

**REGULAR BOARD MEETING  
AGENDA**

Date: Tuesday, December 15, 2020  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1. Opening Prayer, National Anthem and Oath of Citizenship (J. Roshdy)	
1.2. Motions Adopted In-Camera	
1.3. Information Received In-Camera	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Presentations</b>	
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<b>5. Delegations</b>	
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14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (T. O'Brien)	

Keeping Christ in Christmas Student Contest 2020

Item 4.1

Tuesday, December 15, 2020

### Alignment to Strategic Plan

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

### Purpose

To provide Trustees with information regarding the 8<sup>th</sup> Annual *Keeping Christ in Christmas* student contest.

### Background Information

In 2013, we launched the *Keeping Christ in Christmas* student contest in our schools across the Halton Catholic District School Board. It began as an initiative to find student artwork to showcase on the Director's Christmas card, while engaging students, parents and staff on social media. Over the years, this contest has continued to evolve and the submission categories have expanded to include different mediums beyond the fine arts, including original song, video, and short story or poem.

### Commentary

In November, we launched the 8<sup>th</sup> Annual *Keeping Christ in Christmas* student contest, inviting Halton Catholic students of all ages and abilities to participate. This year, in light of the health and safety protocols to minimize the handling of paper and materials due to COVID-19, only digital submissions were accepted.

The submission period ran from October 28 through November 30, 2020. We received **over 350 submissions this year**, including traditional artwork, short videos, original songs, and poems.

On Thursday, December 3<sup>rd</sup> a judging panel met to review the submissions and select the finalists. The judging panel consisted of:

- Pat Daly, Director of Education;
- Patrick Murphy, Chair of the Board;
- Marvin Duarte, Vice-Chair of the Board;
- Tara Hambly, President, Halton OECTA Elementary Association;
- Krista Hutchinson, Vice-President, Halton OECTA Elementary Association;
- Lorain Beraldo-Turner, President, Halton OECTA Secondary Association;
- Sean Roberts, Vice-President, Halton OECTA Secondary Association;
- Gillian Federico, System Chaplain and Faith Formation Lead; and
- Jodi O'Reilly, Special Education Coordinator



## Item 4.1 | Keeping Christ in Christmas Student Contest 2020

Student submissions were reviewed according to age group:

- Kindergarten – Grade 3 (Primary);
- Grades 4-6 (Junior);
- Grades 7-8 (Intermediate); and
- Grades 9-12 (Secondary)

### Student Finalists

Four (4) submissions were selected from each age group - for a total of sixteen (16) finalist submissions (see Appendix A).

Name	School	Grade	Description
Mia Bianchi	St. Mary CES	Grade 3	Nativity scene – Christ our Rock
Sydney Lee	St. Raphael CES	Grade 3	Paper crafts – When Jesus was born
Mila Rose Lothringen and Ana-Sophia Lothringen	Sacred Heart of Jesus CES	Grade 1	Song – Keeping Christ in Christmas
Lilian Nadhim	Guardian Angels CES	Grade 4	Drawing – Jesus was born to save us
Miranda Colmenares	St. Joan of Arc CES	Grade 5	Nativity scene – Soccer present to baby Jesus
Benjamin Glaessel	Holy Rosary (Milton) CES	Grade 5	Video – May the Christ child be with you!
Leticia Velasquez-Berrio	St. Matthew CES	Grade 6	Drawing – Nativity Scene
Salomé Vélez Gómez	St. Scholastica CES	Grade 4	Drawing – Mary and Joseph pointillism
Sadie Butcher	St. Elizabeth Seton CES	Grade 8	Video of art – Woodburn Art Nativity
Megan Centeno	Guardian Angels CES	Grade 7	Nativity diorama – For unto you a child is born
Mikaela Pereira	Sacred Heart of Jesus CES	Grade 8	Drawing – Today is born our savior, Christ the Lord
Michael Salvia	St. John Paul II CES	Grade 8	Painting – Nativity Scene
Betty Luo	St. Thomas Aquinas CSS	Grade 9	Illustration – Messenger Dove
Victoria Mosher	St. Thomas Aquinas CSS	Grade 12	Painting – Believe
Emma Pascu and Diane Choi	St. Thomas Aquinas CSS	Grade 11	Video – Fragile Faith
Julia You	Holy Trinity CSS	Grade 11	Digital Art – 3 Wise Men





## Online Voting Process

The online voting process took place from December 4 through December 13, 2020.

Student finalists and their families have been invited to attend the December 15, 2020 virtual Regular Board Meeting. All finalists will be recognized at the Board Meeting, and a top prize will be awarded to the students who received the highest number of online votes in each age group. The winners will be announced at the virtual meeting.

## Conclusion

We would like to thank all students who participated in this year's *Keeping Christ in Christmas* contest!

A special note of appreciation is extended to our judging panel and to the Halton OECTA Elementary and Secondary Associations for their continued partnership and support of the contest, through their generous donations towards the top prizes awarded to our student winners.

### Report Prepared by:

Amanda Bartucci  
Communications Officer, Strategic Communications

Juliana Gligoric  
Junior Communications Officer, Strategic Communications

### Report Submitted by:

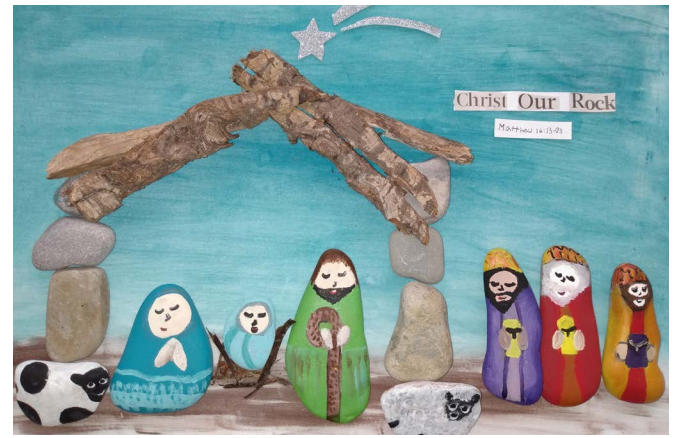
Andrea Swinden  
Manager, Strategic Communications

### Report Approved by:

Pat Daly  
Director of Education & Secretary of the Board

## Appendix A

Created by: **Mia Bianchi**, a Grade 3 student from *St. Mary Catholic Elementary School*.



## Appendix B

Created by: **Sydney Lee**, a Grade 3 student from *St. Raphael Catholic Elementary School*.



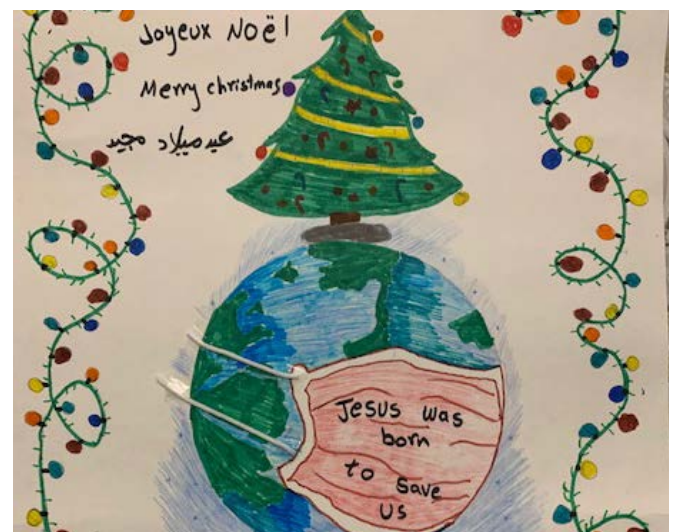
## Appendix C

Created by: **Mila Rose Lothringen and Ana-Sophia Lothringen**, a Grade 1 and Grade 4 student from *Sacred Heart of Jesus Catholic Elementary School*:  
<https://bit.ly/KeepingChristinChristmasSong>



## Appendix D

Created by: **Lilian Nadhim**, a Grade 4 student from *Guardian Angels Catholic Elementary School*.



## Appendix E

Created by: **Miranda Colmenares**, a Grade 5 student from *St. Joan of Arc Catholic Elementary School*.



## Appendix F

Created by: **Benjamin Glaessel**, a Grade 5 student from *Holy Rosary (Milton) Catholic Elementary School*:  
<https://bit.ly/MaytheChristChildbewithYou>



## Appendix G

Created by: **Leticia Velasquez-Berrio**, a Grade 6 student from *St. Matthew Catholic Elementary School*.



## Appendix H

Created by: **Salomé Vélez Gómez**, a Grade 4 student from *St. Scholastica Catholic Elementary School*.





## Appendix I

Created by: **Sadie Butcher**, a Grade 8 student from St. Elizabeth Seton Catholic Elementary School:  
<https://bit.ly/WoodburnArt>



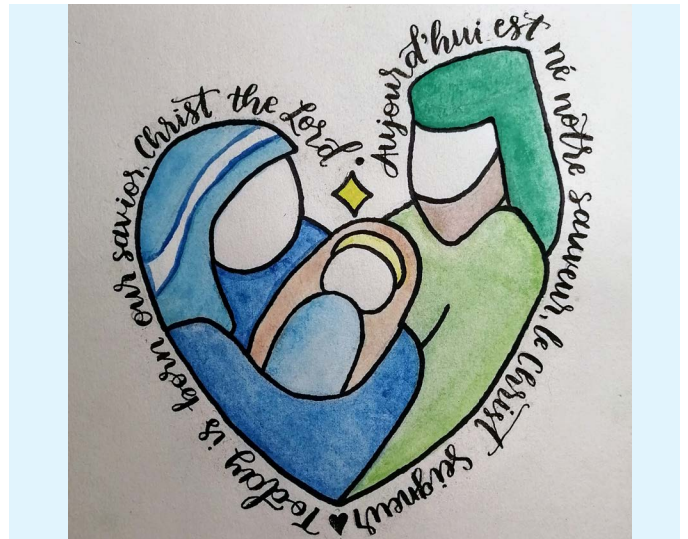
## Appendix J

Created by: **Megan Centeno**, a Grade 7 student from Guardian Angels Catholic Elementary School.



## Appendix K

Created by: **Mikaela Pereira**, a Grade 8 student from Sacred Heart of Jesus Catholic Elementary School.



## Appendix L

Created by: **Michael Salvia**, a Grade 8 student from St. John Paul II Catholic Elementary School.



## Appendix M

Created by: **Betty Luo**, a Grade 9 student from St. Thomas Aquinas Catholic Secondary School.



## Appendix N

Created by: **Victoria Mosher**, a Grade 12 student from St. Thomas Aquinas Catholic Secondary School.



## Appendix O

Created by: **Emma Pascu and Diane Choi**, Grade 11 students from St. Thomas Aquinas Catholic Secondary School: <https://bit.ly/FragileFaithVideo>



## Appendix P

Created by: **Julia You**, a Grade 11 student from Holy Trinity Catholic Secondary School.



## EFI Expansion

Good Evening! Thank you, Trustees, for this opportunity to delegate. My name is Kathleen Fiesta I have 4 kids and 3 of them are attending HCDSB schools. I delegated back on November 19, 2019. If you allow me to briefly refresh your memory.

That was the year my 3 kids were all attending 3 different schools with my youngest, 1 year old at that time, in tow. K1 was attending EFI program in St. Mary. K2 was at Heritage Glen, my local public school for French Immersion, to get enough French to allow him to enter EFI at St. Mary's for Grade 3. K3 was attending JK at our catchment school, St. Bernadette.

I am happy to report that this year my family is down to two schools. K1 and K2 are both in St. Mary's now and K3 is still at St. Bernadette. I can attribute this to my family's perseverance in giving K2 the same opportunity provided to K1 and NOT to HCDSB's commitment in making EFI program accessible to parents.

This year, K3 is in SK. We've registered her to EFI program and with the lottery process she is now a lottery loser. She's so far down on the list that my husband and I now need to consider our upcoming reality. In two years, we are going to have all 4 kids in 3 different schools. Again!

I want to note here that we are not the only family going through these difficult decisions year over year. When K2 was at Heritage Glen, we have met a family doing exactly what we were doing. I hope this board can appreciate the complexities families like ours have to go through to provide equal opportunity for our kids. We are real people and every year this Board decides not to commit is another year lost.

I remember attending the November 19, 2019 meeting where the Board voted to eliminate the waiting list by the 2020-2021 school year. I also remember attending the February 18, 2020 board meeting where the board voted on expanding the program to up to a maximum of two additional classes per municipality but limited the implementation to 2020-2021 school year only. They also voted to do further expansion after boundary reviews. I left that meeting feeling disappointed that the expansion was only fully planned for the 2019-2020 school year. However, I was hopeful that boundary review would occur and HCDSB would review the information they needed to expand further. Yet, here we are again.

Ten months later and three board meetings with delegations after, boundary reviews have not started and EFI program expansion still in limbo. We have been religiously watching these meetings online and since November 3, all we have heard from some Staff and Trustees are obstacles on why we cannot expand instead of what we need to do to expand. People that are experienced in implementing big programs or what we would call in IT enterprise wide know that strategic plans are made up of multi-year programs or short-term goals to make it attainable. Statements from Trustees or Staff that want to make sure we check all the boxes before proceeding are obviously misguided and maybe they do not have experience expanding programs. How is it when EFI started, this Board could have 4 new EFI schools at once and now, adding to the program is made to sound like it is complex and virtually impossible?

Based on March 5, 2019 Board Meeting, it listed schools in Oakville that are underutilized. Why can't we expand EFI program by adding another site in one of those schools? This will alleviate the pressure in St. Mary's. Mary Cruden presented last Board Meeting on ways to expand the program and overcome obstacles. To be honest, this is not new material for this Board. Ms. Cruden presented the same information in the past. She even pointed out in her presentation that the lack of commitment from this school board maybe deterring potential teachers. Other school boards around us have implemented this program for a while now and is very much ahead of HCDSB.

The EFI parents have been in this roller coaster ride since 2016. The lack of commitment and inaction from this Board is no longer acceptable. This Board cannot blame COVID for their inability to expand in the upcoming school year. We've been talking about this for four years now! Now is the time to commit and expand.

In closing, the Staff provided a solution in the December 1, 2020 report. Please follow through on their solution. It has been a difficult year for all, families have struggled and made sacrifices. In the spirit of Christmas, I hope you provide relief to the families on the waitlist.

## MINUTES OF THE REGULAR BOARD MEETING

Date: December 1, 2020  
Time: 7:30 p.m.  
Location: Catholic Education Centre  
802 Drury Lane, Burlington

Trustees:	B. Agnew	H. Karabela (Electronically)
	P. DeRosa	P. Murphy
	M. Duarte	T. O'Brien (Electronically)
	N. Guzzo	J. O'Hearn-Czarota (Electronically)
	V. Iantomasi (Electronically)	

Student Trustees:	N. Gubert (Electronically)	J. Roshdy (Electronically)
	K. Kelly (Electronically)	

Senior Staff:	E. Bakaic (Electronically)	A. Lofts
	S. Balogh (Electronically)	C. McGillicuddy (Electronically)
	A. Cordeiro (Electronically)	R. Merrick (Electronically)
	J. Crowell (Electronically)	L. Naar (Electronically)
	P. Daly	J. O'Hara (Electronically)
	N. Dinolfo	

Also Present: L. Collimore, Chief Officer, Research and Development Services (Electronically)  
A. Cross, Senior Manager, Financial Services (Electronically)  
A. Kapur, Parliamentarian (Electronically)  
D. Kollee, Chief Speech and Language Pathologist, Special Education (Electronically)  
A. Swinden, Manager, Strategic Communications

Recording Secretary: R. Di Pietro

### 1. Call to Order

Director of Education and Secretary of the Board, P. Daly called the meeting to order.

#### 1.1 Opening Prayer, National Anthem, and Oath of Citizenship (K. Kelly)

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

#### 1.2 Motions Adopted In-Camera

Trustee Iantomasi called a point of order stating that the Director of Education and Secretary of the Board could not read out motions adopted in-camera.

There following motion was adopted in-camera:



**RESOLVED**, that the Halton Catholic District School Board ratify the attached Memorandum of Settlement between the Board and CUPE 5200.01 - Designated Early Childhood Educators to be effective September 1, 2019 and to expire August 31, 2022.

### 1.3 Information Received In-Camera

The following information was received in-camera:

#### Retirement

Justine O'Grady retiring effective January 31, 2021.

#### Teacher Hiring

Shauna Gamble hired as a probationary teacher effective November 23, 2020. Simone Indelicato hired as a probationary teacher effective November 18, 2020. Jillian Leroux hired as a probationary teacher effective November 16, 2020.

#### Administrative Appointments

Diana Comito appointed as Elementary Principal effective January 4, 2021. Tara Wilson appointed as Elementary Vice-Principal effective January 4, 2021.

## 2. Approval of the Agenda

The following was added to the agenda:

Information Item 11.7 Notice of Motion - French Immersion (H. Karabela)

Information Item 11.8 Notice of Motion - Ad Hoc Committee of the Whole for French Programming (P. DeRosa)

**#1/21**

**Moved by:** P. DeRosa

**Seconded by:** M. Duarte

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

Director Daly called for a vote on **#1/21** and it **UNANIMOUSLY CARRIED**.

## 3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

## 4. Elections of the Chair and Vice-Chair of the Board 2020-2021

### 4.1 Election of Chair of the Board (P. Daly)

Director Daly reviewed the election process and called for nominations for the position of Chair of the Halton Catholic District School Board for the period of December 1, 2020 until the first Board meeting in December 2021.

Trustee Iantomasi was nominated by Trustee O'Brien for the position of Chair of the Board. The nomination was seconded by Trustee Karabela.

Trustee Iantomasi accepted the nomination.

Trustee Murphy was nominated by Trustee O'Hearn-Czarnota for the position of Chair of the Board. The nomination was seconded by Trustee Duarte.

Trustee Murphy accepted the nomination.

There were no further nominations.

**#2/21**

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**RESOLVED**, that the nominations be closed.

Director Daly called for a vote on **#2/21** and it **UNANIMOUSLY CARRIED**.

Trustees voted. Director Daly tabulated the results while A. Lofts, Superintendent of Business Services and Treasurer of the Board and N. Dinolfo, Superintendent of Education, School Services served as scrutineers.

Trustee Patrick Murphy elected Chair of the Halton Catholic District School Board for the period of December 1, 2020 until the first Board meeting in December 2021.

**#3/21**

**Moved by:** P. DeRosa

**Seconded by:** N. Guzzo

**RESOLVED**, that the ballots be destroyed.

Director Daly called for a vote on **#3/21** and it **UNANIMOUSLY CARRIED**.

**4.2 Election of the Vice-Chair of the Board (P. Daly)**

Director Daly reviewed the election process and called for nominations for the position of Vice-Chair of the Halton Catholic District School Board for the period of December 1, 2020 until the first Board meeting in December 2021.

Trustee Duarte was nominated by Trustee Agnew for the position of Vice-Chair of the Board. The nomination was seconded by Trustee O'Brien.

Trustee Duarte accepted the nomination.

There were no other nominations.

**#4/21**

**Moved by:** N. Guzzo

**Seconded by:** P. Murphy

**RESOLVED**, that the nominations be closed.

Director Daly called for a vote on **#4/21** and it **UNANIMOUSLY CARRIED**.

Trustee Marvin Duarte acclaimed Vice-Chair of the Halton Catholic District School Board for the period of December 3, 2019 until the first Board Meeting in December 2020.

Chair Murphy and Vice-Chair Duarte took their positions.

A five-minute recess took place.

Chair Murphy took over the meeting.

**5. Presentations**

**5.1 International Day of People with Disabilities (S. Balogh)**

Trustees updated on initiatives taking place the week of November 30, 2020 regarding the International Day of People with Disabilities.

**6. Delegations**

**6.1 French Immersion (M. Cruden)**

Ms. Cruden presented her delegation sharing information on trends in French Immersion enrolment, Ontario, and national projects to ensure an adequate supply of FSL teachers and on the mechanics of successful expansion of French Immersion programs to meet demand.

**7. Approval of Minutes**

**7.1 Minutes of the November 17, 2020 Regular Board Meeting  
#5/21**

**Moved by:** N. Guzzo

**Seconded by:** P. DeRosa

**RESOLVED**, that the minutes of the November 17, 2020 Regular Board Meeting be approved.

The Chair called for a vote on **#5/21** and it **UNANIMOUSLY CARRIED**.

**8. Business Arising from Previous Meetings**

**8.1 Summary of Outstanding Items from Previous Meetings**

The Summary of Outstanding Items from Previous Meetings was reviewed and discussed.

**9. Action Items**

**9.1 Response to Delegation**

**#6/21**

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

**Seconded by:** P. DeRosa

**RESOLVED**, that the Board of Trustees of the Halton Catholic District School Board (HCDSB) direct the Secretary of the Board and Director of Education to submit to the Board at the December 15, 2020 meeting, the French Immersion boundary review plan, that includes timelines with effective start dates and implementation for the school year 2021-22, to allow for the French immersion expansion in each HCDSB municipalities to

start with a minimum of up to two (2) additional classes per municipality for the 2021-22 school year.

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**RESOLVED**, that the motion be postponed.

Trustee lantomasi called a point of order on the motion to postpone.

The Chair ruled in favour of the point of order.

During discussion of the motion, Trustee lantomasi called a point of order stating that Trustees are now in a new Board year and no longer bound by a boundary review to determine expansion for the Early French Immersion Program.

The Chair ruled against the point of order.

#### **#7/21**

**Moved by:** V. lantomasi

**Seconded by:** P. DeRosa

**RESOLVED**, that Trustees appeal the ruling of the Chair.

The Chair called for a vote on **#7/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		J. Roshdy (non-binding)
V. lantomasi	M. Duarte		
	N. Gubert (non-binding)		
	N. Guzzo		
	H. Karabela		
	K. Kelly (non-binding)		
	T. O'Brien		
	J. O'Hearn-Czarnota		

The motion was **DEFEATED**.

#### **#6/21 (AMENDMENT)**

**Moved by:** M. Duarte

**Seconded by:** N. Guzzo

**RESOLVED**, that the Board of Trustees of the Halton Catholic District School Board (HCDSB) direct the Secretary of the Board and Director of Education to submit to the Board at the December 15, 2020 meeting, the French Immersion boundary review plan, that includes timelines with effective start dates. and implementation for the school year 2021-22, to allow for the French immersion expansion in each HCDSB municipalities to start with a minimum of up to two (2) additional classes per municipality for the 2021-22 school year.

**#8/21****Moved by:** B. Agnew**Seconded by:** M. Duarte**RESOLVED**, that the meeting move past 10:00 p.m.The Chair called for a vote on **#8/21** and it **UNANIMOUSLY CARRIED**.

During discussion of the amendment, Trustee lantomasi called a point of order stating that questions are to go to the Trustee who moved the original motion.

The Chair ruled against the point of order.

**#9/21****Moved by:** V. lantomasi**Seconded by:** P. DeRosa**RESOLVED**, that Trustees appeal the ruling of the Chair.The Chair called for a vote on **#9/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		
V. lantomasi	M. Duarte		
H. Karabela	N. Gubert (non-binding)		
T. O'Brien	N. Guzzo		
	K. Kelly (non-binding)		
	J. O'Hearn-Czarnota		
	J. Roshdy (non-binding)		

The motion was **DEFEATED**.

The Chair called for a vote on **#6/21 (AMENDMENT)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa	N. Gubert (non-binding)	J. Roshdy (non-binding)
M. Duarte	H. Karabela	V. lantomasi	
N. Guzzo			
K. Kelly (non-binding)			
T. O'Brien			
J. O'Hearn-Czarnota			

The motion **CARRIED**.

**#6/21 (AMENDMENT 2)****Moved by:** H. Karabela**Seconded by:** P. DeRosa**RESOLVED**, that the Board of Trustees of the Halton Catholic District School Board (HCDSB) direct the Secretary of the Board and Director of Education to submit to the

Board at the December 15, 2020 meeting, the French Immersion boundary review plan, that includes timelines with effective start dates *as per the staff recommendation for each municipality presented in the December 1, 2020 staff report titled Enrolment Projections and French Immersion Registrations for the 2021-22 school year.*

During discussion of the amendment, Trustee Iantomasi called a point of order stating that a Trustee cannot speak to the value of a motion.

The Chair ruled against the point of order.

The Chair called for a vote on **#6/21 (AMENDMENT 2):**

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		
N. Gubert (non-binding)	M. Duarte		
H. Karabela	N. Guzzo		
V. Iantomasi	K. Kelly (non-binding)		
T. O'Brien			
J. O'Hearn-Czarota			
J. Roshdy (non-binding)			

The motion **CARRIED.**

#### **#10/21**

**Moved by:** H. Karabela

**Seconded by:** P. DeRosa

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

The Chair called for a vote on **#10/21**. The vote was not unanimous therefore the meeting had to adjourn following the motion on the table.

#### **#6/21 (AS AMENDED)**

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

**Seconded by:** P. DeRosa

**RESOLVED,** that the Board of Trustees of the Halton Catholic District School Board (HCDSB) direct the Secretary of the Board and Director of Education to submit to the Board at the December 15, 2020 meeting, the French Immersion boundary review plan, that includes timelines with effective start dates as per the staff recommendation for each municipality presented in the December 1, 2020 staff report titled Enrolment Projections and French Immersion Registrations for the 2021-22 school year.

The Chair called for a vote on **#6/21 (AS AMENDED)** and it **UNANIMOUSLY CARRIED.**

**POST NOTES:****9.2 French Immersion 2021-2022 (H. Karabela)**

The meeting was adjourned.

**9.3 2019-20 Draft Audited Consolidated Financial Statements (A. Lofts)**

The meeting was adjourned.

**9.4 Proposed 2021 Facility Renewal Projects (R. Merrick)**

The meeting was adjourned.

**10. Staff Reports****10.1 Enrolment Projections and French Immersion Registrations for the 2021-2022 School Year (P. Daly)**

The meeting was adjourned.

**10.2 Food Waste Management Practices (R. Merrick)**

The meeting was adjourned.

**11. Information Items****11.1 Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)**

The meeting was adjourned.

**11.2 Return to School Well-Being Survey (N. Gubert, K. Kelly, J. Roshdy)**

The meeting was adjourned.

**11.3 STEM Extra Curricular Engagement (J. Crowell)**

The meeting was adjourned.

**11.4 Update School Generated Funds (SGF) Overview and Reporting (A. Lofts)**

The meeting was adjourned.

**11.5 2019-20 Treasurer's Investment Report (A. Lofts)**

The meeting was adjourned.

**11.6 2019-2020 Audit Committee Annual Report to the Ministry of Education (A. Lofts)**

The meeting was adjourned.

**11.7 Notice of Motion – French Immersion (H. Karabela)**

The meeting was adjourned.

The following notice of motion was provided to Trustees:

**BE IT RESOLVED**, the Board of Trustees give direction to the Director of Education to expand the Halton Catholic District School Board French Immersion Program by up to a

maximum of two (2) additional classes per municipality, based upon current demand, for the 2021-2022 school year only;

**BE IT FURTHER RESOLVED**, that any future expansion will be dictated by the outcome of French Immersion Boundary reviews to be completed and presented to the board for the first week of December 2021.

**BE IT FURTHER RESOLVED**, that the location of French Immersion Programs will be decided as per Policy II-51- Optional French Programming (French Immersion and Extended French), policy V-18 Community Engagement and Public Consultation and at the discretion of the Director of Education.

**11.8 Notice of Motion – Ad Hoc Committee of the Whole for French Programming (P. DeRosa)**

The meeting was adjourned.

The following notice of motion was provided to Trustees:

**BE IT RESOLVED**, that the Board of Trustees will establish an Ad Hoc Committee of the Whole to consider the long-term expansion beyond 2022-23 of the French Immersion Program with a view to expanding the program based on the demand and capacity of each Halton Catholic District School Board community and to make the French Immersion Program an integral part of the Multi-Year Strategic Plan.

**12. Miscellaneous Information**

**12.1 Minutes of the September 17, 2020 Audit Committee Meeting**

The meeting was adjourned.

**13. Correspondence**

**13.1 J. Ferreira**

The meeting was adjourned.

**14. Open Question Period**

The meeting was adjourned. No questions were submitted.

**15. In Camera**

The meeting was adjourned. There was no follow-up In-Camera session.

**16. Resolution re Absentees**

The meeting was adjourned. There were no absentees.

**17. Adjournment and Closing Prayer (P. Murphy)**

The meeting adjourned at 10:34 p.m. with a prayer led by Chair Murphy.



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

\_\_\_\_\_  
Chair

## BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
November 19, 2019	Response to Delegations	<p><b>WHEREAS</b>, 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><b>BE IT FURTHER RESOLVED</b>, 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><b>BE IT RESOLVED</b>, 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><b>BE IT FURTHER RESOLVED</b>, 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</p>	Curriculum	<p>It was agreed to establish a Steering Committee consisting of but not limited to HCDSB staff, Trustees representatives and community partners with the following timelines:  Draft Terms of Reference for June 2020  Committee Final Terms for September 2020  Initial Staff Report back to the Board of Trustees for the October 20, 2020 Regular Board Meeting</p> <p>A request was made regarding what the costs would be to dedicate staff to this program.</p>

October 20, 2020		with STEM initiatives moving forward.		A summary of the initial meeting and next steps at the November 17, 2020 meeting. Postponed to December 2020. Goals to be presented January 2021.
March 31, 2020	Update to Board Room Technology	<p><b>WHEREAS</b>, 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,</p> <p><b>WHEREAS</b>, current audio, video and data transfer equipment is antiquated and unsatisfactory</p> <p><b>BE IT RESOLVED</b>, 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>	A. Lofts	Trustees in agreement that a staff working committee be struck in the Fall of 2020.
October 20, 2020	Board Meeting Time Keeping	<b>WHEREAS</b> , By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;	P. Daly	TBD

		<p><b>WHEREAS</b>, our goal is to ensure efficient board meetings and to afford equitable opportunities to each member of the board to speak on a motion;</p> <p><b>WHEREAS</b>, multiple other boards utilize some formal method of visible time keeping;</p> <p><b>BE IT RESOLVED</b>, that the Director of Education procure a digital time keeping mechanism that can be displayed and can be controlled remotely by the chair to be used for bylaw 10.3 and other opportunities such as delegations.</p>		
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#### OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



## Regular Board Meeting

## Action Report

French Immersion 2021-2022	Item 8.2
December 15, 2020	

The following Notice of Motion was presented at the November 17, 2020 Regular Board meeting:

<p>Moved by: H. Karabela</p> <p>Seconded by:</p> <p><b><i>BE IT RESOLVED,</i></b> that the Board of Trustees give direction to the Director of Education and Secretary of the Board to continue growing the French Immersion Program by up to a maximum of two (2) classes in municipalities based on local registration and waitlists and local space availability for the 2021-2022 school year.</p>
--



## Regular Board Meeting

## Action Report

French Immersion	Item 8.3
December 15, 2020	

The following Notice of Motion was presented at the December 1, 2020 Regular Board meeting:

<p>Moved by: H. Karabela</p> <p>Seconded by:</p>
<p><b>BE IT RESOLVED</b>, the Board of Trustees give direction to the Director of Education to expand the Halton Catholic District School Board French Immersion Program by up to a maximum of two (2) additional classes per municipality, based upon current demand, for the 2021-2022 school year only;</p> <p><b>BE IT FURTHER RESOLVED</b>, that any future expansion will be dictated by the outcome of French Immersion Boundary reviews to be completed and presented to the board for the first week of December 2021.</p> <p><b>BE IT FURTHER RESOLVED</b>, that the location of French Immersion Programs will be decided as per Policy II-51- Optional French Programming (French Immersion and Extended French), policy V-18 Community Engagement and Public Consultation and at the discretion of the Director of Education.</p>



## Regular Board Meeting

## Action Report

Ad Hoc Committee of the Whole for French Programming	Item 8.4
December 15, 2020	

The following Notice of Motion was presented at the December 1, 2020 Regular Board meeting:

<p>Moved by: P. DeRosa</p> <p>Seconded by:</p> <p><b><i>BE IT RESOLVED</i></b>, that the Board of Trustees will establish an Ad Hoc Committee of the Whole to consider the long-term expansion beyond 2022-23 of the French Immersion Program with a view to expanding the program based on the demand and capacity of each Halton Catholic District School Board community and to make the French Immersion Program an integral part of the Multi-Year Strategic Plan.</p>
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## Regular Board Meeting

## Action Report

2019-20 Draft Audited Consolidated Financial Statements	Item 8.5
December 15, 2020	

### Alignment to Strategic Plan

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

### Purpose

To provide the Board of Trustees with the 2019-20 Draft Audited Consolidated Financial Statements for approval.

### Background Information

At the Board Meeting of June 2, 2020, the Board received and approved Action Item 8.2 “2019-20 Year-End Audit Planning Report from KPMG”. The report detailed the audit approach (including the areas of focus), audit materiality, required communications and independence. KPMG has provided to Audit Committee its audit findings report for the year ended August 31, 2020. The report provides important information to assist the Board of Trustees in satisfying their governance responsibility related to the review and approval of the annual Financial Statements.

### Comments

1. The financial statements have been prepared per the Financial Administration Act supplemented by the Ontario Ministry of Education Memorandum 2004:B2 and Ontario Regulation 395/11 “Accounting Policies and Practices Public Entities” of the Financial Administration Act.
2. The attached 2019-20 Draft Consolidated Audited Financial Statements (“Financial Statements”) are comprised of the following pages:
  - a. Covering Page
  - b. Management’s Responsibility for the Consolidated Financial Statements
  - c. Independent Auditors’ Report
  - d. Consolidated Statement of Financial Position





- e. Consolidated Statement of Operations
  - f. Consolidated Statement of Change in Net Debt
  - g. Consolidated Statement of Cash Flows
  - h. Notes to Consolidated Financial Statements
3. The Financial Statements were prepared by the Business Services staff and have been audited by the Board's External Auditors (KPMG). The form and content of the Financial Statements are primarily prescriptive in nature and present the actual results for the 2019-20 fiscal year. The Board approved the 2019-20 Original Budget on June 18, 2019, and the 2019-20 Revised Budget on January 21, 2020. The 2019-20 Draft Audited Consolidated Financial Statements are the culmination of the annual reporting cycle. The Director of Education and Secretary of the Board and the Chair of the Board are required to sign the approved Financial Statements on behalf of the Board.
  4. The *"Management's Responsibility for the Consolidated Financial Statements"* has remained essentially unchanged from the previous year.
  5. The *"Independent Auditor's Report"* contains four sections: Opinion, Basis for Opinion, Responsibilities of Management and Those Charged with Governance for the Financial Statements and the Auditor's Responsibilities for the Audit of the Financial Statements. The auditor's opinion, which can be found at the beginning of the auditor's report, reflects a "clean" or unmodified audit opinion.
  6. The *"Consolidated Statement of Financial Position"* presents the Board's Financial Assets and Liabilities at a point in time (August 31, 2020). The statement's layout provides two key performance measures: the Board's ability to finance its operations and the Board's ability to deliver future services. The difference between total Financial Assets and Total Liabilities is referred to as Net Debt. The Board's Net Debt balance is \$517.6 million for fiscal 2019-20. Net Debt is added to the Non-Financial Assets (Prepaid Expenses and Tangible Capital Assets) to give the Accumulated Surplus. The total Accumulated Surplus position of the Board is \$157.8 million.

Accounts receivable is \$45 million in 2019-20, an increase of \$26.8 million from 2018-19. The increase is primarily due to the Province of Ontario extending the municipalities' deadlines to pay education property tax to school boards.

The Long-term Accounts Receivable of \$174.5 million consists of \$130.8 million due from the Province over the remaining term of existing capital debt instruments issued to finance approved capital and \$18.1 million due from the Province in early 2020 for capital funded through the new funding model.

Beginning in 2018-19, the Ministry of Education introduced a cash management strategy. As part of the Ministry's strategy, it delayed part of the grant payment to Halton Catholic District School Board. The delayed grant payment reflected in the Financial Statements is \$25,619,910 for fiscal 2019-20 and was included in the long-term receivable – Government of Ontario.



Overall, the Provincial long-term receivable balance increased by \$3.1 million from 2018-19. The increase resulted from an increase in delayed grant payments of \$16.4 million, partially offset by a decrease of \$2.1 million in capital construction grants and \$11.2 million in principal payments made on the retirement of supported debt. Supported debt is old debenture debt through the Ontario School Boards Financing Corporation (OSBFC) and new debenture debt under the Ontario Financing Authority (OFA), both of which were primarily used to provide new pupil places.

Accounts payable increased by approximately \$24.7 million compared to 2018-19. \$24.1 million of the increase represents funds received from the Ministry for cashflow purposes after the Ministry passed a new regulation under the *Education Act* that extends the education tax due dates of June 30, 2020, and September 30, 2020, to September 30, 2020, and December 31, 2020.

The decrease in temporary borrowing of approximately (\$14.1) million is resulting from:

- Decrease in the EDC credit facility of (\$5.0) million, and
- Decrease in line of credit of (\$9.1) million used for capital to be funded by the Province in 2018-19.

The decrease of deferred revenue by approximately \$11.9 million is resulting from:

- (\$14.6) million in proceeds of disposition, and
- (\$0.66) million in deferred revenue relating to international students.

Partially offset by an increase in deferred revenue related to the following:

- 0.47 million in other revenue, including non-GSN programs such as Priorities and Partnerships Fund (PPF),
- \$1.8 million increase in school renewal deferred revenue, and
- \$1.1 million increase in student achievement deferred revenue.

The Employee Future Benefits liability has increased by \$1.4 million due to the actuarial valuation undertaken this year, and changes in discount rates, as explained in Note 6 (pages 12-15) of the Financial Statements.

The decrease in net long-term liabilities of (\$12.3) million results from principal payments made throughout the year.

The Total Accumulated Surplus is broken down in Note 10 (Accumulated Surplus) of the Draft Audited Consolidated Financial Statements, and it is important to note that the non-designated portion (or unappropriated portion) for the 2019-20 year of this Total Accumulated Surplus is an operating surplus of \$1,097,153.

The in-year surplus for 2019-20 has been internally appropriated as follows:

- Transfer of \$0.9 million for retirement gratuities,
- Transfer to the reserve of \$3.1 million for WSIB costs,
- Transfer of \$0.2 million to Operating Reserve,



- Transfer of \$0.5 million to the Reserve for Student Activities,
- Net transfer of \$0.5 million to Facility Capital Reserve,
- Transfer of (\$0.1) million out of the Committed Sinking Fund interest earned,
- Transfer of (\$0.4) million out of the Committed Capital Projects, and
- Transfer \$0.5 million to Other Board Reserves representing budget rollover for items planned/ committed in 2019-20 but expected to be expensed in 2020-21.

Thus, the unappropriated and appropriated surplus reflects an in-year Total Accumulated Surplus Available for Compliance of \$5.3 million. The Revised Estimates approved by the Board on January 21, 2020, outlined an expected in-year deficit available for compliance of (\$2.0) million. The positive impact on the Financial Statements was mainly the result of lower actual salary and benefit costs (\$3.3 million), professional development (\$0.3 million) and supplies and service costs (\$6.3 million) partially offset by increased fees (\$1.4 million) and other expenses (\$1.6 million).

7. The “*Consolidated Statement of Operations*” explains the change in the Board’s accumulated surplus balance from the prior year. The difference between Revenues and Expenses gives the Total Annual Surplus/(Deficit) for the year, which is then added to the opening Total Accumulated Surplus/(Deficit) position to provide the closing Total Accumulated Surplus/(Deficit) position. The annual surplus for the year is \$12.8 million and includes the in-year Available for Compliance Surplus of \$5.3 million and the in-year Unavailable for Compliance Surplus of \$7.5 million. The Unavailable for Compliance Surplus includes \$0.46 million decreases in unfunded Employee Future Benefits, \$0.19 million for accrued interest, \$0.23 million for School Generated Funds and \$6.6 million in EDC revenue.
8. The “*Consolidated Statement of Change in Net Debt*” explains why the Board’s net debt position changed. It highlights the changes due to tangible capital asset (TCA) activities in the year and includes the acquisition of new TCA, amortization of existing TCA, and the sale of TCA if any occurred during the year. An increase in net debt means that more future revenues will be needed to pay for past transactions.
9. The “*Consolidated Statement of Cash Flows*” explains the change in cash and cash equivalents from the prior year and provides information about how the Board generated cash to meet its obligations. The statement presents the Board’s cash flow for the year in three categories: Operating, Capital and Financing Activities. The Board follows the indirect method, starting with the Annual Surplus/(Deficit), adding back non-cash items, and then analyzing the changes in amounts on the other lines in the Statement of Financial Position that affect cash flows.
10. The Ministry’s Education Finance Information System (EFIS) forms were submitted electronically on November 17, 2020; however, staff has received Ministry approval to resubmit following the December 1, 2020 Board meeting, which allows for any required adjustments. The resubmission will include the required signed forms needed to complete the Financial Statement’s package.
11. The Board is compliant with the Ministry’s defined expense enveloping provisions for the Administration and Governance Grant.



12. The grant allocation for Special Education is \$49.4 million, \$2.0 million higher than in 2018-19. Special Education expenses continue to exceed the allocation, and the shortfall for 2019-20 is \$3.7 million. The Special Education deferred revenue balance is \$0.7 million; however, these funds can only be used for Special Equipment Amount expenses.
13. In accordance with Section 252(2) of the Education Act, and the Publication and Notice instructions from the Ministry of Education, the final Audited Financial Statements will be made available on the Board's website, and a notice indicating the same will be published in the Metroland newspapers throughout the four municipalities in the Region of Halton.
14. Attached is a 2019-20 Year-End Schedule, showing the remaining items to be completed.

## Conclusion

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

## Recommendation

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

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>RESOLVED</b> that the Halton Catholic District School Board approve the 2019-20 Draft Audited Financial Statements.	

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

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

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

### Halton Catholic District School Board 2019-2020 Year-End Schedule

Date (2020/2021)	Item	Description of Activity
November 26th	Draft Audited Financial Statements	Audit Committee Approval and Presentation of Audit Findings Report
December 15th	Draft Audited Financial Statements	Board Approval
December 16th	Ministry Memorandum 2020: SB:16	Submission of Ministry Financial Statement Forms (EFIS) & Final Audited Financial Statements (signed)
Est. December 17th	Final Audited Financial Statements	Place on Board's Public Website and Staffnet (signed)
Est. December 17th	Final Audited Financial Statements	Publish notice in local newspapers [in accordance with Section 252(2) of the Education Act]
Est. December 17th	Management Letter (Draft)	Draft Management Letter received from KPMG
Est. January 18th	Management Letter (Final)	Receive Final Management Letter from KPMG
Est. January 25th	Management Letter (Draft)	Present Draft Management Letter with management responses at Administrative Council
Est. February 1st	Management Letter (Final)	Send the Management Letter with management responses to the Audit Committee
Est. February 5th	Management Letter (Final)	Send Final Management Letter to all Principals/Vice-Principals through numbered Business Services Memo
Est. February 5th	Management Letter (Final)	Send the specific Management Letter points to the four selected schools and respective Superintendent

Consolidated Financial Statements of

**HALTON CATHOLIC DISTRICT  
SCHOOL BOARD**

And Independent Auditors' Report hereon

Year ended August 31, 2020

DRAFT

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

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

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

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

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

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

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Patrick Daly  
Director of Education  
and Secretary of the Board

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Aaron Lofts  
Superintendent of Business Services  
and Treasurer of the Board

December 15, 2020



KPMG LLP  
Commerce Place  
21 King Street West, Suite 700  
Hamilton ON L8P 4W7  
Canada  
Tel 905-523-8200  
Fax 905-523-2222

## INDEPENDENT AUDITORS' REPORT

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

### ***Opinion***

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

- the consolidated statement of financial position as at August 31, 2020
- the consolidated statement of operations for the year then ended
- the consolidated statement of changes in net debt for the year then ended
- the consolidated statement of cash flows and for the year then ended
- and notes to the consolidated financial statements, including a summary of significant accounting policies.

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Entity as at August 31, 2020, and its results of operations and its cash flows for the year then ended in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

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

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

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

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



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

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the basis of accounting as described in Note 1 to the financial statements, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

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

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

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

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

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

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

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.
- The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.
- Obtain sufficient audit evidence regarding the financial information of the entities or business activities within the Entity to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

Chartered Professional Accountants, Licensed Public Accountants

Hamilton, Canada

December 15, 2020

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Financial Position

As at August 31, 2020, with comparative information for 2019

	2020	2019
<b>Financial Assets</b>		
Cash and cash equivalents	\$ 25,434,512	\$ 60,857,515
Accounts receivable (notes 2 and 18)	45,031,161	18,202,065
Long-term receivable - Government of Ontario (note 3)	174,475,245	171,328,709
<b>Total financial assets</b>	<b>244,940,918</b>	<b>250,388,289</b>
<b>Financial Liabilities</b>		
Temporary borrowing (note 4)	74,000,000	88,100,000
Accounts payable and accrued liabilities (note 18)	57,356,496	32,664,501
Deferred revenue (note 5)	22,899,613	34,800,985
Retirement and other employee future benefits payable (note 6)	7,364,036	5,941,720
Net long-term liabilities (note 7)	145,881,589	158,222,446
Deferred capital contributions (note 8)	455,074,415	435,239,109
<b>Total financial liabilities</b>	<b>762,576,149</b>	<b>754,968,761</b>
<b>Net debt</b>	<b>(517,635,231)</b>	<b>(504,580,472)</b>
<b>Non-Financial Assets</b>		
Prepaid expenses	457,443	316,113
Tangible capital assets (note 9)	675,011,040	649,351,094
<b>Total non-financial assets</b>	<b>675,468,483</b>	<b>649,667,207</b>
<b>Accumulated surplus (note 10)</b>	<b>\$ 157,833,252</b>	<b>\$ 145,086,735</b>
<b>Contractual obligations and contingent liabilities (note 15)</b>		
<b>Impact of COVID-19 (note 18)</b>		

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

Patrick Daly,  
Director of Education and  
Secretary of the Board

Patrick Murphy,  
Chair of the Board

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Operations

For the year ended August 31, 2020 with comparative information for 2019

	2020 Budget (note 16)	2020 Actual	2019 Actual
Revenues:			
Provincial legislative grants (note 11)	\$ 385,459,208	\$ 384,029,644	\$ 384,687,145
Provincial grants – other	1,803,728	4,420,078	5,350,845
	387,262,936	388,449,722	390,037,990
Federal grants and fees	2,592,740	2,484,462	2,424,254
Other fees and revenues	14,188,500	14,576,135	15,930,230
Investment income	100,000	716,527	649,076
School fundraising	13,000,000	8,175,096	12,923,555
Amortization of deferred capital contributions (note 8)	18,446,545	16,283,524	15,420,440
Total revenues	435,590,721	430,685,466	437,385,545
Expenses:			
Instruction	330,251,157	326,436,642	325,571,714
Administration	11,244,095	12,221,392	11,278,814
Transportation	9,644,764	8,891,123	9,045,929
Pupil accommodation	62,892,713	60,602,109	60,469,838
Other	1,725,575	1,838,159	2,041,378
School funded activities	13,000,000	7,949,524	12,885,328
Total expenses (note 12)	428,758,304	417,938,949	421,293,001
Annual surplus	6,832,417	12,746,517	16,092,544
Accumulated surplus, beginning of year	145,086,735	145,086,735	128,994,191
Accumulated surplus, end of year (note 10)	\$ 151,919,152	\$ 157,833,252	\$ 145,086,735

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Change in Net Debt

For the year ended August 31, 2020, with comparative information for 2019

	2020 Budget	2020 Actual	2019 Actual
Annual surplus	\$ 6,832,417	\$ 12,746,517	\$ 16,092,544
Acquisition of tangible capital assets	(21,421,742)	(43,262,949)	(85,512,437)
Amortization of tangible capital assets	19,785,672	17,603,003	16,708,148
Proceeds on sale of tangible capital assets	—	—	10,286,446
Gain on sale allocated to deferred revenue	—	—	(10,286,446)
(Use) receipt of prepaid expenses	—	(141,330)	64,316
Change in net debt	5,196,347	(13,054,759)	(52,647,429)
Net debt, beginning of year	(504,580,472)	(504,580,472)	(451,933,043)
Net debt, end of year	\$ (499,384,125)	\$ (517,635,231)	\$ (504,580,472)

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Consolidated Statement of Cash Flows

For the year ended August 31, 2020, with comparative information for 2019

	2020	2019
Cash provided by (used in):		
Operating Activities:		
Annual surplus	\$ 12,746,517	\$ 16,092,544
Items not involving cash:		
Gain transferred to deferred revenue	—	(10,286,446)
Amortization of tangible capital assets	17,603,003	16,708,148
Change in employee future benefits	1,422,316	(78,517)
Amortization of deferred capital contributions	(16,283,524)	(15,420,440)
Change in non-cash assets and liabilities:		
Accounts receivable	(26,829,096)	2,103,959
Accounts payable and accrued liabilities	24,691,995	9,068,134
Deferred revenue	(11,901,372)	(13,997,646)
Prepaid expenses	(141,330)	64,316
Net change in cash from operating activities	1,308,509	4,254,052
Capital Activities:		
Net proceeds on the sale of assets	—	10,286,446
Cash used to acquire tangible capital assets	(43,262,949)	(85,512,437)
Net change in cash from capital activities	(43,262,949)	(75,225,991)
Financing Activities:		
Increase to deferred capital contributions	36,118,830	33,186,800
(Increase) decrease in long-term receivable		
- Government of Ontario	(3,146,536)	5,288,420
Debt principal repayments	(12,340,857)	(11,736,940)
Increase in deferred revenues - capital	—	10,286,446
Net change in cash from financing activities	20,631,437	37,024,726
Net change in cash and cash equivalents	(21,323,003)	(33,947,213)
Cash and cash equivalents, beginning of year	(27,242,485)	6,704,728
Cash and cash equivalents, end of year	\$ (48,565,488)	\$ (27,242,485)

The components of cash and cash equivalents are as follows:

	2020	2019
Cash and cash equivalents	\$ 25,434,512	\$ 60,857,515
Temporary borrowings	(74,000,000)	(88,100,000)
	\$ (48,565,488)	\$ (27,242,485)

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Notes to Consolidated Financial Statements

Year ended August 31, 2020

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### 1. Significant accounting policies:

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

#### (a) Basis of accounting:

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

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

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

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

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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## 1. Significant accounting policies (continued):

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

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

### (b) Reporting entity:

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

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

Consolidated entities:

- School Generated Funds

Proportionately consolidated entities:

- Halton Student Transportation Services

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

### (c) Trust funds:

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

### (d) Cash and cash equivalents:

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

### (e) Deferred revenue:

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



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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## 1. Significant accounting policies (continued):

### (f) Deferred capital contributions:

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

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

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, health care benefits, dental benefits, retirement gratuity, worker's compensation and long-term disability benefits. As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the Principals and Vice-Principals Associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-2017: OECTA. The following ELHTs were established in 2017-2019: EWAO, CUPE, ONE-T for non-unionized employees including principals and vice-principals. The ELHTs provide health, dental and life insurance benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), and other school board staff. Currently ONE-T ELHT also provides benefits to individuals who are retired prior to the Board's participation date in the ELHT. These benefits are provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. Boards no longer administer health, life and dental plans for their employees and instead are required to fund the ELHTs on a monthly basis based on a negotiated amount per full-time equivalency (FTE). Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN), including additional ministry funding in the form of a Crown contribution and Stabilization Adjustment.

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

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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## 1. Significant accounting policies (continued):

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

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

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

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

- (i) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employee Retirement System pensions, are the employer's contributions due to the plan in the period;
- (ii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

### (h) Tangible capital assets:

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

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

## 1. Significant accounting policies (continued):

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

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

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

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

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

### (i) Government transfers:

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

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

### (j) Investment income:

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

## 1. Significant accounting policies (continued):

### (k) Budget figures:

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

### (l) Use of estimates:

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

### (m) Property tax revenue:

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

## 2. Accounts receivable:

Accounts receivable consists of the following:

	2020	2019
Government of Canada	\$ 3,279,194	\$ 2,822,924
Government of Ontario	1,823,752	854,154
Local governments	37,378,965	11,629,442
Other	2,549,250	2,895,545
	<u>\$ 45,031,161</u>	<u>\$ 18,202,065</u>

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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

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

The Board has an account receivable from the Province of Ontario of \$148,855,335 as at August 31, 2020 (2019 - \$162,202,440) with respect to this capital grant.

The Ministry of Education introduced a cash management strategy effective September 1, 2019. As part of the strategy, the ministry delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry. The balance of delayed grant payments included in the receivable balance from the Government of Ontario at August 31, 2020 is \$25,619,910 (2019 - \$9,126,269).

### 4. Temporary borrowing:

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

The operating line of credit bears interest at the bank's prime lending rate less 0.85%, is unsecured, is due on demand, and has a maximum limit of \$125,000,000. As at August 31, 2020, the amount drawn under the operating line of credit was \$nil (2019 - \$9,100,000).

The short-term loans bear interest ranging from 1.17% to 1.23%, are unsecured, and are due on dates ranging from September 6, 2020 to October 15, 2020. As at August 31, 2020, the Board has short-term loans of \$74,000,000 (2019 - \$79,000,000).

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

## 5. Deferred revenue:

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

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2020 is comprised of:

	Balance as at August 31, 2019	Externally restricted revenue and investment income	Revenue recognized in the period	Transfer to deferred capital contributions (note 8)	Balance as at August 31, 2020
Special education	\$ 763,736	\$ 49,288,468	\$ (49,351,322)	\$ –	\$ 700,882
Proceeds of disposition	29,711,334	126,783	–	(14,738,023)	15,100,094
Retrofit for childcare	1,032,200	–	–	–	1,032,200
School renewal	–	4,734,425	(900,762)	(2,009,159)	1,824,504
International students' tuition	2,634,250	1,994,725	(2,657,586)	–	1,971,389
Other	659,465	35,330,691	(32,481,060)	(1,238,552)	2,270,544
	<b>\$ 34,800,985</b>	<b>\$ 91,475,092</b>	<b>\$ (85,390,730)</b>	<b>\$ (17,985,734)</b>	<b>\$ 22,899,613</b>

## 6. Retirement and other employee future benefits:

	Retirement benefits	Other employee future benefits	2020 Total employee future benefits	2019 Total employee future benefits
Retirement and other employee future benefit liabilities				
Accrued employee future benefit obligations at August 31	\$ 2,423,491	\$ 5,118,349	\$ 7,541,840	\$ 6,146,518
Less: Unamortized actuarial loss at August 31	(177,804)	–	(177,804)	(204,798)
Employee future benefits liability at August 31	<b>\$ 2,245,687</b>	<b>\$ 5,118,349</b>	<b>\$ 7,364,036</b>	<b>\$ 5,941,720</b>

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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

Retirement and other employee future benefit expenses	Retirement benefits	Other employee future benefits	2020 Total employee future benefits	2019 Total employee future benefits
Current year benefit expense	\$ 174,284	\$ 2,589,199	\$ 2,763,483	\$ 1,204,046
Interest on accrued benefit obligation	48,824	81,938	130,762	173,595
Employee future benefits expenses	\$ 223,108	\$ 2,671,137	\$ 2,894,245	\$ 1,377,641
Total payments made during the year	\$ (310,775)	\$ (1,161,154)	\$ (1,471,929)	\$ (1,456,158)

Included in the current year benefit expense is income of \$31,687 (2019 - \$349,598) for amortization of net actuarial losses. The unamortized actuarial loss is amortized over the expected average remaining service life of 9.54 years (2019 - 10.54 years) other than sick leave benefits which are amortized in the year. The actuarial gain for the year was \$58,681 (2019 - \$248,118).

### Retirement benefits:

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

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

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

All non-teaching and support staff employees of the Board are eligible to be members of the Ontario Municipal Employees' Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2020, the Board contributed \$4,961,113 (2019 - \$4,793,183) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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

Retirement benefits (continued):

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

The OMERS pension plan had a deficit as at December 31, 2019 based on the actuarial valuation of the pension benefit obligation resulting in the plan being 97.0% funded (2018 - 96.0% funded). Ongoing adequacy of the current contribution rates will need to be monitored and may lead to increased future funding requirements.

### (iii) Gratuity benefits:

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

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

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

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

Other employee future benefits:

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

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



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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

Other employee future benefits (continued):

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

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

### (iii) Sick leave benefits:

As a result of new changes made in 2013 to the short-term sick leave and disability plan, a maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the 2020 consolidated financial statements as a result of the change in the benefits was \$155,258 (2019 - \$219,608).

The accrued benefit obligations for employee future benefit plans as at August 31, 2020 are based on the most recent actuarial valuations completed for accounting purposes as at August 31, 2019. These valuations take into account the plan changes outlined above and the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2020	2019
Inflation	1.5%	1.5%
Wage and salary escalation	0.0%	0.0%
Insurance and health care cost escalation	7.25% decreasing by ¼% each year to 4.5%	7.5% decreasing by ¼% each year to 4.0%
Dental cost escalation	4.5% increase per annum	3.5% decreasing by ¼% each year to 3.0%
Discount on accrued benefit obligations	1.4%	2.0%

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

## 7. Net long-term liabilities:

	2020	2019
OSBFC (2000) – F10, repayable in semi-annual installments of \$959,133 plus interest at 7.20% per annum, maturing June 9, 2025	\$ 7,936,641	\$ 9,214,095
OSBFC (2001) – A3, repayable in semi-annual installments of \$2,515,121 plus interest at 6.55% per annum, maturing October 19, 2026	26,283,800	29,436,734
OFA (2003) – A2, repayable in semi-annual installments of \$189,051 plus interest at 5.80% per annum, maturing November 7, 2028	2,509,230	2,732,058
OFA (2006) – repayable in semi-annual installments of \$23,381 plus interest at 4.56% per annum, maturing November 15, 2031	414,911	441,830
OFA (2007) – A1, repayable in semi-annual installments of \$1,117,034 plus interest at 5.38% per annum, maturing June 25, 2032	20,515,438	21,706,366
OFA (2008) – F02, repayable in semi-annual installments of \$17,597 plus interest at 4.90% per annum, maturing March 3, 2033	331,648	349,917
OFA (2008) – F03, repayable in semi-annual installments of \$26,107 plus interest at 4.83% per annum, maturing March 3, 2033	494,072	521,428
OFA (2009) – repayable in semi-annual installments of \$908,987 plus interest at 5.06% per annum, maturing March 13, 2034	17,918,957	18,796,423
OFA (2009) – A3, repayable in semi-annual installments of \$61,119 plus interest at 5.06% per annum, maturing March 13, 2034	1,204,842	1,263,841
OFA (2010) – F02, repayable in semi-annual installments of \$738,166 plus interest at 5.23% per annum, maturing April 13, 2035	15,151,951	15,809,614
OSBFC (2010) – repayable in semi-annual installments of \$1,294,708, plus interest at 3.94% per annum, maturing September 19, 2025	12,376,536	14,417,530
OFA (2011) – repayable in semi-annual installments of \$719,169 plus interest at 2.43% per annum, maturing November 15, 2021	2,106,226	3,468,658
OFA (2012) – F02, repayable in semi-annual installments of \$357,767 plus interest at 3.56% per annum, maturing March 9, 2037	8,991,142	9,375,917
OFA (2014) – F02, repayable in semi-annual installments of \$1,068,719 plus interest at 4.00% per annum, maturing on March 11, 2039	28,068,262	29,052,481
OFA (2015) – repayable in semi-annual installments of \$53,072 plus interest at 2.99% per annum, maturing on March 9, 2040	1,577,933	1,635,554
	<b>\$ 145,881,589</b>	<b>\$ 158,222,446</b>

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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

Principal payments relating to net debt of \$145,881,589 are due as follows:

	Principal	Interest	Total
2020/21	\$ 12,978,568	\$ 7,227,697	\$ 20,206,265
2021/22	12,932,950	6,554,146	19,487,096
2022/23	12,899,025	5,868,902	18,767,927
2023/24	13,615,031	5,152,896	18,767,927
2024/25	14,372,806	4,395,121	18,767,927
Thereafter	79,083,209	19,362,427	98,445,636
	<b>\$ 145,881,589</b>	<b>\$ 48,561,189</b>	<b>\$ 194,442,778</b>

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

	2020	2019
Principal payments on long-term liabilities	\$ 12,340,857	\$ 11,736,940
Interest payments on long-term liabilities	7,865,408	8,469,325
	<b>\$ 20,206,265</b>	<b>\$ 20,206,265</b>

## 8. Deferred capital contributions:

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

	2020	2019
Opening balance, September 1	\$ 435,239,109	\$ 417,472,749
Additions to deferred capital contributions	18,133,096	15,580,719
Transfer from deferred revenue (note 5)	17,985,734	17,606,081
Amortization of deferred capital contributions	(16,283,524)	(15,420,440)
Ending balance, August 31	<b>\$ 455,074,415</b>	<b>\$ 435,239,109</b>

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

## 9. Tangible capital assets:

Year ended August 31, 2020

	Cost				Accumulated Amortization				Net book value August 31, 2020	Net book value August 31, 2019
	Balance at August 31, 2019	Additions and transfers	Transfers, disposals and write-offs	Balance at August 31, 2020	Balance at August 31, 2019	Amortization	Transfers, disposals and write-offs	Balance at August 31, 2020		
Land	\$ 190,729,545	\$ 2,640,388	\$ 3,009,109	\$ 196,379,042	\$ —	\$ —	\$ —	\$ —	\$ 196,379,042	\$ 190,729,545
Land improvements	23,294,955	1,878,887	(3,009,109)	22,164,733	9,519,365	1,443,993	—	10,963,358	11,201,375	13,775,590
Buildings	595,380,517	5,492,747	32,815,615	633,688,879	176,594,388	14,786,508	—	191,380,896	442,307,983	418,786,129
Construction in progress	21,294,446	32,214,071	(32,815,615)	20,692,902	—	—	—	—	20,692,902	21,294,446
Furniture and equipment	7,714,579	347,287	(654,323)	7,407,543	4,579,682	754,107	(654,323)	4,679,466	2,728,077	3,134,897
Computer hardware	2,792,744	595,592	(753,071)	2,635,265	1,487,369	542,801	(753,071)	1,277,099	1,358,166	1,305,375
Vehicles	218,577	71,381	—	289,958	101,630	50,853	—	152,483	137,475	116,947
Pre-acquisition costs (PAC)	183,424	22,596	—	206,020	—	—	—	—	206,020	183,424
Leasehold improvements	473,966	—	(473,966)	—	449,225	24,741	(473,966)	—	—	24,741
	\$ 842,082,753	\$ 43,262,949	\$ (1,881,360)	\$ 883,464,342	\$ 192,731,659	\$ 17,603,003	\$ (1,881,360)	\$ 208,453,302	\$ 675,011,040	\$ 649,351,094

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

## 9. Tangible capital assets (continued):

### (a) Assets under construction:

Assets under construction having a value of \$20,692,902 (2019 - \$21,294,446) have not been amortized. Amortization of these assets will commence when the asset is put into service.

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

The write-down of tangible capital assets during the year was \$nil (2019 - \$nil).

## 10. Accumulated surplus:

Accumulated surplus consists of the following:

	2020	2019
Available for compliance - unappropriated		
Total operating surplus	\$ 1,097,153	\$ 1,097,153
Available for compliance – internally appropriated		
Retirement gratuities	4,060,660	–
Operating reserve	7,943,549	7,700,000
School budgets	1,043,445	565,935
Facility capital reserve	9,105,113	13,337,193
Capital capacity planning	70,533	70,533
Committed capital interest earned	1,290,845	1,367,227
Committed capital projects	12,770,436	8,457,074
Other programs	1,741,057	1,250,000
	39,122,791	33,845,115
Unavailable for compliance		
Employee future benefit	(3,303,376)	(3,761,594)
Interest accrual	(2,132,854)	(2,319,239)
School generated funds	3,763,538	3,537,966
Revenues recognized for land	120,383,153	113,784,487
	118,710,461	111,241,620
Balance, end of year	\$ 157,833,252	\$ 145,086,735

## 11. Provincial legislative grants:

Under Public Sector Accounting Standards the entity that determines and sets the tax levy records the revenue in their consolidated financial statements. As a result, property tax revenue received from the municipalities is recorded as part of Provincial legislative grants in the amount of \$94,264,521 (2019 - \$92,616,233).

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

## 12. Expenses:

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

	2020 Budget Note 1(k)	2020 Actual	2019 Actual
Salary and wages	\$ 287,850,999	\$ 284,886,672	\$ 281,748,337
Employee benefits	47,494,498	48,195,050	46,305,896
Staff development	928,174	735,155	1,112,557
Supplies and services	40,162,598	30,291,275	37,891,859
Interest	7,679,038	7,679,039	8,292,890
Rental expense	5,589,582	4,772,541	6,522,165
Fees and contract services	18,403,313	20,537,260	18,901,928
Other	864,430	3,238,954	3,809,221
Amortization of tangible capital assets	19,785,672	17,603,003	16,708,148
	\$ 428,758,304	\$ 417,938,949	\$ 421,293,001

## 13. Partnership in Halton Student Transportation Services:

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

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

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

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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

The following provides condensed financial information:

	2020		2019	
	Total	Board portion	Total	Board portion
<b>Financial Position:</b>				
Financial assets	\$ 236,365	\$ 87,470	\$ 110,642	\$ 41,020
Financial liabilities	(259,244)	(95,936)	(139,424)	(51,690)
Non-financial assets	23,639	8,748	29,542	10,952
Accumulated surplus	\$ 760	\$ 282	\$ 760	\$ 282
<b>Operations:</b>				
Revenues	\$ 24,027,244	\$ 8,891,550	\$ 24,282,296	\$ 9,002,484
Expenses	(24,027,244)	(8,891,550)	(24,282,296)	(9,002,484)
Accumulated surplus	\$ –	\$ –	\$ –	\$ –

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

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

The ultimate premiums over a one-year period are based on the reciprocal's and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current one-year term expires January 1, 2021.

## 15. Contractual obligations and contingent liabilities:

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

2020/21	\$ 2,999,180
2021/22	2,431,809
2022/23	2,016,274
2023/24	1,333,126
2024/25 and thereafter	717,109

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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

- (ii) The Board was contingently liable under letters of credit issued to municipalities with respect to construction projects in the amount of \$3,329,853 (2019 - \$2,815,325).
- (iii) The nature of the Board activities is such that there is usually litigation pending or in the prospect at any time. With respect to claims at August 31, 2020, management believes that the Board has valid defenses and appropriate insurance coverage in place. In the event claims are successful, management believes that such claims are not expected to have a material effect on the Board's financial position.
- (iv) The Board, in the normal course of business, enters into commodities contracts, in order to fix the price of commodities to be acquired in the future. The Board has entered into these contracts in conjunction with two consortiums which includes other school boards.

## **16. Budget data:**

The budget data presented in these consolidated financial statements is based upon the 2020 original budget approved by the Board on June 18, 2019.

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

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

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

## **18. Impact of COVID-19:**

On March 11, 2020, the World Health Organization declared the outbreak of coronavirus ("COVID- 19") a global pandemic. This resulted in the Province mandating that all Boards close their schools and administrative buildings on March 13, 2020 and moving to online/learn-from-home education format for the remainder of the 2019-2020 school year based on recommendations from Public Health Ontario. For the 2020-2021 school year the schools reopened to students, effective September 2020, with enhanced public health protocols, or the option to continue with online education and at-home distance learning. The Board continues to monitor the situation and plan for potential changes during the fiscal 2021 school year and beyond.



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements (continued)

Year ended August 31, 2020

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## 18. Impact of COVID-19 (continued):

As a result of the pandemic, the Board may experience increased risk exposure in several areas. This includes an increased credit risk exposure on accounts receivable where the risk of default on contractual obligations may increase and continued reduction in international tuition fees.

The Board is actively monitoring cash flow forecasts and budget. Due to the response to COVID-19, the Province of Ontario extended the deadlines for municipalities to pay Education Property Tax (EPT) amounts to the Board. This amount for the Board was \$36,053,320 (2019 – \$11,369,663) and has been included in accounts receivable on the statement of financial position. This amount will be recovered fully by the Board in the following school year. Further, the Province of Ontario extended the deadlines for municipalities to pay Education Property Tax (EPT) amounts to the Board. To mitigate the financial impact of this deferral, the Province adjusted its cash flow through the School Board Operating Grant in July 2020 to pay an additional amount equal to about 25% of the annual education property tax amount as forecasted by the Board in the 2019-20 Revised Estimates. This amount for the Board was \$24,072,106 (2019 - \$nil) and is included in accounts payable and accrued liabilities on the statement of financial position. This amount will be recovered by the Province in 2021.

Subsequent to yearend, the Board received personal protective equipment and cleaning supplies from the Ministry of Education for all teachers, other school board staff and students.

As at August 31, 2020, the Board did not have significant adjustments to reflect the possible future impact of COVID-19. Management has assessed the impact on the Board and believes there are no significant financial issues as the Board has strong working capital available and access to sufficient liquid resources to sustain operations in the coming year. The outcome and timeframe to a recovery from the current pandemic is highly unpredictable, thus it is not practicable to estimate and disclose its financial effect on future operations at this time.



## Regular Board Meeting

## Action Report

Proposed 2021 Facility Renewal Projects	Item 8.6
December 15, 2020	

### Alignment to Strategic Plan

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

### Purpose

The purpose of this report is to obtain Board approval for the proposed 2021 facility renewal projects and seek approval to proceed.

### Background Information

Staff presented the Long-Term Facility Renewal Strategy (LTFRS) as Information Report Item 10.3 at the May 5, 2020, Regular Meeting of the Board. The goal of the LTFRS was to present a comprehensive school renewal plan to improve school facility conditions throughout the board to provide learning environments that support the educational needs of students and staff. The LTFRS focused on a 5-year planning window (2021-2025) and identified school facilities where investment is required to renew facility conditions. The LTFRS speculated on future capital funding allocations and construction costs and was intended to be used as a guideline based on the best data available at the time of report.

### Comments

For 2021, it is proposed that renewal needs be addressed in the following four categories:

- **Energy Efficient Lighting Systems** – The current fluorescent lighting systems in certain schools are nearing the end of their useful life cycle and will be upgraded to a more energy efficient LED lighting system. LED lighting upgrades can involve lamp and electrical system replacements, or when combined with a full lighting controls package, including daylight sensors and central monitoring, can further optimize the efficiency of a school's lighting system. The energy savings from LED lighting systems will directly result in operational cost savings for electricity expenditures.
- **Mechanical Systems** - Heating, ventilating, and air-conditioning (HVAC) systems are a vital component of the school learning environment. A number of HVAC systems throughout the Board are nearing the end of their useful life cycle, and consequently, a number of new



mechanical components require replacement to maintain a proper indoor environment for students and staff. Wherever possible, the new HVAC systems will be upgraded with more energy efficient equipment to help reduce operating expenses.

- **School Refresh** - The Board has many schools that were constructed pre-2000 that now appear dated with many wear and tear items that need to be addressed as they near the end of their useful lifecycles. School Refresh projects seek to update building components to bring the school up to the Board's latest building standards. Exterior doors, lockers, washroom partitions, wall tiles, flooring, stair treads, painting, asphalt, concrete and cladding repairs are some of the items captured by school refresh projects. The scope of the school refresh work at each school will be determined based on the individual needs of the school/site.
- **Turf Replacement** – All of the Board's secondary schools have artificial turf playing fields. Some of these fields appear weathered and need to be replaced. The existing artificial turf will be removed, allowing the base to be repaired, in preparation for the new artificial turf.

Board staff has identified several facility renewals projects for completion in 2021. Appendix 'A' summarizes the renewal projects proposed to be completed in 2021 and indicates the corresponding school location where the work will be completed. A description of the respective facility renewal projects at each identified school can also be found in Appendix 'A'.

It is important to balance renewal works with new construction projects, since these two programs utilize the same staff and trades. Due to the large amount of new construction works projected for the 2020-21 school year, the amount of renewal works proposed is less than in past years.

Note that other facility renewal needs may arise during the remainder of the school year that require attention in the 2020-21 school year. Significant facility renewal projects to be added for summer 2021 will be presented to the Board for approval at a future meeting of the Board, if necessary.

Staff are at various stages of completing the scope of work for the proposed 2021 facility renewal projects and preparing the projects for competitive tender.

#### **FUNDING:**

All costs for the proposed 2021 facility renewal projects would be funded through the Board's available capital funding allocations and capital reserves. The Board currently has sufficient funds available to complete the proposed projects, with approximately \$10.8 million in available capital funding sources and the capital reserve to fund future school renewal projects.

## Conclusion

Staff has identified a number of facility renewal projects that need to be completed in 2021. The estimated preliminary budget for the proposed 2021 facility renewal projects is \$4,625,000. Staff is in the process of preparing these projects for competitive construction tenders. It is proposed that construction work will occur during summer 2021, so that schools are ready for students and staff in September 2021.



## Recommendation

The following resolutions are presented for Trustee consideration and approval:

<b>Resolution#:</b>	<i>Moved by:</i> <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board authorize staff to proceed with the proposed 2021 facility renewal projects.	
<b>Resolution#:</b>	<i>Moved by:</i> <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve for the proposed 2021 facility renewal projects, and that the expenditures will not exceed \$4,625,000.	

### Report Prepared by:

C. Abrahams  
Senior Manager, Capital Projects  
S. Allum  
Manager, Energy and Environmental  
J. Duffield  
Manager, School Capital and Renewal

### Report Submitted by:

R. Merrick  
Superintendent, Facility Management Services

### Report Approved by:

P. Daly  
Director of Education and Secretary of the Board



APPENDIX "A"

School	Lighting Upgrade	Mechanical Systems	School Refresh	Turf Replacement	Estimated Preliminary Budget
Our Lady of Victory	X	X	X		\$ 1,550,000
St. Joseph	X	X	X		\$ 1,400,000
Corpus Christi				X	\$ 750,000
<b>Sub Total</b>					<b>\$ 3,700,000</b>
<b>Contingencies (15%)</b>					<b>\$ 555,000</b>
<b>Professional Fees 10%)</b>					<b>\$ 370,000</b>
<b>Total</b>					<b>\$ 4,625,000</b>



### **Our Lady of Victory Catholic Elementary School:**

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade the interior components of the school site. The upgrades will include the kindergarten classroom flooring, gymnasium flooring, ceramic tile in common areas, washroom fixtures, classroom doors and washroom partitions.
- The current fluorescent lighting system at the school has exceeded its useful life span, which is resulting in higher maintenance repair costs as components. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and electricity consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 2000 and have reached their 20-year useful life span. These units are susceptible to failure that could create uncomfortable learning spaces. Replacing all the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.

### **St. Joseph Catholic Elementary School:**

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade the interior components of the school site. The upgrades will include the painting of common areas, gymnasium flooring, ceramic tile in common areas, washroom fixtures, classroom doors and washroom partitions.
- The current fluorescent lighting system at the school has exceeded its useful life span, which is resulting in higher maintenance repair costs as components. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and electricity consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 2000 and have reached their 20-year useful life span. These units are susceptible to failure that could create uncomfortable learning spaces. Replacing all the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.

### **Corpus Christi Catholic Secondary School:**

- The artificial turf field was installed in 2008 and has reached its expected ten-year lifespan. The old turf will be removed, allowing for the base to be repaired and a new turf system will be installed.



## Regular Board Meeting

## Action Report

2020-2021 Revised Budget Estimates	Item 8.7
December 15, 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 2020-2021 Revised Budget Estimates for approval.

### Background Information

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

1. Action Report 8.2 "2020-21 Budget Estimates (Final)" from the July 29, 2020, Special Meeting of the Board.
2. Information Report 9.1, "2020-2021 Budget Estimates (Draft)" from the July 22, 2020, Special Meeting of the Board.
3. Information Report 5.1, "Release of the 2020-21 Grants for Student Needs (GSN) and Revenue Update" from the July 8, 2020, Special Meeting of the Board.
4. Information Report 10.7, "2020-2021 Budget Consultation Survey Results" from the March 31, 2020, Regular Meeting of the Board.
5. Information Report 10.3, "2020-2021 Budget Estimates - Schedule and Consultation" from the February 4, 2020, Regular Meeting of the Board.

### Comments

#### 1. General

At the July 29th, 2020, Special Meeting of the Board, the Board approved the 2020-2021 salary and benefits budget of \$353,884,299 and \$91,088,665 for items excluding salary and benefits, for a total 2020-2021 budget of \$444,972,964.



The Revised Budget Estimates are expected to be forwarded through the Education Finance Information System (EFIS) to the Ministry on December 15, 2020, following Board approval.

### **Balanced Budget for the Ministry of Education Compliance**

As a result of the global pandemic, COVID-19, the Compliance Report has been updated to reflect amendments to Regulation 280/19 (Calculation of Maximum In-Year Deficit). The Ministry has summarized the changes as follows:

- I) The in-year deficit, excluding board-funded COVID-19 expenses, should be less than or equal to the lesser of:
  - i. 1% of the Board's operation allocation or
  - ii. the Board's accumulated surplus from the previous year.
- II) The total in-year deficit is less than or equal to the lesser of:
  - i. 2% of the Board's operating allocation or
  - ii. The Board's accumulated surplus from the previous year.
- III) The requirement for an In-Year Deficit Elimination Plan has been removed for the 2020-21 school year.

Halton Catholic District School Board (HCDSB) will be submitting a compliant budget under the amended regulation for the 2020-2021 Revised Budget Estimates (Appendix E)

## **2. Operating Revenue Projections**

Like other boards in HCDSB's area, enrolment numbers are lower than anticipated due to the global pandemic. The Ministry has recognized this reality and introduced the 2020-21 Grants for Student Needs Funding Stabilization, which funds HCDSB based on the projected enrolment numbers used from the July 29<sup>th</sup>, Board-approved budget. This adjustment results in an additional \$9.3 million in operating revenue and is reflected as part of Other Provincial Grants. Please refer to Appendix D for further details on GSN revenues.

Other Provincial Grants (also referred to as Priorities and Partnerships Fund (PPF) grants) have increased by \$17.4 million due to funding announcements made after the original Budget was approved. \$8.1 million is directly related to COVID-19 and 9.3 million relates to the Grants for Student Needs Funding Stabilization.

COVID-19 has also negatively impacted other revenues, including the following changes since the July 2020 Budget was passed:

- (\$3.00) million in estimated School Generated Funds;
- (\$0.45) million in estimated Interest Revenue;
- (\$0.50) million in estimated International Students;
- (\$0.30) million in school facility rental.





### 3. Operating Expense Projections

The operating expense projections have increased by approximately \$13.1 million from the 2020-2021 Original Budget Estimates. This amount is primarily the result of a:

- \$5.00 million increase in contingency for COVID-19 costs
- \$1.60 million increase in Pupil Accommodation costs
  - o \$1.30 million increase in supplies and services due to enhanced cleaning and safety protocols for COVID-19;
  - o \$0.50 million increased salaries and benefits;
  - o \$0.20 million decrease in fees and contract services.
- \$0.60 million increase in administration cost
  - o \$0.35 million relating to year two costs of the broadband modernization program;
  - o \$0.25 million relating to legal fees and job evaluation carry forward from 2019-20 (part of the year-end rollover).
- \$0.60 million increase relating to salaries and wages for Continuing Education
- \$5.0 million in Instruction costs
  - o \$1.70 million increase in salary and benefits, primarily due to an increase in Occasional Teachers (\$1.30 million), Early Childhood Educators (\$0.50 million), Professional Development (\$0.60 million) partially offset by a decrease in classroom teachers (-\$0.6 million) and a decrease in school office staff (-\$0.10 million);
  - o \$2.80 million increase in computer costs to accommodate virtual learning due to COVID-19.
  - o \$0.37 million increase in textbooks and supplies for the classrooms.
  - o \$0.17 million in school office supplies and services.
- \$1.5 million pertaining to Special Education costs
  - o \$0.91 million increase in salary and benefits, primarily due to an increase in Occasional Teachers (\$0.42 million), Educational Assistants (\$0.60 million) Professional, Paraprofessional and Technicians (\$0.22 million) and Classroom Teachers (\$0.27 million);
- \$1.7 million in additional transportation costs due to enhanced COVID-19 protocols.
- (\$3.0) million decrease in School Generated expenses.

### 4. Enrolment

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

Table 1 below summarizes the estimated change in enrolment compared to what was expected at the July 29<sup>th</sup>, 2020 approved Budget. Like other boards in our area, enrolment is significantly lower than expected due to the global pandemic resulting in a year-over-year decline. However, as discussed in above section 2, the Ministry of Education has recognized this provincial reality and has permitted



boards, through the 2020-21 Grants for Student Needs Funding Stabilization, to use its enrolment estimates from their approved Original Budget.

<b>TABLE 1: 2020-21 Revised Estimates: Average Daily Enrolment (ADE)</b>	<b>Estimate- ADE</b>	<b>Revised Estimate- ADE</b>	<b>Variance</b>	<b>Variance %</b>
<b>ELEMENTARY-Grade Level</b>				
JK	2,045.5	1,833.0	(212.5)	-10.39%
SK	2,140.5	2,098.5	(42.0)	-1.96%
Grades 1 to 3	7,118.0	6,996.5	(121.5)	-1.71%
Grades 4 to 6	7,554.5	7,454.5	(100.0)	-1.32%
Grades 7 to 8	5,045.0	4,992.0	(53.0)	-1.05%
<b>Total ELEMENTARY ADE</b>	<b>23,903.5</b>	<b>23,374.5</b>	<b>(529.0)</b>	<b>-2.21%</b>
<b>SECONDARY-Grade Level</b>				
Grades 9 to 12	13,249.6	12,991.5	(258.1)	-1.95%
<b>Total SECONDARY ADE</b>	<b>13,249.6</b>	<b>12,991.5</b>	<b>(258.1)</b>	<b>-1.95%</b>
<b>Total ELEMENTARY &amp; SECONDARY ADE</b>	<b>37,153.1</b>	<b>36,366.0</b>	<b>(787.1)</b>	<b>-2.12%</b>

## 5. Accumulated Surplus

Below, Table 2 summarizes the change in HCDSB's accumulated surplus. At the September 1st, 2020, Regular Board Meeting, Trustees approved the use of \$3,483,375 for one-time staffing and school opening costs. This amount has increased an additional \$2,117,883 to total \$5,601,258 for additional COVID-19 related expenses.

Several initiatives were also budgeted for in 2019-2020 but not completed during the fiscal year, thus being carried forward into 2020-2021. These initiatives include:

- \$1.043 million carry-forward of school budgets,
- \$1.500 million carry-forward for primarily COVID-19 related expenses.



TABLE 2: 2020-21 Accumulated Surplus		END OF AUGUST 31, 2020	REVISED ESTIMATES	END OF AUGUST 31, 2021
<b>Total Revenue</b>			<b>458,028,197</b>	
<b>Total Expenses</b>			<b>458,061,104</b>	
<b>EXCESS OF REVENUES OVER EXPENSES</b>			<b>(32,907)</b>	
<b>Operating Surplus (In-Yr. Change)</b>	<b>1,097,151</b>	<b>-</b>		<b>1,097,151</b>
<b>Internally Restricted Reserves (In-Yr. Change)</b>				
Employee Future Benefits	4,060,660			4,060,660
Operating Reserve	7,943,547	(5,601,258)		2,342,289
Reserve for School Activities Fund	1,043,445	(1,043,445)		-
Capital Reserve	9,105,113	-		9,105,113
Committed Capital Projects	12,770,436	774,106		13,544,551
Sinking Fund Interest Earned	1,290,845	(76,382)		1,214,463
Other Board Reserves	1,811,594	(1,741,061)		70,533
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE (In-Yr. Change)</b>	<b>39,122,791</b>	<b>(7,688,040)</b>		<b>31,434,760</b>
<b>Unavailable for Compliance Reserves (In-Yr. Change)</b>				
Employee Future Benefits Liability	(3,303,376)	458,219		(2,845,157)
Interest to be Accrued	(2,132,854)	196,914		(1,935,940)
Revenues Recognized for Land (EDC)	120,383,153	7,000,000		127,383,154
School Generated Funds	3,763,538	-		3,763,538
<b>TOTAL Unavailable for Compliance Reserves (In-Yr. Change)</b>	<b>118,710,461</b>	<b>7,655,133</b>		<b>126,365,595</b>
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE FOR COMPLIANCE</b>	<b>157,833,252</b>	<b>(32,907)</b>		<b>157,800,355</b>

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

The Revenue (Appendix A-1 and A-9) and Expenses (Appendix A-2) schedules have a column showing 2020-2021 received/spent to November 30th, 2020. The amounts to November 30th, 2020, are compared to the Revised Budget Estimates to show the percentage received/spent to date. On November 30th, 2020, HCDSB is one-quarter through the fiscal year or three-tenths through the academic year. Therefore, the expected percentage received/spent is estimated to be between 25% and 30%. This applies to both revenues and expenses.



Consequently, the 2020-2021 year-to-date figures appear reasonable. Additional breakdowns of the expenses are provided in Appendices A-3 to A-8.

## Conclusion

2020-21 has been a challenging budget period. The Revised Budget Estimate is HCDSB's staff's best estimate of the expected revenue and expense for its fiscal year during a global pandemic. Staff will continue to monitor the financial health of HCDSB and inform Trustees of potential changes that could have a negative impact on the Board's financials.

## Recommendation:

The following recommendations are presented for the consideration of the Board:

### Resolution#:

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board approve the 2020-21 salary and benefits Revised Budget Estimates in the amount of \$357,563,563.

### Resolution#:

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board approve the 2020-21 Revised Budget Estimates (excluding salary and benefits) in the amount of \$100,497,541.

### Resolution#:

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board approve the use of reserves, in addition to the \$3,483,375 approved at the September 1<sup>st</sup>, 2020 Regular Board Meeting, as follows:

- \$1,043,445 for school budget carry-forward;
- \$1,741,061 primarily for COVID-19 related expenses receipted in 2020-21;
- \$2,117,883 for COVID-19 related staffing and supplies costs.



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

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

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

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

**Halton Catholic District School Board  
2020/2021 Revised Estimates Summary**

**Appendix A**

**Proposed 2020-21 Revised Estimates Compared to 2020-21 Approved Original Estimates**

<b>Budget Summary</b>	<b>2020-21 Revised Estimates</b>	<b>2020-2021 Budget Estimates</b>	<b>Year over Year Change</b>	
			<b>\$</b>	<b>%</b>
<b>Revenue</b>				
Grants for student needs	\$ 397,388,500	\$ 405,928,032	\$ (8,539,532)	-2%
Provincial grants - other	20,851,439	1,808,729	\$ 19,042,710	1053%
Federal grants and fees	3,008,562	3,008,562	\$ -	0%
Other fees and revenues	12,048,585	13,329,800	\$ (1,281,215)	-10%
Investment income	200,000	650,000	\$ (450,000)	-69%
School Generated funds	7,000,000	10,000,000	\$ (3,000,000)	-30%
Amortization of deferred capital contributions	17,531,112	17,760,260	\$ (229,148)	-1%
<b>Total Revenue</b>	<b>\$ 458,028,197</b>	<b>\$ 452,485,383</b>	<b>\$ (5,542,814)</b>	<b>-1%</b>
<b>Expenses</b>				
Instruction	355,065,247	347,575,817	\$ 7,489,430	2%
Administration	12,672,371	12,052,929	\$ 619,442	5%
Transportation	11,275,124	9,554,860	\$ 1,720,264	18%
Pupil accommodation	65,377,234	63,958,915	\$ 1,418,319	2%
Other	6,671,128	1,830,175	\$ 4,840,953	265%
School funded activities	7,000,000	10,000,000	\$ (3,000,000)	-30%
<b>Total Expenses</b>	<b>\$ 458,061,104</b>	<b>\$ 444,972,695</b>	<b>\$ (13,088,409)</b>	<b>-3%</b>
<b>Projected Surplus (Deficit)</b>	<b>\$ (32,906)</b>	<b>\$ 7,512,688</b>	<b>\$ 7,545,594</b>	<b>100.4%</b>

**Halton Catholic District School Board**  
**Revenue**  
**2020/2021 Revised Estimates**

**Appendix A-1**

	Budget Analysis			2020-21 Year to Date			2019/2020 Actuals
	2020/2021 Budget Estimates	2020/2021 Revised Estimates	Variance	November 30, 2020 Actuals w Commitments	2020/2021 Remaining Balance	Percent Received	
	(in PSAB Format)	(in PSAB Format)		(in PSAB Format)			(in PSAB Format)
<b>OPERATING REVENUE</b>							
<b>Province of Ontario</b>							
Legislative Grants	\$ 312,917,707	\$ 301,565,650	\$ (11,352,057)	\$ 96,378,384	\$ 205,187,266	32.0%	\$ 289,765,124
Municipal Taxes	93,010,325	95,822,850	2,812,525	-	95,822,850	0.0%	94,264,521
	405,928,032	397,388,500	(8,539,532)	96,378,384	301,010,116	24.3%	384,029,645
<b>Other Provincial Grants</b>							
Prior Year Grant Adjustment - Operating	-	-	-	341,473	(341,473)	0.0%	23,424
Other Provincial Grants	1,808,729	20,851,439	19,042,710	1,007,633	19,843,806	4.8%	4,396,654
	1,808,729	20,851,439	19,042,710	1,349,106	19,502,333	6.5%	4,420,078
<b>Other Revenue</b>							
Government of Canada	3,008,562	3,008,562	-	-	3,008,562	0.0%	2,484,462
Tuition Fees	2,040,000	1,562,000	(478,000)	1,869,166	(307,166)	119.7%	2,657,836
Use of Schools/Rentals	2,317,000	2,028,962	(288,038)	396,252	1,632,710	19.5%	1,521,352
Cafeteria/Vending Funds/Uniform Commissions	20,000	20,000	-	5,936	14,064	29.7%	20,973
Interest Revenue	650,000	200,000	(450,000)	50,946	149,054	25.5%	716,527
Donations	-	-	-	-	-	0.0%	(16,421)
Miscellaneous Recoveries	30,000	46,998	16,998	62,734	(15,736)	133.5%	201,325
Recoveries - Secondments	1,582,800	1,050,625	(532,175)	175,310	875,315	16.7%	1,424,576
Plant Revenue	220,000	220,000	-	19,953	200,047	9.1%	258,508
Miscellaneous Revenue	120,000	120,000	-	5,545	114,455	4.6%	345,293
EDC Revenue	7,000,000	7,000,000	-	2,783,514	4,216,486	39.8%	8,162,693
	16,988,362	15,257,147	(1,731,215)	5,369,357	9,887,790	35.2%	17,777,122
<b>School Generated Funds Revenue</b>	10,000,000	7,000,000	(3,000,000)	1,158,561	7,727,918	16.6%	8,175,097
<b>Amortization of Deferred Capital Contribution</b>	17,760,260	17,531,112	(229,148)	4,382,778	12,635,669	25.0%	16,283,524
<b>Total Operating Revenue</b>	<b>452,485,383</b>	<b>458,028,197</b>	<b>5,542,814</b>	<b>108,638,186</b>	<b>350,763,825</b>	<b>23.7%</b>	<b>430,685,466</b>
<b>Available for Compliance</b>							
(Surplus) Deficit - Operating	(468,855)	7,079,261	7,548,116	5,913,647	1,165,615	83.5%	-
Available for Compliance - Transfer from (to) Internally Reserve	611,300	608,778	(2,522)	-	608,778	0.0%	(5,277,678)
<b>Total (Surplus) Deficit Available for Compliance</b>	<b>142,445</b>	<b>7,688,039</b>	<b>7,545,594</b>	<b>5,913,647</b>	<b>1,774,393</b>	<b>76.9%</b>	<b>(5,277,678)</b>
<b>Unavailable for Compliance</b>							
Unavailable for Compliance (PSAB Adjustment)	(196,914)	(196,914)	-	-	(196,914)	0.0%	(186,385)
Amortization of EFB - Retirement/Health/Dental/Life Insurance	(458,219)	(458,219)	-	-	(458,219)	0.0%	(458,218)
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	-	-	0.0%	(225,573)
Revenues Recognized for Land	(7,000,000)	(7,000,000)	-	-	(7,000,000)	0.0%	(6,598,666)
<b>Total Unavailable for Compliance (Surplus)</b>	<b>(7,655,133)</b>	<b>(7,655,133)</b>	<b>-</b>	<b>-</b>	<b>(7,655,133)</b>	<b>0.0%</b>	<b>(7,468,842)</b>
<b>Total Annual (Surplus) Deficit</b>	<b>(7,512,688)</b>	<b>32,906</b>	<b>7,545,594</b>	<b>5,913,647</b>	<b>(5,880,741)</b>	<b>17971.3%</b>	<b>(12,746,520)</b>
<b>Total Revenue After PSAB Adjustment</b>	<b>\$ 444,972,695</b>	<b>\$ 458,061,104</b>	<b>\$ 13,088,409</b>	<b>\$ 114,551,832</b>	<b>\$ 344,883,085</b>	<b>25.0%</b>	<b>\$ 417,938,946</b>

**Halton Catholic District School Board  
Expense Summary  
2020/2021 Revised Estimates**

Appendix A-2

	2020/2021 Budget Estimates (in PSAB Format)	2020/2021 Revised Estimates (in PSAB Format)	Variance	November 30, 2020 Actuals w Commitments (in PSAB Format)	2020/2021 Remaining Balance	Percent Spent	2019/2020 Actuals  (in PSAB Format)
<b>Classroom Instruction</b>							
Classroom Teachers	238,169,654	237,804,898	(364,756)	54,524,525	183,280,372	22.9%	223,877,701
Occasional Teachers	6,921,400	8,655,000	1,733,600	1,583,945	7,071,055	18.3%	4,805,560
Educational Assistants	24,649,400	25,254,036	604,636	6,695,210	18,558,826	26.5%	24,196,353
Early Childhood Educators (E.C.E) and Supply	8,858,700	9,393,800	535,100	2,521,623	6,872,177	26.8%	8,600,969
Textbooks & Classroom Supplies	6,719,660	7,091,138	371,478	2,467,882	4,623,256	34.8%	5,619,683
Computers	1,300,100	4,098,329	2,798,229	650,988	3,447,341	15.9%	1,187,381
Professionals, Paraprofessionals & Technical	16,352,594	16,658,192	305,599	5,239,339	11,418,853	31.5%	15,026,521
Library and Guidance	6,231,700	6,079,100	(152,600)	1,523,012	4,556,088	25.1%	5,658,990
Staff Development	2,865,380	3,520,207	654,827	365,717	3,154,490	10.4%	1,145,138
Department Heads	536,800	535,800	(1,000)	279,878	255,922	52.2%	670,274
<b>Subtotal Classroom Instruction (Appendices A-3 &amp; A-4)</b>	<b>312,605,388</b>	<b>319,090,500</b>	<b>6,485,112</b>	<b>75,852,119</b>	<b>243,238,381</b>	<b>23.8%</b>	<b>290,788,569</b>
<b>Non Classroom - School Support Services</b>							
School Administration (Appendix A-3)	22,251,210	22,516,720	265,510	5,585,273	16,931,447	24.8%	21,863,970
Coordinators and Consultants (Appendices A-3 & A-4)	4,738,833	4,914,095	175,262	1,011,478	3,902,617	20.6%	4,311,729
Continuing Education (Appendix A-7)	7,139,842	7,696,542	556,700	1,512,629	6,183,913	19.7%	8,181,610
<b>Subtotal School Support Services</b>	<b>34,129,885</b>	<b>35,127,357</b>	<b>997,472</b>	<b>8,109,380</b>	<b>27,017,978</b>	<b>23.1%</b>	<b>34,357,309</b>
<b>Recoverable Expenses</b>	<b>1,582,800</b>	<b>1,389,400</b>	<b>(193,400)</b>	<b>250,975</b>	<b>1,138,425</b>	<b>18.1%</b>	<b>1,455,750</b>
<b>Other Non Classroom</b>							
Board Administration (Appendix A-5)	12,033,376	12,652,818	619,442	4,424,737	8,228,081	35.0%	12,201,839
Transportation (Appendix A-8)	9,554,860	11,275,124	1,720,264	22,498	11,252,626	0.2%	8,891,123
<b>Subtotal Other Non Classroom</b>	<b>21,588,235</b>	<b>23,927,942</b>	<b>2,339,706</b>	<b>4,447,235</b>	<b>19,480,706</b>	<b>18.6%</b>	<b>21,092,962</b>
<b>Pupil Accommodation</b>							
School Operations and Maintenance	34,951,286	36,567,343	1,616,057	13,390,274	23,177,069	36.6%	31,239,206
Other Pupil Accommodation	11,367,697	11,367,697	-	5,890,339	5,477,357	51.8%	13,262,745
<b>Subtotal Pupil Accommodations (Appendix A-6)</b>	<b>46,318,983</b>	<b>47,935,040</b>	<b>1,616,057</b>	<b>19,280,613</b>	<b>28,654,426</b>	<b>40.2%</b>	<b>44,501,951</b>
<b>Other</b>							
Other Non-operating expenses	47,375	47,375	-	192,511	(145,136)	406.4%	382,407
Provision for Contingencies	200,000	5,234,353	5,034,353	-	5,234,353	0.0%	-
	<b>247,375</b>	<b>5,281,728</b>	<b>5,034,353</b>	<b>192,511</b>	<b>5,089,217</b>	<b>3.6%</b>	<b>382,407</b>
<b>School Generated Funds expenses</b>	<b>10,000,000</b>	<b>7,000,000</b>	<b>(3,000,000)</b>	<b>1,677,930</b>	<b>5,322,070</b>	<b>24.0%</b>	<b>7,943,381</b>
<b>Amortization expense</b>	<b>19,155,162</b>	<b>18,964,270</b>	<b>(190,892)</b>	<b>4,741,068</b>	<b>14,223,203</b>	<b>25.0%</b>	<b>17,603,001</b>
<b>Total Expenses Before PSAB Adjustments</b>	<b>\$ 445,627,828</b>	<b>\$ 458,716,237</b>	<b>\$ 13,088,409</b>	<b>\$ 114,551,832</b>	<b>\$ 344,164,405</b>	<b>25.0%</b>	<b>\$ 418,125,331</b>
<b>PSAB Adjustments</b>							
Increase in Employee Future Benefits	(458,219)	(458,219)	-	-	(458,219)	0.0%	-
(Decrease) in Accrued Interest on Debentures	(196,914)	(196,914)	-	-	(196,914)	0.0%	(186,385)
<b>Total PSAB Adjustment</b>	<b>\$ (655,133)</b>	<b>\$ (655,133)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (655,133)</b>	<b>0.0%</b>	<b>\$ (186,385)</b>
<b>Total Expenses After PSAB Adjustments</b>	<b>\$ 444,972,695</b>	<b>\$ 458,061,104</b>	<b>\$ 13,088,409</b>	<b>\$ 114,551,832</b>	<b>\$ 343,509,271</b>	<b>25.0%</b>	<b>\$ 417,938,946</b>



**Halton Catholic District School Board**  
**Instruction Expenses**  
**2020/2021 Revised Estimates**

Appendix A-3

	2020/2021 Budget Estimates (in PSAB Format)	2020/2021 Revised Estimates (in PSAB Format)	Variance	November 30, 2020 Actuals w Commitments (in PSAB Format)	2020/2021 Remaining Balance	Percent Spent	2019/2020 Actuals (in PSAB Format)
<b>Classroom Teachers</b>							
Salaries and Wages	191,238,554	190,558,206	(680,348)	45,048,421	145,509,785	23.6%	179,894,444
Benefits	27,638,400	27,686,094	47,694	4,953,562	22,732,532	17.9%	26,085,515
Supplies and Services	9,400	9,400	-	65	9,335	0.7%	9,630
<b>Subtotal Classroom Teachers</b>	<b>218,886,354</b>	<b>218,253,700</b>	<b>(632,654)</b>	<b>50,002,049</b>	<b>168,251,651</b>	<b>22.9%</b>	<b>205,989,589</b>
<b>Occasional Teachers</b>							
Salaries and Wages	4,903,250	6,097,250	1,194,000	1,279,142	4,818,108	21.0%	3,485,146
Benefits	483,050	602,450	119,400	113,654	488,796	18.9%	289,140
<b>Subtotal Occasional Teachers</b>	<b>5,386,300</b>	<b>6,699,700</b>	<b>1,313,400</b>	<b>1,392,796</b>	<b>5,306,904</b>	<b>20.8%</b>	<b>3,774,285</b>
<b>Educational Assistants</b>							
Salaries and Wages	-	-	-	-	-	0.0%	-
Benefits	-	-	-	-	-	0.0%	-
<b>Subtotal Educational Assistants</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0.0%</b>	<b>-</b>
<b>Early Childhood Educator</b>							
Salaries and Wages	6,691,100	7,067,500	376,400	1,977,095	5,090,405	28.0%	6,662,014
Benefits	2,167,600	2,326,300	158,700	544,528	1,781,772	23.4%	1,938,955
<b>Subtotal Early Childhood Educator</b>	<b>8,858,700</b>	<b>9,393,800</b>	<b>535,100</b>	<b>2,521,623</b>	<b>6,872,177</b>	<b>26.8%</b>	<b>8,600,969</b>
<b>Textbooks and Supplies</b>							
Supplies and Services	5,570,022	5,660,200	90,178	2,042,092	3,618,108	36.1%	3,973,975
Fees and Contract Services	246,338	274,820	28,482	18,739	256,081	6.8%	355,923
Other Expenses	103,300	352,528	249,228	78,382	274,146	22.2%	204,758
<b>Subtotal Textbooks and Supplies</b>	<b>5,919,660</b>	<b>6,287,548</b>	<b>367,888</b>	<b>2,139,213</b>	<b>4,148,335</b>	<b>34.0%</b>	<b>4,534,656</b>
<b>Computers</b>							
Supplies and Services	74,600	2,872,829	2,798,229	161,925	2,710,904	5.6%	234,240
Rental Expenses	592,200	592,200	-	142,478	449,722	24.1%	660,580
<b>Subtotal Computers</b>	<b>666,800</b>	<b>3,465,029</b>	<b>2,798,229</b>	<b>304,403</b>	<b>3,160,626</b>	<b>8.8%</b>	<b>894,820</b>
<b>Professionals, Paraprofessionals and Technicians</b>							
Salaries and Wages	4,006,914	4,020,822	13,908	1,002,082	3,018,741	24.9%	3,954,255
Benefits	948,083	960,531	12,448	202,534	757,996	21.1%	827,232
Supplies and Services	1,867,497	1,930,974	63,477	1,864,330	66,644	96.5%	1,382,958
Fees and Contract Services	920,900	920,900	-	154,526	766,374	16.8%	664,113
Other Expenses	208,300	208,300	-	-	208,300	0.0%	182,837
<b>Subtotal Professionals, Paraprofessionals and Technicians</b>	<b>7,951,694</b>	<b>8,041,527</b>	<b>89,833</b>	<b>3,223,472</b>	<b>4,818,055</b>	<b>40.1%</b>	<b>7,011,396</b>
<b>Library and Guidance</b>							
Salaries and Wages	5,060,700	4,906,800	(153,900)	1,265,106	3,641,694	25.8%	4,638,736
Benefits	1,170,000	1,171,300	1,300	257,906	913,394	22.0%	1,020,253
Fees and Contract Services	1,000	1,000	-	-	1,000	0.0%	-
<b>Subtotal Library and Guidance</b>	<b>6,231,700</b>	<b>6,079,100</b>	<b>(152,600)</b>	<b>1,523,012</b>	<b>4,556,088</b>	<b>25.1%</b>	<b>5,658,990</b>
<b>Staff Development</b>							
Salaries and Wages	1,536,850	2,042,912	506,062	72,221	1,970,691	3.5%	551,668
Benefits	107,800	190,825	83,025	2,639	188,186	1.4%	43,673
Professional Development	599,330	667,710	68,380	263,612	404,098	39.5%	441,067
Supplies and Services	3,200	3,200	-	-	3,200	0.0%	(0)
Other Expenses	25,700	17,643	(8,057)	153	17,490	0.9%	28,824
<b>Subtotal Staff Development</b>	<b>2,272,880</b>	<b>2,922,290</b>	<b>649,410</b>	<b>338,625</b>	<b>2,583,665</b>	<b>11.6%</b>	<b>1,065,233</b>
<b>Department Heads</b>							
Salaries and Wages	432,400	432,400	-	256,802	175,598	59.4%	608,685
Benefits	50,700	50,700	-	11,050	39,650	21.8%	58,444
<b>Subtotal Department Heads</b>	<b>483,100</b>	<b>483,100</b>	<b>-</b>	<b>267,852</b>	<b>215,248</b>	<b>55.4%</b>	<b>667,128</b>
<b>Principals and VPs</b>							
Salaries and Wages	12,925,000	13,098,500	173,500	3,140,289	9,958,211	24.0%	12,716,470
Benefits	1,333,100	1,356,900	23,800	275,680	1,081,220	20.3%	1,504,957
Professional Development	110,600	110,600	-	1,261	109,339	1.1%	95,625
Supplies and Services	249,000	249,000	-	1,731	247,269	0.7%	37,327
Other Expenses	124,000	124,000	-	1,783	122,217	1.4%	55,550
<b>Subtotal Principals and VPs</b>	<b>14,741,700</b>	<b>14,939,000</b>	<b>197,300</b>	<b>3,420,744</b>	<b>11,518,256</b>	<b>22.9%</b>	<b>14,409,929</b>
<b>School Office</b>							
Salaries and Wages	5,259,400	5,177,800	(81,600)	1,555,098	3,622,702	30.0%	5,202,689
Benefits	1,630,900	1,614,900	(16,000)	425,543	1,189,357	26.4%	1,570,505
Supplies and Services	541,200	707,010	165,810	152,672	554,338	21.6%	643,227
Rental Expenses	-	-	-	939	(939)	0.0%	1,778
Fees and Contract Services	76,000	76,000	-	29,293	46,707	38.5%	35,842
Other Expenses	2,010	2,010	-	984	1,026	48.9%	-
<b>Subtotal School Office</b>	<b>7,509,510</b>	<b>7,577,720</b>	<b>68,210</b>	<b>2,164,529</b>	<b>5,413,191</b>	<b>28.6%</b>	<b>7,454,041</b>
<b>Coordinators and Consultants</b>							
Salaries and Wages	2,726,538	2,814,987	88,449	624,009	2,190,978	22.2%	2,511,046
Benefits	424,381	444,781	20,400	69,923	374,859	15.7%	358,581
Supplies and Services	96,610	141,495	44,885	7,495	134,000	5.3%	44,059
Rental Expenses	1,000	1,000	-	-	1,000	0.0%	626
Fees and Contract Services	29,300	29,300	-	1,414	27,886	4.8%	20,427
Other Expenses	43,674	60,625	16,951	3,174	57,450	5.2%	75,183
<b>Subtotal Coordinators and Consultants</b>	<b>3,321,503</b>	<b>3,492,188</b>	<b>170,685</b>	<b>706,015</b>	<b>2,786,173</b>	<b>20.2%</b>	<b>3,009,923</b>
Recoverable Salaries and Benefits							
Salaries and Wages	1,457,600	1,272,800	(184,800)	236,086	1,036,714	18.5%	1,346,971
Benefits	125,200	116,600	(8,600)	14,889	101,711	12.8%	108,779
	1,582,800	1,389,400	\$(193,400)	250,975	1,138,425	18.1%	1,455,750
<b>Total Instruction</b>	<b>\$ 283,812,701</b>	<b>\$ 289,024,102</b>	<b>\$ 5,018,001</b>	<b>\$ 68,255,308</b>	<b>\$ 220,768,794</b>	<b>23.6%</b>	<b>\$ 264,526,710</b>

**Halton Catholic District School Board**  
**Special Education Expenses**  
**2020/2021 Revised Estimates**

Appendix A-4

	2020/2021 Budget Estimates (in PSAB Format)	2020/2021 Revised Estimates (in PSAB Format)	Variance	November 30, 2020 Actuals w Commitments (in PSAB Format)	2020/2021 Remaining Balance	Percent Spent	2019/2020 Actuals  (in PSAB Format)
<b>Classroom Teachers</b>							
Salaries and Wages	17,037,900	17,249,888	211,988	4,157,311	13,092,578	24.1%	15,839,757
Benefits	2,194,900	2,250,810	55,910	364,895	1,885,914	16.2%	2,010,205
Supplies and Services	50,500	50,500	-	271	50,229	0.5%	38,149
<b>Subtotal Classroom Teachers</b>	<b>19,283,300</b>	<b>19,551,198</b>	<b>267,898</b>	<b>4,522,477</b>	<b>15,028,721</b>	<b>23.1%</b>	<b>17,888,111</b>
<b>Occasional Teachers</b>							
Salaries and Wages	1,410,000	1,792,000	382,000	172,580	1,619,420	9.6%	940,434
Benefits	125,100	163,300	38,200	18,569	144,731	11.4%	90,840
<b>Subtotal Occasional Teachers</b>	<b>1,535,100</b>	<b>1,955,300</b>	<b>420,200</b>	<b>191,149</b>	<b>1,764,151</b>	<b>9.8%</b>	<b>1,031,274</b>
<b>Educational Assistants</b>							
Salaries and Wages	18,353,900	18,840,772	486,872	5,167,912	13,672,860	27.4%	18,166,378
Benefits	6,295,500	6,413,264	117,764	1,527,298	4,885,966	23.8%	6,029,975
<b>Subtotal Educational Assistants</b>	<b>24,649,400</b>	<b>25,254,036</b>	<b>604,636</b>	<b>6,695,210</b>	<b>18,558,826</b>	<b>26.5%</b>	<b>24,196,353</b>
<b>Textbooks and Supplies</b>							
Supplies and Services	715,400	715,400	-	196,290	519,110	27.4%	592,137
Fees and Contract Services	84,600	83,990	(610)	132,379	(48,389)	157.6%	364,667
Other Expenses	4,200	4,200	-	(0)	4,200	0.0%	128,223
<b>Subtotal Textbooks and Supplies</b>	<b>804,200</b>	<b>803,590</b>	<b>(610)</b>	<b>328,669</b>	<b>474,921</b>	<b>40.9%</b>	<b>1,085,027</b>
<b>Computers</b>							
Supplies and Services	633,300	633,300	-	346,585	286,715	54.7%	292,561
<b>Subtotal Computers</b>	<b>633,300</b>	<b>633,300</b>	<b>-</b>	<b>346,585</b>	<b>286,715</b>	<b>54.7%</b>	<b>292,561</b>
<b>Professionals, Paraprofessionals and Technicians</b>							
Salaries and Wages	6,514,400	6,685,465	171,065	1,632,053	5,053,412	24.4%	6,387,727
Benefits	1,739,200	1,783,901	44,701	378,480	1,405,421	21.2%	1,519,815
Supplies and Services	147,300	147,300	-	5,335	141,965	3.6%	107,584
<b>Subtotal Professionals, Paraprofessionals and Technicians</b>	<b>8,400,900</b>	<b>8,616,666</b>	<b>215,766</b>	<b>2,015,868</b>	<b>6,600,798</b>	<b>23.4%</b>	<b>8,015,125</b>
<b>Staff Development</b>							
Salaries and Wages	124,000	124,000	-	17,753	106,247	14.3%	32,531
Benefits	12,900	12,900	-	1,464	11,436	11.4%	2,670
Professional Development	455,600	461,017	5,417	7,875	453,142	1.7%	44,705
<b>Subtotal Staff Development</b>	<b>592,500</b>	<b>597,917</b>	<b>5,417</b>	<b>27,092</b>	<b>570,824</b>	<b>4.5%</b>	<b>79,906</b>
<b>Department Heads</b>							
Salaries and Wages	48,000	47,000	(1,000)	11,279	35,721	24.0%	1,063
Benefits	5,700	5,700	-	747	4,953	13.1%	2,083
<b>Subtotal Department Heads</b>	<b>53,700</b>	<b>52,700</b>	<b>(1,000)</b>	<b>12,026</b>	<b>40,674</b>	<b>22.8%</b>	<b>3,146</b>
<b>Coordinators and Consultants</b>							
Salaries and Wages	1,099,100	1,103,578	4,478	269,918	833,660	24.5%	1,083,604
Benefits	173,500	173,599	99	33,208	140,391	19.1%	172,027
Supplies and Services	39,580	39,580	-	2,223	37,357	5.6%	31,521
Other Expenses	105,150	105,150	-	114	105,036	0.1%	14,655
<b>Subtotal Coordinators and Consultants</b>	<b>1,417,330</b>	<b>1,421,907</b>	<b>4,577</b>	<b>305,462</b>	<b>1,116,445</b>	<b>21.5%</b>	<b>1,301,806</b>
<b>Total Special Education Expenses</b>	<b>\$ 57,369,730</b>	<b>\$ 58,886,613</b>	<b>\$ 1,516,883</b>	<b>\$ 14,444,538</b>	<b>\$ 44,442,076</b>	<b>24.5%</b>	<b>\$ 53,893,309</b>

**Halton Catholic District School Board**  
**Board Administration and Governance Expenses**  
**2020/2021 Revised Estimates**

Appendix A-5

	2020/2021 Budget Estimates (in PSAB Format)	2020/2021 Revised Estimates (in PSAB Format)	Variance	November 30, 2020 Actuals w Commitments (in PSAB Format)	2020/2021 Remaining Balance	Percent Spent	2019/2020 Actuals (in PSAB Format)
<b>Trustees</b>							
Salaries and Wages	127,100	127,230	130	31,793	95,437	25.0%	134,836
Benefits	10,400	10,400	-	1,663	8,737	16.0%	6,782
Professional Development	49,000	49,000	-	-	49,000	0.0%	22,355
Supplies and Services	9,700	9,700	-	217	9,483	2.2%	10,665
Fees and Contract Services	-	-	-	1,277	(1,277)	0.0%	-
Other Expenses	-	-	-	-	-	0.0%	5,397
<b>Governance / Trustees</b>	<b>\$ 196,200</b>	<b>\$ 196,330</b>	<b>\$ 130</b>	<b>\$ 34,950</b>	<b>\$ 161,380</b>	<b>17.8%</b>	<b>\$ 180,034</b>
<b>Director and Supervisory Officers</b>							
Salaries and Wages	1,710,906	1,712,600	1,694	433,823	1,278,777	25.3%	1,770,772
Benefits	136,900	143,600	6,700	39,159	104,441	27.3%	352,809
Professional Development	74,500	74,500	-	17,706	56,794	23.8%	44,545
Supplies and Services	35,300	35,300	-	898	34,402	2.5%	14,453
<b>Subtotal Director and Supervisory Officers</b>	<b>\$ 1,957,606</b>	<b>\$ 1,966,000</b>	<b>\$ 8,394</b>	<b>\$ 491,586</b>	<b>\$ 1,474,414</b>	<b>25.0%</b>	<b>\$ 2,182,579</b>
<b>Board Administration</b>							
Salaries and Wages	6,079,024	6,078,538	(486)	1,396,469	4,682,069	23.0%	5,699,290
Benefits	1,480,318	1,491,200	10,883	303,167	1,188,033	20.3%	1,306,106
Professional Development	104,850	104,850	-	17,769	87,081	16.9%	55,836
Supplies and Services	741,979	1,097,484	355,505	765,537	331,947	69.8%	707,938
Rental Expenses	82,350	82,350	-	21,651	60,699	26.3%	375,208
Fees and Contract Services	1,070,239	1,315,256	245,017	1,116,325	198,931	84.9%	1,189,143
Other Expenses	320,810	320,810	-	277,284	43,526	86.4%	505,704
<b>Subtotal Board Administration</b>	<b>\$ 9,879,570</b>	<b>\$ 10,490,488</b>	<b>\$ 610,918</b>	<b>\$ 1,393,609</b>	<b>\$ 6,592,287</b>	<b>13.3%</b>	<b>\$ 9,839,226</b>
<b>Total Board Administration &amp; Governance</b>	<b>\$ 12,033,376</b>	<b>\$ 12,652,818</b>	<b>\$ 619,442</b>	<b>\$ 4,424,737</b>	<b>\$ 8,228,081</b>	<b>35.0%</b>	<b>\$ 12,201,839</b>

**Halton Catholic District School Board**  
**Pupil Accommodation Expenses**  
**2020/2021 Revised Estimates**

**Appendix A-6**

**School Operations and Maintenance**

	2020/2021 Budget Estimates (in PSAB Format)	2020/2021 Revised Estimates (in PSAB Format)	Variance	November 30, 2020 Actuals w Commitments (in PSAB Format)	2020/2021 Remaining Balance	Percent Spent	2019/2020 Actuals (in PSAB Format)
Salaries and Wages	8,358,100	8,748,900	390,800	1,855,917	6,892,983	21.2%	7,014,591
Benefits	2,355,700	2,480,900	125,200	517,839	1,963,062	20.9%	2,050,206
Professional Development	24,600	24,600	-	874	23,726	3.6%	17,132
Supplies and Services	15,845,981	17,127,538	1,281,557	5,065,664	12,061,874	29.6%	13,861,842
Rental Expenses	3,800	3,800	-	3,624	176	95.4%	3,833
Fees and Contract Services	8,361,206	8,179,706	(181,500)	5,937,041	2,242,664	72.6%	8,190,829
Other Expenses	1,900	1,900	-	9,315	(7,415)	490.3%	100,773
	34,951,286	36,567,343	1,616,057	13,390,274	23,177,069	36.6%	31,239,206

**Other Pupil Accommodation**

Interest Charges on Capital	7,227,697	7,227,697	-	3,144,300	4,083,397	43.5%	7,865,424
Rental Expenses	2,630,000	2,630,000	-	2,123,375	506,625	80.7%	2,503,433
Fees and Contract Services	1,500,000	1,500,000	-	244,520	1,255,480	16.3%	1,325,921
Other Expenses	10,000	10,000	-	378,145	(368,145)	3781.4%	1,567,967
	11,367,697	11,367,697	-	5,890,339	5,477,357	51.8%	13,262,745

**Total Pupil Accommodation**

	<b>\$ 46,318,983</b>	<b>\$ 47,935,040</b>	<b>\$ 1,616,057</b>	<b>\$ 19,280,613</b>	<b>\$ 28,654,426</b>	<b>40.2%</b>	<b>\$ 44,501,951</b>
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**Halton Catholic District School Board**  
**Continuing Education Expenses**  
**2020/2021 Revised Estimates**

	<b>2020/2021 Budget Estimates (in PSAB Format)</b>	<b>2020/2021 Revised Estimates (in PSAB Format)</b>	<b>Variance</b>	<b>November 30, 2020 Actuals w Commitments (in PSAB Format)</b>	<b>2020/2021 Remaining Balance</b>	<b>Percent Spent</b>	<b>2019/2020 Actuals (in PSAB Format)</b>
<b>Continuing Education</b>							
Salaries & Wages	4,723,417	5,230,717	507,300	1,140,608	4,090,109	21.8%	5,742,769
Employee Benefits	745,089	794,489	49,400	155,395	639,094	19.6%	773,978
Staff Development	13,200	13,200	-	-	13,200	0.0%	9,136
Supplies and Services	294,308	294,308	-	57,888	236,420	19.7%	247,537
Rental Expense	1,159,477	1,159,477	-	139,721	1,019,757	12.1%	1,201,214
Fees & Contractual Services	169,102	169,102	-	16,564	152,538	9.8%	189,675
Other Expenses	35,249	35,249	-	2,454	32,795	7.0%	17,301
<b>Total Continuing Education</b>	<b>\$ 7,139,842</b>	<b>\$ 7,696,542</b>	<b>\$ 556,700</b>	<b>\$ 1,512,629</b>	<b>\$ 6,183,913</b>	<b>19.7%</b>	<b>\$ 8,181,610</b>

**Halton Catholic District School Board**  
**Transportation Expenses**  
**2020/2021 Revised Estimates**

**Appendix A-8**

**Pupil Transportation**

	<b>2020/2021 Budget Estimates (in PSAB Format)</b>	<b>2020/2021 Revised Estimates (in PSAB Format)</b>	<b>Variance</b>	<b>November 30, 2020 Actuals w Commitments (in PSAB Format)</b>	<b>2020/2021 Remaining Balance</b>	<b>Percent Spent</b>	<b>2019/2020 Actuals (in PSAB Format)</b>
Salaries and Wages	437,861	436,864	(997)	19,334	417,530	4.4%	500,797
Benefits	111,065	108,810	(2,255)	3,164	105,646	2.9%	71,520
Professional Development	6,484	4,410	(2,074)	-	4,410	0.0%	4,753
Supplies and Services	53,264	79,563	26,299	-	79,563	0.0%	43,143
Rental Expenses	26,554	25,840	(714)	-	25,840	0.0%	25,913
Fees and Contract Services	8,772,825	10,450,077	1,677,252	-	10,450,077	0.0%	8,104,247
Other Expenses	45,306	25,560	(19,746)	-	25,560	0.0%	44,277
	<b>9,453,360</b>	<b>11,131,124</b>	<b>1,677,764</b>	<b>22,498</b>	<b>11,108,626</b>	<b>0.2%</b>	<b>8,794,651</b>
<b>Transportation - Provincial Schools</b>							
Fees and Contract Services	101,500	144,000	42,500	-	144,000	0.0%	96,473
<b>Total Transportation</b>	<b>\$ 9,554,860</b>	<b>\$ 11,275,124</b>	<b>\$ 1,720,264</b>	<b>\$ 22,498</b>	<b>\$ 11,252,626</b>	<b>0.2%</b>	<b>\$ 8,891,123</b>

**Halton Catholic District School Board  
COVID-19 Revenue Expense Summary  
2020/2021 Revised Estimates**

Appendix A-9

**Revenues to Support School Reopening in Response to the COVID-19 Outbreak**

**I - Grants for Student Needs Funding**

GSN - Allocation for technology-related costs

GSN - Mental health supports

**II - Priorities and Partnerships Funding (PPF)**

PPF - Custodial staffing supports

PPF - Health and safety training for occasional teachers and casual ed. workers

PPF - Special education supports

PPF - Mental health supports

PPF - Enhanced cleaning allocation

PPF - Remote learning funding

PPF - Additional funding for teachers

PPF - School reopening emerging issues

PPF - Transportation

PPF - Ventilation in classrooms

Other - Specify:

PPF-High Priority Area

Stabilization Funding

**Subtotal PPF Funding**

**Total COVID-19 Funding**

2020/2021 Revised Estimates (in PSAB Format)	
\$	258,562
	148,367
	<b>406,929</b>
	918,415
	163,895
	359,700
	150,000
	71,037
	735,692
	1,720,455
	1,762,920
	413,859
	582,000
	1,232,970
	9,299,564
	<b>17,410,507</b>
\$	<b>17,817,436</b>

**Classroom Instruction**

Classroom Teachers

Occasional Teachers

Educational Assistants

Early Childhood Educators (E.C.E) and Supply

Textbooks & Classroom Supplies

Computers

Professionals, Paraprofessionals & Technical

Staff Development

**Subtotal Classroom Instruction**

**Non Classroom - School Support Services**

School Administration

**Other Non Classroom**

Transportation

**Pupil Accommodation**

School Operations and Maintenance

**Other**

Provision for Contingencies

**Total Expenses**

2020/2021 Revised Estimates (in PSAB Format)	November 30, 2020 Actuals w Commitments (in PSAB Format)	2020/2021 Remaining Balance	Percent Spent
\$ 15,889,100	1,941,942	13,947,158	12.2%
1,554,500	-	1,554,500	0.0%
40,000	-	40,000	0.0%
1,672,300	185,457	1,486,843	11.1%
50,000	1,882	48,118	3.8%
2,762,920	137,972	2,624,948	5.0%
150,000	-	150,000	0.0%
200,000	192,725	7,275	96.4%
<b>22,318,820</b>	<b>2,459,978</b>	<b>19,858,842</b>	<b>11.0%</b>
<b>507,400</b>	<b>156,217</b>	351,184	30.8%
<b>1,720,264</b>	-	1,720,264	0.0%
<b>1,797,653</b>	<b>500,645</b>	1,297,008	27.8%
<b>5,234,353</b>	<b>162,397</b>	5,071,956	3.1%
<b>\$ 31,578,490</b>	<b>\$ 3,279,236</b>	<b>\$ 28,299,254</b>	<b>10.4%</b>

**BOARD FUNDED COVID-19 EXPENSES**

**\$ 13,761,054**

**Halton Catholic District School Board**  
**Summary of Expenses by Expense Type**  
**2020/2021 Revised Estimates**

Appendix B

	2020/2021 Revised Estimates	% of total budget	2020/2021 Budget Estimates	% of total actuals	2019/2020 Actuals	% of total actuals	Change vs. 2020-21 Budget Estimates		Year over Year Change vs. 2019-20 Actuals	
							\$	%	\$	%
<b>Operating</b>										
Salary & Wages	305,667,530	71.8%	302,262,014	73.9%	284,886,672	74.1%	3,405,516	1.1%	20,780,857	7.3%
Employee Benefits	52,354,253	12.3%	51,465,486	12.6%	48,195,050	12.5%	888,767	1.7%	4,159,203	8.6%
<b>Total Salaries and Benefits</b>	<b>358,021,782</b>	<b>84.1%</b>	<b>353,727,499</b>	<b>86.4%</b>	<b>333,081,722</b>	<b>86.6%</b>	<b>4,294,283</b>	<b>1.2%</b>	<b>24,940,061</b>	<b>7.5%</b>
Professional Development	1,509,887	0.4%	1,438,165	0.4%	735,155	0.2%	71,722	5.0%	774,732	105.4%
Supplies & Services	31,804,080	7.5%	27,178,141	6.6%	22,347,458	5.8%	4,625,939	17.0%	9,456,622	42.3%
Rentals & Leases	4,494,667	1.1%	4,495,381	1.1%	4,772,542	1.2%	(714)	0.0%	(277,875)	-5.8%
Fees & Contract Services	23,144,151	5.4%	21,333,010	5.2%	20,537,260	5.3%	1,811,141	8.5%	2,606,891	12.7%
Other	6,549,702	1.5%	1,072,773	0.3%	3,239,387	0.8%	5,476,929	510.5%	3,310,315	102.2%
<b>Total Other Operating</b>	<b>67,502,488</b>	<b>15.9%</b>	<b>55,517,470</b>	<b>13.6%</b>	<b>51,631,803</b>	<b>13.4%</b>	<b>11,985,018</b>	<b>21.6%</b>	<b>15,870,685</b>	<b>30.7%</b>
<b>Total Operating</b>	<b>425,524,270</b>	<b>100.0%</b>	<b>409,244,970</b>	<b>100.0%</b>	<b>384,713,525</b>	<b>100.0%</b>	<b>16,279,301</b>	<b>4.0%</b>	<b>40,810,746</b>	<b>10.6%</b>
<b>Capital</b>										
Interest on Capital	7,227,697	100.0%	7,227,697	100.0%	7,865,424	100.0%	-	0.0%	(637,727)	-8.1%
<b>PSAB Adjustments</b>										
School Generated Funds	7,000,000	27.7%	10,000,000	35.1%	7,943,381	31.3%	(3,000,000)	-30.0%	(943,381)	-11.9%
Amortization expenses	18,964,270	74.9%	19,155,162	67.2%	17,603,003	69.4%	(190,892)	-1.0%	1,361,267	7.7%
Increase in Employee Future Benefits	(458,219)	-1.8%	(458,219)	-1.6%	-	0.0%	-	0.0%	(458,219)	100.0%
(Decrease) in Accrued Interest on Debenture	(196,914)	-0.8%	(196,914)	-0.7%	(186,385)	-0.7%	-	0.0%	(10,529)	5.6%
	(655,133)	-2.6%	(655,133)	-2.3%	(186,385)	-0.7%	-	0.0%	(468,748)	251.5%
<b>Total PSAB Adjustments</b>	<b>25,309,137</b>	<b>5.9%</b>	<b>28,500,029</b>	<b>100.0%</b>	<b>25,359,999</b>	<b>100.0%</b>	<b>(3,190,892)</b>	<b>-11.2%</b>	<b>(50,862)</b>	<b>-0.2%</b>
<b>Total Expenses</b>	<b>\$ 458,061,104</b>	<b>100.0%</b>	<b>\$ 444,972,695</b>	<b>100.0%</b>	<b>\$ 417,938,948</b>	<b>100.0%</b>	<b>13,088,409</b>	<b>2.9%</b>	<b>40,122,156</b>	<b>9.6%</b>



**Halton Catholic District School Board**  
**Average Daily Enrolment (ADE)**  
**2020/2021 Revised Estimates**

Appendix C

	2020/2021 Revised Estimates				2020/2021 Original Estimates				2019/2020 Actuals		
	Projected FTE Oct 31/20	Projected FTE Mar 31/21	Projected ADE	% Change	Projected FTE Oct 31/20	Projected FTE Mar 31/21	Projected ADE	% Change	Projected FTE Oct 31/19	Projected FTE Mar 31/20	Original ADE
JK	1,822.00	1,844.00	1,833.00	-10.4%	2,034.00	2,057.00	2,045.50	-0.4%	2,041.00	2,066.00	2,053.50
SK	2,085.00	2,112.00	2,098.50	-2.0%	2,130.00	2,151.00	2,140.50	-4.3%	2,226.00	2,248.00	2,237.00
Gr. 1 to 3	6,961.00	7,032.00	6,996.50	-1.7%	7,090.00	7,146.00	7,118.00	0.7%	7,054.00	7,081.00	7,067.50
Gr. 4 to Gr. 6	7,428.00	7,481.00	7,454.50	-1.3%	7,536.00	7,573.00	7,554.50	1.1%	7,461.00	7,489.00	7,475.00
Gr. 7 to Gr. 8	4,980.00	5,004.00	4,992.00	-1.1%	5,033.00	5,057.00	5,045.00	5.7%	4,764.00	4,786.00	4,775.00
Gr. 4 to Gr. 8	12,408.00	12,485.00	12,446.50	-1.2%	12,569.00	12,630.00	12,599.50	2.9%	12,225.00	12,275.00	12,250.00
Elementary Day School Enrolment	23,276.00	23,473.00	23,374.50	-2.2%	23,823.00	23,984.00	23,903.50	1.3%	23,546.00	23,670.00	23,608.00
Secondary Day School Enrolment	13,136.00	12,847.00	12,991.50	-1.9%	13,403.59	13,095.54	13,249.57	3.2%	12,947.06	12,725.62	12,836.34
Total Day School ADE	36,412.00	36,320.00	36,366.00	-2.1%	37,226.59	37,079.54	37,153.07	1.9%	36,493.06	36,395.62	36,444.34

Notes: ADE - Average Daily Enrolment

FTE - Full Time Equivalent

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

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

**Halton Catholic District School Board**  
**GSN Calculations**  
**2020/2021 Revised Estimates**

**Appendix D**

	2020/2021 Revised Estimates	2020/2021 Original Budget	2019/2020 Actuals	Year over Year Change vs. 2020-21 Budget Estimates		Year over Year Change vs. 2019-20 Actuals	
				\$	%	\$	%
Enrolment Forecast - JK/SK	3,931.50	4,186.00	4,290.50	(254.50)	-6.08%	(359.00)	-8.37%
- 1 to 3	6,996.50	7,118.00	7,067.50	(121.50)	-1.71%	(71.00)	-1.00%
- 4 to 8	12,446.50	12,599.50	12,250.00	(153.00)	-1.21%	196.50	1.60%
Enrolment Forecast - Elementary	23,374.50	23,903.50	23,608.00	(529.00)	-2.21%	(233.50)	-0.99%
- Secondary	12,991.50	13,249.57	12,836.34	(258.07)	-1.95%	155.16	1.21%
	36,366.00	37,153.07	36,444.34	(787.07)	-2.12%	(78.34)	-0.21%
Pupil Foundation Grant - JK/SK	25,175,517	26,805,217	27,182,120	(1,629,700.00)	-6.08%	(2,006,603)	-7.38%
Pupil Foundation Grant - 1 to 3	41,173,353	41,888,362	41,142,745	(715,009.00)	-1.71%	30,608	0.07%
Pupil Foundation Grant - 4 to 8	60,979,511	61,729,108	59,340,348	(749,597.00)	-1.21%	1,639,163	2.76%
Pupil Foundation Grant - 7 to 8: Preparing for Success in High School	1,122,052	1,133,965	1,064,300	(11,913.00)	-1.05%	57,752	5.43%
Pupil Foundation Grant - Secondary	75,579,740	77,081,096	63,250,295	(1,501,356.00)	-1.95%	12,329,445	19.49%
Total Pupil Foundation Allocation	204,030,174	208,637,749	191,979,808	(4,607,575.00)	-7.98%	12,050,365	6.28%
School Foundation Grant - Elementary	15,781,217	16,054,044	15,662,375	(272,827.00)	-1.70%	118,842	0.76%
School Foundation Grant - Secondary	8,585,845	8,728,847	8,407,722	(143,002.00)	-1.64%	178,123	2.12%
Additional Compensation for Principals & Vice Principals	-	-	260,771	-	0.00%	(260,771)	-100.00%
Library Staff Amount	132,116	132,116	-	-	0.00%	132,116	0.00%
Total School Foundation Allocation	24,499,178	24,915,007	24,330,868	(415,829.00)	-1.67%	168,310	0.69%
SEPPA - JK to Grade 3	11,314,633	11,703,936	11,648,424	(389,303.00)	-3.33%	(333,791)	-2.87%
SEPPA - Grade 4 to 8	9,898,826	10,020,508	9,650,183	(121,682.00)	-1.21%	248,643	2.58%
SEPPA - Secondary	6,819,888	6,955,362	6,675,282	(135,474.00)	-1.95%	144,606	2.17%
Special Education Equipment Amount	1,722,849	1,751,263	1,725,677	(28,414.00)	-1.62%	(2,828)	-0.16%
Special Incidence Portion	1,300,000	1,300,000	1,775,611	-	0.00%	(475,611)	-26.79%
Differentiated Special Education Needs Amount (DSENA)	18,062,137	18,062,137	17,420,589	-	0.00%	641,548	3.68%
Behavioural Expertise	504,370	511,359	501,713	(6,989.00)	-1.37%	2,657	0.53%
Total Special Education Allocation	49,622,703	50,304,565	49,397,479	(681,862.00)	-1.36%	225,224	0.46%
Total Language Allocation	9,742,198	9,790,482	9,444,787	(48,284.00)	-0.49%	297,411	3.15%
Total Learning Opportunities Allocation	2,883,328	2,729,255	3,205,739	154,073.00	5.65%	(322,411)	-10.06%
Total Continuing Education and Other Programs Allocation	2,300,627	2,529,507	2,849,783	(228,880.00)	-9.05%	(549,156)	-19.27%
Teacher Qualification and Experience Allocation	28,160,139	30,426,887	38,144,841	(2,266,748.00)	-7.45%	(9,984,702)	-26.18%
ECE Q&E Allocation	1,777,962	2,199,031	2,156,892	(421,069.00)	-19.15%	(378,930)	-17.57%
New Teacher Induction Program (NTIP)	256,193	259,315	281,199	(3,122.00)	-1.20%	(25,006)	-8.89%
Restraint Savings	(140,878)	(140,878)	(140,878)	-	0.00%	-	0.00%
Total Transportation Allocation	9,357,386	9,489,455	9,145,478	(132,069.00)	-1.39%	211,908	2.32%
Total Administration and Governance Allocation	10,059,799	10,201,114	10,837,553	(141,315.00)	-1.39%	(777,754)	-7.18%
Total School Operations Allocations	35,977,099	36,786,867	35,713,946	(809,768.00)	-2.20%	263,153	0.74%
Community Use of Schools	488,822	488,822	477,234	-	0.00%	11,588	2.43%
Declining Enrolment Adjustment	413,086	-	-	413,086.00	0.00%	413,086	0.00%
Indigenous Education Allocation	267,518	269,683	213,243	(2,165.00)	-0.80%	54,275	25.45%
Mental Health and Well-Being Grant (formerly Safe Schools)	996,106	1,009,550	633,111	(13,444.00)	-1.33%	362,995	57.34%
Support for Students Fund	3,161,196	3,161,196	-	-	0.00%	3,161,196	0.00%
Program Leadership Grant (moved from Admin and Governance Grant)	905,864	905,864	-	-	0.00%	905,864	0.00%
Remote and Rural Allocation	12,180	11,795	-	385.00	3.26%	12,180	0.00%
Rural and Northern Education Allocation	45,429	45,429	44,687	-	0.00%	742	1.66%
Permanent Financing of NPF	47,375	47,375	47,375	-	0.00%	-	0.00%
Support for COVID-19 Outbreak Allocation	406,929	-	-	406,929.00	0.00%	406,929	0.00%
<b>TOTAL: OPERATING</b>	<b>385,270,413</b>	<b>394,068,070</b>	<b>378,763,145</b>	<b>(8,797,657.00)</b>	<b>-2.23%</b>	<b>6,507,267</b>	<b>1.72%</b>
Deduct:							
Minor TCA	(9,631,760)	(9,851,700)	(9,469,079)	219,940.00	-2.23%	(162,681)	1.72%
Strike or Lock-out savings	-	-	(4,577,596)	-	0.00%	4,577,596	-100.00%
Add:							
Trustees' Association Fee	43,017	43,017	43,017	-	0.00%	0	0.00%
<b>TOTAL OPERATING ALLOCATION</b>	<b>375,681,670</b>	<b>384,259,387</b>	<b>364,759,487</b>	<b>(8,577,717.00)</b>	<b>-2.23%</b>	<b>10,922,182</b>	<b>2.99%</b>
Capital Grants	37,930,231	9,821,443	18,133,098	28,108,788.00	286.20%	19,797,133	109.18%
Minor TCA	9,631,760	9,851,700	9,469,079	(219,940.00)	-2.23%	162,681	1.72%
School Renewal Allocation	4,887,972	4,976,370	4,734,425	(88,398.00)	-1.78%	153,547	3.24%
Temporary Accommodations - Capital	4,189,396	4,189,396	3,668,724	-	0.00%	520,672	14.19%
Short Term Interest on Capital	243,527.00	153,366	126,217	90,161.00	58.79%	117,310	92.94%
Capital Debt Support - Interest Portion	6,895,674	6,895,674	7,476,079	-	0.00%	-580,405	-7.76%
<b>TOTAL CAPITAL ALLOCATION</b>	<b>63,778,560</b>	<b>35,887,949</b>	<b>43,607,622</b>	<b>27,890,611.00</b>	<b>77.72%</b>	<b>20,170,938</b>	<b>46.26%</b>
<b>TOTAL FUNDING ALLOCATION</b>	<b>\$ 439,460,230</b>	<b>\$ 420,147,336</b>	<b>\$ 408,367,109</b>	<b>\$ 19,312,894</b>	<b>4.60%</b>	<b>\$ 31,093,120</b>	<b>7.61%</b>

## Compliance Report

### Administration and Governance

Gross Expenses excluding internal audit	12,669,201
Other incomes	2,623,372
Net Expenses excluding internal audit	10,045,829
Funding allocation excluding internal audit	10,049,440
Overspending on Administration and Governance	0
Compliant /Non-compliant	COMPLIANT / CONFORME

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

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

### Balanced Budget Determination

1.1	In-year revenues (Sch 9, line 10.0 - Sch 9, line 4.4)	451,028,198
1.1.1	In Year Revenues for Land (Schedule 5.6, item 1.2 + item 1.3 + item 1.3.1 - item 1.4 - item 1.4.1 + Sch 5.5 Land Projects col. 5.1 + col. 6.1)	7,000,000
1.2	In-year expenses for compliance purposes (From Sch 10ADJ Page 2, line 90, Col 20)	451,716,237
1.3	In-year surplus/(deficit) before excluding board funded COVID-19 expense	-7,688,039
	.....Item 1.1 - item 1.1.1 - Item 1.2	

REQUIRES FURTHER  
COMPLIANCE  
CALCULATION /  
REQUIERT DES  
CALCULS  
COMPLÉMENTAIRES  
AUX FINS DE  
CONFORMITÉ

1.4	If item 1.3 is greater or equal to zero, board is in compliance. Otherwise, see calculation below.	
1.5	Board funded COVID-19 expenses (Schedule 9.1, item 5)	23,060,618
1.6	In-year surplus/(deficit) excluding board funded COVID-19 expenses	15,372,579
	.....item 1.3 + item 1.5	

### Compliance Calculation Prior to Ministry Approval Amount

#### Compliance requirements for in-year deficit excluding board funded COVID-19 expense

1.7	Operating Allocation to be used in Compliance Calculation (From section 1A, item 1.92)	385,270,413
1.8	1% of item 1.7	3,852,704
1.9	Prior Year Accumulated Surplus Available for Compliance (From schedule 5, item 3, Col 1)	39,122,799
1.10	Lesser of item 1.8 and item 1.9	3,852,704
1.11	Is the in-year deficit excluding board funded COVID expense (item 1.6) less than or equal to item 1.10?	N/A

#### Compliance requirements for overall in-year deficit

1.12	Operating Allocation to be used in Compliance Calculation (From section 1A, item 1.92)	385,270,413
1.13	2% of item 1.12	7,705,408
1.14	Prior Year Accumulated Surplus Available for Compliance (From schedule 5, item 3, Col 1)	39,122,799
1.15	Lesser of item 1.13 and item 1.14	7,705,408
1.16	Is the in-year deficit at item 1.3 less than or equal to item 1.15?	Yes / Oui
1.17	If both item 1.11 and 1.16 are "yes" or "N/A", the board is in compliance. Otherwise the board needs minister approval.	COMPLIANT / CONFORME

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

1.18	Amount of minister approved in-year deficit excluding board funded COVID-19 expense	-
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## Compliance Report

- 1.19 Total amount of minister approved in-year deficit -
- 1.20 If the amount of deficit at item 1.3 is less than or equal to item 1.19 and amount of deficit at item 1.6 is less than or equal to item 1.18, the board is in compliance. Otherwise the board is not in compliance.



## Regular Board Meeting

## Action Report

Policy II-17 Pastoral Reference	Item 8.8
December 15, 2020	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-17 Pastoral Reference* as presented.

### Background Information

*Policy II-17 Pastoral Reference* was reviewed as part of the regular Policy review cycle. The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy and recommend that apart from minor housekeeping, no changes to the policy are required.

### Conclusion

*Policy II-17 Pastoral Reference* was presented at the Policy Committee Meeting on December 8, 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:



*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-17 Pastoral Reference*, be approved.

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Pastoral Reference</b>	
<b>Adopted:</b> April 29, 1980	<b>Last Reviewed/Revised:</b> December 15, 2020
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

It is recognized by the Halton Catholic District School Board that Catholic teachers and Designated Early Childhood Educators (DECE's) in HCDSB schools must be carefully chosen; must be practicing Catholics, and must have a high regard for the truths and attitudes found within the Catholic Church.

## Application and Scope

This policy applies to all teaching staff and Designated Early Childhood Educators employed, or seeking employment with the Halton Catholic District School Board.

## Requirements

It is the policy of the Halton Catholic District School Board that the Board shall obtain a pastoral reference when:

- a teacher or Designated Early Childhood Educator seeks employment with the Board, or when
- a teacher is hired as a permanent position if the pastoral reference is older than one year or
- a teacher or Designated Early Childhood Educator applies for a position of responsibility within the Board, or
- at any other time as the Board directs.

### **Pastoral Reference:**

A pastoral reference is defined as a letter of support from:

- the pastor of the parish in which the teacher or Designated Early Childhood Educator applicant resides, and/or
- in the event of a recent change of residence (one month), a letter of support from the pastor of the teacher or Designated Early Childhood Educator applicant's former parish, and/or

- in the event of full -time residency at a university, a letter of support from the university chaplain.

APPROVED: Regular Meeting of the Board

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





Policy III-04 Employee Assistance Program	<b>Item 8.9</b>
December 15, 2020	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy III-04 Employee Assistance Program* as presented.

### Background Information

*Policy III-04 Employee Assistance Program* was reviewed as part of the regular Policy review cycle. The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy and recommend that apart from minor housekeeping, no changes to the policy are required.

### Conclusion

*Policy III-04 Employee Assistance Program* was presented at the Policy Committee Meeting on December 8, 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:



*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy III-04 Employee Assistance Program*, be approved.

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Employee Assistance Program</b>	
<b>Adopted:</b> June 30, 1987	<b>Last Reviewed/Revised:</b> December 15, 2020
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

The purpose of the Employee Assistance Program (EAP) is to provide confidential professional assessment, referral and short-term counselling services to assist employee and their dependents on a wide range of issues. The goal is to keep employees healthy, at work, productive and engaged.

## Application and Scope

The Halton Catholic District School Board fully supports this program for all Board employees and their immediate family members, who self-choose, are recommended and/or mandated to the program for professional counselling services. The statistics regarding the EAP program will be provided to a committee comprising of representatives of the various employee groups, management and trustees, on an annual basis for review and information. This will allow for feedback to be provided regarding the program.

## Principles

That the Halton Catholic District School Board recognizes and supports a program based on:

- An attitude of compassion for the treatment of difficulties encountered by employees and their immediate family members.
- The knowledge that successful resolutions to serious difficulties require a high degree of individual personal motivation and co-operation on the part of the individual undergoing counselling.
- The recognition that employees and their immediate family members share a primary concern for the education and well-being of children within the Board, which may place considerable stress on these individuals to be both professionally competent and personally contented.
- The recognition that economic and social conditions may place added pressures on individuals who work, making it difficult for them to lead productive and principled lives.

## Policy No. III-04 | Employee Assistance Program

- The acceptance that an employee who seeks assistance through the EAP will not have, by so doing, adversely affected that individual's position with the Board.
- The recognition that confidentiality shall be maintained in relation to all aspects of an employee's decision to seek assistance through this program.

### Requirements

The Halton Catholic District School Board maintains strict confidentiality for all employees who self-choose, are recommended to and/or are mandated for entry into the EAP. The Board expectations are the following:

#### **SELF-CHOSEN TREATMENT PROGRAM:**

- Employee must maintain acceptable job performance throughout the treatment period.
- Employee must maintain an acceptable attendance level at work.

#### **RECOMMENDED TREATMENT PROGRAM:**

- Employee must maintain acceptable job performance throughout the treatment period.
- Employee must maintain an acceptable attendance level at work where applicable and within the program.
- That while a referral may be suggested by an employee's colleague or immediate supervisor, it is at the discretion of that employee to actually register in the program.
- That should an employee decline assistance through the program and job performance and attendance at work do not improve or continue to deteriorate, the employee may be subject to a further review through the appropriate Board program.

#### **MANDATORY TREATMENT PROGRAM:**

- That a determination of deteriorating job performance, as noted by an employee's immediate supervisor, shall result in a referral of that employee to an approved resource individual.
- Employee must maintain acceptable job performance throughout the treatment period.
- Employee must maintain an acceptable attendance level both at work and within the program.
- That should an employee decline assistance through the program and job performance and attendance at work do not improve or continue to deteriorate, the employee shall be subject to a further review through the appropriate Board program.

#### **PROGRAM PARAMETERS:**

- Will be determined by the Board and the Employee Assistance Program (EAP) Provider through a Competitive Bid process, which may be reviewed and modified from time to time.
- Details about how to access the Board's EAP will be made readily available to all employees via regular communication, posters and electronic postings.

**Policy No. III-04** | Employee Assistance Program

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APPROVED: Regular Meeting of the Board

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



## Regular Board Meeting

## Action Report

Policy III-10 Criminal Reference Check Applicants for Employment	Item 8.10
December 15, 2020	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy III-10 Criminal Reference Check Applicants for Employment* as presented.

### Background Information

*Policy III-10 Criminal Reference Check Applicants for Employment* was reviewed as part of the regular Policy review cycle. The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy and recommend that apart from minor housekeeping, no changes to the policy are required.

### Conclusion

*Policy III-10 Criminal Reference Check Applicants for Employment* was presented at the Policy Committee Meeting on December 8, 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:



*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy III-10 Criminal Reference Check Applicants for Employment*, be approved.

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Criminal Reference Check – Applicants for Employment</b>	
<b>Adopted:</b> March 17, 1998	<b>Last Reviewed/Revised:</b> December 15, 2020
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-36 Police Record Check Goods and Services Providers</a>	

## Purpose

To protect students within the jurisdiction of the Halton Catholic District School Board by taking reasonable precautions to screen out applicants and prospective employees who might pose a danger to students, staff and visitors as per Regulation 521/01 of the Education Act.

## Application and Scope

This policy applies to all applicants for employment with the Halton Catholic District School Board.

## References

[Regulation 521/01 – Education Act](#)

## Principles

- The Halton Catholic District School Board has an obligation to its students to take all reasonable steps to ensure that employees who are either entrusted with their care or have access to students in any way by virtue of their employment, constitute excellent role models and will not pose a risk of danger to students.
- The Halton Catholic District School Board also has an obligation to ensure, to the extent reasonably possible, that persons hired by the Board can be entrusted with the duties and responsibilities, which they are given.

## Requirements

- All applicants for employment with the Board will be advised on the application form that it will be a condition of any offer of employment that the applicant provide a criminal records check, with Vulnerable Sector Screening (dated within the last six (6) months) outlining the details of any conviction(s) for offence(s) under any federal statute (including the Criminal



Code of Canada and the Narcotics Control Act) for which a pardon has not been granted or revoked.

- Applicants will be advised that the information provided in respect of their criminal record, or absence thereof, is subject to verification.
- All offers of employment with the Board shall be conditional upon the applicants supplying verification of the information provided in respect of their criminal record, or absence thereof, from the Royal Canadian Mounted Police and/or any other relevant police agency.
- All applicants who receive offers of employment with the Board will be advised of the existence of this policy and of the procedures for obtaining the verification of their criminal record, or absence thereof.
- The Board shall provide, if required, to such applicants a letter addressed to the Royal Canadian Mounted Police and/or any other relevant police agency indicating that a verification of the individual's criminal record is being made at the request of the Board as a condition of hiring.
- Upon receipt of their verification of criminal record, or absence thereof, the applicants will provide the original document issued by the Royal Canadian Mounted Police and/or any other relevant police agency to the Board's Human Resources Services. A true copy/original of the document will be retained in each respective applicant's personnel file.
- If, contrary to information provided by the applicants on their application form, the applicants:
  - have outstanding charges or prior convictions for which a pardon has not been granted or revoked, which indicate that the applicants could pose a threat to students;
  - have made a false declaration in their application;
  - decline to provide a verification of criminal record as required by Board policy;

the Executive Officer, Human Resources Services is authorized to withdraw the Board's offer of assignment, or, if the applicants have commenced working, to initiate the dismissal of the employee for cause.

- Normally, persons shall not commence employment with the Board until a current verification of their criminal record, obtained from the Royal Canadian Mounted Police, and/or any other relevant police agency, has been supplied. Only in an exceptional case will a person be permitted to commence employment with the Board before the Board has received the verification. Before any such exception is made, a binding agreement shall be entered into between the employee, or any authorized representative of the employee, and the Executive Officer, Human Resources Services on behalf of the Board, ensuring that the verification be provided without delay. This agreement will preserve the Board's power to revoke the offer of employment, and dismiss the employee, should the information provided by the employee prove to be false or misleading in any respect.
- The Director of Education shall ensure that administrative procedures to implement this

policy are established.

- The Executive Officer, Human Resources shall be responsible for implementing and monitoring this policy and its attendant administrative procedures.

APPROVED: Regular Meeting of the Board

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



## Regular Board Meeting

## Staff Report

Math Action Plan - Update	Item 9.1
December 15, 2020	

### Alignment to Strategic Plan

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

### Purpose

To review the Halton Catholic District School Board (HCDSB) Math Action Plan and to provide evidence of impact of the Mathematics Monitoring Project and use of the MathUp School platform on student achievement.

### Background Information

The HCDSB Math Action Plan includes the following goals:

1. Increased student achievement, well-being and engagement in mathematics;
2. Increased educator math knowledge and pedagogical expertise; and
3. Increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement.

These goals were developed in response to: key expectations outlined in the *Ontario Curriculum Grades, 1 – 8, Mathematics* (2005); the objectives of the three- year Renewed Mathematics Strategy (RMS) that began in 2016; as well as the document *Focusing on the Fundamentals of Math, Grades 1 – 8*, 2018.

*\*note the 2020 Math Curriculum was released in June 2020.*

### Comments

In addition to the Math Action Plan, system math projects are guided by our Catholic values and our deeply rooted belief that our role is to ensure students entrusted to our care are provided with a safe and nurturing learning environment that supports and guides them toward achieving their God-given potential. We continue to monitor the impact our system projects are having on student learning. Given that our projects were put on hold due to job action and the school closure, the data we have collected has been from September to December 2020.



The projects we will be highlighting are:

- Math Monitoring (Elementary)
- MathUP (Elementary)

### **Mathematics Monitoring and Learning Project:**

The purpose of this project was to support teachers in developing students who 1) are mathematically proficient, 2) are able to develop flexible methods for computation, and 3) can confidently use models to solve contextual problems for all operations, accurately determining what operation is involved in a problem, regardless of the size of the numbers.

Our data provides valuable insight into the ways in which teacher content knowledge has been impacted as a result of the learning from the Monitoring project.

- Teachers have a clear understanding of the difference between strategies and models and are more comfortable using models to support student thinking;
- Teachers have deepened their knowledge of the different phases students' progress through as they work towards proficiency;
- Teachers are using Numeracy Continuums (Lawson) to provide targeted instruction that meets the needs of all learners, supporting them at their level of readiness
- Teachers are using the key ideas of Addition/ Subtraction to guide their instruction, knowing that these are enduring concepts students must understand to be successful (i.e., Part-Whole relationships, Equivalence, Commutative and Associative Properties)
- Data shows that when instruction is targeted, intentional and focusses on understanding of foundational strategies, student understanding develops, and strategy use shifts, growing in sophistication (See Appendix A)

As a result, students are:

- Able to represent their thinking more clearly, using a range of strategies and models;
- Students are using strategies suited to their developmental understanding;
- Students depth of understanding is progressing developmentally, allowing students to feel capable and confident as mathematicians

### **MathUP School: Working with Administrators**

The goal of MathUP School is to support Administrators in leading conversations with elementary educators related to Number Sense. These conversations are guided by the following questions: How do our students reason mathematically? How do they work flexibly with numbers?

The focus of the work with school administrators, supports them in:

- Knowing what to focus on mathematically;
- Leading a cultural shift in mathematics instruction;
- Engaging all teachers from Grades 1-8 in mathematics learning;
- Measuring and sustaining improvements in mathematics; and
- Deepening teacher math expertise and pedagogy.



Our data provides evidence that the learning administrators have received through the Math Monitoring Project, as well as through MathUP Sunrise sessions, have deepened their content knowledge and impacted their confidence in leading the learning.

Administrator Reflection: <https://bit.ly/Adminvideo1>

Administrator Reflection: <https://bit.ly/Adminvideo2>

- Regular professional learning sessions for Administrators has provided an opportunity to build capacity; as a result, there is an increased confidence in being able to lead learning with their school;
- MathUP support Administrators with ‘look for’s’ when moderating student work and engaging in conversations with educators

## Conclusion

The various Mathematics initiatives and projects offered throughout the 2019-2020 school year provided teachers and administrators with an opportunity to engage in professional learning that was focused on increasing student achievement, well-being and engagement in mathematics. Ensuring that all projects involved an analysis of student work, allowed us to focus and design professional learning that was responsive to student learning needs, and supported educators in deepening their mathematical knowledge and pedagogical expertise.

Currently, due to circumstances related to COVID-19, we have been unable to resume system level math projects up to this point and have not had access to data sets that we would have had under normal conditions. Based on student work and teacher feedback, we are confident that the work we have engaged in over the past two years is having a lasting impact on student achievement, well-being and engagement in mathematics. We continue to monitor teacher and student needs and respond to changes in accordance with our “Achievement” priority, as outlined in our strategic plan. Creating Catholic learning environments that are conducive to developing students who are provided with every opportunity for faith formation, well-being and academic excellence will continue to be the foundation of our work.

We will be resuming training and data collection in the new year, and we will be bringing a report to the Board in June which will provide further qualitative and quantitative data to Trustees on the progress towards the Math Action Plan.



**Report Prepared by:** Jacquie Mickle  
Curriculum Consultant, Curriculum Services

**Report Submitted by:** Jeff Crowell  
Superintendent of Education, Curriculum Services

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



## Appendix A

*Reflection from teachers at Our Lady of Fatima, Milton*

### **Impacted Practice**

The learning from MathUP School and our involvement in the Mathematics Monitoring Project has impacted our practice as educators to identify and use common terminology when referring to tools, strategies and models within Mathematics. This has also impacted our teaching because we have noticed that students have adopted this terminology and are using it regularly in their day-to-day math talks and written tasks.

### **Instructional Practices**

Our learning through this project has impacted our instructional practices through identifying and using a variety of questions and tasks that go beyond knowledge and understanding. We are regularly using open-ended questions that allow all students to feel confident to approach the question and apply strategies that work for them.

Using Lawson's Mathematical Continuum, we are able to notice and name which phase students are on the continuum and in turn identify how we can support them as they move along in their learning.

### **Student Learning**

Based on our work through the Monitoring/MathUP project, we notice that students are much better at communicating and justifying their thinking using a variety of strategies. We notice that students are starting to see the value in choosing a model, tool or strategy that works best for them and their learning style.

Furthermore, we notice that through our work with different strategies and models, less students are choosing to use the standard algorithm as their first and only way of solving problems.

Students are understanding the "why" as opposed to following the procedures and not being able to transfer knowledge to other contexts.

As a result, students have a more positive outlook on mathematics and are exhibiting more confidence in sharing their thinking and persevering when challenged. Students are taking more risks and seeing the value in mistakes and recognizing that math doesn't always have one way to solve a problem.

## Regular Board Meeting

## Staff Report

<b>French Immersion Strategy</b>	<b>Item 9.2</b>
December 15, 2020	

### Alignment to Strategic Plan

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

### Purpose

The purpose of this report is to provide Trustees with a French Immersion strategy for the 2021-2022 school year and beyond.

### Background

1. Information Report Item 10.9 “2019 Long-Term Capital Plan Update – Final Report” from the June 18, 2019 Regular Meeting of the Board.
2. Information Report Item 10.3 “2021-2022 Projected Enrolment at Elementary French Immersion Schools” from the November 17, 2019 Regular Meeting of the Board.
3. Staff Report Item 10.1 “Enrolment Projections and French Immersion Registrations for the 2021-2022 School Year” from the December 1, 2020 Regular Meeting of the Board.

### Comments

#### Elementary French Immersion Registrations for the 2021-2022 School Year

Elementary French Immersion Registrations for the 2021-2022 school year closed on November 20<sup>th</sup>, 2020. Below are the registration numbers for Grade 1 French Immersion by municipality.

**Table 1: Elementary Grade 1 French Immersion Registrations for the 2021-2022 School Year**

French Immersion		
Municipality	School Name	Number of registrations
<b>Burlington</b>	Sacred Heart of Jesus CES	82
<b>Halton Hills</b>	St. Catherine of Alexandria CES	44
<b>Milton</b>	St. Scholastica CES	134
<b>Oakville</b>	St. Mary CES	116

Overall, the number of registrations for the French Immersion program in the 2021-2022 school year is slightly lower than registration levels in the 2020-2021 school year, in each municipality. Table 2 provides the registration and actual program enrolment numbers for the 2020-2021 school year.





Please note that while these are the current registration numbers, some students may choose to opt out of French Immersion prior to commencing the program.

Based on the registration data for the 2020-2021 school year, 79 students opted out of the optional French programs in Burlington, Halton Hills and Oakville. Milton met the demand to add an additional two (2) full Grade 1 French Immersion classes for the 2020-2021 school year. Additional information regarding demand for the French Immersion program and current class sizes for the 2020-2021 school year can be found in Information Report Item 10.3 “2021-2022 Projected Enrolment at Elementary French Immersion Schools” from the November 17, 2019 Regular Meeting of the Board.

**Table 2: Comparison of registrations vs. actual enrolment for the Grade 1 French Immersion program in the 2020-2021 school year**

Municipality	School	Registrations for 2020-2021	Actual Enrolment for 2020-2021 **	Class Equivalent for 2020-2021 ***	Physical Classrms. at the School	% of Registered Students Enrolled in Program
Burlington	Sacred Heart of Jesus CES	85	59	2.6	3	69%
Halton Hills	St. Catherine of Alexandria CES	56	46	2.0	2	82%
Milton *	St. Scholastica CES*	156	92	4.0	3	59%
Oakville	St. Mary CES	122	79	3.4	3	65%

\*The actual enrolment at St. Scholastica CES is due to the program cap for the 2020-2021 school year of four (4) Grade 1 French Immersion classes. Two (2) additional Grade 1 French Immersion classes were added as per the Board resolution #55/20 approved at the February 18, 2020, Regular Meeting of the Board.

\*\* Actual Grade 1 FI Enrolment for 2020-2021 includes virtual students.

\*\*\* Class equivalent is based on the number of classrooms that are required if all Grade 1 FI students opting for face-to-face instruction and remote learning model (virtual school) are combined.

### Preliminary Enrolment Projections for the 2021-2022 School Year

The 2021-2022 school year preliminary projected enrolments for all schools in all regions within the Board's jurisdiction are attached to this report as Appendix A. Building capacity, portable classroom capacity, site capacity and building utilization statistics are also included for each school, along with regional area totals.

### French Immersion Program Expansion for the 2021-2022 School Year

Based on the enrolment projections for the 2021-2022 school year, below are potential options to consider for the French Immersion program expansion by municipality:

#### **City of Burlington**

Sacred Heart of Jesus CES is projected to have a total of 580 students for the 2021-2022 school year. This will require the school to have 2 portable classrooms on the school site. The school has a maximum portable classroom capacity of 12 units.



Based on demand for the 2021-2022 school year, Sacred Heart of Jesus CES could accommodate up to two (2) additional French Immersion classes for the 2021-2022 school year through additional portable classrooms at the school.

The school will not be able to accommodate the full eight (8) grades of an expanded French Immersion program as total enrolment at the school will approach total site capacity. Staff recommendation is that an alternate location should be explored for future program expansions beyond the 2021-2022 school year. A comprehensive review of long-term enrolment projections will be required by Board staff to determine the feasibility of alternate program locations and may require a school boundary review. A school boundary review may include, but is not limited to, changes to the Regular Track catchment areas and optional Board programs and may result in student relocations without grandfathering of students based on accommodation pressures.

### **Town of Halton Hills**

St. Catherine of Alexandria CES is projected to have a total of 799 students for the 2021-2022 school year. This will require the school to have 8 portables on the school site. The school has a maximum portable classroom capacity of 12 units.

Additional classes could be added for the 2021-2022 school year, however based on program demand, the Town of Halton Hills will not require additional Grade 1 French Immersion classes. The existing two (2) Grade 1 French Immersion classes can be maintained at St. Catherine of Alexandria CES over the long-term based on current preliminary enrolment projections for the school, provided that there is sufficient demand for the program.

### **Town of Milton**

St. Scholastica CES is projected to have a total of 878 students for the 2021-2022 school year. This will require the school to have 9 portable classrooms on the school site. The school has a maximum portable classroom capacity of 12 units.

Additional students for the 2021-2022 school year may be accommodated through portable classrooms at the school; however, it will be nearing site capacity. Given that this school is located in a high growth catchment, adding optional programming that would cause enrolment to approach the site capacity should be done with extreme caution, as an increase in enrolment due to growth could put the school in a situation where classroom demand outweighs the supply.

As such, staff recommend that temporary alternate locations be explored for the additional French Immersion classes for Milton until a school boundary review is undertaken. A comprehensive review of long-term enrolment projections will be required by Board staff to determine the feasibility of temporary alternative program locations. A municipal boundary review will be required prior to long-term French Immersion program expansions in Milton. This may include, but is not limited to, changes to the Regular Track catchment areas and optional Board programs and may result in student relocations without grandfathering of students based on accommodation pressures.



### **Town of Oakville**

St. Mary CES is projected to have a total of 836 students for the 2021-2022 school year. This will require the school to have 11 portable classrooms on the school site. The school has a maximum portable classroom capacity of 12 units.

Based on demand for the 2021-2022 school year, St. Mary CES will not be able to accommodate up to two (2) additional French Immersion classes for the 2021-2022 school year through additional portable classrooms at the school. The school only has the space to accommodate one (1) additional class as it nears site capacity. If two (2) additional classes are required, from a program staffing and transportation perspective, it may not be efficient to have only one (1) class at an alternate location.

As such, staff recommend that temporary alternate locations be explored for the additional French Immersion classes for Oakville until a school boundary review is undertaken. A comprehensive review of long-term enrolment projections will be required by Board staff to determine the feasibility of temporary alternative program locations. A municipal boundary review will be required prior to long-term French Immersion program expansions in Oakville. This may include, but is not limited to, changes to the Regular Track catchment areas and optional Board programs and may result in student relocations without grandfathering of students based on accommodation pressures.

### **French Immersion Program Expansion beyond the 2021-2022 School Year**

For long-term French Immersion program expansion beyond the 2021-2022 school year, a comprehensive review of long-term enrolment projections for each school by municipality will be required. This review will consider available space at all schools to determine the Board's best options for French Immersion program expansion and for maintaining overall sustainable school enrolments at each school.

Once the long-term projections have been analyzed, comprehensive boundary reviews will be required. The comprehensive boundary reviews could be conducted at a local municipal level to ensure FI program growth occurs within each municipality in Halton. The boundary reviews may consider Regular Track catchment area changes to better balance enrolments across schools and support French Immersion program growth. Regular Track boundary changes may likely be required at multiple schools in order to facilitate the growth of the French Immersion program. An alternative that could be considered is the organization of standalone single track FI school(s), however this would involve the relocation of non-FI students. In addition, grandfathering of existing French Immersion program students may not be an option due to boundary changes and there is the possibility that existing cohorts may need to be split based on geography due to long-term school enrolment, transportation and staffing efficiencies.

Once direction is given from the Board of Trustees to initiate the boundary review process, staff will commence boundary reviews in accordance with policy and procedure; *Operating Policy I-29 "School Boundary Review Process and Procedure"* and *Administrative VI-88 School Boundary Review Process*. The timing to complete the boundary reviews will be dependant on the complexity of the reviews and the number of boundary reviews that are required to be completed. A simple school boundary review



can range from 4-6 months for completion, while a complex boundary review could take up to one (1) year to complete. Staff's goal is to commence the boundary reviews in February 2021 so that there is sufficient time to complete the reviews and receive Board approval by December 2021. Currently, the immediate need for FI accommodation is in the Town of Oakville and the Town of Milton and staff recommend focusing on these two municipalities for the boundary reviews. The need for boundary reviews for the Town of Halton Hills and the City of Burlington can be contemplated in the future based on growing accommodation pressures at existing schools. Depending on the Board's direction for the FI program expansion, and the desired timing to complete the school boundary reviews, additional staff resources may be required on a short-term basis.

## Conclusion

Accommodating additional French Immersion classes may be possible at certain schools that currently offer the French Immersion program and at alternative schools, that do not offer the French program, for the 2021-2022 school year only. However, staff will require a comprehensive review of long-term projections to determine at which schools the program could be accommodated.

In addition, expanding the French Immersion program beyond the 2021-2022 school year will require comprehensive boundary reviews in several municipalities. This may include, but is not limited to, changes to the Regular Track catchment areas and optional Board programs and may result in student relocations without grandfathering of students based on accommodation pressures.

### Report Prepared by:

B. Vidovic  
Senior Manager, Planning Services

D. Gunasekara  
Planning Officer, Planning Services

### Report Submitted by:

R. Merrick  
Superintendent, Facility Management Services

### Report Approved by:

P. Daly  
Director of Education and Secretary of the Board

## PROJECTED ENROLMENT

2021-22 School Year (Preliminary Projections)



## ELEMENTARY SCHOOLS

## Enrolment by Grade

BURLINGTON	FBC	Port. Cap	Site Cap	JK	SK	GR01	GR02	GR03	GR04	GR05	GR06	GR07	GR08	Total	Utilization
Ascension CES	383	276	659	36	27	38	38	32	36	32	30	27	28	322	84%
Canadian Martyrs CES	409	138	547	40	41	34	47	34	41	46	54	29	45	413	101%
Holy Rosary (B) CES	478	-	478	37	35	36	41	44	41	38	39	47	48	408	85%
Sacred Heart of Jesus CES	547	276	823	22	21	61	80	76	61	72	60	76	51	580	106%
St. Anne CES	622	276	898	68	63	70	87	74	105	84	77	79	69	777	125%
St. Christopher CES	478	276	754	30	31	29	31	26	41	43	39	47	40	356	74%
St. Elizabeth Seton CES	455	276	731	36	29	47	35	42	43	44	42	38	41	396	87%
St. Gabriel CES	547	138	685	49	43	60	55	62	47	77	74	58	57	583	107%
St. John (B) CES	383	46	429	31	23	33	35	30	31	27	26	45	38	318	83%
St. Mark CES	363	276	639	47	49	33	43	51	40	43	29	29	29	393	108%
St. Patrick CES	337	276	613	26	26	23	42	32	28	43	28	21	37	305	91%
St. Paul CES	337	276	613	39	38	31	47	46	38	27	26	38	35	365	108%
St. Raphael CES	346	46	392	32	47	40	34	50	40	42	32	34	41	391	113%
St. Timothy CES	504	276	780	52	60	47	52	67	57	71	47	75	55	582	115%
<b>Total</b>	<b>6,189</b>	<b>2,852</b>	<b>9,041</b>	<b>546</b>	<b>533</b>	<b>582</b>	<b>667</b>	<b>665</b>	<b>648</b>	<b>688</b>	<b>604</b>	<b>643</b>	<b>613</b>	<b>6,188</b>	<b>100%</b>

HALTON HILLS	FBC	Port. Cap	Site Cap	JK	SK	GR01	GR02	GR03	GR04	GR05	GR06	GR07	GR08	Total	Utilization
Holy Cross CES	455	-	455	43	40	42	24	40	55	40	47	48	48	427	94%
St. Brigid CES	573	345	918	66	65	55	71	71	110	91	91	102	110	831	145%
St. Catherine of Alexandria CES	622	276	898	66	67	93	99	106	65	53	79	74	97	799	128%
St. Francis of Assisi CES	363	138	501	42	40	34	41	44	30	45	32	39	31	377	104%
St. Joseph (A) CES	386	184	570	35	32	33	42	31	25	23	38	36	41	334	87%
<b>Total</b>	<b>2,399</b>	<b>943</b>	<b>3,342</b>	<b>252</b>	<b>245</b>	<b>256</b>	<b>275</b>	<b>293</b>	<b>285</b>	<b>252</b>	<b>287</b>	<b>298</b>	<b>326</b>	<b>2,768</b>	<b>115%</b>

MILTON	FBC	Port. Cap	Site Cap	JK	SK	GR01	GR02	GR03	GR04	GR05	GR06	GR07	GR08	Total	Utilization
Guardian Angels CES	723	276	999	74	57	68	77	88	96	90	95	90	104	839	116%
Holy Rosary (M) CES	536	-	536	43	41	50	39	36	51	77	61	83	57	539	101%
Lumen Christi CES	648	276	924	71	71	65	78	69	80	87	99	90	61	771	119%
Our Lady of Fatima CES	648	276	924	53	49	61	53	65	66	112	99	113	78	750	116%
Our Lady of Victory CES	291	276	567	32	35	32	16	25	29	44	32	25	34	303	104%
Queen of Heaven CES	671	276	947	83	80	91	89	120	91	106	100	85	85	931	139%
St. Anthony of Padua CES	723	276	999	88	93	79	79	100	90	105	106	100	94	935	129%
St. Benedict CES	671	276	947	89	84	82	85	73	105	113	91	97	107	923	137%
St. Peter CES	619	276	895	52	40	45	69	46	74	48	82	63	95	612	99%
St. Scholastica CES	671	276	947	89	86	142	153	120	75	53	54	56	52	878	131%
<b>Total</b>	<b>6,201</b>	<b>2,484</b>	<b>8,685</b>	<b>675</b>	<b>636</b>	<b>715</b>	<b>738</b>	<b>742</b>	<b>756</b>	<b>835</b>	<b>818</b>	<b>802</b>	<b>766</b>	<b>7,481</b>	<b>121%</b>

OAKVILLE	FBC	Port. Cap	Site Cap	JK	SK	GR01	GR02	GR03	GR04	GR05	GR06	GR07	GR08	Total	Utilization
Holy Family CES	314	230	544	18	19	24	17	21	22	18	23	28	20	210	67%
Our Lady of Peace CES	478	276	754	38	33	39	42	36	46	51	49	50	38	421	88%
St. Andrew CES	573	276	849	56	51	64	56	67	74	82	96	94	100	738	129%
St. Bernadette CES	504	276	780	24	17	24	23	36	37	59	62	43	64	389	77%
St. Dominic CES	527	276	803	49	49	56	75	67	63	82	62	70	56	629	119%
St. Gregory the Great CES	671	276	947	81	96	85	77	68	85	54	55	48	67	714	106%
St. Joan of Arc CES	547	276	823	31	33	27	34	40	32	67	53	57	45	418	76%
St. John Paul II CES	570	276	846	32	27	29	38	41	49	43	71	62	75	467	82%
St. Luke CES	360	276	636	17	16	17	9	23	22	25	16	19	26	189	52%
St. Marguerite d'Youville CES	504	276	780	22	20	25	24	27	40	50	51	53	63	375	74%
St. Mary CES	599	276	875	45	35	74	117	83	84	90	107	102	101	836	140%
St. Matthew CES	363	138	501	31	32	48	43	52	41	22	43	64	69	443	122%
St. Michael CES	268	184	452	31	24	26	25	26	26	27	26	32	26	269	100%
St. Nicholas CES	527	276	803	49	47	54	50	63	53	63	68	50	72	567	108%
St. Teresa of Calcutta CES	533	276	809	36	41	39	20	42	34	29	36	45	33	354	66%
St. Vincent CES	268	184	452	15	11	12	8	13	18	17	18	19	31	162	60%
<b>Total</b>	<b>7,606</b>	<b>4,048</b>	<b>11,654</b>	<b>575</b>	<b>548</b>	<b>640</b>	<b>658</b>	<b>704</b>	<b>725</b>	<b>776</b>	<b>836</b>	<b>835</b>	<b>885</b>	<b>7,181</b>	<b>94%</b>

BOARD	FBC	Port. Cap	Site Cap	JK	SK	GR01	GR02	GR03	GR04	GR05	GR06	GR07	GR08	Total	Utilization
<b>Elementary Total</b>	<b>22,395</b>	<b>10,327</b>	<b>32,722</b>	<b>2,046</b>	<b>1,961</b>	<b>2,193</b>	<b>2,338</b>	<b>2,403</b>	<b>2,413</b>	<b>2,551</b>	<b>2,545</b>	<b>2,578</b>	<b>2,591</b>	<b>23,618</b>	<b>105%</b>

## Notes:

Preliminary enrolment projections as of November 25, 2020.

## PROJECTED ENROLMENT

2021-22 School Year (Preliminary Projections)



### SECONDARY SCHOOLS

#### Enrolment by Grade

BURLINGTON	FBC	Port. Cap	Site Cap	GR09	GR10	GR11	GR12	GR12B	Total	Utilization
Assumption CSS	1,041	-	1,041	255	236	302	241	42	1,076	103%
Corpus Christi CSS	1,182	504	1,686	262	265	266	301	40	1,134	96%
Notre Dame CSS	1,113	672	1,785	285	258	298	254	40	1,135	102%
<b>Total</b>	<b>3,336</b>	<b>1,176</b>	<b>4,512</b>	<b>802</b>	<b>758</b>	<b>866</b>	<b>796</b>	<b>122</b>	<b>3,344</b>	<b>100%</b>

HALTON HILLS	FBC	Port. Cap	Site Cap	GR09	GR10	GR11	GR12	GR12B	Total	Utilization
Christ the King CSS	1,350	378	1,728	413	384	386	435	23	1,641	122%
<b>Total</b>	<b>1,350</b>	<b>378</b>	<b>1,728</b>	<b>413</b>	<b>384</b>	<b>386</b>	<b>435</b>	<b>23</b>	<b>1,641</b>	<b>122%</b>

MILTON	FBC	Port. Cap	Site Cap	GR09	GR10	GR11	GR12	GR12B	Total	Utilization
Bishop P. F. Reding CSS	1,542	693	2,235	547	546	581	519	46	2,240	145%
Milton #3 CSS (Holding)	N/A	N/A	N/A	281					281	N/A
St. Francis Xavier CSS	1,437	798	2,235	393	649	638	653	68	2,400	167%
<b>Total</b>	<b>2,979</b>	<b>1,491</b>	<b>4,470</b>	<b>1,221</b>	<b>1,195</b>	<b>1,219</b>	<b>1,172</b>	<b>114</b>	<b>4,921</b>	<b>165%</b>

OAKVILLE	FBC	Port. Cap	Site Cap	GR09	GR10	GR11	GR12	GR12B	Total	Utilization
Holy Trinity CSS	1,245	378	1,623	312	311	340	365	35	1,362	109%
St. Ignatius of Loyola CSS	1,311	672	1,983	348	304	302	335	23	1,312	100%
St. Thomas Aquinas CSS	1,245	210	1,455	288	230	280	273	29	1,100	88%
<b>Total</b>	<b>3,801</b>	<b>1,260</b>	<b>5,061</b>	<b>949</b>	<b>844</b>	<b>922</b>	<b>974</b>	<b>86</b>	<b>3,774</b>	<b>99%</b>

BOARD	FBC	Port. Cap	Site Cap	GR09	GR10	GR11	GR12	GR12B	Total	Utilization
<b>Secondary Total</b>	<b>11,466</b>	<b>4,305</b>	<b>15,771</b>	<b>3,384</b>	<b>3,181</b>	<b>3,393</b>	<b>3,377</b>	<b>344</b>	<b>13,680</b>	<b>119%</b>

#### Notes:

Preliminary enrolment projections as of November 25, 2020.

Milton #3 CSS students will hold at Milton #10 CES or Lester B. Pearson HS starting in September 2020, depending on the timing of the Milton #10 facility construction.

Excludes enrolment from Thomas Merton ALC.



## Regular Board Meeting

## Information Report

Student Trustees Update	Item 10.1
December 15, 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

### Achieving

During the November 24, 2020 Regular Senate Meeting, the vote on the Student Senate Constitution was finally held in which all nine (9) secondary school Senates voted in favour of adopting the Constitution. This came after months of hard work and careful deliberation. On behalf of the Student Trustees, we would like to thank: Mr. Daly, Director of Education, Mr. McGillicuddy, Superintendent of Education as well as Senate Advisors, Mrs. Taylor, Mr. Amatiello, and Mrs. Ellison. Moreover, our predecessors Davin Caratao, Dylex Suan, and Malika Bhambra. We would also like to thank the many Student Senators, and everyone else who played a crucial role in the process. In addition, the Student Senate has voted on our overall initiative for the remainder of the year. We are looking to promote financial literacy skills among our students. We seek to source & develop resources, contact informational speakers, and promote opportunities – as it pertains to personal finance. There was a tremendous amount of support from our Senators and we look forward to what will be accomplished.

### Believing

We will continue to expand opportunities that incorporate our faith for the Student Senators, and our school communities to engage and partake in. We have to believe that we will get through it. As we continue to venture into the unknown it is important we remain devout in our commitment of faith and ensure each decision we make as a Board is rooted out of our Catholic values. Believing that there is a brighter future is always what we need and that what we are working to provide to every single student. In the past couple of weeks, we have realized so many things going through hard times as students to get through the quadmester but we have to believe that we will succeed together.



## Belonging

On December 11, 2020 Student Senators were invited to a focus group by the Halton Catholic District School Board's (HCDSB) Research Department to provide feedback on certain aspects of the HCDSBs student census pilot project, especially the communication plan. This is to ensure that student voice is being heard so that the student census is accurate and relevant to students. We would like to thank HCDSB Researcher, Zoe Walters for having us.

Additionally, our Student Senate Advisor, Mrs. Ellison, who reached out to the Student Senate to voice out their opinions concerning the access to pertinent information about post-secondary pathways. This allows for the acknowledgement of Student Voice at the Guidance Department of HCDSB.

Moreover, Mrs. Ellison had reached out on the behalf of Superintendent Naar. This is to include student ideas for the creation and promotion of messaging addressing the impacts of COVID-19, especially what happens outside of schools during this holiday season.

We would like to thank all staff of HCDSB who have reached out and continue to reach out to the Student Senate and the Student Trustees, in order to include and incorporate the voices of students.

Report Prepared & Submitted by: N. Gubert  
Student Trustee, North Halton

K. Kelly  
Student Trustee, Burlington

J. Roshdy  
Student Trustee, Oakville

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





## Regular Board Meeting

## Information Report

Four Year Ministry Enrolment Projections	Item 10.2
December 15th, 2020	

### Alignment to Strategic Plan

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

### Purpose

To provide the Board of Trustees with the four (4) year enrolment projection (2021-2022 to 2024-2025) as submitted to the Ministry of Education per Memorandum 2020:SB18.

### Background Information

- 1) Information Report 10.3 “Four Year Ministry Enrolment Projection and Long-Term Capital Plan Preliminary Enrolment Projections” from the December 17th, 2019 Regular Board Meeting.

### Comments

Ministry of Education Memorandum 2020:SB18 (Appendix A) reflects the annual Ministry request for 4-year enrolment projections. The Ministry uses these projections to forecast the 2021-2022 Grants for Student Needs (GSN) budget, provincially for all 72 school boards across Ontario.

To generate the projections, staff utilized enrolment projection software that bases future enrolment upon actual October 31st, 2020 enrolment, and trends from the prior three (3) years (2017 to 2019). When establishing trends for projecting student enrolment, enrolment data from 2020 was excluded as enrolment from 2020 has been considered an anomaly due to the impact of COVID-19 school enrolment. Most school boards have adopted the anomaly exclusion of enrolment data from 2020.

This report will focus on the next 4-year period required for the Ministry request. The current year and the subsequent 4-year Average Daily Enrolment (ADE) projections at the Board level are presented in Table 1 for years 2020-2021 to 2024-2025, which applies to the Ministry request. ADE is a measure of enrolment used for GSN funding purposes and is based on the average of Full-Time Equivalent (FTE) students for the October 31<sup>st</sup> and March 31<sup>st</sup> count dates for the respective years.

Board staff utilizes these ADE projections for budgeting and staffing estimates.



To calculate the change in enrolment from October to March for revised budget estimates and the 4-year Ministry enrolment projections, staff used a historical average of the actual enrolment increase/decrease by individual schools for specific grade cohorts between 2017 and 2019 actuals. Below are the averaged rates of increase/decrease Board-wide:

- 2017-18 to 2019-20 for JK and SK, an average change of +1.14%.
- 2017-18 to 2019-20 for Grade 1 to Grade 3, an average change of +0.78%.
- 2017-18 to 2019-20 for Grade 4 to Grade 6, an average change of +0.54%
- 2017-18 to 2019-20 for Grade 7 to Grade 8, an average change of +0.40%.
- 2017-18 to 2019-20 for Grade 9 to Grade 12, an average change of -2.20%.

Based on the projected change for the 2020-2021 school year from October to March, the Board's revised budget estimate Average Daily Enrolment (ADE) for the year are as follows. Note that this excludes Other Pupils of the Board (e.g. ISP students).

- ADE for the elementary panel is projected to be 23,374.50.
- ADE for the secondary panel is projected to be 12,991.50.
- ADE for the Board total is projected to be 36,366.00.

ADE projections over the period of 2021-2022 to 2024-2025, as submitted to the Ministry of Education, are provided in the table below.

**Table 1: Average Daily Enrolment (ADE) projections for the 2020-2021 school year and the next four years.**

Panel	2020-2021 ADE	2021-2022 ADE	2022-2023 ADE	2023-2024 ADE	2024-2025 ADE	Average Annual ADE Change
<b>Elementary</b>	23,374.50	23,751.50	24,034.50	24,481.00	25,120.00	+436.38 (+1.8%)
<b>Secondary</b>	12,991.50	13,438.97	13,685.69	13,975.99	14,423.06	+358.02 (+2.7%)
<b>Total</b>	36,366.00	37,190.47	37,720.19	38,456.99	39,543.06	+794.26 (+2.1%)

The Four-Year Projections above are based on the best available data and submitted to the Ministry of Education on December 4th, 2020.

Detailed preliminary 15-year enrolment projections by municipality and school, along with facility utilization rates, will be presented at a January 2021 Regular Meeting of the Board. Finalized projections and facility utilization rates will be presented at a Spring 2021 Regular Meeting of the Board as part of the 2021 Long-Term Capital Plan Update.



## Conclusion

The Board can anticipate an overall average yearly change of +794.26 ADE (+2.1%) over the four-year period 2021-2022 through 2024-2025. The Board's total elementary ADE over the 4-year period 2021-22 to 2024-25 is projected to increase at an average yearly rate of +436.38 ADE (+1.8%). The Board's secondary ADE over the same 4-year period of 2021-2022 to 2024-2025 is projected to increase at an average yearly rate of +358.02 ADE (+2.7%). The above ADE excludes Other Pupils of the Board (e.g. ISP students).

The final ADE for 2019-2020 was 36,444.34 for the Board. The 2020-2021 ADE used for the Budget Estimates in July 2020 was 37,153.10. The 2020-2021 ADE used for the Revised Budget Estimates stands at 36,366.00, a change of -787.10. The projected ADE for 2021-2022 is 37,190.47.

This finalized figure will be used as a starting point for 2021-2022 budget calculations and will be refined during the budget process as new and more current information becomes available.

A detailed preliminary municipal and school breakdown of projections for the next 15-year planning horizon will be provided at a January 2021 Regular Meeting of the board, and the finalized projections will be provided as part of the 2021 Long-Term Capital Plan Update in the Spring of 2021.

### Report Prepared by:

D. Gunasekara  
Planning Officer, Planning Services

B. Vidovic  
Senior Manager, Planning Services

### Report Submitted by:

A. Lofts  
Superintendent, Business Services

### Report Approved by:

P. Daly  
Director of Education

**Ministry of Education**

Education Labour and Finance  
Division  
315 Front Street West  
12<sup>th</sup> Floor  
Toronto ON M7A 0B8

**Ministère de l'Éducation**

Division des relations de travail et du  
financement en matière d'éducation  
315, rue Front Ouest  
12<sup>e</sup> étage  
Toronto (Ontario) M7A 0B8

**2020:SB18**

**Date:** September 24 , 2020

**Memorandum to:** Directors of Education  
Senior Business Officials

**From:** Paul Duffy  
Director  
Education Funding Branch

**Subject** **District School Board Enrolment Projections for 2021-22 to 2024-25**

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I am writing to share information regarding the reporting process for submitting enrolment projections for the 2021-22 to 2024-25 school years.

As part of the annual process of determining Grants for Student Needs (GSN) requirements for the upcoming 2021-22 school year, the ministry is requesting that school boards submit their enrolment projections by November 20, 2020. The ministry is requesting both the preliminary revised estimates enrolment numbers for the 2020-21 school year and the projected Average Daily Enrolment (ADE) for 2021-22 to 2024-25.

The spreadsheet template for submitting the enrolment projections is attached in both English and French. Please email your completed spreadsheet template to [Education.Enrolment.Submissions@ontario.ca](mailto:Education.Enrolment.Submissions@ontario.ca).

Please note that continuing education, high credit, summer school and adult day school ADE is not to be included in the enrolment projections template.

It is important that the ministry receive your projections within the above timelines to ensure that they are reflected in the 2021-22 GSN public release.

If you have any questions on how to access or complete the template, please contact [Education.Enrolment.Submissions@ontario.ca](mailto:Education.Enrolment.Submissions@ontario.ca).

Thank you for your co-operation and attention in meeting this request.

Sincerely,

Original signed by

Paul Duffy  
Director  
Education Funding Branch

Attachment: Template for Board Submission



## Regular Board Meeting

## Information Report

Schools Update	Item 10.4
December 15, 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 provide an update on our Elementary and Secondary schools.

### Secondary Schools

#### **EQAO Assessments for 2020-21 School Year**

##### Grade 9 Assessment of Mathematics

For the 2020-21 school year, EQAO will be field testing a new online and adaptive assessment for Grade 9 Academic and Applied mathematics courses. This field test will provide an opportunity for students to try this new format and will support the continued development of the assessment platform. Given that the Grade 9 Assessment of Mathematics will be administered as a field test in the 2020-21 school year, the results shall not be used in the determination of a student's final mark.

Due to the timing of the release of the materials, students who were completing a Grade 9 Academic or Applied mathematics course in the first quadmester did not write the Grade 9 EQAO Assessment of Mathematics field test. Students who are completing a Grade 9 Academic or Applied mathematics course in Cohort A or B in quadmester 2 will participate in the field test between January 11–February 5, 2021 as will students in quadmasters 3 and 4.



## Elementary Schools

### Changes to Learning Environments

The latest change to learning environment request period took place from Monday, November 30, 2020 to Monday, December 7, 2020. There were 691 requests to change learning environments with 439 requests to move to in class instruction from virtual instruction and 252 requests to change from in class to virtual instruction. Staff are now reviewing these requests and will be reorganizing schools where needed to accommodate the movement of students. Parents will be informed of any new class placements by December 18, 2020. Changes are scheduled to take effective Monday January 11, 2021.

Term 1 Report Cards will be completed by the teacher that the student is assigned to on this date. The previous teacher will share assessment data and comments with the reporting teacher. The final request to change learning environments will take place after the March Break.

### Advanced Kindergarten Registration

Although we accept registrations at any time throughout the school year, this year, in light of the health and safety protocols in place in our schools due to COVID-19, we have set aside three weeks for advanced Kindergarten registration for children in Year 1 (Junior Kindergarten) or children new to our school in Year 2 (Senior Kindergarten).

Advanced Kindergarten Registration will be taking place from Monday, January 18 through Thursday, February 4, 2021. During this period, parents and guardians will be invited by appointment to complete part two of the registration process for the 2021-2022 school year.

## All Schools

### Supports for Students

Our Tiered Model of Intervention continues to guide our work in supporting students, families and schools. Our focus on Tier One mental health promotion is the foundational everyday work we do to welcome and include students, to understand them and build knowledge of mental health, to promote mentally healthy habits, resilience and to partner with parents/caregivers, students and staff to create a supportive environment.

- School Social Workers (Mental Health Workers/PSY) and CYCs continue to support virtual school and school based in all three tiers both virtually and face to face
- CYCs have adapted all Tier One programs to be delivered virtually and are leveraging lessons learned during the shut down
- School Social Workers and CYCs continue to deliver virtual professional development related to specific topics based on the unique needs of students and schools



- All support services documentation and case files have been adapted to electronic including referral forms, consent for service, and referral pathways to external agencies in support of virtual practice on TEAMS

## COVID 19 – Updates

As Trustees would be aware, a number of our schools have had confirmed COVID-19 cases. We have had 117 confirmed cases amongst both students and staff, across schools since the start of the school year.

As of December 10, 2020, we have had five classroom outbreaks declared, the most recent occurring last week. When an outbreak is declared in a class, Halton Public Health follows up with the school to review Infectious Prevention and Control measures. Each of the four reviews conducted in conjunction with a class outbreak has been successful, meeting all of the health and safety criteria outlined by Halton Public Health.

As an ongoing measure to help to ensure the safety of our students and staff, Public Health has also reviewed Infectious Prevention and Control measures in six additional schools. Our schools will also take time in the days after our return from Christmas reviewing the health and safety protocols we have in place for our students and staff.

## Conclusion

As circumstances continue to evolve this school year, we will remain committed to providing a quality Catholic education that is flexible and engaging.

Report Prepared &  
Submitted by:

Pat Daly  
Director of Education and Secretary of the Board





## Regular Board Meeting

## Information Report

### School Drinking Water Lead Content Test Results 2020

### Item 10.5

December 15, 2020

### Alignment to Strategic Plan

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

### Purpose

To provide the Board with information on the *Safe Drinking Water Act*, Regulation 243/07, and report the 2020 drinking water lead content results for the Board's schools.

### Background Information

The purpose of the *Safe Drinking Water Act*, Regulation 243/07, is to provide increased protection for children vulnerable to the effects of lead, particularly children under 18 years of age.

Ontario Regulation 243/07 came into effect on June 7, 2007 for Schools, Private Schools and Day Nurseries and was amended on December 14, 2009 (O. Reg. 417/09). In an attempt to further reduce children's exposure to lead in drinking water, the Ministry of Environment and Climate Change (MOECC) further amended Regulation 243/07 on July 1, 2017, significantly increasing the scope of testing required by school boards and other facilities serving children under the age of 18, such as childcares.

Per the amended Regulations, a minimum of one third of all fixtures used for drinking water in an elementary school or childcare were to be tested in each of 2017, 2018 and 2019, and fully completed by January 1, 2020. For secondary schools, all drinking water fixtures must be tested before January 1, 2022. In accordance with the Regulation, sampling and testing must take place between May 1<sup>st</sup> and October 31<sup>st</sup>, each year. HCDSB completed this testing at all schools Board-wide by the summer of 2019.

The basic reporting structure remains the same under the amended Regulation 243/07. When a drinking water fixture is tested and is found in excess of the standards set forth in the regulation (greater than 10 micrograms/L of lead), a Notice of Exceedance with any remedial actions is sent by the Board to the Regional Health Department, the Ministry of Education, the MOECC, and all other stakeholders. Depending on the nature of the exceedance, remedial actions may include flushing the



school's fixtures on a daily basis (instead of weekly, the minimum requirement for all schools), installing certified filters, or replacing the fixture entirely and conducting further testing.

If a drinking water fixture is found to be below 1 microgram/L of lead on the "standing" sample, the amended regulations now permit the fixture to be removed from the school's flushing plan. The MOECC added this provision under the Regulation to counter the higher water consumption (and cost) that invariably results from an increased amount of testing.

In preparation for the changes to the *Safe Drinking Water Act*, Board staff commissioned surveys to be performed at every school in early 2017. The surveys document all sources of water in the school on a floor plan, and – to the greatest extent possible – classify which water sources are used for drinking water or food preparation. Only these "qualified" drinking fixtures are to be tested under the *Safe Drinking Water Act*. Conversely, non-qualified fixtures have been identified by posting a "Handwash Only" sign nearby, to inform school staff and students that these fixtures will not be tested within the aforementioned testing period. Facility Management Services staff continue to update these floor plans on a regular basis to ensure the proper fixtures are being flushed, at the required frequency.

Lastly, the amended regulations include additional requirements for custodians to record their flushing activities. These flushing logs are administered and maintained by Facility Management Services staff to ensure their accuracy.

## Comments

As in previous years, Facility Management Services staff work in cooperation with the Halton Region Health Department, the Ministry of the Environment, Conservation and Parks (MECP), and the Ministry of Education to ensure that drinking water standards are maintained at all of our schools. Furthermore, Facility Management Services has coordinated with the various childcare operators to ensure their minimum testing requirements were also achieved.

In the past two years, Facility Management Services have also received approval from the MECP to reduce the annual water sampling frequency to once every three years at 48 schools. Only schools where all drinking fixtures have been tested – and no exceedances found – are eligible to be put on this reduced sampling plan. Consequently, due to the quality of the historical test results, a vast majority of HCDSB schools are now on reduced sampling.

From May to October 2020, samples were taken at drinking water fixtures in all of the Board's elementary and secondary schools that remain on an annual testing cycle. All water samples were then sent to Bureau Veritas Labs in Mississauga for lead content testing. The laboratory testing indicated that the lead content of the drinking water samples were in compliance with the *Safe Drinking Water Act*, Ontario Regulation 243/07, except for the fixtures at the schools listed in *Table 1*. At these schools, the quantity of fixtures noted in *Table 1* exceeded the provincial drinking water quality standard



for lead of 10 micrograms/L. In every case, a Notice of Exceedance was sent out by Board staff, and remedial actions and re-testing followed thereafter as directed by the Halton Region Health Department.

Finally, some adjustments had to be made to the drinking water sampling and testing plan for 2020, primarily due to ongoing construction at several HCDSB schools, as well as the COVID-19 pandemic. For those schools still under construction, some eligible fixtures (for drinking and/or food preparation) are properly accounted for the Board's sampling plan, but are not yet installed or functional, and therefore cannot be tested. For all schools, the *HCDSB Staff Return to School Plan (Safely Reopening Schools Post COVID-19 Closure)* required that all drinking fountains Board-wide be covered and rendered inoperable in advance of the 2020-21 school year. While all drinking fountains had already been tested for lead between 2017 and 2019, any new fountains installed in the last 12 months could not be sampled in 2020 as a result. However, where present, an adjacent (and functional) water bottle filling spout was sampled, which provided some measure of lead content data for that area. In all cases, the lab results showed concentrations well below the threshold of 10 micrograms/L. If made operable in 2021, all as-yet untested fountains will be sampled then.

**Table 1 - Schools with Exceeded Samples in 2020**

SCHOOL	NATURE OF EXCEEDANCE	REMEDIAL ACTION
<b>Notre Dame Catholic Secondary School</b>	1 of 2 fixtures exceeded on the "standing" and "flushed" sample in 2020.	<p>Exceeded fixture is a kitchen tap.</p> <p>During the COVID-19 pandemic, kitchens and serveries in our secondary schools are closed, and therefore the water fixtures in these areas have not been used for many months, including at the time of this sampling.</p> <p>Daily flushing was instituted for a period of several weeks after the original test, and this same tap was sampled again. The lead concentrations from this re-test were well below the 10 microgram/L threshold.</p> <p>Nonetheless, daily flushing of school plumbing will continue for a period of 24 months, at minimum.</p>
<b>Our Lady of Victory Catholic Elementary School</b>	1 of 2 fixtures exceeded on the "standing" and "flushed" sample in 2020.	<p>Exceeded fixture is a classroom tap that can be used for drinking.</p> <p>Aging equipment connected to this tap was removed after the original test, and an NSF-certified lead filter was installed.</p> <p>Daily flushing was also instituted, and this same tap was sampled again. The lead concentrations from this re-test were well below the 10 microgram/L threshold.</p> <p>Daily flushing of school plumbing will continue for a period of 24 months, at minimum.</p>



The following schools will have daily flushing activities in 2020-21:

**Table 2 - Schools with Daily Flushing for 2020-21 School Year**

SCHOOL	EXCEEDANCE HISTORY	FLUSHING REQUIREMENTS
<b>Notre Dame Catholic Secondary School</b>	Exceeded standard on standing and flushed sample in 2020.	Partial school flush daily for 24 months minimum.
<b>Our Lady of Victory Catholic Elementary School</b>	Exceeded standard on standing and flushed sample in 2020.	Flush all school plumbing daily for 24 months minimum.
<b>St. Ignatius of Loyola Catholic Secondary School</b>	Exceeded standard on standing samples in 2017, 2018 & 2019.	Partial school flush daily for 24 months minimum.
<b>St. Joseph (Acton) Catholic Elementary School</b>	Exceeded standard on a standing sample in 2019.	Partial school flush daily for 24 months minimum.

All other schools will be on a weekly flushing schedule for the 2020-21 school year.

Refer to Appendix A for a cumulative summary of the 2017-2020 drinking water testing, by school.

## Conclusion

In accordance with the *Safe Drinking Water Act*, Ontario Regulation 243/07, drinking water testing was completed at all required schools in May through October 2020. The Board is in compliance with the requirements of the *Safe Water Drinking Act* and it is not necessary for the Board to supply alternate drinking water sources or install filters for lead in the schools. The Board will flush the drinking water at every school as per Regulation 243/07 for the 2020-21 school year. A cumulative summary of the 2017 through 2020 drinking water testing can be found in Appendix A of this Report and is posted on the Board's public website.

### Report Prepared by:

S. ALLUM  
MANAGER, SCHOOL ENERGY AND ENVIRONMENTAL

### Report Submitted by:

R. MERRICK  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

### Report Approved by:

P. DALY  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

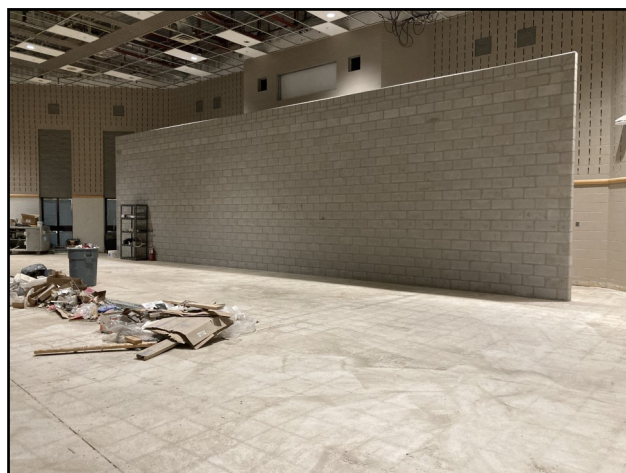


## Appendix A – SCHOOL DRINKING WATER TESTING SUMMARY

SCHOOL	CHILD CARE (Y/N)	# OF EXCEEDANCES (IN 2020)	REMEDIATIONAL ACTIONS	FLUSHING FREQUENCY (2020-2021)	TOTAL NO. OF ELIGIBLE FIXTURES	TOTAL NO. OF FIXTURES TESTED	PERCENTAGE OF FIXTURES TESTED
ASCENSION	N	0		WEEKLY	10	10	100%
ASSUMPTION	N	0		WEEKLY	24	14	58%
BISHOP P. F. REDING	Y	0		WEEKLY	49	25	51%
CANADIAN MARTYRS	N	0		WEEKLY	16	16	100%
CHRIST THE KING	N	0		WEEKLY	30	30	100%
CORPUS CHRISTI	N	0		WEEKLY	31	31	100%
GUARDIAN ANGELS	N	0		WEEKLY	17	17	100%
HOLY CROSS	N	0		WEEKLY	11	11	100%
HOLY FAMILY	N	0		WEEKLY	9	9	100%
HOLY ROSARY (B)	N	0		WEEKLY	21	21	100%
HOLY ROSARY (M)	N	0		WEEKLY	17	16	94%
HOLY TRINITY	N	0		WEEKLY	34	34	100%
JEAN VANIER	N	0		WEEKLY	24	24	100%
LUMEN CHRISTI	N	0		WEEKLY	22	20	91%
NOTRE DAME	N	1	FIXTURE REPLACED & RE-TESTED, AND FLUSHED DAILY	DAILY/WEEKLY	32	32	100%
OUR LADY OF FATIMA	N	0		WEEKLY	23	23	100%
OUR LADY OF PEACE	Y	0		WEEKLY	12	12	100%
OUR LADY OF VICTORY	N	1	FIXTURE REPLACED WITH FILTER, RE-TESTED, AND FLUSHED DAILY	DAILY	12	12	100%
QUEEN OF HEAVEN	N	0		WEEKLY	12	12	100%
SACRED HEART OF JESUS	N	0		WEEKLY	16	16	100%
ST. ANDREW	N	0		WEEKLY	16	16	100%
ST. ANNE	N	0		WEEKLY	11	11	100%
ST. ANTHONY OF PADUA	N	0		WEEKLY	19	19	100%
ST. BENEDICT	N	0		WEEKLY	17	17	100%
ST. BERNADETTE	Y	0		WEEKLY	15	15	100%
ST. BRIGID	Y	0		WEEKLY	15	15	100%
ST. CATHERINE OF ALEXANDRIA	N	0		WEEKLY	18	18	100%
ST. CHRISTOPHER	Y	0		WEEKLY	15	15	100%
ST. DOMINIC	N	0		WEEKLY	23	22	96%
ST. ELIZABETH SETON	N	0		WEEKLY	16	16	100%
ST. FRANCIS OF ASSISI	N	0		WEEKLY	12	12	100%
ST. GABRIEL	N	0		WEEKLY	20	19	95%
ST. GREGORY THE GREAT	Y	0		WEEKLY	22	22	100%
ST. IGNATIUS OF LOYOLA	N	0		DAILY/WEEKLY	30	30	100%
ST. JOHN OF ARC	N	0		WEEKLY	16	16	100%
ST. JOHN (B)	N	0		WEEKLY	9	9	100%
ST. JOHN PAUL II	N	0		WEEKLY	21	21	100%
ST. JOSEPH (A)	N	0		DAILY/WEEKLY	12	11	92%
ST. LUKE	Y	0		WEEKLY	12	12	100%
ST. MARGUERITE D'YOUVILLE	Y	0		WEEKLY	16	16	100%
ST. MARK	Y	0		WEEKLY	17	17	100%
ST. MARY	N	0		WEEKLY	16	16	100%
ST. MATTHEW	N	0		WEEKLY	9	9	100%
ST. MICHAEL	N	0		WEEKLY	14	14	100%
ST. NICHOLAS	N	0		WEEKLY	15	15	100%
ST. PATRICK	N	0		WEEKLY	11	11	100%
ST. PAUL	N	0		WEEKLY	11	11	100%
ST. PETER	N	0		WEEKLY	10	10	100%
ST. RAPHAEL	N	0		WEEKLY	13	13	100%
ST. SCHOLASTICA	N	0		WEEKLY	17	17	100%
ST. TERESA OF CALCUTTA	N	0		WEEKLY	19	19	100%
ST. THOMAS AQUINAS	N	0		WEEKLY	28	27	96%
ST. TIMOTHY	Y	0		WEEKLY	16	16	100%
ST. VINCENT	N	0		WEEKLY	14	14	100%
<b>TOTAL</b>		<b>2</b>		<b>TOTAL</b>	<b>979</b>	<b>938</b>	<b>98%</b>



## **Construction Report - December 2020**



### **Construction Update**

- The pictures above were taken on December 9, 2020. The top-left picture shows completed brick metal siding on the front of the cafeteria. The top-right picture shows ongoing masonry wall to support theatre seating. The bottom-left picture shows completed washroom partitions in the cafeteria addition. The bottom-right picture shows ongoing masonry walls in the gymnasium addition.
- Work completed included gymnasium footings, theatre walls and flooring removal and some load bearing walls.

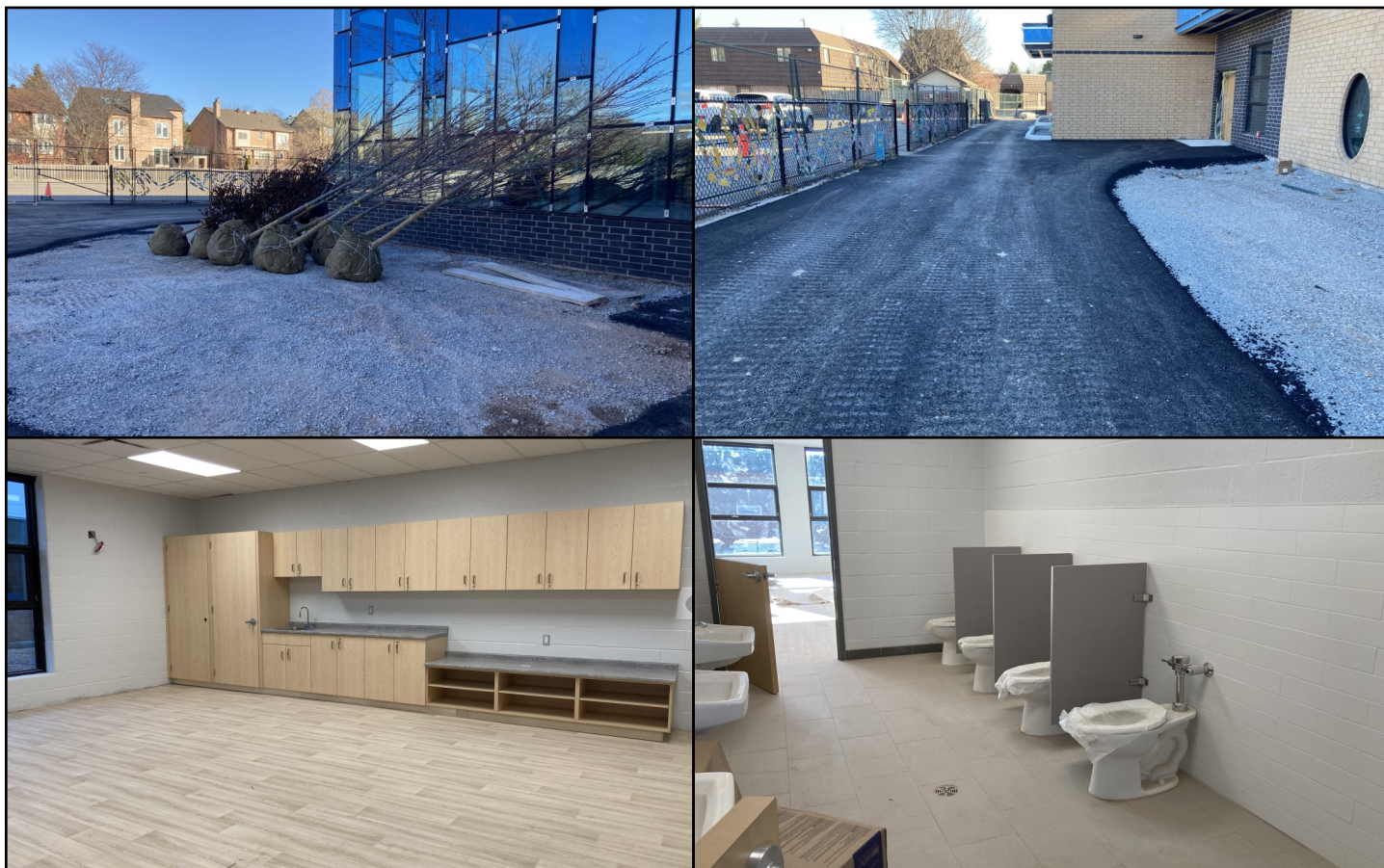
### **Schedule Update**

- Kitchen equipment installation
- Steel joists in the gymnasium addition

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



## Construction Report - December 2020



### **Construction Update**

- The pictures above were taken on December 9, 2020. The top-left picture shows ongoing landscaping. The top-right picture shows completed asphalt paving around the addition. The bottom-left picture shows millwork installed in the childcare. The bottom-right picture shows washroom partitions installed in the childcare area.
- Work completed included childcare millwork, site work, asphalt and painting.

### **Schedule Update**

- Library flooring
- Library millwork
- Landscaping
- Fire alarm system upgrades

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

## **Construction Report - December 2020**



### **Construction Update**

- The pictures above were taken on December 9, 2020. The pictures show ongoing structural steel and steel joist installation.
- Work completed included some structural steel and mechanical room equipment installation.

### **Schedule Update**

- Aluminum window installation
- Steel joist and decking completion
- Spray foam and brick veneer installation

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



## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: October 26, 2020  
Time: 7:00 pm  
Location: Microsoft Teams

Members Present	B. Agnew (Chair)	A. Louca-Ricci
	M. Arteaga	M. Lourenco
	R. Barreiro	P. Moran
	N. Guzzo	M. Murphy
	D. Hotopeleanu	R. Quesnel
	H. Karabela	D. Rabenda
	J. Lim	T. Veale

Staff Present

- S. Balogh, Superintendent of Special Education Services
- G. Brown, Chief of Mental Health Programming
- P. Codner, Chief Social Worker
- A. Cross, Senior Manager, Financial Services
- P. Daly, Director of Education
- O. Foese, Chief Psychologist
- A. Jones, Manager, Educational Assistants
- D. Kollee, Chief of Speech Language Pathologist
- A. Loftis, Superintendent, Business Services & Treasurer of the Board
- J. O'Reilly, Special Education Coordinator

Also Present

- S. Bowman, Clinical Services Supervisor, Erin Oak Kids
- K. Morgan, Director of Clinical Services, Erin Oak Kids

Members Excused

- D. Bardon
- T. Beattie
- M. Duarte

Members Absent

- C. Parreira
- Y. Taylor

Recording Secretary A. Hughes

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### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening Prayer

The meeting opened at 7:02 p.m. with a prayer led by the Chair.

#### 1.2 Approval of Agenda

**Moved by:** N. Guzzo

**Seconded by:** R. Barreiro

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

## 2. Presentations

### 2.1 Budget Presentation (A. Lofts and A. Cross)

B. Agnew introduced A. Lofts, Superintendent, Business Services & Treasurer of the Board and A. Cross, Senior Manager, Financial Services who presented the 2020-2021 Special Education budget. The presentation is attached.

### 2.2 Erin Oak School Based Rehabilitation Services (K. Morgan Director of Clinical Services, Erin Oak Kids)

B. Agnew introduced K. Morgan, Director of Clinical Services at Erin Oak Kids and S. Bowman, Clinical Services Supervisor at Erin Oak Kids, who presented a School Based Rehabilitation Services Update. The presentation is attached.

## 3. Actions to be taken

### 3.1 Minutes of the October 5, 2020 SEAC Meeting

**Moved by:** D. Rabenda

**Seconded by:** D. Hotopeleanu

**RESOLVED**, that the minutes of the October 5, 2020 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion **CARRIED**.

## 4. Declarations of Conflict of Interest

No conflicts of interest were declared.

## 5. Business Arising from Previous Meetings

B. Agnew read the response to the MACSE letter that was sent by SEAC and informed she would forward the response to members.

A review of the Business Arising chart took place. It was agreed to add proposed items to the business arising chart. S. Balogh provided a response to the Community Consultation section of the Special Education Plan and it was suggested to add it to the Business Arising chart to review going forward. A discussion occurred about adding the Community Consultation section of the Special Education Plan as an agenda item at a future meeting.

## 6. Special Education Board Policy Review

## 7. Action and Information Items

### 7.1 Spirit of Inclusion Award Criteria

S. Balogh reviewed the Spirit of Inclusion Award criteria and process with members. A memo outlining the Spirit of Inclusion Award will go out to all schools in November. A SEAC Spirit of Inclusion Award sub-committee will be formed in the new year to review the nominees. B. Agnew asked that those who are interested in being on the Spirit of Inclusion selection sub-committee to submit their names to A. Hughes by email. It was suggested to make an electronic form, to align the comments more clearly to the criteria and improve the order on the form.

A draft of the revised electronic form will be sent to members for feedback. Members were also invited to send feedback on the order of criteria to B. Agnew and A. Hughes.

## **7.2 International Day of People with Disabilities**

B. Agnew informed members that a notice of motion was put forward at the last Board meeting to formally recognize the International Day of People with Disabilities. The motion passed unanimously. B. Agnew thanked her fellow trustees for their support. There will be a Board wide mechanism to recognize the day, along with a resource kit provided to schools with ideas to highlight the day and celebrate people with disabilities. A steering committee will be developed with staff and SEAC members. Members interested in being on the steering committee were encouraged to send their names to B. Agnew.

The International Day of People with Disabilities is on December 3<sup>rd</sup> and is a weeklong recognition.

## **8. Communications to SEAC**

### **8.1 Superintendent's Report**

S. Balogh provided updates on:

Virtual student participation data: An update was provided on virtual learning participation and students with IEPs participating in virtual learning in elementary and secondary.

CCAT: will be administered to grade 4 virtual learners during the same time period as students in-person. The virtual students will participate at the school through the school based SERT.

S. Balogh referred to J O'Reilly who reviewed the feedback from parents and teachers on the summer learning program.

Supporting a Child Waiting for COVID Test Results: resources, videos and a social story can be found on the HCDSB website under Return to School/Special Education.

Gifted CLC: took place on October 13<sup>th</sup>. All SETS (including virtual SETs) as well as ISERTS attended. Topics discussed were mental health and the Gifted classroom, the Mind Up program, and Christian Meditation. The CLC also focused on integrated options, online coding, IEP development and alternative programming and reporting.

New SERTs: training was held October 26. Topics included: KTEA and CCAT administration, completing alternative progress reports on eLite, the IPRC process and accessing Deaf & Heard of Hearing Itinerant supports.

ITEAMS: we have released new Relias training modules to our ITEAMS in order to maintain and build their skills related to educational ABA.

A4 CLC: the first meeting was held on October 5<sup>th</sup>. Secondary Special Education Staff, including STC SETs, Life Skills SETs, ISERTs, Department Heads, and Consultants attended. The agenda items focused on supporting remote learners in the following areas: Speech and Language supports, tips for learning and teaching in a virtual environment, best practices for remote teachers, a virtual tour and overview of our A4 TEAMS and D2L platforms and an introduction of new assessment materials.

ESC CLC: the first meeting was held October 7<sup>th</sup>. The focus of the day was on: tips for teaching and learning in a remote learning environment, a Behaviour Analyst presentation around appropriate peer relationships and next steps.

Virtual Learning: an additional 0.5 virtual ISERT has been hired to provide support to virtual teachers. The Behavioural Analysts have adapted their processes of transition and focused support to support our remote learners.

Speech and Language: SLPs have completed assessments for students on the waitlist; virtual feedback of results is ongoing.

FASD: Our new model of tiered support for students with FASD has launched.

Dress Purple Day Campaign: takes place every October. Children's Aid Societies across the province raise awareness about the important role that individuals and communities play in supporting vulnerable children, youth, and families through the provincial Dress Purple Day campaign. CAS is asking people to wear purple on October 27 to show children, youth, and families that they are here to help.

## 8.2 Trustee Report

N. Guzzo reported on:

- Since the last SEAC meeting, there have been two Board meetings and a policy meeting.
- The Board is in the last year of the 4-year strategic plan. Responses to the survey are available on the Board website and in the Board package.
- Motions that were passed at the Board meetings: the recognition of international day of people with disabilities, time keeping for Board meetings and COVID-19 related financial reporting will occur quarterly.
- Staff reports were presented on the continuation of school re-opening.
- Bullying prevention committee will be meeting soon.
- Three new Superintendents have joined the senior management team.

## 9. SEAC Discussion

A goal setting exercise and agenda planning was suggested. Members were invited to send B. Agnew any items they would like for the meeting agendas. The goal setting exercise will be added to the agenda in the new year.

## 10. Next Agenda: Meeting Monday, November 30, 2020

The agenda will include a Psychology department presentation and a Transition presentation.

## 11. Adjournment

### 11.1 Resolution re Absentees (Chair)

**Moved by:** N. Guzzo

**Seconded by:** M. Murphy

**RESOLVED**, that D. Bardon, T. Beattie, M. Duarte be excused. **CARRIED**

### 11.2 Adjournment and Closing Prayer (Chair)

**Moved by:** M. Lourenco

**Seconded by:** D. Rabenda

**RESOLVED**, that the meeting adjourn. **CARRIED**

The meeting adjourned at 9:30 p.m. with a prayer led by the Chair.

# 2020-2021 Special Education Budget

Special Education Advisory Committee

Monday, October 26, 2020

# Presentation Overview

1. Special Education Estimated Revenue
2. Special Education Estimated Expenses
3. Special Education Additional COVID-19 Revenue

# **2020-21 Special Education: Estimated Revenues**

# 2020-21 Special Education Grant

**The Special Education Grant provides additional funding for students who need special education programs, services and equipment.**

**The Special Education Grant is made up of the following components:**

- Special Education Per-Pupil Amount (SEPPA);
- Differentiated Special Education Needs Amount (DESNA), previously the High Needs Amount (HNA);
- Special Equipment Amount (SEA);
- Special Incidence Portion (SIP);
- Behaviour Expertise Amount (BEA).

**The Special Education Grant can only be used for Special Education expenditures; any unspent amount is treated as deferred revenue.**

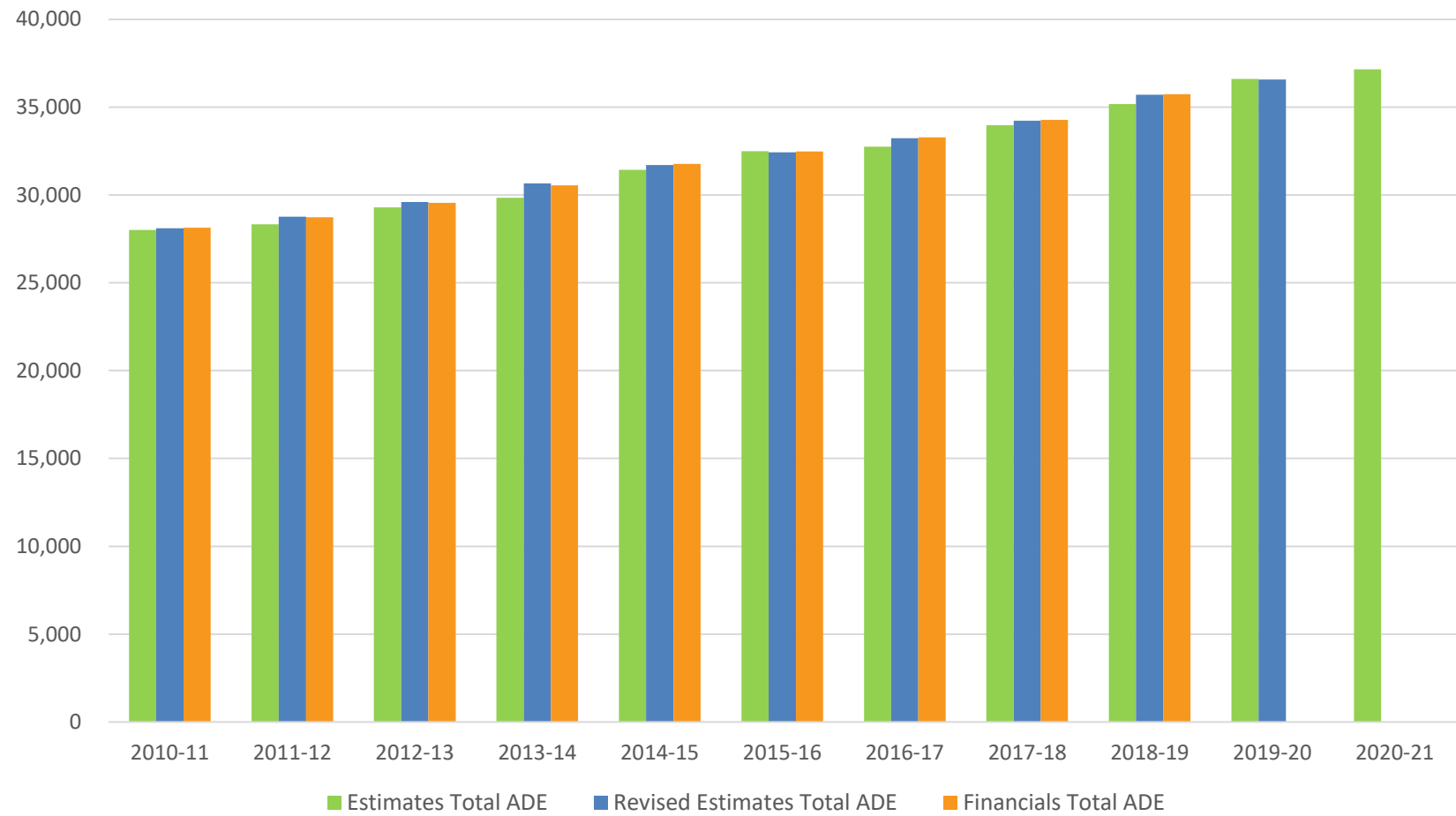


# 2020-21 Special Education Revenue

- The Special Education Allocation **increased** by \$2.159 million over 2019-20 Revised Estimates
  - SEPPA and SEA **increased** \$972,000 and \$26,000 due to enrolment growth and collective agreements(based on reported 2019-20 Revised Estimates without collective agreement impact);
  - DESNA **increased** \$712,000 primarily due to changes in the projected Measures of Variability (MOV) amount and projected MOV Spec Ed Statistical Prediction Model;
  - Multi-Disciplinary Teams **increased** \$22,000;
  - Behavioural Expertise Allocation **increased** \$13,000;
  - Use of SEA carry-forward **decreased** by \$(316,000);
  - Investment in System Priorities funding, resulting from the 2019-20 collective agreement settlement **added** \$793,000,
  - Pupil Foundation Grant, Additional COVID-19 Funding and Announced Priorities and Partnership Funding **decreased** by \$(63,000).

# Enrolment Trends

10 Year Overall ADE Comparison



# 2020-21 Special Education Revenue

Grant Revenue	Enrolment	Amt/Pupil	2020-21
<b>Special Education Per-Pupil Amount (SEPPA)</b>			
JK to 3	11,304.00	\$1,035.38	\$11,703,936
Grades 4 to 8	12,599.50	\$795.31	\$10,020,508.35
Grades 9 to 12	13,249.56	\$524.95	\$6,955,357
			<b><u>\$28,679,800</u></b>
<b>Special Education Equipment Amount (SEA)</b>			
Claims Based Amount			\$400,000
Board Amount			\$10,000
Per-Pupil Amount-Elementary	23,903.50	\$36.10	\$862,940
Per-Pupil Amount-Secondary	13,249.56	\$36.10	\$478,322
			<b><u>\$1,751,263</u></b>
<b>Projected Measures of Variability Amount</b>			
Projected Measures of Variability (MOV) Amount			\$3,558,375
Projected MOV Special Education Statistical Prediction Model Amount			\$13,270,130
DSENA Base Amount for Collaboration and Integration			\$468,832
Multi-Disciplinary Team Support Amount			\$405,103
Multi-Disciplinary Teams Other Staffing Resources			\$359,697
			<b><u>\$18,062,137</u></b>
<b>Special Incidence Portion (SIP)</b>			<b><u>\$1,300,000</u></b>

# 2020-21 Special Education Revenue

(cont.)

Grant Revenue (con't):	Enrolment	Amt/Pupil	2020-21
<b>Behavioural Expertise</b>			
Behavioural Expertise Board Allocation			\$179,940
<i>Per-Pupil Amount-Elementary</i>	23,903.50	5.93	\$141,748
<i>Per-Pupil Amount-Secondary</i>	13,249.56	5.93	\$78,570
ABA Training Board Allocation			\$1,500
<i>Per-Pupil Amount-Elementary</i>	23,903.50	2.95	\$70,515
<i>Per-Pupil Amount-Secondary</i>	13,249.56	2.95	\$39,086
			<b><u>\$511,359</u></b>
<b>Other Revenues</b>			
Pupil Foundation Grant		\$275,368	
Announced PPF's (Formerly EPO)		\$149,700	
Investment in System Priorities		\$793,000	
COVD Spec Ed Funding		\$150,000	
			<b><u>\$1,368,068</u></b>
<b>Special Education Equipment</b>			
PLUS: SEA Enveloping - Opening Balance		224,099	
<i>PLUS: SEA Enveloping - Current Year Allocation</i>		1,351,263	
LESS: Amount Estimated Spent in Current Year		(1,575,362)	
<i>EQUALS: SEA Enveloping - Ending Carry-Forward Balance</i>		0	
THUS: SEA Net Change in Carry-Forward Balance			<b><u>\$224,099</u></b>
<b>TOTAL</b>			<b><u>\$51,896,726</u></b>

# **2020-21 Special Education: Estimated Expenses**

# 2020-21 Special Education Expenses

Expense:	\$
<b>Special Education Resource Teacher Salaries and Benefits</b>	
(Including Secondary Department Heads)	<b><u>\$19,474,000</u></b>
<b>Educational Assistant Salaries and Benefits</b>	<b><u>\$26,185,000</u></b>
<b>Professionals and Paraprofessionals Salaries and Benefits</b>	
Central Administration Staff	
Secretarial Staff	
Social Workers	
Communicative Disorders Assistants	
Child & Youth Counsellors	
Psychometrists	
Speech & Language Pathologists	
Behaviour Analyst	
	<b><u>\$8,638,000</u></b>

# 2020-21 Special Education Expenses

(cont.)

Expense (cont.):	\$
<b>Consultants Salaries and Benefits</b>	
Educational Assistant Supervisors	\$241,000
Special Education Consultants	\$857,000
	<b><u>\$1,098,000</u></b>
<b>Non-Spec Ed Salaries and Benefits (under BAGG)</b>	
Superintendent of Special Education	\$0
Administrative Assistant	\$0
<i>Note 1</i>	<b><u>\$0</u></b>
<b>Total Salaries and Benefits Expense</b>	<b><u>\$55,395,000</u></b>
<b>Other Expenditures</b>	<b><u>\$2,239,000</u></b>
<b>TOTAL SPECIAL EDUCATION EXPENSE</b>	<b><u>\$57,634,000</u></b>

**Note 1:** The Superintendent of Special Education and Special Education Administrative Assistant's salary and benefits are not part of the Special Education expenses. These are included in the Board Administration & Governance Grant. SpecEd Transportation are covered in the Transportation Allocation.

# 2020-21 Special Education Expenses

- Salaries and benefits represent \$55.4 million, or 96.1% of the total Special Education budget;
- The remaining \$2.2 million, or 3.9% of the budget is travel, textbooks, classroom materials, supplies, equipment and workshops;
- Overall, Special Education expenditures are \$4.5 million higher than the 2019-20 Revised Estimates;
- **NOTE:** Special Education transportation cost is approximately \$1.75 million and is captured in the Transportation Budget. Also the salary and benefits for the Superintendent and Administrative Assistant of Special Education are covered under the Board Administration and Governance Grant.



# 2020-21 Special Education Shortfall

<b>SPECIAL EDUCATION REVENUE SHORTFALL:</b>	<b>\$</b>
<b>Special Education Revenue</b>	<b>51,897,000</b>
<b>Special Education Expenditures</b>	<b>57,634,000</b>
<b>Total Special Education Shortfall</b>	<b><u>(5,737,000)</u></b>

- **NOTE:** Other areas of the GSN are meant to complement special education expenses and help close this gap.
- Specialized Classroom revenue was included in past revenue calculation; however this did not generate additional revenue as it only assisted in the enveloping of the expenses.

# **2020-21 Special Education: Additional COVID-19 Funding**

# 2020-21 Special Education COVID Funding

COVID SPECIAL EDUCATION REVENUE		\$
PPF: Supporting Student Mental Health		\$150,000
PPF: Special Education - Return to School		\$163,760
PPF: (Additional Federal Funding Allocation) - Continued Support of Student Mental Health and Special Education: Return to School Program		\$195,940
<b>TOTAL</b>		<b><u>\$509,700</u></b>

COVID SPECIAL EDUCATION EXPENSE	FTE	Estimated \$
Social Worker	1.0	\$94,500
SETs/SERTs	3.5	\$293,500
Itinerant EA	1.0	\$52,000
Itinerant CYC	1.0	\$73,000
<b>TOTAL</b>	<b><u>6.5</u></b>	<b><u>\$513,000</u></b>

# Questions?

# **School Based Rehabilitation Services (SBRS) Update**

**For**

**Halton Catholic District School Board SEAC**

**October 26, 2020**



# Agenda

- Service Delivery Model
- School Visit Criteria for students in school
- Referral Criteria
- Virtual Supports
- Supports for students learning from home
  - Equipment Needs at home to support educational programming
- Contact information for Clinical Services Supervisors
- Communication and Sharing of Information
- Information provided to DSBs

# Guiding Principles

- ErinoakKids will provide Occupational Therapy, Physiotherapy and some Speech Therapy services to students in publically funded schools in order to facilitate participation in school curriculum.
- Family consent must be obtained prior to SBRS being initiated.
- SBRS therapists will assess students to determine level of needs and most appropriate service streams.
- Service plans will be determined in collaboration with school staff.

# Family Engagement

- Active family participation will be encouraged through use of the family portal - **ErinoakKids Connect**.
- Families will receive through the portal
  - their treatment notes
  - Therapy resources
  - Information about appointment dates
- Workshops for families will be available to support work on goals in the home environment



# Referral Forms

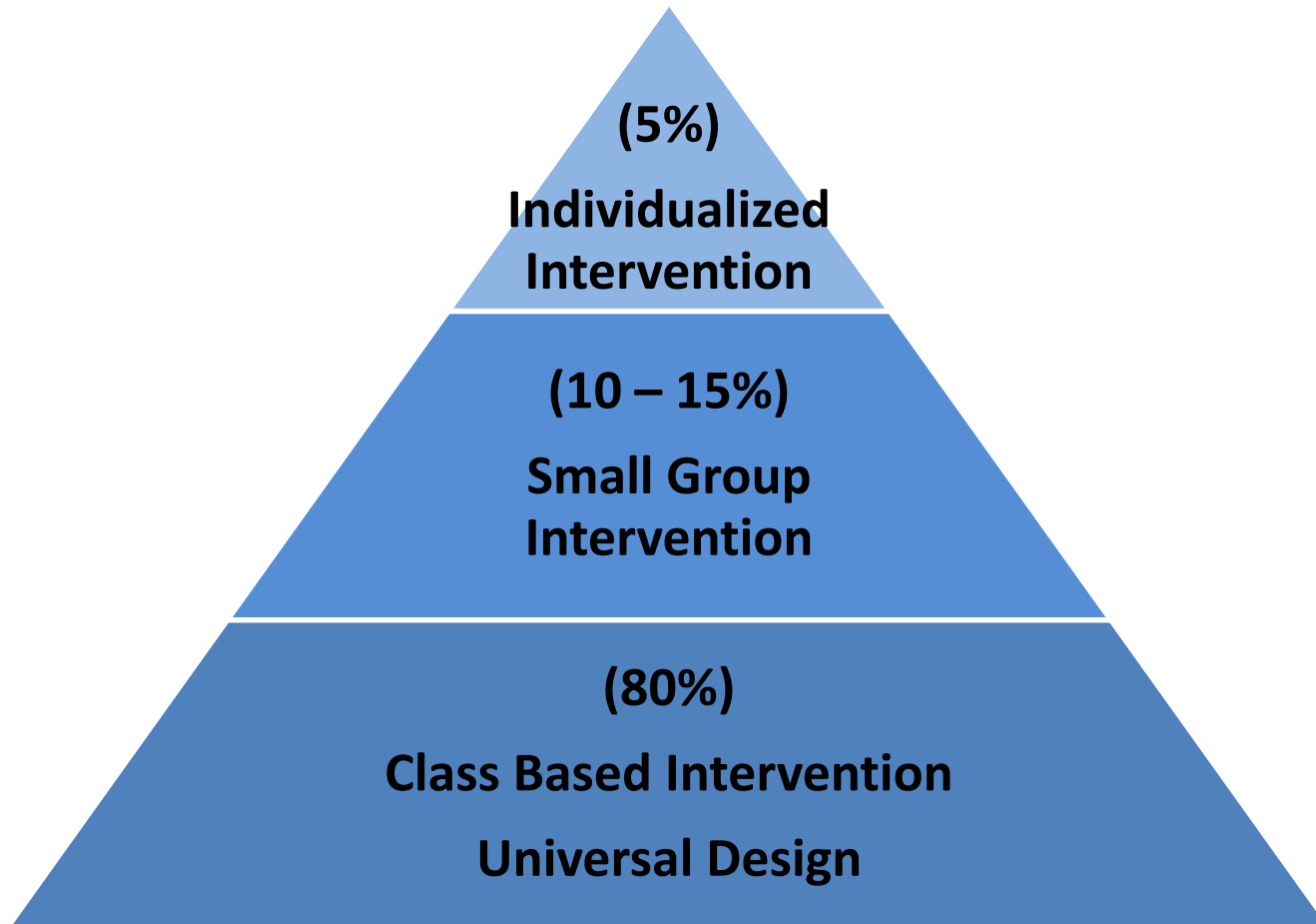
- There will be one referral form for SBRS
- Referrals for SBRS are generated by:
  - the school support team
  - school allied health care professional (e.g. Board SLP)
- Referrals for Speech are made by the School Board Speech Pathologist and supported by the Speech Therapy Questionnaire
- Referrals are to be faxed to ErinoakKids intake or emailed through encrypted email

# Occupational Therapy-Tiered Model of Service

The model is represented as a pyramid with:

- The pyramid base represents serving classrooms using broad universally applied concepts
- The middle represents students who may require additional group or some individualized intervention
- The pyramid top represents specialized intervention for a relatively small number of individuals

# Occupational Therapy - Tiered Model of Service



# Tier 1 – Universal Service

- Universal services benefits all children within the classroom and consists of consultation regarding:
  - changes to the classroom environment
  - instructional methods or materials
- The OT consults to the teacher:
  - within the context of the classroom
  - providing evidence informed strategies and suggestions
- The goal of the service:
  - To increase the capacity of the educator through knowledge transfer from the OT.

# Tier 1 – Universal Service

- The therapy team will include an Occupational Therapists (OT) and Therapy Assistants.
- The frequency of service will be dependent upon size of school and number of identified students requiring OT.
- After using Universal Design services, a child who is still unable to participate fully within the learning environment, may require more intensive service through Tier 2 Targeted Service.

# Tier 2 – Group Intervention

- Specific strategies, skills or accommodations are provided to enable full participation within the classroom
- Intervention can be in a small group format, or individualized consultation or intervention format

# Tier 3 – Service

- Individualized services are required for 5% of children to participate within their environment with specialized strategies, equipment and one-on-one skill development
- Tier 3 is similar to the traditional model of therapy with outcome-focused intervention provided when needs arise, rather than on a continuous basis
- Provide a wrap around of service for out of school needs for physically complex students.

# School Visit Criteria

## Occupational Therapy

### **URGENT** **HIGH risk for** **injury or decline**

- Requires environmental modification and/or equipment for safety or access in the bathroom or classroom (i.e. change table, wheelchair access, toilet safety frame, skin integrity)
- Significant physical needs or change in medical status (i.e. post-surgical, prolonged hospitalization)
- requires assistance to ensure a safe return (or start) to school related to equipment, lifts and transfers

### **PRIORITY** **MODERATE risk** **for injury or** **decline**

- Requires new equipment to support physical needs
- Able to access school but has mobility, equipment and/or accessibility needs within the school environment (i.e. positioning)

### **STANDARD** **MINIMAL / NO** **risk for injury or** **decline**

- Experiencing difficulties with: written output and organizational skills impacting daily function at school
- Requires consultation to maximize participation in activities of daily living and functioning at school
- Displays sensory needs which may potentially pose a risk to self or others



# Referral Form Occupational Therapy Services

For JK – Grade 8 referral:

- ☐ Physical equipment needs
- ☐ OT has identified need for assessment
- ☐ Sensory based needs

For URGENT service:

- ☐ Safety assessment regarding access to school environment
- ☐ Significant physical needs or change in medical status

For PRIORITY service:

- ☐ Able to access school but requires new equipment to support physical needs

# SBRS Physiotherapy

- School consultation for equipment needs, safety and participation within the school environment and curriculum.
- Provide a wrap around of service for out of school needs for physically complex students.

# School Visit Criteria

## Physiotherapy

### **URGENT** **HIGH risk for** **injury or** **decline**

- Mobility/ambulatory status or physical management indicates an immediate safety risk
- Significant physical needs or change in medical status (i.e. post-surgical, prolonged hospitalization)
- requires assistance to ensure a safe return (or start) to school related to equipment, lifts and transfers

### **PRIORITY** **MODERATE risk** **for injury or** **decline**

- Requires new equipment to support physical needs
- Able to access school but has mobility, equipment and/or accessibility needs within the school environment (e.g., walker, stander)
- Significant cardio respiratory function concerns requiring instruction to school personnel for management

### **STANDARD** **MINIMAL / NO** **risk for injury or** **decline**

- Requires consultation to maximize participation in activities requiring gross motor skills, balance or coordination

# Referral Form Physiotherapy Services

- ☐ Safety assessment regarding access to school/ environment
  - E.g., stairs, playground, physical education curriculum
- ☐ Safety/ equipment assessment
  - E.g., walkers, standing frame

For URGENT service:

- ☐ Mobility/ambulatory status or physical management indicates an immediate safety risk
- ☐ Significant physical needs or change in medical status
- ☐ requires assistance to ensure a safe return to school related to equipment, lifts and transfers

# SBRS Speech Therapy

- The team includes a Speech Language Pathologist (SLP) and Speech Language Therapy Assistant (SLTA) to support students with:
  - Moderate to severe fluency/articulation/phonology/voice disorders
- Service options may include :
  - individual intervention
  - home programming
  - group intervention (where applicable)

# School Visit Criteria

## Speech Therapy

### **URGENT** HIGH risk for injury or decline

- Post-operative referrals requiring urgent speech intervention such as cleft palate repairs, vocal cord repair

### **PRIORITY** MODERATE risk for injury or decline

- Severe dysfluency, oral motor difficulties or childhood apraxia of speech with secondary behaviours impacting social and emotional well being  
Post recent acquired brain injury

### **STANDARD** MINIMAL / NO risk for injury or decline

Displays any of the following:

- Voice Disorders (requires ENT report to have been completed within 6 months of referral)
- Dysfluency
- Articulation/Phonology/Motor Speech with moderate to severe sound errors
- Resonance

# Referral Form Speech Pathology Services

- ☐ Transfer from a different School Board
  - ☐ Name of Board
- ☐ **Mandatory** Speech Therapy Questionnaire

For URGENT service:

- ☐ Post-operative referrals requiring urgent speech intervention such as cleft palate repairs, vocal cord repair

For PRIORITY referral:

- ☐ Severe dysfluency, oral motor difficulties or childhood apraxia of speech impacting social & emotional well-being.

# Virtual Care Plan

- Telepractice sessions using Zoom Healthcare available for all distance learners
- Team meetings/ OT Tier 1 consultation may occur virtually upon request
- SLP virtual workshops for families coming soon
- SLPs may use digital tests and virtual care best practices to support assessment and intervention



# Virtual Care Plan

- OT/PT may work with families/vendors to support strategies for curriculum access at home
- OT may do some fine motor assessments for distance/online learners
- Virtual training of simple equipment
- Some assessment/treatment cannot occur virtually (ROM, weight bearing)

# Virtual Workshops

Available on ErinoakKids website:

For Parent and Teacher:

- Gross Motor Skill Development
- Core Strengthening
- Understanding Behavior
- Fine Motor

For Parent:

- One Bite at a Time
- Teaching Daily Living Basic Skills
- Developing Communication
- Introduction to ABA
- Sleep Solutions
- Toilet Learning

# Communication

ErinoakKids is using encrypted email for all email sent to school board recipients

- To communicate and share information with our school board partners (e.g., teachers, Special Ed staff, Principals) without the risk of a breach
- School Board recipients will need to do the one time register for the Cisco Registered Envelope Service (CRES) and then for each encrypted message after that, they will need to enter their CRES password

# Contact Information

Clinical Services Supervisor	School Board	Region	ErinoakKids Intake Fax Number
<b>Susan Bowman</b> T: 905-855-2690 X 2954 C: 416-277-9642 E: <a href="mailto:sbowman@erinoakkids.ca">sbowman@erinoakkids.ca</a>	Halton Catholic District School Board	Oakville, Milton, Acton, Georgetown	905-855-9373
<b>Barbara Kehl</b> T: 905-855-2690 x 4302 C: 647-242-8239 E: <a href="mailto:bkehl@erinoakkids.ca">bkehl@erinoakkids.ca</a>	Halton Catholic District School Board	Burlington	905-855-9373

**MINUTES OF THE CATHOLIC PARENT INVOLVEMENT  
COMMITTEE (CPIC)**

Date: November 9, 2020  
Time: 7:00 pm  
Location: Virtual Meeting

Members Present

T. Arruda Newns  
S. Boulanger  
V. Chininea  
N. Dinolfo  
M. Duarte  
L. Efremova  
D. Foster  
S. Furlong  
D. Garell-Teti  
M. Lourenco  
J. MacLeod  
V. Monaco  
T. O'Brien  
J. Santos  
S. Sywash

Guests:

B. Agnew  
P. Daly  
A. Gonzalez  
N. Guzzo

Regrets: O. Iiuyomade  
A. McKinney  
Fr. Francis Salaslar

Chair: G. Bergin

Recording Secretary A. Brown

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**1. Opening Prayer & Welcome**

The meeting opened at 7:02 p.m. with a welcome from the Chair. The prayer was moved to the commissioning ceremony.

**2. Approvals & Revisions**

**2.1 Agenda**

**Moved by:** J. MacLeod

**Seconded by:** J. Santos

**That,** the agenda be approved.

**CARRIED**

**2.2 Minutes**

**Moved by:** J. MacLeod

**Seconded by:** S. Furlong

**That**, the minutes of the September 29, 2020 Catholic Parent Involvement Committee be approved and submitted.

**CARRIED**

### **3. Welcome and commissioning of new members**

N. Dinolfo led the commissioning ceremony with a power point presentation with prayers, readings and petitions read by members.

### **4. Elections and Acknowledgements**

#### **4.1 Election of co-chair**

The Chair asked members to put their names forward if they were interested in the Co-Chair position, or if you wish to nominate an eligible member. N. Dinolfo and G. Bergin briefly reviewed what the position entails. Nominated members were asked to introduce themselves with a brief bio. 2 members were nominated, one withdrew their nomination.

**Moved by:** J. MacLeod

**Seconded by:** L. Efremova

**Jennifer Santos** was acclaimed as Co-Chair of CPIC. Welcome Jennifer, and Congratulations.

**CARRIED**

#### **4.2 Acknowledgements of non-returning members**

G. Bergin acknowledged the outgoing members for their time, contributions, talents and commitment to CPIC, HCDSB and School Councils over that past many years.

G. Bergin briefly shared information about open positions within CPIC. David Foster joined last year and was acclaimed in September as Community Rep. Discussion continued regarding discrepancies in the by-laws around how OAPSE Director election/appointment is filled. D. Garell-Teti informed members that it is OAPSE who determines the term for the position, not CPIC, and her current position is set to be discussed at the January 2021 OAPSE meeting. She will provide more updates during the OAPSE update.

### **5. Review CPIC Mandate and goals**

N. Dinolfo reviewed CPIC mandate and goals with members:

The Catholic Parent Involvement Committee (CPIC) is a group of parents, trustees and Board staff who actively support parent engagement and involvement throughout the Halton Catholic District School Board. CPIC is regulated by [Regulation 330/10 under the Education Act](#), which came into effect in September 2010, and sets out specific requirements regarding the composition of a Parent Involvement Committee, or Catholic Parent Involvement Committee. CPIC provides a regular opportunity for School Council members to network, share, offer input and enjoy informative presentations on a number of education related topics throughout the school year. CPIC makes parental engagement a priority by providing support on a system-wide basis and promoting dialogue between Catholic School Councils, the Board and members of the community.

The Catholic Parent Involvement Committee recognizes that there are goals inherent in the Board's Mission Statement and Governing Values. In addition to these, our goals are:

- To increase parent involvement and responsibility in the Catholic education process.
- To promote and encourage communication among home, school, parish and community.
- To be informed on current educational issues and practices.
- To serve as a vital link between all of our partners and the Halton Catholic District School Board.

## 6. Board Update

- **General update**
- **Upcoming notable items**

## 7. Trustee update

- **General update**

Trustee Duarte welcomed new members and was pleased with the interest. M. Duarte discussed the following items:

- STEM extracurricular at both secondary and elementary panels. A committee is being struck and will present at Nov. 17 Board meeting
- A motion was put forward at the Nov. 4 Board meeting and Trustees were unanimously in favour of an initiative resource kit with curriculum ideas and activities to recognize "International Day of Persons with Disabilities"
- Nov. 3 Board meeting, Dr. Meghani, Halton Region Chief Public Health officer presented on how Halton Region works with our schools and system to ensure we keep COVID-19 in control in our schools.
- At the same board meeting, there was 1 delegation on the expansion of Early French Program. Director Daly has been asked to provide a preliminary report on the feasibility of expansion to the next board meeting, and a final report in the first week of December
- Secondary French Immersion Program – a report was presented at the last board meeting and will begin Sept 20/21. Sites are Notre Dame in Burlington, St. Ignatius of Loyola in Oakville, Christ the King in Georgetown and the new Milton Secondary School #3, but these students will temporarily be at Bishop Reding until Milton #3 is built.
- **Upcoming notable items**
  - Milton Secondary School 3 boundary review not complete. Recommendations will come to the next board of trustees for a final vote at the board meeting next week. M. Duarte explained that this boundary review has been very complicated and complimented the members of the review committee and board staff for their hard work.
  - Oakville #4 (North) will have a new elementary school opening September 2022. Capital funding is 14.5 million dollars.
  - M. Duarte asked members if they had questions for Trustees present:

M. Lourenco asked Trustee Guzzo if Catholic School Councils have been given an opportunity to respond to the Catholic School Council and CPIC policy procedures.

Response was: at the policy meeting it was referred to CPIC to be reviewed, and then at that point needed stakeholder feedback so it's returning with a staff report to the policy committee and will be discussed tomorrow at the policy meeting. Many councils just had their first meeting in October with their council just formed and didn't have enough time to discuss this. It is still in process and looking for stakeholder input before it goes further.

D. Foster asked a question to Trustee Agnew with regards to what International Day of Persons with Disabilities could look like:

- B. Agnew gave a brief history of International Day of Persons with Disabilities which happens annually on Dec. 3. This year's theme is "Invisible Disabilities" with curriculum ideas and activities to celebrate this day with inclusion awareness, kindness and acceptance.

## 8. OAPCE Update

D. Garell-Teti gave a rundown to new members on what OAPCE stands for. OAPCE is the Ontario Association of Parents in Catholic Education and has been in existence for 81 years. It gives parents a voice at the Provincial level. CPIC is board level. Membership fees are to be paid to have a voice. Each School Council has a responsibility to appoint and OAPCE liaison to communicate from OAPCE to School Council. OAPCE reps attend conferences, webinars and meetings. D. Garell-Teti gave an overview of what her responsibilities are and a description of what her position entails as OAPCE Director of Halton.

Upcoming info. - D. Garell-Teti informed the members of past and upcoming webinars that are available for CPIC members. How information is to be communicated was established. Our board is the communicator to the OAPCE members. Director Denice would like a more efficient method of communicating information to OAPSE members.

N. Dinolfo informed the group that OAPCE email addresses have been collected and information will be distributed through email with School Council Chairs/Co-Chairs and school administration cc'd. Concern was raised that not every school has an OAPCE rep, even though it is mandated by the Ministry of Education. N. Dinolfo clarified that if a school does not have an OAPCE rep, the responsibility falls to the Chair/Co-Chairs.

## 9. By-law review

G. Bergin proposed to establish a sub-committee as there are some discrepancies and dated by-laws. Last year CPIC did very little review of by-laws. All members were encouraged to read the by-laws and bring forward proposals to amend, revise, delete or add items to bring by-laws up to date. In reviewing by-laws, some were contradictory in terms of reference and by-laws. Examples given on what to look for and thinks it's good practice to review every few years. J. MacLeod suggested if any new members have legal background, to advise as this seems like a big undertaking. N. Guzzo offered staff support to be sure by-laws are in line with board policies.

### ➤ Establish sub-committee

**Moved by: M. Lourenco**

**Seconded by: T. Arruda Newns**

Motion to strike a sub-committee, whose mandate would be to review and put forward recommendations of revisions to CPIC by-laws.



**CARRIED**

G. Bergin called for anyone who wishes to volunteer, to email their names to [cpic@hcdsb.org](mailto:cpic@hcdsb.org), as members were having difficulty with the chat feature in TEAMS.

**10. Council of Chairs meeting Agenda**

- G. Bergin discussed that at prior meetings it was suggested that a board member speak at Council of Chairs meeting about D2L. N. Dinolfo agreed that it was a very good idea and that staff having been working hard to prepare a presentation for parents. Curriculum Dept. has info. to share – similar to info. at Curriculum Night at schools.
- OAPCE reps. will be commissioned that evening.
- Interest in Mental Health speaker to focus on families/children/student stressors of school life and beyond.
- Tech. - assistance in helping families and kids/students manage screen time.
- Include a networking component with small break out groups so council members can interact with each other.
- M. Lourenco inquired if these could be recorded and shared with School Council members at individual schools. She also suggested training sessions around the role of School Council.
- Date for Council of Chairs meeting is Wednesday, November 25<sup>th</sup>.

**11. Other Business/Future Agenda items**

- Conversations around finding representatives and alternates for upcoming meetings.
- B. Agnew will present at next Council of Chairs meeting on SEAC and who they are and what they do.

**12. Closing Prayer**

N. Dinolfo thanked all members for being so productive and minding the norms of using the hands and mics/cameras off for a more efficient meeting. She then closed the meeting with a prayer.

**13. Adjournment**

Meeting was adjourned at 8:37 p.m.

## POLICY COMMITTEE MEETING MINUTES

Date: November 10, 2020  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Trustee Present      B. Agnew  
                                P. DeRosa (Electronically)  
                                M. Duarte (Electronically)  
                                N. Guzzo, Chair  
                                V. Iantomasi (Electronically)  
                                H. Karabela (Electronically)  
                                P. Murphy (Electronically)  
                                T. O'Brien (Electronically)  
                                J. O'Hearn-Czarota (Electronically)

Student Trustees Present    N. Gubert (Electronically)

Staff Present              P. Daly, Director of Education  
                                E. Bakaic, Superintendent of Education, School Services (Electronically)  
                                N. Dinolfo, Superintendent of Education, School Services (Electronically)  
                                A. Cordeiro, Superintendent of Education, School Services (Electronically)  
                                A. Lofts, Superintendent of Education, Business Services (Electronically)  
                                R. Merrick, Superintendent Facilities Services (Electronically)  
                                L. Naar, Superintendent of Education, School Services (Electronically)  
                                J. O'Hara, Executive Officer, Human Resources Services (Electronically)  
                                M. Grysiuk, Manager, Privacy and Records Information (Electronically)  
                                A. Swinden, Manager, Strategic Communications (Electronically)  
                                B. Vidovic, Senior Manager, Planning Services (Electronically)

Recording Secretary        M. Zammit/R. Di Pietro

### 1. Call to Order

#### 1.1 Opening Prayer (N. Guzzo)

The meeting opened at 7:00 p.m. with a prayer led by Trustee Guzzo.

### 2. Approvals

#### 2.1 Approval of Agenda

**P#89/20**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the agenda be approved.

The Chair called for a vote. **P#89/20 UNANIMOUSLY CARRIED**

**2.2 Approval of Minutes (October 13, 2020)****P#90/20****Moved by:** M. Duarte**Seconded by:** B. Agnew**That,** the minutes of the October 13, 2020 Policy Committee be approved.The Chair called for a vote. **P#90/20 UNANIMOUSLY CARRIED.****3. Declarations of Conflict of Interest**

There were no Conflicts of Interest.

**4. Action Items****4.1 Policy I-04 Cross Boundary School Attendance (E. Bakaic/A. Lofts)****P#91/20****Moved by:** B. Agnew**Seconded by:** T. O'Brien**That,** the Policy Committee recommends that Policy I-04 Cross Boundary School Attendance, be forwarded, along with amendments, to the November 17, 2020 Regular Board Meeting for approval.The Chair called for a vote. Recommendation **P#91/20 UNANIMOUSLY CARRIED****4.2 Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee (N. Dinolfo)****P#92/20****Moved by:** T. O'Brien**Seconded by:** B. Agnew**That,** Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee along with Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement be deferred until feedback is received from all CPIC members and Catholic School Councils.The Chair called for a vote. Recommendation **P#92/20 UNANIMOUSLY CARRIED**

Staff to consider including the definition of a CPIC community representative in the policy/procedure.

**4.3 Policy I-29 School Boundary Review Process (A. Lofts/R. Merrick)****P#93/20****Moved by:** B. Agnew**Seconded by:** M. Duarte**That,** the Policy Committee recommends that Policy I-29 School Boundary Review Process be forwarded, to the November 17, 2020 Regular Board Meeting for approval.The Chair called for a vote. Recommendation **P#93/20 UNANIMOUSLY CARRIED**

**5. Discussion Items****5.1 Trustee Code of Conduct (P. Daly)**

For information purposes P. Daly provided Trustees with a number of other boards' policies/procedures that are used.

P. Daly to provide a comparison chart at the December 8, 2020 Policy Committee meeting that will identify some of the key areas that HCDSB differs.

**5.2 Terms of Reference (N. Guzzo)**

N. Guzzo advised that the Policy Committee does not currently have a set terms of reference and follows the same rules as Board meetings. Trustees in agreement that similar to Board meetings, HCDSB procedural by-laws will be followed.

**5.3 Online Forms – New Policy & Procedure (P. Daly)**

At the October Policy meeting it was suggested that a policy and procedure be developed to support the completion and submission of paper forms to online forms.

Additions can be made to the existing policy and procedure to address online forms that are problematic. P. Daly suggested a staff report be presented at an upcoming board meeting outlining which problematic forms should be changed over to online. This will allow an opportunity for discussion to determine which forms should be transferred to online along with the appropriate timeframes.

**5.4 Update on Committee – Policy II-40 Bullying Prevention and Intervention (N. Guzzo)**

It was noted this is a working group and not a committee. Information was provided on the working group and the first upcoming meeting taking place on November 11, 2020. N. Guzzo to address the timeframe of upcoming meetings to determine if a later start time can be accommodated. Policy recommendations will be brought back to the Policy Committee for consideration.

**6. Information Items****6.1 Administrative Procedure VI-42 School Staff Meetings (J. O'Hara)****6.2 Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee (N. Dinolfo)**

Procedure is deferred along with the policy.

**6.3 Administrative Procedure VI-88 School Boundary Review Process (A. Lofts, R. Merrick)****6.4 Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel – Draft PPM (P. Daly)**

Ontario Regulation 274/12 (Hiring Practices) has been revoked. A draft PPM was shared with Trustees first week of November. School boards will be expected to have their own hiring policies that meet the expectations in the PPM no later than December 31, 2020.

**6.5 Upcoming Agenda Items (December 8, 2020)****6.5.1 Election of the Chair of the Policy Committee (December 8, 2020 – December, 2021)**

- 6.5.2 Policy II- 17 Pastoral Reference (J. O'Hara)
- 6.5.3 Policy III-04 Employee Assistance Program (J. O'Hara)
- 6.5.4 Policy III- 10 Criminal Reference Check Applicants for Employment (J. O'Hara)
- 6.5.5 Policy II-45 Equity and Inclusion (S. Jayaraman)
- 6.5.6 Board Correspondence – New Policy (N. Guzzo)

List of upcoming policies and procedures was provided as information.

**7. Miscellaneous Information**

There was no miscellaneous information.

**8. In-Camera**

**8.1 Approval of In-Camera Meeting Minutes (October 13, 2020)**

***P#94/20***

***Moved by:*** B. Agnew

***Seconded by:*** P. DeRosa

***That, the meeting move to meeting in camera***

***CARRIED***

The meeting moved in to in-camera at 8:43 p.m.

The meeting moved out of in camera at 8:44 p.m.

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

There were no absentees.

**10. Motion to Adjourn/ Closing Prayer (M. Duarte)**

***P#95/20***

***Moved by:*** P. DeRosa

***Seconded by:*** M. Duarte

***That, the meeting adjourn.***

The Chair called for a vote. ***P#95/20 UNANIMOUSLY CARRIED***

M. Duarte closed the meeting with prayer at 8:45 p.m.