

**REGULAR BOARD MEETING
AGENDA**

Date: June 1, 2021
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

	Pages
1. Call to Order	
1.1. Opening Prayer, National Anthem, and Oath of Citizenship (N. Gubert)	
1.2. Motions Adopted In-Camera	
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2. Approval of the Agenda	
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14.	In Camera	

15. Resolution re Absentees
16. Adjournment and Closing Prayer (N. Guzzo)



Education Development Charges By-Law Amendment 2021	Item 4.1
June 1, 2021	

Alignment to Strategic Plan

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

Purpose

The purpose of this presentation is to provide a brief overview to Trustees on the application and scope of Education Development Charges, as well as provide background information on the proposed Education Development Charges (EDC) By-law Amendment.

Comments

As part of the June 1, 2021, Regular Meeting of the Board, staff have invited Mr. Jack Ammendolia from Watsons and Associates to provide a brief presentation on the proposed Education Development Charges (EDC) By-law Amendment, specifically the scope and application, as well as provide a brief history on what has transpired.

Report Prepared by:

B. Vidovic
Senior Manager, Planning Services

Report Submitted by:

A. Lofts
Superintendent, Business Services and Treasurer of the Board

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



<p>Science, Technology, Engineering, and Mathematics (STEM) Steering Committee Presentation</p>	<p>Item 4.2</p>
<p>June 1, 2021</p>	

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 presentation is to share with Trustees the work undertaken by the STEM Steering Committee.

Background Information

On June 2nd, 2020, a motion was passed to strike a Steering Committee to determine how to increase the profile and interest in STEM co-curricular and extra-curricular activities in both the elementary and secondary panels.

Meetings have been ongoing since October 2020, including our Director of Education, Chair and Vice-Chair of the Board, Trustees, representatives of our Elementary and Secondary OECTA units, Elementary and Secondary administrators, other members of our Curriculum and Student Success teams, and a staff representative from McMaster University.

To generate a STEM strategy, the work of the Steering Committee has included: examining current HCDSB programs and initiatives, gathering information from other School Districts as well as higher education, industry, and government resources.

Comments

A vision statement, overarching philosophies, system, school, and professional development recommendations will be presented.



Conclusion

We believe that undertaking this initiative in full will increase student interest and participation in STEAM opportunities - both co-curricular and extra-curricular - and will build on the solid foundation already found across the Halton Catholic District School Board.

Report Prepared &

Submitted by:

J. Crowell
Superintendent of Education, Curriculum Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



Regular Board Meeting

Declined Delegations	Item 5.1
June 1, 2021	

As per Policy I-06 - Delegation to the Board, a total number of three (3) delegations were declined for the June 1, 2021 Regular Board Meeting.

Submitted and approved by: P. Murphy
 Chair of the Board and Milton Trustee

Thank you for allowing me to speak to you about Trustees on the board. The Education Act and the Municipal Voting acts are quite clear that a Trustee on a Catholic School Board must be Catholic. Only Catholics can direct their taxes to the separate school system.

Since 1984 we have had open access at the secondary level. However, these families have chosen to send their children to a Catholic Secondary School and as such must abide by the rules that exist.

At HCDSB Policy No. 1-26 addresses the student trustees.

Under the section “Principals” note that education is a shared responsibility with home, school, parish and the extended Catholic educational community.

The Board endorses student representation on the Board as a means of fostering the development of future Catholic community leaders.

In the section on requirements it is quite clear that the student must be Catholic. They attend Mass regularly, have a letter of endorsement from their principal and parish priest.

They should have beginning knowledge of current key issues affecting Catholic Education.

I know policies can be changed but it is important to understand what you are changing them for. If we are to keep Catholic Education we must protect it.

One of the most important roles of a Catholic Trustee is to Protect, Promote and Preserve Catholic Education. To this day particularly at election time we have people quite prepared to get rid of Catholic Education. Quebec decided to go with a language based system and so Catholic Education was gone from a Province where it started in the 1600’s.

Newfoundland lost their Catholic Schools because of financial issues in the Province. They do have private Catholic Schools but no funding for them.

We have a long history of fighting for our rights to exist in this province. Section 93 of The British North America Act of 1867 guaranteed The rights to educate their children in Catholic Schools. Without this guarantee there would have been no Confederation.

Before that it was the Scott Act, or the Separate School Act.

It is so important to understand the history of education in this Province. I would recommend that you read "A promise fulfilled. OCSTA commissioned Michael Power to work on this project. It is a political history of Catholic Education in Ontario with particular emphasis on the role of Catholic school trustees.

The issue at hand is the desire of non Catholic students to be Trustees. Because the property taxes go to the public Board, and therefore no one in that house can vote for a Catholic trustee, it seems to me to be an issue that is easily resolved.

From what I understand these students, who with their parents have decided on a Catholic Education, wish to be Trustees as they are looking at the bursary. It is much bigger than that.

These student leaders have to be role models to all students.

The Education Act is quite clear that a Board may establish a bursary, so perhaps something can be done for non Catholic students. Look for leaders among them.

Please remember Catholic Education is not ours to lose. It is ours to give away.

Thank you

At the time this delegation script was due, it was unknown as to whether the board would be required to reinstate the Grade 9 pre-AP and pre-IB math courses that the board had been planning to de-stream at time of writing.

In either case, my purpose in delegating to you this evening is to request a **Staff Report to trustees that clearly explains the Advanced Placement (AP) and International Baccalaureate (IB) programs offered by HCDSB and to provide clarity to the very confusing information presented by staff at the May 18th board meeting.**

Should the matter remain unresolved before tonight's board meeting (June 1st), I hope that the information I will share with you, along with the questions that I, and many other parents who listened to the May 18th board meeting have will help to inform your decision around the appropriate way to provide Grade 9 pre-AP and pre-IB math instruction.

I have had at least one child in the AP program for the last six years, and have attended several AP presentations at the school starting when my oldest was in Grade 7, more than 7 years ago. Never, have I ever, heard the AP program or any of the courses described as they were at the May 18th board meeting – that is, as an “Academic class with pre-AP curriculum extensions”, or that the pre-AP students were “clustered” together in separate Academic classes. Frankly, this argument seems to have been developed as a rationale for eliminating the pre-AP/IB courses.

The Pre-AP and AP courses have always been separate courses, with unique course codes, separately timetabled. It seems the board has confused the concept of a “course”, with the concept of a “credit”. Staff repeatedly stated that the board has never given an AP credit. I suppose that’s true, but I really think that is semantics. To my understanding, a course is a predetermined program of study with a set curriculum, and the credit is the recognition that the course expectations were met. The Ministry sets the curriculum expectations for the courses that students are required to take or are able to choose from (ie. electives) in order to earn an Ontario Secondary School Graduation Diploma and graduate high school. Local school boards, and I believe even schools, may create their own courses, but in order to earn a credit recognized by the Ministry towards a high school diploma, the course must meet the Ministry’s curriculum expectations, at a minimum. The fact that the board has never given out pre-AP or AP credits is irrelevant and actually meaningless. There is no such thing. Presumably the pre-AP and AP courses meet the Ministry’s expectations for Academic courses and that is why an Academic credit is granted. But that doesn’t change that the fact that the courses were separate, and fundamentally different. This is further evidenced by the fact that Grade 9 Pre-AP math is currently a pre-requisite for Grade 10 Pre-AP math and so on. If the pre-AP students were earning the same credit as their friends in the Academic courses, couldn’t their friends have moved from a Grade 9 Academic class into a Grade 10 Pre-AP class? That doesn’t make much sense, does it? Well neither does saying that pre-AP math is “just” Academic math with pre-AP extensions.

These courses are also taught by AP certified, or at a minimum AP trained teachers. At least, that is what parents have been told. In fact, it was my understanding that certain courses have not been offered due to a lack of staff with the appropriate AP qualifications. So, **are the Grade 9 destreamed math classes all going to be taught by AP certified or trained teachers to ensure they can appropriately deliver the pre-AP “extensions”?** This is a key element missing from the conversations to date and I think it really needs to be addressed. The more elements we change in these programs, the more you are threatening their integrity.

Staff originally stated that the destreaming/elimination/cancellation, whatever you want to call it, of pre-AP Grade 9 math was part of the Ministry’s destreaming mandate. When pressed, the narrative changed to saying that continuing to offer pre-AP Grade 9 math would not be in the “spirit” of the Ministry’s mandate. That language makes it clear that this was a board interpretation. It is neither correct that the Ministry has mandated the elimination of pre-AP or pre-IB Grade 9 math, or that doing so is in the spirit of their mandate. The Ministry’s mandate is to ensure students’ pathway choices are not limited by streaming in Grade 9. The destreamed math course, available to all students, addresses that issue. Offering additional, specialized or optional programming does not interfere with that goal whatsoever. In fact the Ministry has been quite clear that their mandate is to eliminate the Applied and Academic streams and that specialized or optional programs, such as Advanced Placement or International Baccalaureate are entirely within the board’s discretion to offer or not.

So yes, the board could still discontinue these courses or cancel these programs altogether. But why on earth would you, if you didn't have to? These programs provide excellent learning opportunities for our students and increased enrollment to schools that offer them.

While staff made it clear that the board has never granted a pre-AP or AP credit, they did make a point of stating how many AP students might ultimately write the AP College Board exam. Staff projected how many of the incoming grade 9 pre-AP students might eventually write the AP exam - I believe it was 96 of 484, but did not explain how that number was calculated. **I would like to know on what basis that number was determined. Also, what is the relevance of that number as a percentage of AP students or better still, total students, in the grade?**

Staff also mentioned that "every year" quite a few non-AP students wrote AP exams and earned advanced standing or university credits - however, no numbers were provided. **I would like to ask staff exactly how many HCDSB non-AP students, on average, earn a university credit by writing the College Board exam in an average year.**

On a side note, it was stated that the success of these students is based solely on the good work of their teachers in their Academic classes. I don't want to take anything away from the teachers' contributions, but I do think we need to give some credit, or should I say, acknowledgement to the students who were successful in their attempts.

But I digress.

In talking about the elimination of grade 9 programming, **why are we talking about an exam they may or may not write in 4 years? And why do we care about students who write those exams despite never being a part of the program? How on earth is any of that relevant to the existing courses being cancelled?**

This is not the first time I've heard the board define an AP student by whether or not they were registered for a college board exam. All of this focus on exams makes me wonder if the board is more interested in earning feathers in their cap, or promotional data to attract new students, rather than the learning and development of their current students. When I hear success measured by graduation rates or exam success, it makes me think the board doesn't have the right priorities. The end goal here is not high school graduation, exam success or advanced university standing or credit accumulation. The end goal needs to be that students are prepared for whichever pathway they choose and that they are working towards achieving their full potential. None of that comes from writing an exam on one day. That comes from 14 years of appropriate learning and skill development.

Admittedly I'm not an educator but I'm a bit unclear on what the "curriculum extensions" would be for the Grade 9 Pre-AP math. The AP program is an accelerated program – that is how it covers all the regular high school curriculum as well as first year university curriculum in four years of high school. While I'm not as familiar with the other subject areas, I'm very

familiar with the Grade 9 Pre-AP math curriculum as I helped my son prepare to write a challenge exam when he was in Grade 8. Currently, the Grade 9 pre-AP math curriculum covers all of the Grade 9 Academic curriculum as well as some of the Grade 10 Academic curriculum. While teachers can differentiate the pace of learning (ie. by compacting the curriculum), I don't know that it is possible for a student or even a group of students within a class to move ahead through the course content or how a teacher could possibly manage a class like that. It also seems highly unlikely that all of the students in a destreamed class would cover all of the content that pre-AP students currently cover in their Grade 9 math course. So how and when do the pre-AP students get to the Grade 10 level content? Is it all jammed in by extensions at the end of the course? Or is the board planning to jam more into Grade 10 Pre-AP? I would expect that would then make that course more challenging and out of reach for more students, which seems the opposite of what the board has stated they are hoping to achieve by providing all students – who would previously been in Applied, Academic or AP/IB classes – with a common curriculum.

At the May 18th board meeting, staff stated that there were other boards planning to “deliver” the pre-AP/IB in the same manner as HCDSB, and others, but “not many” who would continue to offer them as separate courses. But when asked to provide details, staff was not able to do so. How does staff know what other boards are doing if they can't name them? I have confirmed that the biggest boards in southern Ontario (Toronto, Toronto Catholic, York Region, York Catholic, Peel and Dufferin Peel Catholic) are indeed continuing to offer pre-AP grade 9 math as stand alone courses but I'm not aware of any boards that plan to deliver the curriculum

within a destreamed class, as HCDSB intends to do. **I'd like to ask the board to provide the names of the other boards that intend to deliver pre-AP/IB math as curriculum extensions within a destreamed math class.**

When asked about what other boards were doing, staff also mentioned that different school boards were taking different approaches, and "meeting the needs of the individual families and the constituents of those school boards". I would like staff **to explain who decided on the approach that was right for *this* board and what were determined to be the needs of our families and constituents? Were HCDSB families consulted, and how? I would also like to know if the secondary math teachers, who will be expected to deliver the destreamed curriculum, in addition to the pre-AP extensions were consulted.**

I would also like further information and clarification regarding the destreaming success in other jurisdictions. It was stated that Ontario is the only province that streams in grade 9 but I found at least one school board in Alberta that provides Pre-AP and other advanced programming between grades 7-9, and AP in grades 10-12.

It was stated that "other provinces are doing quite well with their pre-AP preparations in grade 9 despite not having streamed programs". **What is the evidence or data that supports that statement?**

Specific reference was also made to "data out of the TDSB and the data that is shared across the

country indicates that students are thriving in pre-AP math programs in a destreamed environment." **I would like to know how "thriving" is determined or measured and the source from which this determination was made.** The discussion points that were presented prior to that statement were simply about marginalized students moving from Applied to Academic courses but there was no other data about their performance in post-secondary...or secondary for that matter. Also, TDSB has continued to offer pre-AP as a separate course and will continue to do so as of September. With all of that, **I'm hoping staff can explain the statement that "students are thriving in pre-AP math programs in a destreamed environment".....in TDSB and otherwise.**

Staff also mentioned that the Ministry's mandate was not only to destream the curriculum but to "destream the populations within those classrooms". I have never heard of that term or concept. **I would like staff to explain what is meant by "destreaming populations" and/or provide a Ministry reference.**

The information provided at the May 18th board meeting resulted in more questions than answers and I'm hoping that Trustees will request a staff report to provide clarification and address these many questions.

Dear Members of the Board of Trustees of the Halton Catholic District School Board.

My name is Mary-Frances Quinn and I am a grade 8 student at St. Marguerite d'Youville school in Oakville.

At your last meeting you heard from my mom and my sisters who asked you to change your decision and keep the grade 9, pre-AP math program.

Today I am here by myself to ask you to do the same thing. One of the questions that was asked in the meeting last week to my sister was how not having the pre-AP math program would have hurt her interest in STEM and being challenged in math.

In elementary school there are people in my class who are not very interested in math. They don't pay attention to the teacher, don't finish their homework, don't study for tests. I try very hard in math. I keep good notes and spend hours doing my homework and studying for tests. I applied for the pre-AP math program because I saw how well my sisters had done in math. This year, Charlotte got a perfect grade in grade 10, pre-AP math and my sister Adelaide got accepted into some great universities in Canada and the USA, to study math and science. I know that the pre-AP courses are advanced and can help me to do well too. If I have to be in the same class with students who are not interested in math next year, like in elementary school, I don't think I will have the same opportunity or experience that my sisters had.

I think if we want to help students do better in math, that it should start in grade two or three and up to grade 8 and not by cancelling pre-AP math in grade 9. I think if you did that, there would be more students like me, who want the challenge of pre-AP math in grade 9.

With so many students I know who have to go to Kumon or other tutors for math, I think students need more help at younger ages and I don't think that keeping me or other students out of pre-AP grade nine math is going to help those struggling with math, but I do think that cancelling the pre-AP grade nine math class it will hurt us students who were selected for it.

Please allow me and my fellow students to keep our pre-AP math program for grade 9 in September.

Thank you,
Mary-Frances Quinn

MINUTES OF THE REGULAR BOARD MEETING

Date: May 4, 2021
Time: 7:30 p.m.
Location: Catholic Education Centre
802 Drury Lane, Burlington

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

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

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

Also Present: L. Collimore, Chief Officer, Research and Development Services (Electronically)
A. Cross, Senior Manager, Financial Services (Electronically)
S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically)
A. Kapur, Parliamentarian (Electronically)
A. Swinden, Manager, Strategic Communications

Recording Secretary: R. Di Pietro

1. **Call to Order**

The Chair called the meeting to order.

1.1 **Opening Prayer, National Anthem, and Oath of Citizenship (N. Gubert)**

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

1.2 **Motions Adopted In-Camera**

There were no motions adopted in-camera.

1.3 **Information Received In-Camera**

The following information was received in-camera:

Robert Biturajac, Andrew Bourque, Irina Clipa, Guy Coulas, Julianna Crowell, Francesca Ianni and Timothy McCarthy appointed as Department Heads effective September 1, 2021 for a period of up to four (4) years.

2. **Approval of the Agenda**

#121/21

Moved by: N. Guzzo**Seconded by:** T. O'Brien**RESOLVED**, that the agenda be re-ordered so that all information reports are before the action reports.

The Chair called for a vote on #121/21:

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

The motion was **DEFEATED**.

#122/21

Moved by: P. DeRosa**Seconded by:** V. Iantomasi**RESOLVED**, that action item 8.6 Multi-Year Strategic Plan - Mission, Vision, and Values be removed from the agenda.

The Chair called for a vote on #122/21:

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

The motion was **DEFEATED**.

#123/21

Moved by: M. Duarte**Seconded by:** B. Agnew**RESOLVED**, that agenda be approved.

The Chair called for a vote on #123/21:

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

The motion **CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

5.1 Declined Delegations

A total of 16 delegations were declined.

5.2 Student Trustee Exclusivity (A. Ahmed, K. Valencia)

A delegation regarding all students having the opportunity to run for a student trustee position was presented.

6. Approval of Minutes

6.1 Minutes of the April 6, 2021 Regular Board Meeting

#124/21

Moved by: B. Agnew

Seconded by: T. O'Brien

RESOLVED, that the minutes of the April 6, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#124/21**:

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

The motion **CARRIED**.

6.2 Minutes of the April 20, 2021 Regular Board Meeting

#125/21

Moved by: B. Agnew

Seconded by: T. O'Brien

RESOLVED, that the minutes of the April 20, 2021 Regular Board Meeting be approved.

The Chair called for a vote on *#125/21*:

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

The motion *CARRIED*.

6.3 Minutes of the April 26, 2021 Special Board Meeting

#126/21

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarota

RESOLVED, that the minutes of the April 26, 2021 Special Board Meeting be approved.

The Chair called for a vote on *#126/21*:

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

The motion *CARRIED*.

7. Business Arising from Previous Meetings

7.1 Summary of Outstanding Items from Previous Meetings

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

8. Action Items**8.1 Response to Delegation**

#127/21

Moved by: M. Duarte*Seconded by:* H. Karabela*RESOLVED, that the Board of Trustees receive the delegation regarding Student Trustee Exclusivity as information.*

The Chair called for a vote on #127/21:

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

The motion **CARRIED**.**8.2 Recommended Names for Milton No. 3 Catholic Secondary School (E. Bakaic)**

#128/21

Moved by: M. Duarte*Seconded by:* P. Murphy*RESOLVED, that the Halton Catholic District School Board approve the following two (2) school names, ordered in priority, as possible names for the new Milton No. 3 Catholic Secondary School:**1st Choice: St. Kateri Tekakwitha Catholic Secondary School (preferred)**2nd Choice: St. John Bosco Catholic Secondary School (alternate)**BE IT FURTHER RESOLVED, that the Board approved list of possible school names be submitted to Bishop Douglas Crosby for his consideration and response.*The Chair called for a vote on #128/21 and it **UNANIMOUSLY CARRIED**.**8.3 2021-2022 School Year Calendar (N. Dinolfo)**

#129/21

Moved by: M. Duarte*Seconded by:* J. O'Hearn-Czarnota*RESOLVED, that the Halton Catholic District School Board approve the 2021-2022 School Year Calendar as presented.*The Chair called for a vote on #129/21 and it **UNANIMOUSLY CARRIED**.

**8.4 Bishop P.F. Reding Catholic Secondary School Renewal Funding (R. Merrick)
#130/21**

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve, for the proposed additional renewal requirements at Bishop P.F. Reding Catholic Secondary School, and that the expenditures will not exceed \$550,000.

The Chair called for a vote on **#130/21**:

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

The motion **CARRIED**.

**8.5 2021-22 Capital Priorities Program Submission (A. Lofts)
#131/21**

Moved by: M. Duarte

Seconded by: V. Iantomasi

RESOLVED, that the Halton Catholic District School Board approve the proposed ranking of capital projects for the 2021-22 Capital Priorities Program as follows:

Ranking 2021-22 Capital Priorities Project List

1. Milton #9 Catholic Elementary School
2. Milton #3 Catholic Secondary School Addition
3. Vision Georgetown #1 Catholic Elementary School
4. Milton #11 Catholic Elementary School
5. North Oakville #3 Catholic Elementary School
6. Georgetown West CES/Holy Cross Replacement Facility
7. Dominic Catholic Elementary School Rebuild

RESOLVED, that the Board authorize staff to submit the Board's 2021 Capital Priorities Business Case Submission to the Ministry of Education for funding consideration as outlined in the relevant Ministry memorandum.

#131/21 (AMENDMENT)**Moved by:** J. O'Hearn-Czarnota**Seconded by:** M. Duarte

RESOLVED, that the Halton Catholic District School Board approve the proposed ranking of capital projects for the 2021-22 Capital Priorities Program as follows:

Ranking 2021-22 Capital Priorities Project List

1. Milton #9 Catholic Elementary School
2. Milton #3 Catholic Secondary School Addition
3. Georgetown West CES/Holy Cross Replacement Facility
4. Milton #11 Catholic Elementary School
5. North Oakville #3 Catholic Elementary School
6. Vision Georgetown #1 Catholic Elementary School
7. Dominic Catholic Elementary School Rebuild

RESOLVED, that the Board authorize staff to submit the Board's 2021 Capital Priorities Business Case Submission to the Ministry of Education for funding consideration as outlined in the relevant Ministry memorandum.

The Chair called for a vote on **#131/21 (AMENDMENT)** and it **UNANIMOUSLY CARRIED**.

#131/21 (AS AMENDED)**Moved by:** M. Duarte**Seconded by:** V. Iantomasi

RESOLVED, that the Halton Catholic District School Board approve the proposed ranking of capital projects for the 2021-22 Capital Priorities Program as follows:

Ranking 2021-22 Capital Priorities Project List

1. Milton #9 Catholic Elementary School
2. Milton #3 Catholic Secondary School Addition
3. Georgetown West CES/Holy Cross Replacement Facility
4. Milton #11 Catholic Elementary School
5. North Oakville #3 Catholic Elementary School
6. Vision Georgetown #1 Catholic Elementary School
7. Dominic Catholic Elementary School Rebuild

RESOLVED, that the Board authorize staff to submit the Board's 2021 Capital Priorities Business Case Submission to the Ministry of Education for funding consideration as outlined in the relevant Ministry memorandum.

The Chair called for a vote on **#131/21 (AS AMENDED)** and it **UNANIMOUSLY CARRIED**.

8.6 Multi-Year Strategic Plan - Mission, Vision, and Values (M. Duarte)**#132/21****Moved by:** B. Agnew**Seconded by:** N. Guzzo

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Multi-Year Strategic Planning Committee that based on stakeholder feedback, that the Board accept results and make changes to the HCDSB Mission, Vision and Values.

#133/21**Moved by:** M. Duarte**Seconded by:** B. Agnew**RESOLVED**, that the meeting move past 10:00 p.m.The Chair called for a vote on **#133/21**:

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

The motion was **DEFEATED**. The meeting would have to adjourn following item on the table.

The Chair ruled in favour of points of order that Trustees had the time to debate the motion and were now only to ask questions regarding the Multi-Year Strategic Plan – Mission, Vision, and Values.

#132/21 (AMENDMENT)**Moved by:** T. O'Brien**Seconded by:** P. DeRosa

RESOLVED, that the Halton Catholic District School Board ~~accept the recommendation of the Multi-Year Strategic Planning Committee that based on stakeholder feedback, that the Board accept results and make changes to the~~ refer the HCDSB Mission, Vision, and Values ~~to the Policy Committee~~.

The Chair called for a vote on **#132/21 (AMENDMENT)**:

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

The amendment was **DEFEATED**.

Trustees in agreement to vote on changes to the Mission, Vision, and Values separately.

#132/21 (1)**Moved by:** B. Agnew**Seconded by:** N. Guzzo

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Multi-Year Strategic Planning Committee that based on stakeholder feedback, that the Board accept results and adopt the Revised HCDSB Mission Statement as in Agenda Item 8.6.

The Chair called the vote on **#132/21 (1)**:

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

The motion **CARRIED**.

#132/21 (2)**Moved by:** B. Agnew**Seconded by:** N. Guzzo

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Multi-Year Strategic Planning Committee that based on stakeholder feedback, that the Board accept results and adopt the Revised HCDSB Vision Statement as in Agenda Item 8.6.

The Chair called the vote **#132/21 (2)**:

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

The motion **CARRIED**.

#132/21 (3)**Moved by:** B. Agnew**Seconded by:** N. Guzzo

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Multi-Year Strategic Planning Committee that based on stakeholder feedback, that the Board accept results and adopt the Revised HCDSB Values Statement #5 as in Agenda Item 8.6

The Chair called the vote on **#132/21 (3)**:

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

The motion was **DEFEATED**.

#132/21 (4)

Moved by: B. Agnew

Seconded by: N. Guzzo

RESOLVED, that the Halton Catholic District School Board adopt the Revised HCDSB Values Statement #1 as in Agenda Item 8.6

The Chair called the vote on **#132/21 (4)**:

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

The motion was **DEFEATED**.

The meeting adjourned at 11:15 p.m. with a prayer led by Trustee Agnew.

POST NOTES:

- 8.7 **Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members (N. Guzzo)**
The meeting was adjourned.
- 8.8 **Policy I-40 Performance Appraisal of the Director of Education (N. Guzzo)**
The meeting was adjourned.
- 8.9 **Policy II-26 Managing Student Risk in Interschool Sports – Elementary and Secondary Schools (N. Guzzo)**
The meeting was adjourned.
- 8.10 **Policy II-33 Safe Arrival at School Program (N. Guzzo)**
The meeting was adjourned.

-
- 8.11 **Policy II-43 Voluntary, Confidential Self Identification of First Nation, Métis, and Inuit Students (N. Guzzo)**
The meeting was adjourned.
 - 8.12 **Policy II-45 Equity and Inclusive Education (N. Guzzo)**
The meeting was adjourned.
 - 9. **Staff Reports**
 - 9.1 **Religious Education Resource Selection (J. Crowell)**
The meeting was adjourned.
 - 9.2 **Bronte Green School Boundary Review Committee Recommendation (R. Merrick)**
The meeting was adjourned.
 - 10. **Information Items**
 - 10.1 **Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)**
The meeting was adjourned.
 - 10.2 **School Update (P. Daly)**
The meeting was adjourned.
 - 10.3 **Long Term Capital Plan (LTCP) Update - Draft (A. Lofts)**
The meeting was adjourned.
 - 10.4 **COVID-19 Resilience Infrastructure Stream Funding (R. Merrick)**
The meeting was adjourned.
 - 10.5 **Milton No. 10 Catholic Elementary School School Boundary Review Initiation (R. Merrick)**
The meeting was adjourned.
 - 10.6 **North Oakville No. 4 Catholic Elementary School School Boundary Review Initiation (R. Merrick)**
The meeting was adjourned.
 - 11. **Miscellaneous Information**
 - 11.1 **Minutes of the March 22, 2021 SEAC Meeting**
The meeting was adjourned.
 - 12. **Correspondence**
The meeting was adjourned.
 - 13. **Open Question Period**
The meeting was adjourned.
 - 14. **In Camera**
The meeting was adjourned.
 - 15. **Resolution re Absentees**
The meeting was adjourned.

16. ***Adjournment and Closing Prayer (B. Agnew)***
The meeting was adjourned.

Secretary of the Board

Chair

MINUTES OF THE REGULAR BOARD MEETING

Date: May 18, 2021
Time: 7:30 p.m.
Location: Catholic Education Centre
802 Drury Lane, Burlington

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

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

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

Also Present: L. Collimore, Chief Officer, Research and Development Services (Electronically)
A. Cross, Senior Manager, Financial Services (Electronically)
S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically)
A. Kapur, Parliamentarian (Electronically)
A. Swinden, Manager, Strategic Communications

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

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

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

1.2 Motions Adopted In-Camera

A motion regarding property was adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Retirements

Kelly Cascone-Brown, Claude Malette, Christine Ray, Izabella Waters, Debra Wilkie Anderson and Kelly Williams retiring effective June 30, 2021.

Resignation

Keith Boyd resigned effective May 11, 2021.

Department Head Appointments

Elisabeth Camastro, Melanie Fataar, Paul Ferguson, Donald Finan, Amanda Gonsalves, Denise Grighmire, John Heaney, John Hodgson, Matthew Inglis, Matthew Kovacs, Joanna Lepore, Charles LoPresti, Lisa Mikitzel, Sandra Moretta, Julia Mulligan, Michael Ralphs, Suzanne Sabo Mann, Paul Thomson, Anna Tschirhart, Lilian Vale Araujo, Scott VandeValk, Justin Yantho and Patricia Yurincich appointed as Department Heads effective September 1, 2021 for a period of up to four (4) years.

Acting Department Head Appointments

Laura Pugliese Muir appointed as Acting Department Head effective September 1, 2021 to approximately April 5, 2022. Marc Caterini appointed as Acting Department Head effective September 1, 2021 to approximately February 23, 2022.

2. Approval of the Agenda

#134/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that items 10.1 - Student Trustees Update and 10.3 - School Update be moved to be ahead in the agenda and be presented following item 5 – Delegations.

The Chair called for a vote on **#134/21** and it **UNANIMOUSLY CARRIED**.

#135/21

Moved by: B. Agnew

Seconded by: N. Guzzo

RESOLVED, that the information report from the April 20, 2021 Regular Board meeting - Feasibility of the Implementation of Mental Health Literacy Curriculum in Secondary Schools 2021-2022 be added to the agenda.

The Chair called for a vote on **#135/21** and it **UNANIMOUSLY CARRIED**.

#136/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that Expanding Student Access to Online and Remote Learning be added as an information item.

The Chair called for a vote on **#136/21**:

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

The motion **CARRIED**.

The following was added to the agenda:

10.8 Notice of Motion - Stakeholder Feedback (T. O'Brien)

10.9 Notice of Motion - Grade Nine Pre-AP, Pre-IB Math (T. O'Brien)

#137/21

Moved by: T. O'Brien

Seconded by: N. Guzzo

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#137/21**:

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

The motion **CARRIED**.

3. Declarations of Conflict of Interest

Trustee DeRosa declared a conflict of interest with information item 10.5 - 2020-21 Monthly Budget Report as at March 31, 2021. The item deals with budget. Salaries are included in the budget. For reasons of a perceived conflict of interest due to members of his family who are educators at the HCDSB.

Trustee O'Brien declared a conflict of interest with information item 10.5 - 2020-21 Monthly Budget Report as at March 31, 2021. This item deals with budget. Salaries are included in the budget. Trustee O'Brien's wife is an occasional teacher with HCDSB therefore declared conflict.

4. Presentations

There were no presentations.

5. Delegations**5.1 Declined Delegations**

A total of two (2) delegations were declined.

5.2 Student Council Voice (F. Farooq, E. Knynenburg, and J. Kukolic)

A delegation regarding student council voice was presented.

The Chair overruled a point of order of Trustees not being able to ask staff questions regarding the delegation.

#138/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the ruling of the Chair be appealed.

The Chair called for a vote on **#138/21**:

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

The motion was **DEFEATED**.

5.3 Cancellation of Pre AP Grade Nine Math (Quinn Family)

A delegation regarding pre AP grade nine math was presented.

5.4 Cancellation of Pre AP Grade Nine Math (U. Gorgi)

A delegation regarding pre AP grade nine math was presented.

5.5 Destreaming of Grade Nine Math (T. Pearce)

A delegation regarding the destreaming of grade nine math was presented.

#139/21

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarota

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

The Chair called for a vote on **#139/20** and it **UNANIMOUSLY CARRIED**.

5.6 Destreaming of Grade Nine Math (J. Lim and M. Lourenco)

A delegation regarding the destreaming of grade nine math was presented.

#140/21

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

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

The Chair called for a vote on **#140/21**:

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

The motion **CARRIED**.

10.1 Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)

The pillars of Believing and Belonging were shared.

10.3 School Update (P. Daly)

Director Daly provided information on the following:

- Youth Vaccination Program
- Learning and Instruction
- Planning for September 2021

#141/21

Moved by: B. Agnew

Seconded by: N. Guzzo

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

The Chair called for a vote on **#141/21**:

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

The motion was **DEFEATED**. The meeting to adjourn following completion of information item 10.3 - School Update.

The meeting adjourned at 11:34 p.m.

POST NOTES:

6. **Approval of Minutes**
 - 6.1 **Minutes of the May 4, 2021 Regular Board Meeting**
The meeting was adjourned.
7. **Business Arising from Previous Meetings**
 - 7.1 **Summary of Outstanding Items from Previous Meetings**
The meeting was adjourned.
8. **Action Items**
 - 8.1 **Response to Delegations**
The meeting was adjourned.
 - 8.2 **Bronte Green School Boundary Review Committee Recommendation (R. Merrick)**
The meeting was adjourned.
 - 8.3 **Religious Education Resource Selection (J. Crowell)**
The meeting was adjourned.
 - 8.4 **Naming of New Milton No. 3 Catholic Secondary School (E. Bakaic)**
The meeting was adjourned.
 - 8.5 **Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members (N. Guzzo)**
The meeting was adjourned.
 - 8.6 **Policy I-40 Performance Appraisal of the Director of Education (N. Guzzo)**
The meeting was adjourned.
 - 8.7 **Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary Schools (N. Guzzo)**
The meeting was adjourned.

- 8.8 **Policy II-33 Safe Arrival at School Program (N. Guzzo)**
The meeting was adjourned.
- 8.9 **Policy II-43 Voluntary, Confidential Self Identification of First Nation, Métis, and Inuit Students (N. Guzzo)**
The meeting was adjourned.
- 8.10 **Policy II-45 Equity and Inclusive Education (N. Guzzo)**
The meeting was adjourned.
- 8.11 **Policy III-11 Hiring and Promotion Policy Academic and Non-Academic Personnel (N. Guzzo)**
The meeting was adjourned.
- 8.12 **Policy I-46 Correspondence to the Board of Trustees (N. Guzzo)**
The meeting was adjourned.
- 8.13 **Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students (N. Guzzo)**
The meeting was adjourned.
- 8.14 **Policy II-40 Bullying Prevention and Intervention (N. Guzzo)**
The meeting was adjourned.
9. **Staff Reports**
- 9.1 **Results of STEM Steering Committee Work (J. Crowell)**
The meeting was adjourned.
- 9.2 **Upgrade to Boardroom Technology (A. Lofts)**
The meeting was adjourned.
- 9.3 **North Oakville No. 4 Catholic Elementary School Project Budget Approval (R. Merrick)**
The meeting was adjourned.
- 9.4 **Education Development Charges (EDC) By-Law Amendment (A. Lofts)**
The meeting was adjourned.
10. **Information Items**
- 10.2 **Release of the 2021-22 Grants for Student Needs (GSN) and Revenue Update (A. Lofts)**
The meeting was adjourned.
- 10.4 **Construction Report –Bishop P.F. Reding Catholic Secondary School, St. Peter Catholic Elementary School and Milton No. 10 Catholic Elementary School (R. Merrick)**
The meeting was adjourned.
- 10.5 **2020-21 Monthly Budget Report as at March 31, 2021 (A. Lofts)**
The meeting was adjourned.

10.6 Feasibility for the Implementation of Mental Health Literacy Curriculum in Secondary Schools in 2021-2022
The meeting was adjourned.

10.7 Expanded Student Access to Online and Remote Learning (N. Guzzo)
The meeting was adjourned.

10.8 Notice of Motion - Stakeholder Feedback (T. O'Brien)
The meeting was adjourned.

The following notice of motion was provided to Trustees:

BE IT RESOLVED that the Halton Catholic District School Board direct the Secretary of the Board and Director of Education to present a report at the June 15th Board meeting outlining the full cost of utilizing MPAC in order to seek feedback from as many ratepayers as possible for our Multi-Year Strategic Plan.

10.9 Notice of Motion - Grade Nine Pre AP, Pre IB Math (T. O'Brien)
The meeting was adjourned.

The following notice of motion was provided to Trustees:

BE IT RESOLVED that the Halton Catholic District School Board direct the Secretary of the Board and Director of Education to cluster pre-AP and pre-IB grade nine students into separate destreamed classes.

11. Miscellaneous Information

11.1 Minutes of the April 7, 2021 CPIC Meeting
The meeting was adjourned.

11.2 Minutes of the April 13, 2021 Policy Committee Meeting
The meeting was adjourned.

12. Correspondence
The meeting was adjourned.

13. Open Question Period
The meeting was adjourned.

14. In Camera
The meeting was adjourned.

15. Resolution re Absentees
The meeting was adjourned.

16. Adjournment and Closing Prayer (P. DeRosa)
The meeting was adjourned.

Secretary of the Board

Chair

MINUTES OF THE SPECIAL BOARD MEETING

Date:	May 27, 2021	
Time:	7:30 p.m.	
Location:	Catholic Education Centre 802 Drury Lane, Burlington	
Trustees:	B. Agnew (Electronically) P. DeRosa (Electronically) M. Duarte, Vice-Chair N. Guzzo (Electronically) V. Iantomasi (Electronically)	H. Karabela (Electronically) P. Murphy, Chair T. O'Brien (Electronically) J. O'Hearn-Czarnota (Electronically)
Student Trustees:	N. Gubert (Electronically) K. Kelly (Electronically)	J. Roshdy (Electronically)
Senior Staff:	E. Bakaic (Electronically) S. Balogh (Electronically) A. Cordeiro (Electronically) J. Crowell (Electronically) P. Daly, Director of Education	N. Dinolfo (Electronically) A. Lofts (Electronically) C. McGillicuddy (Electronically) R. Merrick (Electronically) J. O'Hara (Electronically)
Also Present:	L. Collimore, Chief Officer, Research and Development Services (Electronically) S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically) A. Kapur, Parliamentarian (Electronically) A. Swinden, Manager, Strategic Communications (Electronically)	
Recording Secretary:	R. Di Pietro	

1. **Call to Order**
 - 1.1 **Opening Prayer, National Anthem, and, Oath of Citizenship (J. Roshdy)**

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

2. **Approval of the Agenda**

#142/21
Moved by: M. Duarte
Seconded by: B. Agnew
RESOLVED, that the agenda be approved.

The Chair called for a vote on #142/21:

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

The motion **CARRIED**.

3. **Declarations of Conflict of Interest**

There were no conflict of interest declared.

4. **Action Items**

4.1 **Response to May 18, 2021 Delegations**

#143/21

Moved by: M. Duarte

BE IT RESOLVED that the Board of Trustees forward the delegation "Student Council Voice" to the Secretary of the Board and Director of Education to be referred to a "Working Staff Committee – Student Leadership" whose mandate would be to better connect, align, support, and expand student leadership both at the school and system levels.

Trustee Guzzo offered a friendly amendment to include a timeline.

The Chair overruled a point of order that a friendly amendment could not be made until there was a seconder to the motion.

#144/21

Moved by: V. Iantomasi

RESOLVED that the ruling of the Chair be appealed.

The Chair called for a vote on **#144/21**:

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

The motion was **DEFEATED**.

#143/21**Moved by:** M. Duarte**Seconded by:** N. Guzzo

BE IT RESOLVED that the Board of Trustees forward the delegation “Student Council Voice” to the Secretary of the Board and Director of Education to be referred to a “Working Staff Committee – Student Leadership” to be implemented for the start of the 2021-2022 school year, whose mandate would be to better connect, align, support, and expand student leadership both at the school and system levels.

The Chair called for a vote on **#143/21** and it **UNANIMOUSLY CARRIED**.

The Chair overruled a point of order that by-laws were not being followed regarding time to debate and limit of questions.

#145/21**Moved by:** N. Guzzo**RESOLVED** that the ruling of the Chair be appealed.

The Chair called for a vote on **#145/21**:

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

The motion was **DEFEATED**.

#146/21**Moved by:** N. Guzzo**Seconded by:** B. Agnew

RESOLVED that the Board of Trustees receive the delegations regarding Pre-AP Grade Nine Math as information.

The Chair called for a vote on **#146/21** and it **UNANIMOUSLY CARRIED**.

4.2 Bronte Green School Boundary Review Committee Recommendation (R. Merrick)

#147/21**Moved by:** P. DeRosa**Seconded by:** T. O'Brien

RESOLVED, that the Halton Catholic District School Board direct staff to implement the School Boundary Review Committee recommended boundaries for the 2021-2022 school year for St. Mary Catholic Elementary School and St. Joan of Arc Catholic Elementary School whereby these changes shall have the effect of altering existing attendance areas by:

1. Re-directing patch 019 and P19 from St. Mary Catholic Elementary School to St. Joan of Arc Catholic Elementary School

The Chair called for a vote on **#147/21** and it **UNANIMOUSLY CARRIED**.

**4.3 Religious Education Resource Selection (J. Crowell)
#148/21**

Moved by: M. Duarte

Seconded by: P. DeRosa

RESOLVED, that the Halton Catholic District School Board approve the purchase of the Grade Eight Core Religious Education Complete Print and Digital District Implementation Package: Growing in Faith, Growing in Christ in the estimate amount of \$268,421.48

The Chair called for a vote on **#148/21**:

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

The motion **CARRIED**.

**4.4 Naming of New Milton No. 3 Catholic Secondary School (E. Bakaic)
#149/21**

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board approve the name St. Kateri Tekakwitha Catholic Secondary School for Milton No. 3 Catholic Secondary School.

The Chair called for a vote on **#149/21** and it **UNANIMOUSLY CARRIED**.

**4.5 Policy III-11 Hiring and Promotion Policy Academic and Non-Academic Personnel (N. Guzzo)
#150/21**

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel, be approved.

#150/21 (AMENDMENT)

Moved by: T. O'Brien

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel, be approved with the following amendment:

The Halton Catholic District School Board believes that every person has a right to employment without discrimination. *Though qualifications and experience will be the determining factor*, the Halton Catholic District School Board shall promote the hiring of staff from under-represented groups.

The Chair called for a vote on **#150/21 (AMENDMENT)**:

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

The amendment **CARRIED**.

#150/21 (AS AMENDED)

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel, be approved with the following amendment:

The Halton Catholic District School Board believes that every person has a right to employment without discrimination. *Though qualifications and experience will be the determining factor*, the Halton Catholic District School Board shall promote the hiring of staff from under-represented groups.

The Chair called for a vote on **#150/21 (AS AMENDED)** and it **UNANIMOUSLY CARRIED**.

4.6 Policy II-45 Equity and Inclusive Education (N. Guzzo)

#151/21

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-45 Equity and Inclusive Education, be approved.

#151/21 (AMENDMENT)

Moved by: T. O'Brien

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-45 Equity and Inclusive Education, be approved with the following amendment:

HCDSB recognizes the need for regular, ongoing training and accessible information on human rights, indigeneity, anti-racism, ~~anti-Black racism~~, and anti-oppression for staff

and students to identify and eliminate systemic barriers and uphold a safe, inclusive and welcoming environment for all stakeholders.

The Chair called for a vote on **#151/21 (AMENDMENT)**:

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

The amendment was **DEFEATED**.

#152/21

Moved by: P. DeRosa

Seconded by: N. Guzzo

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

The Chair called for a vote on **#152/21** and it **UNANIMOUSLY CARRIED**.

#153/21

Moved by: P. DeRosa

Seconded by: T. O'Brien

RESOLVED, that Policy 11-45 Equity and Inclusive Education be referred to the Policy Committee for legal vetting.

The Chair called for a vote on **#153/21**:

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

The motion was **DEFEATED**.

#151/21 (AMENDMENT 2)

Moved by: V. Iantomasi

Seconded by: T. O'Brien

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy 11-45 Equity and Inclusive Education, be approved and include [Indigenous Heritage Days in Appendix A of the policy](#).

The Chair called for a vote on **#151/21 (AMENDMENT 2)**:

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

The amendment **CARRIED**.

The Chair overruled a point of order that 2/3 vote was required for the motion as amended to carry.

#154/21

Moved by: V. Iantomasi

RESOLVED, that the ruling of the Chair be appealed.

The Chair called for a vote on **#154/21**:

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

The motion was **DEFEATED**.

#151/21 (AS AMENDED)

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-45 Equity and Inclusive Education, be approved and include Indigenous Heritage Days in Appendix A of the policy.

The Chair called for a vote on **#151/21 (AS AMENDED)**:

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

The motion **CARRIED**.

#155/21

Moved by: M. Duarte

Seconded: N. Guzzo

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

The Chair called for a vote on **#155/21**:

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

The motion was **DEFEATED**.

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

POST NOTES:

- 4.7 **Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members (N. Guzzo)**
The meeting was adjourned.
- 4.8 **Policy I-40 Performance Appraisal of the Director of Education (N. Guzzo)**
The meeting was adjourned.
- 4.9 **Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary Schools (N. Guzzo)**
The meeting was adjourned.
- 4.10 **Policy II-33 Safe Arrival at School Program (N. Guzzo)**
The meeting was adjourned.

- 4.11 **Policy II-43 Voluntary, Confidential Self Identification of First Nation, Métis, and Inuit Students (N. Guzzo)**
The meeting was adjourned.
- 4.12 **Policy I-46 Correspondence to the Board of Trustees (N. Guzzo)**
The meeting was adjourned.
- 4.13 **Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students (N. Guzzo)**
The meeting was adjourned.
- 4.14 **Policy II-40 Bullying Prevention and Intervention (N. Guzzo)**
The meeting was adjourned.
- 5. **Correspondence**
The meeting was adjourned.
- 6. **Resolution re Absentees**
The meeting was adjourned.
- 7. **Adjournment and Closing Prayer (M. Duarte)**
The meeting was adjourned.

Secretary of the Board

Chair



BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
November 5, 2019	Math Action Plan	<i>BE IT RESOLVED, that in December 2020, the Board of Trustees receive a staff report on the progress made toward achievement of the goals of the Math Action Plan with measurable outcomes using qualitative and quantitative data.</i>	Curriculum	June 2021 - further qualitative and quantitative data to Trustees on the progress towards the Math Action Plan.
March 31, 2020	Math & Science Extra Curricular Engagement – Past/Present Initiatives and Future Opportunities	<i>BE IT RESOLVED, that the Board of Trustees give instructions to its Secretary and Director of Education to prepare and present to the Board of Trustees on May 5, 2020 a detailed report outlining the current co-curricular and extra-curricular events being conducted in elementary and secondary math and science. The report should include the level of student participation in local, regional, university, national and international competitions for the past academic year. BE IT FURTHER RESOLVED, that subject to the May 5, 2020 report a plan be presented to the Board for review which includes the initiatives that support and encourage participation in local, regional, university, national shows and competitions in math and science, along with STEM initiatives moving forward.</i>	Curriculum	May 2021- update on progress.
March 31, 2020	Update to Board Room Technology	<i>WHEREAS, the boardroom located in the Halton Catholic District School Board's Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and,</i>	A. Lofts	Update and staff training in progress.

		<p><i>WHEREAS, current audio, video and data transfer equipment is antiquated and un-satisfactory</i></p> <p><i>BE IT RESOVED, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as: speech timing, floor queuing, live streaming, recording, screen sharing, document comparing, etc..) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.</i></p>		
October 20, 2020	Board Meeting Time Keeping	<p><i>WHEREAS, By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;</i></p> <p><i>WHEREAS, our goal is to ensure efficient board meetings and to afford equitable opportunities to each member of the board to speak on a motion;</i></p> <p><i>WHEREAS, multiple other boards utilize some formal method of visible time keeping;</i></p> <p><i>BE IT RESOLVED, 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.</i></p>	P. Daly	Electronic time clock available until the return to in-person meetings.
October 20, 2020	COVID-19 Related Financial Reporting	<p><i>BE IT RESOLVED, that the Board of Trustees direct the Secretary of the Board and Director of Education to provide an ongoing financial report of the past expenditures by HCDSB and all past,</i></p>	A. Lofts	June 15, 2021

		<p>current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 in the form of a quarterly financial report commencing on Nov 30, 2020 and reported to the Board at the December 15, 2020 Board meeting until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.</p>		
April 26, 2021	Supporting Our Diverse School Community	<p>WHEREAS, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.</p> <p>WHEREAS, our strategic plan emphasizes that the well-being for all of our students and staff are met through a focus on equity and inclusion.</p> <p>WHEREAS, Pope Francis has told parents of 2SLGBTQ+ children that “God loves your children as they are” and “the church loves your children as they are because they are children of God.”</p> <p>WHEREAS, Mark 10:13-16 states “People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, “Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it.” And he took the children in his arms, placed his hands on them and blessed them.”</p> <p>WHEREAS, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify</p>	P. Daly	January 2022

with the 2SLGBTQ+ and

WHEREAS, we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,

BE IT RESOLVED that the HCDSB create a shared understanding through mandatory training for senior staff (including Superintendents and board level Senior Managers/Chiefs of Programming) on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code by the start of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that the HCDSB create shared understanding through mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers, Chaplains, Early Childhood Educators, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.

BE IT FURTHER RESOLVED, that HCDSB staff raise awareness around Pride month, utilizing the guidelines the Institute for Catholic Education (I.C.E.) has provided to each board through the

		<p><i>Directors of Education (Memo dated May 19, 2020) starting June 2021.</i></p> <p><i>BE IT FURTHER RESOLVED</i> each school be mandated safe space signage, to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year.</p> <p><i>BE IT FURTHER RESOLVED</i> that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.</p>		
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OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



2021 Education Development Charges By-Law Amendment	Item 8.2
June 1, 2021	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to seek the Board of Trustees approval of a proposed Education Development Charges (EDC) By-law Amendment to the Board’s 2018 Education Development Charges By-law (as amended on May 19, 2019) that will accomplish the following:

- 1) Establish new collection maximums for both residential and non-residential EDC’s;
- 2) Increase the non-residential phased annual rate to the highest amount permitted under the 2018 EDC Background Study; and,
- 3) Implement additional development charge use exemptions & bylaw housekeeping items in accordance with the latest updates to Education Development Charges Regulation (O. Reg. 20/98).

The amendments are to assist the Board in collecting development charge amounts to maintain its ability to purchase and prepare lands required for pupil accommodation growth.

NOTE: Changes have occurred since the report presented on May 18, 2021, as a result of discussions with the Building Industry and Land Development Association (BILD). The changes are with regards to the rate calculation.

Background Reports

- 1) Staff Report 9.4 “2021 Education Development Charges By-Law Amendment” from the May 18, 2021, Regular Board Meeting.
- 2) Information Report 4.4 “2020 Education Development Charges (EDC) By-Law Amendment” from the April 30, 2020, Special Board Meeting.
- 3) Action Report 4.1 “2019 Education Development Charges By-Law Amendment” from the May 14, 2019, Special Board Meeting.
- 4) Staff Report 9.1 “2019 Education Development Charges By-Law Amendment” from the May 7, 2019, Regular Board Meeting.



- 5) Information Report 10.3 “2019 Education Development Charges By-Law Amendment” from the April 2, 2019, Regular Board Meeting.
- 6) Presentation 4.1 “Education Development Charges” from the March 19, 2019, Regular Board Meeting.
- 7) Action Report 4.1 “2018 Education Development Charges (EDC) By-Law: Proposed EDC By-Law Passage” from the June 28, 2018, Special Board Meeting.

Background Information

On June 28, 2018, the Ministry of Education approved the necessary components of the Board’s 2018 Education Development Charges Background Study. The Board passed the 2018 Education Development Charges By-law, which came into force on July 4, 2018.

On October 15, 2018, the Ministry of Education announced that the Province would be placing a temporary cap/freeze on EDC rate increases until completing a Ministry review of regulations. Following the Ministry review, on March 29, 2019, the Ministry of Education announced that the cap on increasing the current EDC rates would be partially lifted and replaced with restrictions that would permit increases to the current rates as follows:

- A maximum yearly increase of the greater of 5% or \$300 per residential dwelling unit (the latter applying to the Board); and,
- A maximum yearly increase of 5% of the non-residential rates.

With these new legislative permissions, the Board was in a position to increase its charges incrementally over the remaining term of the bylaw to achieve the required residential and non-residential charge amounts contemplated in the 2018 Education Development Charges Background Study. The 2018 EDC Background Study determined a residential charge of \$3,648 per dwelling unit and a non-residential charge of \$0.83 per square foot of gross floor area (\$8.93 per square metre).

On May 14, 2019, the Board approved the amendment to the 2018 EDC By-law, which came into effect on May 19, 2019. The amendment had the effect of implementing the permitted yearly increases to the residential and non-residential rates.

Table 1 below illustrates the annual increases that the Board approved.

Table 1: HCDSB Residential and Non-Residential Rate Increases

	2018 EXISTING BYLAW CHARGE	2018 BKGD STUDY AMOUNT	Balance of Year 1 May 19, 2019 to July 3, 2019	Year 2 July 4, 2019 to July 3 2020	Year 3 July 4, 2020 to July 3 2021	Year 4 July 4, 2021 to July 3 2022	Year 5 July 4, 2022 to July 3 2023
Residential Unit	\$ 2,269	\$ 3,648	\$ 2,569	\$ 2,869	\$ 3,169	\$ 3,469	\$ 3,648
Non-Residential	\$ 0.58	\$ 0.83	\$ 0.61	\$ 0.64	\$ 0.67	\$ 0.70	\$ 0.74



In late 2019, after the Board had amended the EDC bylaw, the Province implemented additional legislative changes which further amended EDC Regulation 20/98. One such change permitted the non-residential EDC rate to be increased annually by the greater of 5% or \$0.10 per square foot. Previously, the non-residential rate could only be increased by 5% annually. For the Board, the \$0.10 per square foot increase is the greater of the two.

In March 2020, both the Halton District School Board and Halton Catholic District School Board explored whether further amendments to their respective 2018 EDC By-law were warranted based on escalating land values and to update the bylaws with recent changes to O. Reg. 20/98.

After reviewing comparable land sales in the area and consulting with the Boards’ EDC consultants, it was determined that an amendment was not warranted, as the 4% annual land escalation rate, determined as part of the 2018 EDC By-law, was sufficient to reflect the capital appreciation experienced in the real estate market. It was also determined that the newly updated regulations on their own did not require an amendment. The Boards concluded to explore an EDC Amendment again in February of 2021.

Proposed 2021 EDC By-law Amendment

Since exploring and forgoing an EDC Amendment in early 2020, it was determined that land values in the Region of Halton had increased sufficiently to justify an EDC Amendment in 2021. This was supported by an appraisal completed by Cushman Wakefield in January of 2021, which confirmed that land values increased significantly since the last assessment due to the residential housing boom that occurred during the COVID-19 pandemic and the demand for low-density residential housing.

To ensure that EDC collections keep pace with the rising costs to purchase school sites, the Board’s consultants and staff are recommending that the Board amend the 2018 EDC bylaw to increase the residential and non-residential EDC rates.

Watson and Associates completed an updated cash flow analysis using Cushman Wakefield’s appraised land values and updated building permit information to recalculate the maximum permitted residential and non-residential EDC collection rates. The resulting maximum rate compared to the previous maximum rates are listed in Table 2 below:

Table 2: HCDSB Residential and Non-Residential Max Rate Increases

	2018 Existing Maximum EDC Rate	2021 Proposed Maximum EDC Amended Rate	2018 vs 2021 Variance (+/-)
Residential (per unit)	\$ 3,648	\$ 5,215	+ \$1,567
Non-Residential (per sq. ft.)	\$ 0.83	\$ 1.21	+ \$ 0.38

Prior to changes made to O. Reg. 20/98, the Board would have been permitted to increase EDC charges to the amended max rates immediately. However, with the legislated annual caps imposed under O. Reg. 20/98, boards are required to phase in the increases over the remaining term of the



bylaw. The phased-in rate increases over the remaining years of the EDC By-law, as redetermined by the Board’s consultant and solicitor, are illustrated in Table 3 below:

Table 3: HCDSB Residential and Proposed Non-Residential Phased-In Rate Increases

	2018 Existing Max Rate	2021 Amended Max Rate	Year 1	Year 2	Year 3 June 6, 2021 to July 3 2021	Year 4 July 4, 2021 to July 3 2022	Year 5 July 4, 2022 to July 3 2023
Residential	\$ 3,648	\$ 5,215			\$ 3,169	\$ 3,469	\$ 3,769
Non-Residential	\$ 0.83	\$ 1.21			\$ 0.74	\$ 0.84	\$ 0.94

Note that the first increase (highlighted in yellow) will occur five (5) days following the passing of the amending bylaw by the Board of Trustees, which is scheduled for June 1, 2021.

It should also be noted that the Board will not reach the maximum residential and non-residential EDC cap by Year 5 and will be under-collecting for the remaining term of the bylaw until it expires on July 3, 2023. Staff will initiate the process to implement a new EDC bylaw in 2023, including the preparation of a background study beginning in the fall of 2022.

Board Staff, HDSB Staff, and the consultants of the Boards met with the Building Industry and Land Development Association (BILD) on Monday, May 3, 2021, to discuss the proposed amendments to the 2018 bylaw and the dates when the amendments will be presented to the Board of Trustees for decision. Supplementary information detailing the basis for the calculations that support the increased EDC rates has been forwarded to BILD representatives for their review. BILD has reviewed the supporting materials and has expressed their legal opinion on the matter. Based on further discussions with BILD and in an attempt to avoid a legal appeal to the EDC increases, it has been determined that the redetermined rates identified above in Table 3 are appropriate.

The changes to the applicable EDC regulation also included the implementation of several mandatory exemptions, which requires that the Board exempt such uses from the payment of EDCs. The proposed amending bylaw will incorporate into the 2018 EDC By-law the following exemptions:

- 1) private school;
- 2) long-term care home, as defined in the Long-Term Care Homes Act, 2007;
- 3) retirement home, as defined in the Retirement Homes Act, 2010;
- 4) hospice or other facilities that provides palliative care services;
- 5) child care centre, as defined in the Child Care and Early Years Act, 2014;
- 6) memorial home, clubhouse or athletic grounds owned by the Royal Canadian Legion;
- 7) college of applied arts and technology established under the Ontario Colleges of Applied Arts and Technology Act, 2002;
- 8) university that receives regular and ongoing operating funds from the Government of Ontario for the purposes of post-secondary education; and,



- 9) Indigenous Institute prescribed for the purposes of section 6 of the Indigenous Institutes Act, 2017.

Although the above exemptions were not implemented in the last bylaw amendment, they were nonetheless in effect, and the Board has complied with the legislative requirements.

The amending bylaw that encapsulates the above-noted changes can be found in Appendix 1.

Further, attached as Appendix 2 is the 2021 HDSB EDC bylaw amendment report prepared by the Board's consultant, Watson and Associates, also amended from the last Board report, which summarizes the background to the Board's 2018 Education Development Charges bylaw (as amended), as well as the methodology used in the calculation of the new charge for both the HCDSB and the HDSB.

Conclusion

Both the Halton Catholic District School Board and the Halton District School Board have undertaken a thorough review of their respective 2018 EDC bylaws and have concluded that an amendment is warranted to increase the residential and non-residential charges. An amendment will allow the Boards to continue to collect the maximum amount permitted under the legislation and continue toward further reducing the deficit. If approved by the Board of Trustees on June 1, 2021, the proposed amendments will come into effect on June 6, 2021, five (5) days following passing.

Recommendation:

Staff respectfully presents the following recommendation for consideration by the Board of Trustees:

Resolution#:

BE IT RESOLVED THAT, a separate public meeting is not required regarding the proposed amendment to the Halton Catholic District School Board 2018 EDC By-law, as amended; and,

THAT, the Halton Catholic District School Board enact a bylaw which will amend the 2018 EDC By-law to apply to the development of land in the Region of Halton; and

THAT, the amending EDC By-law amends the Board's 2018 EDC By-Law in the following respects:

Section 3 be revised to include the following additional exemptions:

- (i) a private school;
- (ii) a long-term care home, as defined in the Long-Term Care Homes Act, 2007;
- (iii) a retirement home, as defined in the Retirement Homes Act, 2010;
- (iv) a hospice or other facilities that provides palliative care services;
- (v) a child care centre, as defined in the Child Care and Early Years Act, 2014;
- (vi) a memorial home, clubhouse or athletic grounds owned by the Royal Canadian Legion;
- (vii) a college of applied arts and technology established under the Ontario Colleges of Applied Arts and Technology Act, 2002;
- (viii) a university that receives regular and ongoing operating funds from the Government of Ontario for the purposes of post-secondary education; and,



- (ix) an Indigenous Institute prescribed for the purposes of section 6 of the Indigenous Institutes Act, 2017.

Section 9 be revised to read as follows:

Subject to the provisions of this bylaw, an education development charge per dwelling unit shall be imposed upon the designated categories of residential development and the designated residential uses of land, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure. The education development charge per dwelling unit shall be in the following amounts for the periods set out below:

- (i) July 4, 2018 to May 18, 2019 - \$2,269.00;
- (ii) May 19, 2019 to July 3, 2019 - \$2,569.00;
- (iii) July 4, 2019 to July 3, 2020 - \$2,869.00;
- (iv) July 4, 2020 to July 3, 2021 - \$3,169.00;
- (v) July 4, 2021 to July 3, 2022 - \$3,469.00;
- (vi) July 4, 2022 to July 3, 2023 - \$3,769.00.

Section 12 be revised to read as follows:

Subject to the provisions of this bylaw, an education development charge per square foot of gross floor area of non-residential development shall be imposed upon the designated categories of non-residential development and the designated non-residential uses of land, buildings or structures and, in the case of a mixed-use building or structure, upon the non-residential uses in the mixed-use building or structure. The education development charge per square foot of gross floor area shall be in the following amounts for the periods set out below:

- (i) July 4, 2018 to May 18, 2019 - \$0.58;
- (ii) May 19, 2019 to July 3, 2019 - \$0.61;
- (iii) July 4, 2019 to July 3, 2020 - \$0.64;
- (iv) July 4, 2020 to June 5, 2021 - \$0.67;
- (v) June 6, 2021 to July 3, 2021 - \$0.74
- (vi) July 4, 2021 to July 3, 2022 - \$0.84;
- (vii) July 4, 2022 to July 3, 2023 - \$0.94.



Report Prepared by:

B. Vidovic
Senior Manager, Planning Services

Report Submitted by:

A. Lofts
Superintendent, Business Services and Treasurer of the Board

Report Approved by:

P. Daly
Director of Education and Secretary of the Board

HALTON CATHOLIC DISTRICT SCHOOL BOARD

EDUCATION DEVELOPMENT CHARGE AMENDING BY-LAW (2021)

A by-law to amend Education Development Charges By-law, 2018

WHEREAS the Halton Catholic District School Board enacted Education Development Charges By-law, 2018 on June 29, 2018;

AND WHEREAS Section 257.70 of the Education Act, R.S.O. 1990, c. E.2 (the “Act”), provides for amendments to education development charges by-laws;

AND WHEREAS the Halton Catholic District School Board requires amendments to Education Development Charges By-law, 2018;

AND WHEREAS in accordance with the Act, the background study for Education Development Charges By-law, 2018 has been made available to the public;

AND WHEREAS the Halton Catholic District School Board has made available to the public sufficient information to allow the public to understand the proposed amendments to Education Development Charges By-law, 2018;

AND WHEREAS the Halton Catholic District School Board has given notice of the proposed amendments to Education Development Charges By-law, 2018 in accordance with the Act and Ontario Regulation 20/98;

AND WHEREAS an opportunity was given to interested parties to provide comments and submissions to the Halton Catholic District School Board in respect of this amending by-law;

NOW THEREFORE, THE HALTON CATHOLIC DISTRICT SCHOOL BOARD HEREBY ENACTS AS FOLLOWS:

1. Section 3 of Education Development Charges By-law, 2018 is hereby repealed and replaced with the following:
 - (1) Subject to subsections 3(2) to 3(6), inclusive, this by-law applies to all lands in the Region.
 - (2) This by-law shall not apply to lands that are owned by and are used for the purposes of:
 - (a) the Region or a local board thereof;
 - (b) a municipality or a local board thereof;
 - (c) a board as defined in section 257.53(1) of the Act;
-

- (d) a public hospital receiving aid under the *Public Hospitals Act*, R.S.O. 1990, c. P.40;
 - (e) a place of worship owned by a religious organization that is exempt from taxation under the *Assessment Act* that is used primarily as a place of public worship;
 - (h) a cemetery or burying ground that is exempt from taxation under the *Assessment Act*; and
 - (i) Metrolinx.
- (3) Subject to subsection (4), an owner shall be exempt from education development charges if a development on its lands would construct, erect, or place a building or structure, or make an addition or alteration to a building or structure for one of the following purposes:
- (a) a private school;
 - (b) a long-term care home, as defined in the *Long-Term Care Homes Act, 2007*;
 - (c) a retirement home, as defined in the *Retirement Homes Act, 2010*;
 - (d) a hospice or other facility that provides palliative care services;
 - (e) a child care centre, as defined in the *Child Care and Early Years Act, 2014*;
 - (f) a memorial home, clubhouse or athletic grounds owned by the Royal Canadian Legion.
- (4) If only a portion of a building or structure, or an addition or alteration to a building or structure, referred to in subsection (3) will be used for a purpose identified in that subsection, only that portion of the building, structure, addition or alteration is exempt from an education development charge.
- (5) An owner shall be exempt from education development charges if the owner is,
- (a) a college of applied arts and technology established under the *Ontario Colleges of Applied Arts and Technology Act, 2002*;
 - (b) a university that receives regular and ongoing operating funds from the Government of Ontario for the purposes of post-secondary education;
 - (c) an Indigenous Institute prescribed for the purposes of section 6 of the *Indigenous Institutes Act, 2017*;

- (6) This by-law shall not apply to non-residential agricultural buildings or structures that are owned by and are used for the purposes of a bona fide farming operation.

- 2. Section 9 of Education Development Charges By-law, 2018 is hereby repealed and replaced with the following:

Subject to the provisions of this by-law, an education development charge per dwelling unit shall be imposed upon the designated categories of residential development and the designated residential uses of land, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure. The education development charge per dwelling unit shall be in the following amounts for the periods set out below:

- (i) July 4, 2018 to May 18, 2019 - \$2,269.00;
- (ii) May 19, 2019 to July 3, 2019 - \$2,569.00;
- (iii) July 4, 2019 to July 3, 2020 - \$2,869.00;
- (iv) July 4, 2020 to July 3, 2021 - \$3,169.00;
- (v) July 4, 2021 to July 3, 2022 - \$3,469.00;
- (vi) July 4, 2022 to July 3, 2023 - \$3,769.00.

- 3. Section 12 of Education Development Charges By-law, 2018 is hereby repealed and replaced with the following:

Subject to the provisions of this by-law, an education development charge per square foot of gross floor area of non-residential development shall be imposed upon the designated categories of non-residential development and the designated non-residential uses of land, buildings or structures and, in the case of a mixed use building or structure, upon the non-residential uses in the mixed-use building or structure. The education development charge per square foot of gross floor area shall be in the following amounts for the periods set out below:

- (i) July 4, 2018 to May 18, 2019 - \$0.58;
- (ii) May 19, 2019 to July 3, 2019 - \$0.61;
- (iii) July 4, 2019 to July 3, 2020 - \$0.64;
- (iv) July 4, 2020 to June 5, 2021 - \$0.67;
- (v) June 6, 2021 to July 3, 2021 - \$0.74;
- (vi) July 4, 2021 to July 3, 2022 - \$0.84;
- (vii) July 4, 2022 to July 3, 2023 - \$0.94.

4. For greater certainty, Education Development Charges By-law, 2018, remains in full force and effect subject to the amendments thereto described in Sections 1, 2 and 3 of this amending by-law.
5. This amending by-law shall come into force on June 6, 2021.

ENACTED AND PASSED this 1st day of June, 2021

Chairperson

Director of Education and Secretary

Halton Catholic District School Board & Halton District School Board 2018 Education Development Charge By-law

2021 Amendment

The Halton Catholic District School Board (HCDSB) passed an Education Development Charge (“EDC”) By-law on June 30, 2018 and the Halton District School Board (HDSB) passed an EDC By-law on June 29, 2018. Both EDC By-laws came into force on July 4, 2018. The by-laws replaced the 2013 EDC by-laws. The 2018 EDC by-laws were enacted at the rates in force under the 2013 by-laws of:

\$2,269.00 per residential dwelling unit and \$0.58 per square foot of non-residential gross floor area for the Halton Catholic District School Board and \$4,364.00 per residential dwelling unit and \$1.11 per square foot of non-residential gross floor area for the Halton District School Board.

During 2017/18 EDC renewal process, certain changes were made to the legislation that governs EDCs. In particular, the Minister of Education enacted Ontario Regulation 438/18, which effectively froze EDCs at the rates that were in effect on August 31, 2018.

In the Spring of 2019, further EDC legislative changes were made, with the inclusion of a provisional phase-in of proposed EDC rates. School boards could increase existing residential EDC rates per dwelling unit by \$300 or by 5% of the existing rate, whichever is greater. In addition, in the second year of the by-law and each subsequent year, the rate could increase a further \$300 or 5% of the previous year’s EDC rate. Similarly, a school board could also increase its non-residential EDC rate by 5% of the existing rate; in the second year of the by-law and each subsequent year, the non-residential rate could be increased by a further 5% of the previous year’s rate.

The ability to annually increase residential and non-residential EDC rates is subject to prescribed maximums, which are the proposed rates described in the Boards’ 2018 EDC Background Study of \$3,648 per dwelling unit and \$0.83 per square foot of non-residential gross floor area for the HCDSB and \$4,892 per dwelling unit and \$1.11 per square foot of non-residential gross floor area for the HDSB.

As a result, the Boards were permitted to increase residential EDC rates per dwelling unit by \$300 and their non-residential rates per square foot by 5% and did so by amending their EDC by-laws with new amended by-laws coming into force on May 19 and May 20, 2019 for the HCDSB and the HDSB, respectively. The amended bylaws with phased-in rates as well



as the proposed or 'maximum' rates are provided in the tables below. Table 1 sets out the amended rates and provide the annual permitted phased-in rates (assuming the annual increase of \$300 to the residential rate and 5% to the non-residential rate).

Table 1

HALTON CATHOLIC DISTRICT SCHOOL BOARD EDC PHASE-IN RATES							
	2018 EDC RATE	May 19, 2019 - July 3, 2019	July 4, 2019 - July 3, 2020	July 4, 2020 - July 3, 2021	July 4, 2021 - July 3, 2022	July 4, 2022 - July 3, 2023	PROPOSED RATE
RESIDENTIAL	\$ 2,269	\$ 2,569	\$ 2,869	\$ 3,169	\$ 3,469	\$ 3,648	\$ 3,648
NON-RESIDENTIAL	\$ 0.58	\$ 0.61	\$ 0.64	\$ 0.67	\$ 0.70	\$ 0.74	\$ 0.83

HALTON DISTRICT SCHOOL BOARD EDC PHASE-IN RATES							
	2018 EDC RATE	May 20, 2019 - July 3, 2019	July 4, 2019 - July 3, 2020	July 4, 2020 - July 3, 2021	July 4, 2021 - July 3, 2022	July 4, 2022 - July 3, 2023	PROPOSED RATE
RESIDENTIAL	\$ 4,364	\$ 4,664	\$ 4,892	\$ 4,892	\$ 4,892	\$ 4,892	\$ 4,892
NON-RESIDENTIAL	\$ 1.11	\$ 1.11	\$ 1.11	\$ 1.11	\$ 1.11	\$ 1.11	\$ 1.11

In late 2019, after the school boards had amended their EDC bylaws, the Government implemented additional legislative changes which further amended the EDC Regulation, which is Ontario Regulation 20/98. One such change permitted the non-residential EDC rate to be increased annually by the greater of 5% or \$0.10 per square foot. Previously, the non-residential rate could only be increased by 5% annually. Table 2 outlines the permitted annual increases for both the residential and non-residential rates, incorporating the legislative changes. Note the table does not account for the proposed maximum rates identified in table 1 above.

Table 2

HCDSB						
EDC Permitted Phase-In Rates						
	2018 EDC Charge	Year 1	Year 2	Year 3	Year 4	Year 5
Residential Rate	\$ 2,269	\$ 2,569	\$ 2,869	\$ 3,169	\$ 3,469	\$ 3,769
Non-Residential Rate	\$ 0.58	\$ 0.68	\$ 0.78	\$ 0.88	\$ 0.98	\$ 1.08

HDSB						
EDC Permitted Phase-In Rates						
	2018 EDC Charge	Year 1	Year 2	Year 3	Year 4	Year 5
Residential Rate	\$ 4,364	\$ 4,664	\$ 4,964	\$ 5,264	\$ 5,564	\$ 5,864
Non-Residential Rate	\$ 1.11	\$ 1.21	\$ 1.31	\$ 1.41	\$ 1.51	\$ 1.52

At the time the legislation was changed, the HDSB was already at its non-residential maximum rate and this change would have no impact on its rate. The HCDSB, however, had a non-residential EDC rate that was phased-in on the premise of 5% annual increases rather than the now permitted increases of \$0.10 per year. As a result, in the Spring of 2020 the HCDSB considered an amendment to its EDC to include the new phase-in of non-residential rates.



As part of the amendment process and consistent with both Board's annual commitment to reviewing land value assumptions, an appraiser was retained by the Boards in 2020 and instructed to review the current land values compared to what was assumed in the 2018 EDC Background Study. The appraiser determined that values were indeed consistent with the 2018 EDC Background Study and did not require updating at that time. It was thus determined to move forward with an EDC amendment to incorporate the legislative changes to the non-residential phase-in (as well as other new legislative exemptions that will be discussed later in this report). The Board's would not be amending land values or the EDC 'maximum' rates as part of the amendments that were being considered. However, the COVID pandemic temporarily paused those proceedings and the considered EDC amendments were put on hold.

In the Winter of 2020, the School Boards determined that it was an appropriate time to reconsider the EDC amendments that were being contemplated in the Spring of 2020. The School Boards also concluded that market conditions and the time that had elapsed since the initial EDC amendment analysis necessitated an additional review of land values and hired the firm of Cushman and Wakefield to provide an update to the appraised per acre values contained in the Board's 2018 EDC Background Study.

Cushman and Wakefield prepared reports for each School Board and the reports have an effective date of January 1, 2021 and contain the methodologies, approach and background to the new appraised land values. Table 3 contains the new per acre land values by municipality and can be found below. A comparison to values used in the 2018 Background Study has also been included.

Table 3

Municipality	2018 EDC By-law	2021 EDC Amendment	2018-21 % Difference
Oakville	\$ 2,370,000	\$ 2,830,000	19%
Milton	\$ 1,810,000	\$ 2,320,000	28%
Halton Hills	\$ 1,590,000	\$ 2,020,000	27%

The original land values in the 2018 EDC Background Study were \$2.37M per acre in Oakville, \$1.8M per acre in Milton and \$1.59M in Halton Hills. The land values used in the 2021 EDC Amendment are approximately 19% higher in Oakville, 28% higher in the Town of Milton and 27% in Halton Hills. In addition to providing updated land values, the appraiser also provided an updated land escalation factor that is used to adjust the price of land (for the term of the EDC bylaw only). The annual land escalation factor used in the 2018 EDC was 4% and the new factor used in the 2021 amendment is 5% per annum.

The Board's EDC consultant recalculated the EDC rates, incorporating the increases to the aforementioned land values as well as updating each Board's EDC reserve fund to reflect current balances. The analysis resulted in an increase to the proposed or 'maximum' rates



that were set out in the 2018 EDC Background Study. The new proposed ‘maximum’ rates are included in Table 4 and compared with the 2018 EDC ‘maximum’ rates. The new proposed ‘maximum’ rates increased by approximately 43%-46% for the HCDSB and by approximately 34%-37% for the HDSB, largely because of the increase in land values.

Table 4

School Board	2018 Proposed Maximum EDC Rates	2021 Proposed Maximum EDC Amended Rates
HCDSB Residential	\$ 3,648	\$ 5,215
HCDSB Non-Residential	\$ 0.83	\$ 1.21
HDSB Residential	\$ 4,892	\$ 6,539
HDSB Non-Residential	\$ 1.11	\$ 1.52

Utilizing the existing EDC maximum rates and considering the legislative provisions available in 2019, the HCDSB would reach their EDC residential maximum rate of \$3,648 and a maximum non-residential rate of \$0.74 in year 5 of the bylaw (Table 1). The HDSB has already reached the ‘maximum’ residential and non-residential rates as per the 2018 EDC study of \$4,892 on the residential rate and \$1.11 on the non-residential rate (Table 1).

The new proposed ‘maximum’ rates would not impact the legislated permitted phase-in of rates identified earlier in this report (i.e., \$300 residential maximum per year (or 5%) and \$0.10 non-residential maximum per year (or 5%)). The ‘maximum’ rates are only applicable in situations where the EDC rates reach the ‘maximum’ rate prior to the permitted phase-in rate. For example, in the case of the HDSB the legislated phased-in residential rates could reach as high as \$5,864 by year 5 of the bylaw (Table 2) however are currently capped at \$4,892 – the existing ‘maximum’ rate. The new amended proposed ‘maximum’ rate of \$6,539 would allow the Board to charge the full phased-in EDC residential rates permitted under the legislation.

The Boards are thus proposing to amend their EDC by-laws to increase the ‘maximum’ rates. Table 5 outlines the proposed phase-in of EDC rates based on the new ‘maximum’ rates and phase-in rates consistent with the most recent EDC legislation. The HCDSB residential EDC rate would remain unchanged from the current rate of \$3,169 and would be consistent with the existing phase-in rates until year 5 of the bylaw where the rate could then increase to \$3,769 compared with the existing cap of \$3,648 in year 5. For the non-residential rate, the existing rate of \$0.67 per square foot of gross floor area could be increased to \$0.74 for year 3 of the bylaw and then increasing to \$0.84 for year 4 and \$0.94 for the final year of the bylaw.

For the HDSB, the existing residential rate of \$4,892 could be increased to \$5,192 for year 3 of the bylaw and then \$5,492 for year 4 and \$5,792 for the final year. The existing non-residential EDC rate for the HDSB is \$1.11 and could be increased to \$1.21 for year 3 of the bylaw and then \$1.31 for year 4 of the bylaw and \$1.51 for year 5.



Table 5

HCDSB							
Proposed EDC Phase-In Rates							
	Existing Rate 2020/21	Year 1	Year 2	Year 3	Year 4	Year 5	New Proposed Maximum Rate
				June 6, 2021 - July 3, 2021	July 4, 2021 - July 3, 2022	July 4, 2022 - July 3, 2023	
Residential	\$ 3,169			\$ 3,169	\$ 3,469	\$ 3,769	\$ 5,215
Non-Residential	\$ 0.67			\$ 0.74	\$ 0.84	\$ 0.94	\$ 1.21
HDSB							
Proposed EDC Phase-In Rates							
	Existing Rate 2020/21	Year 1	Year 2	Year 3	Year 4	Year 5	New Proposed Maximum Rate
				June 7, 2021 - July 3, 2021	July 4, 2021 - July 3, 2022	July 4, 2022 - July 3, 2023	
Residential	\$ 4,892			\$ 5,192	\$ 5,492	\$ 5,792	\$ 6,539
Non-Residential	\$ 1.11			\$ 1.21	\$ 1.31	\$ 1.41	\$ 1.52

In addition to amending the EDC bylaws to increase the ‘maximum’ charge and permit greater annual increases to the EDC rates, Board staff are also proposing an amendment to incorporate additional EDC exemptions that were included as part of the legislative changes referenced earlier in this report. The changes to the EDC Regulation implemented several mandatory exemptions from EDCs. Those exemptions are as follows:

- (i) private school;
- (ii) long-term care home, as defined in the *Long-Term Care Homes Act, 2007*;
- (iii) retirement home, as defined in the *Retirement Homes Act, 2010*;
- (iv) hospice or other facility that provides palliative care services;
- (v) child care centre, as defined in the *Child Care and Early Years Act, 2014*;
- (vi) memorial home, clubhouse or athletic grounds owned by the Royal Canadian Legion;
- (vii) college of applied arts and technology established under the *Ontario Colleges of Applied Arts and Technology Act, 2002*;
- (viii) university that receives regular and ongoing operating funds from the Government of Ontario for the purposes of post-secondary education;
- (ix) Indigenous Institute prescribed for the purposes of section 6 of the *Indigenous Institutes Act, 2017*.



Certain ownership requirements apply to the exemptions listed in clauses (vii), (viii) and (ix) above.

Board staff are preparing information reports for their respective Board of Trustees recommending that the Boards amend their 2018 EDC by-laws to implement the changes described above. All dates provided below are tentative and due to the recent COVID-19 measures could change or be postponed.

HCDSB staff intends to present their report to their Board of Trustees on May 18, 2021, which will recommend that the Board enact an amending by-law on June 1, 2021. Should the Board pass an amending EDC by-law as recommended, such by-law would come into force on the fifth day after it is passed, with collection of the increased rates commencing on June 7, 2021 (5 days after the bylaw is June 6 which is a Sunday).

HDSB staff intends to present their report to their Board of Trustees on May 19, 2021, which will recommend that the Board enact an amending by-law on June 2, 2021. Should the Board pass an amending EDC by-law as recommended, such by-law would come into force on the fifth day after it is passed (June 7, 2021).

If there are any questions or comments, please advise Board staff as soon as possible. Contacts for the school board are provided below:

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<p>North Oakville No. 4 Catholic Elementary School Project Budget and Approval to Proceed with School Capital Planning</p>	<p>Item 8.3</p>
<p>June 1, 2021</p>	

Alignment to Strategic Plan

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

Purpose

To obtain Board authorization of the project budget for the proposed North Oakville No. 4 Catholic Elementary School, and to proceed with school capital planning matters for the project.

Background Information

1. [Action Report Item 8.5 "North Oakville No. 4 CES Approval to Proceed with School Capital Planning"](#) from the November 17, 2020, Regular Meeting of the Board.
2. [Action Report Item 8.8 "2019 Capital Priorities List Submission"](#) from the June 18, 2019, Regular Meeting of the Board.
3. [Information Report Item 10.9 "Long-Term Capital Plan Update - Final Report"](#) from the June 18, 2019, Regular Meeting of the Board.
4. [Information Report Item 10.4 "2018-2019 Annual Facility Accommodation Report"](#) from the April 2, 2019, Regular Meeting of the Board.

Comments

On October 20, 2020, the Board was informed of its Capital Priorities allocation for the new North Oakville No. 4 Catholic Elementary School. A total amount of \$14,499,502 was allocated for the project, which is based on an elementary school to accommodate 671 pupil places. Now that the Board has received this school capital allocation, the objective is to construct the school at the earliest opportunity.

A number of activities are required to be initiated for the new North Oakville No. 4 Catholic Elementary School capital planning process. Staff must officially appoint an architect for the project, along with sub-consultants to complete the design of the project. Staff must also continue to work with the local municipality and regional authorities to obtain the necessary permits and approvals to construct the



school. Lastly, the Ministry of Education must approve the school design and authorize staff to proceed to tender the project. The commencement of the above noted school capital planning activities would greatly assist the Board to achieve a September 2022 school opening date for the new North Oakville No. 4 Catholic Elementary School.

A preliminary budget estimate has been prepared for the project. As the construction drawings and specifications are completed, tender pricing is received and as the project progresses, the preliminary project budget will be updated. The North Oakville No. 4 project preliminary project budget is attached to this report (Appendix A).

Note that the preliminary budget estimate is greater than the Capital Priorities allocation that the Board received. Inflation in construction prices over the past several years have outpaced increases in the Ministry construction benchmark, creating a funding gap on most new school construction projects in the Province. As such, staff recommend that Board bridge the gap using available capital funding sources and the capital reserve. The only other method to bridge the funding gap would be to reduce the area of the building, which is not advisable given the growth in the community and the present and future need for elementary school student accommodations.

Conclusion

The Board is very appreciative of the Ministry's recognition of the Board's student accommodation pressures in Oakville with its announcement of funding for the new North Oakville No. 4 Catholic Elementary School. It is recommended that staff be authorized to proceed with the school capital planning for the new North Oakville No. 4 Catholic Elementary School. The following resolutions will be submitted for Trustee consideration and approval to proceed with the North Oakville No. 4 Catholic Elementary School project at the next meeting of the Board.

Recommendations

The following recommendations are respectfully submitted for Trustee consideration and approval:

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board authorize staff to proceed with the school capital planning process and school construction for the proposed North Oakville No. 4 Catholic Elementary School project.



Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board approve the project budget not to exceed \$15,499,502 for the North Oakville No. 4 Catholic Elementary School project in the Town of Oakville.

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board approve the use of available capital sources and the capital reserve in the amount of \$1,000,000 to partially fund the construction of the North Oakville No. 4 Catholic Elementary School project in the Town of Oakville.

Report Prepared by:

C. Abrahams
Senior Manager, Capital Projects

Report Submitted by:

R. Merrick
Superintendent, Facility Management Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board

HALTON CATHOLIC DISTRICT SCHOOL BOARD

**NORTH OAKVILLE NO. 4 CATHOLIC
ELEMENTARY SCHOOL PROJECT**

PRELIMINARY BUDGET ESTIMATE

<i>EXPENSES</i>	<i>May 14, 2021 BUDGET ESTIMATE</i>		
<i>Construction</i>	12,395,000		
<i>Professional Fees</i>	1,050,000		
<i>Inspections, soil test, surveys</i>	100,000		
<i>Site Plan & Building Permit fees</i>	225,000		
<i>Contingencies</i>	1,000,000		
<i>Net HST (2.21%)</i>	399,502		
<i>Furniture & Equipment, Including IT</i>	330,000		
TOTAL	\$15,499,502		

<i>REVENUE</i>			
<i>Ministry of Education (a) Capital Priorities (671 Pupil Places)</i>	\$14,499,502		
<i>HCDSB (b) Available Capital Funding and the Capital Reserve</i>	\$1,000,000		
TOTAL	\$15,499,502		



Regular Board Meeting

Action Report

Stakeholder Feedback	Item 8.4
June 1, 2021	

The following Notice of Motion was presented at the May 18, 2021 Regular Board Meeting:

Moved by: T. O'Brien

Seconded by:

BE IT RESOLVED that the Halton Catholic District School Board direct the Secretary of the Board and Director of Education to present a report at the June 15th Board meeting outlining the full cost of utilizing MPAC in order to seek feedback from as many ratepayers as possible for our Multi-Year Strategic Plan.



Regular Board Meeting

Action Report

Grade Nine Pre-AP and Pre-IB Math	Item 8.5
June 1, 2021	

The following Notice of Motion was presented at the May 18, 2021 Regular Board Meeting:

Moved by: T. O'Brien

Seconded by:

BE IT RESOLVED that the Halton Catholic District School Board direct the Secretary of the Board and Director of Education to cluster pre-AP and pre-IB grade nine students into separate destreamed classes.



Multi Year Strategic Planning Process	Item 8.6
Tuesday, June, 2021	

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 bring forward suggested recommendations to the Board regarding timelines for developing the Multi Year Strategic Plan (MYSP) and the use of a facilitator/consultant.

Background Information

Under the Education Act each school board must create a multi year plan that spans a minimum of three (3) years. The purpose of the Multi Year Strategic Plan is to help Boards set long term strategic goals and priorities. The plan is evidence based and developed in a collaborative process.

Comments

At the May 27, 2021 meeting the MYSP Committee determined timelines (see Appendix A) for developing the multi year strategic plan and assessed whether an external facilitator/consultant would be beneficial for parts of the strategic planning process.

In the next stage of the planning process, with input from Research Services and Senior Staff, the Committee will analyze internal and external data to identify emerging themes that will suggest direction to the Board. Stakeholder groups will be identified, and a consultation process and communication plan developed. Trustees will approve the consultation process and communication plan through Board resolution.

Next Steps

If the Committee recommendations are supported by the Board of Trustees, a competitive process for selecting a consultant will be initiated by staff.

Recommendation

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

Resolution#:

Moved by:

Seconded by:

RESOLVED, that the Board of Trustees accept the recommendation of the MYSP Planning Committee and accept the timelines as presented in Appendix A.

Resolution#:

Moved by:

Seconded by:

RESOLVED, that the Board of Trustees accept the recommendation of the MYSP Planning Committee and have the Director proceed with hiring an external consultant to facilitate the strategic planning process.

Report Submitted and

Approved by:

M. Duarte

Chair of the Multi Year Strategic Planning Committee

Proposed Timelines

	DATE	AGENDA TOPIC(S)
Meeting #3	May 27, 2021	<ul style="list-style-type: none"> • Timelines • Consider hiring external consultant
Board Meeting	June 1, 2021	<ul style="list-style-type: none"> • Approve timelines and use of facilitator (if applicable) through Board resolution.
Meeting #4	TBD (Aug 2021)	<ul style="list-style-type: none"> • Review and analyze data from internal/external scans • Identify key stakeholders • Determine consultation formats and questions.
Board Meeting	Sept 21, 2021	<ul style="list-style-type: none"> • Approve the consultation process and plan via Board resolution. (Consultation – October- November)
Meetings #5-6/7	Nov-Dec 2021	<ul style="list-style-type: none"> • Establish strategic priorities and goals
Board Meeting	Jan 4, 2022	<ul style="list-style-type: none"> • Approve strategic priorities and goals by resolution.
Meeting #7/8	Jan 2022	<ul style="list-style-type: none"> • Establish targets and outcomes and draft plan.
Board Meeting	Feb 1, 2022	<ul style="list-style-type: none"> • Approve the Multi-Year Strategic Plan



Results of STEM Steering Committee Work	Item 8.7
June 1, 2021	

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 share with Trustees the results of the work undertaken by the STEM Steering Committee.

Background Information

On June 2nd, 2020, a motion was passed to strike a Steering Committee to determine how to increase the profile and interest in STEM co-curricular and extra-curricular activities in both the elementary and secondary panels.

Meetings have been ongoing since October 2020, including our Director of Education, Chair and Vice-Chair of the Board, Trustees, representatives of our Elementary and Secondary OECTA units, Elementary and Secondary administrators, other members of our Curriculum and Student Success teams, and a staff representative from McMaster University.

To generate a STEM strategy, the work of the Steering Committee has included: examining current HCDSB programs and initiatives, gathering information from other School Districts as well as higher education, industry, and government resources. This report provides a summary of our recommendations and approximate timelines for implementation.

Comments

STEAM Steering Committee Vision Statement

- We believe that there are already excellent STEAM initiatives and programs in the Halton Catholic District School Board that provide a strong foundation for this strategy.
- We believe that STEAM education can be successfully implemented across our system, and across all subjects.
- We believe we can increase engagement in STEAM for all students.



- We see strong connections between our existing Curriculum, the Ontario Catholic School Graduate Expectations and STEAM Education.
- We believe that this work requires dedicated staff, professional development and resources to ensure its success.

Overarching Philosophies

1) STEAM Education instead of STEM Education

- STEAM Education: an acronym that encompasses Science, Technology, Engineering, Arts, and Mathematics, and includes components of design thinking, inquiry-based learning, and problem-based learning.
- Incorporating Arts engages and includes more teachers and students (e.g., teaching design principles in an Arts program which include math or coding principles)
- Design thinking encourages creative thinking and can be fostered through the Arts and applied to Science/Math and vice versa.

2) Connecting STEAM Education to our Curriculum Documents, and the Ontario Catholic School Graduate Expectations

- Creating a global understanding that the skills and abilities we are working to instill in our students to ensure they are future-ready are a part of STEAM Education, and are also found in our Curriculum Documents, the Ontario Catholic School Graduate Expectations, and our Focus on Faith Themes



A Reflective, Creative and Holistic Thinker

A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

A Discerning Believer

A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

A Responsible Citizen

A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.



A Collaborative Contributor

A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.



An Effective Communicator

An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.



A Self-Directed, Responsible, Lifelong Learner

A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.



A Caring Family Member

A caring family member who attends to family, school, parish and the wider community.

<p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> Solves meaningful, real-life, complex problems (1), (6) Takes concrete steps to address issues Designs and manages projects Acquires, processes, interprets, and analyses information to make informed decisions (critical and digital literacy) Engages in an inquiry process to solve problems (1) Makes connections and transfers learning from one situation to another (1), (6) 	<p>Innovation, Creativity, and Entrepreneurship</p> <ul style="list-style-type: none"> Contributes solutions to complex problems (3) Enhances a concept, idea, or product Takes risks in thinking and creating Makes discoveries through inquiry research (1) Pursues new ideas to meet a need of a community (3), (6) Leads and motivates with an ethical entrepreneurial spirit (1), (3) 	<p>Learning to Learn / Self-Aware & Self-Directed Learning</p> <ul style="list-style-type: none"> Learns the process of learning (metacognition) (1),(3),(4),(5),(7) Believes in the ability to learn and grow (growth mindset) (1), (4), (5) Perseveres and overcomes challenges to reach a goal (1), (5) Self-regulates in order to become a lifelong learner (1), (4), (5), (7) Reflects on experience to enhance learning (1), (7) Cultivates emotional intelligence to understand self and others (1), (2),(4) Adapts to change and shows resilience to adversity (1), (5) Manages various aspects of life – physical, emotional (relationships, self-awareness, spiritual, and mental well-being (5)
<p>Collaboration</p> <ul style="list-style-type: none"> Participates in teams; establishes positive relationships Learns from, and contributes to, the learning of others (1) Co-constructs knowledge, meaning, and content (1) Assumes various roles on the team Manages conflict Networks with a variety of communities/groups Respects a diversity of perspectives (2), (3) 	<p>Communication</p> <ul style="list-style-type: none"> Communicates effectively in different contexts in oral and written form in French and/or English Asks effective questions to acquire knowledge (6) Communicates using a variety of media (1), (5) Selects appropriate digital tools according to purpose (1) Listens to understand all points of view (2), (3), (6) Gains knowledge about a variety of languages (2), (6) Voices opinions and advocates for ideas 	<p>Global Citizenship</p> <ul style="list-style-type: none"> Contributes to society and the culture of the local, global, and digital community in a responsible, accountable, and ethical manner (2), (6) Engages in local and global initiatives to make a difference (6) Learns from and with diverse people (2), (5), (6) Interacts safely and responsibly within a variety of communities (5), (6) Creates a positive digital footprint Relates to the environment and is mindful of the importance of all living things (2), (3)

GLOBAL COMPETENCIES DRAFT SCOPING PLAN AND RELATED CMEC AREAS

Figure 1. Ontario Catholic School Graduate Expectations (<https://iceont.ca/resources/ontario-catholic-school-graduate-expectations/>)

Figure 2. 21st Century Competencies (http://www.edugains.ca/resources21CL/21stCenturyLearning/21CL_21stCenturyCompetencies.pdf)

3) Increasing connections to STEAM in all subject areas

- Increasing the use of STEAM principles across subject areas (e.g., problem-solving methods, inquiry-based learning: such as how to gather accurate information and make informed decisions, how to correctly test hypotheses by controlling variables, etc.)

4) Increasing Engagement in STEAM for All

- Creating opportunities and spaces to encourage more female participation in STEAM opportunities
- Using data to determine which subsets of our population are underserved or marginalized; and breaking down barriers to participation in STEAM opportunities



Recommendations: System-Level

	Strengths/Opportunities	Challenges/Barriers	Timeline
Increasing Cross-panel Initiatives	<ul style="list-style-type: none"> Creates valuable experiences for elementary and secondary students, allowing them to be exposed early on to different career pathways and increase engagement and increase participation Secondary students acting as role models/mentors Using existing technology to connect classrooms/schools Builds capacity in all Pathways – Workplace, College, University, Elementary and Secondary 	<ul style="list-style-type: none"> Opening the lines of communication between panels – teachers Training opportunities for Secondary student mentors 	To begin in September 2021 – will be linked to existing cross-panel work that already happens at the beginning of the school year
Dedicated Staff (e.g., Consultants, Itinerants, IT Staff)	<ul style="list-style-type: none"> To move this work forward, we need system-level champions to focus specifically on STEAM initiatives Work of the STEAM Consultant will be to coordinate initiatives across the system and raise the profile STEAM Education STEAM Itinerants/Coaches provide individual, small-group, and school-level training Dedicated IT and Library staff to remove barriers to success Increasing STEAM training through an integrated approach so that all Curriculum Consultants and Coaches can support STEAM initiatives or Catholic Professional Learning Communities within their subject areas 	<ul style="list-style-type: none"> Dedicated funding needed on an ongoing basis Need for clear indicators of progress and success 	Part of the 2021-22 and 2022-23 HCDSB Budget Cycle
Dedicated Project Funding	<ul style="list-style-type: none"> Grant-style projects with accessible funds to support STEAM initiatives are familiar to staff through previous Ministry projects Development of specific criteria to ensure grant projects match system priorities 	<ul style="list-style-type: none"> Funding needed on an ongoing basis How do we measure success? What other grant monies are available? 	Part of the 2021-22 and 2022-23 HCDSB Budget Cycle



	<ul style="list-style-type: none"> • Possible Ministry Funding available in 2021-22 budget 		
Providing Resources to Support STEAM	<ul style="list-style-type: none"> • Providing equitable distribution of resources across the system that are easy to access for all staff/students • Opportunities to leverage the resources we have already at schools and held centrally through the Learning Resource Centre (central inventory has been taken in 2020-21) 	<ul style="list-style-type: none"> • What are opportunities for funding? • How can we ensure equitable distribution of resources across schools? • Ongoing funding rather than one-off purchases • Partnerships with tech companies to see what can be donated, loaned etc. 	Part of the 2021-22 and 2022-23 HCDSB Budget Cycle
Competitions, Contests and Field Trips	<ul style="list-style-type: none"> • High engagement for students • Opportunities for students to participate in collaborative activities focusing on design, inquiry, critical thinking • Scalable (from classroom to region to Board) • Field Trips (both real and virtual) provide opportunities for students to explore a career, and a hook for those students interested in the field 	<ul style="list-style-type: none"> • Dedicated and equitable funding needed for entrance fees and materials, supply teacher coverage, etc. • How will we engage staff to supervise and support? • Ensuring field trips have specific connections to STEAM Goals 	Part of the 2021-22 and 2022-23 HCDSB Budget Cycle
Ensuring Equitable Access to STEAM Opportunities	<ul style="list-style-type: none"> • Leveraging opportunities that already exist (e.g., Dell – “Girls who Game”) • Understanding that we need to create comfortable spaces • Lots of women interested in being role models • Engaging School Councils through Council of Chairs presentation 	<ul style="list-style-type: none"> • Provide supports to encourage students to access programs/courses • Providing supports for students when they are in the programs (e.g., create comfortable spaces, role models, prevent microaggressions) • Need for champions at the school and system-level 	Work to be undertaken by Curriculum Staff (e.g., STEAM Consultant and Itinerants) beginning in 2021-22



Recommendations: School-Level

	Strengths/Opportunities	Challenges/Barriers	Timeline
Dedicated STEAM Spaces, including Library Learning Commons/Maker Spaces	<ul style="list-style-type: none"> • Work has already been done in many of our elementary libraries, further opportunities at new schools • Opportunities to access community spaces (e.g., at colleges and universities) • Opportunities through connections to Halton Industry Education Council-Career Centre • Building capacity with library staff through collaboration between teaching and library staff 	<ul style="list-style-type: none"> • Further funding sources needed • Space limitations • How can we ensure the safety of the space? (sanitization, electrical sources) • Who is responsible for this space? 	<p>Elementary Schools: continuation of ongoing work (pre-pandemic)</p> <p>Secondary Schools: work to begin in Fall 2021</p>
School-Level STEAM Leads	<ul style="list-style-type: none"> • In-house leads, who can work with individual teachers, divisions, departments, or lead whole-school PD • Creates consistency across the system • Connects to work being done at the system-level by consultants/itinerants • Creating Catholic Professional Learning Communities for reps within their family of school, and across panels 	<ul style="list-style-type: none"> • Potential need to incentivize and support staff • Ensuring STEAM leads have access to the same opportunities at each school • Providing ongoing support and training • Creating opportunities to connect school-level champions 	September 2022
Guest Speakers for STEAM	<ul style="list-style-type: none"> • Provide role models and inspiration for students • Connections to multiple pathways • Existing connections via alumni • Greater opportunities to have virtual sessions • Opportunity to engage parents/guardians • Accessing role models that represent our diverse 	<ul style="list-style-type: none"> • Need to develop a roster of speakers available for all schools • Funding needed 	Work to be undertaken by Curriculum Staff (e.g., STEAM Consultant and Itinerants) beginning in 2021-22



	community to encourage participation from underrepresented groups		
Develop Interdisciplinary Learning at Secondary	<ul style="list-style-type: none"> • Already have experience running IDC courses running in our schools (e.g., IDC4U – Business and Math – Financial Literacy) • Marketing and accountability built in when they are credit courses • Vast experience with interdisciplinary teaching in our Elementary panel 	<ul style="list-style-type: none"> • College and University Courses, Open courses as well – need writers • Need for opportunities for Gr. 9/10 courses as well • Require creative timetabling for Gr. 9 courses (challenges in both small and large schools) • Need to have parents understand the value in these types of programs 	Work to be undertaken by Curriculum Staff (e.g., STEAM Consultant and Itinerants) beginning in 2021-22
Specialist High Skills Major Programs (SHSM) and Ontario Youth Apprenticeship Programs (OYAP)	<ul style="list-style-type: none"> • Currently we have 16 SHSM programs and 1 OYAP program in STEAM-related fields, with more anticipated for 2021-22 • Increase profile and awareness of these programs and how they lead to post-Secondary and career opportunities • Successful SHSM and OYAP applications receive Ministry Funding 	<ul style="list-style-type: none"> • Continued challenges to attract and retain students and qualified specialty staff 	Ongoing work by SHSM/OYAP Curriculum Consultant

Recommendations: Professional Development

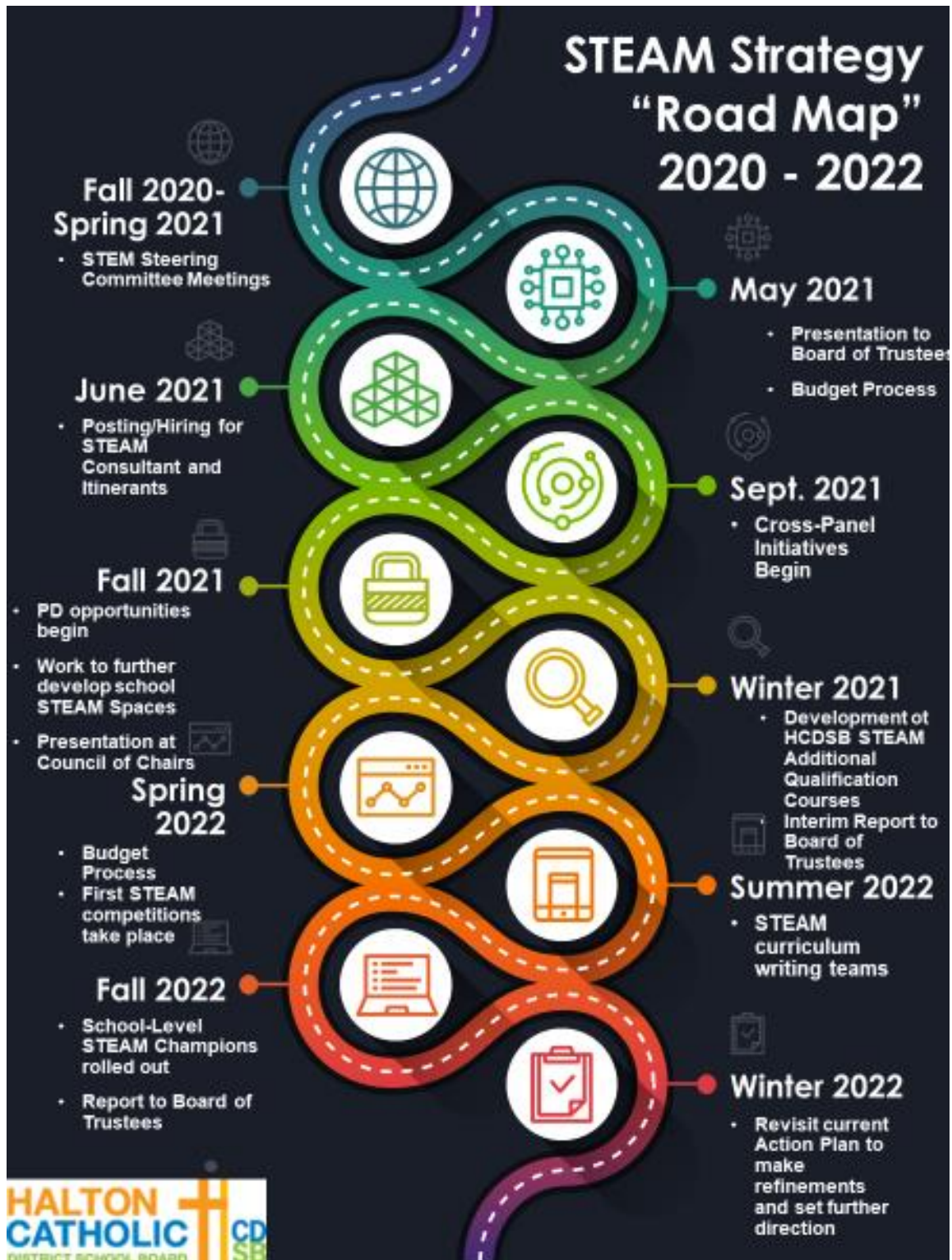
	<u>Strengths/Opportunities</u>	<u>Challenges/Barriers</u>	<u>Timeline</u>
Professional Development for Staff	<ul style="list-style-type: none"> • Available resources/volunteer staff available through higher Ed and industry partners • We have increasing opportunities to deliver PD virtually/asynchronously • Ability to leverage opportunities for cross-panel training 	<ul style="list-style-type: none"> • Dedicated funding needed for supply coverage, materials, trainers, etc. • Differentiating Professional Development to meet varied needs of staff • Encouraging teachers and providing different entry points for those who are 	Work to be undertaken by Curriculum Staff (e.g., STEAM Consultant and Itinerants) beginning in 2021-22



		less familiar with STEAM education	
Offering AQs in STEAM through HCDSB	<ul style="list-style-type: none"> • Will create staff who are knowledgeable in STEAM practices. • Builds capacity • Focuses on pedagogy and curriculum • Promoting offerings from other institutions while developing our own AQ, given that we would like to increase system while also incorporating the Catholic lens. 	<ul style="list-style-type: none"> • Need to write courses which have a STEAM-focused curriculum • Cost to write courses • Cost on staff to take these courses – could we offer subsidies? 	Work to be undertaken by Curriculum Staff (e.g., STEAM Consultant and Itinerants) beginning in 2021-22; budget cycle 2022-23
Dedicated Writing Teams	<ul style="list-style-type: none"> • Leveraging expertise from within our system • Creating resources specific to the needs of HCDSB • Ensure that those who have expertise and multiple perspectives are represented on the team 	<ul style="list-style-type: none"> • Cost – purchasing of resources to support new initiatives, pay writers, etc. • Attracting staff to work off-hours 	Spring and Summer 2022



“Road Map” for Implementation of HCDSB STEAM Strategy 2020 - 2022





Conclusion

The recommendations of this Steering Committee are that this plan be implemented in full, with the support of the Board of Trustees. For this initiative to succeed, it will require a collective effort, dedicated staff and resources, and professional development. We believe that undertaking this initiative in full will increase student interest and participation in STEAM opportunities - both co-curricular and extra-curricular - and will build on the solid foundation already found across the Halton Catholic District School Board.

Acknowledgements:

We are grateful for the hard work, dedication, and resourcefulness of the following committee members:

Co-Chairs

Marvin Duarte
Chris Chliszczyk
Jeff Crowell

Vice-Chair HCDSB and Milton Trustee
Vice-Principal – Assumption CSS
Superintendent – Curriculum Services

Committee Members

Patrick Brophy
Bill Cripps
Robert Crowe
Tracy Dallaire
Patrick Daly
Sharon Deery
Rocco Dilanni
Patricia Dolan
Tara Hambly
Vincent Iantomasi
Mark Ives
Joanne Kenney
Rebekah Leavitt
Matthew Kovacs
Janet O’Hearn-Czarnota
Patrick Murphy
Linda Murray
Marissa Pitt
Michael Silvello

Vice-Principal, Corpus Christi CSS
Senior Manager, Information and Technology Services
Curriculum Consultant
Director Information Security, McMaster University
Director of Education
Pathways Itinerant Teacher
Principal, Bishop Reding CSS
Curriculum Coach
President – Halton OECTA Elementary
Burlington Trustee
Curriculum Consultant
Curriculum Consultant/TELT
Secondary Teacher/OECTA Representative
Secondary Teacher – St. Francis Xavier CSS
Halton Hills Trustee
Chair HCDSB and Milton Trustee
Manager, Library Services
Vice-Principal, HCDSB Virtual CES
Department Head, Christ the King CSS



Recommendation

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

Resolution#: *Moved by:*
Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendations of the STEM Steering Committee for implementation beginning in the 2021-22 School Year.

Report Prepared by: J. Crowell
Superintendent of Education, Curriculum Services

Report Submitted by: J. Crowell
Superintendent of Education, Curriculum Services

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



2021-2022 ISP Conferences – International Consultants for Education and Fairs (ICEF)	Item 9.1
Tuesday, June 1, 2021	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to share information about Halton Catholic District School Board’s (HCDSB) requested attendance at upcoming conferences to Berlin, Germany, and Miami, United States, which are recommended by the International Consultants for Education and Fairs (ICEF) – *Appendix A.*

HCDSB has been associated with ICEF since 2014. ICEF, a global market leader in business-to-business networking events, has been bringing together Educators and high-quality, vetted student recruitment agents for over 25 years. Their events are the world’s leading networking conferences that are renowned for building strong, productive professional relationships, that facilitate outstanding international student experiences.

Background Information

International Education provides tremendous benefits to our Board. Students in the 21st Century are required to be global citizens and to understand the challenges and rewards that result from living in different parts of the world. According to the Government of Canada Foreign Affairs, Trade and Development, “International” education is critical to Canada’s success and fully supports and encourages, provinces and individual educational Institutions to promote International Studies. These opportunities provide student pathways to post secondary and transition to temporary and permanent residents of Canada.

Comments

As part of the HCDSB International Education Strategy, it is our goal to recruit students from around the world, to avoid a singular region.

The 2021-2022 ICEF conferences to Berlin (October 31 – November 7, 2021) and Miami (December 6 – 8 ,2021) will provide a superb opportunity to develop and establish business relationships with selected top-quality agencies and government officials, and gain up-to-date information for this market. The goal is to establish new partnerships and explore HCDSB’s presence in Asia, Europe, Central and South America. At our HCDSB booth, we proudly display our Board promotional video,



and answer questions with regard to the programs and opportunities in our elementary and secondary schools. Our focus always features our Catholic faith and values interwoven with the outstanding academic results.

Conclusion

This year, the HCDSB has seen a decrease in the number of International Students attending our system because of global trends and issues. International Students provide immense value to our students and school communities. Our approach in recruiting International Students is supporting declining enrollment in certain elementary and secondary schools, as well as, enriching the diversity and promotion of global education. This request is in alignment with the HCDSB International Education Strategy, to recruit students from around the world and avoiding a singular region.

Recommendation

The following recommendation will be presented for the consideration at the June 15, 2021 Regular Board Meeting:

Resolution#: *Moved by:*

Seconded by:

Resolved, that the Halton Catholic District School Board approve the request for travel outside of Canada by one senior staff member and one ISP department member to attend the ICEF conferences October 31 – November 7, 2021 and December 6 – 8, 2021.

Report Prepared by: A. Cordeiro
Superintendent of Education, School Services

Report Submitted by: A. Cordeiro
Superintendent of Education, School Services

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

About ICEF Events

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ABOUT THIS EVENT

ICEF Berlin returns in 2021 for its 26th year, now firmly established as the international education industry's leading global networking event.

Every year, professionals from right across the study abroad sector attend ICEF Berlin to build new partnerships and strengthen existing connections, as well as learn about the latest developments in the industry, share news, and develop professionally.

Held over 3 days, ICEF Berlin gives you the international education industry's largest and most comprehensive networking event, offering you the perfect way to keep up with the latest developments and build your brand in the sector. Every year, our participants tell us that ICEF Berlin is the ideal way to share insights with peers, meet new contacts, and extend their existing networks. That's what keeps them coming back year after year.

Please note that in 2021, ICEF Berlin will be held as a hybrid event.

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ABOUT THIS EVENT

ICEF Miami returns in 2021 for its 11th edition, giving leading educational institutions from across the Americas the opportunity to meet vetted student recruitment agents focused on sending students to this outstanding study destination, as well as service providers from around the world.

The United States and Canada are consistently ranked as top study destinations with broad international appeal across all educational sectors. Each year, an increasing number of educational institutions from right across the Americas turn to student recruitment agents to help them boost international enrolments and increase the quality of student applicants. There is no better networking event anywhere in the world to find these top-quality agents focused primarily on sending international students to study in the US and Canada than ICEF Miami.

Book your place today to find out why successful educators turn to ICEF to help them find trusted student recruitment partners from around the world.

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Feasibility of the Implementation of Mental Health Literacy Curriculum in Secondary Schools 2021-2022	Item 9.2
Tuesday, June 1, 2021	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to share our findings regarding the investigation and analysis of the mental health literacy curriculum by teachmentalhealth.org as recommended by Trustee Agnew to be delivered in all secondary schools for the 2021-2022 school year. This analysis entails a comparison to the mental health literacy curriculum from School Mental Health Ontario. The feasibility and implementation timelines were reviewed and provided.

Background Information

The suggested curriculum at teachmentalhealth.org was developed and created by Dr. Stan Kutcher and Dr. Yifeng Wei in conjunction with the University of British Columbia to support teachers in delivering mental health literacy to students. This is a Canadian developed program.

A review of the curriculum was completed which includes seven modules. Each module includes a core material section that contains a self-assessment and a supplementary learning resource component.

After exploring the resources and material, it was determined that HCDSB is best served to utilize and embed equivalent evidence-based resources and materials from School Mental Health Ontario to support student mental health.

School Mental Health Ontario (SMHO) is a Provincial implementation support team. They assist school districts to enhance student mental health through the use of evidence-based strategies and services. Since 2011, they have worked alongside the Ministry of Education, English and French school districts and school authorities, and numerous provincial education and health organizations to develop a systematic and comprehensive approach to school mental health.

All resources and curriculum that School Mental Health Ontario provides are evidence-based and student centered. Furthermore, SMHO have developed resources specifically to support Catholic Education Systems called Faith and Wellness Resources.



School Mental Health Ontario provides for staff:

- tailored, co-created resources for use in schools and classrooms
- mental health literacy for educators and school/system leaders
- training for school mental health professionals
- leadership and guidance about best practices in school mental health for staff, and
- Implementation coaching

Furthermore, SMHO supports:

- mental health awareness for parents/families
- a platform for student voice and leadership in school mental health

Through these supports and services, SMHO aims to enhance the quality and consistency of mental health promotion, prevention, and early intervention programming in Ontario schools.

The SMHO team includes mental health professionals, system leaders, subject matter experts, and implementation scientists. They are guided by the CODE (Council of Ontario Directors of Education) Advisory Team, ensuring their provincial school mental health strategy is aligned with priorities and practices in Ontario school districts.

In January, SMHO released a Student Mental Health Action Kit (SMHAK) which includes mental health literacy curriculum and a plethora of student mental health resources.

SMHAK is a collection of resources for educators to support student mental health during the ongoing pandemic response. As part of the Action Kit, lesson plans and/or classroom-ready materials are being shared to support educator mental health instruction.

This includes the development of a new module supporting secondary student mental health literacy and help-seeking. *MH LIT: Student Mental Health in Action* includes a series of four 30-minute lessons focusing on mental health and mental illness (the dual continuum), signs of mental health problems, strategies to support mental health and well-being, and how/where to access help for yourself and your friends, when needed.

The module also offers additional supportive materials, including a school readiness checklist, a secondary school leaders implementation resource, as well as educator preparation suggestions.

Comments

In response to Trustee Agnew's motion, an advisory committee was created in partnership with Curriculum Services and the Mental Health Leadership Team. The focus of this collaborative committee was to review mental health literacy curriculum, establish a timeline, and create a clear implementation plan to deliver mental literacy in secondary schools for the 2021-2022 school year. This team consists of several curriculum consultant representatives, the Chiefs of Service from Social Work, Psychology and Mental Health Programming, and Elementary and Secondary Principal representatives.



The findings and recommendations of the Mental Health Leadership Team are as follows:

1. The Mental Health Leadership Team will review the new mental health literacy modules soon to be released by SMHO.
2. A collaborative summer working group will be established with representation from Curriculum and the Mental Health Leadership Team to achieve the following:
 - a. Review the SMHO secondary school mental health literacy curriculum and determine a clear implementation plan for the 2021-2022 school year.
 - b. Identify the course alignment to deliver the mental health literacy curriculum to ensure consistent and equitable delivery to all secondary students.
 - c. Identify and develop an educator training plan and timeline for the school year to build educator capacity; increase educator confidence and provide support to educators in delivering mental health literacy curriculum.

Conclusion

The Teachmentalhealth.org curriculum is a Canadian option for school boards to implement a mental health literacy curriculum in secondary schools. However, it is an out-of-province program that does not align with the School Mental Health Ontario program for Student Mental Health, which is Ontario specific, sanctioned by the Ministry of Education currently and is supported by our board. School Mental Health Ontario is currently initiating a Mental Health Literacy curriculum for secondary students that has been developed in collaboration with unions and experts. This curriculum will be available for HCDSB teachers in the 2021 -2022 school year and will align with other SMHO supports for our board.

Recommendation

We recommend for the Board of Trustees to accept our report and Board staff to follow up with the development of the implementation plan for the SMHO Mental Health Literacy Curriculum and Student Action Kit for the 2021 – 2022 school year.

Report Prepared by: Jane Acheson, Acting Chief Social Worker
Glenda Brown, Chief of Mental Health Programming
Oliver Foese, Chief Psychologist

Report Submitted by: Stephany Balogh, Superintendent Education, Special Education Services
Jeff Crowell, Superintendent of Education, Curriculum Services

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



Student Trustees Update	Item 10.1
June 1, 2021	

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:

The Invest in Yourself Stock Competition is ending on June 1st. We had over 100 student competitors, many of whom have done significantly well. Moreover, OSTA-AECO AGM took place May 27th to May 30th. Returning Student Trustees had the opportunity to run for executive positions, and network with other incoming Student Trustees. Yearly updates from Board Councils and executive officers were provided to the General Assembly.

Belonging:

In trying to ensure that our Student Senator voices are valued, we had an open discussion at our May 24th Student Senate meeting for student senators to bring into discussion certain initiatives or opinions that they have for Student Senate. At the table, Student Senators brought up many different ideas, and two of which aim to nurture our diverse school community. The Senators moved and passed the motions to further promote student senate applications for the 2021-2022 school year, and to celebrate Pride Month and National Indigenous History Month for June through our social media pages.



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

K. Kelly
Student Trustee, Burlington

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



Schools Update	Item 10.2
June 1, 2021	

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 and planning for the 2021-22 school year.

Return to School

As of Friday May 28, 2021, we have received no further direction from the Province with regards to a possible return to in person learning prior to the end of the school year. We will keep parents updated as soon as any additional information is known.

Summer Programming

Our Board will continue to offer our Core Secondary School Summer Credit Program, Summer Learning Program for students with special needs and a Summer Transition Program for student with special needs.

Our summer programming will also be supported by classroom teachers, special education teachers, speech language pathologist/CDAs, child youth counsellors, educational assistants and/or behaviour analysts and Social workers.



Youth Vaccinations

Beginning Monday, May 31st, Halton youth aged 12 years of age and over who live or attend school in Halton are able to book their COVID-19 vaccination booking appointments through [Halton Region's online booking system](#)

Halton Region Public Health will offer first doses to all youth aged 12 to 17 years of age in June, and second doses by the end of August. Appointments for the Youth Vaccination Program will be available at Halton COVID-19 vaccination community clinic locations administering the Pfizer-BioNTech COVID-19 vaccine.

The Provincial government has developed a [new webpage](#) containing materials and information for youth vaccination. The Ministry of Health also has a [website](#) containing vaccine-relevant information and planning resources to support immunization programs, including a youth-focused vaccination consent package that is available for local public health units and partners to support informed consent.

Learning & Instruction 2021-22

- We are planning to open elementary schools full time, in-person in September. Elementary students will continue to be cohorted with their classmates and their homeroom teacher.
- Specialized teachers, for classes such as French as a second language, the arts, and health and physical education, will be able to go into classrooms to provide the full breadth of programming for students.
- Students may be pulled into smaller groups for supports with students from other cohorts based on local public health advice.

For 2021-22, school boards will continue to be required to offer remote learning options consistent with PPM 164. [Policy/Program Memorandum: 164 Requirements for Remote Learning](#)

Virtual Elementary School

- The Virtual Elementary School will remain as an option in the 2021-22 school year.
- Parents will indicate their preference via online registration from June 1-12, 2021.
- **One opportunity** for a request of change to learning environment will take place in February 2022.



Cohorting and Timetabling for Secondary In-Class Instruction

- In secondary schools, School boards will be required to limit schedules to two in-person classes (such as quadmestering). Our intention is to plan for full time in-person learning for secondary schools in a quadmester format to begin the school year in semester one. A decision to move to a traditional semester system in February will be based on direction from the Ministry and in consultation with our local public health unit
- In an “in person” quadmester, students would attend school each day and complete 2 courses (1 in the morning and 1 in the afternoon) over a 10-week period. Students would then begin 2 new courses and complete them in a similar fashion over the next 10 weeks.
- Our Board will also have a plan in place to pivot to other modes of delivery if necessary while still providing students with access to the full breadth of courses:
 - Adapted timetables (this year’s model) where instruction is split between in-person instruction and remote to allow for tighter cohorting; and
 - Full remote delivery.

Full guidance on 2021-22 health and safety measures will be communicated to school boards in Summer 2021. This will include guidance on requirements such as masking, hand hygiene, cohorting for clubs and other extracurriculars and screening, as well as the designation of school boards that would need to open with an adapted secondary school delivery model in September.

Grade 9 Math

- The new Mathematics, Grade 9 course (MTH1W) will be implemented beginning in September 2021. This course will replace Principles of Mathematics, Grade 9, Academic (MPM1D) and Foundations of Mathematics, Grade 9, Applied (MFM1P). **Students who have applied and been accepted to either pre-AP or pre IB classes will be assigned to MTH1W pre-AP, or MTH1W1 pre-IB.**
- The Locally Developed Compulsory Credit (LDCC) course policy remains unchanged at this time.

We will keep parents updated on the new grade 9 Math curriculum after it is released to School Boards.



Graduation Requirements

- In 2021-22, the required number of hours for community involvement activities will be reduced from 40 to a minimum of **20 hours** for graduating students. This is consistent with changes made in the 2020-21 school year.
- The community involvement graduation requirement of 40 hours **will be restored in 2022-23** and students working towards their OSSD should be supported to meet these graduation requirements in time for their graduating year.
- Students graduating in the 2021-22 school year are exempted from the literacy graduation requirement. The literacy graduation requirement **will be restored** for students graduating in the 2022-23 school year.

Halton Student Transportation Services

School Bus Courtesy Seats

Each year, in accordance with the [HSTS Procedure HS-1-004 – Courtesy Seats](#), families with children who are otherwise not eligible for school bus transportation to and from school are allowed to apply for courtesy seats on school buses.

In light of the current uncertainty around physical distancing measures that will need to be in place for September, HSTS has made the decision that courtesy seats will not be offered in September. This decision will be reconsidered during the 2021-2022 school year once there is greater clarity around the health situation.

School Bell Time Study

Each year Halton Student Transportation Services (HSTS) performs an in-depth school hour impact study. This includes a review of existing school start and end times to determine whether adjustments to these times will eliminate bus routes, thereby reducing costs to the HSTS member Boards. In addition, schools may request a change in the school start and end times. All requests for school hour changes are incorporated as part of the school hour impact study.

There are no bell time changes scheduled for the HCDSB for the 2021-22 school year.



Conclusion

As circumstances continue to evolve in the spring and summer and additional direction is provided by the Ministry of Education and Halton Public Health, we also hope it means the return of extracurriculars including athletics, clubs, and other engaging activities for our students.

In the year ahead, we remain committed to the health, well-being and safety of students, educators, school staff and the broader community communicating any updates with parents and 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



<p>Provincial Consolidation of School Board Financial Statements Accountants' Report for the Seven-Month Period from September 1, 2020, to March 31, 2021</p>	<p>Item 10.3</p>
<p>June 1, 2021</p>	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to inform the Board of the recent “Accountants’ Report with respect to the period from September 1, 2020, to March 31, 2021” dated May 14, 2021, prepared by the Board’s external auditor (KPMG), addressed to the Ministry of Education, and referred to as the “Seven-Month Report.”

Background Information

Under the Public Sector Accounting Board (PSAB), the Provincial Auditor General, in conjunction with the Ministry of Finance, requires the consolidation of school board financial statements into the 2020-2021 public accounts of the Province. The Ministry of Education is consolidating the financial statements of all school boards for this reporting exercise. This requirement also affects hospitals, colleges and universities under their respective Ministries.

Comments

1. The fiscal year of the Province is April 1 to March 31. The fiscal year for school boards is September 1 to August 31. Therefore, the Province’s fiscal year straddles two fiscal years of school boards. In order to consolidate the financial statements of school boards into those of the Province, school boards must take five months from the 2019-2020 fiscal year (April 1, 2020, to August 31, 2020) and seven months from the 2020-2021 fiscal year (September 1, 2020, to March 31, 2021) and combine them to correspond to the Province’s fiscal year.



2. Attached as Appendix A is the “Accountants’ Report for the period September 1, 2020, to March 31, 2021,” prepared by the Board’s external auditor, KPMG, under Section 9100 (Specified Audit Procedures) of the Chartered Professional Accountants (CPA) Canada Handbook - Assurance and as such does not constitute a full audit. The report outlines specific procedures performed as prescribed by the Ministry of Education and the results of those procedures. It is divided into three sections:
 - Section I details the Operating Revenues and Expenditures for the seven months,
 - Section II details the Capital Asset Activities for the seven months and
 - Section III details the Assets Held for Sale.
3. The beginning of Section I on Page 1 refers to Schedules 19 and 20 of the Education Finance Information System (EFIS), which have been included in Appendix B. Schedule 19 shows the Statement of Financial Position and Schedule 20 shows the revenues and expenses at March 31, 2021.
4. The beginning of Section II on Page 7 refers to Schedule 22 of EFIS on “Tangible Capital Asset Continuity.” This Schedule is attached as Appendix B.
5. At the end of Section III, on Page 11 of Appendix A, the specified procedures report states that “As a result of applying the above procedures, we found no exceptions.”

Conclusion

The EFIS schedules and the Accountants’ Report for September 1, 2020, to March 31, 2021, were submitted to the Ministry on May 14, 2021. The Ministry uses these numbers to prepare its March 31, 2021, Consolidated Financial Statements for the entire Ministry of Education. The requirement of school boards to prepare the Seven-Month Report (for capital and operating) will be ongoing.

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

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

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



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ACCOUNTANTS' REPORT WITH RESPECT TO THE PERIOD FROM SEPTEMBER 1, 2020 TO MARCH 31, 2021

To the Ministry of Education

As requested by the Halton Catholic District School Board ("the Board"), we have performed the following procedures for the period from September 1, 2020 to March 31, 2021 ("the period"):

I. Schedules 19 and 20 of EFIS of the Board

We have obtained Schedules 19 and 20 of EFIS from the Board and performed the following:

1. With respect to Column A.1 we performed the following at March 31, 2021:
 - a. We obtained a summary of the trial balance (or general ledger) at March 31, 2021 of the Board and agreed the subtotals to Column A.1 of Schedules 19 and 20 and found them to be in agreement.
 - b. We agreed the following 5 items (assets/ liabilities/ accumulated surplus/ (deficit)/ revenues/ expenses) over \$700,000 from the summary referred to in (1) a) above, to the general ledger and found them to be in agreement.

Item #	Account #	Description	Amount
1	03001	Taxation, Municipalities	(60,005,557.06)
2	33155	Supplies, Software	2,099,662.54
3	76200	Debenture, Interest	3,695,754.54
4	86100	F/A, Land (Infinite)	208,695,795.95
5	99100	A/S – IA – Operating Reserve	(12,004,209.00)

2. If applicable, we obtained the entry to reverse any amounts recorded during the seven month period for school generated funds. We agreed the entry to supporting documentation and agreed to Column A.2 on Schedule 19 and 20.



- If applicable, we obtained the entry to reverse any amounts recorded during the seven month period for subsidiaries. We agreed the entry to supporting documentation and Schedule 19 and 20. (Column A.3).

Not applicable as there are no Column A.3 adjustments.

- We obtained a summary of the Column B.1 adjustments on Schedules 19 and 20, if any, to reverse entries over \$700,000 which recorded receivables and payables at August 31, 2020 and were not reversed in the Board’s general ledger during the subsequent period. We randomly selected 20% of the entries (a minimum of 5), agreed them to the supporting documentation and verified the amount was included in the summary of the entries. We agreed the summary of the entries to Column B.1 of Schedule 19 “Consolidated Statement of Financial Position”, and Schedule 20 “Revenues and Expenses”, as applicable.

Accrued Interest on OFA Loans (\$2,133,081)

- We obtained a summary of Column B.2 accrual adjustments on Schedules 19 and 20, if any, for adjustments over \$700,000 related to the period prior to March 31, 2021. We randomly selected 20% of the entries (a minimum of 5), agreed them to the supporting documentation and verified the amount included in the summary of the entries related to the period prior to March 31, 2021. We agreed the summary of the entries to Column B.2 of Schedule 19 “Consolidated Statement of Financial Position”, and Schedule 20 “Revenues and Expenses”, as applicable.

Item #	Description	Amount
1	<i>Education Development Charges -Transferred to Revenues</i>	\$4,972,916
2	<i>Interest Charges on Capital</i>	\$1,218,501

- With respect to Column B.3 adjustments made to accrue the Ontario Financing Authority (OFA) loan interest, we recalculated the accrued amount and agreed to the adjustment on column B.3 of Schedule 19 and 20.

Item #	Description	Amount
1	<i>Agreed to supporting interest schedules for OFA loans.</i>	\$1,379,415

- We obtained supporting documentation for any Column C.1 adjustments made to reclassify Ministry Revenue between the various categories on Schedule 20 “Revenue”. We agreed 2 entries to the supporting documentation.

Not applicable as there are no Column C.1 adjustments.



8. With respect to the revenue recorded for municipal taxes over \$700,000, we performed the following:

a. With respect to the tax revenue for the period from September 1, 2020 to December 31, 2020:

We agreed the 2020 municipal tax revenue to the most current supporting documentation (for a maximum of two municipalities) and recalculated the revenue for the period by subtracting the amount included in revenue in the August 31, 2020 audited financial statements (being 62% of the 2020 tax revenue as included in Schedule 11B of EFIS for the year ended August 31, 2020) from the total 2020 tax revenues (based on most current information).

Item #	Municipality	2020 Calendar Revenue
1	<i>Burlington</i>	\$31,241,952
2	<i>Oakville</i>	\$38,140,496

b. With respect to the tax revenue for the period from January 1, 2021 to March 31, 2021:

We recalculated the estimated 2021 municipal tax revenue for the period using 25% of the estimated 2021 tax revenue based on most current information. We agreed estimated 2021 tax revenue to supporting documentation. If current information regarding estimated 2021 tax revenue is unavailable, then the 2021 tax revenue for the period was estimated using 2021 tax revenue as included in Schedule 11A of the Revised Estimates for the year ending August 31, 2021.

As the current information regarding estimated 2021 tax revenue was unavailable, we recalculated the tax revenue for the period by using 2020 tax revenue as included in Schedule 11A of the Revised Estimates.

Item #	Municipality	Estimated Amount
1	<i>Burlington</i>	\$7,927,471
2	<i>Oakville</i>	\$9,677,938



- c. We agreed the 2020 supplementary taxes and write offs (for a maximum of two municipalities) to supporting documentation and recalculated the revenue for the period by subtracting the amount included in line 3.4 in Schedule 9 of the 2020-2020 financial statements.

Item #	Municipality	Supplementary Taxes	Tax Write-offs
1	Burlington	\$138,517.97	\$1,337,942.59
2	Oakville	\$376,283.32	\$1,116,849.35

- d. If an amount greater than \$700,000 was reported on line 3.4, Column C.2 of Schedule 20 "Revenue", we asked management for the supporting listing that totaled the amount on line 3.4. We calculated the difference between the 2021 supplementary taxes and write-offs based on most current information and 2020 supplementary taxes and write-offs and agreed to the amounts on the listing (for a maximum of two municipalities).

Not applicable as there are no line 3.4, Column C.2 entries.

- e. We agreed the total of 8a), 8b), 8c) and 8d), above to Local Taxation (line 3.5) in Column E on Schedule 20 "Revenue" after the adjustment, if any, in Column C.2. We agreed the adjustment amount to Schedule 19, "Consolidated Statement of Financial Position" Column C.2, line 1.4 or line 2.3.

9. We verified the calculation of the allocation of tuition revenues to the period using the prescribed methodology prorated on the related number of school days. We agreed the adjustment, if over \$700,000, made to reflect this calculation in Schedule 20 "Revenue", and Schedule 19 "Consolidated Statement of Financial Position" in Column C.3.

Not applicable as there are no Column C.3 adjustments.



10. With respect to salaries and benefits earned for the period we obtained the payroll paid and payroll earned during the period from the Board, and performed the following:

- a. We obtained a listing of the general ledger entries and agreed the following amounts paid to the payroll journal, selecting from different employee groups, a maximum of 5 entries.

Employee Group	Account #	Batch #	Amount
Classroom Teachers	10100-10-170-1-00000-003-000	202021N 516	264,752.27
Teacher Aides	10100-10-191-4-00400-301-000	202102N 517	204,368.38
Principals & VP	10100-15-152-1-00000-000-000	202023N 520	109,135.98
Board Admin	10100-34-112-6-00760-000-000	202026N 520	17,684.19
Plant	10100-40-103-6-40000-000-000	202019N 520	41,817.95

11. We obtained the calculation of the vacation pay accruals for any amounts over \$700,000 and performed the following:

- a. We obtained the supporting documentation for the 2 employee groups with the largest vacation pay accruals.
- b. We agreed a sample of the following 5 employees (allocated between the employee groups) to the records of vacation days outstanding, and the payroll rate. We recalculated the accrued vacation pay for those 5 employees.

Employee #ID
112578
109910
106748
105662
102663

- c. We agreed the adjustment to Column C.5 on Schedule 19, "Consolidated Statement of Financial Position" and Schedule 20 "Expenses".

12. We verified the mathematical accuracy of the prorated calculation of the employee future benefits liability and related expense adjustment, using the 2020-2021 estimates provided in the actuarial assessment at August 31, 2020 and found no differences. If 2020-2021 estimates are not provided in the August 31, 2020 assessment, verify if the board has used 2019-2020 expenses as the basis for prorating. We agreed the total employee future benefits liability to the total in Column E, after the required adjustment to Column C.6, on Schedule 19,



“Consolidated Statement of Financial Position”, line 2.20. We agreed the adjustment to expenses to the total in Column C.6 on Schedule 20, “Expenses”.

13. We performed the following with respect to any other adjustments over \$700,000 provided by the Board:

- a. We obtained a summary of the other adjustment entries included in Column C.7 which related to the period prior to March 31, 2021 and required adjustment in Schedule 19 and 20.

Not applicable as there are no C.7 entries.

- b. We randomly selected 20% of the entries provided in a) above (a minimum of 5) over \$700,000 as detailed below and compared to the supporting documentation. We verified the amount related to the period prior to March 31, 2021 was included in the summary of entries.

Not applicable as there are no C.7 entries.

- c. We recalculated the summary of entries which required adjustment and agreed the adjustment to Column C.7 on Schedule 19 and 20. We ensured that the entries balanced between Schedule 20, “Revenues and Expenses” and Schedule 19, “Consolidated Statement of Financial Position”.

Not applicable as there are no C.7 entries.

- d. We enquired whether any statement of financial position items, which are historically adjusted in the General Ledger at August 31 each year, were considered and included in the adjustments provided in a). (Note that items to be considered include accrued liabilities, receivables, interest on sinking fund assets, etc.)

- e. We enquired whether any items, historically included in the General Ledger as a net amount during the year and restated to report as gross revenue and expenses at August 31 each year, were considered and included in the adjustments provided in a). (Note that items to be considered include special projects, federal government grants, capital projects, etc.)



14. With respect to the School Generated Funds, we obtained the amounts included in the Consolidated Statement of Financial Position in the audited financial statements for the year ended August 31, 2020, agreed to supporting documentation and Schedule 19, “Consolidated Statement of Financial Position” in Column G.

15. With respect to the Subsidiaries, we obtained the amounts included in the Consolidated Statement of Financial Position in the audited financial statements for the year ended August 31, 2020, agreed to supporting documentation and agreed to the Schedule 19, “Consolidated Statement of Financial Position” Column H.

Not applicable as there are no column H entries.

II. Schedule 22

1. We obtained a detailed listing of tangible capital assets by asset class and agreed totals to corresponding columns by asset class in Schedule 22 of EFIS – “Tangible Capital Asset Continuity”.
2. We conducted the following procedures with respect to additions to buildings (40 years) and land for the period September 1, 2020 to March 31, 2021:
 - a. From the detailed listing of tangible capital assets for the 7-month period supporting the data in Schedule 22, we selected a sample of 7 additions (5 buildings and 2 land) as follows:

Asset ID #	Asset Name	Amount
Buildings		
3501	ALC Oakville	\$291,561.87
3691	Assumption	\$601,178.97
16393	Corpus Christi	\$391,605.59
16314	St. Christopher	\$121,670.71
1130	St. Nicholas	\$146,201.28
Land		
2206	Milton CSS #3	\$454,459.34
2108	Milton #10	\$11,769,649.93



- b. We selected one cost component included in each addition selected in a) and agreed the cost to specific documentation as follows:

Asset ID #	Asset Name	Amount *
Buildings		
3501	ALC Oakville	\$364,774.25
3691	Assumption	\$1,448,997.82
16393	Corpus Christi	\$304,094.59
16314	St. Christopher	\$59,760.56
1130	St. Nicholas	\$225,878.84
Land		
2206	Milton CSS #3	\$231,606.94
2108	Milton #10	\$11,722,583.86

*agreed to invoices

- c. For the sample selected in b) we determined that the items were recorded in accordance with the “District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide” dated January 2021.
3. We conducted the following procedures with respect to Construction in Progress (CIP) assets:

- a. From the detailed listing of tangible capital assets for the 7-month period we selected 2 additions to CIP as follows:

Asset ID #	Asset Name	Amount
3692	Bishop Reding	\$4,429,684.90
3663	St. Peter	\$2,042,709.09

- b. We selected one cost component included in each addition selected in a) and agreed the costs to specific documentation as follows:

Asset ID #	Asset Name	Amount*
3692	Bishop Reding	\$1,200,612.79
3663	St. Peter	\$405,698.63

*agreed to invoices

- c. For the sample selected in b) we determined that the items were recorded in accordance with the “District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide” dated January 2021.



- d. We selected one item from CIP that was transferred into an in-service asset class and performed the following:

Asset ID #	Asset Name	Amount *
Land		
2108	Milton #10	\$96,616

- e. We traced the related project to an authorized completion certificate or equivalent.

4. We conducted the following procedure with respect to amortization of buildings:

- a. From the detailed listing of tangible capital assets for the 7-month period we selected a sample of 5 amortization expenses as follows:

Asset ID #	Asset Name	Amount
4867	Christ The King	\$376,216.92
1153	Queen of Heaven	\$176,309.99
1204	St. Francis Xavier/Jean Vanier	\$497,480.22
3657	St. Marguerite d'Youville	\$101,475.91
16815	St. Thomas Aquinas (New)	\$542,278.72

- b. We recalculated the amortization in accordance with the "District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide" dated January 2021 and agreed to the amortization reported in the detailed listing of tangible capital assets for the 7-month period for the assets selected.

5. We conducted the following with respect to disposals of buildings and land:

- a. From the detailed listing of tangible capital assets for the 7-month period we selected a sample of 3 disposals as follows:

Not applicable, no disposals were identified.

- b. We agreed the proceeds of disposition for the items selected in a) above to supporting documentation (indicate the supporting documentation - i.e. Agreement of Purchase and Sale).

Not applicable, no disposals were identified.

- c. We recalculated the gain/loss on disposal for the items selected in a) above and agreed to the gain/(loss) on disposal for that asset to the board's data.

Not applicable, no disposals were identified.



III. Schedule 22A

1. We obtained a detailed listing of assets held for sale by asset class and agreed totals to corresponding columns by asset class in Schedule 22A of EFIS – “Assets Held for Sale Continuity”.
2. We conducted the following procedures for assets held for sale with respect to additions to land and land improvements with infinite lives, and building and land improvements with finite lives, for the period September 1, 2020 to March 31, 2021:

- a. From the detailed listing of assets held for sale for the 7-month period supporting the data in Schedule 22A, we selected a sample of 3 additions (1 land and land improvement with infinite life and 1 building and 1 land improvement with finite life (if applicable) and ensured that the criteria (PSAB handbook section 1201.55) to transfer into assets held for sale was met in the September 1, 2020 to March 31, 2021 period as follows:

Not applicable, no assets held for sale additions identified.

- b. We selected 1 additional expenditure on assets held for sale and agreed the cost to specific documentation as follows:

Not applicable, no assets held for sale additional expenditures identified.

3. We conducted the following with respect to disposals of assets held for sale:

- a. From the detailed listing of assets held for sale for the 7-month period we selected a sample of 2 disposals as follows:

Not applicable, no assets held for sale disposals identified.

- b. We agreed the proceeds of disposition for the items selected in a) above to supporting documentation (indicate the supporting documentation - i.e. Agreement of Purchase and Sale).

Not applicable, no assets held for sale disposals identified.

- c. We recalculated the gain/loss on disposal for the items selected in a) above and agreed to the gain / (loss) on disposal for that asset to the board’s data.

Not applicable, no assets held for sale disposals identified.



This report is for use solely in connection with the consolidation of the Board financial information into the financial statements of the Province of Ontario.

As a result of applying the above procedures, we found no exceptions. However, these procedures do not constitute an audit of these schedules and therefore, we do not express an opinion on Schedules 19, 20, 22 and 22A of EFIS as at March 31, 2021 and for the period from April 1, 2020 to August 31, 2020 and from September 1, 2020 to March 31, 2021.

KPMG LLP

Chartered Professional Accountants, Licensed Public Accountants

Hamilton, Canada
May 14, 2021

Schedule 19 Summary - Consolidated Statement of Financial Position For the period ending March 31 2021

		March 31 2021
1	FINANCIAL ASSETS	
1.1.1	FP - Cash	52,217,789
1.1.2	FP - Cash Equivalents	-
1.2	FP - Temporary Investments	-
	<u>Accounts receivable</u>	
1.3	... FP - Accounts Receivable - Total GRE (Inter Entity)	163,869,850
1.4	... FP - Accounts Receivable - Municipalities	-
1.5	... FP - Accounts Receivable - Government of Canada	789,866
1.6	... FP - Accounts Receivable - Other Provincial Governments	-
1.7	... FP - Accounts Receivable - Other	6,619,662
1.8	FP - Investments longer than 1 year	-
1.9	FP - Assets Held for Sale	-
1.10	FP - Financial Assets - Other	-
1.11	TOTAL FINANCIAL ASSETS	223,497,167
2	LIABILITIES	
2.1	FP - Temporary Borrowing	81,000,000
	<u>Accounts payable</u>	
2.2	... FP - Accounts Payable - Total GRE (Inter Entity)	215,701
2.3	... FP - Accounts Payable - Municipalities	-
2.4	... FP - Accounts Payable - Government of Canada	29,890
2.5	... FP - Accounts Payable - Other Provincial Governments	-
2.6	... FP - Accounts Payable - Other	-
	<u>Accounts Payable and Accrued Liability</u>	
2.7	...FP - Accrued Interest on Debt - Non-OFA	1,218,501
2.7.1	...FP - Accrued Interest on OFA Loans	1,379,415
2.8	...FP - Other Accrued Payable and Liability	41,307,963
2.9	FP - Subtotal Accounts Payable and Accrued Liabilities	43,905,879
2.10	FP - Liabilities - Other	-
	<u>Net Debenture Debt, Capital Loans and Leases</u>	
2.11	... FP - Unmatured Debenture Debt	54,181,539
2.12	... Less: FP - Sinking Fund Assets	-
2.13	... FP - Debenture Debt Net of Sinking Fund Assets	54,181,539
2.14	... FP - Capital Loans	85,292,703
2.15	... FP - Capital Leases	-
2.16	FP - Net Debenture Debt, Capital Loans and Leases	139,474,242
2.17	FP - Deferred Revenue	18,977,519
	<u>Employee Benefits Payable</u>	
2.18	...FP - Worker's Compensation Liability	4,533,748
2.19	...FP - Other Employee Benefits Payable	2,490,036
2.20	FP - Subtotal Employee Benefits Payable	7,023,784
2.21	FP - Contaminated Sites	-
2.22	FP - Deferred Capital Contributions	460,096,259
2.23	TOTAL LIABILITIES	750,723,274

Schedule 19 Summary - Consolidated Statement of Financial Position For the period ending March 31 2021

		March 31 2021
3	NET DEBT	-527,226,107
4	NON-FINANCIAL ASSETS	
4.1	FP - Prepaid Expenses	128,443
4.2	FP - Inventories of Supplies	-
4.3	FP - Tangible Capital Assets	690,798,399
4.4	TOTAL NON-FINANCIAL ASSETS	690,926,842
5	ACCUMULATED SURPLUS/(DEFICIT)	163,700,735
6	ACCUMULATED SURPLUS/(DEFICIT)	
6.1	Accumulated Surplus - Opening Balance Sept. 1, 2020	157,833,252
6.1.1	Adjustment for School Generated Funds and Subsidiaries	-
6.2	7-Month Surplus/Deficit - Sept 1, 2020 - Mar 31, 2021	5,867,481
6.3	Accumulated Surplus - Closing Balance Mar. 31, 2021	163,700,733

Schedule 20 Summary: Revenues and Expenses March 31 2021

		DSB - Adjusted Balances - March 31, 2021
	REVENUES	
1	PROVINCIAL GRANTS - GRANTS FOR STUDENT NEEDS	
1.1	Legislative Grants - Current Year	187,245,817
1.2	Legislative Grants - Amounts from Deferred Revenue	7,687,813
1.3	Provincial Grants - Grants for Student Needs	194,933,630
2	PROVINCIAL GRANTS - OTHER	
2.8	Other EDU Grants - Amounts from Deferred Revenue	6,964,825
	Specify other grants for operating:	
2.9		-
2.10		-
2.11		-
2.12		-
2.13		-
2.14		-
2.15	Provincial Grants - Other EDU	6,964,825
	Grants from Other Ministries and Other Government Reporting Entities (GRE)	
2.16	Provincial Employment Assistance Programs	-
2.17	Ministry of Citizenship & Immigration - Citizenship-Adult ESL-FSL	858,433
2.18	MLTSD Grant - Literacy and Basic Skills	75,005
2.19	MLTSD Grant - OYAP	95,097
2.20	MLTSD Grant-Ontario Employment Benefits and Support Measures(EBSM),formerly LDMA	-
2.21	Grants from Other Ministries - Amounts from Deferred Revenue	329,498
	Specify other grants from other ministries:	
2.22		-
2.23		-
2.24	Grants from Other GRE - Amounts from Deferred Revenue	-
	Specify other grants from other government reporting entities (GRE):	
2.25		-
2.26		-
2.27	Grants from Other Ministries and Other Government Reporting Entities (GRE)	1,358,033
2.32	Grant Accrual Re. 2021 Accrued Tax Adjustment	-
	Prior years' grant adjustments (specify):	
2.33	PRIOR YEAR GRANT ADJUSTMENTS	327,481
2.34	PRIOR YEAR SPECIAL EDUCATION ADJUSTMENTS	93,693
2.35	Grant Adjustments	421,174
2.40	Provincial Grants - Other	8,744,032
3	Local Taxation	
3.1	Tax Revenue from Municipalities	57,359,415
3.2	Tax Revenue from Unorganized Territories	-

Schedule 20 Summary: Revenues and Expenses March 31 2021

		DSB - Adjusted Balances - March 31, 2021
3.3	Tax Revenue Adjustment for 2020 Calendar Year	-
3.4	Tax Supplementary and Tax Write-offs Adjustment - Accrual Re. 2021 Amounts	-
3.5	Local Taxation	57,359,415
4	SCHOOL GENERATED FUNDS	
4.1	Elementary Schools Generated Funds and Other Revenues	-
4.2	Secondary Schools Generated Funds and Other Revenues	-
4.3	Amounts from Deferred Revenue - Schools Generated Funds	-
4.4	School Generated Funds Revenues	-
5	FEDERAL GRANTS & FEES	
5.1	Fees - Day School	-
5.2	Transportation Recoveries - Federal	-
5.3	Employment Assistance	-
5.4	Language Instruction for Newcomers to Canada (LINC)	510,044
5.5	Amounts from Deferred Revenue - Federal Government	-
	Specify other:	
5.6	GOVERNMENT OF CANADA-OTHER REVENUE	7,208
5.7		-
5.8	Federal Grants and Fees	517,252
6	INVESTMENT INCOME	
6.1	Interest income	132,109
6.2	Interest on Sinking Fund Assets	-
6.3	Investment Income	132,109
7	OTHER FEES & REVENUES FROM SCHOOL BOARDS	
7.1	Transportation Recoveries - Other School Boards	-6,574
7.2	Rental Revenue - Instructional Accommodation - Other School Boards	-
7.3	Rental Revenue - Non-Instructional Accommodation - Other School Boards	-
7.4	Northern Adjustment - Other School Boards	-
	Specify other:	
7.5		-
7.6		-
7.7	Total Other Fees and Revenues from School Boards	-6,574
8	FEES & REVENUES FROM OTHER SOURCES	
8.1	Fees from Boards outside Ontario	-
8.2	Fees from Individuals - Day School - Ontario Residents	-
8.3.1	Fees from Individuals - Day School - Other - Transfer from Deferred Revenues	1,868,906
8.3.2	Fees from Individuals - Day School - Other - Not from Deferred Revenues	-
8.4	Fees from Individuals - Continuing Education	-
8.5	Transportation Recoveries from other sources	-
8.6	Rental Revenue - Instructional Accommodation - Other sources	436,575
8.7	Rental Revenue -Non-Instructional Accommodation - Other sources	189,912

Schedule 20 Summary: Revenues and Expenses March 31 2021

		DSB - Adjusted Balances - March 31, 2021
8.8	Rental Revenue from Community Use	11,915
8.9	Rental Revenue - Other	7,860
8.10	Insurance Proceeds Other than Capital Appurtenances	-
8.11	Cafeteria Income	-
8.12	Board Level Donations - To be Applied to Classroom Expenses.	-
8.13	Board Level Donations - Other	-
8.14	Government of Ontario - Non grant payment	-
8.15	Amounts from Deferred Revenue - Other Third Party	22,516
8.16	Education Development Charges - Transferred to Revenues	11,077,723
8.17	Fees for Extended Day Program related to Early Learning	-
8.18	Net Gain on Disposal of Assets	-
8.18.1	Revenue related to Benefit Plan Reserves	-
	Other Grants - Non-GREs (specify):	
8.19		-
8.20		-
	Specify other:	
8.21	Secondments	461,380
8.22	Miscellaneous Recoveries	51,236
8.23	OCAS Revenue	22,950
8.24	Plant	102,466
8.25	Community Use or Field Rental	-145
8.26	ALC	0
8.27	Miscellaneous	47,944
8.28		-
8.29		-
8.30	Less: Revenue Recovery on Land Disposal	-
8.31	Fees and Revenues from Other Sources	14,301,238
8.31 = sum (8.1 to 8.29) - 8.30	
9	DEFERRED CAPITAL CONTRIBUTIONS	
9.1	Amortization of Deferred Capital Contributions	10,256,196
9.2	DCC on Disposal of Non-pooled and Unrestricted Assets	-
9.3	DCC Related to the Loss on Disposal of Restricted Assets	-
10	Total Revenues.	286,237,298

Schedule 20 Summary: Revenues and Expenses March 31 2021

		DSB - Adjusted Balances - March 31, 2021
11	EXPENSES	
11.1	Salaries and Wages	201,045,115
11.2	Employee Benefits	30,494,917
11.3	Staff Development	476,453
11.4	Supplies and Services	17,901,328
11.5	Interest Charges on Capital	4,733,979
11.6	Rental Expense	2,274,561
11.7	Fees and Contract Services	11,868,299
11.8	Other Expenses	509,130
11.9	Transfer to Other Boards	-
11.10	Amortization and Write Downs and Net Loss on Disposal	11,066,035
12	Total Expenses	280,369,817
13	Annual Surplus (Deficit).	5,867,481

Schedule 22: Tangible Capital Asset Continuity - Gross Book Value

	Cost - Opening Balance at September 1	Cost - Adjustments to Opening Balance	Cost - 7-month Transfer Between Asset Classes	Cost - 7-month Additions and Betterments	Cost - 7-month Disposals/Deemed Disposals
Assets In Service					
Assets In Service - Land & Land Improvement with Infinite Lives	196,351,431	-	-	12,247,753	-
Assets In Service - Land Improvements	22,164,737	-	-	393,489	-
Assets In Service - Buildings - 40 years	633,688,877	-	-	2,270,537	-
Assets In Service - Other Buildings	-	-	-	-	-
Assets In Service - Portable Structures	0	-	-	-	-
Assets In Service - Equipment - 5 years	82,024	-	-	6,508	-
Assets In Service - Equipment - 10 years	1,818,642	-	-	49,204	-
Assets In Service - Equipment - 15 years	66,265	-	-	-	-
Assets In Service - First-time Equipping - 10 years	5,368,987	-	-	101,757	-
Assets In Service - Furniture	71,625	-	-	90,860	-
Assets In Service - Computer Hardware	2,635,267	-	-	2,449,358	-
Assets In Service - Computer Software	0	-	-	-	-
Assets In Service - Vehicles under One Ton	289,958	-	-	-	-
Assets In Service - Vehicles over One Ton	0	-	-	-	-
Total Assets In Service	862,537,813	-	-	17,609,466	-
Leasehold Improvements					
Leasehold Improvements - Land Improvements	0	-	-	-	-
Leasehold Improvements - Buildings	0	-	-	-	-
Leasehold Improvements - Other	0	-	-	-	-
Total Leasehold Improvements	0	-	-	-	-
Asset Permanently Removed From Service					
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-	-
Total Asset Permanently Removed From Service	-	-	-	-	-
Construction In Progress Assets					
Construction In Progress - Buildings - 40 years	20,692,903	-	-	9,223,482	-
Construction In Progress - Buildings - 20 years	-	-	-	-	-
Construction In Progress - Portables	0	-	-	-	-
Pre-aquisition costs - Land	233,628	-	-	20,445	-
Pre-aquisition costs - Buildings	0	-	-	-	-
Total Construction In Progress Assets	20,926,531	-	-	9,243,927	-
Capital Leased Assets					
Capital Leased Assets - Land	0	-	-	-	-
Capital Leased Assets - Buildings	0	-	-	-	-
Capital Leased Assets - Other	0	-	-	-	-
Capital Leased Assets - Machinery and Equipment	-	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-	-
Total Capital Leased Assets	0	-	-	-	-
TCA - Land	196,585,059	-	-	12,268,198	-
TCA - Non Land	686,879,285	-	-	14,585,195	-
Total Tangible Capital Assets	883,464,344	-	-	26,853,393	-
* The transfers column should net to zero.					

Schedule 22: Tangible Capital Asset Continuity - Gross Book Value

	Cost - 7-month CIP Transfer (In is +, Out is -)	Cost - 7-month Write Downs	Cost - 7-month Transfer to Financial Assets	Cost - Closing Balance March 31
Assets In Service				
Assets In Service - Land & Land Improvement with Infinite Lives	96,616	-	-	208,695,800
Assets In Service - Land Improvements	-	-	-	22,558,226
Assets In Service - Buildings - 40 years	-	-	-	635,959,414
Assets In Service - Other Buildings	-	-	-	-
Assets In Service - Portable Structures	-	-	-	0
Assets In Service - Equipment - 5 years	-	-	-	88,532
Assets In Service - Equipment - 10 years	-	-	-	1,867,846
Assets In Service - Equipment - 15 years	-	-	-	66,265
Assets In Service - First-time Equipping - 10 years	-	-	-	5,470,744
Assets In Service - Furniture	-	-	-	162,485
Assets In Service - Computer Hardware	-	-	-	5,084,625
Assets In Service - Computer Software	-	-	-	0
Assets In Service - Vehicles under One Ton	-	-	-	289,958
Assets In Service - Vehicles over One Ton	-	-	-	0
Total Assets In Service	96,616	-	-	880,243,895
Leasehold Improvements				
Leasehold Improvements - Land Improvements	-	-	-	0
Leasehold Improvements - Buildings	-	-	-	0
Leasehold Improvements - Other	-	-	-	0
Total Leasehold Improvements	-	-	-	0
Asset Permanently Removed From Service				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
Total Asset Permanently Removed From Service	-	-	-	-
Construction In Progress Assets				
Construction In Progress - Buildings - 40 years	-	-	-	29,916,385
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	0
Pre-aquisition costs - Land	-96,616	-	-	157,457
Pre-aquisition costs - Buildings	-	-	-	0
Total Construction In Progress Assets	-96,616	-	-	30,073,842
Capital Leased Assets				
Capital Leased Assets - Land	-	-	-	0
Capital Leased Assets - Buildings	-	-	-	0
Capital Leased Assets - Other	-	-	-	0
Capital Leased Assets - Machinery and Equipment	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-
Total Capital Leased Assets	-	-	-	0
TCA - Land	0	-	-	208,853,257
TCA - Non Land	0	-	-	701,464,480
Total Tangible Capital Assets	0	-	-	910,317,737
* The transfers column should net to zero.				

Schedule 22: Tangible Capital Asset Continuity - Accumulated Amortization

	TCA Accumulated Amortization - Opening Balance September 1	TCA Accumulated Amortization - Adjustments to Opening Balance	TCA Accumulated Amortization - Transfer Between Asset Class	TCA Accumulated Amortization - Amortization Expense
Assets In Service				
Assets In Service - Land Improvements	10,963,357	-	-	885,978
Assets In Service - Buildings - 40 years	191,380,893	-	-	8,969,154
Assets In Service - Other Buildings	-	-	-	-
Assets In Service - Portable Structures	0	-	-	-
Assets In Service - Equipment - 5 years	21,748	-	-	9,511
Assets In Service - Equipment - 10 years	1,304,379	-	-	96,444
Assets In Service - Equipment - 15 years	43,521	-	-	2,577
Assets In Service - First-time Equipping - 10 years	3,293,954	-	-	303,559
Assets In Service - Furniture	15,869	-	-	6,828
Assets In Service - Computer Hardware	1,277,099	-	-	760,474
Assets In Service - Computer Software	-1	-	-	1
Assets In Service - Vehicles under One Ton	152,483	-	-	31,509
Assets In Service - Vehicles over One Ton	0	-	-	-
Total Assets In Service	208,453,302	-	-	11,066,035
Leasehold Improvements				
Leasehold Improvements - Land Improvements	0	-	-	-
Leasehold Improvements - Buildings	1	-	-	-1
Leasehold Improvements - Other	0	-	-	-
Total Leasehold Improvements	1	-	-	-1
Asset Permanently Removed From Service				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
Total Asset Permanently Removed From Service	-	-	-	-
Construction In Progress Assets				
Construction In Progress - Buildings - 40 years	-	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	-
Pre-aquisition costs - Land	-	-	-	-
Pre-aquisition costs - Buildings	-	-	-	-
Total Construction In Progress Assets	-	-	-	-
Capital Leased Assets				
Capital Leased Assets - Land	-	-	-	-
Capital Leased Assets - Buildings	0	-	-	-
Capital Leased Assets - Other	0	-	-	-
Capital Leased Assets - Machinery and Equipment	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-
Total Capital Leased Assets	0	-	-	-
TCA - Land	-	-	-	-
TCA - Non Land	208,453,303	-	-	11,066,034
Total Tangible Capital Assets	208,453,303	-	-	11,066,034

* The transfers column should net to zero.

Schedule 22: Tangible Capital Asset Continuity - Accumulated Amortization

	TCA Accumulated Amortization - Write Downs	TCA Accumulated Amortization - Disposals- Deemed Disposals	TCA Accumulated Amortization - Transfer to Financial Assets	TCA Accumulated Amortization - Closing Balance March 31
Assets In Service				
Assets In Service - Land Improvements	-	-	-	11,849,335
Assets In Service - Buildings - 40 years	-	-	-	200,350,047
Assets In Service - Other Buildings	-	-	-	-
Assets In Service - Portable Structures	-	-	-	0
Assets In Service - Equipment - 5 years	-	-	-	31,259
Assets In Service - Equipment - 10 years	-	-	-	1,400,823
Assets In Service - Equipment - 15 years	-	-	-	46,098
Assets In Service - First-time Equipping - 10 years	-	-	-	3,597,513
Assets In Service - Furniture	-	-	-	22,697
Assets In Service - Computer Hardware	-	-	-	2,037,573
Assets In Service - Computer Software	-	-	-	0
Assets In Service - Vehicles under One Ton	-	-	-	183,992
Assets In Service - Vehicles over One Ton	-	-	-	0
Total Assets In Service	-	-	-	219,519,337
Leasehold Improvements				
Leasehold Improvements - Land Improvements	-	-	-	0
Leasehold Improvements - Buildings	-	-	-	0
Leasehold Improvements - Other	-	-	-	0
Total Leasehold Improvements	-	-	-	0
Asset Permanently Removed From Service				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
Total Asset Permanently Removed From Service	-	-	-	-
Construction In Progress Assets				
Construction In Progress - Buildings - 40 years	-	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	-
Pre-aquisition costs - Land	-	-	-	-
Pre-aquisition costs - Buildings	-	-	-	-
Total Construction In Progress Assets	-	-	-	-
Capital Leased Assets				
Capital Leased Assets - Land	-	-	-	-
Capital Leased Assets - Buildings	-	-	-	0
Capital Leased Assets - Other	-	-	-	0
Capital Leased Assets - Machinery and Equipment	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-
Total Capital Leased Assets	-	-	-	0
TCA - Land	-	-	-	-
TCA - Non Land	-	-	-	219,519,337
Total Tangible Capital Assets	-	-	-	219,519,337

* The transfers column should net to zero.

Schedule 22: Tangible Capital Asset Continuity - Net Book Value

	TCA NBV - Closing Balance March 31	TCA NBV - Opening Balance September 1	TCA NBV and Proceeds of Disposition - Proceeds of Disposition	TCA NBV and Proceeds of Disposition - Gain on Disposal	TCA NBV and Proceeds of Disposition - Loss on Disposal
Assets In Service					
Assets In Service - Land & Land Improvement with Infinite Lives	208,695,800	196,351,431	-	-	-
Assets In Service - Land Improvements	10,708,891	11,201,380	-	-	-
Assets In Service - Buildings - 40 years	435,609,367	442,307,984	-	-	-
Assets In Service - Other Buildings	-	-	-	-	-
Assets In Service - Portable Structures	0	0	-	-	-
Assets In Service - Equipment - 5 years	57,273	60,276	-	-	-
Assets In Service - Equipment - 10 years	467,023	514,263	-	-	-
Assets In Service - Equipment - 15 years	20,167	22,744	-	-	-
Assets In Service - First-time Equipping - 10 years	1,873,231	2,075,033	-	-	-
Assets In Service - Furniture	139,788	55,756	-	-	-
Assets In Service - Computer Hardware	3,047,052	1,358,168	-	-	-
Assets In Service - Computer Software	0	1	-	-	-
Assets In Service - Vehicles under One Ton	105,966	137,475	-	-	-
Assets In Service - Vehicles over One Ton	0	0	-	-	-
Total Assets In Service	660,724,558	654,084,511	-	-	-
Leasehold Improvements					
Leasehold Improvements - Land Improvements	0	0	-	-	-
Leasehold Improvements - Buildings	0	-1	-	-	-
Leasehold Improvements - Other	0	0	-	-	-
Total Leasehold Improvements	0	-1	-	-	-
Asset Permanently Removed From Service					
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-	-
Total Asset Permanently Removed From Service	-	-	-	-	-
Construction In Progress Assets					
Construction In Progress - Buildings - 40 years	29,916,385	20,692,903	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-	-
Construction In Progress - Portables	0	0	-	-	-
Pre-aquisition costs - Land	157,457	233,628	-	-	-
Pre-aquisition costs - Buildings	0	0	-	-	-
Total Construction In Progress Assets	30,073,842	20,926,531	-	-	-
Capital Leased Assets					
Capital Leased Assets - Land	0	0	-	-	-
Capital Leased Assets - Buildings	0	0	-	-	-
Capital Leased Assets - Other	0	0	-	-	-
Capital Leased Assets - Machinery and Equipment	-	-	-	-	-
Capital Leased Assets - Information Technology	-	-	-	-	-
Total Capital Leased Assets	0	0	-	-	-
TCA - Land	208,853,257	196,585,059	-	-	-
TCA - Non Land	481,945,143	478,425,982	-	-	-
Total Tangible Capital Assets	690,798,400	675,011,041	-	-	-

Schedule 22: Tangible Capital Asset Continuity - Net Book Value

	TCA NBV - Closing Balance March 31	TCA NBV - Opening Balance September 1	TCA NBV and Proceeds of Disposition - Proceeds of Disposition	TCA NBV and Proceeds of Disposition - Gain on Disposal	TCA NBV and Proceeds of Disposition - Loss on Disposal
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Schedule 22: Tangible Capital Asset Continuity - Inter-Entity TCA Transactions

	Asset Serial Number	Asset Name	Cost - Additions	Internal Source - Additions	Cost - Disposals
School Boards					
School Boards GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 3	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 4	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 5	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 6	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity Subtotal	-		-	-	-
Colleges					
College GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
College GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
College GRE Entity 3	-		-	0000 - Enter name / Entrer un nom	-
Colleges GRE Entity Subtotal	-		-	-	-
Hospitals					
Hospital GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
Hospital GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
Hospitals GRE Entity Subtotal	-		-	-	-
Agencies, Boards & Commissions					
Agencies, Boards & Commissions GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity Subtotal	-		-	-	-

Note: Of the assets disposed, please list those that were sold to an internal source (ie. Other Broader Public Sector entities)

Schedule 22: Tangible Capital Asset Continuity - Inter-Entity TCA Transactions

	Internal Source - Disposals	Accumulated Amortization	Proceeds of Disposition	Gain on Sale	Loss on Sale
School Boards					
School Boards GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 3	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 4	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 5	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 6	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity Subtotal	-	-	-	-	-
Colleges					
College GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	-	-
College GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
College GRE Entity 3	0000 - Enter name / Entrer un nom	-	-	-	-
Colleges GRE Entity Subtotal	-	-	-	-	-
Hospitals					
Hospital GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	-	-
Hospital GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
Hospitals GRE Entity Subtotal	-	-	-	-	-
Agencies, Boards & Commissions					
Agencies, Boards & Commissions GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	-	-
Agencies, Boards & Commissions GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
Agencies, Boards & Commissions GRE Entity Subtotal	-	-	-	0	-

Note: Of the assets disposed, please list those that were sold to an internal source (ie. Other Broader Public Sector entities)

Schedule 22A: Assets Held for Sale Continuity

		Assets Held for Sale - Opening Balance September 1	Assets Held for Sale - Prior Year Opening Balance Adjustments.	Assets Held for Sale - In-year Additions	Assets Held for Sale - Additional Expenditure on AHFS	Assets Held for Sale - In-year Disposals
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
1	Land & Land Improvement with Infinite Lives	0				
2	Land Improvements					
3	Buildings - 40 years					
4	Other Buildings					
5	Permanently Removed From Service - Buildings - 40 years					
6	Total Assets Held for Sale	0				

		Assets Held for Sale - Closing Balance March 31	Assets Held for Sale - Proceeds of Disposition	Assets Held for Sale - Gain on Disposal	Assets Held for Sale - Loss on Disposal
		Col. 6	Col. 7	Col. 8	Col. 9
1	Land & Land Improvement with Infinite Lives	0			
2	Land Improvements				
3	Buildings - 40 years				
4	Other Buildings				
5	Permanently Removed From Service - Buildings - 40 years				
6	Total Assets Held for Sale	0			

Note: Normally, if there are expenditures on Assets Held for Sale they are expensed during the year. However, if the amount is material, please consult with your auditors to see if it qualifies for adding it to the AHFS

Schedule 22A: Assets Held for Sale Continuity - Inter-Entity TCA Transactions

	Asset Serial Number	Asset Name	Internal Source - Disposals	Cost - Disposals
School Boards				
School Boards GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 3	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 4	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 5	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 6	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity Subtotal	-		-	-
Colleges				
College GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
College GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
College GRE Entity 3	-		0000 - Enter name / Entrer un nom	-
Colleges GRE Entity Subtotal	-		-	-
Hospitals				
Hospital GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
Hospital GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
Hospitals GRE Entity Subtotal	-		-	-
Agencies, Boards & Commissions				
Agencies, Boards & Commissions GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity Subtotal	-		-	-

Note: Of the assets disposed, please list those that were sold to an internal source (i.e. Other Broader Public Sector entities). Please provide the cost and accumulated amortization of the asset when it was transferred from TCA to assets held for sale. The Ministry requires this information for consolidation purposes.

Schedule 22A: Assets Held for Sale Continuity - Inter-Entity TCA Transactions

	Accumulated Amortization	Proceeds of Disposition	Gain on Sale	Loss on Sale
School Boards				
School Boards GRE Entity 1	-	-	-	-
School Boards GRE Entity 2	-	-	-	-
School Boards GRE Entity 3	-	-	-	-
School Boards GRE Entity 4	-	-	-	-
School Boards GRE Entity 5	-	-	-	-
School Boards GRE Entity 6	-	-	-	-
School Boards GRE Entity Subtotal	-	-	-	-
Colleges				
College GRE Entity 1	-	-	-	-
College GRE Entity 2	-	-	-	-
College GRE Entity 3	-	-	-	-
Colleges GRE Entity Subtotal	-	-	-	-
Hospitals				
Hospital GRE Entity 1	-	-	-	-
Hospital GRE Entity 2	-	-	-	-
Hospitals GRE Entity Subtotal	-	-	-	-
Agencies, Boards & Commissions				
Agencies, Boards & Commissions GRE Entity 1	-	-	-	-
Agencies, Boards & Commissions GRE Entity 2	-	-	-	-
Agencies, Boards & Commissions GRE Entity Subtotal	-	-	-	-

Note: Of the assets disposed, please list those that were sold to an internal source (i.e. Other Broader Public Sector entities). Please provide the cost and accumulated amortization of the asset when it was transferred from TCA to assets held for sale. The Ministry requires this information for consolidation purposes.



Initiation of School Name Selection Committee – Virtual Catholic Elementary School	Item 10.4
June 1, 2021	

Alignment to Strategic Plan

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

Purpose

To initiate the process of naming the Virtual Catholic Elementary School.

Background Information

In accordance with *Policy I-15 School Name Selection*, the Board will establish a School Name Selection Committee to review possible names and develop a priority list of at least two (2) names, which will require Board approval. This list of two (2) names will be forwarded to Bishop Douglas Crosby for review and consideration.

Comments

A School Name Selection Committee will be comprised of Trustees and Student Trustees, parent representative(s) with students registered in the Virtual Elementary School for September 2021; Family of Schools Superintendent; School Principal, and a Pastor from the Halton Deanery.

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

Conclusion

A Staff Report that will provide an update to Trustees regarding the School Naming process and the names that will be considered, including feedback from the community will be brought to the Board at the September 7, 2021 Board meeting.

Report Prepared & Submitted by: Nancy Dinolfo
Superintendent of Education

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



Halton Student Transportation Services (HSTS): Annual School Hour Report (2021-22 School Year)	Item 10.5
June 1, 2021	

Alignment to Strategic Plan

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

Purpose

Provide the Board of the Trustees with the results of the 2021-22 Annual School Hour Report completed by the Halton Student Transportation Services (HSTS) and approved by the HSTS Board of Directors on May 7, 2021. (HSTS Report # 2021-01 – attached as Appendix A).

Comments

The Halton Student Transportation Services (HSTS) is responsible for planning and scheduling all school transportation routes for the Halton District School Board (HDSB) and the Halton Catholic District School Board (HCDSB). Buses are allocated to routes that seek to maximize overall utilization by completing as many school runs as possible in the morning and afternoon.

To continue identifying further efficiencies and savings, HSTS completes an annual School Hour and Route Efficiency Review. For the 2021-22 school year review, HSTS proposed one (1) school bell time change for HCDSB and seven (7) bell time changes for HDSB.

On May 7, 2021, the HSTS Board of Directors (BOD) – comprised of the Chairs, Directors, and Treasurers of both Boards – approved the proposed changes to bell times to achieve the overall efficiencies and savings of the completed study.

The changes to the 2021-22 school hours affect the following school communities:

School	Current Hours	2021-22 Hours	Reason
St. Kateri Tekakwitha Catholic Secondary School	N/A	8:20 – 2:15 Sem I 8:20 – 2:28 Sem II	Principal request



Conclusion

HSTS will continue to complete their annual School Hour and Route Efficiency Reviews to continue maximizing savings and maintain their High Effectiveness and Efficiency rating.

Report Prepared by: B. Vidovic
Senior Manager, Planning Services

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

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



Serving the Halton Community

Report # 2021-01 **REVISED**
For Decision

TO: HSTS Board of Directors
 FROM: Karen Lacroix
 General Manager
 DATE: May 7, 2021
 RE: Annual School Hour Report (2021-22 School Year)

Recommendation:

Be it resolved that the Board of Directors approve the recommended school hour changes for the 2021-22 school year as presented.

Each year Halton Student Transportation Services (HSTS) performs an in-depth school hour impact study. This includes a review of existing school start and end times to determine whether adjustments to these times will eliminate bus routes, thereby reducing costs to the HSTS member Boards. In addition, as outlined in the Procedure HS-3-015 School Bell Time Review (Appendix A), schools may request a change in the school start and end times. All requests for school hour changes are incorporated as part of the school hour impact study.

Included in this report is a complete list of the school hour changes that should be considered for the 2021-2022 school year.

Background:

The annual transportation planning process involves a review of the following areas:

- Approved boundary changes
- New school openings
- School closure/consolidations
- Existing routing/timing problems
- New housing developments
- Policy changes
- Policy exceptions (new and/or removed)
- New programs/initiatives
- Program enrolment changes (+/-)

All of the above factors are taken into account along with consideration to principal requests which are supported by the Superintendent of Education. Historically, school hour requests have been approved if the school hour change does not result in additional costs to any of the member Boards or if the requested change results in cost savings to any member board due to improved efficiencies to the HSTS transportation system.

Once this review process is complete and the report presented and endorsed by each boards' Administrative Councils, the school hours are finalized for the upcoming school year.

The following tables reflect the recommended school hour adjustments for the HSTS member boards for 2021-2022 school year.

Next year, as a result of HDSB's Acton Boundary Review, McKenzie-Smith Bennett (MSB) Grade 7 and 8 classes are being moved to Acton District High School (ADHS) starting September 2021, and will become Acton Elementary. In previous years, bus runs for MSB had been combined with Robert Little due to common program and attendance boundaries. Due to recommendations from the Acton BRC, there were boundary and program changes, and grade/school delivery changes. MSB students going to Acton Elementary eligible for transportation are now being bussed with ADHS students as they are all on the same campus. Bus arrival and departure windows at Acton High School had to be reduced from 30 minutes to 15 minutes, to reflect elementary supervision parameters. MSB no longer offers French Immersion. Robert Little and St Joseph School in Acton, had previously shared some runs, but due to the expansion of French Immersion at Robert Little, there were more opportunities to share with schools from coterminous boards. MSB also had asked for a change in bell times for a few years. Action by HSTS on this request was delayed until the full implementation of the Acton Schools BRC, due to the impact of the reduction of transported students at MSB.

As part of previous area bell time studies, bell times at HDSB Halton Hills elementary schools with 40/50 nutrition breaks are also reviewed. There were 5 remaining schools in Halton Hills with 40/50 nutrition breaks, and HSTS is able to recommend changes for 3 of the 5 schools – Ethel Gardiner, George Kennedy and Harrison. Presently, Limehouse and Pineview bus runs are completely integrated with those from Stewarttown, and HSTS is not able to adjust bell times at Limehouse and Pineview without incurring increased costs, eliminating siblings riding the same bus and/or adjusting bell times greater than 30 minutes.

The following tables reflect the recommended school hour adjustments for the HSTS member boards for 2021-2022 school year.

Halton District School Board (HDSB)

School	Current Hours	Proposed Hours	Change	Notes
Ethel Gardiner PS	9:00 – 3:30	9:10 – 3:30	10 minutes later in AM	School requested 9:00 – 3:20. HSTS is able start 10 minutes later in the AM instead of 10 minutes earlier in the PM as requested by the school. HSTS recommends to achieve 40/40 nutrition break
George Kennedy PS	9:10 – 3:40	9:15 – 3:35	5 minutes later in AM; 5 minutes earlier in PM	HSTS recommends to achieve 40/40 nutrition break
Harrison PS	8:45 – 3:15	8:50 – 3:10	5 minutes later in AM; 5 minutes earlier in PM	HSTS recommends to achieve 40/40 nutrition break

*McKenzie-Smith Bennett PS	9:25 – 3:45	9:15 – 3:35	10 minutes earlier in AM & PM	School requested an earlier start time (9:00 – 3:20). HSTS able to start 10 minutes earlier, but not able to starts 25 minutes earlier
Acton District Elementary	None	8:45 – 3:20	New school	New school
Acton District High School	8:45 – 3:20	No change	No change	Students will be dropped off and picked up 10-15 minutes before and after bell times
Elsie MacGill Secondary School (@ Milton District HS)	na	8:10 - 2:40	New school	School hours while students housed at Milton District HS will reflect MDHS hours to allow for shared bussing. Hours will be adjusted when students moved to new school site.

* Principal request, supported by Superintendent

Halton Catholic District School Board (HCDSB)

School	Current Hours	Proposed Hours	Reason	Explanation
Milton CSS #3	na	8:20 – 2:15 Sem I	New school	Principal request
		8:20 – 2:28 Sem II		

* Principal request, supported by Superintendent

CONCLUSION

The recommended school hours will result in continued run and route sharing opportunities and minimize the impact of enrolment growth, approved boundary changes, grandfathering approvals and specific to HCDSB; the phase in of another early FI grade and increased early FI enrolment as a result of the elimination of wait lists.

Respectfully submitted,



Karen Lacroix



<p>Halton Student Transportation Services (HSTS): Annual Home to School Transportation Review</p>	<p>Item 10.6</p>
<p>June 1, 2021</p>	

Alignment to Strategic Plan

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

Purpose

To provide the Halton Student Transportation Services (HSTS) Annual Home to School Transportation Review, including transportation service changes for the 2021-2022 school year.

Comments

Attached is the HSTS Annual Home to School Transportation Review report for the 2020-2021 school year (HSTS Report # 2021-03 – attached as Appendix A).

Section 2 ‘Halton Catholic District School Board’ (HCDSB) of the HSTS report indicates the removal of transportation services by municipality for the 2021-2022 school year.

HSTS will mail a letter informing the affected families of the change in transportation eligibility, with a follow-up letter mailed in June 2021.

Sections 3.1, 3.2, 3.3, and 3.4 address transportation policy exemptions by municipality, which are to be introduced or will remain in place for the 2021-2022 school year.

Conclusion

Based on the HCDSB [Policy II-24 Home to School Student Transportation](#) and the implementation of the HSTS proposed transportation service changes, two (2) new HCDSB policy exception changes for the 2021-22 school year. As defined in the report, the remaining policy exemptions will remain in place for the upcoming school year.

All new residential developments will continue to be reviewed by HSTS staff, and any transportation issues will be addressed accordingly. Traffic and safety hazards in established areas will continue to be monitored by HSTS staff and reviewed with the municipalities.

Recommendations will be based on improvements to walking routes and accessibility for pedestrian traffic to meet policy requirements. Where such improvements occur during the school year, changes in the provision of transportation services are not made until the beginning of the following school year.



Report Prepared by: B. Vidovic
Senior Manager, Planning Services

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

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



Halton Student Transportation Services

Report # 2021-03

**Information Report
SECOND REVISION**

TO: HSTS Board of Directors
 FROM: Karen Lacroix, General Manager
 DATE: May 18, 2021
 RE: Annual Home to School Transportation Review

PURPOSE:

In accordance with provisions of Halton District School Board's Transportation Policy and Halton Catholic District School Board Policy II-24 – Student Transportation, this report presents the Annual Home to School Transportation Review for the 2020-2021 school year. As outlined in HSTS Operating Procedure HS-1-008, Transportation Eligibility Reassessment, HSTS shall provide an annual overview of the existing policy exemptions and make recommendations for their removal or continuance. Included in this report for information purposes only, is the list of schools provided transportation based on the criteria outlined in HSTS Operating Procedure HS-1-003, Eligibility Factors.

BACKGROUND:

Each respective School Boards' Home to School Student Transportation Policy states that transportation services may be provided for registered pupils residing within the Region of Halton based on the following criteria:

- distance from home to designated school;
- traffic or safety hazards (Transportation Eligibility Factors);
- for validated physical, emotional, and/or developmental reasons require transportation.

In order to provide a consistent level of service throughout the Region of Halton, every effort is made to apply the Board's transportation policy fairly and equitably. Providing transportation services to students that do not meet the distance criteria but for which the remaining two criteria as listed above are taken into consideration is defined as a **policy exemption**. These exemptions are reviewed on an annual basis and HSTS staff provide recommendations on the continuance or removal of these exemptions.

When transportation services are provided based on the criteria outlined in Operating Procedure HS-1-003 – Eligibility Factors, HSTS staff will monitor and review pedestrian facilities which may include infrastructure improvements, the placement of adult crossing guards by the municipality as well as new residential developments in order to provide recommendations for the continuance or removal of transportation. Local

municipalities are responsible for the placement of adult crossing guards and may request assistance from school board planning staff and HSTS staff when determining the necessity of crossing guard assistance.

Updates to the GIS map in the HSTS transportation software are performed on a regular basis to reflect the latest parcel data. This data is received from the Ontario Road Network, Region of Halton and MPAC (Municipal Property Assessment Corporation) and includes all new properties, parks, walkways, etc. within the Region of Halton. When the GIS map update is completed, HSTS staff perform home to school distance reassessments in areas where new streets have been constructed and/or infrastructure improvements have occurred.

The report is divided into three sections:

- 1. Transportation Exemptions to be removed effective September 2021**
- 2. New Recommendations for Transportation Exemption Removal**
- 3. Remaining Transportation Policy Exemptions**

1. TRANSPORTATION EXEMPTIONS TO BE REMOVED EFFECTIVE SEPTEMBER 2021

1.1 Halton Hills

Georgetown District High School

Transportation has historically been provided to some students who attend Georgetown District High School and reside in Glen Williams due to incomplete pedestrian infrastructure. There is currently one student whose home is within 3.2 km of GDHS who is eligible for transportation service. As the pedestrian infrastructure is now complete, it is recommended transportation be removed for this student effective September 2021. The elimination of this policy exemption ensures equitable application of the transportation policy.

HSTS mailed a letter informing the family of the change in their child's transportation eligibility in May of 2020, a follow up letter will be mailed in the May 2021 as a reminder to the family and will include any new students who are registered to enter grade 9 in September 2021.

2. NEW RECOMMENDATIONS FOR REMOVAL OF EXISTING TRANSPORTATION EXEMPTIONS

2.1 Milton

Milton District High School

Transportation has been provided to some students attending Milton District High School who reside west of Bronte Street and south of Main Street due to incomplete pedestrian tunnel

infrastructure. There are currently 81 students, whose homes are within 3.2 km of MDHS, who are provided transportation service. As the pedestrian infrastructure is expected to be completed by December 2021, it is recommended transportation be removed for these students effective September 2022. The elimination of this policy exemption ensures equitable application of the transportation policy for all MDHS students.

It is recommended that notification to families be provided June 2021. A follow up letter will be mailed in the May 2022 as a reminder to the family and will include any new students who are registered to enter grade 9 in September 2022.

2.2 Milton

St Francis Xavier Catholic Secondary School

Transportation has been provided to some students attending St Francis of Xavier Catholic Secondary School who reside on Duncan Lane, Scott Blvd, Giddings Cres due to walking distance from school. The Town of Milton has enhanced walking infrastructure with the addition of a walkway from Derry Road to Duncan Lane. The alteration will impact 5 students, 3 of whom will be in grade 12 for the 2021-22 school year.

It is recommended that notification to families be provided in June 2021 stating transportation will not be available in the 2022-23 school year. A follow-up letter will be mailed in May 2022 as a reminder to families.

2.3 Milton

Queen of Heaven Catholic Elementary School

Transportation has been provided to some students attending Queen of Heaven Catholic Elementary School who reside on Holloway Terrence due to walking distance school. The Town of Milton has enhanced walking infrastructure with the addition of a walkway from Main St at Holloway Terrence. The alteration will impact 2 students.

It is recommended that notification to families be provided in June 2021 stating transportation will not be available in the 2022-23 school year. A follow-up letter will be mailed in May 2022 as a reminder to families.

2.4 Milton

Craig Kielburger Secondary School

Transportation has been provided to some students attending Craig Kielburger Secondary School who reside on Roase Way due to walking distance school. The Town of Milton has enhanced walking infrastructure with the addition of a walkway into the subdivision. The alteration will impact 1 student.

It is recommended that notification to family be provided in June 2021 stating transportation will not be available in the 2022-23 school year. A follow-up letter will be mailed in May 2022 as a reminder to family.

2.5 Oakville

Emily Carr Public School

Transportation has been provided to some students attending Emily Carr PS due to a lack of sidewalks on the south side of Dundas Street. As sidewalks have been added, it is recommended the policy exemption be eliminated effective September 2021.

The recommendation to remove this exemption immediately is based on the fact there are currently no students residing in the area.

2.6 Halton Hills

Harrison Public School

Transportation has been provided to some students attending Harrison Elementary School due to a lack of Adult Crossing Guard services North of Guelph St & West of Maple Ave. (Appendix A)

The Town of Halton Hills has approved and placed an adult crossing guard at the intersection of Maple Ave. & Delrex Blvd. and Maple Ave. & Guelph St. (Hwy #7), to provide assistance for students in this area. It is recommended that the Board eliminate the transportation exemption commencing September 2021. There are currently 36 students whose eligibility will change to non-transported when the exemption is removed.

We do not recommend waiting until September 2022 to remove transportation service for students of Harrison Elementary School, as the Town may remove the adult crossing guard if the crossing is deemed to be underutilized.

2.7 Halton Hills

Mackenzie Smith Bennett Public School

Transportation has been provided to 9 students attending Mackenzie Smith Bennett PS due to lack of a sidewalk along the west side Churchill Road S. A sidewalk has been added which will allow safe travel to and from school.

It is recommended that notification to families be provided June 2021. A follow up letter will be mailed in the May 2022 as a reminder to the families. The May 2022 notification will include any new students who register next school year.

3. REMAINING TRANSPORTATION POLICY EXEMPTIONS

The following lists identify the areas within various school boundaries that are currently provided transportation based on Eligibility Factors other than distance and have been identified as policy exemptions. These areas are located 1.6 kilometers or less from the Board designated elementary school or 3.2 kilometers or less from the Board designated secondary school.

3.1. BURLINGTON

HDSB SCHOOLS	POLICY EXEMPTION
Aldershot Elementary	North of 403
Aldershot HS	North of 403
Brant Hills PS	South side of Dundas Street
Bruce T Lindley PS	South side of Dundas Street
Charles R Beaudoin PS	Townhouse complex on south side of Dundas Street opposite Tim Dobbie Dr.
Clarksdale PS (FI only)	East of Guelph Line
Dr. F.J. Hayden SS	East of Appleby Line (sidewalk restriction on the south side of Dundas St.)
Dr. Frank J. Hayden SS	North of Hwy 407 and north of Dundas Street, west of Hwy 407 (rural area)
Florence Meares PS	West of Walkers Line
Frontenac PS (gr 7&8 ENG only)	West of Appleby Line & South of New St.
Glenview PS	North of Plains Road /West of Waterdown Rd
Kilbride PS	Kilbride St. West of Fredrick & East of Panton St.
Maplehurst PS	East of King Rd
Maplehurst PS (FI only)	East of King Rd, south of Plains Rd.
Mohawk Gardens PS	South of Lakeshore Road
Mohawk Gardens PS	East of Burloak Drive
Paul A Fisher PS	South side of Dundas Street
Pineland PS	South of Lakeshore Road
Pineland PS (FI only)	Appleby Line, north of New St.
Rolling Meadows PS (FI only)	East of Guelph Line
Ryerson PS	East of Walkers Line
Tecumseh PS	West of Guelph Line
Tom Thomson PS (FI only)	East of Guelph Line
Tom Thomson PS (FI only)	North of Fairview Street
Tom Thomson PS (FI only)	West of Brant Street, south of Fairview Street

HCDSB SCHOOLS	POLICY EXEMPTION
Holy Rosary Burlington CES	East of King Rd
Notre Dame CSS	Rural area north of Dundas St/Hwy 407
Sacred Heart of Jesus CES (EFI)	North of Dundas, west of Walkers Line, south of Upper Middle Road
St. Elizabeth Seton CES	South of Upper Middle Road
St. Gabriel CES (FI only)	East of Guelph Line
St. John CES	West of Maple Avenue
St. Paul CES	West of Guelph Line
St. Raphael CES	South of Lakeshore Rd, Walkers Line

3.2. OAKVILLE

HDSB SCHOOLS	POLICY EXEMPTION
Abbey Lane PS	East of Dorval Dr
Brookdale PS	South of Lakeshore Road
Dr. David R Williams PS	West of Sixth Line **New September 2020
Eastview PS	West side of Bronte Rd and North of Rebecca St
Eastview PS	West side of Bronte Rd and West of Bronte Creek
Emily Carr PS	South side of Dundas Street
Falgarwood PS	North of Upper Middle Road
Forest Trail PS	West of Third Line
Heritage Glen PS (FI)	North of Upper Middle Road
Montclair PS	Trafalgar Rd and White Oaks Blvd. area
Oakwood PS	South side of Rebecca Street, west of Thomas Street
Oodenawi PS (FI only)	South of Dundas Street
Pine Grove PS	South side of Rebecca Street, west of Dorval Drive
Pine Grove PS	South of Lakeshore Road
River Oaks PS	West side of Neyagawa Blvd.
River Oaks PS	North of River Glen Blvd., between Neyagawa Blvd. & Mowat Avenue
Sheridan PS	North of Upper Middle Road
Sunningdale PS	North of Upper Middle Road
T.A. Blakelock HS (FI only)	North of QEW
W.H. Morden PS	South side of Lakeshore Rd W
White Oaks HS (Essential only)	South of QEW

HCDSB SCHOOLS	POLICY EXEMPTION
Our Lady of Peace	West of Neyagawa (students redirected due to closure of St. John CES)
St. John Paul II CES	East of Third Line, south side of Dundas Street West
St. Andrew CES	East of Trafalgar Road
St. Bernadette CES	East of Third Line
St. Bernadette CES (FI only)	North of Upper Middle Road
St. Dominic CES	West of Bronte Creek & Valhalla Court
St. Gregory the Great CES	East of Sixth Line
St. Nicholas CES	West of Third Line and North of Rebecca St.
St. Nicholas CES	South of Rebecca St. and East of Third Line
St. Marguerite D'Youville CES	North of Upper Middle Rd, West of 8th Line
St. Mary CES	East of Bronte Road , South of Dundas St W
St. Mary CES (EFI)	East of Bronte Road, North of Upper Middle
St. Michael CES	Trafalgar Road and White Oaks Blvd. area
St. Teresa of Calcutta CES	East of Dorval Drive, south side of Upper Middle Road

3.3 MILTON

HDSB SCHOOLS	POLICY EXEMPTION
Anne J. MacArthur PS (FI only)	West of Bronte Street, south of Louis St. Laurent
Boyne PS	West of Bronte Street
Boyne PS	East of Regional Road 25
Boyne PS	South of Boyne PS (under review pending infrastructure completion)
Brookville PS	East of Guelph Line, north of 15 Sideroad
Brookville PS	West of Guelph Line, North of 15 Sideroad
Craig Kielburger SS	Rural, South of Louis St. Laurent Blvd., east of James Snow Parkway
E W Foster PS (FI only)	East of Thompson Road
Escarpment View PS	North side of Main Street
Hawthorne Village PS	East of 4 th Line, north of Louis St. Laurent Blvd.–south end of Trudeau
Hawthorne Village PS	Rural, south of Louis St. Laurent Blvd.
JM Denyes PS	South of Laurier (if using adult crossing guard route exceeds 1.6 km)
JM Denyes PS	West of Bronte Street
Martin Street PS	South of Main St E, West of Ontario St S
Viola Desmond PS	West of Bronte Street S
W.I. Dick PS	South of Main St.

HCDSB SCHOOLS	POLICY EXEMPTION
Bishop Reding CSS	East of James Snow Parkway, South of Hwy 401 (rural only)
Holy Rosary Milton CES	122 Bronte Street S
Holy Rosary Milton CES	East of Ontario St
Holy Rosary Milton CES	North of Steeles Ave
St. Anthony of Padua CES	South of Derry Road
St. Benedict CES	West of Bronte Street, south of Derry Road
St. Benedict CES (FI only)	West of Railway Crossing, north of Derry Road
St. Francis Xavier CSS	Rural area south of Louis St. Laurent, rural area west of Tremaine Road
St. Scholastica CES	West of Bronte Street S
Queen of Heaven CES	North side of Main Street and rural area west of Tremaine Road

3.4. HALTON HILLS

HDSB SCHOOLS	POLICY EXEMPTION
Acton District HS	Rural area surrounding Acton
Centennial PS (FI)	South of Hungry Hollow
George Kennedy PS	North of Guelph St
Georgetown HS	North & West of Georgetown – Rural Area
Glen Williams PS	Wildwood Road west of Oakridge Drive, rural **New Sept 2020
Glen Williams PS	South of Mountainview Road
Harrison PS	North of Guelph St & West of Maple Ave
Limehouse PS	Rural, all transported
McKenzie Smith Bennett PS	South of Queen Street and East of Churchill Road S-rural area
McKenzie Smith Bennett PS	Churchill Road, west side south of Tanners Drive
McKenzie Smith Bennett PS	Rural Area surrounding Acton
Park PS	East of Guelph Street
Park PS	South of Maple Avenue
Park PS	East side of Trafalgar Road, South of Princess Anne Drive
Pineview PS	Rural, all transported
Robert Little PS	Rural area surrounding Acton
Stewarttown PS	West of Trafalgar Road – rural area

HCDSB SCHOOLS	POLICY EXEMPTION
Christ the King CSS	North, East & West of Georgetown – rural area
St. Catherine of Alexandria CES	South of 10 Sideroad
Holy Cross CES	East of Mountainview Road and north of Maple Avenue
Holy Cross CES	Main Street, north of railway tracks
Holy Cross CES	South of Maple & south of Main St. S.
St. Joseph CES	East of Main Street / Rural Area surrounding Acton

CONCLUSION

The Annual Home to School Transportation Report will be submitted to the HSTS Board of Directors recommending the continuance or removal of these exemptions based on HSTS Operating Procedures HS-1-003 Eligibility Factors and HS-1-008 Transportation Eligibility Reassessments

HSTS staff will continue to review transportation exemption areas annually in an effort to ensure equitable application of the respective school board's transportation policy. In addition, site visits will be performed by HSTS staff on an ongoing basis for all new housing developments to assess housing and road construction progress. Traffic and infrastructure improvements in established areas will also continue to be monitored and reviewed within the municipalities on an annual basis.

Respectfully submitted,



Karen Lacroix



2020-21 Financial Report as of April 30, 2021	Item 10.7
June 1, 2021	

Alignment to Strategic Plan

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

Purpose

To provide the Board with a monthly financial report as per Resolution #128/20 (AS AMENDED), which was passed at the June 2, 2020, Regular Board Meeting.

BE IT RESOLVED that the Board of Trustees direct the Secretary and Director of the Halton Catholic District School Board to implement monthly financial reporting from fiscal year 2020/2021 by no later than January 2021 and provide the board with a line by line report of variances to budget exceeding \$100,000.

BE IT FURTHER RESOLVED that all changes to the final approved budget in June over \$100,000 will be reviewed and approved by the Board of Trustees before the December budget update to the Ministry.

Background Information

- 1) Information Report 10.5 “2020-21 Financial Report as of March 31, 2021” from the May 18, 2021 Regular Board Meeting.
- 2) Information Report 10.3 “2020-21 Budget Report for September 1, 2020 to February 28, 2021” from the April 20, 2021 Regular Board Meeting.
- 3) Information Report 10.3 “2020-21 Financial Report as of January 31, 2021” from the March 2, 2021 Regular Board Meeting.
- 4) Action Report 8.3 “2020-21 Revised Budget Estimates (Including September 1, 2020, to November 30, 2020, Actuals)” from the December 17, 2020, Special Meeting of the Board.
- 5) Action Report 8.2 “2020-21 Budget Estimates (Final)” from the July 29, 2020, Special Meeting of the Board.
- 6) Action Item 8.1 “Financial Reporting & Board Responsibility for Financial Oversight (P. DeRosa)” from the June 2, 2020, Regular Board Meeting.



Comments

The attached report reflects the revised Board-approved budget and actual revenue and expenses of Halton Catholic District School Board for 2020-21 as of April 30, 2021. For comparative purposes, the report also provides the same information for the previous month (March 2021) and the previous fiscal year (2019-20 as of April 30, 2020). Explanatory notes have been provided for all variances in excess of \$100,000 per Resolution #128/20 (AS AMENDED).

On April 30, 2021, the fiscal year is 67% complete (8 months/12 months), and the school year is 80% complete (8 months/10 months). Therefore, it is expected that the percentages received or spent to be between 67% and 80%.

Conclusion

Staff will continue to monitor and control expenses against the 2020-21 Revised Budget.

- 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

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	Year to Date				Year to Date vs Prior Year To Date				Material Variance Note
	April 30, 2021 Actuals	2020/2021 Revised Estimates	2020/2021 Remaining Balance	Percent Received	April 30, 2021 Actuals	April 30, 2020 Actuals	\$ Change	Percent Change	
	(in PSAB Format)	(in PSAB Format)			(in PSAB Format)	(in PSAB Format)			
OPERATING REVENUE									
Province of Ontario									
Legislative Grants	\$ 227,010,150	\$ 301,565,650	\$ 74,555,500	75.3%	\$ 227,010,150	\$ 211,658,121	\$ 15,352,028	7.3%	1
Municipal Taxes	57,359,415	95,822,850	38,463,435	59.9%	57,359,415	58,100,838	(741,424)	-1.3%	2
	284,369,564	397,388,500	113,018,936	71.6%	284,369,564	269,758,960	14,610,604	5.4%	
Other Provincial Grants									
Prior Year Grant Adjustment - Operating	421,174	-	(421,174)	0.0%	421,174	27,960	393,214	1406.3%	3
Other Provincial Grants	8,560,063	20,851,439	12,291,376	41.1%	8,560,063	3,085,125	5,474,938	177.5%	4
	8,981,237	20,851,439	11,870,202	43.1%	8,981,237	3,113,085	5,868,151	188.5%	
Other Revenue									
Government of Canada	518,270	3,008,562	2,490,292	17.2%	518,270	1,169,287	(651,017)	-55.7%	5
Tuition Fees	1,873,256	1,562,000	(311,256)	119.9%	1,873,256	2,815,022	(941,767)	-33.5%	6
Use of Schools/Rentals	707,888	2,028,962	1,321,074	34.9%	707,888	1,660,588	(952,700)	-57.4%	7
Cafeteria/Vending Funds/Uniform Commissions	26,268	20,000	(6,268)	131.3%	26,268	5,957	20,310	340.9%	
Interest Revenue	147,827	200,000	52,173	73.9%	147,827	656,665	(508,838)	-77.5%	8
Donations	(360)	-	360	0.0%	-	53,004	(53,004)	-100.0%	
Miscellaneous Recoveries	80,269	46,998	(33,271)	170.8%	80,269	173,649	(93,380)	-53.8%	
Recoveries - Secondments	595,639	1,050,625	454,986	56.7%	595,639	449,461	146,177	32.5%	9
Plant Revenue	175,534	220,000	44,466	79.8%	175,534	122,525	53,009	43.3%	
Miscellaneous Revenue	298,010	120,000	(178,010)	248.3%	298,010	153,767	144,243	93.8%	10
EDC Revenue	11,077,723	7,000,000	(4,077,723)	158.3%	11,077,723	5,576,112	5,501,610	98.7%	11
	15,500,322	15,257,147	(243,175)	101.6%	15,500,682	12,836,036	2,664,646	20.8%	
School Generated Funds Revenue									
	2,085,300	7,000,000	4,914,700	29.8%	2,085,300	8,651,907	(6,566,607)	-75.9%	12
Amortization of Deferred Capital Contribution									
	11,687,408	17,531,112	12,635,669	66.7%	11,687,408	11,231,705	455,703	4.1%	13
Total Operating Revenue	322,623,831	458,028,197	142,196,331	70.4%	322,624,191	305,591,693	17,032,498	5.6%	
Available for Compliance									
(Surplus) Deficit - Operating	-	7,079,261	7,079,261	0.0%	-	-	-	0.0%	
Available for Compliance - Transfer from (to) Internally Reserve	-	608,778	608,778	0.0%	-	-	-	0.0%	
Total (Surplus) Deficit Available for Compliance	-	7,688,039	7,688,039	0.0%	-	-	-	0.0%	
Unavailable for Compliance									
Unavailable for Compliance (PSAB Adjustment)	-	(196,914)	(196,914)	0.0%	-	-	-	0.0%	
Amortization of EFB - Retirement/Health/Dental/Life Insurance	-	(458,219)	(458,219)	0.0%	-	-	-	0.0%	
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	0.0%	-	-	-	0.0%	
Revenues Recognized for Land	-	(7,000,000)	(7,000,000)	0.0%	-	-	-	0.0%	
Total Unavailable for Compliance (Surplus)	-	(7,655,133)	(7,655,133)	0.0%	-	-	-	0.0%	
Total Annual (Surplus) Deficit	-	32,906	32,906	0.0%	-	-	-	0.0%	
Total Revenue After PSAB Adjustment	\$ 322,623,831	\$ 458,061,104	\$ 142,229,237	70.4%	\$ 322,624,191	\$ 305,591,693	\$ 17,032,498	5.6%	

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Material Variance Explanation

1. Legislative Grants - Increase due to increased funding in 2020-21 compared to 2019-20.
2. Municipal Taxes - Decrease due to more tax write-offs in 2020-21.
3. Prior Year Grant Adjustment - Operating - Increase due to Ministry adjustment received based on 2018-19 FS review.
4. Other Provincial Grants - Increase due to COVID-19 related grants in 2020-21.
5. Government of Canada - Decrease due to the timing difference of when federal grant funding has been received.
6. Tuition Fees - Decrease due to less international students in the 2020-21 due to the COVID-19 pandemic.
7. Use of Schools/Rentals - Decrease due to COVID-19 pandemic.
8. Interest Revenue - Decrease due to lower interest rates and less funds available to invest due to the change in the Ministry's cash management strategy.
9. Recoveries - Secondments - Increase due to the timing of secondment recoveries received from third parties.
10. Miscellaneous Revenue - Increase due to the timing of funds received that will be reallocated to HCDSB schools.
11. EDC Revenue - Increased EDC revenue received to date from Halton municipalities.
12. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.
13. Amortization of Deferred Capital Contribution - Increased due to more capital assets in 2020-21 compared to 2019-20 funded by the Ministry.

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	Month vs Prior Month				Material Variance Note	Month vs Prior Year Month				Material Variance Note
	April 30, 2021	March 31, 2021	\$	Percent		April 30, 2021	April 30, 2020	\$	Percent	
	Actuals	Actuals	Change	Change		Actuals	Actuals	Change	Change	
	(in PSAB Format)	(in PSAB Format)				(in PSAB Format)	(in PSAB Format)			
OPERATING REVENUE										
Province of Ontario										
Legislative Grants	\$ 27,101,364	\$ 26,018,285	\$ 1,083,079	4.2%	1	\$ 27,101,364	\$ 26,079,551	\$ 1,021,813	3.9%	8
Municipal Taxes	-	23,723,777	(23,723,777)	-100.0%	2	-	-	-	0.0%	
	27,101,364	49,742,061	(22,640,698)	-45.5%		27,101,364	26,079,551	1,021,813	103.9%	
Other Provincial Grants										
Prior Year Grant Adjustment - Operating	-	79,701	(79,701)	-100.0%		-	-	-	0.0%	
Other Provincial Grants	237,205	1,044,432	(807,227)	-77.3%	3	237,205	10,715	226,490	2113.8%	9
	237,205	1,124,133	(886,928)	-78.9%		237,205	10,715	226,490	2213.8%	
Other Revenue										
Government of Canada	1,019	650	369	56.7%		1,019	-	1,019	101921.0%	
Tuition Fees	4,350	(50,003)	54,353	-108.7%		4,350	(5,704)	10,054	-176.3%	
Use of Schools/Rentals	61,771	407,382	(345,611)	-84.8%	4	61,771	8,545	53,226	622.9%	
Cafeteria/Vending Funds/Uniform Commissions	3,317	3,220	97	3.0%		3,317	-	3,317	331740.0%	
Interest Revenue	15,717	13,470	2,247	16.7%		15,717	24,794	(9,077)	-36.6%	
Donations	-	-	-	0.0%		-	119	(119)	-100.0%	
Miscellaneous Recoveries	13,092	13,100	(8)	-0.1%		13,092	-	13,092	1309163.0%	
Recoveries - Secondments	134,259	131,818	2,441	1.9%		134,259	161,790	(27,531)	-17.0%	
Plant Revenue	36,356	30,081	6,274	20.9%		36,356	78,411	(42,055)	-53.6%	
Miscellaneous Revenue	250,066	10,565	239,501	2267.0%	5	250,066	937	249,129	26580.5%	10
EDC Revenue	4,972,916	408,898	4,564,018	1116.2%	6	4,972,916	1,582,745	3,390,171	214.2%	11
	5,492,863	969,183	4,523,680	466.8%		5,492,863	1,851,638	3,641,225	296.6%	
School Generated Funds Revenue	236,948	505,226	(268,278)	-53.1%	7	236,948	(274,025)	510,973	-186.5%	12
Amortization of Deferred Capital Contribution	1,460,926	1,460,926	-	0.0%		1,460,926	1,403,963	56,963	4.1%	
Total Operating Revenue	34,529,306	53,801,530	(19,272,224)	-35.8%		34,529,306	29,071,841	5,457,465	18.8%	
Available for Compliance										
(Surplus) Deficit - Operating	-	-	-	0.0%		-	-	-	0.0%	
Available for Compliance - Transfer from (to) Internally Reserve	-	-	-	0.0%		-	-	-	0.0%	
Total (Surplus) Deficit Available for Compliance	-	-	-	0.0%		-	-	-	0.0%	
Unavailable for Compliance										
Unavailable for Compliance (PSAB Adjustment)	-	-	-	0.0%		-	-	-	0.0%	
Amortization of EFB - Retirement/Health/Dental/Life Insurance	-	-	-	0.0%		-	-	-	0.0%	
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	0.0%		-	-	-	0.0%	
Revenues Recognized for Land	-	-	-	0.0%		-	-	-	0.0%	
Total Unavailable for Compliance (Surplus)	-	-	-	0.0%		-	-	-	0.0%	
Total Annual (Surplus) Deficit	-	-	-	0.0%		-	-	-	0.0%	
Total Revenue After PSAB Adjustment	\$ 34,529,306	\$ 53,801,530	\$ (19,272,224)	-35.8%		\$ 34,529,306	\$ 29,071,841	\$ 5,457,465	18.8%	

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Material Variance Explanation

Month vs Prior Month

1. Legislative Grants - Increase due to receipt of OFA loan interest funding in April 2021.
2. Municipal Taxes - Decrease due to the timing of municipal tax payments. Municipalities are required to make installments by March 31st, June 30th, September 30th and December 15th each year.
3. Other Provincial Grants - Decrease due to the timing grant payments. Funding received in March 2021 included SHSM \$400K, ESL \$365K and Spec. Ed. Grants \$101K. Funding received in April 2021 included Spec. Ed. Grants of \$175K.
4. Use of Schools - Timing of payments received under the municipal reciprocal agreements. Under municipal reciprocal agreements, revenue is settled on a calendar year basis (revenue was recognized in March 2021).
5. Miscellaneous Revenue - Increase due to the timing of funds received that will be reallocated to HCDSB schools.
6. EDC Revenue - Increase in EDC revenue received in the month of April from the Halton Municipalities.
7. School Generated Funds - Decrease due to less fundraising at the schools during April 2021 due to the April break and subsequent school closures.

Month vs Prior Year Month

8. Legislative Grants - Increase due to increased funding in 2020-21 compared to 2019-20.
9. Other Provincial Grants - Increase due to the timing of PPF grants. Funding received in April 2021 primarily related to Spec. Ed. \$175K, OYAP \$32K, Math AQ
10. Miscellaneous Revenue - Increase due to the timing of funds received that will be reallocated to HCDSB schools.
11. EDC Revenue - Increased EDC revenue received to in March 2021 compared to March 2020 from Halton municipalities. Driven by development in the Region.
12. School Generated Funds - Increase due to refunding of fees collected at the schools as a result of the COVID-19 pandemic in April 2020.

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	Year to Date				Year to Date vs Prior Year to Date				Material Variance Note
	April 30, 2021 Actuals (in PSAB Format)	2020/2021 Revised Estimates (in PSAB Format)	2020/2021 Remaining Balance	Percent Spent	April 30, 2021 Actuals	April 30, 2020 Actuals	\$ Change	Percent Change	
Classroom Instruction									
Classroom Teachers	156,418,634	237,804,898	81,386,263	65.8%	156,418,634	145,918,983	10,499,651	7%	1
Occasional Teachers	3,651,701	8,655,000	5,003,299	42.2%	3,651,701	4,450,137	(798,436)	-18%	2
Educational Assistants	18,961,261	25,254,036	6,292,775	75.1%	18,961,261	17,239,066	1,722,196	10%	3
Early Childhood Educators (E.C.E) and Supply	7,125,473	9,393,800	2,268,327	75.9%	7,125,473	6,405,952	719,521	11%	4
Textbooks & Classroom Supplies	4,231,126	7,091,138	2,860,012	59.7%	4,231,126	4,566,657	(335,532)	-7%	5
Computers	2,026,817	4,098,329	2,071,511	49.5%	2,026,817	879,203	1,147,614	131%	6
Professionals, Paraprofessionals & Technical	9,886,393	16,658,192	6,771,800	59.3%	9,886,393	9,889,913	(3,521)	0%	
Library and Guidance	4,102,217	6,079,100	1,976,883	67.5%	4,102,217	3,832,883	269,334	7%	7
Staff Development	863,729	3,520,207	2,656,478	24.5%	863,729	954,682	(90,952)	-10%	
Department Heads	774,048	535,800	(238,248)	144.5%	774,048	455,453	318,595	70%	8
Subtotal Classroom Instruction	208,041,399	319,090,500	111,049,101	65.2%	208,041,399	194,592,929	13,448,470	6.9%	
Non Classroom - School Support Services									
School Administration	15,404,618	22,516,720	7,112,102	68.4%	15,404,618	14,340,438	1,064,180	7%	9
Coordinators and Consultants	2,786,587	4,914,095	2,127,508	56.7%	2,786,587	2,650,591	135,996	5%	10
Continuing Education	4,461,669	7,696,542	3,234,874	58.0%	4,461,669	4,753,027	(291,358)	-6%	11
Subtotal School Support Services	22,652,874	35,127,357	12,474,484	64.5%	22,652,874	21,744,056	908,818	4.2%	
Recoverable Expenses	821,817	1,389,400	567,583	59.1%	821,817	864,123	(42,307)	-4.9%	
Other Non Classroom									
Board Administration	8,518,661	12,652,818	4,134,157	67.3%	8,518,661	7,352,136	1,166,524	16%	12
Transportation	8,875,653	11,275,124	2,399,470	78.7%	8,875,653	6,620,749	2,254,905	34%	13
Subtotal Other Non Classroom	17,394,314	23,927,942	6,533,628	72.7%	17,394,314	13,972,885	3,421,429	24.5%	
Pupil Accommodation									
School Operations and Maintenance	21,787,325	36,567,343	14,780,019	59.6%	21,787,325	20,580,429	1,206,896	6%	14
Other Pupil Accommodation	6,858,004	11,367,697	4,509,693	60.3%	6,858,004	8,333,640	(1,475,636)	-18%	15
Subtotal Pupil Accommodations	28,645,328	47,935,040	19,289,712	59.8%	28,645,328	28,914,069	(268,740)	-0.9%	
Other									
Other Non-operating expenses	424,357	47,375	(376,982)	895.7%	424,357	46,032	378,325	822%	16
Provision for Contingencies	-	5,234,353	5,234,353	0.0%	-	-	-	0%	
	424,357	5,281,728	4,857,371	8.0%	424,357	46,032	378,325	821.9%	
School Generated Funds expenses	2,650,093	7,000,000	4,349,907	37.9%	2,650,093	6,851,116	(4,201,023)	-61.3%	17
Amortization expense	12,642,847	18,964,270	6,321,423	66.7%	12,642,847	11,735,335	907,511	7.7%	18
Total Expenses Before PSAB Adjustments	\$ 293,273,028	\$ 458,716,237	\$ 165,443,209	63.9%	\$ 293,273,028	\$ 278,720,544	\$ 14,552,484	5.2%	
PSAB Adjustments									
Increase in Employee Future Benefits	-	(458,219)	(458,219)	0.0%	-	-	-	0%	
(Decrease) in Accrued Interest on Debentures	-	(196,914)	(196,914)	0.0%	-	-	-	0%	
Total PSAB Adjustment	\$ -	\$ (655,133)	\$ (655,133)	0.0%	\$ -	\$ -	\$ -	0.0%	
Total Expenses After PSAB Adjustments	\$ 293,273,028	\$ 458,061,104	\$ 164,788,075	64.0%	\$ 293,273,028	\$ 278,720,544	\$ 14,552,484	5.2%	

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Material Variance Explanation

1. Classroom Teachers - Increase in salaries and benefits due to additional teachers hired to address the virtual school needs as well as the classroom size hard cap as a result of the COVID-19 pandemic.
2. Occasional Teachers - Less occasional teacher costs incurred specifically during the month of January 2021 while schools were virtual.
3. Educational Assistants - Increase due to additional EAs being hired in 2020-21 as well as an additional pay period in April 2021.
4. Early Childhood Educators (E.C.E) - Increase in salaries and benefits due to additional E.C.Es hired to address the virtual school needs.
5. Textbooks & Classroom Supplies - Decrease in S.E.A non-computer equipment purchases, contractual HCAA expenses and student bus ticket costs.
6. Computers - Increased due to computer equipment purchased for remote learning needs as a result of the COVID-19 pandemic and increased S.E.A computer equipment purchases.
7. Library and Guidance - Increase due to additional library technicians in 2020-21 due to vacancies in 2019-20.
8. Department Heads - Increase due to the department head allowance rate change as per the ratified collective bargaining agreement combined with the separation of release time for 2020-21.
9. School Administration - Increase due to adding the virtual school as a result of the COVID-19 pandemic.
10. Coordinators and Consultants - Increase due to additional supervisor ECE and two additional secondary consultants.
11. Continuing Education - Decrease due to less lease charges as a result of the relocating Thomas Merton Oakville to a Board owned site compared to a leased site in 2019-20. The decrease is partially offset by an increase in site renovation costs and computer equipment.
12. Board Administration - Increase due to the Broadband Modernization initiative and the hiring of additional staff as approved in the 2020-21 budget.
13. Transportation - Variance due to increased monthly transportation costs in 2021 vs. 2020 (increase of \$167,000 per month) and timing of when invoices are received and processed from Halton Student Transportation Services. Processed April 2020 invoice from HSTS in May 2020.
14. School Operations and Maintenance - Increase due to temporary custodial staff, cleaning supplies, and HVAC/air filtration costs incurred as a result of COVID-19.
15. Other Pupil Accommodation - Decrease due to less interest charges on capital projects including Education Development Charge (EDC) land sites as a result of lower principal balances in 2021-20 compared to 2019-20.
16. Other non-operating - Increase due to the purchase of personal protective equipment as a result of the COVID-19 Pandemic.
17. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.
18. Amortization - Increased due to more capital assets in 2020-21 compared to 2019-20.

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Appendix B

	Month vs Prior Month				Material Variance Note	Month vs Prior Year Month				Material Variance Note
	April 30, 2021 Actuals	March 30, 2021 Actuals	\$ Change	Percent Change		April 30, 2021 Actuals	April 30, 2020 Actuals	\$ Change	Percent Change	
Classroom Instruction										
Classroom Teachers	18,695,327	27,879,804	(9,184,477)	-33%	1	18,695,327	25,933,154	(7,237,827)	-28%	13
Occasional Teachers	568,147	517,879	50,268	10%		568,147	31,075	537,072	1728%	14
Educational Assistants	3,570,932	2,374,642	1,196,290	50%	2	3,570,932	2,352,147	1,218,785	52%	15
Early Childhood Educators (E.C.E) and Supply	1,098,038	900,809	197,229	22%	3	1,098,038	798,042	299,996	38%	16
Textbooks & Classroom Supplies	603,047	359,157	243,890	68%	4	603,047	247,105	355,942	144%	17
Computers	126,976	731,061	(604,085)	-83%	5	126,976	48,964	78,012	159%	
Professionals, Paraprofessionals & Technical	1,681,159	(427,556)	2,108,715	-493%	6	1,681,159	1,085,375	595,784	55%	18
Library and Guidance	592,614	575,027	17,587	3%		592,614	562,621	29,993	5%	
Staff Development	53,243	136,583	(83,340)	-61%		53,243	3,768	49,475	1313%	
Department Heads	92,820	138,682	(45,862)	-33%		92,820	78,278	14,542	19%	
Subtotal Classroom Instruction	27,082,304	33,186,088	(6,103,784)	-18.4%		27,082,304	31,140,530	(4,058,226)	-13.0%	
Non Classroom - School Support Services										
School Administration	2,623,970	1,855,979	767,991	41%	7	2,623,970	1,757,454	866,516	49%	19
Coordinators and Consultants	386,068	359,037	27,031	8%		386,068	417,848	(31,781)	-8%	
Continuing Education	499,987	890,231	(390,244)	-44%	8	499,987	526,592	(26,605)	-5%	
Subtotal School Support Services	3,510,025	3,105,247	404,778	13.0%		3,510,025	2,701,894	808,130	29.9%	
Recoverable Expenses	144,929	140,992	3,937	2.8%		144,929	157,086	(12,156)	-7.7%	
Other Non Classroom										
Board Administration	1,205,510	1,052,809	152,701	15%	9	1,205,510	767,829	437,681	57%	20
Transportation	1,109,457	1,109,457	-	0%		1,109,457	949,391	160,065	17%	21
Subtotal Other Non Classroom	2,314,966	2,162,265	152,701	7.1%		2,314,966	1,717,220	597,747	34.8%	
Pupil Accommodation										
School Operations and Maintenance	3,319,489	2,417,912	901,577	37%	10	3,319,489	2,653,580	665,909	25%	22
Other Pupil Accommodation	1,125,389	164,153	961,236	586%	11	1,125,389	1,251,848	(126,459)	-10%	23
Subtotal Pupil Accommodations	4,444,878	2,582,065	1,862,813	72.1%		4,444,878	3,905,428	539,451	13.8%	
Other										
Other Non-operating expenses	(30,696)	307,746	(338,442)	-110%	12	(30,696)	3,075	(33,771)	-1098%	
Provision for Contingencies	-	-	-	0%		-	-	-	0%	
	(30,696)	307,746	(338,442)	-110.0%		(30,696)	3,075	(33,771)	-1098.3%	
School Generated Funds expenses	102,536	254,374	(151,838)	-59.7%		102,536	81,727	20,809	25.5%	
Amortization expense	1,580,356	1,580,356	-	0.0%		1,580,356	1,466,917	113,439	7.7%	24
Total Expenses Before PSAB Adjustments	\$ 39,149,298	\$ 43,319,133	\$ (4,169,835)	-9.6%		\$ 39,149,298	\$ 41,173,876	\$ (2,024,578)	-4.9%	
PSAB Adjustments										
Increase in Employee Future Benefits	-	-	-	0%		-	-	-	0%	
(Decrease) in Accrued Interest on Debentures	-	-	-	0%		-	-	-	0%	
Total PSAB Adjustment	\$ -	\$ -	\$ -	0.0%		\$ -	\$ -	\$ -	0.0%	
Total Expenses After PSAB Adjustments	\$ 39,149,298	\$ 43,319,133	\$ (4,169,835)	-9.6%		\$ 39,149,298	\$ 41,173,876	\$ (2,024,578)	-4.9%	

Halton Catholic District School Board
Expense
2020/2021 Monthly Financial Reporting
April 2021

Material Variance Explanation

Month vs Prior Month

1. Classroom Teachers - Decrease due to the timing of pay periods for elementary teachers. There were three pay periods in March 2021 vs. two pay periods in April 2021.
2. Educational Assistants - Increase due to additional pay period in April 2021 (three pay periods in April compared to two pay periods in March) and retro pay in April.
3. Early Childhood Educators (E.C.E) - Increase due to additional pay period in April 2021 (three pay periods in April compared to two pay periods in March).
4. Textbooks & Classroom Supplies - Increased due to timing of math software purchase (MathUp) and increased S.E.A computer equipment purchases.
5. Computers - Decreased due to timing of computer equipment purchased for remote learning needs.
6. Professionals, Paraprofessionals and Technicians - Increase due to reallocation of computer equipment purchases to capital in March 2021.
7. School Administration - Increase due to additional pay period in April 2021 (three pay periods in April compared to two pay periods in March)
8. Continuing Education - Decrease in 2020-21 due to reversal of March reporting accrual \$147K and one less pay period in April 2021 and one less week of pay due to April break.
9. Board Administration - Increase due to additional pay period in April 2021 (three pay periods in April compared to two pay periods in March).
10. School Operations - Increase due to HVAC \$184K, timing of maintenance and supply invoices \$124K, the reallocation of \$199K of COVID-19 expenses to other operating expenses in March 2021.
11. Other Pupil Accommodation - Increase due to the debt payment made in April 2021.
12. Other non-operating - Decrease due to the reallocation of salary expenses in April 2021 and COVID-19 expenses from school operations in March 2021.

Month vs Prior Year Month

13. Classroom Teachers - Decrease due to the timing of pay periods for elementary teachers. There were two pay periods in April 2021 vs. three pay periods in April 2020.
14. Occasional Teachers - Occasional Teachers - Increase in supply teachers for the month of April 2021 compared to April 2020 due to COVID-19 pandemic.
15. Educational Assistants - Increase due to additional EAs being hired in 2020-21 and an additional pay period in April 2021 compared to April 2020 (three pay periods vs. 2 pay periods).
16. Early Childhood Educators (E.C.E) - Increase in salaries and benefits due to additional E.C.Es hired to address the virtual school needs. Increase also due to additional pay period in April 2021 compared to April 2020 (three pay periods vs. 2 pay periods).
17. Textbooks & Classroom Supplies - Increase due to the timing of purchases of classroom supplies and software (MathUp).
18. Professionals, Paraprofessionals & Technical- Increase due to increased staff (Mental Health Workers, Computer Tech and Child and Youth Councillor) and additional pay period in April 2021 compared to April 2020 (three pay periods vs. 2 pay periods).
19. School Administration - Increase due to adding the virtual school as a result of the COVID-19 pandemic.
20. Board Administration - Increase due to additional FTE approved as part of 2020-21 budget - purchasing officer, computer tech, financial analyst, mail clerk and additional pay period in April 2021 compared to April 2020 (three pay periods vs. 2 pay periods).
21. Transportation - Variance due to increased monthly transportation costs in 2021 vs. 2020.
22. School Operations - Increase due to additional cleaning as a result of the COVID-19 pandemic combined additional temporary COVID-19 custodial staff and increased professional fees related to COVID-19 school maintenance projects.
23. Other Pupil Accommodation - Decrease due to less interest charges on capital projects including Education Development Charge (EDC) land sites as a result of lower principal balances in April 2021 compared to April 2020.
24. Amortization - Increased due to more capital assets in 2020-21 compared to 2019-20.



Expanding Student Access to Online and Remote Learning	Item 10.8
June 1, 2021	

[Alignment to Strategic Plan](#)

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

From: Maria Lourenco

Sent: May 28, 2021 5:35 PM

To: Murphy, Patrick <MurphyP@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; ohearn-czarotaj@hcdsb.org; Agnew, Brenda <AgnewB@hcdsb.org>

Cc: DiPietro, Rosie <DiPietroR@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; Jessica Lim

Subject: [<EXTERNAL>] Response to May 18th Delegation: HCDSB De-Streaming of Grade 9 Math: Its Impacts to AP & IB Students & Equity for All of Our Students

We are following up on our delegation of May 18th and the subsequent response at the Special Meeting of May 27th.

Please include this correspondence in the June 1st board report and please refer to this correspondence and take our feedback into consideration when considering Trustee O'Brien's Notice of Motion.

We understand that our delegation was received as information because, subsequent to the delegations and other feedback, staff has decided to reinstate the grade 9 Pre-AP and Pre-IB Math for September 2021. While we are pleased that these courses will continue to be offered for one more school year, our concerns were not limited to the 2021-2022 school year. In fact, we had three additional recommendations in our delegation that were meant to protect these programs over the longer term. The recommendations are found below but essentially ask that no future changes are made without the appropriate consultations as well as reviewing any potential barriers to accessing these optional programs.

1. *Immediately reinstate pre-AP/IB Grade 9 math in all schools where they were previously offered, for students already registered (at a minimum)*
2. *Ensure proper consultation with stakeholders - including parents, school councils, SEAC and CPIC - for any future changes related to Ministry de-streaming initiatives and mandates*
3. *Ensure proper consultation with stakeholders - including parents, school councils, SEAC and CPIC - for any future changes to AP programming, IB programming or any other optional or specialized programming*
4. *Instruct staff to review all barriers to optional programs as described in the Ministry's Draft Guide to De-streaming, including but not limited to geographical barriers and to bring forth proposed solutions for removing those barriers, and for that process to also include consultation with parents, SEAC and CPIC*

This last recommendation is based on the same recommendation being made directly to boards by the Ministry, but for which there appears to not have been any action taken by HCDSB. We felt it important to highlight this recommendation as a way to proactively protect these programs from future destreaming initiatives which may go beyond just eliminating the Applied stream and non-university pathway. **We strongly believe that all four of our recommendations are equally important, not just the first one.**

It was quite clear from the conversations at the May 27th Special Board meeting, that the decision to continue to offer pre-AP and pre-IB math were temporary and that the board will be looking to cancel these programs again next year, albeit with an "improved" process. Answers to questions about the courses even for September 2022 were vague and evasive and referred

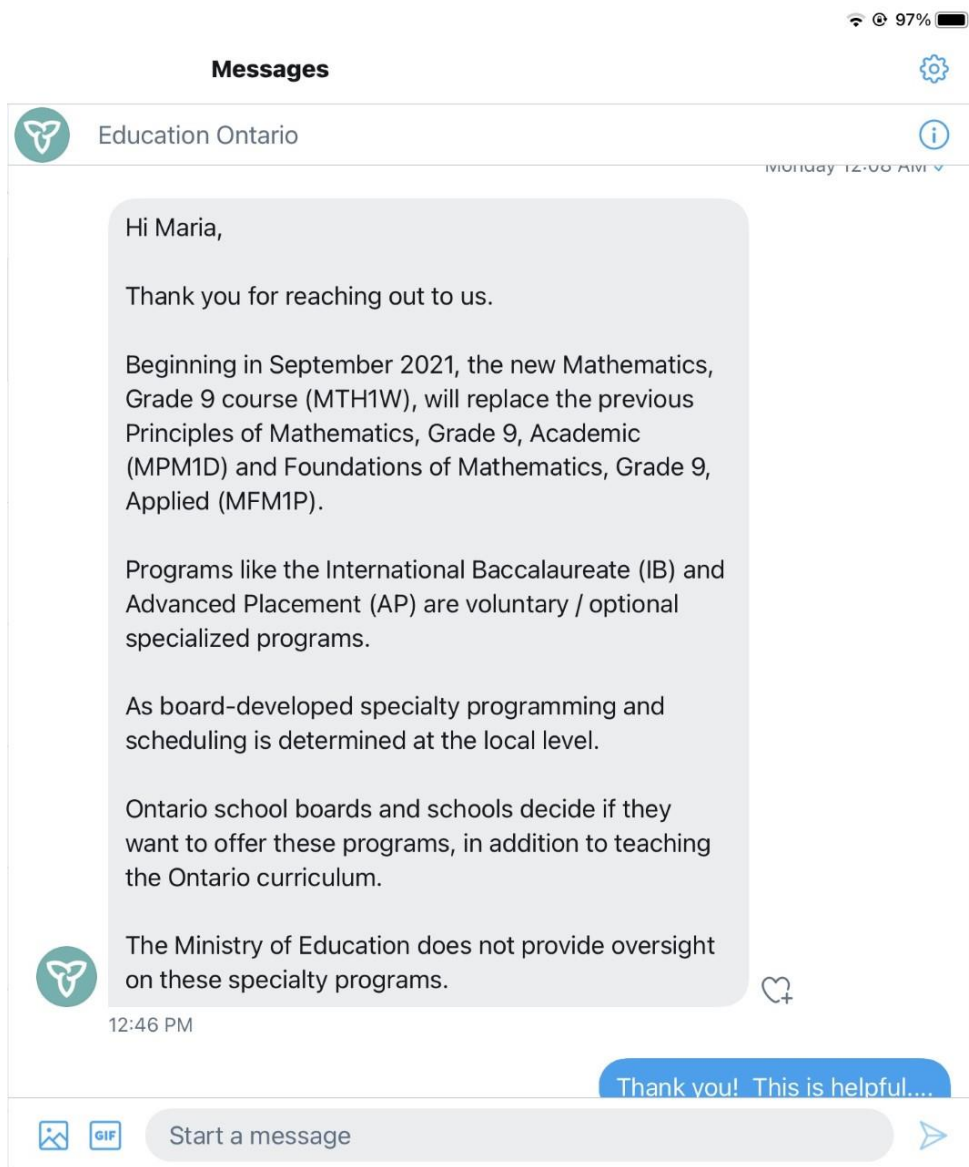
to a number of unknowns. One of those unknowns is future destreaming initiatives by the Ministry, and specifically whether Grade 10 Math would be destreamed. Unless the Ministry completely abandons the destreaming initiative, which we think is extremely unlikely, especially in the short term, we think it is a virtual certainty that Grade 10 Math will eventually be destreamed and likely for September 2022.

We were also disappointed that questions about consultation on future changes were responded to with information about better communication and notification. Please know that parents were not just upset that they blindsided in the last two months of the school year after being told something completely different in November. They were also upset that they were given false information as to the reason for the change, and that the change was even contemplated at all.

Also, communication and notification of finalized decisions, is not consultation. It was pretty clear to us that the board has no intention of consulting about future proposed changes which we remind trustees is in direct opposition to Policy V-18, Community Engagement and Public Consultation. Let's not forget that this policy was developed for a reason, and it was to avoid just this sort of thing. Oddly, this has not come up at all in any of the conversations despite the many hours that have been spent on this issue.

We were also disappointed to hear Director Daly state that the Ministry directive had been to only allow boards to offer two Math courses - destreamed and locally developed. We would argue that the pre-AP/AP and pre-IB/IB courses are locally developed as they are not Ministry courses. Nonetheless, this is not the Ministry directive. **The directive is to eliminate Applied level courses which restrict students from pursuing a university pathway.**

One thing that should be clear to all trustees by now is that there is **no directive from The Ministry to eliminate pre-AP/AP or pre-IB/IB courses**. If that were the case, the board would not have been able to reinstate the courses for September 2021. In fact, the Ministry has been clear that these are optional courses offered at the discretion of local school boards with no Ministry oversight. Should there still be a lack of clarity on this point, I have attached a message I recently received directly from the Ministry of Education which I think explains this very clearly.



I hope you can appreciate that it is a lot of work to prepare delegations and even write correspondence, as well as reaching out to parents who have been misinformed. We don't really want to have to do all of this again next year, but if we have to, we will.

Sincerely,

Jessica Lim
Maria Lourenco

Hybrid Learning

May 27, 2021

Dear Chair Murphy and Trustees,

Halton Secondary Unit OECTA is writing to you on behalf of 850 + full time and hundreds of Occasional Catholic teachers to encourage you to join parents, students, teachers, education workers, and communities in rejecting the Ford government's inequitable hybrid learning plan that disadvantages our students.

As Halton Catholic trustees, you have a responsibility to speak up and serve our students and communities, to help realize the best possible publicly funded education system in Ontario. Our schools need you now to harness your influence and reject the Ford government's failed hybrid model.

Hybrid learning, where remote and in-person learning are delivered simultaneously, fails the Halton Catholic District School Board. It fails our students, parents, teachers, education workers, and publicly funded education.

As Catholic teachers, we strive to create classrooms that are equitable for all. Hybrid learning creates a two-tiered education system that:

- widens the inequalities faced by marginalized communities and students who do not have access to reliable technology or internet;
- leaves behind many students, especially those in Kindergarten and early grades, where remote learners are relegated to a passive experience that fails to provide the building blocks essential to long-term educational success;
- divides teachers and education workers' attention between in-person and remote learners, creating barriers to providing students with individual support;
- creates real privacy concerns for students, parents, teachers, and education workers; and exacerbates emotional and mental health concerns already elevated because of the pandemic.

To recover from COVID-19 and strengthen publicly funded education, our schools need significant reinvestment, not less. The Ford government's hybrid learning plan is a privatization scheme that will only further underfund our already underfunded schools.

We urge you to join us in supporting Ontario's world-class publicly funded education system. Reject the failed hybrid learning model. Use the position of responsibility you have been entrusted with by Halton voters to call on the Ford government to re-focus on proactively and

properly funding our schools. The pandemic has not ended. In September our schools and communities will still need:

- smaller class sizes, so students can get the individual attention they deserve and to allow for proper physical distancing;
- robust tracing and testing protocols that serves the needs and encourages the participation of everyone in the community;
- more professional services and supports, to address learning losses and mental health needs; and
- immediate, substantial investments in school infrastructure and technology, including improved ventilation.

Teachers, parents, and education experts widely recognize that in-person learning is the best and most equitable environment for realizing student success. The hybrid model leaves students without vital supports and may have devastating and far-reaching consequences for remote and in-person learners alike.

Take action: reject hybrid learning

We cannot further risk the educational and emotional well-being of the students we serve. Halton Secondary Catholic teachers urge you to stand with us and reject the Ford government's inequitable, underfunded, and short-sighted hybrid learning model.

Please act to:

- dedicate the necessary staffing and resources to ensure that in-person and remote learning are delivered separately;
- pass a motion calling on the Ford government to abandon its hybrid privatization scheme and properly invest in our publicly funded education system; and
- write an open letter to Premier Doug Ford, Education Minister Stephen Lecce, and other stakeholders to demonstrate to our communities that this board champions in-person learning.

Sincerely,

A handwritten signature in cursive script that reads "Lorain Beraldo-Turner". The signature is written in dark ink on a light-colored background.

Lorain Beraldo-Turner
President
Halton Secondary Unit OECTA

cc Pat Daly