, parents should be able to use their child's allocated budgets to bring in therapists in the classroom to work alongside teachers and education assistants to support an inclusive environment.

work to get rid of portables.... Portables are a symptom of over-crowding. keep class sizes under control,.

Work towards reducing board admin cost

Would not assume to know.

Yes, the exorbitant salaries many of our superintendents, itinerants, and principals etc are receiving. Not to mention the amount of retired principals that were hired during the work to rule to cover admin.

Yes, with the number of Trustees.

Yes. DO NOT bus the whole school to the parish church for end of year mass. TOTAL waste of money. Buy more ipads or computers with that money. Have the priest go to the school for mass.

Yes...my son still hasn't seen a speech therapist (SK) which is ridiculous. I think there needs to be better identification of children who needs these services before they are no longer qualified strictly based on age or grade even if they need it.

Yes||stop the boundary review to assess the French immersion program. It is unnecessary, addresses only a minority of our overall school population and the board is not equipped to have a larger French immersion program. A significant amount of time and money could be saved here. ||

You are letting the average students fall through the cracks. If they take a little more time than some kids, they get glossed over and forgotten.|Focus on teaching. Focus on reaching the children. |And stop pretending that giving a letter grade with no explanation on a report card is aimed at sticking it to the government. The only people that is harming are the students.

You are taking away from kids! Invest and not take away! This is really a bad question.||Give kids the tools to succeed from day one and you will have efficiencies through smarter kids and good human beings when they grow up.||And please stop with the online courses and iPads - kids need hands on education and face to face interaction and team building.

You could change the computer lab into a study/work space for students so they won't only have the library to be in.

You need to do a deep dive of cost allocations in non-value add areas and redeploy to areas of resourcing where you have marginalized support for over the years. If you cannot find any, merge with Public school system.



Extended School Closure and Distance Learning	Item 10.3
April 21, 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, welcoming schools

Purpose

The purpose of this report is to update Trustees on distance learning during the extended closure period.

Background Information

On March 12, 2020, the Minister of Education issued a Ministerial Order to close all publicly funded schools in Ontario for two weeks following March break, in response to the emergence of COVID-19 in Ontario. This means that Ontario schools have been ordered to remain closed from March 14 through to April 5, 2020.

On March 31, 2020 the Minister of Education extended the school closure period for students to May 4, 2020. Since then the Premier has indicated that schools will not be re open on May 4. The Ministry of Education has provided school boards with specific guidelines around hours and focus of instruction during this extended closure. Teacher work includes preparation of assigned work and providing feedback or assessment. Teacher engagement with students is expected but will vary depending on circumstances and could include a range of ways that teachers would connect with their students. The government expects that all students will continue to learn while in-school classes are suspended.



Comments

Teaching and learning in this evolving context will not look the same as the customary in-class experience. Our shared goal is to ensure the successful completion of the school year for all students, and to support students to advance to the next school year, earn credits and to graduate.

Distance learning is learning that takes place outside of a traditional classroom setting. While some of the instruction may be conducted online, students will not be expected to be on a device for all of their learning. Our goal is to encourage students to read, communicate and engage in learning experiences.

It may look different for each class, but in general, distance learning

- Is flexible and can be done at any point during the day
- Does not always require online access
- Requires minimal parent/guardian support

Teachers are encouraged to create an online presence to continue to foster a sense of community with their students. This could be done through prayer, a fun activity, a recorded video so students can see their teacher, interaction through discussion etc.

Supports for Schools

- All departments have contributed to the *Distance Learning Guide for Parents and Guardians*.
- Curriculum services has developed a *Distance Learning Resource* for all teachers and school administrators.
- Curriculum Services has developed *Tips to Support Kindergarten Teams During Distance Learning*
- Curriculum Services has developed and distributed *Sample Lessons to Support Distance Learning*. This resource includes Best Practices for Distance Learning, Literacy Lesson Samples for primary, junior and intermediate grades and religion lesson ideas for grade 7/8 for April-June.
- All Curriculum teaching staff have been assigned to schools to support teachers as distance learning continues. Curriculum Services has provided PD sessions on use of D2L for over 1000 staff.
- On an ongoing basis elementary and secondary teachers will identify their learning need(s) using an online form so that we can continue to support groups of educators at one time. One-on-one support will also be offered, as needed.
- Groups of teachers from various schools have also created Teacher Teams to share resources and support each other.
- The Ministry of Education is also providing webinars that offer basic technical training in the use of Ontario's Virtual Learning Environment (D2L), and basic pedagogical training in virtual learning delivery.
- Curriculum services has finalized the role of non classroom teachers and shared with Principals and teachers (PTM, ESL, FSL).



Item 10.3 | Extended School Closure and Distance Learning

- Curriculum Services is completing *Further Guidance on Assessment, Evaluation and Reporting* in response to Ministry updates.
- Curriculum Services continues to work on supporting Administrators by developing monitoring templates for Distance Learning.
- Elementary and Secondary ESL groups meet weekly to focus on strategies to support newcomer students and their classroom teachers
- Curriculum Services and IT have created a D2L Resource page on our internal Board Staffnet for teacher access.
- The Welcome Centre has provided virtual initial assessment and settlement workers continue to complete assessments and family settlement plans
- Curriculum Services and FOS SOs meet with counterparts from HDSB to share resources/collaborate.
- Senior Staff have been meeting 3 times per week as a group, participate in a weekly update with the Deputy Minister and meet virtually with provincial colleagues in their particular portfolio areas.
- Senior Staff also meet weekly (and as needed) with all school administrators.

Special Education

This period of school closure is challenging for students, perhaps even more so for students with special education needs. During this period, we continue to provide supports for our students through our Special Education department, which includes Special Education Resource Teachers (SERTS), Educational Assistants (EAs), Social Workers, Child and Youth Counselors (CYCs), Speech and Language Pathologists, Psychologists, etc.

The Deputy minister indicated that the Ministry will be issuing a memorandum shortly regarding expectations for provisions of Special Education services.

- Special Education have released “Educational Assistants and Distance Learning” to guide the work of our EAs during the extended closure.
- All Special Education Resource Teachers have received training on the use of D2L and Office 365 to support them in the delivery of “learn at home” expectations.
- Teachers in our Elementary Structured Teaching Classes and Life skills SERTS are meeting to share best practices and planning for supporting students and families who access these programs. Teachers have implemented Alternative Programming through special education platforms (A4 Teams Site) as well as through A4 D2L.
- Communicative Disorder Assistants (CDAs) and Speech and Language Pathologists (SLPs) have begun virtual sessions with students as well as setting up assessment feedback meetings with families and contacted all students on caseloads to discuss support.

Mental Health, Wellness and Community Supports

- Our Child and Youth Counsellors, Social Workers and Psychology staff have participated in Virtual Counselling Training (Ethical and Practical Considerations in Video Counselling) to strengthen and build on existing skills to provide reliable ways to connect with families with a



focus on the ethical and professional considerations they must consider and adhere to in delivering counselling virtually to students and parents

- Social Workers have also reached out to the students/parents/guardians on their existing caseload to assess how they are coping with COVID-19 and determine their current needs. All Chiefs and their teams have completed a COVID-19 Service Delivery Model for Clinical staff which include an emphasis on privacy as well as a revised informed verbal consent.
- Both Social Workers and Child and Youth Counsellors will begin virtual counselling with students currently on caseloads and have begun receiving new referrals as per our new consent protocols.
- Social Work has also developed a series of videos that parents, students and staff can access at <https://learnathome.hcdsb.org/mental-health-wellness/>
- Psychology staff are booking meetings with parents for the purposes of providing parent feedback on previous assessments in a tele-health format, and will invite school SERTs and Principals
- The CCCRT has modified their protocol plan in the closure period to support schools in a more “virtual” environment if needed.
- We are working with Halton Food for life to help package and deliver food packages to families in need

Access to Technology

- Schools, School Services, Special Education, Facilities, and IT have all contributed to make over 1300 pieces of technology and equipment available to students
- We have also had approximately 100 requests from families with regards to Wi-Fi access. Most of these requests will be accommodated though Cogeco.
- For those homes not served by Cogeco alternate plans have been established specific to the circumstances of the family.

Communications

Strategic communications have been following the COVID-19 Communications Plan that they have developed.

Goals of the plan include:

- (i) Increased awareness in our HCDSB community around the COVID-19 health situation as it evolves.

Tactics include:

- Establish a dedicated website/portal (learnathome.hcdsb.org) to post updates, FAQs and resources for parents, students and staff.
- School websites updated centrally with pertinent information.
- Dedicated phone extension set up at CEC to receive and respond to parent/staff/community questions and concerns during the closure.



Item 10.3 | Extended School Closure and Distance Learning

- Regular updates emailed to parents and guardians from Board and school levels.
- Regular updates emailed to staff as new information becomes available.
- Develop resources (tip sheets, parent guides, etc.) to share pertinent information with community.
- Establish and maintain a Communications Toolkit for school administrators that provides sample messaging and resources to assist schools in sharing pertinent and timely information with their communities.

- (ii) Increasing the dissemination of supports for staff, parents, and students to help them care for their spiritual, mental and physical health through each stage of the pandemic.

Tactics include:

- Work with Special Education Team to establish a collection of resources for families to support families of students with special education needs.
- Dedicated section on the [HCDSB Learn at Home](#) portal for [Special Education](#)
- Work with Mental Health Leadership Team to develop resources for parents, students, and staff, including tip sheets, videos, etc.
- Dedicated section on the [HCDSB Learn at Home](#) portal for [Mental Health & Wellness](#), which includes links to resources and mental health supports
- Work with System Chaplain and School Chaplaincy Leaders to develop Catholic faith resources for students, parents and staff.
- Dedicated section on the [HCDSB Learn at Home](#) portal for [Catholic Faith Resources](#).
- Work with our Settlement & Multicultural Services Team to establish a collection of resources for English as a Second Language (Newcomer) families.
- Dedicated section on the [HCDSB Learn at Home](#) portal for [English as a Second Language](#) which includes links to resources to support the learn at home experience for ESL/Newcomer families.

- (iii) Leveraging our social media platforms to spread positive messages of hope to strengthen our online community.

Tactics include:

- Use our HCDSB social media platforms (Twitter, Instagram and Facebook) to circulate important information quickly to the appropriate audiences.
- Establish a schedule of posts to share faith, mental health and community support resources with parents, students and staff.
- Establish a common hashtag #TogetherApartHCDSB to share information and build community through social media during the school closure period.
- Monitor comments shared through social media to gauge parent, student and staff sentiments, questions, concerns. This feedback used to update the FAQ and build on resources.



- (iv) Maintaining confidence in our school system with an intentional focus on our students and meeting the needs of all learners

Tactics include:

- Dedicated section on [HCDSB Learn at Home](#) portal for [Distance Learning](#), which includes login instructions and trouble shooting tips for each of the Board-supported learning platforms: [D2L](#), [Google Classrooms](#), and [Microsoft Office 365](#).
- Developing and circulating the Distance Learning guide for parents and guardians to provide an outline of the curriculum delivery, assessment and evaluation plan as it pertains to distance learning during the school closures.
- Establishing an online feedback form to gather parent/guardian questions, challenges and concerns with the learning platforms. This feedback to guide the development of tutorials/tip sheets to help parents assist their children with distance learning.

Conclusion

Our goal is to create teaching and learning conditions that will, as best as possible given the circumstances, lead to the successful completion of the school year for all students and to support students in advancing to the next school year and to graduate. We recognize that the opportunities for learning may be different for students and this remains at the forefront of our planning.

Report Prepared &
Submitted by:

Pat Daly
Director of Education and Secretary of the Board

Report Approved by:

Pat Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Information Report

Budget Report for September 1, 2019, to February 29, 2020	Item 10.5
April 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 2019-20 Budget Report for the six months ending February 29, 2020.

Background Information

- 1) Information Report 8.3 “2019-20 Revised Budget Estimates (Including September 1, 2019, to November 30, 2019, Actuals)” from the January 21, 2020, Regular Board Meeting.
- 2) Action Report 4.1 “2019-20 Budget Estimates Amended” from the June 27, 2019, Special Meeting of the Board.
- 3) Action Report 8.9 “2019-20 Budget Estimates (Final)” from the June 18, 2019, Regular Board Meeting.

Comments

This report compares the revenues and expenses (including commitments) with the 2019-20 Revised Budget to show the percentages received and spent to date. The report also provides the same information for the previous fiscal year for comparative purposes.

The attached budget report includes both the six months from September 1, 2019, to February 29, 2020, and the comparatives for the same period in the 2018-19 fiscal year.

On February 29, 2020, the fiscal year is 50% complete (6 months/12 months), and the school year is 60% complete (6 months/10 months). Therefore, it is expected that the percentages received or spent to be between 50% and 60%. The report indicates that both revenues and expenses for the year are expected to remain within the revised budget.

Revenue Highlights (Appendices A-1 and B)

Total revenues received as of February 29, 2020, are \$220.5 million and includes \$161.1 million for legislative grants, \$34.7 million for municipal funding, and \$24.7 million in other provincial grants, other



revenue, and transfers to reserves. Overall, the percentage received of 51.1% is in line with 52.6% for the same period in the prior year and the expected percentage range of 50% to 60%.

The main differences between revenues received up to February 29, 2020, and revenues received for the same period in 2019 relates to the timing of Municipal Taxes.

The Ministry has continued numerous programs to enhance student achievement and professional development for staff for the 2019-20 fiscal year, and these revenues are included in the “Other Provincial Grants.” Appendix B outlines the “Other Provincial Grants” awarded thus far, with the total amount corresponding to Appendix A-1.

Within “Other Revenue,” the significant variances were from Miscellaneous Revenue and Educational Development Charge (EDC) Revenue. The variance in the Miscellaneous Revenue was mainly due to the timing difference of when community use of schools and turf field rental revenues were recorded in 2018-19 compared to 2019-20. EDC Revenue increased due to an increase in building permit issuances by the four regional municipalities to property developers. The most significant growth came from Milton (\$0.94 million).

Expense Highlights (Appendix A-2)

For the period ending February 29, 2020, total expenses are \$207.5 million. Overall, the percentage spent of 48.1% is in line with 49.7% for the same period in the prior year and just below the expected percentage range of 50% to 60%.

Classroom expenses amounted to \$142.2 million or 47.9% of the 2019-20 Revised Budget compared to \$139.5 million or 48.4% for the period of September 1, 2018, to February 28, 2019. The dollar increase mainly relates to salary and benefits for teachers, occasional teachers and teacher assistants as well as increased computer costs (licenses and infrastructure).

School support services costs, including school administration, teacher consultants and continuing education, totalled \$17.1 million or 48.5% of the Revised Budget for the period ending February 29, 2020, and is consistent with \$17.7 million or 49% of the Revised Budget expensed for the same period in the previous year. The year-over-year difference is due to a decrease in teacher consultants.

Other Non-Classroom expenses and commitments of \$10.9 million, or 50.2% of the Revised Budget, have been recorded from September 1, 2019, to February 29, 2020, and represents an increase of \$0.2 million over the amount expensed during September 1, 2018, to February 28, 2019. Higher transportation costs drive this change.

Pupil Accommodation expenses of \$20.4 million, or 45.3% of the Revised Budget, is a decrease over the \$25.2 million or 58.4% from the previous year. The difference mainly relates to reductions in costs for contractual services (\$2.0 million), school maintenance services (\$1.5 million). The decreases are due to the timing of expenses and reduced commitments in 2019-20. Portable leases and movements also decreased (\$0.6 million) in 2019-20 as Assumption students were temporarily relocated to Lester B. Pearson in 2018-19.



Enrolment (Appendix C)

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

The 2019-20 enrolment reflected actual enrolment on October 31, 2019, and estimated enrolment on March 31, 2020, which will be reflected in the Financial Statements reporting cycle. The projected ADE of elementary students is 23,619.50 and of secondary students is 12,827.19, for a total enrolment of 36,446.69. This represents a decrease from the 2019-20 Original Estimates of 63.41 ADE (or -0.2%) and an increase of 832.47 ADE (or 2.3%) over the 2018-19 Actual ADE.

Conclusion

The percentages received/spent for the period from September 1, 2019, to February 29, 2020, are consistent with the prior year and fall within the expected range. Therefore, revenues and expenses to date appear reasonable and aligned with the revised budget.

Staff continues to monitor and control expenses against the 2019-20 Revised Budget to achieve a balanced position for the 2019-20 Year-End.

Report Prepared by:

A. Cross
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Report Reviewed by:

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

Report Submitted by:

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

Report Approved by:

P. Daly
Director of Education and Secretary of the Board

Halton Catholic District School Board
Revenue
2019/2020 Budget Report
For the Six Months Ended February 29, 2020

Budget Assessment

Risk Assessment

	2019/2020 Original Budget Estimates	2019/2020 Revised Budget Estimates	2019/2020 Revised Budget Forecast @ Feb 29/20	Change		2019/2020 Revenues and Receipts @ Feb 29/20	%	2018/2019 Revenues and Receipts @ Feb 28/19	%	Year-to-year Increase (Decrease) \$	Year-to-year Increase (Decrease) %	2018/2019 Financial Statements August 2019
				\$ Increase (Decrease) Revised Est. to Revised Forecast	% Increase (Decrease)							
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)			(in PSAB Format)		(in PSAB Format)				
OPERATING REVENUE												
Province of Ontario												
Legislative Grants	\$ 294,231,068	\$ 290,758,473	\$ 290,758,473	-	0.0%	\$ 161,093,564	55.4%	\$ 162,894,535	55.8%	\$ (1,800,971)	-1.1%	\$ 292,070,913
Municipal Taxes	91,228,142	94,328,241	94,328,241	-	0.0%	34,700,429	36.8%	34,443,504	37.2%	256,925	0.7%	92,616,231
	385,459,210	385,086,714	385,086,714	-	0.0%	195,793,993	50.8%	197,338,039	51.3%	\$ (1,544,046)	-0.8%	384,687,144
Other Provincial Grants												
Prior Year Grant Adjustment - Operating	-	-	-	-		27,960		37,921	16.3%	(9,961)	-26.3%	232,430
Other Provincial Grants	1,803,728	4,686,966	4,686,966	-	0.0%	2,563,470	54.7%	2,139,677	45.6%	423,793	19.8%	4,691,690
	1,803,728	4,686,966	4,686,966	-	0.0%	2,591,430	55.3%	2,177,598	44.2%	413,832	19.0%	4,924,120
Other Revenue												
Government of Canada	2,592,740	2,594,740	2,592,740	(2,000)	-0.1%	659,822	25.4%	768,536	31.7%	(108,714)	-14.1%	2,424,254
Tuition Fees	2,539,300	2,539,300	2,539,300	-	0.0%	2,811,948	110.7%	2,932,596	98.8%	(120,648)	-4.1%	2,967,124
Use of Schools/Rentals	1,475,000	1,475,000	1,475,000	-	0.0%	1,080,623	73.3%	1,172,888	77.9%	(92,266)	-7.9%	1,506,309
Cafeteria, Vending, Uniform and OCAS Revenue	-	50,000	50,000	-	0.0%	5,957	11.9%	6,404	12.9%	(446)	-7.0%	49,714
Interest Revenue	100,000	600,000	600,000	-	0.0%	570,569	95.1%	154,273	23.8%	416,296	269.8%	649,076
Donation Revenue	-	-	-	-	0.0%	3,267		470	66.2%	2,798	595.5%	709
Miscellaneous Recoveries	-	-	-	-	0.0%	150,456		160,171	110.2%	(9,716)	-6.1%	145,292
Recoveries - Secondments	1,678,200	1,473,235	1,473,235	-	0.0%	173,299	11.8%	624,254	29.8%	(450,955)	-72.2%	2,092,675
Miscellaneous Revenue	1,496,000	1,614,420	1,614,420	-	0.0%	117,010	7.2%	531,587	40.5%	(414,577)	-78.0%	1,311,483
Educational Development Charge (EDC) Revenue	7,000,000	7,000,000	7,000,000	-	0.0%	3,829,857	54.7%	3,027,740	36.6%	802,117	26.5%	8,283,645
	16,881,240	17,346,695	17,344,695	(2,000)	0.0%	9,402,807	54.2%	9,378,919	48.3%	23,888	0.3%	19,430,281
School Generated Funds Revenue												
	13,000,000	13,000,000	13,000,000	-	0.0%	8,108,317	62.4%	8,118,006	62.8%	(9,689)	-0.1%	12,923,555
Amortization of Deferred Capital Contribution												
	18,446,547	16,847,558	16,847,558	-	0.0%	8,423,779	50.0%	8,147,898	52.8%	275,881	3.4%	15,420,443
Total Operating Revenue	435,590,725	436,967,933	436,965,933	(2,000)	0.0%	224,320,326	51.3%	225,160,460	51.5%	(840,134)	-0.4%	437,385,543
Available for Compliance												
(Surplus) Deficit - Available for Compliance	278,474	1,489,637	1,484,137	(5,500)	-0.4%	-	0.0%	-	0.0%	-	0.0%	(267,438)
Available for Compliance - Transfer from (to) Internally Restricted Reserve (net)	533,708	511,611	511,611	-	0.0%	-	0.0%	1,304,413	-15.4%	(1,304,413)	-100.0%	(8,456,469)
Total Available for Compliance (Surplus) Deficit	812,182	2,001,248	1,995,748	(5,500)	-0.3%	-	0.0%	1,304,413	-15.0%	(1,304,413)	-100.0%	(8,723,907)
Unavailable for Compliance												
Unavailable for Compliance - (PSAB Adjustments)	(186,386)	(186,386)	(186,386)	-	0.0%	-	0.0%	-	0.0%	-	0.0%	(176,450)
Amortization of EFB - Retirement Gratuity & ERIP Liability	-	-	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-
Amortization of EFB - Retirement/Health/Dental/Life Insurance	(458,218)	(458,218)	(458,218)	-	0.0%	-	0.0%	-	0.0%	-	0.0%	(458,218)
Unavailable for Compliance - (Increase) Decrease in School Generated Funds	-	-	-	-	0.0%	-	0.0%	(1,784,063)	4666.9%	1,784,063	-100.0%	(38,228)
Revenues Recognized for Land	(7,000,000)	(7,000,000)	(7,000,000)	-	0.0%	(3,829,857)	54.7%	(3,027,740)	45.2%	(802,117)	26.5%	(6,695,738)
Total Unavailable for Compliance	(7,644,604)	(7,644,604)	(7,644,604)	-	0.0%	(3,829,857)	50.1%	(4,811,803)	65.3%	981,946	-20.4%	(7,368,634)
Total Annual (Surplus) Deficit	(6,832,422)	(5,643,356)	(5,648,856)	(5,500)	0.1%	(3,829,857)	67.8%	(3,507,390)	21.8%	(322,467)	9.2%	(16,092,541)
Total Revenue After PSAB Adjustments	\$ 428,758,303	\$ 431,324,577	\$ 431,317,077	\$ (7,500)	0.0%	\$ 220,490,470	51.1%	\$ 221,653,070	52.6%	\$ (1,162,600)	-0.5%	\$ 421,293,002

Halton Catholic District School Board
Expenses
2019/2020 Budget Report
For the Six Months Ended February 29, 2020

	Budget Assessment					Risk Assessment						
	2019/2020 Original Budget Estimates	2019/2020 Revised Budget Estimates	2019/2020 Revised Budget Forecast @ Feb 29/20	Change \$ Increase (Decrease) Revised Est. to Revised Forecast	% Increase (Decrease)	2019/2020 Expenses and Commitments @ Feb 29/20	% Spent	2018/2019 Expenses and Commitments @ Feb 28/19	% Spent	Year-to year Increase (Decrease)	Year-to year Increase (Decrease)	2018/2019 Financial Statements August 2019
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)			(in PSAB Format)		(in PSAB Format)		\$		
Classroom Instruction												
Classroom Teachers	\$ 226,204,700	\$ 224,236,800	\$ 224,236,800	-	0.00%	\$ 104,413,369	46.6%	\$ 103,557,856	47.1%	\$ 855,514	0.8%	\$ 219,663,980
Occasional Teachers	4,345,000	4,780,000	5,349,885	569,885	11.92%	2,671,621	49.9%	2,207,330	51.8%	464,291	21.0%	4,259,931
Early Childhood Educators (E.C.E) and Supply	9,404,600	8,988,000	8,988,000	-	0.00%	5,128,111	57.1%	4,975,680	56.5%	152,431	3.1%	8,800,002
Teacher Assistants and Supply	25,179,400	25,427,000	25,427,000	-	0.00%	13,909,405	54.7%	12,873,431	54.8%	1,035,974	8.0%	23,507,184
Textbooks & Classroom Supplies	6,735,334	7,556,069	7,531,017	(25,052)	-0.33%	3,602,357	47.8%	3,593,515	52.7%	8,842	0.2%	6,819,513
Computers	2,441,300	3,316,498	3,356,498	40,000	1.21%	1,912,859	57.0%	1,387,363	47.6%	525,497	37.9%	2,911,932
Professionals, Paraprofessionals & Technical	13,636,900	14,286,134	14,286,134	-	0.00%	6,604,279	46.2%	6,523,471	48.3%	80,807	1.2%	13,519,938
Library and Guidance	6,002,220	6,090,593	6,087,745	(2,848)	-0.05%	3,064,573	50.3%	2,728,097	46.4%	336,476	12.3%	5,879,036
Staff Development	1,592,431	2,525,801	1,950,478	(575,323)	-22.78%	937,269	48.1%	1,608,023	59.5%	(670,754)	-41.7%	2,700,682
Subtotal Classroom Instruction	295,541,885	297,206,895	297,213,557	6,662	0.00%	142,243,843	47.9%	139,454,765	48.4%	2,789,078	2.0%	288,062,197
Non Classroom - School Support Services												
School Administration	22,074,072	22,370,861	22,361,361	(9,500)	0.0%	11,306,737	50.6%	11,373,833	49.9%	(67,096)	-0.6%	22,806,371
Teacher Consultants	5,022,941	4,919,432	4,922,770	3,338	0.1%	2,160,573	43.9%	2,986,831	55.7%	(826,258)	-27.7%	5,360,803
Continuing Education	6,743,941	8,006,189	8,006,189	-	0.0%	3,632,832	45.4%	3,361,188	41.9%	271,644	8.1%	8,018,877
Subtotal School Support Services	33,840,954	35,296,482	35,290,320	(6,162)	0.0%	17,100,142	48.5%	17,721,852	49.0%	(621,710)	-3.5%	36,186,051
Recoverable Expenses	1,678,200	1,473,235	1,473,235	-	0.0%	648,841	44.0%	1,174,801	58.9%	(525,960)	-44.8%	1,994,004
Other Non Classroom												
Board Administration	11,241,588	12,065,438	12,059,938	(5,500)	0.0%	5,255,326	43.6%	5,264,870	46.9%	(9,544)	-0.2%	11,233,351
Transportation	9,644,764	9,672,526	9,672,526	-	0.0%	5,664,916	58.6%	5,463,833	60.6%	201,083	3.7%	9,012,031
Subtotal Other Non Classroom	20,886,352	21,737,964	21,732,464	(5,500)	0.0%	10,920,242	50.2%	10,728,704	53.0%	191,538	1.8%	20,245,382
Pupil Accommodation												
School Operations and Maintenance	33,057,045	33,442,941	33,440,441	(2,500)	0.0%	14,746,757	44.1%	18,687,535	62.1%	(3,940,779)	-21.1%	30,070,327
Portable Leases	3,700,000	3,700,000	3,700,000	-	0.0%	1,658,861	44.8%	2,211,848	48.6%	(552,987)	-25.0%	4,548,068
Debt Charges	47,375	47,375	47,375	-	0.0%	-	0.0%	-	0.0%	-	0.0%	47,375
Other Debenture Payments	7,865,424	7,865,424	7,865,424	-	0.0%	4,010,269	51.0%	4,308,122	50.9%	(297,853)	-6.9%	8,469,340
Subtotal Pupil Accommodations	44,669,844	45,055,740	45,053,240	(2,500)	0.0%	20,415,886	45.3%	25,207,505	58.4%	(4,791,619)	-19.0%	43,135,109
School Generated Funds Expenditures	13,000,000	13,000,000	13,000,000	-	0.0%	6,279,354	48.3%	6,333,943	49.2%	(54,589)	-0.9%	12,885,327
Amortization & Write-down Expense	19,785,672	18,198,865	18,198,865	-	0.0%	10,131,437	55.7%	8,796,790	46.4%	1,334,647	15.2%	18,961,382
Total Expenditures before PSAB Adjustment	429,402,907	431,969,181	431,961,681	(7,500)	0.0%	207,739,745	48.1%	209,418,360	49.7%	(1,678,615)	-0.8%	421,469,452
PSAB Adjustments												
Increase In Employee Future Benefits	(458,218)	(458,218)	(458,218)	-	0.0%	-	-	-	-	-	0.0%	-
(Decrease) in Accrued Interest on Debenture	(186,386)	(186,386)	(186,386)	-	0.0%	-	0.0%	-	0.0%	-	0.0%	(176,450)
Total PSAB Adjustment	(644,604)	(644,604)	(644,604)	-	0.0%	-	0.0%	-	0.0%	-	0.0%	(176,450)
Total Expenditures After PSAB Adjustments	\$ 428,758,303	\$ 431,324,577	\$ 431,317,077	\$ (7,500)	0.0%	\$ 207,739,745	48.2%	\$ 209,418,360	49.7%	\$ (1,678,615)	-0.8%	\$ 421,293,002

**Halton Catholic District School Board
Other Provincial Grants
2019/2020 Budget Report
For the Six Months Ended February 29, 2020**

Appendix B

Grant Description	2019/2020 Original Budget Estimates	2019/2020 Revised Budget Estimates	2019/2020 Revised Budget Forecast	2019/2020 Actual @ Feb 29/2020
A.Prkacin - PPF				
French As A Second Language	-	132,985	132,985	66,494
Indigenous Education	-	32,800	32,800	16,400
Health, Physical Education, Careers Curriculum	-	26,838	26,838	13,419
Critically Conscious Practical Inquiry	-	-	-	8,440
NTIP Enhanced Teacher Development	-	-	-	487
Renewed Math Strategy	-	269,500	269,500	134,750
	-	462,123	462,123	239,990
C. Cipriano - PPF				
Support Transitions for Post Secondary	-	45,000	45,000	31,500
Transportation for CYIC	-	11,000	11,000	7,700
Mental Health Workers	-	360,334	360,334	252,234
	-	416,334	416,334	291,434
C. McGillicuddy - PPF				
Specialist Highskills Major (SHSM) Special Funding	-	273,211	273,211	273,211
Experiential Learning	-	161,460	161,460	113,022
	-	434,671	434,671	386,233
J. Crowell - PPF				
Parents Reaching Out (PRO)	-	20,840	20,840	14,588
Safe, Equitable And Inclusive Schools	-	42,737	42,737	14,958
	-	63,577	63,577	29,546
L. Naar - PPF				
	-	-	-	-
S. Balogh - PPF				
Cannabis Legalization	-	19,624	19,624	13,737
	-	19,624	19,624	13,737
T. Pinelli - PPF				
	-	-	-	-
J. O'Hara - PPF				
	-	-	-	-
R. Merrick - PPF				
Outreach Coordinator	-	-	-	13,800
	-	-	-	13,800
Sub-total	\$ -	\$ 1,396,329	\$ 1,396,329	\$ 974,740
O.Y.A.P GRANT				
Province of Ontario-Citizenship	1,273,900	1,377,500	1,377,500	560,197
LBS Grants	128,580	128,580	128,580	68,156
Province of Ontario-Language Training Program	401,248	401,248	401,248	214,134
Human Rights Equity Advisor	-	98,736	98,736	70,380
Broadband Modernization Program	-	851,198	851,198	595,838
Audit and Accountability Grant - Facilities	-	300,000	300,000	-
Sub-total	\$ 1,803,728	\$ 3,290,637	\$ 3,290,637	\$ 1,588,730
Total Other Provincial Grants per A-1	\$ 1,803,728	\$ 4,686,966	\$ 4,686,966	\$ 2,563,470

Halton Catholic District School Board
Day School Average Daily Enrolment (ADE)
2019/2020 Budget Report

Appendix C

	2019-20 REVISED ESTIMATES				2019-20 ORIGINAL ESTIMATES				2018-19 Actual ADE
	Actual FTE Oct 31/19	Projected FTE Mar 31/20	2019-20 Revised ADE	% Change	Projected FTE Oct 31/19	Projected FTE Mar 31/20	2019-20 Original ADE	% Change	
JK	2,041.00	2,059.00	2,050.00	-4.6%	2,136.00	2,160.00	2,148.00	1.7%	2,112.75
SK	2,226.00	2,245.00	2,235.50	0.0%	2,222.00	2,249.00	2,235.50	1.8%	2,195.50
Gr. 1 to 3	7,055.00	7,099.00	7,077.00	0.4%	7,039.00	7,065.00	7,052.00	0.0%	7,055.50
Gr. 4 to Gr. 6	7,462.00	7,501.00	7,481.50	-0.1%	7,488.00	7,496.00	7,492.00	2.5%	7,306.00
Gr. 7 to Gr. 8	4,764.00	4,787.00	4,775.50	0.0%	4,767.00	4,782.00	4,774.50	4.2%	4,580.00
Gr. 4 to Gr. 8	12,226.00	12,288.00	12,257.00	-0.1%	12,255.00	12,278.00	12,266.50	3.2%	11,886.00
Elementary Day School Enrolment	23,548.00	23,691.00	23,619.50	-0.3%	23,652.00	23,752.00	23,702.00	1.9%	23,249.75
Secondary Day School Enrolment	12,950.92	12,703.46	12,827.19	0.1%	12,947.64	12,668.55	12,808.10	3.6%	12,364.47
Total Day School ADE	36,498.92	36,394.46	36,446.69	-0.2%	36,599.64	36,420.55	36,510.10	2.5%	35,614.22

Notes: ADE - Average Daily Enrolment

FTE - Full Time Equivalent

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

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



2020 Education Development Charges By-Law Amendment	Item 10.6
April 21, 2020	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to inform Trustees of a proposed Education Development Charges (EDC) By-law Amendment to the Board’s 2018 Education Development Charges By-law (as amended on May 19, 2019) that will incorporate the recent legislated changes to Ontario Regulation 20/98 as amended, which shall accomplish the following:

- 1) Increase the non-residential phased annual rate increases to the highest permitted amount under the 2018 EDC Background Study; and,
- 2) Implement additional development charge use exemptions & by-law housekeeping items.

The amendments are to assist the Board to collect the greatest development charge amounts to maintain its ability to purchase and prepare lands required for pupil accommodation growth.

Background Reports

- 1) Action Report 4.1 “2019 Education Development Charges By-Law Amendment” from the May 14, 2019, Special Board Meeting.
- 2) Staff Report 9.1 “2019 Education Development Charges By-Law Amendment” from the May 7, 2019, Regular Board Meeting.
- 3) Information Report 10.3 “2019 Education Development Charges By-Law Amendment” from the April 2, 2019, Regular Board Meeting.
- 4) Presentation 4.1 “Education Development Charges” from the March 19, 2019, Regular Board Meeting.
- 5) Action Report 4.1 “2018 Education Development Charges (EDC) By-Law: Proposed EDC By-Law Passage” from the June 28, 2018, Special Board Meeting.



Background Information

On June 28, 2018, the Ministry of Education approved the necessary components of the Board’s 2018 Education Development Charges Background Study. The Board passed the 2018 Education Development Charges By-law, which came into force on July 4, 2018.

On October 15, 2018, the Ministry of Education announced that the Province had placed a temporary cap/pause on EDC rate increases. On March 29, 2019, the Ministry of Education announced that the cap on increasing the current EDC rates would be partially lifted and replaced with restrictions that would permit “reasonable” increases to the current rates. The following applies to the Board:

- A maximum yearly increase of \$300 per residential dwelling unit; and,
- A maximum yearly increase of 5% of the non-residential rates.

With these new legislative permissions, the Board was in a position to increase its charges incrementally over the remaining term of the by-law to achieve the required residential and non-residential charge amounts contemplated in the 2018 Education Development Charges Background Study. The 2018 EDC Background Study determined a residential charge of \$3,648 per dwelling unit and a non-residential charge of \$0.83 per square foot of gross floor area (\$8.93 per square metre).

On May 14, 2019, the Board approved the amendment to the 2018 EDC By-law, which came into effect on May 19, 2019. The amendment had the effect of scheduling the permitted yearly increases to the residential and non-residential rates, as well as extend the term of the by-law to five (5) years.

Table 1 below illustrates the annual increases that the Board approved, and which terms they apply. Currently, the Board is in Year 2 of Year 5 of its EDC By-law.

Table 1: HCDSB Residential and Non-Residential Rate Increases

	2018 EXISTING BY-LAW CHARGE	2018 BKGD STUDY AMOUNT	Balance of Year 1 May 19, 2019 to July 3, 2019	Year 2 July 4, 2019 to July 3 2020	Year 3 July 4, 2020 to July 3 2021	Year 4 July 4, 2021 to July 3 2022	Year 5 July 4, 2022 to July 3 2023
Residential Unit	\$ 2,269	\$ 3,648	\$ 2,569	\$ 2,869	\$ 3,169	\$ 3,469	\$ 3,648
Non-Residential	\$ 0.58	\$ 0.83	\$ 0.61	\$ 0.64	\$ 0.67	\$ 0.70	\$ 0.74

There are two (2) observations that should be made from the above fee schedule.

- 1) It will take five (5) years for the Board to achieve its 2018 EDC Background Study residential rates; and,
- 2) Over the five (5) year term of the by-law, the Board never achieves the required non-residential rate as calculated in the 2018 EDC Background Study, therefore incurring an indefinite deficit and shortfall of \$0.22 - \$0.09 per square foot.

These concerns were raised to the Ministry through multiple communications and public consultation portals. Staff expressed that changes to the newly adopted legislations are required to ensure boards



have the ability to collect the necessary EDC rates to purchase its growth-related sites in a timely manner while not overburdening the Board’s line of credit and borrowing abilities, and potentially creating non-recoupable deficits.

Comments

On November 8, 2019, the Ministry released [Business Memorandum 2019: B20: Education Development Charge Policy Framework Update](#), which informed school boards of additional legislative changes to Ontario Regulation 20/98.

The following two (2) changes to the legislation is triggering the need for the Board to amend its the 2018 Education Development Charge By-law:

- 1) The permitted annual increase to Non-residential EDC rates has been adjusted. Board can increase annually by the greater of 5% or \$0.10 per square foot, instead of a maximum of 5%. This change will now allow the Board to reach the appropriate rate referenced in the 2018 Background Study
- 2) Additional institutional developments are now exempt from paying EDCs (list provided in a later section). As these have been added as legislated exemptions, the by-law needs to be adjusted accordingly to include them.

Unfortunately, the recent amendments did not change the permitted annual increases for residential developments, meaning the Board will not be collecting the appropriate residential amount until Year 5 of the By-law.

The Board's current residential EDC rate is \$2,869 per dwelling unit, and the non-residential EDC rate is \$0.64 per square foot of gross floor area. These rates are based on the permitted phase-in rates and have been in effect since July 4, 2019. The Board is proposing to further amend the 2018 EDC by-law to annually increase the non-residential EDC rate by the now permitted \$0.10 per square foot of gross floor area, rather than the previously allowed 5%.

Table 2 below illustrates the annual increases that the Board’s professional consultants and legal counsel are recommending over the remaining years of the by-law, and the terms to which they apply.

Table 2: HCDSB Residential and Proposed Non-Residential Rate Increases

	2018 INITIAL BY-LAW CHARGE	2018 BKGD STUDY AMOUNT (Max. Permitted)	Balance of Year 1 May 19, 2019 to July 3, 2019	Year 2 July 4, 2019 to in-force date	Balance of Year 2 In-force date to July 3 2020	Year 3 July 4, 2020 to July 3 2021	Year 4 July 4, 2021 to July 3 2022	Year 5 July 4, 2022 to July 3 2023
Residential Unit	\$ 2,269	\$ 3,648	\$ 2,569	\$ 2,869	\$ 2,869	\$ 3,169	\$ 3,469	\$ 3,648
Non-Residential	\$ 0.58	\$ 0.83	\$ 0.61	\$ 0.64	\$ 0.71	\$ 0.81	\$ 0.83	\$ 0.83

Once the amending by-law comes into effect, the non-residential rate would increase from \$0.64 to \$0.71, which accounts for the maximum permitted increase between Year 1 and Year 2 of the by-law. The non-residential rate will then increase automatically on July 4th of all subsequent years.



As stated previously, the Board does not propose to amend the residential EDC rates, as we are limited by the imposed annual \$300.00 increased capped by the Ministry. The Board will continue to lobby to relax this constraint.

As stated previous, the changes to the regulation has also implemented several mandatory use exemptions. Those exemptions that need to be incorporated into the Board’s 2018 By-law are as follows:

- 1) private school;
- 2) long-term care home, as defined in the Long-Term Care Homes Act, 2007;
- 3) retirement home, as defined in the Retirement Homes Act, 2010;
- 4) hospice or other facilities that provides palliative care services;
- 5) child care centre, as defined in the Child Care and Early Years Act, 2014;
- 6) memorial home, clubhouse or athletic grounds owned by the Royal Canadian Legion;
- 7) college of applied arts and technology established under the Ontario Colleges of Applied Arts and Technology Act, 2002;
- 8) university that receives regular and ongoing operating funds from the Government of Ontario for the purposes of post-secondary education; and,
- 9) Indigenous Institute prescribed for the purposes of section 6 of the Indigenous Institutes Act, 2017.

Board staff is recommending that the Board amend the 2018 EDC by-law to implement the changes described above. Board staff is also reviewing the by-law to incorporate any additional housekeeping amendments that would address any issues that have arisen since the 2018 by-law was passed.

A Staff report will be presented at the next Regular Meeting of the Board in May. The draft by-law and draft recommendations will be included in the report. Staff will bring forward the Action report at the next available Board meeting in May or June, 2020, Regular Meeting of the Board. If approved, the By-law as amended would come into force on the fifth (5) day after it is passed. Note that the timing will be dependent on available Board Meeting dates, and coordinating with the Building Community.

Below are the next steps in completing the 2018 Education Development Charges By-law amendment, and the effective dates of the implementation:

TENTATIVE DATE	ACTIONS
March 31, 2020	2020 Education Development Charges Amendment – Information Report
May 2020	2020 Education Development Charges Amendment – Staff Report
May/June 2020	2020 Education Development Charges Amendment – Action Report
May/June 2020	2018 Education Development Charges for Remainder of Year 2 come into effect
July 4, 2020	2018 Education Development Charges for Year 3 come into effect



Conclusion

To implement the Province's amended policy framework governing Education Development Charges, Board staff is recommending changes to the 2018 EDC By-law as amended to increase the non-residential rates and introduce additional exempted uses as required by the recent amendments to Ontario Regulation 20/98.

A staff report will be presented to the Board of Trustees in the upcoming months, followed by an Action report in May/June, 2020, for Trustee consideration and approval.

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

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

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



Capital Projects Report as of February 29, 2020	Item 10.7
April 21, 2020	

Alignment to Strategic Plan

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

Purpose

To inform the Board of Trustees of the preliminary cost of capital projects and land as of February 29, 2020.

Background Information

The following information regarding Halton Catholic District School Board's (HCDSB) 2019-20 Capital Budget was provided to Trustees:

1. Information Report 10.4 "Capital Projects Report as of November 30, 2019" from the December 17, 2019, Regular Board Meeting.
2. Action Report 8.9 "2019-20 Budget Estimates - Final" from the June 18, 2019, Regular Board Meeting.
3. Information Report 10.8 "Capital Projects Report as of May 31, 2019" from the June 18, 2019, Regular Board Meeting.
4. Information Report 10.6 "Capital Projects Report as of February 28, 2019" from the May 7, 2019, Regular Board Meeting.

Comments

The attached Consolidated Capital Projects Report provides a summary totalling \$508.9 million of all Board-approved projects since the capital funding model was changed significantly by the Ministry of Education in 1998. There have been various iterations of capital funding programs since that time, to adapt to changing funding needs in school construction and maintenance. A total of \$489.3 million has been recorded for all projects, including open purchase orders of \$15.0 million. The open purchase orders primarily relate to the construction of the St. Nicholas Catholic Elementary School (CES) school consolidation, the Bishop Reding CSS classroom addition and the Assumption Catholic Secondary School (CSS) classroom addition and school refresh.

HCDSB receives Education Development Charges (EDC) revenue from the four Halton municipalities, which cover the purchase and preparation costs of school sites. Since 1998, HCDSB has purchased school sites for a total of \$184.6 million as broken down on page 5 of this report. This includes \$11.3 million in



eligible EDC expenditures that have not been associated with any particular schools. Currently, HCDSB has an EDC shortfall of \$75.4 million, as EDC levies are typically collected over 15 years.

The expenditures outlined in the individual capital project summaries on pages 7 to 17 reflect construction, site, and first-time equipping costs to date. It should be noted that the St. Scholastica, St. Nicholas and Bishop Reding projects are expected to surpass their budgets due to contractor costs exceeding the Ministry's construction benchmark for capital funding. The Assumption project is expected to surpass its budget due to the change in the length of the project, winter working conditions and complications with integrating the new building into the old.

Conclusion

HCDSB staff will continue to monitor the capital project budgets and EDC shortfall.

Report Prepared by:	C. Dalrymple Manager, Budget & Capital
Report Reviewed by:	A. Cross Senior Manager, Financial Services
Report Submitted by:	A. Lofts Superintendent of Business Services and Treasurer of the Board
Report Approved by:	P. Daly Director of Education and Secretary of the Board

**Halton Catholic District School Board
Consolidated Capital Projects
For the Period ending February 29, 2020**

SCHOOL BUILDINGS	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	Total Expensed and Commitments	(OVER)/UNDER BUDGET BALANCE
CLOSED PROJECTS							
Ascension Elementary	\$3,200,000	\$3,160,703	\$0	\$0	\$0	\$3,160,703	\$39,297
Holy Rosary Elementary, Milton	\$5,500,000	\$5,356,378	\$0	\$0	\$0	\$5,356,378	\$143,622
St. Patrick's Elementary	\$3,650,000	\$3,716,647	\$0	\$0	\$0	\$3,716,647	(\$66,647)
St. Francis of Assisi Elementary	\$3,770,000	\$3,669,902	\$0	\$0	\$0	\$3,669,902	\$100,098
Notre Dame Secondary	\$1,250,000	\$1,039,404	\$0	\$0	\$0	\$1,039,404	\$210,596
Mother Teresa Elementary	\$7,450,000	\$6,874,383	\$0	\$0	\$0	\$6,874,383	\$575,617
St. Andrew Elementary	\$7,770,000	\$7,255,509	\$0	\$0	\$0	\$7,255,509	\$514,491
Sacred Heart of Jesus Elementary	\$7,770,000	\$7,010,277	\$0	\$0	\$0	\$7,010,277	\$759,723
Learning Environmental Improvement Program (LEIP)	\$12,000,000	\$8,866,538	\$0	\$0	\$0	\$8,866,538	\$3,133,462
School Renewal	\$2,245,001	\$2,070,361	\$0	\$0	\$0	\$2,070,361	\$174,640
St. Paul Elementary	\$1,800,000	\$1,573,776	\$0	\$0	\$0	\$1,573,776	\$226,224
St. Raphael Elementary	\$1,900,000	\$1,919,238	\$0	\$0	\$0	\$1,919,238	(\$19,238)
St. Vincent Elementary	\$1,250,000	\$1,159,421	\$0	\$0	\$0	\$1,159,421	\$90,579
St. Joseph Elementary, Acton	\$2,275,000	\$2,211,231	\$0	\$0	\$0	\$2,211,231	\$63,769
St. Catherine of Alexandria Elementary	\$8,000,000	\$7,914,532	\$0	\$0	\$0	\$7,914,532	\$85,468
Assumption Secondary	\$4,800,000	\$4,734,987	\$0	\$0	\$0	\$4,734,987	\$65,013
Christ the King Secondary	\$25,300,000	\$25,758,453	\$0	\$0	\$0	\$25,758,453	(\$458,453)
Holy Trinity Secondary	\$27,400,000	\$26,419,175	\$0	\$0	\$0	\$26,419,175	\$980,825
Adult Learning Centre	\$1,600,000	\$1,591,080	\$0	\$0	\$0	\$1,591,080	\$8,920
Holy Rosary Elementary, Burlington	\$2,400,000	\$2,305,896	\$0	\$0	\$0	\$2,305,896	\$94,104
St. Mark's Elementary	\$440,000	\$402,630	\$0	\$0	\$0	\$402,630	\$37,370
St. John Elementary, Oakville	\$370,000	\$285,471	\$0	\$0	\$0	\$285,471	\$84,529
Our Lady of Victory Elementary	\$2,400,000	\$2,265,547	\$0	\$0	\$0	\$2,265,547	\$134,453
St. Elizabeth Seton Elementary	\$8,300,000	\$7,137,082	\$0	\$0	\$0	\$7,137,082	\$1,162,918
St. Joan of Arc Elementary	\$8,800,000	\$7,704,963	\$0	\$0	\$0	\$7,704,963	\$1,095,037
Guardian Angels Elementary	\$8,800,000	\$8,134,843	\$0	\$0	\$0	\$8,134,843	\$665,157
St. John Paul II Elementary	\$9,900,000	\$8,600,943	\$0	\$0	\$0	\$8,600,943	\$1,299,057
Christ the King Secondary - Classroom Addition	\$2,000,000	\$1,786,025	\$0	\$0	\$0	\$1,786,025	\$213,975
Corpus Christi Secondary	\$30,260,000	\$32,837,311	\$0	\$0	\$0	\$32,837,311	(\$2,577,311)
St. Anthony of Padua Elementary	\$10,200,000	\$9,231,309	\$0	\$0	\$0	\$9,231,309	\$968,691
St. Christopher Elementary	\$9,900,000	\$8,726,499	\$0	\$0	\$0	\$8,726,499	\$1,173,501
St. Christopher Elementary , Child Care Centre	\$750,000	\$750,000	\$0	\$0	\$0	\$750,000	\$0
St. Peter Elementary	\$10,800,000	\$10,748,401	\$0	\$0	\$0	\$10,748,401	\$51,599
Our Lady of Fatima Elementary	\$11,300,000	\$10,298,651	\$0	\$0	\$0	\$10,298,651	\$1,001,349
Lumen Christi Elementary	\$11,300,000	\$10,899,353	\$0	\$0	\$0	\$10,899,353	\$400,647
St. Anne Elementary	\$11,600,000	\$11,970,404	\$0	\$0	\$0	\$11,970,404	(\$370,404)
St. Mary Elementary	\$11,200,000	\$10,463,121	\$0	\$0	\$0	\$10,463,121	\$736,879
St. Benedict Elementary	\$12,632,220	\$11,753,354	\$0	\$0	\$0	\$11,753,354	\$878,866
Queen of Heaven Elementary	\$12,632,220	\$12,258,276	\$0	\$0	\$0	\$12,258,276	\$373,944
St. Thomas Aquinas Secondary - Reconstruction	\$37,000,000	\$37,588,033	\$0	\$0	\$0	\$37,588,033	(\$588,033)
St. Ignatius of Loyola Secondary - Addition	\$22,500,000	\$22,858,950	\$0	\$0	\$0	\$22,858,950	(\$358,950)
Jean Vanier Secondary	\$35,000,000	\$34,984,262	\$0	\$0	\$0	\$34,984,262	\$15,738
Sub-total Closed Projects	\$399,414,441	\$386,293,318	\$0	\$0	\$0	\$386,293,318	\$13,121,123

**Halton Catholic District School Board
Consolidated Capital Projects
For the Period ending February 29, 2020**

SCHOOL BUILDINGS - Continued	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	Total Expensed and Commitments	(OVER)/UNDER BUDGET BALANCE
CURRENT PROJECTS							
St. Gregory The Great Elementary - New School	\$13,550,465	\$13,050,705	\$11,376	\$0	\$0	\$13,062,082	\$488,383
St. Gregory The Great Elementary - Child Care Centre	\$2,520,849	\$2,412,570	\$0	\$0	\$0	\$2,412,570	\$108,279
St. Scholastica Elementary - New School	\$13,818,474	\$12,885,434	\$1,193,223	\$21,218	\$0	\$14,099,876	(\$281,402)
St. Nicholas Elementary - School Consolidation	\$12,524,935	\$800,194	\$5,337,275	\$4,838,110	\$1,696,096	\$12,671,676	(\$146,741)
St. Mark Elementary - Addition	\$1,625,867	\$644,270	\$990,493	\$5,579	\$4,167	\$1,644,509	(\$18,642)
St. Mark Elementary - Child Care Centre	\$2,077,013	\$819,979	\$1,256,635	\$52,711	\$0	\$2,129,325	(\$52,312)
Bishop Reding - Addition	\$20,310,036	\$341,577	\$4,750,877	\$5,158,185	\$10,420,705	\$20,671,344	(\$361,308)
St. Peter Elementary - Child Care Centre	\$2,606,270	\$67,475	\$78,779	\$0	\$91,944	\$238,198	\$2,368,072
Assumption - Addition & School Refresh	\$14,000,000	\$251,722	\$8,388,604	\$2,756,574	\$2,728,362	\$14,125,261	(\$125,261)
St. Michael Elementary - Addition	\$1,434,000	\$0	\$111,723	\$19,666	\$0	\$131,389	\$1,302,611
St. Michael Elementary - Child Care Centre	\$1,556,000	\$0	\$121,034	\$65,413	\$47,834	\$234,280	\$1,321,720
Sub-total Current Projects	\$86,023,909	\$31,273,926	\$22,240,019	\$12,917,456	\$14,989,108	\$81,420,509	\$4,603,400
FDK Classroom Addition and Alteration							
St. Joseph (A) Elementary- Classroom Addition and Alteration	\$905,000	\$961,890	\$0	\$0	\$0	\$961,890	(\$56,890)
St. Brigid Elementary - Classroom Addition and Alteration	\$1,439,000	\$1,262,726	\$0	\$0	\$0	\$1,262,726	\$176,274
St. Catherine Elementary - Classroom Addition and Alteration	\$2,396,000	\$1,990,641	\$0	\$0	\$0	\$1,990,641	\$405,359
St. Dominic Elementary- Classroom Addition and Alteration	\$815,000	\$729,637	\$0	\$0	\$0	\$729,637	\$85,363
St. Andrew Elementary - Classroom Addition and Alteration	\$780,000	\$691,317	\$0	\$0	\$0	\$691,317	\$88,683
Guardian Angels Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,324,172	\$0	\$0	\$0	\$2,324,172	\$645,828
St. Anthony of Padua Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,326,786	\$0	\$0	\$0	\$2,326,786	\$643,214
St. Francis of Assisi Elementary - Classroom Addition and Alteration	\$1,260,000	\$1,156,170	\$0	\$0	\$0	\$1,156,170	\$103,830
Holy Rosary Elementary, Milton - Classroom Addition and Alteration	\$5,155,000	\$3,471,030	\$0	\$0	\$0	\$3,471,030	\$1,683,970
Sub-total FDK Classroom Addition and Alteration	\$18,690,000	\$14,914,369	\$0	\$0	\$0	\$14,914,369	\$3,775,631
Sub-total Construction Projects	\$104,713,909	\$46,188,295	\$22,240,019	\$12,917,456	\$14,989,108	\$96,334,878	\$8,379,031
Good Places to Learn	\$4,276,577	\$4,276,577	\$0	\$0	\$0	\$4,276,577	(\$0)
C.E.C Port-A-PAC(s) Program Services & Administration	\$475,000	\$473,535	\$0	\$0	\$0	\$473,535	\$1,465
Cost of Issuing Debenture	\$0	\$1,925,922	\$0	\$0	\$0	\$1,925,922	(\$1,925,922)
TOTAL PROJECTS	\$508,879,927	\$439,157,647	\$22,240,019	\$12,917,456	\$14,989,108	\$489,304,231	\$19,575,696

**Halton Catholic District School Board
Consolidated Capital Projects
For the Period ending February 29, 2020**

SCHOOL SITES	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	Total Expensed and Commitments
Mother Teresa Elementary (147)	\$0	\$1,656,104	\$0	\$0	\$0	\$1,656,104
St. Andrew Elementary (148)	\$0	\$2,133,363	\$0	\$0	\$0	\$2,133,363
Sacred Heart of Jesus Elementary (149)	\$0	\$1,932,906	\$0	\$0	\$0	\$1,932,906
St. Benedict Elementary (151)	\$0	\$5,612,362	\$0	\$0	\$0	\$5,612,362
Lumen Christi Elementary (152)	\$0	\$3,239,241	\$0	\$0	\$0	\$3,239,241
Queen of Heaven Elementary (153)	\$0	\$3,571,904	\$0	\$0	\$0	\$3,571,904
St. Elizabeth Seton Elementary (157)	\$0	\$1,624,591	\$0	\$0	\$0	\$1,624,591
St. Christopher Elementary (158)	\$0	\$4,506,735	\$0	\$0	\$0	\$4,506,735
St. Anne Elementary (159)	\$0	\$5,489,265	\$1,978,090	\$0	\$0	\$7,467,356
St. Joan of Arc Elementary (161)	\$0	\$2,015,986	\$0	\$0	\$0	\$2,015,986
St. John Paul II Elementary (162)	\$0	\$2,726,023	\$0	\$0	\$0	\$2,726,023
St. Peter Elementary (163)	\$0	\$2,933,095	\$0	\$0	\$0	\$2,933,095
Guardian Angels Elementary (164)	\$0	\$2,099,818	\$0	\$0	\$0	\$2,099,818
St. Anthony of Padua Elementary (165)	\$0	\$3,300,291	\$0	\$0	\$0	\$3,300,291
Our Lady of Fatima Elementary (166)	\$0	\$3,481,316	\$0	\$0	\$0	\$3,481,316
St. Catherine of Alexandria Elementary (168)	\$0	\$1,529,708	\$0	\$0	\$0	\$1,529,708
St. Mary Elementary (171)	\$0	\$6,080,995	\$0	\$0	\$0	\$6,080,995
St. Gregory The Great Elementary (173)	\$0	\$7,733,818	\$0	\$0	\$0	\$7,733,818
St. Scholastica Elementary (178)	\$0	\$9,297,915	\$14,302	\$0	\$0	\$9,312,217
St. Nicholas Elementary (130)	\$0	\$0	\$780,656	\$0	\$0	\$780,656
Corpus Christi Secondary (202)	\$0	\$13,629,450	\$0	\$0	\$0	\$13,629,450
Jean Vanier Secondary (204)	\$0	\$11,027,198	\$3,182	\$26,156	\$34,173	\$11,090,709
Christ the King Secondary (231)	\$0	\$5,275,487	\$0	\$0	\$0	\$5,275,487
Holy Trinity Secondary (233)	\$0	\$5,846,886	\$0	\$0	\$0	\$5,846,886
Loyola Secondary Addition (235)	\$0	\$1,484,560	\$0	\$0	\$0	\$1,484,560
St. Thomas Aquinas Secondary (237)	\$0	\$5,465,745	\$2,758	\$2,196	\$0	\$5,470,700
Bishop Reding Secondary (238)	\$0	\$0	\$5,274	\$0	\$0	\$5,274
Various Sites - EDC Eligible Costs (See Page 6)	\$0	\$15,700,448	\$51,149,917	\$1,168,414	\$49,551	\$68,068,331
TOTAL SITES	\$0	\$129,395,211	\$53,934,180	\$1,196,767	\$83,723	\$184,609,881
TOTAL BUILDINGS AND SITES	\$ 508,879,927	\$ 568,552,858	\$ 76,174,199	\$ 14,114,224	\$ 15,072,832	\$ 673,914,112

Halton Catholic District School Board
EDC Eligible Expenditures
For the period ending February 29, 2020

DESCRIPTION	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	Total Expensed and Commitments
ELEMENTARY					
EDC - Site Purchase - Georgetown West - (167)	\$1,588,031	\$0	\$0	\$0	\$1,588,031
EDC - Prof. Fees - Georgetown West - (167)	\$80,139	\$0	\$4,193	\$0	\$84,332
EDC - Site Improvement - Georgetown West (167)	\$23,068	\$4,127	\$1,635	\$0	\$28,830
EDC - Prof. Fees - Acton East (169)	\$63,115	\$0	\$4,193	\$0	\$67,308
EDC - Site Purchase - Acton East (169)	\$2,973,218	\$0	\$0	\$0	\$2,973,218
EDC - Prof. Fees - North Oakville #CE1 - (174)	\$17,631	\$0	\$0	\$0	\$17,631
EDC - Prof. Fees - North Oakville #CE3 - (175)	\$6,487	\$0	\$0	\$0	\$6,487
EDC - Prof. Fees - North Oakville #CE4 - (176)	\$64,147	\$0	\$0	\$0	\$64,147
EDC - Prof. Fees - North Oakville #CE5 - (177)	\$0	\$1,149	\$0	\$0	\$1,149
EDC - Prof. Fees - Milton #9 (179)	\$6,017	\$3,014	\$0	\$0	\$9,031
EDC - Prof. Fees - Milton #10 (180)	\$12,468	\$13,458	\$9,067	\$0	\$34,992
SECONDARY					
EDC - Prof. Fees - North Oakville CSS (205)	\$10,931	\$613	\$0	\$0	\$11,544
EDC - Prof. Fees - Milton CSS (206)	\$341,337	\$319,041	\$107,312	\$49,551	\$817,240
EDC - Site Purchase - Milton CSS (206)	\$2,500,000	\$48,550,722	\$14,450	\$0	\$51,065,172
EDC - Site Improvement - Milton CSS (206)	\$0	\$4,561	(\$4,440)	\$0	\$122
EDC - Georgetown South (210)	\$9,138	\$0	\$0	\$0	\$9,138
EDC - Prof. Fees - Loyola - Hydro Lands (235)	\$6,075	\$0	\$0	\$0	\$6,075
OTHER					
Long Term Capital Plan Costs	\$439,170	\$0	\$0	\$0	\$439,170
Professional and Legal Costs	\$1,405,971	\$81,866	\$5,479	\$0	\$1,493,315
Interest Costs	\$6,153,506	\$2,171,367	\$1,026,525	\$0	\$9,351,398
TOTAL	\$15,700,448	\$51,149,917	\$1,168,414	\$49,551	\$68,068,331

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,750,465	\$11,292,676	\$0	\$0	\$0	\$11,292,676	\$457,789
Professional Fees	\$835,000	\$848,456	\$0	\$0	\$0	\$848,456	(\$13,456)
Inspections, Soil test, Surveys	\$175,000	\$123,951	\$0	\$0	\$0	\$123,951	\$51,049
Building Permit Fees	\$140,000	\$278,639	\$0	\$0	\$0	\$278,639	(\$138,639)
Contingencies	\$170,000	\$0	\$0	\$0	\$0	\$0	\$170,000
Sub-total Building	\$13,070,465	\$12,543,722	\$0	\$0	\$0	\$12,543,722	\$526,743
Furniture & Equipment	\$180,000	\$170,747	\$11,376	\$0	\$0	\$182,123	(\$2,123)
Computer & Technology Equipment	\$150,000	\$142,880	\$0	\$0	\$0	\$142,880	\$7,120
Sub-total Furniture & Equipment	\$330,000	\$313,627	\$11,376	\$0	\$0	\$325,003	\$4,997
Bridge Financing (Interest)	\$150,000	\$193,357	\$0	\$0	\$0	\$193,357	(\$43,357)
TOTAL	\$13,550,465	\$13,050,705	\$11,376	\$0	\$0	\$13,062,082	\$488,383
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED	
Site		\$7,078,690	\$0	\$0	\$0	\$7,078,690	
Site Improvements		\$535,225	\$0	\$0	\$0	\$535,225	
Professional Fees-EDC-Site		\$119,903	\$0	\$0	\$0	\$119,903	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$7,733,818	\$0	\$0	\$0	\$7,733,818	
PROJECT TOTAL	\$13,550,465	\$20,784,524	\$11,376	\$0	\$0	\$20,795,900	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$233,802	\$0	\$0	\$0	\$233,802	
Funding - FDK		\$1,260,424	\$0	\$0	\$0	\$1,260,424	
Funding - Capital Priorities		\$11,363,123	\$11,376	\$0	\$0	\$11,374,499	
Funding - Capitalized Interest		\$193,357	\$0	\$0	\$0	\$193,357	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$7,733,818	\$0	\$0	\$0	\$7,733,818	
TOTAL	\$0	\$20,784,524	\$11,376	\$0	\$0	\$20,795,900	
Unfinanced Commitments						\$0	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep. 1/98 to Aug. 31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$2,004,849	\$1,992,120	\$0	\$0	\$0	\$1,992,120	\$12,729
Professional Fees	\$155,000	\$152,617	\$0	\$0	\$0	\$152,617	\$2,383
Inspections, Soil test, Surveys	\$35,000	\$0	\$0	\$0	\$0	\$0	\$35,000
Building Permit Fees	\$26,000	\$0	\$0	\$0	\$0	\$0	\$26,000
Contingencies	\$40,000	\$0	\$0	\$0	\$0	\$0	\$40,000
Sub-total Building	\$2,260,849	\$2,144,737	\$0	\$0	\$0	\$2,144,737	\$116,112
Furniture & Equipment	\$260,000	\$267,833	\$0	\$0	\$0	\$267,833	(\$7,833)
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$260,000	\$267,833	\$0	\$0	\$0	\$267,833	(\$7,833)
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,520,849	\$2,412,570	\$0	\$0	\$0	\$2,412,570	\$108,279
SCHOOL SITE							
Site		\$0	\$0	\$0	\$0	\$0	\$0
Site Improvements		\$0	\$0	\$0	\$0	\$0	\$0
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	\$0
Contractual - Fiber Optics (EDC)		\$0	\$0	\$0	\$0	\$0	\$0
Bridge Financing		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PROJECT TOTAL	\$2,520,849	\$2,412,570	\$0	\$0	\$0	\$2,412,570	
FUNDING							
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	\$0
Funding - Minor TCA		\$105,775	\$0	\$0	\$0	\$105,775	
Funding - FDK		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care		\$2,306,795	\$0	\$0	\$0	\$2,306,795	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$2,412,570	\$0	\$0	\$0	\$2,412,570	
Unfinanced Commitments						\$0	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep. 1/98 to Aug. 31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,858,474	\$11,505,797	\$1,031,347	\$21,218	\$0	\$12,558,362	(\$699,888)
Professional Fees	\$985,000	\$939,227	\$31,689	\$0	\$0	\$970,916	\$14,084
Inspections, Soil test, Surveys	\$175,000	\$64,259	\$6,099	\$0	\$0	\$70,357	\$104,643
Building Permit Fees	\$150,000	\$108,424	\$15,614	\$0	\$0	\$124,038	\$25,962
Contingencies	\$170,000	\$0	\$0	\$0	\$0	\$0	\$170,000
Sub-total Building	\$13,338,474	\$12,617,707	\$1,084,749	\$21,218	\$0	\$13,723,673	(\$385,199)
Furniture & Equipment	\$180,000	\$150,012	\$104,831	\$0	\$0	\$254,843	(\$74,843)
Computer & Technology Equipment	\$150,000	\$117,716	\$3,643	\$0	\$0	\$121,359	\$28,641
Sub-total Furniture & Equipment	\$330,000	\$267,728	\$108,474	\$0	\$0	\$376,202	(\$46,202)
Bridge Financing (Interest)	\$150,000	\$0	\$0	\$0	\$0	\$0	\$150,000
TOTAL	\$13,818,474	\$12,885,434	\$1,193,223	\$21,218	\$0	\$14,099,876	(\$281,402)
SCHOOL SITE	BUDGET	EXPENSED Sep. 1/98 to Aug. 31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED	
Site		\$8,491,426	\$0	\$0	\$0	\$8,491,426	
Site Improvements		\$735,676	\$14,302	\$0	\$0	\$749,979	
Professional Fees-EDC-Site		\$70,812	\$0	\$0	\$0	\$70,812	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$9,297,915	\$14,302	\$0	\$0	\$9,312,217	
PROJECT TOTAL	\$13,818,474	\$22,183,349	\$1,207,526	\$21,218	\$0	\$23,412,093	
FUNDING	BUDGET	EXPENSED Sep. 1/98 to Aug. 31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$33,982	\$21,218	\$0	\$55,199	
Funding - Minor TCA		\$267,728	\$108,474	\$0	\$0	\$376,202	
Funding - FDK		\$1,542,760	\$0	\$0	\$0	\$1,542,760	
Funding - Capital Priorities		\$11,074,947	\$1,050,768	\$0	\$0	\$12,125,714	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$9,297,915	\$14,302	\$0	\$0	\$9,312,217	
TOTAL	\$0	\$22,183,349	\$1,207,526	\$21,218	\$0	\$23,412,093	
Unfinanced Commitments						\$0	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep. 1/98 to Aug. 31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,467,935	\$186,522	\$5,057,843	\$4,722,457	\$1,667,910	\$11,634,732	(\$166,797)
Professional Fees	\$712,000	\$364,937	\$249,087	\$100,545	\$28,186	\$742,754	(\$30,754)
Inspections, Soil test, Surveys	\$140,000	\$21,351	\$3,228	\$5,108	\$0	\$29,688	\$110,312
Building Permit Fees	\$150,000	\$227,384	\$27,118	\$10,000	\$0	\$264,502	(\$114,502)
Contingencies	\$55,000	\$0	\$0	\$0	\$0	\$0	\$55,000
Sub-total Building	\$12,524,935	\$800,194	\$5,337,275	\$4,838,110	\$1,696,096	\$12,671,676	(\$146,741)
Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$12,524,935	\$800,194	\$5,337,275	\$4,838,110	\$1,696,096	\$12,671,676	(\$146,741)
SCHOOL SITE	BUDGET	EXPENSED Sep. 1/98 to Aug. 31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$780,656	\$0	\$0	\$780,656	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$780,656	\$0	\$0	\$780,656	
PROJECT TOTAL	\$12,524,935	\$800,194	\$6,117,931	\$4,838,110	\$1,696,096	\$13,452,332	
FUNDING	BUDGET	EXPENSED Sep. 1/98 to Aug. 31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Proceeds of Disposition		\$0	\$0	\$3,089,822	\$1,696,096	\$4,785,918	
Funding - FDK		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$800,194	\$5,337,275	\$1,748,288	\$0	\$7,885,758	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$780,656	\$0	\$0	\$780,656	
TOTAL	\$0	\$800,194	\$6,117,931	\$4,838,110	\$1,696,096	\$13,452,332	
Unfinanced Commitments						\$0	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,327,000	\$509,675	\$905,865	\$0	\$0	\$1,415,540	(\$88,540)
Professional Fees	\$120,000	\$92,900	\$58,339	\$4,167	\$4,167	\$159,574	(\$39,574)
Inspections, Soil test, Surveys	\$40,000	\$1,856	\$5,762	\$0	\$0	\$7,618	\$32,382
Building Permit Fees	\$40,000	\$39,839	(\$3,370)	\$0	\$0	\$36,469	\$3,531
Contingencies	\$22,000	\$0	\$0	\$0	\$0	\$0	\$22,000
Sub-total Building	\$1,549,000	\$644,270	\$966,597	\$4,167	\$4,167	\$1,619,200	(\$70,200)
Furniture & Equipment	\$61,867	\$0	\$23,896	\$1,412	\$0	\$25,309	\$36,558
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$61,867	\$0	\$23,896	\$1,412	\$0	\$25,309	\$36,558
Bridge Financing (Interest)	\$15,000	\$0	\$0	\$0	\$0	\$0	\$15,000
TOTAL	\$1,625,867	\$644,270	\$990,493	\$5,579	\$4,167	\$1,644,509	(\$18,642)
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$1,625,867	\$644,270	\$990,493	\$5,579	\$4,167	\$1,644,509	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$4,167	\$4,167	\$8,334	
Funding - Minor TCA		\$0	\$23,896	\$1,412	\$0	\$25,309	
Funding - Capital Priorities		\$644,270	\$966,597	\$0	\$0	\$1,610,866	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$644,270	\$990,493	\$5,579	\$4,167	\$1,644,509	
Unfinanced Commitments						\$0	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,688,880	\$648,677	\$1,236,797	\$0	\$0	\$1,885,474	(\$196,594)
Professional Fees	\$152,000	\$118,236	\$0	\$0	\$0	\$118,236	\$33,764
Inspections, Soil test, Surveys	\$50,000	\$2,363	\$0	\$0	\$0	\$2,363	\$47,637
Building Permit Fees	\$50,000	\$50,703	\$237	\$0	\$0	\$50,940	(\$940)
Contingencies	\$28,000	\$0	\$0	\$0	\$0	\$0	\$28,000
Sub-total Building	\$1,968,880	\$819,979	\$1,237,034	\$0	\$0	\$2,057,013	(\$88,133)
Furniture & Equipment	\$88,133	\$0	\$19,601	\$52,711	\$0	\$72,312	\$15,821
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$88,133	\$0	\$19,601	\$52,711	\$0	\$72,312	\$15,821
Bridge Financing (Interest)	\$20,000	\$0	\$0	\$0	\$0	\$0	\$20,000
TOTAL	\$2,077,013	\$819,979	\$1,256,635	\$52,711	\$0	\$2,129,325	(\$52,312)
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,077,013	\$819,979	\$1,256,635	\$52,711	\$0	\$2,129,325	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$19,601	\$52,711	\$0	\$72,312	
Funding - Child Care Capital		\$657,809	\$884,950	\$0	\$0	\$1,542,759	
Funding - Child and Family Program Capital		\$162,170	\$352,084	\$0	\$0	\$514,254	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$819,979	\$1,256,635	\$52,711	\$0	\$2,129,325	
Unfinanced Commitments						\$0.00	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$18,000,036	\$11,733	\$4,266,023	\$4,997,712	\$10,040,100	\$19,315,568	(\$1,315,532)
Professional Fees	\$1,150,000	\$266,668	\$291,290	\$160,473	\$380,606	\$1,099,037	\$50,963
Inspections, Soil test, Surveys	\$200,000	\$0	\$0	\$0	\$0	\$0	\$200,000
Building Permit Fees	\$200,000	\$63,176	\$193,563	\$0	\$0	\$256,739	(\$56,739)
Contingencies	\$400,000	\$0	\$0	\$0	\$0	\$0	\$400,000
Sub-total Building	\$19,950,036	\$341,577	\$4,750,877	\$5,158,185	\$10,420,705	\$20,671,344	(\$721,308)
Furniture & Equipment	\$180,000	\$0	\$0	\$0	\$0	\$0	\$180,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$180,000	\$0	\$0	\$0	\$0	\$0	\$180,000
Bridge Financing (Interest)	\$180,000	\$0	\$0	\$0	\$0	\$0	\$180,000
TOTAL	\$20,310,036	\$341,577	\$4,750,877	\$5,158,185	\$10,420,705	\$20,671,344	(\$361,308)
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$5,274	\$0	\$0	\$5,274	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$5,274	\$0	\$0	\$5,274	
PROJECT TOTAL	\$20,310,036	\$341,577	\$4,756,151	\$5,158,185	\$10,420,705	\$20,676,618	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$541,308	\$541,308	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$341,577	\$4,750,877	\$5,158,185	\$7,822,382	\$18,073,020	
Funding - Child Care Capital		\$0	\$0	\$0	\$2,057,016	\$2,057,016	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$5,274	\$0	\$0	\$5,274	
TOTAL	\$0	\$341,577	\$4,756,151	\$5,158,185	\$10,420,705	\$20,676,618	
Unfinanced Commitments						\$0	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$2,151,270	\$0	\$0	\$0	\$0	\$0	\$2,151,270
Professional Fees	\$195,000	\$52,357	\$49,803	\$0	\$91,944	\$194,104	\$896
Inspections, Soil test, Surveys	\$30,000	\$9,348	\$0	\$0	\$0	\$9,348	\$20,652
Building Permit Fees	\$30,000	\$5,770	\$28,976	\$0	\$0	\$34,746	(\$4,746)
Contingencies	\$30,000	\$0	\$0	\$0	\$0	\$0	\$30,000
Sub-total Building	\$2,436,270	\$67,475	\$78,779	\$0	\$91,944	\$238,198	\$2,198,072
Furniture & Equipment	\$135,000	\$0	\$0	\$0	\$0	\$0	\$135,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$135,000	\$0	\$0	\$0	\$0	\$0	\$135,000
Bridge Financing (Interest)	\$35,000	\$0	\$0	\$0	\$0	\$0	\$35,000
TOTAL	\$2,606,270	\$67,475	\$78,779	\$0	\$91,944	\$238,198	\$2,368,072
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,606,270	\$67,475	\$78,779	\$0	\$91,944	\$238,198	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care Capital		\$67,475	\$78,779	\$0	\$91,944	\$238,198	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$67,475	\$78,779	\$0	\$91,944	\$238,198	
Unfinanced Commitments						\$0	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$12,037,963	\$4,878	\$7,392,115	\$2,640,333	\$2,720,370	\$12,757,696	(\$719,733)
Professional Fees	\$1,207,860	\$212,345	\$846,462	\$112,894	\$7,992	\$1,179,693	\$28,168
Inspections, Soil test, Surveys	\$135,680	\$6,155	\$8,198	\$0	\$0	\$14,353	\$121,327
Building Permit Fees	\$117,840	\$28,344	\$124,300	\$0	\$0	\$152,644	(\$34,804)
Contingencies	\$100,000	\$0	\$0	\$0	\$0	\$0	\$100,000
Sub-total Building	\$13,599,344	\$251,722	\$8,371,076	\$2,753,227	\$2,728,362	\$14,104,386	(\$505,042)
Furniture & Equipment	\$294,600	\$0	\$17,528	\$3,347	\$0	\$20,875	\$273,725
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$294,600	\$0	\$17,528	\$3,347	\$0	\$20,875	\$273,725
Bridge Financing (Interest)	\$106,056	\$0	\$0	\$0	\$0	\$0	\$106,056
TOTAL	\$14,000,000	\$251,722	\$8,388,604	\$2,756,574	\$2,728,362	\$14,125,261	(\$125,261)
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$14,000,000	\$251,722	\$8,388,604	\$2,756,574	\$2,728,362	\$14,125,261	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$17,528	\$3,347	\$0	\$20,875	
Funding - Proceeds of Disposition		\$251,722	\$8,371,076	\$2,753,227	\$2,728,362	\$14,104,386	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$251,722	\$8,388,604	\$2,756,574	\$2,728,362	\$14,125,261	
Unfinanced Commitments						\$0	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,197,000	\$0	\$0	\$0	\$0	\$0	\$1,197,000
Professional Fees	\$113,000	\$0	\$72,249	\$2,452	\$0	\$74,700	\$38,300
Inspections, Soil test, Surveys	\$14,000	\$0	\$6,873	\$0	\$0	\$6,873	\$7,127
Building Permit Fees	\$14,000	\$0	\$32,602	\$17,214	\$0	\$49,816	(\$35,816)
Contingencies	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Sub-total Building	\$1,386,000	\$0	\$111,723	\$19,666	\$0	\$131,389	\$1,254,611
Furniture & Equipment	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$48,000	\$0	\$0	\$0	\$0	\$0	\$48,000
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,434,000	\$0	\$111,723	\$19,666	\$0	\$131,389	\$1,302,611
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$1,434,000	\$0	\$111,723	\$19,666	\$0	\$131,389	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Capital Priorities		\$0	\$111,723	\$19,666	\$0	\$131,389	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$111,723	\$19,666	\$0	\$131,389	
Unfinanced Commitments						\$0	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$1,298,000	\$0	\$0	\$0	\$0	\$0	\$1,298,000
Professional Fees	\$122,000	\$0	\$78,269	\$65,413	\$47,834	\$191,516	(\$69,516)
Inspections, Soil test, Surveys	\$16,000	\$0	\$7,446	\$0	\$0	\$7,446	\$8,554
Building Permit Fees	\$16,000	\$0	\$35,318	\$0	\$0	\$35,318	(\$19,318)
Contingencies	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Sub-total Building	\$1,504,000	\$0	\$121,034	\$65,413	\$47,834	\$234,280	\$1,269,720
Furniture & Equipment	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$52,000	\$0	\$0	\$0	\$0	\$0	\$52,000
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$1,556,000	\$0	\$121,034	\$65,413	\$47,834	\$234,280	\$1,321,720
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$1,556,000	\$0	\$121,034	\$65,413	\$47,834	\$234,280	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/18	EXPENSED 2018 - 19	EXPENSED 2019 - 20	Commitments 2019 - 20	TOTAL	
BUILDING							
Facilities Capital Reserve		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0	\$0	\$0	
Funding - Child Care Capital		\$0	\$121,034	\$65,413	\$47,834	\$234,280	
Funding - Capitalized Interest		\$0	\$0	\$0	\$0	\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0	\$0	\$0	
Long Term Financing - Debenture		\$0	\$0	\$0	\$0	\$0	
Short Term Financing (Loan)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$121,034	\$65,413	\$47,834	\$234,280	
Unfinanced Commitments						\$0	

Construction Report - April 2020



Construction Update

- The pictures above were taken on April 9, 2020. The top-left picture shows ongoing elevator installation. The top-right picture shows t-bar grid installation in the learning commons. The bottom-left picture shows completed acoustic ceiling tile in a classroom. The bottom-right picture shows acoustic ceiling tile and lighting installation in the third floor corridor.
- Work completed included acoustic ceiling, 2nd floor painting and some elevator installation.

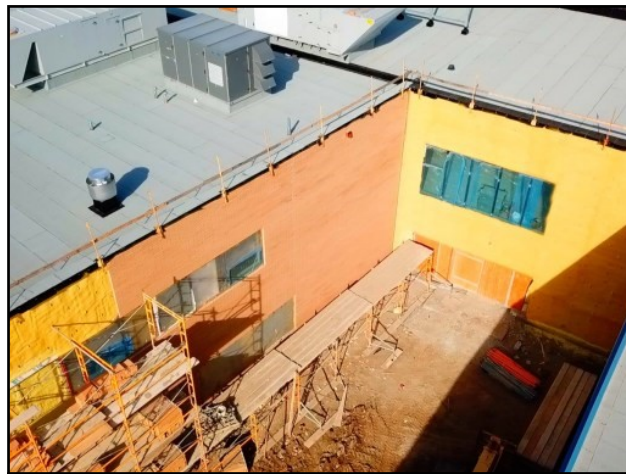
Schedule Update

- Paint completion
- Acoustic ceiling
- Ceramic flooring
- Server epoxy flooring

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

Bishop P.F. Reding Catholic Secondary School Addition Project

Construction Report - April 2020



Construction Update

- The pictures above were taken on April 7, 2020. The top-left picture shows the installed rooftop HVAC units. The top-right picture shows ongoing brick veneer in the courtyard. The bottom-left picture shows steel joists in place in the cafeteria. The bottom-right picture shows completed foundations and underground plumbing in the childcare area.
- Work completed included some childcare foundations, rooftop installation and some brick veneer.

Schedule Update

- Cafeteria and childcare concrete floor slab.
- Childcare 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. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail merrickr@hcdsb.org.

Construction Report—April 2020



Construction Update

- The pictures above were taken on April 9, 2020. The top picture shows the footing installation nearing completion. The bottom picture shows the reinstatement of the terrazzo flooring and lockers in the existing corridor.
- Work completed included installation of footings and remedial work in the existing building.

Schedule Update

- Completion of footings
- Mason to begin installation of load bearing walls
- Installation of underground mechanical and electrical services

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

Preliminary revisions to the By-Laws were made.

Trustees agreed to meet to review Board By-Laws before the April 14, 2020 the May 12, 2020 and the June 9, 2020 Policy Committee Meetings beginning at 6:00 p.m.. Additional dates may be added if necessary.

2.2 Approval of Minutes (January 14, 2020)

P#26/20

Moved by: V. Iantomasi

Seconded by: M. Duarte

That, the minutes of the Policy Committee Meeting held on January 14, 2020 be approved, as submitted.

The Chair called for a vote. Recommendation **P#26/20 CARRIED**

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

3. Declarations of Conflict of Interest

There were no Conflicts of Interest declared.

4. Action Items

4.1 Policy II-41 School Uniform Dress Code-School Dress Code (J. Crowell, A. Lofts, D. Tkalcic, A. Swinden)

P#27/20

Moved by: T. O'Brien

Seconded by: P. Murphy

That, the Policy Committee recommends that Policy II-41 School Uniform Dress Code/School Dress Code, be forwarded for Stakeholder Feedback to be reviewed at the April 14, 2020 Policy Committee Meeting.

J. Crowell shared the community consultation feedback and the changes to the policy.

Discussion ensued. Questions for clarification were asked and answered, regarding the competitive bid process vs. RFP; mandatory requirements; multiple vendors; Catholic School Council responses; scenario pricing; Request for Expression of Interest (RFI) process; process of voting for uniforms in an elementary school.

Trustees agreed that 3 S.E.A.C. members will be added to the selection committee, along with a student focus group.

Trustees agreed to an amendment to the policy which will include a statement that the Board will ensure that approved uniform vendors provide clothing that meet the physical and sensory needs of students of all abilities.

The following amendment will be added to the policy under Requirement for The Uniform Vendor:

"Elementary schools must use the Board's authorized uniform vendor, excluding bottoms, which may be purchased from the Board's authorized uniform vendor, or another source of the parent's choosing", and will include that the bottoms, regardless of source, must match the school uniform dress code.

Amendments will be made to the Requirements in the policy that will allow for consistency so that school communities can engage in the consultation and voting process for school uniforms at the elementary schools.

An RFI committee will be established and will include the following trustees: P. Murphy; B. Agnew; J. O'Hearn-Czarnota, and N. Guzzo.

The chair called for a recess at 9:18 p.m..

The meeting resumed at 9:33 p.m..

The recommended changes will be made to the policy and will be circulated amongst the trustees for approval prior to being sent out for stakeholder feedback. A clarifying preamble will be written to fully explain the changes to the policy, and will be included with the request for stakeholder feedback.

The Chair returned to the motion and called for a vote. Recommendation **P#27/20 CARRIED**

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

4.2 Policy I-31 Apparel Purchases and Fair Labour Practices (A. Lofts, D. Tkalcic)

P#28/20

Moved by: B. Agnew

Seconded by: T. O'Brien

That, the Policy Committee recommends that Policy I-31 Apparel Purchases and Fair Labour Practices, be forwarded, to the March 3, 2020, Regular Board Meeting for approval.

D. Tkalcic shared the changes to the policy.

There was no discussion.

The Chair called for a vote. Recommendation **P#28/20 CARRIED**

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

4.3 Policy I-10 Banking, Investment and Borrowing (A. Lofts)

P#29/20

Moved by: V. Iantomasi

Seconded by: T. O'Brien

That, the Policy Committee recommends that Policy I-10 Banking, Investment and Borrowing, be forwarded, to the March 3, 2020, Regular Board Meeting for approval.

A. Lofts shared minor revisions to the policy.

There was no discussion

The Chair called for a vote. Recommendation **P#29/20 CARRIED**

In favour	Opposed	Abstain	Absent
P. Murphy			P. DeRosa
J. O'Hearn-Czarnota			
B. Agnew			
M. Duarte			
V. Iantomasi			

H. Karabela			
T. O'Brien			

4.4 Policy I-25 Purchasing (A. Lofts)

P#30/20

Moved by: T. O'Brien

Seconded by: J. O'Hearn-Czarnota

That, the Policy Committee recommends that Policy I-25 Purchasing, be forwarded, to the March 3, 2020, Regular Board Meeting for approval.

A. Lofts shared the changes to the policy.

Questions for clarification were asked and answered.

The Chair called for a vote. Recommendation **P#30/20 CARRIED**

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

4.5 Policy I-34 (A) Reimbursement of Board Business Expenses (A. Lofts)

P#31/20

Moved by: B. Agnew

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy I-34A Reimbursement of Board Business Expenses for Employees, be forwarded, to the March 3, 2020, Regular Board Meeting for approval.

A. Lofts shared the changes to the policy.

There was no discussion

The Chair called for a vote. Recommendation **P#31/20 CARRIED.**

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

4.6 Policy III-13 Corporate Purchasing Card Distribution Usage (A. Lofts)

P#32/20

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy III-13 Corporate Purchasing Card Distribution and Usage, be forwarded, to the March 3, 2020, Regular Board Meeting for approval.

A. Lofts shared changes to the policy

There was no discussion

The Chair called for a vote. Recommendation **P#32/20 CARRIED.**

In favour	Opposed	Abstain	Absent

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

4.7 Policy V-14 Alcohol at Board School Sanctioned Events-Off Premises (A. Lofts)

P#33/20

Moved by: V. Iantomasi

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy V-14 Alcohol at Board/School Sanctioned Events – Off Premises, be forwarded, to the March 3, 2020, Regular Board Meeting for approval.

A. Lofts shared changes to the policy.

There was no discussion

The Chair called for a vote. Recommendation **P#33/20 CARRIED**

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

5. Discussion Items

5.1 By-Laws Review

The Board By-Laws were reviewed above

5.2 Policy I-15 School Name Selection

Discussion ensued regarding changing the name of Jean Vanier Catholic Secondary School, Milton.

P#34/20

Moved by: P. Murphy

Seconded by M. Duarte

That, the Board of Trustees direct the Secretary of the Board to enact Policy I-15 School Name Selection, to rename Jean Vanier Secondary School in Milton forth with.

Discussion ensued. Trustees agreed to use the current process in the policy.

P#35/20

Moved by: V. Iantomasi

Seconded by: M. Duarte

That, the meeting continue past 10:00 pm.

CARRIED

The Chair called for a vote. Recommendation **P#34/20 CARRIED.**

In favour	Opposed	Abstain	Absent
P. Murphy	T. O'Brien		P. DeRosa
J. O'Hearn-Czarnota			
B. Agnew			

M. Duarte			
V. Iantomasi			
H. Karabela			

It was noted that Policy I-15 School Name Selection is scheduled for further revision in June 2020.

6. Information Items

- 6.1 Administrative Procedure VI-91 Banking, Investment and Borrowing (A. Lofts)
- 6.2 Administrative Procedure VI-11 Purchasing (A. Lofts)
- 6.3 Administrative Procedure VI-90 Reimbursement of Board Business Expenses for Employees (A. Lofts)
- 6.4 Administrative Procedure VI-73 Meal Expenses for Employees at Board Sanctioned Events (A. Lofts)
- 6.5 Administrative Procedure VI-86 Corporate Purchasing Card (A. Lofts)
- 6.6 Administrative Procedure VI-33 Redistribution and Disposal of Surplus Furniture and Equipment (A. Lofts)
- 6.7 Administrative Procedure VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities (J. O'Hara, P. Daly)

The procedures were presented to trustees as information. Questions were asked and answered.

B. Agnew left the meeting at 10:08 pm

7. Miscellaneous Information

There were no Miscellaneous Items

8. In Camera

8.1 Approval of In-Camera Meeting Minutes (January 14, 2020)

P#36/20

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the meeting move to meeting in camera

CARRIED

The meeting moved in to in camera at 10:11 p.m..

The meeting moved out of in camera at 10:15 p.m..

9. Motion to Excuse Absent Committee Members

P#37/20

Moved by: T. O'Brien

Seconded by: H. Karabela

That, Trustee P. DeRosa be excused.

CARRIED

10. Motion to Adjourn/ Closing Prayer (V. Iantomasi)

P#38/20

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

That, the meeting adjourn.

CARRIED

V. Iantomasi closed the meeting with prayer at 10:16 p.m..