

SPECIAL MEETING OF THE BOARD
AGENDA

Date: June 3, 2021
Time: 6:30 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 (K. Kelly)	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Action Items	
4.1. 2021 Education Development Charges (EDC) By-Law Amendment (A. Lofts)	1 - 17
4.2. North Oakville No. 4 Catholic Elementary School Project Budget Approval (R. Merrick)	18 - 21
4.3. Stakeholder Feedback (T. O'Brien)	22 - 22
4.4. Grade Nine Pre-AP, Pre-IB Math (T. O'Brien)	23 - 23
4.5. Multi-Year Strategic Planning Process (M. Duarte)	24 - 26
4.6. Results of STEM Steering Committee Meeting (J. Crowell)	27 - 37
5. Correspondence	
6. Resolution re Absentees	
7. Adjournment and Closing Prayer (V. Iantomasi)	



2021 Education Development Charges By-Law Amendment	Item 4.1
June 3, 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) Action Report 8.2 “2021 Education Development Charges By-Law Amendment” from the June 1, 2021, Regular Board Meeting.
- 2) Staff Report 9.4 “2021 Education Development Charges By-Law Amendment” from the May 18, 2021, Regular Board Meeting.
- 3) Information Report 4.4 “2020 Education Development Charges (EDC) By-Law Amendment” from the April 30, 2020, Special Board Meeting.
- 4) Action Report 4.1 “2019 Education Development Charges By-Law Amendment” from the May 14, 2019, Special Board Meeting.



- 5) Staff Report 9.1 “2019 Education Development Charges By-Law Amendment” from the May 7, 2019, Regular Board Meeting.
- 6) Information Report 10.3 “2019 Education Development Charges By-Law Amendment” from the April 2, 2019, Regular Board Meeting.
- 7) Presentation 4.1 “Education Development Charges” from the March 19, 2019, Regular Board Meeting.
- 8) 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	Year 2	Year 3	Year 4	Year 5
			May 19, 2019 to July 3, 2019	July 4, 2019 to July 3 2020	July 4, 2020 to July 3 2021	July 4, 2021 to July 3 2022	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 Existin g Max Rate	2021 Amended Max Rate	Year 1	Year 2	Year 3 June 8, 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 3, 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 3, 2021, the proposed amendments will come into effect on June 8, 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 7, 2021 - \$0.67;
- (v) June 8, 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 7, 2021 - \$0.67;
- (v) June 8, 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 8, 2021.

ENACTED AND PASSED this 3rd 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 8, 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 will recommend that the Board enact an amending by-law on June 3, 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 8, 2021.

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 4.2</p>
<p>June 3, 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 are submitted for Trustee consideration and approval to proceed with the North Oakville No. 4 Catholic Elementary School.

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 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

EXPENSES	May 14, 2021 BUDGET ESTIMATE		
<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		

REVENUE			
<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		



Special Board Meeting

Action Report

Stakeholder Feedback	Item 4.3
June 3, 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.



Special Board Meeting

Action Report

Grade Nine Pre-AP and Pre-IB Math	Item 4.4
June 3, 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 4.5
June 3, 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 4.6
June 3, 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

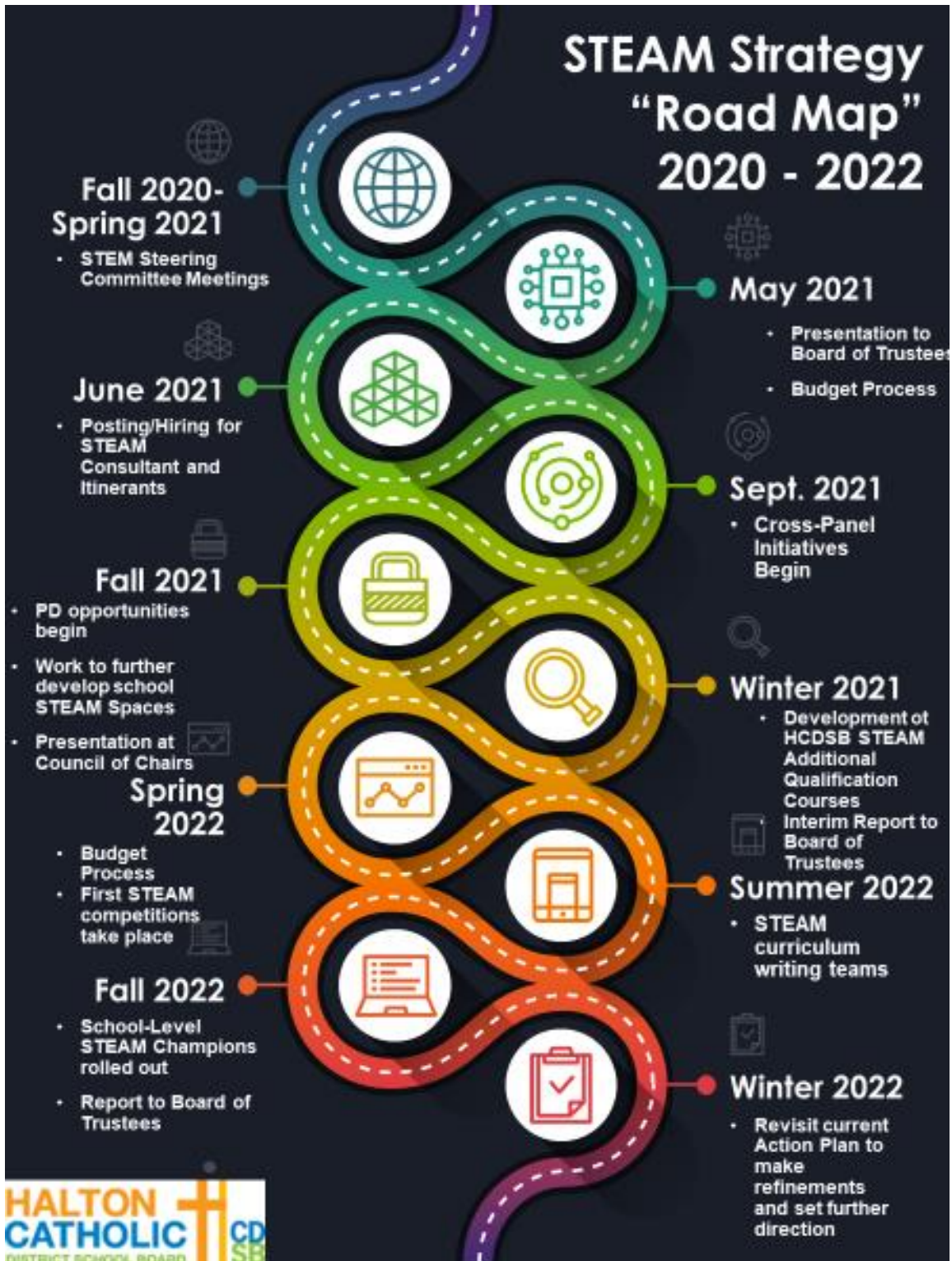
	<u>Strengths/Opportunities</u>	<u>Challenges/Barriers</u>	<u>Timeline</u>
Professional Development for Staff	<ul style="list-style-type: none"> • Available resources/volunteer staff available through higher Ed and industry partners • We have increasing opportunities to deliver PD virtually/asynchronously • 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)



		less familiar with STEAM education	beginning in 2021-22
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 across the 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#:	<i>Moved by:</i>
	<i>Seconded by:</i>
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