

**REGULAR BOARD MEETING**  
**AGENDA**

Date: June 15, 2021  
 Time: 7:30 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1. Opening Prayer, National Anthem and Oath of Citizenship (J. Roshdy)	
1.2. Motions Adopted In-Camera	
1.3. Information Received In-Camera	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
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**9. Staff Reports**

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Student Trustees Update	Item 4.1
June 15, 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:

For the past couple of weeks the senator applications were put out to the students for them to apply for the position. During that time we need to understand that everyone can apply to the position and achieve, everyone has the power to achieve it. We made it this far and we are just a few more weeks to finish and we can do it. Lastly, I would like to thank everyone for their cooperation and participation during these last hard couple of months due to Covid-19 and staying as positive as possible. I wish you all a great summer and hope to stay in touch! Wish you all wellness and safety!

### Believing:

The submission period for 2021-2022 Senator applications has finally concluded. The incoming Student Trustees are working alongside Senate Advisors and school administrators to select from a pool of highly qualified applicants to be a part of their respective school Senate. Applicants will be notified in the coming weeks with regards to the status of their application.

### Belonging:

The Ontario Student Trustees' Association has released two Volumes from its latest advocacy project, the Volume of Our Voices. This project aimed to collect student stories on many different themes. The release of *Volume One: Learning and Living during a Pandemic* features student stories on their experiences living and learning during the COVID-19 pandemic, and *Volume Two: Negative Space* features stories submitted by Ontario students on how their race, ethnicity, nationality, or cultural identity had shaped their learning experiences in Ontario's education system. *Volume Three* is still undergoing production and is set to be released in June, as this volume features student stories on Gender Identity and Sexual Orientation and how it has affected their education in Ontario.



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

K. Kelly  
Student Trustee, Burlington

J. Roshdy  
Student Trustee, Oakville

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



## Regular Board Meeting

## Presentation Report

Schools Update	Item 4.2
June 15, 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 presentation report is to provide an update on our Elementary and Secondary schools and planning for the 2021-22 school year.

### Return to School

On Monday, June 2, 2021 the Premier announced that all elementary and secondary schools would continue with remote learning for the remainder of the school year.

### Graduations and End of Year Celebrations

As previously communicated, our schools have been preparing for virtual graduation ceremonies for the last several weeks/months and extensive planning and work has already been undertaken to create memorable celebrations to honour our graduating students in Grade 8 and Grade 12. These virtual graduation celebrations will continue, as planned.

### Report Cards

Elementary Report cards will be sent out via School Messenger on Wednesday, June 23, 2021.

As part of an ongoing job action, the Halton OECTA Elementary Association is directing permanent teachers not to prepare or input comments on student report cards. Student's



will receive a grade. Long Tern Occasional Teachers are required to complete a full report card with comments, learning skills and grades.

Secondary reports will be sent out via School Messenger by Tuesday July 6, 2021.

## Youth Vaccinations

Halton Region Public Health has begun offering first doses to all youth aged 12 to 17 years of age with second doses to be administered 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.

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](#)

As of Monday, June 7, 2021, the Province of Ontario has been operating Pop-up COVID-19 vaccination clinics in Milton and Oakville. Halton residents, 12 years of age and older, will be able to book appointments at these clinics using [Halton's online booking system](#).

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.

## 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 be supported by classroom teachers, special education teachers, speech language pathologist/CDAs, child youth counsellors, educational assistants and/or a behaviour analysts and Social workers.

## Learning & Instruction 2021-22

Our Return to school planning is focusing on five broad areas:

### Maintaining Safe and Healthy Schools

- Creating well defined entrance protocols for students, teachers, and including safety and cleaning procedures, entrance protocols, health checks, social distancing.



### Reengaging our Catholic Community

- Welcoming back our community with a gradual return to in person liturgy and prayers, school events and extra curricular activities and building on new digital process for parents to connect with the school community.

### Meeting the Needs of All Learners

- Planning to assess and address learning gaps.
- Planning for face to face, virtual or blended, assessment, reporting, accommodations and supports for Students with Special needs.

### Supporting Mental Health and Wellbeing

- Providing Mental health and wellness supports– students, staff, families.

### Enhancing Online Capacity

- Continued use of technology as a tool for instruction, communication, build on new digital skills and processes, improve access and equity.

Strategic Communications will support the reopening process by clearly communicating return to school plan, outlining expectations and guidelines to parents and students well before in-class instruction resumes, and ongoing throughout the year.

## Elementary Schools

### Virtual Elementary School

- The Virtual Elementary School will remain as an option in the 2021-22 school year.
- Parents were asked to indicate their preference via online registration from June 1-11, 2021.
- Parents who register for the Virtual School may opt out **prior** to the start of the school year if they want their child to return to in person instruction.
- Once the school year begins there will be **one opportunity** for a request of change to learning environment which will take place in **January 2022**.

### Elementary Schools

- We are planning to open elementary schools for full time, in-person instruction 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.



- Additional health and safety protocols will be shared when we receive further school reopening guidance from the Province and as always in consultation with Halton Public Health.

### Secondary Schools

- We are currently exploring a number of secondary school schedule options that will allow us to meet the Ministry requirements when students return to school in September.
- We are planning to return to **full time, in-person learning** in our secondary schools. As per Ministry direction, we will offer **two courses per day**, and students will receive **300 minutes of instruction each day**. There will also be an **option for students to learn remotely**.
- Breaks will be scheduled throughout the day.
- A decision to move to a traditional semester system would be based on direction from the Ministry and in consultation with our local public health unit.
- 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 may need to open with an adapted secondary school delivery model in September.

### 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.

### Online Learning Graduation Requirement

- As announced in November 2019, it is planned that, starting with the Grade 9 cohort for the 2020-21 school year, students will be required to earn two credits online as part of the graduation requirements of the Ontario Secondary School Diploma (OSSD).
- While online courses will be a mandatory graduation requirement, exemptions may be made for students on an individual basis.

Further information will be provided regarding the opt-out process as well as the extent to which credits earned during remote learning due to the COVID-19 pandemic can be counted toward the online learning graduation requirement.

### Ontario Secondary School Literacy Test (OSSLT)

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.

EQAO will provide a Fall 2021 administration of the OSSLT **in addition** to a Spring 2022 administration.

### Grade 9 Math

- The new Mathematics, Grade 9 course (MTH1W) which was released on Wednesday June 9, 2021 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) which were last updated in 2005.
- The Locally Developed Compulsory Credit (LDCC) course policy remains unchanged at this time.
- This new course builds on the 2020 elementary math curriculum to better support successful student transitions from elementary to secondary school.
- The new course is designed to be inclusive of all students by offering opportunities for them to build a solid foundation in mathematics, to broaden their knowledge and





skills, and to develop a positive mathematical identity. This approach also keeps students' options open to support informed decisions about future mathematics courses.

- This new course is organized into the following areas: number, algebra, data, geometry and measurement, and financial literacy. There is an overarching strand for students to develop mathematical thinking in connection to the learning in the other strands and to make connections throughout the course to their lived experiences, possible careers, and connections to other disciplines.

Along with the curriculum, the ministry has released initial resources for educators and parents/guardians, including curriculum overview videos, a key changes document and parent/guardian guide.

### Specialist High Skills Major (SHSM) OSSD

In the 2020-21 school year, the ministry provided guidance to school boards regarding a formalized substitution process for students to earn the SHSM/OSSD. The same substitution parameters will be extended to students graduating in the 2021-22 school year.

### Cooperative Education

- The requirements for offering cooperative education courses, as outlined in the Cooperative Education curriculum, including the classroom and community placement components, remain in effect.
- Cooperative education placements should be offered virtually, where feasible.
- In-person community placements will be arranged in alignment with the direction and recommendations of our local public health unit, and within the safety and curriculum requirements of the Cooperative Education curriculum.

### Assessment, Evaluation and Reporting

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*, provides that thirty per cent of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course.
- This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

For 2021-22, school boards will continue to have flexibility to determine final evaluation for up to 30% of a student's final mark.



## EQAO Assessments

In 2020-21, EQAO assessments for Grades 3 and 6 were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform.

In 2021-22, **regular EQAO assessments will resume**, with the following adaptations:

- All students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.
- All students enrolled in Grade 9 math attending learning in-person will write the Grade 9 math assessment. Results of this assessment may count towards up to 10% of the student's final mark.
- Where applicable, students will continue to receive individual reports.

## Professional Activity (PA) Days

*Policy/Program Memorandum (PPM) No. 151: Professional Activity Days Devoted to Provincial Education Priorities* will be revised and issued to school boards reflecting the ministry's directions on PA days for the 2021-22 school year. Topics for the three mandatory PA days will include:

- health and safety protocols, mental health and well-being
- learning recovery and intervention strategies
- mathematics, including the elementary math curriculum and Grade 9 de-streamed math course
- anti-racism, anti-discrimination training
- instructional approaches to online/remote learning
- anti-sex trafficking and anti-bullying, including cyber-bullying

To ensure readiness for the 2021-22 school year, we will address the following topics prior to the start of student instruction:

- all school-based staff, including supply/occasional teachers and occasional staff, will participate in updated health & safety training and updated training on the mental health & well-being of students.
- learning recovery and intervention strategies to work with students after learning interruptions due to Covid-19.
- further development of the new elementary math curriculum and fundamental math concepts/skills.
- further development of online and remote learning strategies and concepts and the sharing of best practices.



## Student Transportation

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 over the 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

Dear HCDSB Trustees,

Hi, my name is Nicole and I am a parent in the Halton Catholic school board. My purpose for this delegation is to make the board aware of problems and concerns regarding the covid-19 vaccination and particularly for children and request the board do everything in its power not to promote or condone covid-19 vaccination in youth and children as well as not to permit vaccination to occur in the schools.

Before I start, I would like to state that I am not a doctor, nurse or public health official, nor do I claim to have educational training in these areas, nor am I claiming to be providing health advice to any persons, especially as it pertains to covid-19. What I am doing here is presenting the voices of doctors who have spoken out regarding covid-19 vaccine risks and concerns especially as related to youth under 18 years, as well as relevant evidence to support my points.

First, I would like to bring your attention to a [canadianphysicians.org](http://canadianphysicians.org) website, which features the Declaration of Canadian Physicians for Science and Truth.<sup>1</sup> This is an urgent declaration to the Colleges of Physicians and Surgeons from a group of Canadian physicians, in response to a statement issued by the Ontario licensing body (CPSO) on April 30, 2021. In this statement, the CPSO was “forbidding physicians from questioning or debating any or all of the official measures imposed in response to COVID-19” and in addition, “went on to threaten physicians with punishment – investigations and disciplinary action.” The CPSO issues this order under the guise of “misinformation” and “putting the public at risk” and states that physicians have a responsibility “to not communicate anti-vaccine, anti-masking, anti-distancing and anti-lockdown statements and/or promoting unsupported, unproven treatments for COVID-19.” The physicians declare that the statement “orders us to violate our duty and pledge to our patients” in three ways: 1. Denial of the scientific method itself; 2. Violation of our pledge to use evidence-based medicine for our patients; and 3. Violation of duty of informed consent. Number 3 is particularly egregious as under the Nuremberg Code, any type of medical intervention is forbidden without informed consent.<sup>2</sup>

As the physicians point out, this statement by the CPSO is an assault on free speech and scientific inquiry and that any such order to go against their conscience and pledge to their patients “itself may constitute a crime against humanity”. This silencing of physicians is not in isolation, it would seem there is a global trend to censor anyone, especially doctors, who say anything in contradiction of the official narrative that this is a deadly and serious pandemic, we should be scared and thus follow the orders of masking, social distancing, lockdowns and a vaccine.

The whole basis of the pandemic and thus control measures, seems to be predicated on case numbers. In November 2020, a group of more than 20 scientists released the Corman-Drosten Review Report, a peer reviewed report of the paper that led to the use of the PCR test as a diagnostic tool.<sup>3</sup> In this review, the authors discovered approximately 10 faults with the paper and thus with the use of the PCR test protocol as a diagnostic tool for detecting covid infection.

Number 3 is the number of amplification cycles and their finding is that “Above a Ct (cycle threshold) of 35 cycles, rapidly increasing numbers of false positives must be expected” and “PCR data evaluated as positive after a Ct value of 35 cycles are completely unreliable.” On a Public Health Ontario website link explaining COVID-19 PCR testing and cycle thresholds from February 2021, the cutoff for a positive result is 38 cycles and between 38 and 40 cycles a result is inconclusive but considered a probable (likely) case.<sup>4</sup> Thus in Ontario, at a cycle threshold of 38-40, there would be a high number of false positives and thus inflated case numbers based on the findings of this review.

Let’s take a look at the risk of covid-19 in children, keeping in mind that based on the Corman Drosten review and the cycle threshold that public health has stated is used in Ontario, there is likely elevated false positives. As of June 4, there have been 263,454 reported cases of covid-19 in people less than 20 years, amounting to 19% of total cases.<sup>5</sup> When we look at hospitalizations in Canada, the 0-19 years is sitting at 1.8% of the total with 1,281 hospitalizations. There were 11 deaths reported as due to Covid-19 in the 0-19 years group, representing 0.0% of total deaths. In Ontario, as of March 25, 2021, one Covid-19 death was reported in children, compared to over 7000 deaths in adults.<sup>6</sup> As a comparison with the Government of Canada’s FluWatch Annual Report for the 2018-2019 influenza season, there was a total of 1,352 pediatric (less than 17 years old) hospitalizations, though above the five-year average, the number of weekly hospitalized cases was within the expected range.<sup>7</sup> Out of these hospitalizations, there were 271 ICU admissions and 10 deaths. A single-center study of 315 pediatric Covid-19 patients and 1,402 children with seasonal flu identified no difference in rates of hospitalization, intensive care unit (ICU) admission, or mechanical ventilation between the two groups.<sup>8,9</sup> An article from The Lancet – Child & Adolescent Health published in March this year, is titled “Children and young people remain at low risk of COVID-19 mortality”, based on analysis across seven countries.<sup>10</sup> Thus, there is evidence indicating that in general, children are equally at risk from the flu as from Covid and that they tend to be at low risk in terms of mortality from the virus.

If children are generally at minimal risk from Covid-19 compared to the rest of the population and about comparable to the flu, does it necessitate an aggressive push to vaccinate them with a Covid-19 vaccine? What about the vaccine itself and what risks it poses? If proper informed consent is to be given, it is critical to understand the other side – that is the concerns with the Covid-19 vaccines, not just the apparent benefits that are being relentlessly sold to us. Here are some points that we should all be aware of.

1. These vaccines have not been demonstrated to stop infection or prevent transmission. <sup>11,12</sup>
2. There are no long-term safety studies and these products are still experimental – they are only granted interim (emergency use) authorization since Phase 3 studies will not be completed until 2022 and 2023.<sup>11,13,14</sup>

3. The mRNA vaccines contain ingredients that are of concern. This includes polyethylene glycol (PEG), which is associated with hypersensitivity reactions and anaphylaxis.<sup>11,15</sup> Also, while the mRNA vaccines do not use abortion-derived fetal cell lines in the production of the vaccine like the Johnson & Johnson vaccine, they were used early in the development for “proof of concept”, to test for the efficacy of the product.<sup>16</sup> Though not an ingredient, the spike protein that is being created in the body as a result of the mRNA coding instructions, is being shown to be responsible for the cardiovascular and blood clotting reactions that are occurring.<sup>17,18</sup> A study published in *Circulation Research* shows that the “S [spike glycoprotein] protein alone can damage vascular endothelial cells (ECs) by downregulating ACE2 and consequently inhibiting mitochondrial function.”<sup>18</sup>

4. Previous attempts to make similar vaccines have failed. “In one study, vaccinated infants got much sicker than the unvaccinated infants when exposed to the respiratory syncytial virus (RSV) naturally, with 80% of the vaccinated infants requiring hospitalization. Two died. In subsequent studies, vaccinated animals became very sick when they later became infected with the actual virus. Many died. This phenomenon is called Pathogenic Priming or Antibody Dependent Enhancement (ADE).”<sup>11,19</sup>

5. Vaccine makers are immune from liability.<sup>11,20</sup> They cannot be sued if the product causes injury or death as the Canadian government has granted them indemnity. Recently the Canadian government began accepting applications for federal vaccine injury compensation program but even some people who have been diagnosed with serious conditions after their shot are saying the this compensation doesn’t go far enough.<sup>21,22</sup> Since the vaccine makers are exempt from liability, who’s really liable for injuries and death from these products? Does that mean the Canadian government assumes all responsibility by launching this program? As this is a newly launched program, it remains to be seen how many applications there will be and how many will be approved. And who is paying for this compensation – looks like it’s you and me – the taxpayers. We’re paying for injury from a product that we’re told is “safe and effective” while the makers bring in all the profits without being held accountable.

6. The effectiveness of these vaccines was published based on relative risk reduction (RRR) and not absolute risk reduction (ARR); using an ARR value suggests lower efficacy than what is reported using RRR values.<sup>23</sup> As stated in a *Lancet Microbe* paper, “Although the RRR considers only participants who could benefit from the vaccine, the absolute risk reduction (ARR), which is the difference between attack rates with and without a vaccine, considers the whole population. ARRs tend to be ignored because they give a much less impressive effect size than RRRs: 1.3% for the AstraZeneca–Oxford, 1.2% for the Moderna–NIH, 1.2% for the J&J, 0.93% for the Gamaleya, and 0,84% for the Pfizer–BioNTech vaccines.” Furthermore, the authors conclude, “These considerations on efficacy and effectiveness are based on studies measuring prevention of mild to moderate COVID-19 infection; they were not designed to conclude on prevention of hospitalisation, severe disease, or death, or on prevention of infection and

transmission potential. Assessing the suitability of vaccines must consider all indicators, and involve safety, deployability, availability, and costs.”

7. The extent of serious adverse vaccine reactions and that these reactions are under-reported. As of May 28, the US Vaccine Adverse Event Reporting System (VAERS) shows over 350,000 adverse reactions after a Covid-19 vaccine, including 3,994 permanent disabilities and 5,164 deaths, with 7 of those deaths in children 17 years and under.<sup>24,25</sup> A 2011 Harvard report stated that “fewer than one percent of all vaccine adverse events are reported to the government.”<sup>26</sup> There is no such study that has been done in Canada.

In the US, there is a recent study indicating that 7 US teens developed heart inflammation after 2<sup>nd</sup> Pfizer vaccine.<sup>27,28</sup> Regarding reported cases of heart inflammation (myocarditis/pericarditis) on the VAERS site between Dec. 14 and May 28, out of a total 628 cases, “40 cases occurred in children ages 12 to 17, all were attributed to Pfizer’s vaccine.”<sup>28,29</sup> In Connecticut alone, there were 18 reports of heart problems among teens who had received the vaccine, all resulting in hospitalization.<sup>30</sup>

Many doctors around the world have spoken out regarding the potential dangers of the Covid-19 vaccines and the harm they may cause.<sup>31</sup> Regarding the Covid-19 vaccination in children, many doctors have expressed either very serious concerns or outright calls not to use it in children.<sup>32-36</sup> As a joint letter signed by 93 Israeli doctors state, “We believe that not even a handful of children should be endangered through mass vaccination against a disease that is not dangerous to them...Furthermore, it cannot be ruled out that the vaccine will have long-term adverse effects that have not yet been discovered at this time, including on growth, reproductive system or fertility.”<sup>34</sup> A summary of reasons presented in an open letter by more than 40 UK doctors includes: Risks and benefits in medical treatments; Children do not need vaccination for their own protection; Children do not need vaccination to support herd immunity; and both both short term and long term safety concerns.<sup>35</sup> They state that, “Healthy children are at almost no risk from COVID-19, with risk of death as low as 1 in 2.5 million.”<sup>35,36</sup> As an American Institute for Economic Research article points out, “For nearly all children under 20 years of age the risks from getting Covid-19 are exceedingly small and for children the risk is basically near zero in this population...the cost-benefit argument against using an essentially untested vaccine is heavily in favor of risk and virtually no benefit.”<sup>36</sup> Therefore, considering that we know that children are generally at minimal risk from Covid-19, should we not be considering what risks there would be in using an injection that many doctors are indicating concerns about, there are already short-term adverse events like heart inflammation showing up in teens, and we have no data on long term safety?

In considering the risks and benefits of the vaccines in any population, it is important to recognize that informed consent is essential in decision making and is one of the mandates of the Colleges of Physicians and Surgeons in Canada.<sup>37</sup> As it states, in order for consent to be valid, it must meet several criteria, such as that it should be informed, given voluntarily and not under duress, and must ensure there has been no coercion. It also sets out criteria to ensure

that consent is informed, including “its expected benefits, its material risks and material side effects, alternative courses of action and the likely consequences of not having the treatment prior to obtaining consent,” Note that the issue of informed consent is a primary tenet of the Nuremberg Code as mentioned earlier. As the vaccine program has been rolled out to the 12 and up age group in recent weeks, pop-up vaccine clinics have been enticing these children to go get the shot with promises of ice cream, burgers, music, DJs and other treats. This is an ethical issue as this could be considered coercion and thus in violation of the CPSO mandate and Nuremberg Code. Furthermore, the advertisements for many of these clinics indicate that kids do not need a health card and that parental consent is not required. The issue of removal of parental consent is being presented as accepted within the Ontario Health Care Consent Act, which “does not indicate a minimum age for a minor to provide consent for vaccination.”<sup>38-</sup>  
<sup>39</sup> Children as young as 12 need parental permission for ear piercing, a field trip and just about everything else, yet it is somehow acceptable for them to be injected with an experimental technology that has not demonstrated the risks outweigh the benefits without the consent of a parent or guardian? Is it really reasonable to consider that teens and children will both receive and are capable of informed consent as it relates to the Covid-19 vaccine? That they can fully understand all the risks and benefits of the injection and they are receiving both sides?

Having presented evidence regarding the minimal risk of Covid-19 to children, doctors speaking out regarding the potential dangers and risks of the vaccine, doctors calling for a halt in vaccination in the current 12-17 age group, and the issues regarding informed consent and removal of parental consent, I urge the HCDSB to, within the scope of its power, not promote or advertise Covid-19 vaccination in children, and to not permit Covid-19 vaccination of children under 18 in the schools or under the direction of the board.

Thank you,

Nicole

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## HCDSB Delegation script

**Jane:** Good afternoon everyone, my name is Jane Asante-Tutu.

**Arianna:** And my name is Arianna Chua and we are both grade 9 students from Saint Francis Xavier Catholic Secondary School.

**Jane:** We are here to talk about the issue of racism amongst the school board and how we can resolve the issue so that people of color seem more welcome within the school board.

**Arianna:** We will be discussing the following and will take questions at the end:

Racism within the school board, the lack of education on racism, and the School Resource Officer (SRO) program that has affected many students within schools.

**Jane:** Racism has been an issue in history for centuries, and so it is rather upsetting that it is still relevant in our school boards. Along with the fact that the short Black History Month lessons that students receive every February are not enough, as they only highlight black struggles and rarely mention black contributions to our society and achievements made by those in the black community. It is sad to say that I do have a racist experience that occurred in a school setting; In grade 5, my class was advised to create “fake news posters” as a project, they were all to be posted onto a board and put on display. Three boys within my class had decided it was humorous to walk me over to this board without telling me why. They pointed to one of the fake news posters that said, “Niagara falls were freezing over”, the boys then proceeded to replace the word Niagara with the “N-word”, which is a slur used to oppress black people. They had said this over and over again while laughing. Not only was I offended that they had decided to say this to me, but offended that they dared to show their racist jokes to the only black girl in their class, thinking that I'd laugh along. I had gone to my teacher about this issue but was told that he would “deal with them later” and he never did, the issue was later resolved after I went to my counselor

who had gone to the school about the issue and the school suspended the three boys. When they were back from their suspensions, they had gotten mad at me for telling on them and falsely claimed that they had never said anything racist to me.

**Arianna:** The lack of staff knowledge and education about racism in HCDSB school boards is appalling. I have been in a predominantly white HCDSB school board all my life. Growing up was not easy. My peers bullied me for my Asian heritage when I was young. They teased and mocked my features and the things I brought to school and I hated it but to not be a social outcast, I played along. I tried so hard to whitewash myself just to fit in and make my peers like me. I pushed away my culture entirely, hating every single thing about it, and over the years I grew to hate myself more and more.

Since I was one of the only Asian females in my grade, standards and stereotypes were forced upon me. I wasn't the skinny short Asian girl, I was very medium. I wasn't the 5'1 anime girl everyone desired. This caused me to have self-image problems that added to my self-hatred. The teachers in my school saw this all go down but they didn't care. No one did. I tried so hard to be loved by others that it caused me to hate myself.

During this same time, my older brother was starting his grade 9 year at Saint Francis Xavier. The first semester of his junior year, he was excited and ready to take on the world, but his teacher destroyed all of that. While they were taking attendance my brother was called and his teacher proceeded to mock our Chinese last name "Chua". He laughed at it and called my brother "Chu Chu" in a mocking Chinese accent for the rest of the semester. My brother laughed it off not wanting to make a fuss about it but kids started to copy the teacher and his nickname for all of grade 9 was "Chu Chu" some kids didn't even bother to know his first name.

He is now in his first year of Medical school going onto second but this still haunts him. This incident was started by a teacher and it breaks my heart that my brother had to go through that.

**BE IT RESOLVED THAT:** Anti-racism training be mandated for all teachers, administrators, staff, and students to be completed annually, with the training that is already provided;

**Arianna:** Uneducated teachers may add to the problem and if they can't point out what is right and wrong. With excess training teachers and administrators will help create safer spaces for students of color.

**Jane:** I believe that teachers should have anti-black, Asian, Pacific Islander, South American, and Indigenous racism in their curriculum plan and that they should teach students not to use oppressive slurs alongside the usual teachings of oppression among colored minorities. This could make a difference and most likely prevent another black student from being targeted like I was in grade 5.

**Jane:** Another issue that has affected the colored students within schools are The School Resource Officers (SRO).

**BE IT FURTHER RESOLVED THAT:** The School Resource Officer (SRO) program be reviewed to determine whether or not the program has fulfilled its mandate, before the 2021-2022 school year;

**Arianna:** Students at our school feel uncomfortable and intimidated by the police stationed at our school, mostly due to the turmoil between minority groups and police forces.

**Jane:** For Example we questioned a grade 12 student within our school about this situation, “They glance at me and then I just look the other way cause I don’t know what they’d say or do, I have to be cautious.” When asked how they’d like this issue of intimidation among police officers

to be resolved, the student answered; “I think they should be present but not try to intimidate students”.

**Arianna:** In HCDSB schools many feel intimidated, especially racialized students, who are disproportionately much more questioned by the school officers, and targeted by them, even just the simple act of going to the bathroom

**Jane:** Students do not want to abolish the (SRO) program, Students want educated police officers around their school so they can feel safe and unintimidated.

**BE IT FURTHER RESOLVED THAT:** By the start of the 2021-2022 school year, HCDSB will provide accessible resources on its online platforms regarding preventing and responding to discrimination specific to racism, homophobia, and transphobia in an educational environment;

**Jane:** Children are very impressionable, they tend to mimic the actions of those around them which makes a big impact on their mindset and the way they treat themselves and others.

**Arianna:** With the lack of proper education on important subjects they may grow up to be misinformed and do harm to our communities. By educating all children about these topics at a young age it will help them learn about their peers and how to be a good ally

**Jane:** We are here asking for your help to make sure that equality within the school is maintained.

**Arianna:** And for a more inclusive curriculum with zero discrimination.

**Jane:** Thank you for your time.



## Indigenous Equity and Human Rights Road Map Motion Delegation

As an Asian and white student who has attended HCDSB schools since the first grade, I can, unfortunately, confirm that I have faced blatant racism within these schools since childhood. Though I personally have a pale complexion, I am of Indonesian background and my family and most other Indonesians typically have fairly darker skin tones. I remember one day when I was in the second grade and a classmate turned around to me and told me that I was “fat, brown and ugly.” In fourth grade, I was regularly compared to a sumo wrestler due to my background and weight. In the sixth grade, I was called two homophobic slurs by a different student and he did so for two years. In ninth another would consistently refer to me as Chinese as if it were my name. Another would ask me how often I eat dogs. These are only a few instances of discrimination and racism I have experienced within these schools and have never forgotten. How can HCDSB claim dignity, equity, respect and inclusivity when there is little effort to actually do anything about the existing injustices and intolerances? Bigotry is observed and so it is learned and children like me are left to suffer for it. Providing resources that insist on anti-discrimination and anti-racism are critical to unlearning this persistent cycle of hatred. There is no neutrality in situations of injustice. Teaching neutrality teaches students to be silent and therefore complicit in oppressive structures. This is damaging for many students, myself included. Being specifically anti-bigotry ensures effective change and racial equity.

Regular school practices such as streaming and the school resources officer program perpetuate and greatly contribute to systemic racism. Streaming disproportionately sends racialized students into applied-level courses very early on and limits their future prospects, pushing them into the cycle of inequitable opportunities that manifest in future socio-economic injustice. The recent turnover of streaming in the grade 9 math curriculum beginning as soon as



the upcoming school year was a great victory but a long-overdue contribution to breaking down racism in schools. Education Minister Stephen Lece stated, “The world has changed, the economy has changed, the job market has changed and so should the curriculum that informs and inspires your child,” and that eradicating unnecessary division amongst students and adjusting the curriculum to current times creates an environment stimulating greater chances of success for children. Having armed police officers directly targets minority groups to negative impacts. Many minorities are often uncomfortable with police and having them in schools amongst racialized children insists on an untrusting and inequitable environment. Racism is a system of oppression. This includes the system of streaming, which needs to be reviewed at the board level. Racialized students are disproportionately streamed into applied-level courses, limiting their opportunities and future prospects, before they even start high school. This further perpetuates a cycle of inequitable opportunities that manifest in future socio-economic injustice.

Many students are vocal about the lack of anti-racist and anti-oppressive approaches in schools, and if there are initiatives in place, many students are unaware of the internal happenings of the board. This is why many students have joined the Student-Led Equity Group of HCDSB. Students in this group used their voice in this group to create a video resource on Black Lives Matter and its importance in Canada, and on our board. This resource has been shared with all principals in secondary schools of our board and with our Human Rights and Equity Senior Manager. This student-led group has also created many anti-racism resources including slides and presentations that students have shared with secondary school teachers and can be used in the future. All of these resources were made by students a part of this group in their own free time, and expect no reward other than the reward of sharing education. It is important that HCDSB shares resources readily accessible and available to the student body, as

the outreach of staff would be broader and more impactful, and would help in taking the crucial steps of unlearning racism beginning in education.

We also need active input from diverse groups of students. Being a minority should not equal being ignored and voiceless within our school community. Including the voices of marginalized students and teachers in creating motions and making decisions at the board, the level is crucial in ensuring that their voices are heard and individual needs are met. It is important that we are not speaking on **behalf** of these students but instead allowing them to share their perspectives. Having these representative voices greatly helps to ensure more accurate information about what racialized students in our school communities truly need.

Although systemic racism exists, the approach of an anti-racist lens is also a system that exists; this is an approach that Halton Catholic must take. It is a system in which policies, rules and procedures are created to promote racial equity. With anti-racism, we generate anti-racist thoughts and ideas in order to uplift the unique individuality of Black, Indigenous, and People of Colour.

# Student Voice

By: Raghad Barakat

Hello my name is Raghad Barakat and today I will be delegating on the importance of student voice and how we can do better as a board to hear it. Although there are many opportunities for students to voice their concerns, they are often not heard, or shut down. The issue is that students are being given a space to speak but have not been heard.

One example I have witnessed at the board level is invalid comments during the question period at student delegations. Some questions become long winded arguments (such as, delegations about pride) and other comments such as ones brought up at my previous delegation about policy 1-26. One being that it is a requirement to be Catholic to be a student trustee is a provincial requirement in all catholic boards. This is in fact false, as Huron Catholic District School Board and Sudbury Catholic District School Board do not have this requirement and set a precedent for allowing non-Catholics to run in Catholic boards. After my own experience delegating and many of my peers delegating, I have noticed the fear that surrounds doing this. It is not a safe or welcoming environment to delegate, because of the types of comments that students have heard after delegations. One comment that stood out to many people watching the second delegation about flying the pride flag was after a student presenter had said “The words gender and sexual orientation are part of our diversity and as Jesus taught us, it is important to love and respect all diversities.” One of the questions posed afterward was “Can you please point out to me where in scripture it says that? I don't recall seeing it, the word diversity or diversities.” This rhetorical question sparked outrage with students watching the delegation as it sent a disheartening message to not only LGBTQ+ members but also any minorities in the school board such as myself. To say that because scripture does not say the word “diversity or diversities,” the point that “Jesus taught us to respect everyone's diversity” is invalid is daunting. Although the intent behind the comment might not have been to insinuate that, it is the effect and message sent to the student body. It is important as trustees that represent the board to be mindful of your words to us students, because it is easy for the wrong message to be sent to the community. Comments and questions like these often cause young leaders in the board to give up on having their issues and voices heard at the board level.

Elementary students, secondary students, student council presidents, student senate, and student alumni of HCDSB have become much more vocal this year; more students have attended board meetings to delegations, they have sent in their email correspondences, and started discussions and conversations on important matters in the school system. Despite their advocacy and despite using their voices to the best of their ability, it has been discarded and disregarded. This has been proven with the Board of Trustees' decision on not flying the Pride flag, which has included many student voices, and was a conversation started by a student delegation. This includes the Board of Trustees lack of consideration or conversation on the amendments of the Policy I-26 and including the non-Catholic students in leadership positions; which many students have supported, both Catholic and non-Catholic students, and was even backed with a letter of correspondence sent in by the Student Senate. This includes the Board of Trustees decision in deciding not to reconsider this policy to better incorporate the voices of non-Catholic students who are a large portion of our board. This action - or lack thereof - speaks volumes on the Board of Trustees' ignorance on Student Voice, even with the elected Student Trustee trying their best to address these student concerns.

# Student Voice

By: Raghad Barakat

Seeing that the year is coming to an end I wanted to bring up these points to the board as points to reflect on and improve on next year to ensure that students that have been given a platform at the board are also being heard and listened to. Afterall, we are all members of this school board. Without students, there would be no teachers, no administrators, no superintendents, and no trustees. In the future, the board must consider student voices, with tangible and powerful action that demonstrates that they want to incorporate student voices by fostering more dialogue in and out of delegations that are rooted in dignity, equity and respect.

## MINUTES OF THE REGULAR BOARD MEETING

Date: June 1, 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)  
K. Kelly (Electronically)

Trustees Absent: J. Roshdy

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: J. Acheson, Chief Social Worker, Special Education Services (Electronically)  
J. Ammendolia, Watson and Associates (Electronically)  
P. Brophy, Principal, Corpus Christi CSS (Electronically)  
G. Brown, Chief of Mental Health, Special Education Services (Electronically)  
C. Chlischczyk, Vice Principal, Assumption CSS (Electronically)  
L. Collimore, Chief Officer, Research and Development Services (Electronically)  
M. Ives, Consultant of OYAP Program, Student Success  
S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically)  
A. Kapur, Parliamentarian (Electronically)  
A. Swinden, Manager, Strategic Communications (Electronically)  
B. Teichman, Overland LLP (Electronically)  
B. Vidovic, Senior Manager, Planning and Assessment Services (Electronically)

Recording Secretary: R. Di Pietro

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### 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**

The following motion were adopted in-camera:

*RESOLVED, that the Halton Catholic District School Board approve the appointment of Liezil Rojas-Silva to the Special Education Advisory Committee (SEAC) as representative for Autism Ontario effective June 2021 until November 2022.*

*RESOLVED, that the Halton Catholic District School Board approve the appointment of Lisa Anderson to the Special Education Advisory Committee (SEAC) as alternate representative for Autism Ontario effective June 2021 until November 2022.*

**1.3 Information Received In-Camera**

The following information was received in-camera:

Retirements

Joanne Platt retired effective May 31, 2021. John Syko will retire effective June 30, 2021.

Department Head Appointments

Angela Brayson and Melissa Collver appointed as Department Heads effective September 1, 2021 for a period of up to four (4) years.

**2. Approval of the Agenda**

The following was added to the agenda:

10.9 Notice of Motion - Data Collection (N. Guzzo)

10.10 Notice of Motion - Menstrual Equity (K. Kelly, N. Guzzo)

10.11 Notice of Motion - Indigenous Studies (K. Kelly, B. Agnew)

10.12 Notice of Motion - Indigenous Equity and Human Rights Road Map (K. Kelly, B. Agnew)

**#156/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

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

The Chair called for a vote on **#156/20:**

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		J. Roshdy (non-binding)
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)			

The motion **CARRIED**.

**3. Declarations of Conflict of Interest**

Trustee DeRosa declared a conflict of interest with information item 10.7 - 2020-21 Financial Report as of April 30, 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 10.7 - 2020-21 Financial Report as of April 30, 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**

**4.1 Science, Technology, Engineering, and Mathematics (STEM)**

The work undertaken by the STEM Steering Committee was shared with Trustees.

**4.2 2021 Education Development Charges (EDC) By-Law Amendment**

Trustees provided an overview on the application and scope of Educational Development Charges, as well as information on the proposed Education Development Charges By-law amendment.

**5. Delegations**

**5.1 Declined Delegations**

A total of three (3) delegations were declined.

**5.2 HCDSB Student Trustees (A. A. LeMay)**

A delegation regarding HCDSB Student Trustees was presented.

**5.3 Rationale for HCDSB Destreaming Decisions Relative to Ministry Mandate and other Factors (M. Lourenco)**

A delegation regarding destreaming decisions was presented.

**5.4 Cancellation of the Pre-AP Math Program (M.F. Quinn)**

A delegation regarding destreamed math was presented.

**6. Approval of Minutes**

**6.1 Minutes of the May 4, 2021 Regular Board Meeting**

**#157/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**RESOLVED**, that the minutes of the May 4, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#157/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		J. Roshdy (non-binding)
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)			

The motion **CARRIED**.

**6.2 Minutes of the May 18, 2021 Regular Board Meeting  
#158/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**RESOLVED**, that the minutes of the May 18, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#158/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		J. Roshdy (non-binding)
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)			

The motion **CARRIED**.

**6.3 Minutes of the May 27, 2021 Special Board Meeting  
#159/21**

**Moved by:** B. Agnew

**Seconded by:** N. Guzzo

**RESOLVED**, that the minutes of the May 27, 2021 Special Board Meeting be approved.

The Chair called for a vote on **#159/21**:



IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		J. Roshdy (non-binding)
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)			

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 Delegations**

**#160/21**

**Moved by:** M. Duarte

**Seconded by:** H. Karabela

**RESOLVED** that the Board of Trustees receive the delegation regarding HCDSB Student Trustees as information.

The Chair called for a vote on **#160/21**:

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

The motion **CARRIED**.

**#161/21**

**Moved by:** M. Duarte

**Seconded by:** P. DeRosa

**BE IT RESOLVED** that the Director direct staff to prepare a staff report to address the 11 questions (in bold text) raised in the June 1, 2021 delegation by Ms. Lourenco, to be presented at the first board meeting in September 2021.

The Chair called for a vote on **#161/21**:

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

The motion **CARRIED**.

**#162/21**

**Moved by:** M. Duarte

**Seconded by:** P. DeRosa

**BE IT RESOLVED** that any future proposed changes to the AP and IB programs, whether initiated by the Ministry or otherwise, be brought forth to the Board of Trustees for approval in advance of, as well as following community consultation.

**#162/21 (AMENDMENT 1)**

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**BE IT RESOLVED** that any future proposed changes to ~~the AP and IB~~ programs, whether initiated by the Ministry or otherwise, be brought forth to the Board of Trustees for approval in advance of, as well as following community consultation.

The Chair ruled in favour of a point of order that the motion and amendment were outside the scope of the delegation.

**#163/21**

**Moved by:** M. Duarte

**RESOLVED**, that the ruling of the Chair be appealed.

The Chair called for a vote on **#163/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		J. Roshdy (non-binding)
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)			

The motion **CARRIED**.

**#164/21****Moved by:** H. Karabela**Seconded by:** B. Agnew**RESOLVED**, that the meeting move past 10:00 p.m.The Chair called for a vote on **#164/21**:

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

The motion **CARRIED**.**#162/21 (AMENDMENT 1)****Moved by:** N. Guzzo**Seconded by:** B. Agnew**BE IT RESOLVED** that any future proposed changes to ~~the AP and IB programs~~, whether initiated by the Ministry or otherwise, be brought forth to the Board of Trustees for approval in advance of, as well as following community consultation.The Chair called for a vote on **#162/21 (AMENDMENT 1)**:

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

The amendment was **DEFEATED**.**#162/21 (AMENDMENT 2)****Moved by:** B. Agnew**Seconded by:** N. Guzzo**BE IT RESOLVED** that any future proposed changes to the AP and IB programs, ~~whether initiated by the Ministry or otherwise~~, be brought forth to the Board of Trustees for approval in advance of, as well as following community consultation.

The Chair called for a vote on **#162/21 (AMENDMENT 2)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		J. Roshdy (non-binding)
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)		

The amendment was **DEFEATED**.

**#162/21 (AMENDMENT 3)**

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**BE IT RESOLVED** that any future proposed changes to the AP and IB programs, whether initiated by the Ministry or otherwise, be brought forth to the Board of Trustees for approval in advance of, as well as following community consultation.

The Chair called for a vote on **#162/21 (AMENDMENT 3)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		J. Roshdy (non-binding)
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)		

The amendment was **DEFEATED**.

**#165/21**

**Moved by:** H. Karabela

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

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

The Chair called for a vote on **#165/21**:

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

The motion was **DEFEATED**. The meeting will adjourn following completion of item on table.

**#162/21**

**Moved by:** M. Duarte

**Seconded by:** P. DeRosa

**BE IT RESOLVED** that any future proposed changes to the AP and IB programs, whether initiated by the Ministry or otherwise, be brought forth to the Board of Trustees for approval in advance of, as well as following community consultation.

The Chair called for a vote on **#162/21**:

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

The motion **CARRIED**.

The meeting adjourned at 10:40 with a prayer led by Trustee Guzzo.

**POST NOTES:**

- 8.2 **2021 Education Development Charges (EDC) By-Law Amendment (A. Lofts)**  
The meeting was adjourned.
- 8.3 **North Oakville No. 4 CES Project Budget Approval (R. Merrick)**  
The meeting was adjourned.
- 8.4 **Stakeholder Feedback (T. O'Brien)**  
The meeting was adjourned.
- 8.5 **Grade Nine Pre-AP, Pre-IB Math (T. O'Brien)**  
The meeting was adjourned.
- 8.6 **Multi Year Strategic Planning Process (P. Daly)**  
The meeting was adjourned.
- 8.7 **Results of STEM Steering Committee (J. Crowell)**  
The meeting was adjourned.
- 9. **Staff Reports**
  - 9.1 **2021-2022 ISP Conferences - International Consultants for Education and Fairs (ICEF) (A. Cordeiro)**  
The meeting was adjourned.
  - 9.2 **Feasibility of the Implementation of Mental Health Literacy Curriculum in Secondary Schools 2021-2022 (S. Balogh, J. Crowell)**  
The meeting was adjourned.

**10. Information Items****10.1 Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)**

The meeting was adjourned.

**10.2 Schools Update (P. Daly)**

The meeting was adjourned.

**10.3 Provincial Consolidation of School Board Financial Statements Accountants' Report with Respect to the Seven-Month Period from Sept 1, 2020 to Mar 31, 2021 (A. Lofts)**

The meeting was adjourned.

**10.4 Initiation of School Name Selection Committee – Virtual Catholic Elementary School (N. Dinolfo)**

The meeting was adjourned.

**10.5 Halton Student Transportation Services (HSTS) 2021-22 Annual School Hour Report (A. Lofts)**

The meeting was adjourned.

**10.6 Halton Student Transportation Services (HSTS) Annual Home to School Transportation Review (A. Lofts)**

The meeting was adjourned.

**10.7 2020-21 Financial Report as of April 30, 2021 (A. Lofts)**

The meeting was adjourned.

**10.8 Expanding Student Access to Online and Remote Learning (N. Guzzo)**

The meeting was adjourned.

**10.9 Notice of Motion - Data Collection (N. Guzzo)**

The meeting was adjourned. The following was provided to Trustees:

**WHEREAS** the Halton Catholic District School Board (HCDSB) has been mandated under the Anti-Racism Act 2017 to collect voluntary identity-based data by January 1, 2023.

**WHEREAS** collecting fulsome data about historically under-served communities within HCDSB we can better provide appropriate resources through curriculum and PD sessions.

**WHEREAS** in addition to curriculum, the data will ensure that the appropriate supports are in place to support staff and students experiencing marginalization;

**WHEREAS** the Human Rights Tribunal states that “all schools in Ontario have a legal duty under the Education Act and Ontario’s Human Rights Code to ensure a school environment free from harassment and other forms of discrimination based on sexual orientation, gender identity and gender expression”, by not recognizing all groups experiencing marginalization in our data collection, we are upholding systemic discrimination;

*BE IT REOLVED that HCDSB forms and surveys, where identity-based data analyses will allow for a more comprehensive and accurate capture of the demographics of our school population, specifically our staff and students, provide the full range of options for gender identity and sexual orientation.*

**10.10 Notice of Motion - Menstrual Equity (K. Kelly, N. Guzzo)**

*The meeting was adjourned. The following was provided to Trustees:*

*WHEREAS a provincial petition has gathered over 9,000 signatures to support Menstrual Equity throughout Ontario;*

*WHEREAS the Halton Catholic District School Board passed a motion for Menstrual Equity in 2020;*

*BE IT RESOLVED that in collaboration with the Halton District School Board the Halton Catholic District School Board Chair write a letter to the Ministry of Education to urge the provincial implementation of accessible and free menstrual hygiene products in across Ontario schools.*

**10.11 Notice of Motion - Indigenous Studies (K. Kelly, B. Agnew)**

*The meeting was adjourned. The following was provided to Trustees:*

*WHEREAS there is a need to create additional educational opportunities specific to Native studies;*

*WHEREAS the majority of Indigenous history and learning currently happens in our schools;*

*WHEREAS students and parents are generally unaware of the Native Studies offered by the Ministry, and;*

*WHEREAS the Halton Catholic District School Board has written a letter to the Ministry of Education to provide a more Inclusive Curriculum;*

*BE IT RESOLVED that schools include more conversation and promotion of Culturally-Diverse secondary courses, such as the Native Studies.*

**10.12 Notice of Motion - Indigenous Equity and Human Rights Road Map (K. Kelly, B. Agnew)**

*The meeting was adjourned. The following was provided to Trustees:*

*WHEREAS the statement released by the Director of Education on June 1, 2020, regarding recent events of anti-Black racism expresses that “Let us be sources of peace, comfort and healing to one another as we work together to create a world that is free from all forms of racism, discrimination and hatred”;*

*WHEREAS our Halton Catholic District School Board (HCDSB) students have reached out about their experiences of racism in our schools; including incidents of the use of racial slurs, assumptions and stereotyping of racialized students, international students being stigmatized about their lack of assimilation (accents, culture) thus causing fear to*

*interact with Canadian Students, and jokes being made at the expense of racialized students;*

**WHEREAS** the HCDSB Board Operating Policy II-45 Equity and Inclusive Education states, “The Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code”;

**BE IT RESOLVED** that the Director of Education and the Secretary of the Board direct staff to create an Indigenous Education Action Roadmap and a separate Human Rights & Equity Roadmap on the HCDSB website in regards to Equity initiatives. These initiatives include examples such as culturally responsive and relevant pedagogy by shining light on the allocation of budget to support learning on anti-racism and anti-oppression and tackling discrimination to build on inclusive learning and tackling discrimination in the classroom. The end goal being that all staff, students, parents, and stakeholders of HCDSB will be consistently informed of all the internal happenings regarding, by January 2022;

**BE IT FURTHER RESOLVED** that by the start of the 2021-2022 school year, HCDSB will provide accessible resources on its online platforms regarding preventing and responding to discrimination specific to racism, homophobia, and transphobia in an educational environment;

**BE IT FURTHER RESOLVED** that HCDSB and its individual schools and staff deliberately seek out the voices of students from diverse social identities to guide decision-making, e.g. forming student advisory committees, allowing for more seats for students voices to be heard in HCDSB Sub-Committees, conducting roundtable discussions, conducting outreach to student clubs and organizations, to be implemented by the first quarter of the 2021-2022 school year;

**BE IT FURTHER RESOLVED** that Anti-racism training be mandated for all teachers, administrators, staff, and students to be completed annually, utilizing the training that is already provided;

**BE IT FURTHER RESOLVED** that the School Resource Officer (SRO) program be reviewed to determine whether or not the program has fulfilled its mandate, prior to the 2021-2022 school year;

**BE IT FURTHER RESOLVED** that staff continue to create and promote mental health resources catered specifically to the unique experiences of racialized and culturally diverse students. These resources will be presented in a staff report to Trustees by the October 5th, 2021 Board meeting, and;

**BE IT FURTHER RESOLVED** that the effectiveness, equity, and outcomes of the overall practice of streaming be reviewed as a part of the race-based student data collection, in both the pilot and the final board-wide data collection.

11. **Miscellaneous Information**  
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 (N. Guzzo)**  
*The meeting was adjourned.*

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Secretary of the Board

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Chair

## MINUTES OF THE SPECIAL BOARD MEETING

Date: June 3, 2021  
Time: 6:30 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: J. Ammendolia, Watson and Associates (Electronically)  
A. Kapur, Parliamentarian (Electronically)  
A. Swinden, Manager, Strategic Communications (Electronically)  
B. Teichman, Overland LLP (Electronically)  
B. Vidovic, Senior Manager, Planning and Assessment Services (Electronically)

Recording Secretary: R. Di Pietro

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1. **Call to Order**
  - 1.1 **Opening Prayer, National Anthem, and Oath of Citizenship (K. Kelly)**  
The meeting opened with a prayer led by Student Trustee Kelly.
2. **Approval of the Agenda**  
**#166/21**  
**Moved by:** N. Guzzo  
**RESOLVED**, that *in-camera* be added to the agenda.

The Chair called for a vote on **#166/21**:

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

The motion was **DEFEATED**.

**#167/21**

**Moved by:** M. Duarte

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

**RESOLVED**, the agenda be approved.

The Chair called for a vote on **#167/21**:

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**.

### 3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

### 4. Action Items

#### 4.1 2021 Education Development Charges (EDC) By-Law Amendment (A. Lofts)

**#168/21**

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**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.*

The Chair called for a vote on **#168/21**:

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**.

Trustee Iantomasi joined the meeting.

#### 4.2 North Oakville No. 4 Catholic Elementary School Project Budget Approval

(R. Merrick)

**#169/21**

**Moved by:** N. Guzzo

**Seconded by:** H. Karabela

**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.

The Chair called for a vote on **#169/21**:

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

The motion **CARRIED**.

**#170/21****Moved by:** N. Guzzo**Seconded by:** P. DeRosa

**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.

The Chair called for a vote on **#170/21**:

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**.

**#171/21**

Moved by. V. Iantomasi

**RESOLVED** that a request to add to the minutes be approved.

The Chair called for a vote on **#171/21**:

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**.

**#172/21**

Moved by. V. Iantomasi

**RESOLVED**, that a request to add to the minutes be approved.

The Chair called for a vote on **#172/21**:

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		
	K. Kelly (non-binding)		
	J. Roshdy (non-binding)		

The motion was **DEFEATED**.

#### 4.3 Stakeholder Feedback (T. O'Brien)

*#173/21*

*Moved by:* T. O'Brien

*Seconded by:* P. DeRosa

**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 15<sup>th</sup> 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.

The Chair called for a vote on *#173/21* and it **UNANIMOUSLY CARRIED**.

#### 4.4 Grade Nine Pre-AP, Pre-IB Math (T. O'Brien)

Trustee O'Brien withdrew his motion.

#### 4.5 Multi-Year Strategic Planning Process (M. Duarte)

*#174/21*

*Moved by:* N. Guzzo

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

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

The Chair called for a vote on *#174/21*:

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**.

**#175/21**

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**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.

The Chair called for a vote on **#175/21**:

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**.

#### 4.6 Results of STEM Steering Committee Meeting (J. Crowell)

**#176/21**

**Moved by:** M. Duarte

**Seconded by:** H. Karabela

**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.

The Chair called for a vote on **#176/21** and it **UNANIMOUSLY CARRIED**.

**#177/21**

**Moved by:** P. DeRosa

**RESOLVED**, that resolution regarding adding in-camera to the agenda (**#166/21**) be reconsidered.

The Chair called for a vote on **#177/21**:

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



The motion **CARRIED**.

**#178/21**

**Moved by:** N. Guzzo

**RESOLVED**, that *in-camera* be added to the agenda.

The Chair called for a vote on **#178/21**:

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

The motion was **DEFEATED**.

5. **Correspondence**  
There was no correspondence.
6. **Resolution re Absentees**  
There were no absentees.
7. **Adjournment and Closing Prayer (V. Iantomasi)**  
**#179/21**  
**Moved by:** M. Duarte  
**Seconded by:** P. DeRosa  
**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#179/21** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 8:35 p.m. with a prayer led by Trustee Iantomasi.

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

\_\_\_\_\_  
Chair



BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
March 31, 2020	Update to Board Room Technology	<p><b>WHEREAS</b>, the boardroom located in the Halton Catholic District School Board's Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and,</p> <p><b>WHEREAS</b>, current audio, video and data transfer equipment is antiquated and un-satisfactory</p> <p><b>BE IT RESOLVED</b>, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as: speech timing, floor queuing, live streaming, recording, screen sharing, document comparing, etc..) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.</p>	A. Lofts	Update and staff training in progress.
October 20, 2020	Board Meeting Time Keeping	<p><b>WHEREAS</b>, By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;</p> <p><b>WHEREAS</b>, our goal is to ensure efficient board meetings and to afford equitable</p>	P. Daly	Electronic time clock available until the return to in-person meetings.

		<p>opportunities to each member of the board to speak on a motion;  <b>WHEREAS</b>, multiple other boards utilize some formal method of visible time keeping;  <b>BE IT RESOLVED</b>, that the Director of Education procure a digital time keeping mechanism that can be displayed and can be controlled remotely by the chair to be used for bylaw 10.3 and other opportunities such as delegations.</p>		
October 20, 2020	COVID-19 Related Financial Reporting	<p><b>BE IT RESOLVED</b>, 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, 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>	A. Lofts	June 15, 2021
April 26, 2021	Supporting Our Diverse School Community	<p><b>WHEREAS</b>, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.</p> <p><b>WHEREAS</b>, 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><b>WHEREAS</b>, 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. Daly	January 2022

**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."*

**WHEREAS**, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify 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

		<p>rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers, Chaplains, Early Childhood Educations, 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.</p> <p><b>BE IT FURTHER RESOLVED</b>, 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 Directors of Education (Memo dated May 19, 2020) starting June 2021.</p> <p><b>BE IT FURTHER RESOLVED</b> each school be mandated safe space signage, to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year.</p> <p><b>BE IT FURTHER RESOLVED</b> 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>		
June 1, 2021	Rationale for HCDSB Destreaming Decisions Relative to Ministry Mandate and Other Factors	<b>BE IT RESOLVED</b> that the Director direct staff to prepare a staff report to address the 11 questions (in bold text) raised in the June 1, 2021 delegation by Ms. Lourenco, to be presented at the first board meeting in September 2021.	Senior Staff	September 7, 2021

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



2020-21 Year-End Audit Planning Report from KPMG	<b>Item 8.2</b>
June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve the 2020-21 Year-End Audit Planning Report from KPMG, the Board’s external auditors, as recommended by the Audit Committee.

### Comments

On June 2, 2021, the Audit Committee reviewed the 2020-21 Year-End Audit Planning Report from KPMG. The 2020-21 Year-End Audit Planning Report from KPMG is attached.

The Draft Financial Statements and the Audit Findings Report will be presented to the Audit Committee on November 11, 2021, and will go to the Board for approval on November 16, 2021.

The 2020-21 completed Education Finance Information System (EFIS) forms are due at the Ministry by November 15. Since the Audited Financial Statements will not be approved by the Board of Trustees until the November 16, 2021 Board Meeting, Staff will inform the Ministry that the Financial Statements will be submitted on November 17, 2021.

### Conclusion

The 2020-21 Year-End Audit Planning Report from KPMG was presented at the June 2, 2021, Audit Committee meeting. The Audit Committee recommends that the Board approve the 2020-21 Year-End Audit Plan from KPMG.



## Recommendation

The following recommendation is presented for consideration of the Board:

<b>RECOMMENDATION</b>	Moved by:
	Seconded by:
<b>RESOLVED</b> , that the Halton Catholic District School Board approve the External Auditor's 2020-21 Year-End Audit Planning Report.	

Report Prepared by: A. Cross  
Senior Manager of Finance

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

Audit Planning Report  
for the year ending  
August 31, 2021

*KPMG LLP*

Licensed Public Accountants

Prepared May 17, 2021 for  
presentation at the Audit Committee  
meeting on May 25, 2021

[kpmg.ca/audit](https://kpmg.ca/audit)



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# KPMG contacts

The contacts at KPMG in connection with this report are:



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## Our refreshed Values

### What we believe



We do what is right.



We never stop learning and improving.



We think and act boldly.



We respect each other and draw strength from our differences.



We do what matters.

# Executive summary

## What's new in 2021

**COVID-19** – COVID-19 is continuing to have an impact on many organization's operations, processes, internal controls and financial reporting. Our audit will consider the impacts of COVID-19 on Halton Catholic District School Board's (the "School Board") financial statements and internal controls. Potential financial reporting and audit implications have been detailed on pages 2 – 3.

**New auditing standards** – There is a new auditing standard that will have a significant impact on the audit of estimates *CAS 540, Auditing Accounting Estimates and Related Disclosures*. The new standard is applicable to all audits in Canada with fiscal year ends ending on or after December 15, 2020. This new standard is further described on page 4.

## Audit, business and other risks

Our audit of the School Board is risk-focused. As part of our audit planning, we identify the significant financial reporting risks that, by their nature, require special audit consideration. By focusing on these risks, we establish an overall audit strategy and effectively target our audit procedures.

Based on our assessment of the Board's operations as well as our experience with the organization in the past, we have not identified any unique significant financial reporting risks. This initial assessment will be re-evaluated upon the completion of our interim and year-end audit procedures.

These include:

- Revenue recognition
- Tangible capital assets and deferred capital contributions
- Accounts payable and accrued liabilities
- Retirement and other employee future benefits
- Expenses including salaries and benefits

See pages 5 – 7

*This Audit Planning Report should not be used for any other purpose or by anyone other than the Audit Committee, Board of Directors, and Management of the School Board. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this Audit Planning Report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.*



## Audit materiality

Materiality has been determined based on 2020 audited total expenses. We have determined materiality to be \$8,300,000 for the year ending August 31, 2021.

See page 9.

## Independence and Quality Control

We are independent and have extensive quality control and conflict checking processes in place. We provide complete transparency on all services and follow Audit Committee approved protocols. We will also re-confirm our independence when we present our Audit Findings Report.

## Current developments and audit trends

As previously discussed, *PSAS 3280 – Asset Retirement Obligations* is a new standard released in April 2018 which provides guidance on recognition, measurement, presentation and disclosure of obligations associated with the retirement of tangible capital assets. The application of this section was delayed one year as a result of COVID-19. Therefore, this standard will be effective to fiscal years beginning on or after April 1, 2022 (the School Board's August 31, 2023 year-end). Bailey Church, Partner, Accounting Advisory Services, is assisting KPMG's clients across Ontario with implementation of this standard. We will work with management to provide the expertise and assistance to ensure the School Board is prepared for implementation.

See Appendix 2 for KPMG's Public Sector Minutes from the December 2020 Public Sector Accounting Board meeting which is relevant to the School Board. Please refer to Appendix 5 and 6 for various links to recent Thought Leadership publications of interest for management and members of the Audit Committee.

# COVID-19: Embedding Resilience & Readiness

COVID-19 has continued to have an impact on the School Board's operations and financial reporting. The following are potential implications with respect to financial reporting, disclosures, and internal controls that will need to be considered throughout our interim & yearend procedures to determine if they have impacted the School Board. Our overall approach will be consistent with the fiscal 2020 audit. The listing below is all-encompassing and not all items are expected to be applicable to the School Board.

## Potential financial reporting implications

Refer to our [COVID-19 Financial Reporting](#) site:

- Events or conditions that cast significant doubt regarding going concern
  - Determining plans to mitigate such conditions or events (e.g., debt restructuring)
  - Evaluating ability to carry out those plans in light of the current conditions
- Impairment of non-financial assets (e.g., PPE, intangible assets)
  - Analysis of triggering events and impairment testing (e.g. cash flow forecasts and assumptions)
- Impairment of financial assets (e.g., financial instruments)
- Hedge accounting
- Fair value measurements
- Employee benefits and employer obligations
- Government assistance
- Provisions, contingencies and onerous contracts
- Subsequent events

## Potential implications on internal control over financial reporting

- Reconsideration of financial reporting risks, including fraud risks, given possible new pressures on management or new opportunities to commit fraud given changes in internal control over financial reporting ("ICFR") or to bias estimates
- New or enhanced controls, including those that may need to occur at year-end, to respond to new financial reporting risks or elimination of on-site preventative controls
- Consideration of changes in the individuals performing the control
- Consideration of the appropriateness of segregation of duties because of a potential reduction in the number of employees
- Reconsideration of ICFR impacts related to broader IT access given remote work arrangements

## Potential financial reporting implications related to disclosures

Refer to our [COVID-19 Financial Reporting](#) site:

- Events and conditions that cast significant doubt regarding going concern (including "close calls")
- New accounting policies
- Significant management judgements in applying accounting policies
- Major sources of estimation uncertainty that have significant risk

## Other potential considerations

- Reporting material changes in ICFR
- Cyber security risks (e.g., wire transfers schemes)
- Possible delay in finalizing annual financial statements

# COVID-19: Embedding Resilience & Readiness (continued)

Similarly, COVID-19 continues to be a major consideration in the development of our audit plan for your 2021 financial statements. The following are potential implications which will need to be considered to determine the impact on our audit approach. The assessment of the impact on our audit approach may have to be updated as we approach the year end timing.

## Potential audit implications

### Planning and risk assessment

- Understanding the expected impact on the relevant metrics for determining materiality (including the benchmark) and the implication of that in identifying the risks of material misstatement, responding to such risks and evaluating uncorrected misstatements
- Understanding the potential financial reporting impacts, the changes in the School Board's environment, and changes in the system of internal control, and their impact on our:
  - identified and assessed risks of material misstatement
  - audit strategy, including the involvement of others (e.g., our internal specialists or use of internal audit's work or internal audit in a direct assistance capacity) and the nature, timing and extent of tests of controls and substantive procedures including evaluation of additional funding received, and evaluation of the impact on operating expenses.

### Executing

- Remote auditing
  - Increased use of other collaboration tools (Zoom, Microsoft Teams, Skype, KPMG's Clara, etc.) and the need for written management acknowledge for their use
  - Potential increased use of electronic evidence (and understanding the School Board's processes to provide such evidence to us)
- Timing of procedures may need to change

### Reporting

- No foreseen concerns at this time regarding financial reporting.
- We will keep the Audit Committee apprised of anything that comes to our attention that may impact our reporting.

# New audit standards

New auditing standards that are effective for the current year are as follows:

## Relevant factors affecting our risk assessment

Complexity



Estimate



Related party transaction



Standard	Key observations	Reference
<p><b>CAS 540, Auditing Accounting Estimates and Related Disclosures</b></p> <p><b>Effective for audits of Entities with year-ends on or after December 15, 2020</b></p>	<p>This revised auditing standard is required to set a globally consistent approach for the audit profession. As estimates become more complex, the revised standard will assist auditors in critically assessing estimates and their elements and design sufficient and appropriate procedures to address those elements.</p> <p>Expected impact on the audit:</p> <ul style="list-style-type: none"><li>– more emphasis on the need for exercising professional skepticism</li><li>– more granular risk assessment to address each of the components in an estimate (method, data, assumptions)</li><li>– more granular audit response designed to specifically address each of the components in an estimate (method, data, assumptions)</li><li>– more focus on how we respond to levels of estimation uncertainty</li><li>– more emphasis on auditing disclosures related to accounting estimates</li><li>– more detailed written representations required from management</li></ul> <p>We anticipate there being incremental work associated with the adoption of this standard for the upcoming year-end audit both on our engagement team and on the part of management to ensure we appropriately consider and implement this requirement.</p>	<p><a href="#">CPA Canada Client Briefing</a></p>



# Audit risks

## Relevant factors affecting our risk assessment

Complexity



Estimate



Related party transaction



### Professional requirements

**Risk of material misstatement due to fraud resulting from fraudulent revenue recognition.**

**Risk of material misstatement due to fraud resulting from management override of controls.**

### Why is it significant?

This is a presumed risk of material misstatement due to fraud.

Audit standards require us to assume there are generally pressures & incentives on management to commit fraudulent financial reporting through inappropriate revenue recognition. This can be perpetrated through revenue cut-off or manual journal entries and other adjustments related to revenue recognition. This audit risk is rebuttable.

This is a presumed risk of material misstatement due to fraud.

We have not identified any specific additional risks of management override relating to this audit. This audit risk is not rebuttable.

### Our audit approach

We have rebutted the fraud risk over revenue recognition due to the fact that the School Board's performance is not measured in terms of year-over-year revenue growth. Additionally, there are limited perceived opportunities to commit fraud due to the fact that revenue transactions do not involve elements of significant judgment, and the majority of revenues come from provincial grants which provides direct confirmation of cash flowed to the School Board. We have also not identified any indicators that management possesses the attitude, character or ethical values that would result in knowing and intentional dishonesty.

As this presumed risk of material misstatement due to fraud is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include testing of journal entries and other adjustments, performing a retrospective review of estimates and evaluating the business rationale of significant unusual transactions.



# Audit risks (continued)

## Areas of Audit Focus

The following accounts have been identified as significant accounts, and our audit work will be focused on these items that represent the majority of assets, liabilities, revenues and expenses for the Board.

Significant account	Our audit approach
Cash Investments Investment income	<ul style="list-style-type: none"> <li>– Confirmation with third parties for cash and investments</li> <li>– Review of bank reconciliations and vouch significant reconciling items to supporting documentation</li> <li>– Review of restrictions and disclosures</li> </ul>
Government grants Accounts and grants receivable Deferred revenue	<ul style="list-style-type: none"> <li>– Perform substantive analytical procedures over revenues and related accounts</li> <li>– Evaluate revenue recognition, revenue restrictions, deferral and presentation considerations</li> <li>– Vouch a selection of revenue transactions to supporting documentation to verify restrictions, if any</li> <li>– Direct confirmation of amounts received and receivable from the Ministry.</li> </ul>
Capital assets Deferred capital contributions	<ul style="list-style-type: none"> <li>– Significant additions / disposals vouched to supporting documentation</li> <li>– Assessment of assets for write-down</li> <li>– Amortization / interest on long-term debt, and amortization of deferred capital contributions recalculated</li> <li>– Examination of supporting documentation related to restriction of funds intended for capital asset additions and treatment of proceeds from any disposed contributed assets</li> </ul>
Accounts payable and accrued liabilities Non-payroll expenses	<ul style="list-style-type: none"> <li>– Perform substantive analytical procedures over payables and non-payroll expenses</li> <li>– Significant accruals vouched to supporting documentation</li> <li>– Search for unrecorded liabilities</li> <li>– Evaluate completeness and valuation of the liability for contaminated sites, if any</li> </ul>
Long-term debt	<ul style="list-style-type: none"> <li>– Confirmation of debt balances with third parties</li> </ul>

# Audit risks (continued)

Significant account	Our audit approach
Salaries and benefits Employee future benefits	<ul style="list-style-type: none"> <li>– Test and evaluate design and operating effectiveness of controls related to payroll monitoring controls</li> <li>– Significant payroll-related accruals recalculated and vouched to supporting documentation</li> <li>– Perform substantive analytical procedures over salaries and benefits, and related accounts</li> <li>– Receipt and analysis of the actuarial report to independently verify employee future benefit accruals</li> <li>– We will review the assumptions used in the valuations and perform audit procedures on the underlying employee data provided to the actuary in the year of full valuation</li> <li>– A Lean in Audit session is recommended over the salaries and benefits process. We will work with management to perform a Lean in Audit process review at a mutually beneficial time over the next few months. Please refer to Appendix 4 for further details on KPMG’s exclusive Lean in Audit approach and methodology.</li> </ul>
Other revenues	<ul style="list-style-type: none"> <li>– Perform substantive tests of details on other revenues and related accounts</li> <li>– Vouch a selection of other revenue transactions to supporting documentation</li> <li>– For amounts receivable at year-end, we will inquire of management as to the collectability of the receivable balance</li> </ul>
Accumulated surplus	<ul style="list-style-type: none"> <li>– Significant additions and disbursements vouched to supporting documentation</li> <li>– Ensure purpose-specific restrictions are recognized and accounted for appropriately</li> </ul>
Contingencies	<ul style="list-style-type: none"> <li>– Review of the Board of Trustees and Audit Committee meeting minutes and legal correspondence</li> <li>– Direct communication with external legal counsel to ensure that all significant contingent liabilities are appropriately disclosed and/or recorded</li> </ul>
Financial reporting	<ul style="list-style-type: none"> <li>– Review by the engagement team of the Financial Statements prepared by the School Board’s management to ensure the disclosure is consistent with current public sector accounting, disclosure requirements, as well as industry practice.</li> </ul>

These areas of audit focus may be revised because of new transactions or events at the School Board or changes in systems, people or structure, and/or the results of our audit procedures. We will communicate any changes to the Audit Committee in our Audit Findings Report.

# Additional audit-related work

KPMG will perform the following services in addition to the audit of the consolidated financial statements of the School Board either as a required deliverable per the engagement letter, or per request from the Audit Committee.

## Additional audit work required to support our audit opinion on the financial statements

School generated funds and enrolment testing	<p>KPMG will perform an analysis utilizing computer-assisted audit techniques on fund balances followed by discussion with management.</p> <p>We will select a sample of schools to audit school generated funds on a more granular level to obtain audit evidence over the adherence to the School Board's policies regarding school generated funds. We will report our findings in the Audit Findings Report and provide a Management Letter to management and the Audit Committee.</p>
--	--

## Other audits

Ontario Youth Apprenticeship Program	KPMG will perform the audit of the Schedule of Revenue and Expenditures of the Ontario Youth Apprenticeship Program for the year ended August 31, 2021.
7 <sup>th</sup> Month Specified Procedures	KPMG will prepare the Accountants' Report with respect to the period September 1, 2021 to March 31, 2022 7-month procedures as required by the Ministry of Education.
Literacy and Basic Skills	KPMG will perform the audit of the Statement of Revenues and Expenditures of the Literacy and Basic Skills Program for the year ended March 31, 2022.

# Materiality

Materiality is used to identify risks of material misstatements, develop an appropriate audit response to such risks, and evaluate the level at which we think misstatements will reasonably influence users of the financial statements. It considers both quantitative and qualitative factors. To respond to aggregation risk, we design our procedures to detect misstatements at a lower level of materiality.

Materiality determination	Comments	Amount
<b>Materiality</b>	Determined to plan and perform the audit and to evaluate the effects of identified misstatements on the audit and of any uncorrected misstatements on the financial statements. The corresponding amount for the prior year was \$8,400,000.	\$8,300,000
<b>Benchmark</b>	Based on prior year audited total expenses as at August 31, 2020. The use of this benchmark is consistent with the prior year.	\$417,938,949
<b>% of Benchmark</b>	The corresponding percentage for the prior year's audit was 2.0%.	2.0%
<b>Performance materiality</b>	Used 75% of materiality, and used primarily to determine the nature, timing and extent of audit procedures. The corresponding amount for the prior year's audit was \$6,300,000.	\$6,225,000
<b>Audit Misstatement Posting Threshold (AMPT)</b>	Threshold used to accumulate misstatements identified during the audit. The corresponding amount for the prior year was \$420,000.	\$415,000

Materiality is used to scope the audit, identify risks of material misstatements and evaluate the level at which we think misstatements will reasonably influence users of the financial statements. It considers both quantitative and qualitative factors. To respond to aggregation risk, we design our procedures to detect misstatements at a lower level of materiality.

## We will report to the Audit Committee:



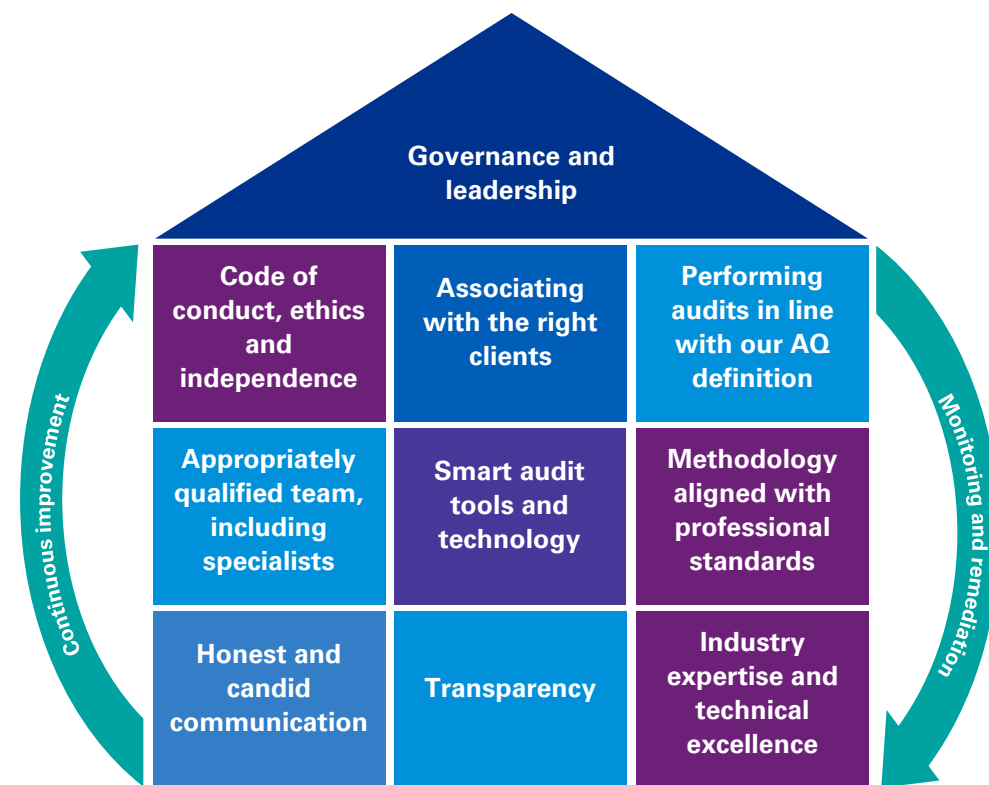
Corrected audit misstatements



Uncorrected audit misstatements

# Audit quality and transparency

KPMG maintains a system of quality control designed to reflect our drive and determination to deliver independent, unbiased advice and opinions, and also meet the requirements of Canadian professional standards. Quality control is fundamental to our business and is the responsibility of every partner and employee. The following diagram summarizes the key elements of our quality control system.



Audit Quality Framework

## What do we mean by audit quality?

Audit Quality (AQ) is at the core of everything we do at KPMG.

We believe that it is not just about reaching the right opinion, but how we reach that opinion.

We define 'audit quality' as being the outcome when audits are:

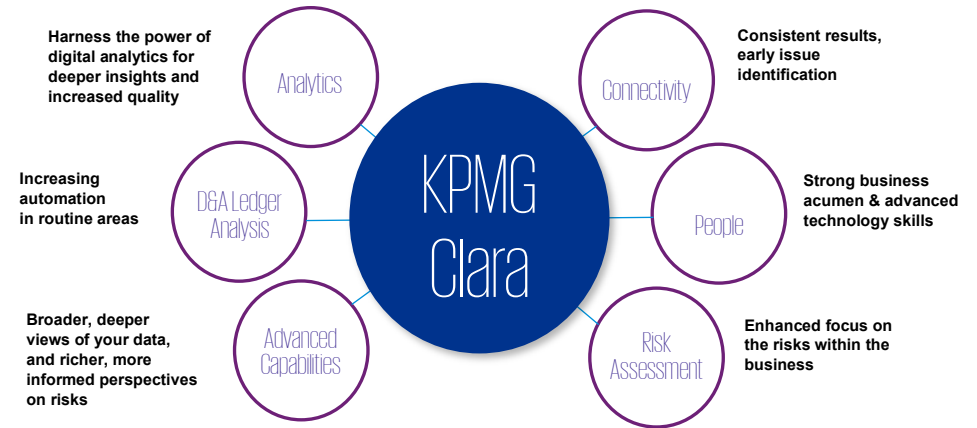
- Executed consistently, in line with the requirements and intent of applicable professional standards within a strong system of quality controls, and
- All of our related activities are undertaken in an environment of the utmost level of **objectivity, independence, ethics, and integrity**.

Our AQ Framework summarises how we deliver AQ. Visit our [Audit Quality Resources page](#) for more information including access to our [Audit Quality and Transparency report](#).

# Audit quality and transparency (continued)

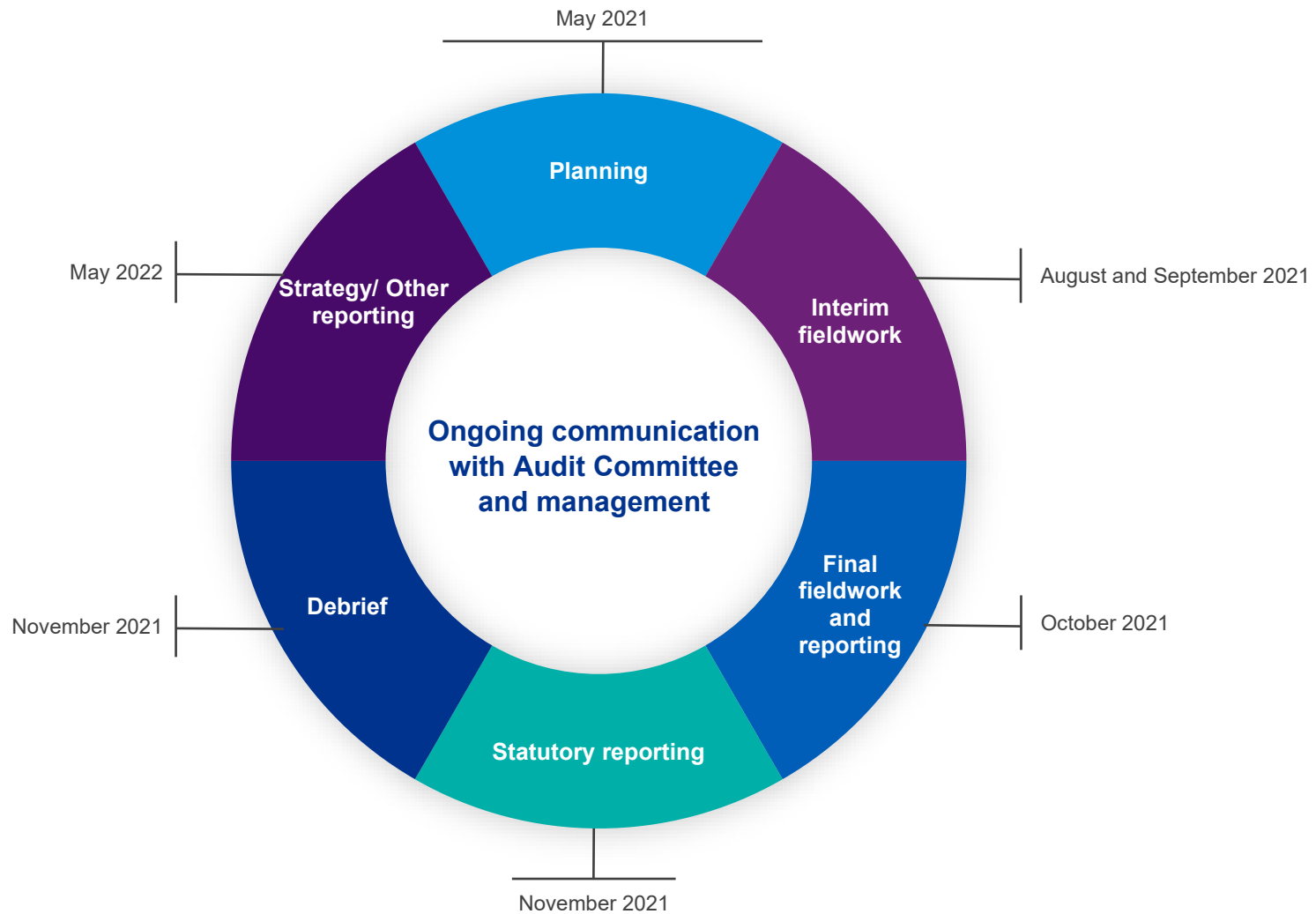
As part of KPMG’s technology leadership, our audit practice has developed technologies and alliances to continuously enhance our capabilities and deliver an exceptional audit experience.

Technology empowers us with the ability to perform deep analysis over your financial information, focusing our effort and interactions on the areas of greatest risk and minimizing disruption to your business.



Technology we use today	
Tool	Benefit to audit
<b>KPMG Clara Client Collaboration</b>	KCCC is our secure audit platform and a one-stop shop through which we plan, execute and manage the audit, providing you with real-time access to the process at every step, including exchange of information and access to the real-time reporting you need in one central location.
<b>Journal Entry Analysis</b>	Our journal entry tool assists in the performance of detailed journal entry testing based on engagement-specific risk identification and circumstances. Our tool provides auto-generated journal entry population statistics and focusses our audit effort on journal entries that are riskier in nature.
<b>Data &amp; Analytics Routines</b>	We will use D&A to increase our precision in testing school generated funds as described on page 8. This will allow us to audit school generated funds at a disaggregated level and will assist in identifying outliers which we will focus our testing to these anomalies.
<b>Data Extraction &amp; Analytics Tools</b>	Our data extraction tools assist with risk assessment procedures and perform automated audit procedures in key cycles using data extracted directly from your ERP system.

# Key deliverables and milestones



# Appendices

## Content

Appendix 1: Required communications

Appendix 2: KPMG's Public Sector Accounting Minutes  
– January 2021

Appendix 3: KPMG's audit approach and methodology

Appendix 4: Lean in Audit™

Appendix 5: Additional Audit and Assurance Insights

Appendix 6: KPMG's Thought Leadership - Accelerate





# Appendix 1: Required communications

In accordance with professional standards, there are a number of communications that are required during the course of and upon completion of our audit. These include:

<b>Audit Planning Report</b>	<b>Engagement terms</b>
This report.	The objectives of the audit, our responsibilities in carrying out our audit, as well as management's responsibilities, are set out in the engagement letter and any subsequent amended letters.
<b>Audit Findings Report</b>	<b>Representations of management</b>
At the completion of our audit, we will provide our Audit Findings Report	We will obtain from management certain representations at the completion of the annual audit. In accordance with professional standards, copies of the representation letter will be provided to the Audit Committee.
<b>Independence</b>	<b>Internal control deficiencies</b>
At the completion of our audit, we will re-confirm our independence with the Audit Committee.	Other control deficiencies, identified during the audit, that do not rise to the level of a significant deficiency will be, communicated to management.
<b>Required inquiries</b>	<b>Audit Quality</b>
Professional standards require that during the planning of our audit we obtain your views on the identification and assessment of risks of material misstatement, whether due to fraud or error, your oversight over such risk assessment, identification of suspected, alleged or actual fraudulent behaviour, and any significant unusual transactions during the period.	The following links are external audit quality reports for referral by the Audit Committee: <ul style="list-style-type: none"><li>• <a href="#">CPAB Audit Quality Insights Report: 2019 Annual Inspections Results</a></li><li>• <a href="#">CPAB Audit Quality Insights Report: 2019 Fall Inspection Results &gt;</a></li></ul>

# Appendix 2: KPMG's Public Sector Accounting Minutes - January 2021 (see attached document)

# Appendix 3: KPMG's audit approach and methodology

## Collaboration in the audit

A dedicated KPMG Audit home page gives you real-time access to information, insights and alerts from your engagement team.

## Issue identification

Continuous updates on audit progress, risks and findings before issues become events.

## Data-driven risk assessment

Automated identification of transactions with unexpected or unusual account combinations – helping focus on higher risk transactions and outliers.



## Deep industry insights

Bringing intelligence and clarity to complex issues, regulations and standards.

## Analysis of complete populations

Powerful analysis to quickly screen, sort and filter 100% of your journal entries based on high-risk attributes.

## Reporting

Interactive reporting of unusual patterns and trends with the ability to drill down to individual transactions.

# Appendix 4: Lean in Audit™ (please also see attached document)

## An innovative approach leading to enhanced value and quality

Our innovative audit approach, Lean in Audit, further improves audit value and productivity to help deliver real insight to you. Lean in Audit is process oriented, directly engaging organizational stakeholders and employing hands-on tools, such as walkthroughs and flowcharts of actual financial processes.

By embedding Lean techniques into our core audit delivery process, our teams are able to enhance their understanding of the business processes and control environment within your organization – allowing us to provide actionable quality and productivity improvement observations.

Any insights gathered through the course of the audit will be available to both engagement teams and management. For example, we may identify control gaps and potential process improvement areas, while management has the opportunity to apply such insights to streamline processes, inform business decisions, improve compliance, lower costs, increase productivity, strengthen customer service and satisfaction and drive overall performance.

## How it works

Lean in Audit employs three key Lean techniques:

### 1. Lean training

Provide basic Lean training and equip our teams with a new Lean mindset to improve quality, value and productivity.

### 2. Interactive workshops

Perform interactive workshops to conduct walkthroughs of selected financial processes providing end-to-end transparency and understanding of process and control quality and effectiveness.

### 3. Insight reporting

Quick and pragmatic insight report including immediate quick win actions and prioritized opportunities to realize benefit.

# Appendix 5: Additional Audit and Assurance Insights

Our latest thinking on the issues that matter most to Audit Committees, Boards and Management.

Featured insight	Summary	Reference
<b>Audit &amp; Assurance Insights</b>	Curated thought leadership, research and insights from subject matter experts across KPMG in Canada	<a href="#"><u>Learn more</u></a>
<b>The business implications of coronavirus (COVID-19)</b>	Resources to help you understand your exposure to COVID-19, and more importantly, position your business to be resilient in the face of this and the next global threat.	<a href="#"><u>Learn more</u></a>
	Financial reporting and audit considerations: The impact of COVID-19 on financial reporting and audit processes.	<a href="#"><u>Learn more</u></a>
<b><a href="#"><u>Accelerate 2019/20</u></a></b>	<a href="#"><u>Perspective on the key issues driving the Audit Committee agenda</u></a>	<a href="#"><u>Learn more</u></a>
<b>Momentum</b>	A quarterly Canadian newsletter which provides a snapshot of KPMG's latest thought leadership, audit and assurance insights and information on upcoming and past audit events – keeping management and board members abreast on current issues and emerging challenges within audit.	<a href="#"><u>Sign-up now</u></a>
<b>Current Developments</b>	Series of quarterly publications for Canadian businesses including Spotlight on IFRS, Canadian Securities & Auditing Matters and US	<a href="#"><u>Learn more</u></a>
<b>Board Leadership Centre</b>	Leading insights to help board members maximize boardroom opportunities.	<a href="#"><u>Learn more</u></a>

# Appendix 6: KPMG's Thought Leadership - Accelerate



# Accelerate

## The key issues driving the audit committee agenda in the time of COVID-19

### New world, new reality.

*Kristy Carscallen, Canadian Managing Partner, Audit, KPMG in Canada*

Our world has fundamentally changed because of the COVID-19 pandemic. Economic recovery will depend upon business being able to navigate this new environment and remain resilient. Management, boards and audit committees each have a role to play in leading their organizations forward through these times.

For many businesses, COVID-19 has been a great accelerator and transformation is taking place at breakneck speed. For others, months into the pandemic, they are moving from short-term business continuity and crisis plans to managing through ongoing uncertainty. Going forward, audit committees will be challenged to monitor, respond and adapt.

Issues that demanded attention before the pandemic have taken on new urgency. In this year’s KPMG Accelerate campaign we look at some of the most important challenges facing audit committees right now. Risk management is the overarching theme — firms will need to look at how they’ve responded to the pandemic and ask themselves what they might need to do differently in the future.

In our Accelerate series, subject matter experts from across KPMG in Canada provide thought-provoking insights on the issue of risk management in a number of key areas: cyber risk; internal control of financial reporting, disclosure and regulation; digital disruption and the future of the finance



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“ A key to great oversight — and great leadership — is not to necessarily have all the answers, but to ask the right questions. ”

function; enterprise risk management; and the evolution of environmental, social and governance issues.

As organizations rapidly implemented new work from home models in response to the pandemic, it hastened their plans to initiate or accelerate digital transformation programs. This has placed organizations at greater risk of cyber threats and audit committees must ensure management is monitoring these risks and implementing proper controls.

Prior to the pandemic, there was already a growing emphasis on environmental, social and governance issues (ESG), with multiple stakeholders, including institutional investors, demanding that organizations devote more attention to them. There are also new developments in the move to create universal ESG metrics and reporting standards that companies can report on regardless of their industry or region. Since ESG issues are a useful way of getting the full picture of an organization’s risk profile, audit committees will play a key role in this oversight effort.

Each organization will find a unique path to navigating these times and dealing with the key issues facing audit committees. But many of their challenges will be similar and many of their questions will be the same. In each section of our series, our experts highlight some of the questions audit committees should be asking themselves right now. After all, a key to great oversight — and great leadership — is not to necessarily have all the answers, but to ask the right questions.

Let’s do this. [home.kpmg/ca/audit](https://home.kpmg/ca/audit)



# Rising to the challenge of a new risk environment

## ICFR, disclosure and regulation in a time of disruption

*Jim Newton, Audit Partner, Financial Institutions, and Co-Leader, Board Leadership Centre, KPMG in Canada*

The key to handling uncertainty is asking the right questions. This can help audit committees spot issues in internal controls over financial reporting (ICFR) and ensure their organizations are satisfying regulatory requirements with timely and appropriate disclosures.

With the abrupt move to remote work in mid-March, regulators were concerned about changes that needed to be made to processes and internal controls. But it was a common, albeit not universal, experience of organizations that, because they were already using electronic systems for record-keeping and communication, there weren't material changes to their ICFR.

Regardless of their initial experience, ICFR is an iterative process, so organizations will need to continue monitoring for issues. This could include establishing a risk register in which they can log concerns and the changes made to address them. At the end of the quarter, an assessment can be made as to whether any changes to ICFR were material and need to be disclosed.

In the early days of the COVID-19 pandemic, there was wide variation in the depth and detail of disclosures. Now, there's much more publicly available financial reporting that organizations can use to benchmark disclosures against their peers, and regulators may question disclosures that stray too far from the mean. Audit committees will also need to monitor changes in regulation and ensure these are discussed with management, external auditors and legal counsel.

### Tackling uncertainty

One of the main challenges to ICFR and disclosure in the current environment is the heightened uncertainty that has been introduced to accounting estimates and forecasts. It can be tempting to believe that existing models will not be helpful

because the pandemic is unprecedented, but these models remain the best starting point. To adapt these models, management can use expert judgement and apply overlays to account for what in the current data is not reflected in the models.

Audit committees will want to thoroughly question and understand the process that management has used to arrive at those estimates. For example, they will want to determine if there has been a sensitivity analysis, how wide the range is, what point has been picked in that range, why it was picked and why it's the best estimate.

But the uncertainty in these numbers can heighten the risk of material misstatement. To be satisfied they're free of bias, additional questions will need to be asked if the point is always at the high or low end of the range. Regulators and other stakeholders can be expected to scrutinize the methods and assumptions used to arrive at these numbers and thorough disclosure will be necessary.

**“ Organizations may be given a pass this time because very few predicted this pandemic, but they may not get a pass the second time — so what are they going to do differently? ”**



**Jim Newton**

Audit Partner, Financial Institutions,  
and Co-Leader,  
Board Leadership Centre,  
KPMG in Canada



## Thinking differently about risk

Organizations need to start thinking in a new way about risk. They may have been given a pass this time because very few predicted this pandemic, but they may not get a pass the second time — so what are they going to do differently?

Audit committees will need to keep their knowledge base current and understand where the risk points are. Cyber risk isn't new but is now of greater importance. Environmental, social and governance (ESG) issues have also been growing in prominence; within the ESG framework, social issues have taken on greater importance during the pandemic.

Risk has always gone beyond cyber — but even more so in today's connected world. We need to enhance the conventional, two-dimensional way of looking at single points of risk in terms of their likelihood and severity and start looking at the interconnectivity of risks and the interplay between them — both globally and at an organizational level. This will require much more robust statistical and scientific analysis of data. While not directly within the purview of audit committees, lack of attention to the well-being of employees may present an ICFR risk. Employees experiencing excessive stress in the new work environment may become less vigilant about adhering to processes or oversight. And they might be more tempted to commit fraud with more opportunities and a greater ability to rationalize the behaviour in the current environment.

## Overseeing your oversight

Audit committees will be asking internal audit leaders about their plans for the coming year, considering the new circumstances. Similarly, the pandemic may affect the scope and timing of external audits. For instance, any forecasts

## What should audit committees be asking?

How has management arrived at its estimates? Did it conduct a sensitivity analysis, and, if so, what was the range and where is it within that range?

What is our risk program doing to anticipate risks and the interrelationship between them at both a macro and micro level?

What are our regulators doing and does this create an extra burden for us?

What is our internal auditor's plan for the year given all this uncertainty?

How are our external auditors adapting to the current circumstances such as working from home?

that result in a large change in income may affect materiality calculations and the work that needs to be done. And, particularly for far-flung operations, adaptations for remote work will need to be made.

The current level of uncertainty is daunting. But an audit committee can feel comfortable that they've done their job if they've been given a robust presentation, asked the right questions and are satisfied with the answers.

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# ERM: Building a risk-resilient organization

## Uncertain times provide an opportunity to pressure-test and future-proof the business to manage existing and emerging risks

*Edouard Bertin-Mouro, Partner, Risk Consulting, KPMG in Canada*

The COVID-19 pandemic has caused global disruption that is testing businesses' financial, operational and commercial resilience. Against this backdrop, organizations have had to mobilize swiftly and operate in new ways, making decisions to protect their assets and adapt to this evolving environment — from activating business continuity planning and protecting people to managing cash and liquidity.

While these strategies have allowed some organizations to further build resilience, there are structural and long-term implications that need to be better understood. A unique challenge for organizations is to progress from business continuity and crisis plans — typically designed for days and weeks — to manage and succeed through a period of extended uncertainty.

### The changing ERM landscape

Businesses were already working hard to remain relevant in the face of transformative trends such as relentless technology innovation and changing customer expectations. COVID-19 is arguably accelerating these trends, where digitalization, remote working, tighter information security and supply chain rationalization may well become 'the way we do things.'

In addition to the pandemic, other risks have the potential to make or break organizations, such as geopolitical shifts (trade tensions, security threats), climate change and sustainability (greener technologies, chronic weather changes), disruptive technologies (artificial intelligence and the Internet of Things) and cyber threats.

The journey to this new reality will likely take a different trajectory across organizations and sectors. Some industries will need to transform by modifying their business-as-usual practices or even going through a hard reset (due to permanent market changes). Others may conversely benefit from exponential growth as altered customer behaviours are sustained in their favour.

In this climate, audit committees need to ensure leadership is pressure-testing and future-proofing their business model to manage existing and emerging risks — and to take advantage of emerging opportunities. With great uncertainties still ahead, they must take another look at the increasingly intertwined strategic and risk decision frameworks that hold it all together.

### Why standard risk management doesn't work anymore

The maturity of an organization's resilience has real potential to dictate success or failure. Standard risk management, often siloed, static, focused on discrete events and residing several levels below top decision-makers, is just not good enough.

COVID-19 has revealed how connected our world is: We live in multiple intertwined networks, both physical and digital. In simple terms, it means that elements of a network interact with each other, and any change in one area of that network can and will influence the rest

“ The maturity of an organization's resilience has real potential to dictate success or failure. Standard risk management, often siloed, static and focused on discrete events, is just not good enough. ”



**Edouard Bertin-Mouro**

Partner, Risk Consulting  
KPMG in Canada

of the network — similar to the chain analogy where the strength of a chain is only as strong as its weakest link.

While connectivity offers opportunities — social media connects people and the Internet connects ideas and knowledge — it also presents risks. COVID-19 has demonstrated the significant risks of being part of a network, as it continues to affect all aspects of our life from health and wellbeing to the economy, employment and financial markets. The Great Depression, dot-com bubble, 9/11 and 2008 financial crisis were all disruptive events that created unprecedented, severe aggregate downside scenarios.

### Connecting the dots for true risk management

Risk lies in the gap between the highly interconnected world we live in and traditional risk management programs. Audit committees need to connect the dots and bridge that gap to drive greater value, insights and accuracy from their risk management. They need to develop true strategic risk management capabilities by integrating them with strategy development.

Imagine a risk management scenario that recognizes an organization not as a single 'entity' but rather as one, if not several, complex networks. Imagine if risks aren't managed in isolation; they're analyzed by how they aggregate and influence each other to uncover key pain points. Imagine if risk management goes beyond 'known knowns' to identify extreme scenarios or stress events that would put the organization at risk.

Risk management is not about being immune to every risk, but rather being prepared and resilient to adverse events. If there's a silver lining to COVID-19, it's that organizations are now looking at overall resilience, extreme scenarios and risk interconnectivities. And there's a renewed focus from the board and management in building resources and analytical capabilities for future risk and resilience.

### What should audit committees be asking?

What are our key strategic objectives and how much risk is the organization willing to take in order to achieve these objectives?

What are the key networks in which the organization operates in? What are the critical interconnectivities or dependencies?

What factors could create extreme stress to the organization?

How resilient is the organization to withstand such extreme events, while remaining nimble to opportunities in light of uncertainties and changing circumstances?

How is the organization working across the risk function, compliance, technology and business continuity planning to manage risks and increase overall resilience?

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# Digital transformation opens door to more cyber risk



## Cyber threats and attacks have only increased since the start of the pandemic, particularly ransomware and COVID-themed phishing attacks

*John Heaton, Partner, Cybersecurity Advisory Services, KPMG in Canada*

As organizations move toward remote work, digital processes and cloud-based technology, the levels of risk they are exposed to naturally increase. Add a global pandemic into the mix and those risks have been even further exacerbated.

The audit committee plays a crucial role in overseeing risk management activities and monitoring management's preparations to respond to cyber threats. These responsibilities include assessing cyber-risk mitigation investments and how the organization will respond in the event of a breach.

### Three cybersecurity challenges in the COVID-19 era

Audit committees should be aware of three major challenges facing organizations in the realm of cyber risk: the move to digital processes; the move to cloud; and an increasing number of cyber threats and attacks. These challenges existed before the COVID-19 pandemic, but the abrupt, unplanned migration to remote work arrangements — including digital processes and cloud-based technology — at the start of the pandemic has opened the door to additional risk.

Almost overnight, organizations moved their digital transformation into overdrive. Everyone — whether adequately prepared, willing or not — started using video conferencing platforms, enterprise collaboration solutions and consumer social media applications, often from home-based Wi-Fi that employees might be sharing with the rest of their family. In many cases, core business operations now happen on home-based IT, where there are weaker security controls in place. And, an organization's security team (if one exists) is now tasked with managing security outside of the office and in employees' homes.

Cyber threats and attacks have only increased since the start of the pandemic, particularly ransomware and COVID-themed phishing attacks. These prey on people's anxieties

and insecurities, enticing them to click on links related to vaccines or financial support, for example. There are costs associated with these attacks, both from downtime and potentially from the loss of data, but there are also soft costs, such as reputational damage. Some organizations might not even be aware they've been attacked and their data is up for sale on the dark web. In many organizations, it's therefore up to the audit committee to ask whether the right controls are in place to detect and thwart such attacks and challenge management into taking the necessary steps to ensure their organization's digital assets are safeguarded.

With the move toward remote digital processes and cloud-based technology, audit committees need to consider how the organization's risk tolerance may have changed (and how that's being monitored). A year ago, they may not have considered running enterprise applications in the cloud. Today, faced with fewer alternatives given the pandemic, they might be willing to accept more risk.

“ People may be the weakest link in your organization's cybersecurity efforts but they can also be your best line of defence. Organizations need to ensure their employees are educated on cyber risks and what to do if they're the victim of an attack. ”



**John Heaton**  
Partner, Cybersecurity  
Advisory Services  
KPMG in Canada

## Taking control over existing and emerging risks

Audit committees should make sure management has considered what's being done, or could be done, to monitor existing and emerging risks and put additional controls in place where necessary. This includes controls to authenticate and validate anyone who accesses the network, whether they are employees, suppliers or customers, as well as assurance from cloud service providers that proper security controls are in place.

People may be the weakest link in an organization's cybersecurity efforts but they can also be the best line of defence. Organizations need to ensure their employees are educated on cyber risks and what to do if they're the victim of an attack. For example, if they're the victim of a ransomware attack while working remotely, do they know who to call and what to do? The IT team can put the best tools and technologies in place to secure the organization's data, but if an employee clicks on a malicious link, none of it matters.

Ultimately, cyber risk is a business problem, not an IT problem, and should be ranking high on the audit committee agenda to monitor and challenge management on how they are managing risk. Security used to involve building a virtual fortress around a physical building to protect the IT infrastructure within it. But with workers at home and data in the cloud, there is no fortress anymore. This may be our 'new' reality, but organizations aren't likely to go back to the fortress once employees get used to the convenience of on-demand cloud applications they can access anytime, anywhere.

Dealing with cyber risk, during COVID-19 and into the future, means audit committees will need to ensure the organization's processes are robust as they move further into this digital, cloud-based world. But there's value in doing this. There's opportunity in cloud and digitization to transform the business and be better prepared for whatever is to come.

## What should audit committees be asking?

How have we changed our cyber risk tolerances, monitoring tools and processes with the move to a digital world?

How are we ensuring that we have appropriately authenticated and validated users, customers and partners who use our digital tools?

How have we evaluated the risks of cloud solutions when moving from an on-premise solution?

How do we obtain assurance that the cyber controls are in place and performed at the cloud provider?

How have we educated our people and enhanced our processes to take account of the new reality of working to identify and respond to these new threats?

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# Digital disruption and the future of the finance function

## Emerging technologies offer huge benefits but bring new risks

*Chris Hough, Partner, Management Consulting, KPMG in Canada*

Organizations have more data than ever before. At the same time, there are new tools and technologies that allow them to consume, process and analyze that data to make more informed decisions. That's raised expectations for the finance function to provide more insights to stakeholders, including the audit committee.

Most organizations were already on the path to digital transformation, or at least thinking about it, before the pandemic hit. But COVID-19 has forced them on that path, whether they were ready or not. More than ever before, a successful enterprise is a "Connected Enterprise."

During COVID-19, many finance functions moved from forecasting monthly or quarterly to forecasting on a weekly, daily or even hourly basis. This amplified the need for the right tools and processes as audit committees saw their organizations struggle to generate timely, accurate forecasts.

While the finance function still requires a core transactional system, there are other complementary technologies that enable greater analysis and insight. The challenge is figuring out how to piece together these technologies into an ecosystem that will support what you need to do without driving unnecessary complexity.

### Making the move to cloud

While organizations rushed to create instant work-from-home (WFH) solutions, this wasn't necessarily done in a systematic way. Moving to the cloud is a more sustainable, flexible solution for key finance applications, but it isn't easy to do in a short period of time. The priority for finance functions now is to mature those pandemic-driven fixes into more permanent solutions, including the cloud.

Recognizing WFH as the new normal, organizations need to either replace those 'duct tape and baling wire' solutions with something more fit for purpose for the long term or invest in new solutions they weren't able to do in the rush to deliver on immediate needs.

### The rise of artificial intelligence

Forecasting and predictive analytics through emergent technologies such as artificial intelligence, cognitive and machine learning are also changing the game. In the early days of COVID-19, these cutting-edge solutions didn't always perform well because there was no previous precedent to learn from — we'd never experienced anything like this before. Now that we're further along in the pandemic cycle, the technology is catching up. Intelligent forecasting solutions are able to do a better job of identifying the underlying drivers of performance and more accurately predict future results.

To support the finance function's controllership and stewardship mandate, AI and machine learning also have huge potential in terms of risk management. With these disruptive technologies, we're moving towards 100 percent sampling, where tools can analyze every single transaction processed in a given year. They can immediately identify any anomalies, patterns or unusual transactions worthy of more human-centric investigation. This will be useful for risk identification and mitigation as much as it will be for forecasting and forward-looking analysis.

“ For audit committees, AI and machine learning have huge potential to identify potential risk and provide greater insights. ”



**Chris Hough**

Partner, Management Consulting  
KPMG in Canada

## Keeping an eye on blockchain

We hear about blockchain a lot in the finance function. As a distributed ledger technology, there's an obvious use case for blockchain in finance: reliably tracing and authenticating transactions either within or between organizations. But before this can happen, there needs to be greater alignment around which distributed ledger platforms will be adopted as the standard, and how they will be used. That takes time.

In the world of audit, blockchain has huge potential to be a certifiable, lock-tight source of data, but that evolution is going to take longer than some of these other disruptive technologies. While the finance function should consider diving into all emerging technologies, there is greater short-term momentum behind cloud and AI than blockchain.

It's important to be intentional about these investments in innovation. Since the ROI is less certain, you can expect to have some fast fails — but if you're not investing in innovation, then you risk being left behind. Organizations finding that right balance between investment and cost containment will be key to weathering the COVID-19 storm and coming out on the other side stronger than their competitors. As the owners of the capital budget and forecasting process, finance has a critical role to play in ensuring that the right investment profile is maintained, and business cases are robust.

## What should audit committees be asking?

Is the finance function comfortable with the risk profile and the level of investment in innovation within the capital plan?

Do our people have the right skills to manage innovation and new technologies?

What are the risks if we fall behind on our plans to digitally transform?

Are there any risks related to COVID-19 we should be thinking about retrospectively as we close our books for the year?

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# The evolution of ESG and disclosures

## Social issues now take centre stage

*Roopa Davé, Partner, Sustainability and Impact Services, KPMG in Canada*

The types of risks facing organizations have evolved tremendously over the past decade. Ten years ago, economic risks dominated the Global Risk Report by the World Economic Forum (WEF), which identifies the top threats facing our world by likelihood and extent of impact. In the **2020 report**, seven of the top 10 risks by likelihood and eight of the top 10 risks by impact are related to environmental, social or governance (ESG) issues.

Topics such as climate change and social inequity are transforming the business environment and driving the evolution of ESG risks and opportunities for organizations. Stakeholders — including investors, regulators, customers and employees — increasingly expect organizations to manage the impacts of these issues.

Audit committees have a key contribution to make. An organization's strategy to manage and report on ESG performance links to essential functions of the audit committee, including governance, reporting and disclosure, risk management and internal controls.

COVID-19 has significantly influenced how stakeholders and organizations approach ESG. While climate risk has remained front and centre, the impacts of the pandemic have been well documented and now place social risks on an equal footing in their ESG priorities. In **KPMG's 2020 Canadian CEO Outlook** report, 76 percent of Canadian CEOs agree that they need to take a lead role in driving change on societal issues, and 64 percent say the pandemic has shifted their focus to the social component of ESG.

Despite the recognized importance of ESG performance and reporting, many organizations are overwhelmed and challenged by the array of existing ESG standards and frameworks – there remains an overall lack of a universally accepted approach. Regulators, investors and third-party ESG ratings providers often request different disclosures or data, leading to a lack of consistency and comparability. Audit committees need to stay attuned to what's happening in this rapidly evolving and overcrowded space.

## The drive to standardize

Important developments occurred in September 2020, all aimed at tackling the patchwork approach to reporting. The International Business Council of WEF, working closely with KPMG and other accounting firms, recommended a **universal set** of material ESG metrics and disclosures for companies. Further, the International Federation of Accountants **called for** the creation of an International Sustainability Standards Board alongside the International Accounting Standards Board under the IFRS Foundation. Finally, five of the organizations which have created ESG-related standards and frameworks **announced a shared vision** for a comprehensive corporate reporting system and a commitment to collaborate to achieve it.

While momentum continues to build for a common set of consistent and comparable social and environmental metrics, audit committees can't afford to wait for a global consensus. Institutional investors already expect organizations to follow best practices and industry-specific guidelines set out by such organizations as the Sustainability

“**Audit committees play a critical role in ensuring that companies understand the growing investor attention on ESG and how these issues affect business risk, performance and access to capital.**”



**Roopa Davé**  
Partner, Sustainability and Impact Services  
KPMG in Canada



Accounting Standards Board and the Financial Stability Board's Task Force on Climate-related Financial Disclosures.

### Investors care about ESG

An increasingly significant stakeholder group is the institutional investor who is steadily adopting sustainable investing strategies and, in some cases, moving towards investor activism. The United Nations Principles for Responsible Investment, representing 2,300 institutional investors with more than \$85 trillion in assets under management, states that many are now calling for a more human-centric model, or perhaps a "new social contract" for business, that addresses the economic and health impacts, as well as the inequalities of current systems.

As access to capital is becoming more reliant upon the approach taken by these institutional investors, audit committees need to ensure that the organization is identifying, managing and responding to ESG risks and opportunities, both within the organization and within the broader value chain. Audit committees should play a role in ensuring that management conducts a prioritization assessment to identify which ESG topics matter most to both stakeholders and the organization, and uses these to guide their reporting and disclosure strategy.

### The role of the audit committee

The audit committee's deep understanding of internal controls, policies and reporting puts it in a good position to challenge management, including the finance function, to develop systems and processes for ESG risk and opportunity identification, create resilient strategies to manage these risks and seize these opportunities, and develop metrics and reporting to monitor these topics.

### What should audit committees be asking?

What are the ESG frameworks, management standards and reporting standards most commonly adopted in our industry and jurisdiction?

What are the ESG disclosure requirements of our providers of capital and are we adequately responding to their needs?

Are material ESG risks and opportunities sufficiently integrated into our strategy, and are we staying up to speed on how management is progressing toward achieving related targets?

Are material ESG risks sufficiently integrated in our ERM framework, and do all three lines of defence sufficiently understand these non-traditional risks?

Do we obtain any assurance over ESG data? Are we aware of what is being assured and by whom?

Do we understand how emerging ESG issues may be transforming our business environment, and what the impact could be on our strategy and business model?

## Contact

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Let's do this. [home.kpmg/ca/audit](https://home.kpmg/ca/audit)

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# Public Sector Accounting Minute

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January 2021

Let's do this.





# Agenda

## **Public Sector Accounting Board December 2020 Session**

- Session Highlights
  - Don't Miss – New Developments
- 

## **Public Sector Accounting Discussion Group November 2020 Session**

- Session Highlights
- 

## **Time to Think About**

- Thoughts to shape your new year reporting priorities
-



# Public Sector Accounting Standards Update

# Highlights

**The PSAB Board has had a very busy agenda at its recent sessions. New Chair Clyde MacLellan recently provided a Fall update, which summarizes a lot of the good work underway:**

## **[Link to the fall update](#)**

The Fall update outlined 5 key initiatives coming in the new year:

- 1. Conceptual Framework and Reporting Model:** Expect exposure drafts on the proposed [Conceptual Framework and Reporting Model](#), as this project heads into a final round of consultations. This model will set the foundation for future standards developments. The exposure drafts should be out in January 2021, with comments due by mid-May 2021.
- 2. Government Not-for-Profit Strategy:** A second consultation paper is coming from the Board on its [Government Not-for-Profit \(GNFP\) strategy](#), detailing the path for GNFP reporting going forward. The paper should be out in January 2021, with comments due by mid-May 2021.
- 3. International Strategy:** [Earlier this year, PSAB voted to reference International Public Sector Accounting Standards \(IPSAS\) principles when developing future PSAS standards.](#) This landmark move will be implemented April 1, 2021.

# Highlights

- 4. Next Strategic Plan:** The Board is both working to complete the objectives in its [2017-2022 Strategic Plan](#), and consulting with stakeholders on the next five-year plan.
- 5. Connect.FRASCanada.ca:** The Board has launched a new online community platform, which will make it easier for stakeholders to take part in the standard-setting process.

**Key insights:** These initiatives will be important to the standard setting process going forward. It is critical that stakeholders make their voices heard, as our standards for the foreseeable future will be shaped by the discussions in 2021.

# Highlights

**The Board's December agenda was very full, with a number of projects linked to these key initiatives:**

**Public Private Partnerships (“P3”):** The Board considered and approved final handbook section PS 3160, Public Private Partnerships, and the associated Basis for Conclusions document and Consequential Amendments. Expect to see the final section released by April 2021.

**Key insights:** It is great to see this handbook section approved. Special thanks to the experts who volunteered their time for this project over the past 5 years, as well as the PSAB staff who worked hard to guide us through the project. In 2021, public sector entities should create an inventory of what may qualify as a P3 arrangement for their entity in preparation of this new handbook section. Public sector entities should be prepared to review the accounting for their existing P3 arrangements, and evaluate whether they are consistent with the requirements of PS3160.



# Highlights

**Financial instruments:** The Board approved final amendments and Basis for Conclusions for narrow scope amendments related to Presentation and Foreign Exchange.

**Key insights:** These amendments are intended to address certain concerns from senior governments on the application of this standard. Key concerns raised in the past have included the applicability of the standard to the federal government's foreign currency account. These amendments are expected to be very specific to these stakeholder concerns, and will likely not have a significant impact on other public sector entities.

**Employment Benefits:** The Board considered the Employment Benefits project, including the approach to core topics. In its June 2020 session, the Board committed to a principles-based employment benefits standard, which would be made available through multiple releases. The first release exposure draft is expected for 2021, and focuses on foundational issues including deferral provisions and discount rate guidance. Principles from International Public Sector Accounting Standard (IPSAS) 39, Employment Benefits are being used as a starting point. IPSAS 39 was issued to maintain convergence with IAS 19, Employment Benefits.

**Key insights:** IPSAS 39 removed deferral provisions for the recognition of changes in the net defined benefit liability, otherwise known as the corridor approach. The standard also emphasized that discount rates should reflect the time value of money, in reference to currency and estimated term of the post-employment benefit obligations. IPSAS 39 also amended certain disclosure requirements. It will be interesting to see how many of these principals carry over to the PSAB exposure draft.

# Highlights

**Other Business:** The Board reviewed the Interim 2020-21 Performance Report, and the 2021-22 Annual Plan and Risk Assessment. An update on the strategic planning process was also provided. The Board's response letter on the IFRS Foundation Trustees' [Consultation Paper](#) on Sustainability Reporting was also reviewed.

**Key insights:** Sustainability reporting has become a heightened priority for many public sector entities. A strong body of guidance is developing internationally with respect to standards and frameworks, including the work of the Sustainability Accounting Standards Board. PSAB's voice is critical to represent the interests of Canadian public sector entities. Additional interpretative guidance may also benefit our public sector community.

# Don't Miss – New Developments

**Purchased Intangibles:** The Board has released Public Sector Guideline 8, to provide guidance regarding purchased intangibles. Effective for fiscal years beginning on or after April 1, 2023, this guideline enables public sector entities to recognize intangibles acquired through an arm's length exchange transaction as an asset where they meet the asset definition and the general recognition criteria in PS 1000, Financial Statement Concepts.

**Modification of Canadian GAAP Hierarchy:** The Board has recently issued an Exposure Draft regarding the Proposal to Modify the Canadian Public Sector GAAP Hierarchy. This includes items not covered by primary sources of GAAP or assistance in applying a primary source of GAAP to specific circumstances. Stakeholders can submit comments up to February 15, 2021:

[Link to the exposure draft](#)



# Public Sector Accounting Discussion Group

# PSADG November Session

**The Discussion Group debated a few impactful matters at its November session:**

**GNFPs: Changing Financial Reporting Frameworks:** The focus of the discussion was on circumstances where a GNFP could change its government organization type to reclassify as a GBE (Government Business Enterprise) or an OGO (Other Government Organization). The Discussion Group considered the relevance of the requirement in the GNFP definition for an entity to have counterparts in the private sector. The Discussion Group also considered the impact on the classification of an entity as a GNFP if it has controlled entities that earn a profit. CRA's guidance around registered charity business activities was noted as helpful and comparable guidance for GNFPs may help clarify some of these questions.

**Key insights:** This is a very relevant matter for many GNFP's, who have profit-oriented controlled entities linked to their overall not-for-profit mandate. Consideration needs to be given to the substance of the entity at the consolidated level. The nature of its mandate and purpose needs to be balanced with the financial results. Where controlled entities are earning a profit, the attention should be on two things: (1) Is that profit consistent over a multi-year period? (2) How significant is that controlled entity to the overall consolidated operations? Organization type cannot be determined based on the trends in one year alone.

# PSADG November Session

**Effective dates and transitional provisions were discussed for two general application standards, Sections PS 3200 (Liabilities) and PS 3210 (Assets).** In particular, it was noted that no method of application (i.e., prospective, retroactive) is indicated in either section. The Discussion Group posed two questions: (1) If a public sector entity is already accounting for an asset or liability because of the general application standards and then a new specific Public Sector Accounting Standard (PSAS) is issued for that type of asset or liability, what effective date applies? (2) Since the method of application is not specified in either general application standard, should these standards be applied retroactively or prospectively?

**Key insights:** This debate highlights why PS2120 should be considered for an update. Transitional provisions are becoming increasingly complex, and many new standards are building in their own modifications to the transition provisions to supplement PS2120.

**A roundtable on emerging issues was hosted.**

**Key insights:** A great new initiative from the Discussion Group that considered several matters which may influence the Board's strategic plan going forward.



Time to  
Think About...

# Time to Think About

**As we close out 2020, and head into 2021, lets take a pause and consider some of the things that might shape your finance priorities.**

## **Have you thought about the following?**

- With Asset Retirement Obligation (“ARO”) implementation projects in full gear, have you considered the connection between your asset management systems and processes and ARO’s? This isn’t a one-shot implementation – your processes need to sustain ARO reporting every year. Incorporating this within your asset management system is the best way to position yourself for success.
- You should be building an audit binder to support the assumptions and process you are following for ARO’s. This will be key to answer the auditor’s challenge on completeness. Its also vital for your cost factors applied for ARO measurement!
- There are a number of new standards coming into effect over 2022 and 2023 – ARO’s, Revenues and Financial Instruments are all significant undertakings, and many entities may wish to recognize assets under the Purchased Intangibles guidance. Don’t leave it all to the last minute – consider early adoption of 1-2 of these standards to clear your plates.
- The remote working environment has brought some lasting changes to our processes. Have you challenged your processes to make sure they are efficient and effective in this environment? For example, if your chart of accounts is not effectively designed, or your reporting processes too manual, it strains your finance team. Efficiency makes your finance team nimble and more responsive, and better able to meet the challenges ahead.





# Questions?

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# Using Lean to Drive Continuous Improvement



The education sector is undergoing substantial change in the wake of shifting learning models and government funding limitations. Today’s focus is on delivering more with less through innovative approaches which can balance short-run needs with long-term opportunities to create as much value as possible for students.

## Eliminating waste and driving efficiencies

Is your school board struggling with challenges in enrollment tracking impacting revenue, financial forecasting, cash flow, and budget projections? Are outdated paper-based methods for processing payroll and timesheets creating inefficiencies that frustrate staff on a monthly basis?

Lean thinking is the belief that there is a simpler, better way through a continuous drive to identify and eliminate waste, inefficiencies, and errors in our day-to-day work. It is about making your work environment more efficient and effective, so you focus on what matters most – fostering student achievement and well-being in an environment of inclusivity and innovation. A quality improvement mindset improves safety, quality, costs, efficiencies, and program delivery, helping create time for quality improvement to be part of everyday routine activity.

One of the first steps in the Lean journey is to start to “see” the wastes in the process you are aiming to improve and eliminate it to improve efficiency. Waste is considered any activities that are non-essential to complete the work or service, causing inefficiencies and frustrations for staff and students. An easy way to remember the 8 Wastes is to remember the acronym: **DOWNTIME**.

Type of Waste		Finance Example
<b>Defects</b> – work or services that are not completed correctly the first time; errors	<b>D</b>	Incorrect or missing information on forms, sending information to the wrong department
<b>Overproduction</b> – additional tasks added to the process that add no value and consume resources	<b>O</b>	Producing reports that are not used, excess sign-offs
<b>Waiting</b> – idle time when material, information, people or equipment are waiting	<b>W</b>	Waiting for the ledger to close before completing month end processes, delay in billing or cash collection
<b>Non-utilized Talent</b> – not utilizing the skills of the employees, skilled people involved in administrative tasks	<b>N</b>	Having staff with diverse skill sets and not using them, qualified accountants spending time copying and pasting or retrieving data
<b>Transportation</b> – moving equipment, supplies, or information from place to place	<b>T</b>	Copying information from one spreadsheet to another without materially changing it
<b>Inventory</b> – more material, supplies, equipment, on hand than what is needed; storing, batching, bulking	<b>I</b>	Accounts payable storing invoices
<b>Motion</b> – unnecessary movement by employees to complete an activity, including walking	<b>M</b>	Walking to the printer, walking around the office to find things, searching shared drives for information
<b>Extra processing</b> – Any work completed for the client that was not asked for by the client or that the client does not see value in	<b>E</b>	Spending unnecessary time creating presentations or reports that the client has not requested



## Maximizing ROI on technology

**Do you want to enhance technology integration and utilization? Are you maximizing your outputs from your IT systems?**

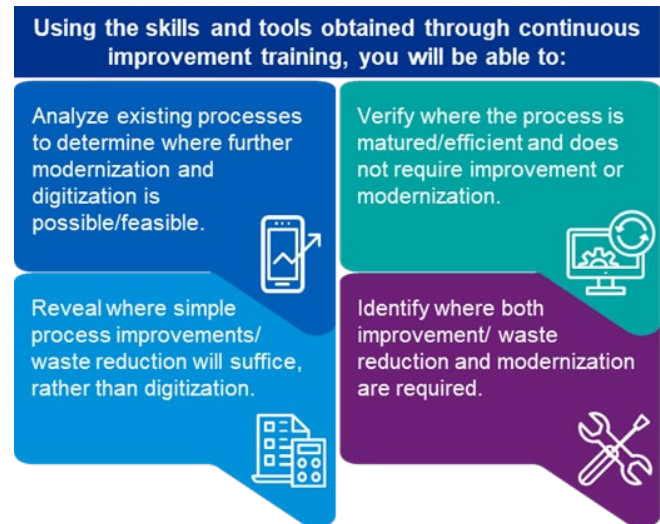
Does your school board struggle with outdated, misunderstood and complex processes, in addition to siloed functions and lacking technological integration that slow down and hinder potential improvements, resulting in fragmented, inconsistent, and paper-based processes impeding collaboration, data consistency, and inefficiencies resulting in inefficiencies and increased costs?

The COVID-19 pandemic has forced many organizations to embrace new methods of work. Many previously paper-based processes have now been modernized as a result of a predominantly virtual work environment since March 2020. It should be noted that there is still work to be done to evaluate these processes and determine if they are still appropriate, if they add value, and if they can be streamlined to create additional efficiency and capacity for staff.

For processes that cannot be automated, the application of Lean methodology will reveal opportunities for improvement in operating efficiency.

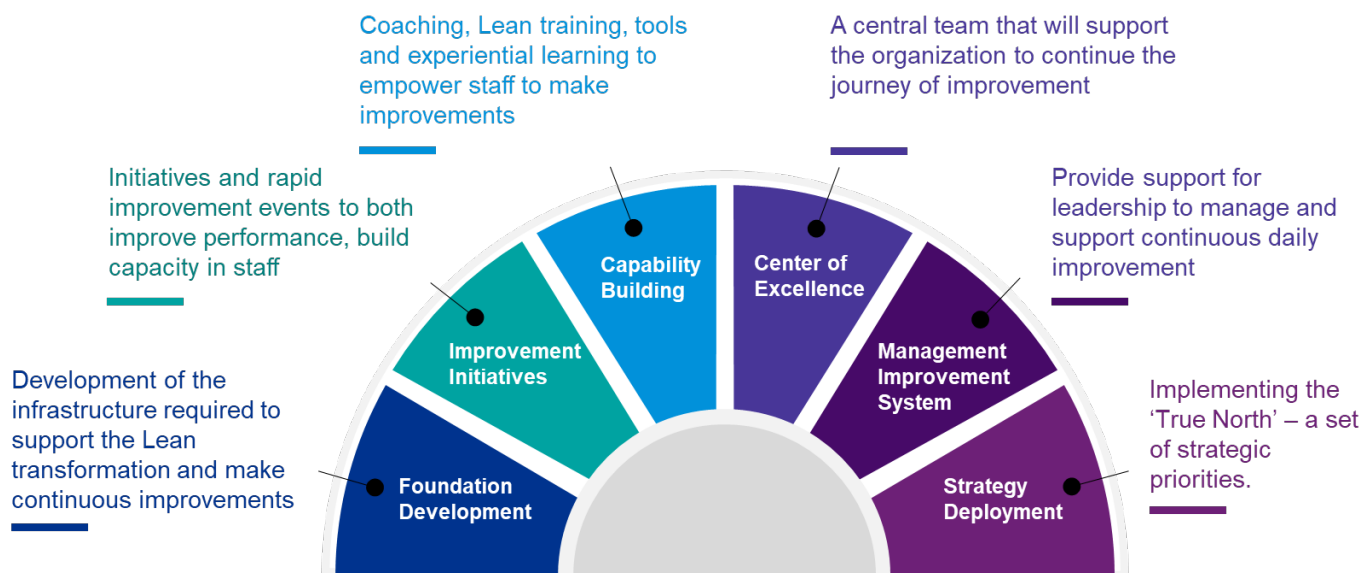
As the school board processes improve and efficiencies are realized, staff can begin to focus on Value-Add activities. This new capacity provides your board with the ability to maximize existing human resources to accommodate growth and

become more agile to respond to future needs. Lean is not a one-time event but rather a journey to continually improve your processes and always strive to supply the customer/student with value, from their perspective.



## Operational Excellence Roadmap

It is imperative to develop an approach that builds a solid foundational knowledge of continuous improvement across departments, leverages the capabilities of emerging leaders by training them in facilitating their own continuous improvement training programs, then provides a support system for staff upon completion of the training to sustain the organization's continuous improvement culture. When implemented together, these phases build capacity for Lean thinking at all levels and will take the school board a big step towards becoming a beacon in Lean Management within the Canadian education sector.

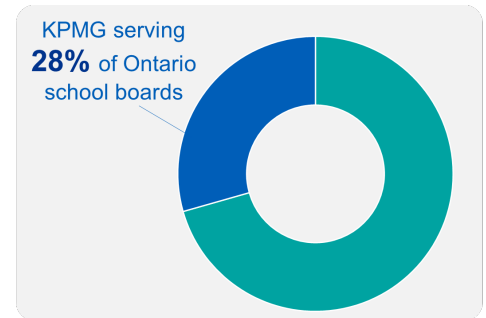


KPMG uses Lean Six Sigma methodology to support our clients in their journey to continuous improvement. An organization can begin their journey at any one of these steps. Applying this holistic approach, KPMG will partner with you to help identify what is working well, address gaps, and create a future state roadmap to achieve operational excellence. We have recently completed similar work at major institutions across the county.

## Our Experience

KPMG is a leading service provider to the education sector in Canada and understands your fiscal and operational challenges.

Our education clients are served by the full resources of KPMG in Canada – including an active Global Education Sector Network across the world. Whether you are engaging in an IT restructuring, driving for efficiencies, sourcing capital funding, or partnership opportunities, our team of trusted and experienced professionals can help you achieve the levels of growth, efficiency and assurance required for continued success. Our proven track record of applying Lean methodology in education and our ability to help our clients improve performance and achieve bottom line efficiencies is recognised across the country.



KPMG's Education sector clients include school boards, universities and colleges; we have a leading market share in Ontario's education sector serving 28% of Ontario school boards, with over 140 education sector clients in Ontario alone.

KPMG is your firm of choice to partner with you in achieving your continuous improvement goals.

## Contact us

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2021-2022 ISP Conferences – International Consultants for Education and Fairs (ICEF)	Item 8.3
Tuesday, June 15, 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 of the Board:

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board approve the 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

Enquire now



The carousel features three event cards with navigation arrows on the left and right. Each card includes a title, dates, location, event type, and a plus icon.

Event Name	Dates	Location	Event Type
ICEF Berlin	October 31 - November 02, 2021	Berlin, Germany	GLOBAL EVENT
ICEF Miami	December 06 - 08, 2021	Miami, USA	DESTINATION EVENT
ICEF ANZA	March 09 - 11, 2022	Adelaide, Australia	DESTINATION EVENT

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## ABOUT THIS EVENT

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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

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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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Regular Board Meeting

Action Report

Data Collection	Item 8.4
June 15, 2021	

The following Notice of Motion was presented at the June 1, 2021 Regular Board Meeting:

**Moved by:** N. Guzzo

**Seconded by:**

**WHEREAS** the Halton Catholic District School Board (HCDSB) has been mandated under the Anti-Racism Act 2017 to collect voluntary identity-based data by January 1, 2023.

**WHEREAS** collecting fulsome data about historically under-served communities within HCDSB we can better provide appropriate resources through curriculum and PD sessions.

**WHEREAS** in addition to curriculum, the data will ensure that the appropriate supports are in place to support staff and students experiencing marginalization;

**WHEREAS** the Human Rights Tribunal states that “all schools in Ontario have a legal duty under the Education Act and Ontario’s Human Rights Code to ensure a school environment free from harassment and other forms of discrimination based on sexual orientation, gender identity and gender expression”, by not recognizing all groups experiencing marginalization in our data collection, we are upholding systemic discrimination;

**BE IT RESOLVED** that HCDSB forms and surveys, where identity-based data analyses will allow for a more comprehensive and accurate capture of the demographics of our school population, specifically our staff and students, provide the full range of options for gender identity and sexual orientation.



Regular Board Meeting

Action Report

Menstrual Equity	Item 8.5
June 15, 2021	

The following Notice of Motion was presented at the June 1, 2021 Regular Board Meeting:

**Moved by:** K. Kelly and N. Guzzo

**Seconded by:**

***WHEREAS,** a provincial petition has gathered over 9,000 signatures to support Menstrual Equity throughout Ontario;*

***WHEREAS,** the Halton Catholic District School Board passed a motion for Menstrual Equity in 2020;*

***BE IT RESOLVED,** that in collaboration with the Halton District School Board the Halton Catholic District School Board Chair write a letter to the Ministry of Education to urge the provincial implementation of accessible and free menstrual hygiene products in across Ontario schools.*



Regular Board Meeting

Action Report

Indigenous Studies	Item 8.6
June 15, 2021	

The following Notice of Motion was presented at the June 1, 2021 Regular Board Meeting:

**Moved by:** K. Kelly, B. Agnew

**Seconded by:**

**WHEREAS**, there is a need to create additional educational opportunities specific to Native studies;

**WHEREAS**, the majority of Indigenous history and learning currently happens in our schools;

**WHEREAS**, students and parents are generally unaware of the Native Studies offered by the Ministry, and;

**WHEREAS**, the Halton Catholic District School Board has written a letter to the Ministry of Education to provide a more Inclusive Curriculum;

**BE IT RESOLVED**, that schools include more conversation and promotion of Culturally-Diverse secondary courses, such as the Native Studies.



Regular Board Meeting

Action Report

Indigenous Equity and Human Rights Roadmap	Item 8.7
June 15, 2021	

The following Notice of Motion was presented at the June 1, 2021 Regular Board Meeting:

**Moved by:** K. Kelly, B. Agnew

**Seconded by:**

**WHEREAS**, the statement released by the Director of Education on June 1, 2020, regarding recent events of anti-Black racism expresses that “Let us be sources of peace, comfort and healing to one another as we work together to create a world that is free from all forms of racism, discrimination and hatred.”;

**WHEREAS**, our Halton Catholic District School Board (HCDSB) students have reached out about their experiences of racism in our schools; including incidents of the use of racial slurs, assumptions and stereotyping of racialized students, international students being stigmatized about their lack of assimilation (accents, culture) thus causing fear to interact with Canadian Students, and jokes being made at the expense of racialized students;

**WHEREAS**, the HCDSB Board Operating Policy II-45 Equity and Inclusive Education states, “The Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code”;

**BE IT RESOLVED**, that the Director of Education and the Secretary of the Board direct staff to create an Indigenous Education Action Roadmap and a separate Human Rights & Equity Roadmap on the HCDSB website in regards to Equity initiatives. These initiatives include examples such as culturally responsive and relevant pedagogy by shining light on the allocation of budget to support learning on anti-racism and anti-oppression and tackling discrimination to build on inclusive learning and tackling discrimination in the classroom. The end goal being that all staff, students, parents, and stakeholders of HCDSB will be consistently informed of all the internal happenings regarding, by January 2022;

***BE IT FURTHER RESOLVED**, that by the start of the 2021-2022 school year, HCDSB will provide accessible resources on its online platforms regarding preventing and responding to discrimination specific to racism, homophobia, and transphobia in an educational environment;*

***BE IT FURTHER RESOLVED**, that HCDSB and its individual schools and staff deliberately seek out the voices of students from diverse social identities to guide decision-making, e.g. forming student advisory committees, allowing for more seats for students voices to be heard in HCDSB Sub-Committees, conducting roundtable discussions, conducting outreach to student clubs and organizations, to be implemented by the first quarter of the 2021-2022 school year;*

***BE IT FURTHER RESOLVED**, that Anti-racism training be mandated for all teachers, administrators, staff, and students to be completed annually, utilizing the training that is already provided;*

***BE IT FURTHER RESOLVED**, that the School Resource Officer (SRO) program be reviewed to determine whether or not the program has fulfilled its mandate, prior to the 2021-2022 school year;*

***BE IT FURTHER RESOLVED**, that staff continue to create and promote mental health resources catered specifically to the unique experiences of racialized and culturally diverse students. These resources will be presented in a staff report to Trustees by the October 5th, 2021 Board meeting, and;*

***BE IT FURTHER RESOLVED**, that the effectiveness, equity, and outcomes of the overall practice of streaming be reviewed as a part of the race-based student data collection, in both the pilot and the final board-wide data collection.*



Policy II-40 Bullying Prevention and Intervention	<b>Item 8.8</b>
June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-40 Bullying Prevention and Intervention* as presented.

### Background Information

Policy II-40 Bullying Prevention and Intervention was reviewed as part of the regular Policy review cycle. The policy was reviewed by staff and in consultation with the policy working sub-group which consisted of a variety of stakeholders from staff, CPIC and SEAC representatives, student trustees and trustees.

Clarifying language has been added to the Purpose, Application & Scope. Updates have been made to the Definitions and Requirements to provide additional and current language from the Education Act and relevant Ministry documents. Minor changes have been made to improve readability and remove redundant language

### Conclusion

*Policy II-40 Bullying Prevention and Intervention* was presented at the Policy Committee Meeting on May 11, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

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

<b>Resolution#:</b>	<i>Moved by:</i> <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-40 Bullying Prevention and Intervention</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee



<b>Bullying Prevention and Intervention</b>	
<b>Adopted:</b> April 15, 2008	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-43 Use of Technology and Digital Citizenship</a> <a href="#">VI-62 Use of Technology and Digital Citizenship</a> <a href="#">VI-63 Social Media</a> <a href="#">II-39 Progressive Discipline and Safety in School Code of Conduct – Suspensions and Expulsions</a> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a> <a href="#">II-45 Equity and Inclusive Education</a> <a href="#">VI-54 Equity and Inclusive Education</a> <a href="#">VI-60 Student Groups in Catholic Schools</a>	

## Purpose

To establish and promote a healthy, safe and inclusive learning environment where all students feel a positive sense of self, spirit and belonging. These are necessary conditions for student achievement, well-being and faith formation. This policy supports and promotes a safe, welcoming, inclusive and accepting school environment through appropriate prevention and intervention practices. This is reinforced by the application of progressive discipline in compliance with the *Education Act*, *PPM 128 Provincial Code of Conduct and School Board Codes of Conduct (2019)*, *PPM 144 Bullying Prevention and Intervention (2018)*, the *Parent’s Guide to the Provincial Code of Conduct (2019)* and *PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013)*.

This policy authorizes the creation of procedures for implementation, specifically for Bullying Prevention and Intervention that shall be considered guidelines pursuant to the *Education Act*.

## Application and Scope

This policy applies to all students and staff of the Halton Catholic District School Board (HCDSB) on school property, at school or HCDSB authorized activities, while using school authorized transportation services or in other venues or locations, including virtual spaces. This policy applies to inappropriate acts related to the definition of bullying as described in this policy, and considered by the principal to be detrimental to the moral tone, physical or mental well-being of the school.

## References

[Caring and Safe Schools in Ontario: Supporting Students with Special Needs through Progressive Discipline, Kindergarten to Grade 12](#)

[Education Act](#)

[Municipal Freedom Information Protection and Privacy Act](#)

[Ontario's Education Equity Action Plan \(2017\)](#)

[Ontario First Nation, Metis and Inuit Education Policy Framework \(2007\)](#)

[Ontario Human Rights Code](#)

[Ontario School Code of Conduct – Standards of Behaviour](#)

[The Parent's Guide to the Provincial Code of Conduct \(2019\)](#)

[PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools \(2013\)](#)

[PPM 128 Provincial Code of Conduct and School Board Codes of Conduct \(2019\) PPM 144 Bullying Prevention and Intervention \(2018\)](#)

[PPM 145 Progressive Discipline and Promoting Positive Student Behaviour \(2018\)](#)

[Youth Criminal Justice Act](#)

## Definitions

**Bullying** - Bullying is defined as a form of (typically) repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

A power imbalance may occur between a pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or receipt of special education. Bullying usually happens when one or more students tease, threaten, spread rumours about, exclude, hit, shove, or hurt another person.

Bullying can take different forms. These include:

- **Physical:** unwanted sexual touching, hitting, shoving, stealing or damaging property
- **Verbal:** inappropriate epithets, remarks, jokes or innuendos, name calling, mocking, making sexist, sexualized, racist, homophobic, transphobic, and/or derogatory or profane comments

- **Social:** excluding others from a group or spreading gossip or rumours about them
- **Electronic** (commonly known as cyberbullying): spreading rumours, innuendos, hurtful comments, inappropriate images, cartoons or jokes, using cellphones, e-mail, text messaging, gaming platforms and/or through social media

**Bullying Prevention:** Is a whole school approach that heightens expectations for a safe, caring, equitable, inclusive and accepting learning environment. It includes a shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the school community.

**Bullying Intervention:** Is a comprehensive and effective response to a bullying incident that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, interventions for the student who has bullied others and for the student who has been affected by witnessing the bullying.

**Positive Learning Environment:** Is the sum total of all relationships found within the school and is a critical component of bullying prevention. A positive learning environment is accepting, equitable, and inclusive of all persons regardless of race, colour, culture, ancestry, place of origin, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, religion, family status, or disability. A positive learning environment engages the school community, including parents/guardians, as well as the broader community. A positive learning environment exists when all members of the school community feel safe, respected, and actively promote positive language, behaviours and interactions.

**Safe Schools Team:** Each school must have in place a Safe Schools Team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner and the Principal or designate. The team must have a staff chair. An existing school committee can assume this role.

The Safe Schools Team is responsible to develop a school-based Bullying Prevention and Intervention Plan to guide the practices of the school staff and administration. This team is encouraged to plan activities and launch initiatives that heighten awareness of bullying and its impact on the learning environment. By organizing bullying prevention and intervention activities throughout the year, schools will affect positive change in student achievement and sense of belonging.

## Principles

- The Halton Catholic District School Board recognizes that student, staff and community member conduct within our schools shall be rooted in the Gospel values and teachings of Jesus Christ, the Ontario Catholic Graduate Expectations, and the Board's Mission Statement and Governing Values.

- The HCDSB recognizes the importance of providing a caring, inclusive, and safe environment in which responses to behaviour issues are shaped by informed consideration of the individual needs and circumstances in each situation.
- The HCDSB recognizes that student, staff and community members have a responsibility to resolve conflict and differences in a respectful and civil manner with an equity and inclusion lens. The HCDSB recognizes that bullying of any type:
  - adversely affects students' ability to learn;
  - adversely affects healthy relationships and the learning environment for students, staff and community members;
  - adversely affects a school's ability to educate its students, and provide an equitable and inclusive learning environment; and
  - will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online/virtual space, off school property, or outside the regular school day) where engaging in bullying will have a negative impact on the learning environment.

The HCDSB acknowledges that open and ongoing dialogue among the principal, staff, parents/guardians and students is an essential component in creating a positive learning environment in which everyone is safe and respected.

## Requirements

### **Notifying Parents** (as per PPM 145, s. 6)

- Section 300.3 of the Education Act specifies when principals are required to notify the parents of students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:
  - the nature of the activity that resulted in harm to the student;
  - the nature of the harm to the student;
  - the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity; and,
  - the supports that will be provided for the student in response to the harm that resulted from the activity.
- This section of the act also specifies that principals are required to notify the parents of students who have engaged in serious student incidents. Principals shall disclose the following information:
  - the nature of the activity that resulted in harm to the other student;
  - the nature of the harm to the other student;
  - the nature of any disciplinary measures taken in response to the activity; and,
  - the supports that will be provided for the student in response to engaging in the activity.

- When notifying parents of these incidents, the principal must invite parents to have a discussion with them about the supports that will be provided for their child.

Under the authority of the Education Act and the Youth Criminal Justice Act, and protected in accordance with the Municipal Freedom Information Protection and Privacy Act, the Halton Catholic District School Board or any of its employees will not disclose or provide access to information about a bullying incident unless authorized to do so by written consent or as required by law.

### **Establishing a Bullying Prevention and Intervention Plan**

The Halton Catholic District School Board shall establish a Bullying Prevention and Intervention Plan for schools based on the model Bullying Prevention and Intervention Plan developed by the Ministry of Education. All schools shall implement the Board's plan in accordance with the *Education Act* and HCDSB policies and procedures. When establishing the plan, the Board will solicit the views of students, educators and staff of the Board, volunteers working in the schools, parents/guardians, Catholic School Councils, Safe Schools Teams, Special Education Advisory Committee (SEAC), Catholic Parent Involvement Committee (CPIC), the Indigenous Education Advisory Council, community based organizations and partners.

The plan shall include but not be limited to:

- A comprehensive prevention and awareness-raising strategy that includes expectations for appropriate student, staff and community member behaviour;
- Utilizing evidence-based strategies to support school-wide bullying prevention. This will focus on developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom teaching and/or school activities;
- Procedures to allow students, parents/guardians, staff and community members to report bullying incidents safely and in a way that discourages reprisal and threat thereof. These procedures will also define the rights, responsibilities, and roles of the principals, educators staff, students and parents/guardians;
- A comprehensive intervention strategy for principals and staff to address incidents of bullying, including appropriate and timely responses;

Providing support for students who have been bullied, interventions for students who have bullied others, and for students who have been affected by witnessing bullying.

- The HCDSB will establish and provide annual professional development programs to educate staff of the Board about bullying prevention and strategies for promoting positive learning environments.
- The HCDSB will review its Bullying Prevention and Intervention Plan according to the Board's regular policy review cycle and shall solicit the views of students, educators, HCDSB staff, volunteers working in the schools, parents/guardians, Catholic School Councils, Safe Schools

Teams, SEAC, CPIC, the Indigenous Education Advisory Council, social service agencies, community based organizations and partners.

- The HCDSB will post its Bullying Prevention and Intervention Plan on the HCDSB website.
- The Principal will post HCDSB's Bullying Prevention and Intervention Plan and the school's own Bullying and Intervention Plan on the school's website.
- The Principal will post the member titles of the Safe Schools Team on the school's website.

APPROVED:                      Regular Meeting of the Board

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



<p>Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees</p>	<p><b>Item 8.9</b></p>
<p>June 15, 2021</p>	

**Alignment to Strategic Plan**

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

**Purpose**

To approve *Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees* as presented.

**Background Information**

Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees was reviewed as part of the regular policy review cycle. Revisions were made to improve readability, and ensure the policy follows the correct template and references as required. The *Trustee Expense Guidelines* have been included as Appendix A.

**Conclusion**

*Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees* was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

**Recommendation**

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

<p><b>Resolution#:</b></p>	<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p>
<p><b>Resolved</b>, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees</i>, be approved.</p>	

**Report Submitted and Approved by:**

N. Guzzo  
Chair of the Policy Committee



<b>Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees</b>	
<b>Adopted:</b> November 6, 2007	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-24 Fraud Management</a> <a href="#">VI-24 Fraud Management</a> <a href="#">I-35 Trustee Honoraria</a> <a href="#">I-23 Catholic School Councils and Catholic Parent Involvement Committee</a> <a href="#">VI-84 Catholic School Councils and Catholic Parent Involvement Committee</a> <a href="#">III-13 Corporate Purchasing Card Distribution and Usage</a> <a href="#">VI-86 Corporate Purchasing Card Distribution and Usage Procedure</a> <a href="#">VI-45 Mobile Cellular Device Operating Procedure</a> <a href="#">VI-73 Meal and Hospitality Expenses for Employees at Board Sanctioned Events Procedure</a>	

## Purpose

To describe the terms and conditions under which an expense incurred by a trustee, student trustee, or external members of Board committees; in the course of discharging Board-recognized duties and responsibilities in accordance with the Education Act and its amendments, will be approved by the Board.

## Application and Scope

This operating policy applies only to approved expenses incurred by a Trustee or Student Trustee of the Board or an external member of one of the Board’s standing committees (e.g. Audit Committee, SEAC, CPIC) when performing Board recognized duties and responsibilities.

## References

### Education Act and Regulations

- Education Act, Section 171(17): Powers of Boards – Membership Fees and Travelling Expenses



- Education Act, Section 191.2: Expenses

[Broader Public Sector \(BPS\) Expenses Directive](#)

[Broader Public Sector Perquisites Directive](#)

[Trustee Expense Guideline](#) (gov.on.ca)

## Principles

- The Board is committed to supporting Trustees while representing students' interests, the community and promoting the Halton Catholic District School Board's mission. It is recognized that in carrying out their responsibilities, Trustees may incur eligible expenses for which they will be reimbursed.
- Where appropriate, Trustees, Student Trustees, and Board committee members are entitled to be reimbursed for approved out-of-pocket expenses incurred for an official duty, function or on behalf of the Board and deemed reasonable and appropriate in the circumstances in which the expense is incurred.
- The Board will reimburse Trustees, Student Trustees, and Board committee members for travel, meals, accommodations and other business eligible expenses incurred while on Board business.
- Reimbursement for extraordinary or unusual expenses must be pre-approved by the Superintendent (or Resource to the Committee), Superintendent of Business Services or Chair of the Board, as appropriate. For expenses to be reimbursed, these must be appropriately authorized and approved. The expenses must be reasonable and relevant to the Board sanctioned event or business activity and be accompanied by appropriate proof of payment.
- Trustees, Student Trustees, and Board committee members make every effort to contain business expenses by sharing transportation whenever possible or selecting the most economical mode of travel. Where hotel accommodations are required, a standard room is booked unless one is not available.
- For travel outside of the Province of Ontario, an Information Report will be submitted to the Board regarding the conference details, including expenses, potential impact to current board practices, and any potential benefits to the system.
- The Board recognizes the moral, ethical and monetary value of responsible financial stewardship of the Board's resources as it relates to expenses claimed for reimbursement.
- Personal expenses are not permitted.
- Expenses related to political activities or event are not reimbursed.
- The Board assumes no obligation to reimburse expenses that do not comply with this policy.

## Requirements

- Trustees, who are issued a Board Purchasing Card (P-card) in accordance with the Board's Corporate Purchasing Card Distribution and Usage Policy and Administrative Procedures, should use it to pay for approved expenses whenever possible.
- Submission of Board-related expenses require the following information, handwritten by the purchaser on the back of the original itemized receipt or detailed on the P-card reconciliation sheet:
  - Event name/Expenditure
  - Names/Roles of participants
  - Reason for expense
- Approval for reimbursement of expenses shall be provided by:
  - Superintendent (or Resource to the Committee) for external members of a Board standing committee (i.e. CPIC, SEAC)
    - Chair of the Board for Trustees
    - Superintendent of Business Services for the Chair of the Board
- Reimbursement for expenses where receipts are not provided by the vendor or are lost requires the Trustee to submit in writing the event name, expense, names of participants, the reason for the expense, and include the signature of the Chair of the Board or the Superintendent of Business Services.
- The Director of Education, Superintendent of Business Services or Chair of the Board may request additional information regarding conference expense details and possible future changes to our system's practices and benefits, which will be presented to the Board through an Information Report at a subsequent Board meeting.
- For travel outside of the Province of Ontario, an Information Report will be submitted to the Board regarding the conference details, including expenses and possible future changes to our practices and benefits to our system.
- All expense claims, both those using a Board P-card and those submitted for reimbursement, must have signed approval. The Chair of the Board must approve Trustee expense claims. The Superintendent of Business Services must approve the Chair of the Board's expense claims.
- All expense claims must be submitted and approved within 30 days of the end of the fiscal year in which the expenses were incurred and shall be paid promptly.
- All expense claims are subject to audit by the Board.
- All expenses not approved or not deemed as Board-related business by the Superintendent (or Resource to the Committee), Director of Education, Chair of the Board or Superintendent,

Business Services under the provisions in accordance with the Education Act, and its amendments, will not be eligible for reimbursement.

- The following expense items, where appropriate, are those for which claims may be submitted: to the Board as approved expenses while on Board business.

## **1. Technology**

At the beginning of each elected term, each Trustee will be provided with technology equipment from an approved list, which includes:

- one (1) laptop/desktop and relevant software programs\*;
- one cellular device (i.e. Smartphone) (not provided for Student Trustees)

All items must be returned to the Board and all expenses will cease to be covered upon the Trustee's end of term or date of resignation from the Board.

Student Trustees will receive one (1) laptop/desktop and relevant software programs.

\* Re-elected Trustees' computer hardware will be replaced/upgraded as per the Board's refresh cycle.

## **2. Out-of-pocket business expenses**

- A Trustee can expense a maximum of \$3,000 during a school year (does not include expenses charged to central Trustee accounts) in connection with carrying out their responsibilities as a Board member.

## **3. In addition to the \$3,000 budget, the following expense items, where appropriate, are those for which claims may be submitted to the Board as approved expenses while on Board business:**

- Eligible mileage expenses;
- All costs incurred by a Trustee at annual conferences, professional development sessions, meetings and events related to discharging their responsibilities. These items are approved at the discretion of the Chair;
- As per the Trustee Expense Guidelines developed at the November 8, 2011, Policy Committee Meeting (Appendix A).

## **4. Mileage expenses**

- The rate per kilometre paid, to be reviewed annually, is established by the Board based on the Canada Revenue Agency deemed reasonable rate, taking into consideration the following assumptions and conditions:
  - a) That the rate and/or amount paid is calculated to cover all operating expenses of the vehicle, including depreciation, insurance, interest, license, fuel, oil, tires and maintenance;
  - b) The rate paid relieves the Board of any further obligation for costs or expenses resulting from accidents, fines, or other extraordinary costs incurred while the vehicle is being operated on Board business.
- Mileage expenses will be reimbursed to Trustees and/or external members of Board committees, as applicable, due to attendance at an activity where mileage is incurred in

discharging their responsibilities.

- Trustees will be reimbursed for mileage to/from Board meetings and other Board related business from/to their home.

## **5. Toll Fees**

- Where necessary and approved by the Chair of the Board or the Superintendent of Business Services, toll fees may be claimed. Transponder fees will not be reimbursed.

## **6. Other Travel Within and Outside the Province/Country**

- Transportation is provided on rail and/or economy or equivalent flight with transportation service to and from the airport/train station. If a private vehicle is authorized and used, mileage is paid to the driver in accordance with Board policy rates. Participants shall make every effort to share transportation.

## **7. Accommodations**

- Whenever possible, all hotel reservations will be made four (4) weeks in advance, and hotel accommodation costs will be charged to the Board's P-card or reimbursed to the individual. It is understood that staff require a minimum of four (4) weeks advanced notice from attendees to facilitate travel arrangements.
- All hotel reservations for Student Trustees shall be made by Board staff.
- Where appropriate, hotel reservations will be confirmed to attendees employing a confirmation number, which will be provided to the attendee prior to the function.
- It is also required that, if available, a standard room is the set option for accommodation.

## **8. Professional Development/Conference Fees**

- Annually, the Board will establish a budget for Trustee conference/professional development (conferences, workshops, seminars). All costs associated with a conference are to be charged against the conference/professional development budget.
- Trustees shall secure the necessary approval where appropriate, from the Chair of the Board or Superintendent of Business Services as appropriate, to attend any function for which reimbursement of expenses is sought from the Board.
- Trustees will be reimbursed for the following expenses incurred:
  - Hotel room charges (standard room);
  - Registration fees for approved conferences (whenever feasible, registration fees will be prepaid by the Board);
  - Meals (including tax and gratuities up to maximum meal reimbursement rates (receipt must be provided));
  - Taxi costs;
  - Parking fees, and
  - Train/airline tickets when determined to be the most practical mode of transportation for the event at standard pricing. Airfare will be reimbursed up to the cost of economy or equivalent.

The following expenses will not be covered:

- Meals when they are provided through the conference;
- Movies/entertainment/recreation charges;
- Charges incurred by a family member/guest;
- Alcoholic beverages;
- Parking tickets or Traffic Act violations;
- Personal gifts.

## **9. Parking**

- Parking costs for Board related business will be eligible when supported with receipts or an explanation in the case of metered parking.

## **10. Meals**

- Meal expense while away on business will be reimbursed at actual cost up to a maximum of \$75.00 (CDN) per person, per day, including taxes and gratuities. The lesser of the actual cost or the maximum will be reimbursed. This rate is not a per diem rate.
- Gratuities will be capped at 15%, except where the restaurant applies an automated gratuity above 15%.
- Extenuating circumstances will be considered on an individual basis and require the Chair of the Board or the Superintendent of Business Services' approval.

## **11. Telephone Calls**

- Telephone calls (within Canada) for Board related business are eligible expenses.
- Outofcountry long-distance and cellular charges will not be reimbursed unless approved by the Chair for Board-related business.

## **12. Alcohol**

- Alcohol is not an eligible Trustee and/or external members of Board committees expense unless it is included in the conference or event cost by the organizer/sponsor.

## **13. International Travel**

- Expenses for any travel outside of Canada and the United States will not be reimbursed.

## **14. Other Expenses**

- When accompanied by an explanatory note, other expenses are eligible Trustee and/or external members of Board committee expenses when approved by the Superintendent (or Resource to the Committee), Director of Education, Chair of the Board or Superintendent of Business Services, as appropriate.
- Office supplies for Board related business are eligible Trustee expenses where/when they are not available using the Board's regular procurement process.
- Mailing and photocopying for Board related business are eligible trustee expenses where/when they are not available through the Board.

## **15. Donations**

Donations, by any Trustee, to any groups or individuals will not be reimbursed, except when the donations are made on behalf of the Board of Trustees if approved in advance by resolution of the Board of Trustees.

All expense claims must be submitted and approved within thirty (30) days of the end of the fiscal year and will be paid promptly and posted on Board's website.

- 16.** The Superintendent of Business Services, in collaboration with the Chair of the Board, will make available a summary report of individual Trustee expenses annually in December for the previous budget year.

The summary report will include the following expense categories:

- Honorarium
- Office supplies
- Conferences and professional development
- Travel expenses
- General expenses
- Cell phone
- Office equipment
- Internet
- Legal fees
- Meeting expenses (e.g. hospitality)

APPROVED: Regular Meeting of the Board

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

## APPENDIX A

### TRUSTEE EXPENSE GUIDELINES BOARD REPRESENTATION AND TRUSTEES ATTENDANCE AT EVENTS

The guidelines are intended to identify expenses that are eligible for reimbursement, that are consistent with commonly held values and accepted practices that are not perceived as excessive.

Trustees are often called to attend numerous functions throughout the year. Trustees may also choose to attend events and/or conferences that are of interest to them. As stewards of the Board, they must uphold the Board's Mission statement and its' governing values whereby: *The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.*

In addition to the honorarium, the Act provides that boards may establish a policy in order to reimburse trustees "for all or part of his or her out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member". Boards are authorized to reimburse trustees for travel to and from a trustee's residence to a meeting of the Board, or of a committee of the Board or for reasonable out-of-pocket expenses incurred in connection with the travel. Boards may also pay for expenses and membership fees of any member of the Board to attend meetings of an educational association. These expenses are addressed in Board Policy I-34 (B)

Reimbursable expenses can be classified as those that are related directly and/or indirectly to Board business. For the purposes of clarification, within these guidelines, events have been placed into five categories: Board Business; Board-Related Business; Community; Local; and Professional Development/Trustee-Liaison.

#### **Board Business:**

Examples of events that may be related to Board Business include Trustee Association meetings or events and/or Board or committee meetings. The costs associated with these events are covered through the Board budget. Such events include, but are not limited to:

- CCSTA Conference
- ICE Symposium
- OCSTA Conferences and Seminars

#### **Board-Related Business:**

Board-Related events are usually hosted by the Board and/or held in partnership with the Board. The costs associated with these events are covered through the Trustee's allocated budget. Such events include, but are not limited to:

- Board Recognition Night (optional)
- Events in support of the Halton Catholic Children Foundation (optional)
- Parent Conference

## **Community Events:**

The Board is committed to creating and promoting opportunities for community outreach. It is in the interest of the Halton Catholic District School Board that its presence is visible within the community at community events. The Board, through the office of the Director and/or the Chair of the Board, may determine that it is advisable to attend or be represented at such events.

Examples of community events where the Board would cover the costs associated with these events by purchasing tickets or a table include, but are not limited to:

- Burlington and Oakville Prayer Breakfasts
- CYO Dinner
- Father Fogarty Awards
- Halton Food for Thought Breakfast Gala
- Halton Multicultural events
- Halton Pro-Life Dinner
- HIEC's Spring and Fall Breakfast
- Breakfast with the Mayor

## **Local Events:**

At times, trustees are invited to attend local events within their respective jurisdiction. These events benefit from having local trustee representation and provide opportunities for trustees to remain connected to, and active within their local community and parishes.

The costs associated with these events are covered through the trustee's allocated budget. Such events include, but are not limited to:

- Local Municipal Celebrations (Civic Remembrance Day Celebrations, etc...)
- School-related events such as Spaghetti dinners or yearly BBQ
- Parish Celebrations

## **Professional Development / Trustee Liaison:**

Trustees are often invited to attend seminars/workshops. The costs associated with these sessions, although attendance is voluntary, can be covered through the trustee's respective budget allocation. Trustees may also choose to pursue learning opportunities related to their role as school trustee. These events must be approved by the Chair of the Board. Such events include, but are not limited to:

- Ontario Association of Parents in Catholic Education
- Ontario Catholic Student Leadership Conference
- When Faith Meets Pedagogy
- People for Education

## **Unreasonable Expenses:**



Examples of events that would not be directly supported by the Board, nor eligible for reimbursement for individual trustees include, but are not limited to:

- Partisan Political events
- Events that are contrary to the governing values of the Halton Catholic District School Board
- Events that are contrary to the tenets and teachings of the Catholic Church



Policy I-40 Performance Appraisal of the Director of Education	<b>Item 8.10</b>
June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy I-40 Performance Appraisal of the Director of Education* as presented.

### Background Information

Policy I-40 Performance Appraisal of the Director of Education was reviewed as part of the regular Policy review cycle. The performance appraisal of the Director of Education is due to commence in April 2021 and to be completed by May 31, 2021. It has been observed in past reviews that the current rating structure for the evaluation criteria is limiting in scope as it does not permit Trustees to provide mid-point scoring (i.e., a rating that falls between levels, for example, 2.5). This has resulted in ratings being applied inconsistently. Additionally, the current rating of *X-Unknown* has been interpreted in past reviews as a value of 0 (zero), thereby skewing the overall tabulation.

Changes have been made to the rating structure in Appendix A of the policy to include broader evaluation criterion from 1 to 5 as follows:

- 1-Unacceptable; 2-Below expectations; 3-Meets expectations; 4-Exceeds expectations; 5-Outstanding
- Only values of 1 to 5 shall be considered in the overall tabulations

### Conclusion

*Policy I-40 Performance Appraisal of the Director of Education* was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.



## Recommendation

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

**Resolution#:**

*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-40 Performance Appraisal of the Director of Education*, be approved.

Report Submitted and Approved by:

N. Guzzo

Chair of the Policy Committee

<b>Performance Appraisal of the Director of Education</b>	
<b>Adopted:</b> October 15, 2013	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

The Halton Catholic District School Board believes that a performance appraisal process for the Director of Education, provides a forum for constructive dialogue and exchange of information between the Director and the Board of Trustees, further that such process is an opportunity for both the Board and the Director to clarify expectations and goals, to review past accomplishments, and to agree on needs and priorities of the system. The end result provides clear objectives for the coming year.

## Application and Scope

This policy applies to the Director of Education and the elected trustees at the Halton Catholic District School Board, and sets a process to be undertaken on an annual basis.

## Principles

The Halton Catholic District School Board shall adopt a program of performance appraisal which:

- Is consistent with the Mission and beliefs of the Halton Catholic District School Board.
- Builds upon and improves the Director of Education’s performance by establishing a formal process and mechanism by which to provide feedback and to discuss and monitor expectations and standards of performance.
- Sets measurable goals, objectives and directions for the Director that directly relate to the Board’s Mission and Multi-Year Strategic Plan.
- Ensures that the Halton Catholic District School Board’s expectations and priorities are being effectively addressed by the Director.
- Is completed annually by the Board of Trustees with all trustees participating in the evaluation process.
- Provides for professional growth of the Director and ensures accountability.

- Shall be based on duties as assigned in provincial statutes, regulations, policies and guidelines for the position of Director of Education.
- Is led by the Chair of the Board.

## Requirements

- The annual performance review for the Director of Education shall be initiated by the Chair of the Board in April.
- The Director will submit a report which reviews activities and accomplishments for the year, to the Chair of the Board who will forward it to the trustees.
- The Chair will meet with the Director to review the appraisal process for the coming year, including a review of previous years' goals and identify goals for the next year.
- The Executive Assistant will circulate, to trustees, all forms, the Director's Report and a summary of the process. Trustees will be asked to complete the survey (*Appendix A*) and return it to the Chair at the April Board Meeting.
- The Chair and Vice-Chair of the Board shall review the data collected and the Chair and the Vice-Chair shall prepare a written appraisal report based on the data collected. This appraisal report will be reviewed by the trustees and then submitted to the Director of Education by May 31 each year.
- The Director of Education shall then respond and the appraisal report and Director's response shall be received by the Board for review, approval and disposition by the final Board meeting in June.
- The Director shall file an annual report identifying progress toward strategic priorities and goals outlined in the Multi-Year Strategic Plan, and areas of focus for attention for the upcoming school year at the September Board meeting. The report shall consider any recommendations arising out of the appraisal report and the Director's response from the previous school year.
- The appraisal report and response of the Director shall be filed in the office of the Chair, with a copy provided to the Director of Education.

APPROVED: Regular Meeting of the Board

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

**Performance Appraisal  
Director of Education**

**Appendix A**

**Time Period:**

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This form is designed to obtain your perceptions of the performance of our Director for the above mentioned time period. Your personal opinions and observations are important, so please respond candidly to each item. Your responses will remain anonymous. A summary of all the responses will be compiled for all the trustees.

As you read through the following list, circle the appropriate number, and submit any additional comments in the space provided. Only values of 1 to 5 shall be considered in the overall tabulations.

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

**1. Catholic Leadership**

- Promotes and integrates Gospel values throughout the system
- Leads prayer and liturgy at meetings
- Articulates Catholic values to community
- Demonstrates a strong understanding of and maintains a positive working relationship with the deanery and related parishes

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

**2. Cultural Leadership**

- Builds commitment to Board's Mission, beliefs and strategic priorities
- Maintains culture of respect through the system
- Creates a focus on faith, education excellence and student well-being

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

**3. Communications**

- Provides written and verbal reports to the Board of Trustees
- Regularly corresponds to the system
- Responds to media/general correspondence
- Responds to inquiries in a timely fashion
- Provides timely information on Ministry initiatives that may affect the system
- Interprets and communicates policy, procedures, legislation and regulations to others (staff and trustees) to increase understanding
- Maintains open and meaningful communication with the Board

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

**4. Staff Relations**

- Builds respectful relationships with all employee groups
- Creates an atmosphere of trust and collaboration
- Takes a problem-solving approach to issues
- Promotes a culture of learning that allows staff to engage in continuous learning
- Handles tough situations well and manages difficult personnel issues successfully

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

**5. Community and Public Relations**

- Represents the Board in a positive and professional manner
- Strengthens inter-board cooperation
- Enhances the system profile locally and provincially

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

**6. Vision of System: Present and Future**

- Articulates and promotes Mission and values of the system
- Understands system design and change management process
- Articulates how system and school planning align and reflect the Board's strategic priorities

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding



Comments:

**7. Organizational Leadership**

- Leads by example - is seen as instructional leader
- Takes forward thinking approach to anticipate change
- Inspires confidence in the system
- Maintains a clear and consistent sense of direction
- Deals directly with difficult issues
- Provides clear roles and high expectations for senior staff
- Integrates feedback from trustees, staff and the community into positive action

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

**8. Fiscal Leadership**

- Ensures the budget process reflects accountability in planning for economic and political realities
- Ensures budget allocations reflect articulated goals of system in the department planning process
- Ensures financial management of the Board is consistent with legal and Ministry requirements

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

**9. Personal and Professional Attributes**

- Participates in professional peer organizations
- Contributes to provincial initiatives, projects and/or committees
- Demonstrates ethical principles in management activities
- Is recognized as a professional leader

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

**SUMMARY OF BOARD RESPONSE:**

After Board members have reviewed and discussed the Director of Education's report, the Chair and Vice Chair will summarize the points by completing this form.

The Director of Education does a competent job in these areas:

The Director of Education could develop in these areas:

Summary Statement:

Comments from the Director of Education:

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Signature of Chair

Date:

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Signature of Director of Education

Date:

***The Director of Education's signature merely indicates that the completed form has been read and does not necessarily imply agreement with the performance evaluation.***

***A copy of this document will be placed in the Director of Education's personnel file.***



<p>Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School</p>	<p><b>Item 8.11</b></p>
<p>June 15, 2021</p>	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School* as presented.

### Background Information

Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary Schools was reviewed as part of the regular Policy review cycle. Minor housekeeping changes have been made to add relevant References for consistency and reflect current language.

### Conclusion

*Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School* was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

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

<p><b>Resolution#:</b></p>	<p>Moved by: Seconded by:</p>
<p><b>Resolved</b>, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School</i>, be approved.</p>	

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

Managing Student Risk in Interschool Sports - Elementary and Secondary Schools	
<b>Adopted:</b> September 1, 1989	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-31 Risk Management – First Aid</a> <a href="#">VI-74 Risk Management – First Aid</a> <a href="#">II-39 Progressive Discipline &amp; Safety in Schools/Code of Conduct – Suspensions &amp; Expulsions</a> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a> <a href="#">II-42 Medical Conditions</a> <a href="#">V-05 School Accidents – Prevention &amp; Safety</a> <a href="#">VI-21 OSBIE Online Incident Reporting (Ontario School Board Insurance Exchange)</a> <a href="#">VI-39 Inclement Weather Safety</a> <a href="#">VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures</a> <a href="#">VI-71 Concussion Safety</a>	

## Purpose

To provide thorough attention to the health and safety of student athletes participating in Halton Catholic District School Board sponsored and/or sanctioned interschool athletic activities.

## Application and Scope

This policy applies to all Board and school sponsored and/or sanctioned interschool athletic activities taking place on Board sites or on sites located outside the jurisdiction of the Board.

## References

[Education Act](#)

[Halton Catholic Athletic Association \(HCAA\)](#)

[Golden Horseshoe Athletic Conference \(GHAC\)](#)

[Ontario Federation of School Athletic Associations \(OFSAA\)](#)

[Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#)

## Principles

- The Halton Catholic District School Board believes that the safety and well-being of student athletes are of primary concern and recognizes that certain policies and procedures must be established and implemented by all instructors/coaches and participants in order to promote safe activities and a safe playing environment for the athletes.
- In accordance with the Education Act, the School Administrator, or designate and teacher has the right and responsibility of a judicious parent and will act in accordance with the expectations of a parent.

## Requirements

The following minimum standards for dealing with athletic risk management will be implemented:

- Adherence to the Ontario Physical Activity Safety Standards in Education (OPASSE) Guidelines, specifically:
  - Equipment
  - Clothing/Footwear
  - Facilities
  - Special Rules/Instructions
  - Supervision
  - Coaching Certification
- Completion of appropriate (elementary or secondary) CONSENT TO PARTICIPATE AND MEDICAL INFORMATION FORMS (which outlines potential injury risk) prior to the first try-out for each sport in which the student is a participant.
- Coaches shall have access to the completed Interschool Consent To Participate and Medical Information Forms at all practices and competitions.
- Completion of an appropriate elementary or secondary RETURN TO PHYSICAL ACTIVITY NON-CONCUSSION MEDICAL ILLNESS/INJURY FORM where a student is returning to play after missing a practice or game due to an injury or illness requiring medical attention.
- Adherence to the Halton Catholic District School Board Medical Conditions policy and Concussion Safety procedures:
  - An appropriate means of communication on site, and a list of emergency contacts;
  - An appropriate means of transportation on site;

- The availability of an appropriate first aid kit;
- The identification of an IN-CHARGE PERSON, at all interschool athletic competitions, who will manage in the event of injury;
- The in-charge person at all identified “**high risk** activities” wherever they occur will be certified with a valid St. John Ambulance Standard First Aid certificate, or equivalent. The First Aid provider must be in attendance for the entire athletic event.
- Teachers/Coaches are to be aware of the medical/health conditions and physical limitations of their student athletes. This includes, but not limited to, knowledge of conditions such as heart disorders, asthma, diabetes, anaphylaxis, seizure disorder, and previous concussions.
- Teacher/Coaches must follow the appropriate HCDSB protocol based on the student athlete’s medical/health condition, as well as student injury/suspected injury for the duration of the sporting event.
- Prior to the instructor/coach teaching the skills of the activity, the instructor/coach will:
  - outline the possible risks of the activity (warnings of possible danger);
  - demonstrate how to minimize the risks;
  - set procedures and rules for safe practice of skills;
  - adhere to the safety procedures, rules of safe play, and parameters located within the Ontario Physical Activity Safety Standards in Education Guidelines; and
  - provide the appropriate supervision required by the activity.
- Prior to participating in the activity students must receive Concussion Safety procedures information or training on the following:
  - the definition and the seriousness of a concussion of how to identify the signs and symptoms of a suspected concussion;
  - the importance of reporting a suspected concussion to teacher/parents;
  - prevention techniques for the activity;
  - students must not participate in the activity until this instruction has been received.
- In activities requiring protective equipment - either supplied by the Board, or by the individual participant - such equipment must meet the minimum safety standards as established by the Ontario Physical Activity Safety Standards in Education (OPASSE), and/or the Halton Catholic Athletic Association (HCAA)/Golden Horseshoe Athletic Conference (GHAC)/Ontario Federation of School Athletic Associations’ (OFSAA) playing regulations for the sport and confirmed by the coaching staff.
- Environmental factors affecting the health and safety of participants and spectators (e.g. thunder and lightning, high winds, extreme temperatures and inclement weather) must be taken into consideration in terms of site appropriateness and/or cancellation/postponement.



- Each playing season, at least one coach from each school must attend (HCAA and Elementary) a preseason Coaches meeting to obtain important information about the upcoming season and safety updates.
- The Halton Catholic District School Board provides opportunities for instructors/coaches to participate actively in Coaching Clinics and First Aid Certification Training in adherence to the Halton Catholic District School Board Out of Classroom Safety Guidelines.
- Provisions must be made for health care insurance, Extended Blue Cross or equivalent, for each participant involved in athletic activities, which occur out of province/country.
- Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the Requirements of Policy II-39 *Progressive Discipline & Safety in Schools Code of Conduct - Suspensions & Expulsions*.
- Secondary school athletics follow procedures outlined by the Halton Catholic Athletic Association (HCAA) Constitution, Golden Horseshoe Athletic Conference (GHAC) Constitution, and Ontario Federation of School Athletic Associations (OFSAA) Constitution.
- Elementary school athletics follow procedures outlined in the Elementary Interschool Athletics Handbook: School Administrators and Coaches Information & Checklist.

APPROVED: Regular Meeting of the Board

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



<p><b>II-29 Inclusion and Range of Placement Options for Identified Exceptional Students</b></p>	<p><b>Item 8.12</b></p>
<p>June 15, 2021</p>	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students* as presented.

### Background Information

Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students was last reviewed in May 2017 and is in keeping with the policy review cycle. The policy was reviewed by staff and in consultation with SEAC members at the March 22, 2021 and April 19, 2021 Special Education Advisory Committee (SEAC) meetings.

The Associated Policies and Procedures have been updated with the addition of II-13 Psycho-Education Psychological Assessment of Individual Students and II-45 Equity and Inclusive Education. The References have been revised, with several additions, including the Halton Catholic District School Board Special Education Annual Plan. To align with the current policy template, a Definitions section was added. Minor edits throughout the policy were made to provide consistency and updated terms.

### Conclusion

Policy *II-29 Inclusion and Range of Placement Options for Identified Exceptional Students* was presented at the Policy Committee Meeting on May 11, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

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

<p><b>Resolution#:</b></p>	<p>Moved by:</p> <p>Seconded by:</p>
<p><b>Resolved</b>, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students</i>, be approved.</p>	

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Inclusion and Range of Placement Options for Identified Exceptional Students</b>	
<b>Adopted:</b> September 26, 1995	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-13 Psycho-Education Psychological Assessment of Individual Students</a> <a href="#">II-45 Equity and Inclusive Education</a>	

## Purpose

To provide students identified as exceptional under the Education Act, with a full range of placements as defined under the Education Act and Regulations for the Province of Ontario.

## Application and Scope

This policy applies to all students registered with and attending schools in the Board.

The responsibility for implementation of this policy applies to the Board’s senior administration, school administrators, teachers and academic support staff employed by the Board to support the needs of students identified as exceptional under the Education Act.

## References

[Education Act 1\(1\)](#)

[Halton Catholic District School Board Special Education Annual Plan](#)

[Ont. Reg. 181/98, S.17. \(1\)](#)

[Ont. Reg. 181/98, S.18. \(2\)\(c\)](#)

[PPM 140 - Incorporating Methods of Applied Behaviour Analysis \(ABA\) into Programs for Students with Autism Spectrum Disorders \(ASD\)](#)

[PPM 149 - Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para-Professionals](#)

[PPM 156 - Supporting Transitions for Students with Special Education Needs](#)

[Regulation 298, Section 31](#)

[Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide](#)

[Supreme Court of Canada Ruling \(1997\)](#)

## Definitions

**Exceptional Pupil:** The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

## Principles

- The Halton Catholic District School Board is a welcoming, inclusive Catholic faith community.
- The Halton Catholic District School Board recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional pupils.
- The Board is committed to the principle that all qualified, registered students shall be welcomed into their neighbourhood/regional school.
- The ‘appropriateness’ of a student’s placement is determined through an examination of a detailed student needs assessment resulting from a collaborative sharing of relevant information about the student among the child’s parents, school/Board staff, and the providers of the professional services received by the student.
- In keeping with Supreme Court of Canada rulings (Eaton, Feb. 6 1997) and with direction from the Ministry of Education for Ontario, [Special Education in Ontario, Kindergarten to Grade 12 Policy and Resource Guide](#), the integration of exceptional pupils is the normal practice, when such a placement meets the student’s needs (i.e. is in the best interest of the student). Consequently, as per [Regulation 181/98 S.17 \(1-2\)](#), the regular classroom, with appropriate support, in a student’s community school is the first placement option considered for all students , regardless of identified exceptionality, unless otherwise determined by a duly constituted Identification, Placement and Review Committee of the Board informed by parental wishes and relevant professional opinion.
- The Identification, Placement and Review Committees of the Board (IPRC):
  - Before considering the option of placement in a special education class, will consider whether placement in a regular class, with appropriate special education services, would meet the child’s needs and be consistent with parental preferences; [Ont. Reg. 181/98, S.17. (1)]
  - Having decided that the pupil should be placed in a special education class, [it must] state the reasons for that decision. [Ont. Reg. 181/98, S.18. (2)(c)]
  - The school and Board bear responsibility for informing parents and students of the range of available placement options and associated support services stipulated under the Education Act and provided by the Board.

The Individual Education Plan (IEP) for each student defines the mandatory professional obligations of the teacher(s) and support staff assigned to the identified student while in a given placement.

## Requirements

- In a spirit of partnership, parents are encouraged to make the school aware of a child's special needs prior to or at the time of registration.
- The principal of the school receiving students identified as exceptional shall ensure implementation of entry or transition procedures as part of the student's entry plan to school.
- The extent to which changes in placement involve changes between classes, schools, or non-Board agencies and the Board, transition procedures shall be implemented as part of the entry plan to a new placement as outlined in *PPM 156 'Supporting Transitions for Students with Special Education Needs'*.
- Transition procedures will comply with the direction provided to boards in *PPM 140 'Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)'* and *PPM 156 'Supporting Transitions for Students with Special Education Needs'*.
- Classroom teachers shall include all students regardless of exceptionality, in classroom activities and programs as determined through regular school and/or Board team meetings and parent consultation.
- Support for meeting the needs of identified students and assistance for the staff shall be provided to the placement by centrally deployed Special Education staff and system itinerant staff.
- Specialized Board-provided transportation is afforded for those students whose placement and special needs meet Board and Ministry criteria.
- Access to schools in support of identified exceptional pupils is granted to those health and social service providers properly engaged by the Local Health Integration Network (LHIN) in response to applications for service having been received from the principal of the school hosting the student's placement. The Board shall ensure that *PPM 149 'Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para- Professionals'* is regularly reviewed.
- The full time Special Education class is the only placement in which a student does not have planned integration opportunities included in the Individual Education Program. All other placement options will include, in the identified student's individual program, appropriate (based upon needs) integration experiences with chronological age or grade peers. Students in a full time Special Education class placement deemed ready to benefit from integration will require an IPRC to place the student in a part time Special Education class placement before integration transitions may begin.
- Placement-specific programs and services are exclusively available to students assigned to the placement by a properly constituted IPRC.



- Access to full or part time special education class placement will be subject to the availability of space in the receiving class(es). Waitlisted students will be ranked according to the date of the IPRC, which placed the student in the Special Education class.
- Within the established funds received for Special Education from the Ontario Ministry of Education, the Board will provide those placement settings within the range of placements\* as defined by the Ministry, and across exceptionalities, that are required to fulfil IPRC decisions.

\*Ministry of Education’s five Placement Options are as follows:

***A regular class with indirect support:***

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

***A regular class with resource assistance:***

The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

***A regular class with withdrawal assistance:***

The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified Special Education teacher.

***A Special Education class with partial integration:***

The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, Section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

***A Special Education class full-time:***

The student is placed by the IPRC in a special education class for the entire school day, where the student-teacher ratio conforms to Regulation 298, Section 31.

APPROVED: Regular Meeting of the Board

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



Policy II-33 Safe Arrival at School Program	<b>Item 8.13</b>
June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-33 Safe Arrival at School Program* as presented.

### Background Information

Policy II-33 Safe Arrival at School Program was reviewed as part of the regular Policy review cycle. Minor changes have been made to the policy to include relevant References for consistency and adding clarifying language to Principles and Requirements.

### Conclusion

*Policy II-33 Safe Arrival at School Program* was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

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

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-33 Safe Arrival at School Program</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Safe Arrival at School Program</b>	
<b>Adopted:</b> June 15, 1999	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-18 Safe Arrival at School Program</a> <a href="#">VI-39 Inclement Weather Safety</a> <a href="#">VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a> <a href="#">VI-58 Parent Notification System</a>	

## Purpose

To promote the safety of pupils, the Halton Catholic District School Board shall maintain and review a Safe Arrival at School Program for pupils enrolled in its schools.

## Application and Scope

This policy applies to parents, pupils and schools under the jurisdiction of the Halton Catholic District School Board.

## References

[Age of Majority Act](#)

[Education Act](#)

[PPM 123](#)

## Principles

- Parents/guardians are responsible for their children's safety. Safe-Arrival programs are a mechanism that parents/guardians, students who are 18 years of age or older (adult students), or students (16 or 17) who have withdrawn from parental control, and schools can use to account for any pupil's unexplained failure to arrive at school.
- The Halton Catholic District School Board recognizes that pupil safety is a shared



responsibility involving the home, the school and other community agencies.

- The Halton Catholic District School Board is committed to providing a Safe Arrival at School Program which responds to the needs of the school community.
- The Halton Catholic District School Board recognizes that the Safe Arrival at School Program complements other school and community safety programs.

## Requirements

- Each school shall have practices in place to address the status of any pupil's unexplained failure to arrive at school.
- The practices should address normal recurring circumstances as well as unusual events and conditions (e.g. inclement weather or bus cancellations).
- Review of the Safe Arrival at School Program for Schools will be undertaken in consultation with Catholic School Councils in alignment with *Administrative Procedure VI-18*.
- The Safe Arrival at School Program will be conducted in conjunction with the daily school attendance procedures.
- Parents/guardians, adult students, or students who have withdrawn from parental control, are responsible for communicating pupil absences or lateness to the school prior to the start of and/or throughout the school day, unless the parent/guardian, adult student, or student withdrawn from parental control, informs the school of a prolonged absence.
- Parents/guardians, adult students, or students who have withdrawn from parental control, are responsible for providing the school with complete and current emergency contact information to enable the school to make any necessary follow-up contacts.
- Information about the scope and practices of each school's Safe Arrival at School Program and about the roles and responsibilities of all stakeholders should be clearly identified and shall be communicated by the principal to the school community and reviewed in consultation with the Catholic School Council.

APPROVED: Regular Meeting of the Board

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



<p>II-43 Voluntary, Confidential Self-Identification of First Nation, Métis &amp; Inuit Students</p>	<p><b>Item 8.14</b></p>
<p>June 15, 2021</p>	

### Alignment to Strategic Plan

This report is linked to our strategic priorities of:

**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

To approve *Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students* as presented.

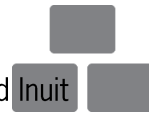
### Background Information

Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students was reviewed as part of the regular Policy review cycle.

- Changes have been made to the policy to update and align language with relevant Ministry documents
- Minor changes have been made to update the Purpose, Application & Scope and References
- Principles were updated to include the Halton Catholic Board perspective
- Requirements integrate language that is consistent and aligns with Ministry directives
- Minor changes have been made to improve readability

### Conclusion

*Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students* was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.



## Recommendation

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

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis &amp; Inuit Students</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee Meeting

<b>Voluntary, Confidential Self-Identification of First Nation, Métis and Inuit Students</b>	
<b>Adopted:</b> April 6, 2010	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-02 Records and Information Management</a> <a href="#">I-07 Protection of Privacy</a> <a href="#">II-45 Equity and Inclusive Education</a> <a href="#">VI-54 Equity and Inclusive Education</a>	

## Purpose

To develop effective self-identification policies that ensure First Nation, Métis, and Inuit students receive the highest possible quality of education; that all Halton Catholic District School Board (HCDSB) students will develop knowledge, critical literacy, understanding of contemporary and traditional First Nation, Metis, and Inuit traditions, cultures and perspectives, and the important contributions of First Nation, Métis, and Inuit communities to Ontario’s cultural, economic and social future.

To realize the learning aspirations and potential of First Nation, Métis and Inuit students through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with First Nation, Métis and Inuit communities. Continued data collection and analysis will support future decision making surrounding First Nation, Métis and Inuit student success.

## Application and Scope

This policy applies to any student of First Nation, Metis or Inuit ancestry attending schools in the Board. A student who is 18 years of age or older, or a student (16 or 17) who has withdrawn from parental control, has the right to self-identity. For students under 18 years of age, a parent or guardian will self-identify on their behalf.

The responsibility for implementation of this policy applies to the HCDSB's senior administration and school administrators.

## References

[Building Bridges to Success for First Nation, Metis and Inuit Students, Ministry of Education, 2007](#)

[Canadian Charter of Rights and Freedoms](#)

[The Constitution Act, 1982](#)

[Education Act](#)

[The Journey Together Ontario's Commitment to Reconciliation with Indigenous Peoples](#)

[Municipal Freedom of Information and Protection Privacy Act \(MFIPPA\)](#)

[Ontario First Nation, Métis, and Inuit Education Policy Framework: Implementation Plan 2014](#)

[Ontario First Nation, Metis, and Inuit Education Policy Framework, Ministry of Education, 2007](#)

[Ontario Human Rights Code](#)

[Ontario Human Rights Commission: Policy on preventing discrimination based on creed \(2015\)](#)

[Truth and Reconciliation Commission of Canada: Calls to Action \(2015\)](#)

## Definitions

**First Nation:** A term that came into common usage in the 1970s to replace the word “Indian”, which many found offensive. The term “First Nation” has been adopted to replace the word “band” in the names of communities.

**Indigenous peoples:** The descendants of the original inhabitants of North America. Section 35(2) of the Constitution Act, 1982, states: “In this Act, ‘Aboriginal peoples of Canada’ includes the Indian, Inuit, and Métis peoples of Canada.” These separate groups have unique heritages, languages, cultural practices, and spiritual beliefs. Their common link is their indigenous ancestry.

**Inuit:** Indigenous people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador. Ontario has a very small Inuit population. The Inuit are not covered by the Indian Act.

**Métis people:** People of mixed First Nation and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Anishinaabe, and Cree.

## Principles

- The Halton Catholic District School Board (HCDSB) recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church’s teachings, it is the policy of the HCDSB to provide in all its operations an educational environment which supports and fosters diversity, equity and inclusion within its Catholic community.
- The Halton Catholic District School Board is committed to providing a positive and inclusive Catholic learning environment which enhances the dignity and achievement of all members of its educational community. The HCDSB understands that accurate and reliable data is needed to ensure First Nation, Métis and Inuit students reach their full potential.
- **Excellence and Accountability**  
The Halton Catholic District School Board believes quality education is essential for the continuing development of both Indigenous and non-Indigenous communities. The academic achievement of every First Nation, Métis, and Inuit student is supported through the delivery of quality education. The HCDSB provides support and resources for First Nation, Métis, and Inuit students.
- **Equity and Respect for Diversity**  
The Halton Catholic District School Board creates and nurtures an academic environment for every First Nation, Métis, and Inuit student that promotes the development of a positive personal and cultural identity, as well as, a sense of belonging to both Indigenous and wider communities.  
The Halton Catholic District School Board creates and supports an academic environment that fosters First Nation, Métis, and Inuit languages and cultures. It acknowledges the diversity found in First Nation, Métis, and Inuit communities and endorses learning about First Nation, Métis, and Inuit cultures, histories, and perspectives in a Catholic education system.
- **Inclusiveness, Cooperation, and Shared Responsibility**  
The Halton Catholic District School Board recognizes that cooperation among governments, ministries, educational institutions (including the Ontario College of Teachers and faculties of education), and First Nation, Métis, and Inuit families, communities, and organizations is essential for the implementation of education programs and services designed for First Nation, Métis, and Inuit students, regardless of where they live.’
- **Respect for Constitutional and Treaty Rights**  
The Halton Catholic District School Board respects Indigenous and Treaty Rights protected by Section 35 of the Constitution Act, 1982.

## Requirements

1. Engage with local First Nation, Métis and Inuit parents and communities to build understanding of Indigenous student self-identification and to increase the number of students/families that choose to self-identify. Self-identification data will be collected as part of the registration process for all students.
2. Ensure the self-identification process is responsive, transparent and accountable, and focuses on improving services and supports, building on strong partnerships with Indigenous parents and their communities.
3. Collect, analyse and report on data for self-identified Indigenous students to inform targeted strategies for increasing Indigenous student achievement and success. Data collected will be evaluated on an annual basis by school and board improvement learning teams to inform culturally relevant and responsive student programming.
4. Adhere to the collection, use, sharing and secure storage of data in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). The HCDSB may make informed decisions regarding student achievement initiatives and supports. Data collected may be confidentially shared as required through the Ontario Student Information System (OnSIS) with the Ministry of Education and the Education Quality and Accountability Office (EQAO) for the purposes of funding and student achievement.

APPROVED: Regular Meeting of the Board

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



Policy I-46 Correspondence to the Board of Trustees	<b>Item 8.15</b>
June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy I-46 Correspondence to the Board of Trustees*, as presented, at first reading.

### Background Information

The purpose of this policy is to provide direction for handling correspondence received by the Board of Trustees and/or the Office of the Director of Education and sets parameters for correspondence to be published in the Board Agenda package.

*Policy I-46 Correspondence to the Board of Trustees* includes definitions related to correspondence, the process for individuals to follow when submitting correspondence to Trustees, the Director of Education and/or staff, criteria for correspondence to be added to a Board Agenda package and dealing with correspondence items during a board meeting.

### Conclusion

*Policy I-46 Correspondence to the Board of Trustees* was presented at the May 11, 2021 Policy Committee Meeting with the recommendation that it be forwarded to the Board of Trustees for approval at first reading. Once approved, *Policy I-46 Correspondence to the Board of Trustees* will be forwarded for stakeholder input and returned to an upcoming Policy Committee meeting for further deliberation.

### Recommendation

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

<p><b>Resolution#:</b></p> <p><b>Resolved</b>, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy I-46 Correspondence to the Board of Trustees</i> be approved at first reading.</p>	<p>Moved by:</p> <p>Seconded by:</p>
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Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee



<b>Correspondence to the Board of Trustees</b>	
<b>Adopted:</b>	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">HCDSB Procedural Bylaws</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a> <a href="#">V-09 Public Concerns/Complaints Process</a> <a href="#">Guidelines for Trustee Communications</a> <a href="#">I-06 Delegation to the Board</a> <a href="#">I-36 Trustee Code of Conduct</a>	

## Purpose

To provide a process for handling correspondence addressed to individual Trustees and/or the Board of Trustees.

It further serves to provide direction for handling correspondence received by the office of the Director and sets parameters for the correspondence to be published in the Board Agenda package.

## Application and Scope

This policy applies to parents, guardians, students, ratepayers, organizations or members of the broader Halton community who wish to share correspondence with the Board of Trustees.

- This also applies to correspondence received by the Halton Catholic District School Board (HCDSB) and/or the Director of Education and Secretary of the Board and/or the Chair of the Board that would be of interest to HCDSB stakeholders.
- Correspondence from any organization that requests that their letter be shared with the Board of Trustees and the greater HCDSB community.
- Does not apply to correspondence received related to individual students or staff, or that is of a confidential matter.
- Does not apply to employees or representatives of employee groups who wish to address employment or professional interests.
- Does not apply to correspondence of a promotional nature or intended to solicit the purchase of goods and/or services.

## References

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

## Definitions

**Correspondence** – communication exchanged by written means (letter or email).

**Stakeholder** – any individual or group who can affect or is affected by decisions made by HCDSB.

**Secretary of the Board** - refers to the Director of Education

## Principles

- The Halton Catholic District School Board (HCDSB) values relationships and partnerships and is committed to providing meaningful feedback mechanisms for all stakeholders in an open and equitable fashion.
- The HCDSB recognizes that individuals or groups affected by a decision of the Board should have the opportunity to present their position or concern to the Board of Trustees.
- The HCDSB believes that effective communication is reciprocal and that all correspondence to individual Trustees or to the Board of Trustees as a whole, shall be addressed.

## Requirements

### I. Correspondence Addressed to Individual Trustees

- Trustees may wish to use Board-issued Trustee letterhead for the purposes of formal written communication with parents, students, staff, and/or constituents.
- Any response to communication prepared by an individual Trustee must only reflect the personal expression of opinion of the individual Trustee and should not speak on behalf of the Board or other Trustees.
- Trustees shall, on all matters, abide by Policy I07, Protection of Privacy, and Policy I-36 Trustee Code of Conduct.
- In accordance with the Municipal Freedom of Information and Protection of Privacy Act, Trustees shall not divulge, either in their written or verbal communications, personal information related to HCDSB's students or staff.

**II. Correspondence Addressed to All Trustees**

- When correspondence is addressed to all Trustees, the Chair of the Board shall respond to the correspondence, providing a copy of the response to the other Trustees.
- For any correspondence regarding any upcoming motions or subject that has not been discussed at the Board table, the Chair will respond in a manner outlining the next date and time of the discussion.

**III. Correspondence Addressed to the Director of Education and/or Staff and Trustees**

- When correspondence is addressed to the Director and/or a member of staff, and copied to one or more Trustees, the Director and/or staff shall respond to the correspondence and provide a copy of the response to each Trustee copied in the correspondence.

**Criteria for Adding Correspondence to a Board Meeting Agenda**

- At the request of the sender, correspondence that is addressed to the Board of Trustees and/or the Director of Education and Secretary of the Board, may be added to the Board Meeting agenda package.
- No correspondence shall be added to a public Board agenda package without the request or expressed consent of the sender.
- Correspondence containing any inappropriate, derogatory, inflammatory or disparaging statements about another individual shall not be part of any Board Meeting agenda package. When this occurs, the Chair of the Board or Director of Education and Secretary of the Board shall provide a response to the sender to indicate that the request to have the correspondence included in the agenda package has been denied. The sender shall be provided with an opportunity to adjust the correspondence to remove any inappropriate, derogatory, inflammatory or disparaging statements and resubmit the request.
- Correspondence must be received no later than 10:00 a.m. on the day before the Board Meeting. Correspondence received after this time may be added to the next Board Meeting agenda package at the request of the sender.
- Correspondence that meets the above requirements shall be placed under item #12 of the requested Board Meeting agenda. If a specific date is not requested, the correspondence will appear in the next scheduled Board Meeting agenda package.



### Dealing with Correspondence Items During a Board Meeting

- Correspondence shall not be read aloud as it will have been presented in written format in the Board Meeting agenda package. Individuals who wish to vocally express their concerns may submit a request to [delegate](#) to the Board of Trustees.

APPROVED: Regular Meeting of the Board

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



I-11 International Students Admission Requirements (Fee-Paying Students)	<b>Item 8.16</b>
June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy I-11 International Students Admission Requirements (Fee-Paying Students)* as presented.

### Background Information

*Policy I – 11 International Students Admission Requirements (Fee-Paying Students)* was reviewed as part of the regular Policy review cycle.

Over the last four (7) years, the Halton Catholic District School Board has made significant strides in growing its International Student Program (ISP) as it transitioned to more active forms of student recruitment worldwide. In this same period, there have equally been a higher number of inquiries made on how to distinguish varying types of immigration status (e.g. refugee, new immigrant, etc.) from the classification of Fee-Paying Students participating in the ISP Program.

Accordingly, Board staff has updated *Policy I-11 International Students Admission Requirements (Fee-Paying)* to reflect these trends by making the following changes to the policy:

- 1) Refining the Purpose and Application & Scope sections of the Policy to reflect the Ministry of Education document: Ontario’s Strategy for K-12 International Education;
- 2) Underlining the commitment of the Board to offer successful candidates the same educational experience as students of the Board;
- 3) Clarifying the admission process for Fee-Paying student attending the program, and the expectations the Board has of students attending the program.

### Conclusion

*Policy I-11 International Students Admission Requirements (Fee-Paying Students)* was presented at the Policy Committee Meeting on June 8, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.



## Recommendation

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

**Resolution#:**

*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-11 International Students Admission Requirements (Fee-Paying Students)*, be approved.

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>International Student Admission Requirements (Fee-Paying Students)</b>	
<b>Adopted:</b> October 21, 2014	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-22 Admissions to Schools, Elementary and Secondary</a> <a href="#">II-39 Progressive Discipline and Safety in Schools Code of Conduct – Suspensions and Expulsions</a> <a href="#">VI-17 International Student Admission Requirements (Non-Resident)</a> <a href="#">VI-19 Admissions to Schools, Elementary and Secondary</a> <a href="#">VI-94 Agents for Fee-Paying Student</a>	

## Purpose

To provide guiding principles to regulate the admissions of International Students/Visa Students making application to attend a Halton Catholic District School Board (HCDSB) school facility.

## Application and Scope

International students entering Canada through the International Student Program (ISP) wishing to continue their education in a Catholic-based educational system to immerse themselves into the Canadian Culture and/or prepare for post-secondary pathways.

International students will be permitted to attend HCDSB schools within the following limitations/conditions:

- Each application will be considered in accordance with existing HCDSB policies.
- A fee shall be calculated annually in accordance with the Grants for Student Needs (GSN) for that particular school year in accordance with the Education Act and its Regulations.
- A valid Study Permit (if required) is obtained.
- Meet International Student travel and study requirements set out by the Government of Canada and the Province of Ontario.

## References

### Education Act

- Subsection 49(6) of the Education Act (Fee-Paying Students)

- Subsection 49(7) of the Education Act (Exemptions)
- Subsection 49.1 of the Education Act (Persons unlawfully in Canada)

HCDSB International Student Program

[Ontario's Strategy for K-12 International Education](#)

## Definitions

**Fee-Paying Students (also known as: Visa Student; Other Student of the Board; and International Student Program (ISP) student):** Subsection 49(6) of the Education Act defines 'Fee-Paying Students' as students who are temporary residents on visitor visas or persons who have study permits. In these situations, school boards must charge the student applicable tuition fees.

**Fee Exemptions:** Subsection 49(7) of the Education Act outlines a number of situations where notwithstanding Subsection 49(6) of the Education Act, a non-resident of Canada/Ontario can be exempted from tuition fees based on their status as an immigrant and/or refugee.

**Unlawful Status in Canada:** Subsection 49.1 of the Education Act, a student that is less than eighteen years of age shall not be refused admission because the student or the student's parent or guardian is unlawfully in Canada

## Principles

- The presence of such students in our schools adds a cultural dimension to the total educational experience offered to our resident pupils, benefits to current students and increases the utilization of the Board's schools.
- The HCDSB is committed to extending equal opportunities to Fee-Paying Students approved to attend the International Student Program as the Board would for a Regular Pupil of the Board.
- Fee-Paying Students attending the International Student Program will have access to all curricular enhanced programming, co-curricular activities, and school supports.

## Requirements

- International and Out-of-Province students who have met the legal criteria to attend an elementary or secondary school in Canada will be admitted upon payment of a fee calculated in accordance with the Ontario Education Act and Regulations.
- Fee-Paying Students must meet all the requirements set out in *Administrative Procedure VI-17 International Student Admission Requirements(Non-Residents); Policy I-22 Admission to Schools, Elementary and Secondary*, and *Administrative Procedure VI-19 Admission to Schools, Elementary and Secondary* prior to attending one of the Board's schools.



**Policy No. I-11** | International Student Admission Requirements  
(Fee-Paying Students)

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- Fee-Paying Students will be allowed to provide their school selection preference when applying to the HCDSB under the International Student Program. Notwithstanding this, the Superintendent of Education responsible for the program will have the final discretion on selecting the final school based on the availability of space, while having regard and consideration of the applicant's preference and the address of the guardian/custodian or parent in Halton.
- When recommending Elementary School options to Fee-Paying Students seeking to attend the International Student Program, staff will first target schools that have available capacity and are in close proximity to the student's Guardian, Custodian, and/or family member.
- When recommending Secondary School options to Fee-Paying Students seeking to attend the International Student Program, staff will target schools that have available capacity and are not projected to have critical enrolment pressures over the longterm.
- The HCDB reserves the right to determine the grade placement of a Fee-Paying Student based on their date of birth and age.
- All Fee-Paying students must be assessed for literacy and numeracy levels and placed in an appropriate English as a Second Language level if necessary. Students transferring from another public school in Ontario may be exempt from this requirement.
- All Fee-Paying Students must arrange their accommodations (homestay) through the Canada Homestay Network (CHN) to be eligible to attend HCDSB schools. Some exceptions apply if a student resides with an immediate relative.
- Guardians and Custodians are the official contacts for school matters regarding international students and are responsible for the proper care and supervision of students as appropriate. Guardians and Custodians must be Canadian citizens or permanent residents of Canada without exception. Note, if parents stay in Canada with the Fee-Paying Student, they will function as the Custodian and Guardian for the student.
- All Fee-Paying Students are required to have the HCDSB's approved medical insurance prior to attending school.
- The HCDSB reserves the right to demit a Fee-Paying Student that is not maintaining a successful academic standing or is not following the expectations of the "safe schools code of conduct", as per the requirements set out in Policy II-39: Progressive Discipline and Safety in Schools Code of Conduct – Suspension and Expulsions.
- On a case-by-case basis, the HCDSB reserves the right to determine refund eligibility of a Fee-Paying student, and the amount to be refunded. Regard is always given to the circumstances as to why the Fee-Paying Student cannot attend, or can no longer continue in the International Student Program.



**Policy No. I-11** | International Student Admission Requirements  
(Fee-Paying Students)

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APPROVED: Regular Meeting of the Board

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



Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee	<b>Item 8.17</b>
June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee* as presented.

### Background Information

*Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee* was reviewed at the November 10, 2020 Policy Committee meeting. It was determined that the policy and corresponding Administrative Procedure VI-84 *Catholic Schools Councils and Catholic Parent Involvement Committee* be returned to the Policy Committee once feedback from Catholic School Councils and CPIC was received.

Overall, the feedback received indicated that both secondary and elementary school council respondents were in favour of increasing the number of non-Catholic members to more than two. CPIC members were also in favour of an increase.

Each group indicated that a Catholic School Council should be composed of a majority of Catholic parents/guardians. Furthermore, an addition has been made to *Administrative Procedure VI-84* under Requirements that a copy of Catholic School Council by-laws should be provided at the first council meeting of each school year.

Minor changes to the policy include updates to the Definitions, Principles and housekeeping changes.

### Conclusion

*Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee* was presented at the Policy Committee meeting on June 8, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval as amended to reflect a provision for non-Catholic membership of up to 30%, and for school councils with 8 members or less, a provision may be made for a maximum of two non-Catholic members.

## Recommendation

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

**Resolution#:**

*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee*, be approved.

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Catholic School Councils and Catholic Parent Involvement Committee</b>	
<b>Adopted:</b> June 18, 1996	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-84 Catholic School Councils and Catholic Parent Involvement Committee</a> <a href="#">I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees</a>	

## Purpose

To establish and maintain Catholic School Councils and a Catholic Parent Involvement Committee, in accordance with the Education Act and Ontario Regulation 612/00.

## Application and Scope

This policy applies to all schools within the jurisdiction of the Halton Catholic District School Board.

## References

[Education Act](#)

[Ontario Regulation 612/00](#)

[Ontario Regulation 330/10](#)

[Halton Catholic District School Board Operations Manual: School Councils, Strengthening Our Partnerships](#)

[School Councils: A Guide for Members](#)

## Definitions

**Catholic School Council:** Catholic School Councils are legally constituted bodies of elected and appointed representatives of the local school community established for the purposes of developing, encouraging and promoting activities which will enhance the quality of school programs and improve the levels of student achievement.

**Meeting:** in respect of a Catholic School Council or a Catholic Parent Involvement Committee, does not include a training session or other event where the council or the committee does not discuss or decide matters that it has authority to decide.

**Parent:**

- in respect of a Catholic School Council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in section 1 of the Act, and
- in respect of a Parent Involvement Committee of a Board, a parent of a pupil who is enrolled in a school of the Board, and includes a guardian as defined in section 1 of the Act.

**Parent Member:**

- in respect of a Catholic School Council, a member of the council who is elected to the council in accordance with section 4 or who fills a vacancy created by a parent member ceasing to hold office, and
- in respect of a Catholic Parent Involvement Committee, a member of the committee who is appointed or elected to the committee in accordance with section 34, or who fills a vacancy created by a parent member ceasing to hold office.

**Catholic Parent Involvement Committee:** The Catholic Parent Involvement Committee is a group of parents, trustees, board staff and community members who actively support, encourage and enhance parent engagement and involvement in the Halton Catholic District School Board in order to improve student achievement and well-being.

## Principles

- The Halton Catholic District School Board recognizes that our school community exists to foster and exemplify our Catholic faith and values.
- The Halton Catholic District School Board believes that parents / guardians are the primary educators of their children.
- The education of children in our Catholic schools is a shared responsibility involving home, school, parish and Catholic community and is achieved through the active participation of parents to inspire pupil achievement and to enhance the accountability of the education system to parents.
- Parents/guardians have the right and a responsibility to participate in the education of their children and can contribute to their children's development in a wide variety of ways.
- Members of the Catholic community offer a wealth of experiences and expertise that can benefit students.
- The Halton Catholic District School Board values the advice given by its Catholic School Councils and its Catholic Parent Involvement Committee toward better learning opportunities for children and for the improved operations of its schools.

- The Halton Catholic District School Board encourages parents to correspond and communicate with all members of the school board such as: Educators, Principals, Superintendents, Director of Education and Trustees.
- The Catholic Parent Involvement Committee provides a regular opportunity for Catholic School Council members to network, share ideas, offer input, and enjoy informative presentations on a number of education related topics throughout the school year. Catholic Parent Involvement Committees make parental engagement a priority by providing support on a system-wide basis and promoting dialogue between Catholic School Councils, the Board, and members of the community.

## Requirements

- Catholic School Councils and the Catholic Parent Involvement Committee are regulated by Regulation 612/00 and Regulation 330/10 (under the Education Act) which came into effect in November 2000 and September 2010. A Catholic School Council may make recommendations, in accordance with the Ontario Regulation, to the Principal of the school or to the Board that established the Council, on any matter.
- Each elementary and secondary school shall have a Catholic School Council.
- All members of the Catholic School Council or Catholic Parent Involvement Committee must be Catholic with a provision for non-Catholic membership of up to 30%. For school councils with 8 members or less a provision may be made for a maximum of two non-Catholic members.
- Following the first meeting of the Catholic School Council of each school year, the following information will be communicated to each school's parent community:
  - The purpose of each school council as stipulated in Reg. 612/00 Sect. 2.(1).
  - Identification and role of each member.
  - Manner in which parents can communicate with their Catholic School Council.
- Following the first meeting of the Catholic Parent Involvement Committee of each school year, the following information will be communicated to the HCDSB parent community:
  - The purpose of each the Catholic Parent Involvement Committee as stipulated in Reg. 612/00 Sect. 27.(1).
  - Identification and role of each member.
  - Manner in which parents can communicate with the Catholic Parent Involvement Committee.
- The Catholic Parent Involvement Committee and all Catholic School Councils shall create, review and amend By-Laws specific for their committee and council and comply with Regulation 612/00 and Regulation 330/10 - School Councils and Parent Involvement Committees.



- A Catholic Parent Involvement Committee shall develop strategies and initiatives that the Board and the Board's Director of Education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being.
- Every Catholic School Council shall annually submit a written report on its activities to the principal of the school and to the board that established the council, and provide a copy of the report to all parents of pupils enrolled in the school. O. Reg. 612/00, s. 24 (1).
- The Catholic Parent Involvement Committee of a board shall annually submit a written summary of the committee's activities to the chair of the board and to the board's director of education. O. Reg. 330/10, s. 6. The Director of Education shall provide the summary of the Catholic Parent Involvement Committee's activities to all Catholic School Councils of the Board and post them on the website of the Board.

APPROVED: Regular Meeting of the Board

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





Policy V-08 School Anniversary Celebrations	<b>Item 8.18</b>
June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy V-08 School Anniversary Celebrations* as presented.

### Background Information

*Policy V-08 School Anniversary Celebrations* was reviewed as part of the regular review cycle.

Minor housekeeping changes have been made including revising the list of Associated Policies and Procedures.

### Conclusion

*Policy V-08 School Anniversary Celebrations* was presented at the Policy Committee Meeting on June 8, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

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

<b>Resolution#:</b>	<i>Moved by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy V-08 School Anniversary Celebrations</i> , be approved.	<i>Seconded by:</i>

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>School Anniversary Celebrations</b>	
<b>Adopted:</b> April 24, 1990	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-61 Recognition and Acknowledgement of Dignitaries, Board Officials at Board and School Events</a>	

## Purpose

The Halton Catholic District School Board acknowledges that a school's anniversary date with respect to its establishment and commencement of education service to its community is a significant occasion for the school community and is worthy of recognition and celebration.

## Application and Scope

This policy applies to all school staff who have the responsibility to recognize and celebrate a school's anniversary. The Board will endorse celebration plans for each of the following anniversary dates for a particular school:

- 25<sup>th</sup> Anniversary
- 50<sup>th</sup> Anniversary
- 75<sup>th</sup> Anniversary
- 100<sup>th</sup> Anniversary

## Principles

- The celebration of a school's anniversary at key times is a visible sign of the home-school-parish partnership.
- School anniversary celebrations unite past and present members of the Catholic school community, including administrators, teachers, staff members, students, Catholic School Council, parents, appropriate clergy, Board representatives, and Trustees.
- The Eucharist, as source and summit of Christian life, is an integral component of school anniversary celebrations.

## Requirements

- School anniversaries are appropriately recognized by the Board through its Chair, or designate, to honour the school's contribution to Catholic education in its community.
- Schools will be informed of their anniversary milestones by the Director's Office, in the previous school year.
- Schools are encouraged to communicate with their own school communities (School Council, Parish, staff, etc.) to determine if other milestones not listed should be recognized and celebrated (e.g. 10<sup>th</sup> Anniversary).

APPROVED: Regular Meeting of the Board

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



Policy V-12 Blessing and Official Opening of a New School	<b>Item 8.19</b>
June 15, 2021	

**Alignment to Strategic Plan**

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

**Purpose**

To approve *Policy V-12 Blessing and Official Opening of a New School* as presented.

**Background Information**

*Policy V-12 Blessing and Official Opening of a New School* was reviewed as part of the regular review cycle.

Minor housekeeping changes have been made including revising the list of Associated Policies and Procedures and updating language in the Principles.

**Conclusion**

*Policy V-12 Blessing and Official Opening of a New School* was presented at the Policy Committee Meeting on June 8, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

**Recommendation**

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

<b>Resolution#:</b>	<i>Moved by:</i> <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy V-12 Blessing and Official Opening of a New School</i> , be approved.	

**Report Submitted and Approved by:**

N. Guzzo  
Chair of the Policy Committee

<b>Blessing and Official Opening of a New School</b>	
<b>Adopted:</b> November 26, 1996	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">V-13 Blessing and Rededication of a Major Addition to a School</a> <a href="#">VI-61 Recognition and Acknowledgement of Dignitaries, Board Officials at Board and School Events</a>	

## Purpose

The Halton Catholic District School Board recognizes the importance of celebrating our Catholic faith and acknowledging the establishment and construction of a new Catholic school through an official blessing and opening.

## Application and Scope

This policy applies to all newly constructed schools in the Halton Catholic District School Board.

## Principles

- Our school community exists to foster and exemplify Catholic values.
- The Catholic school is recognized as an integral component of the home-school-parish partnership in the development of each child's faith.
- The Catholic school is a community of faith and is centred on the person of Jesus Christ.

## Requirements

### Ground Breaking Ceremony

- A Ground Breaking Ceremony may be organized at the new school site.
  - Official guests and dignitaries will be invited to attend and shall include appropriate clergy, educational and political officials who have jurisdiction for the respective school area, as well as students and parent representatives of the new school boundary area.

### **Blessing and Official Opening**

- The school principal shall establish a committee to organize the blessing and official opening of the school.
- The principal shall act as the Chair of the Committee.
- A local trustee shall act as a Master of Ceremonies for the occasion.
- Board staff shall send the principal the contact information and sample templates of the invitations to be sent to official guests, members of the Board of Trustees, appropriate Clergy and educational and political officials who have jurisdiction for the respective school area (See Appendix "A").
- The Chair of the Board or designate, the Director of Education and the principal of the school shall be invited to address the gathering. Other dignitaries may be requested to address the assembly at the discretion of the Committee.
- The Board will provide copies of the Board Mission Statement and Governing Values to be presented to the school principal.
- A plaque bearing the names of the Chair of the Board; each Trustee; the Director of Education; the Superintendent of Business Services and Treasurer of the Board; the Family of Schools Superintendent of the school; the Superintendent of Facility Management Services; the School Principal; the Architect and the General Contractor; including the date and name of the officiating clergyman, shall be commissioned for the official opening.
- Board funds up to \$1,500.00 shall be allocated to defray the costs of the ceremony.
- The final accounting of expenditures shall be submitted to Business Services.

APPROVED: Regular Meeting of the Board

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

## **APPENDIX “A”**

### **List of Guests**

- Bishop of the Diocese
- Current Trustees
- Local Clergy
- Staff – school and/or support services for that school
- Regional Ministry of Education official
- Local MPP
- Local MP
- Mayor
- Local and Regional Councillors
- Catholic School Council members
- President of Bargaining Units
- Others, as determined by the Committee



Policy V-13 Blessing and Rededication of a Major Addition to a School	Item 8.20
June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy V-13 Blessing and Rededication of a Major Addition to a School* as presented.

### Background Information

*Policy V-13 Blessing and Rededication of a Major Addition to a School* was reviewed as part of the regular review cycle.

Minor housekeeping changes have been made including revising the list of Associated Policies and Procedures and updating language in the Principles.

### Conclusion

*Policy V-13 Blessing and Rededication of a Major Addition to a School* was presented at the Policy Committee Meeting on June 8, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

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

<b>Resolution#:</b>	<i>Moved by:</i> <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy V-13 Blessing and Rededication of a Major Addition to a School</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee



<b>Blessing and Rededication of a Major Addition to a School</b>	
<b>Adopted:</b> February 25, 1997	<b>Last Reviewed/Revised:</b> June 15, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">V-12 Blessing and Official Opening of a New School</a> <a href="#">VI-61 Recognition and Acknowledgement of Dignitaries, Board Officials at Board and School Events</a>	

## Purpose

The Halton Catholic District School Board (HCDSB) recognizes the importance of celebrating our Catholic faith and acknowledging the construction of a major school addition through an official school-based blessing and rededication ceremony of any school having undergone major additions/renovations.

## Application and Scope

This policy applies to all schools in the Halton Catholic District School Board having undergone major additions/renovations:

- Increase the school size by at least 30%;
- Provide some major program facility improvement such as a gym, library resource centre, Kindergarten room(s), computer lab, etc.;
- Are viewed by the school’s community, and the HCDSB, as a very significant event for that community.

## Principles

- Our school community exists to foster and exemplify Catholic values.
- The Catholic school is recognised as an integral component of the home-school-parish partnership in the development of each child’s faith.
- The Catholic school is a community of faith and is centred on the person of Jesus Christ.
- Additions/renovations to schools are important to the educational facility and should be recognized.

## Requirements

- The blessing and rededication ceremony shall be held as soon as possible, within the current school year, after the addition has been occupied and/or a renovation has been completed.
- The school principal shall establish a Committee to organize the ceremony.
- The principal shall act as the Chair of the Committee.
- A local trustee of the Board shall act as Master of Ceremonies for the occasion.
- Board funds up to \$300 that shall be allocated to defray the costs of the ceremony.
- The principal will be responsible for invitations and guest lists (See Appendix “A”).
- The Chair of the Board or designate, the Director of Education or designate, and the principal of the school shall be invited to address the gathering. The Committee may invite other dignitaries to address the gathering.
- The final accounting of expenditures shall be submitted to Business Services.

APPROVED: Regular Meeting of the Board

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

**APPENDIX “A”**

**List of Guests**

- Current Trustees
- Local Clergy
- Staff – school and/or support services for that school
- Local MPP
- Local MP
- Mayor
- Local and Regional Councillors
- Catholic School Council members
- Others, as determined by the Committee

## **Construction Report - June 2021**



### **Construction Update**

- The pictures above were taken on June 9, 2021. The top-left picture shows the completed landscaping at the main entrance. The top-right picture shows the installed flooring in the fitness room. The bottom-left picture shows ongoing gym flooring installation. The bottom-right picture shows the completed staff room.
- Work completed included landscaping and architectural finishes. Occupancy was obtained for all of the remaining areas.

### **Schedule Update**

- Gymnasium flooring installation
- Asphalt and concrete sidewalks
- Electrical feed upgrade



## Construction Report - June 2021



### **Construction Update**

- The pictures above were taken on June 3, 2021. The top picture shows the completed building pad grading. The bottom picture shows the ongoing footing installation.
- Work completed included some footing and underground mechanical and electrical services.

### **Schedule Update**

- Footing completion
- Load bearing walls
- Underground and in-wall services

If you have any comments or questions about the new school, please contact Emi Bakaic, Superintendent of Education, at (905) 632-6300 ext. 127 or e-mail [bakaice@hcdsb.org](mailto:bakaice@hcdsb.org). For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail [merrickr@hcdsb.org](mailto:merrickr@hcdsb.org).



2020-21 Budget Report for September 1, 2020, to May 31, 2021	Item 10.2
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 the 2020-21 Budget Report for the nine months ending May 31, 2021.

### Background Information

- 1) Information Report 10.7 “2020-21 Financial Report as of April 30, 2021” from the June 1, 2021 Regular Board Meeting.
- 2) Information Report 10.5 “2020-21 Financial Report as of March 31, 2021” from the May 18, 2021 Regular Board Meeting.
- 3) Information Report 10.3 “2020-21 Budget Report for September 1, 2020 to February 28, 2021” from the April 20, 2021 Regular Board Meeting.
- 4) Information Report 10.3 “2020-21 Financial Report as of January 31, 2021” from the March 2, 2021 Regular Meeting of the Board.
- 5) 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.
- 6) Action Report 8.2 “2020-21 Budget Estimates (Final)” from the July 29, 2020, Special Meeting of the Board.

### Comments

This report compares the revenues and expenses with the 2020-21 Revised Budget to show the percentages received and spent to date. The report also provides the same information for the previous fiscal year for comparative purposes.

The attached budget report includes the six months from September 1, 2020, to May 31, 2021, and the comparatives for the same period in the 2019-20 fiscal year.



On May 31, 2021, the fiscal year is 75% complete (9 months/12 months), and the school year is 90% complete (9 months/10 months). Therefore, it is expected that the percentages received or spent to be between 75% and 90%. The report indicates that the year's revenues and expenses are expected to remain within the revised budget.

### Revenue Highlights (Appendices A-1 and B)

Total revenues received as of May 31, 2021, are \$344.1 million and include \$253.2 million for legislative grants, \$57.4 million for municipal funding, and \$33.5 million in other provincial grants, other revenue, school-generated funds, deferred capital contribution less transfers to reserves. The percentage received of 74.8% is slightly lower than the 77.8% for the same period in the prior year and the expected percentage range of 75% to 90%.

The main differences between revenues received up to May 31, 2021, and revenues received for the same period in 2020 relate to increased legislative grants funding and Priorities and Partnerships Fund (PPF) grants. School-generated funds have decreased compared to last year due to less fundraising taking place at schools because of the COVID-19 pandemic.

The Ministry has continued numerous programs to enhance student achievement and professional development for staff for the 2020-21 fiscal year, and these revenues are included in the "Other Provincial Grants." Appendix B outlines the "Other Provincial Grants" awarded thus far, with the total amount corresponding to Appendix A-1.

Within "Other Revenue," the significant variances were from Educational Development Charge (EDC) Revenue (an increase of \$5.7 million) and international student tuition fees, community use of schools revenue, and interest revenue (decreases of \$0.9 million, \$0.9 million and \$0.5 million respectively). EDC Revenue increased due to increased building permit issuances by the four regional municipalities to property developers. International student tuition fees, community use of schools revenue are lower due to COVID-19.

### Expense Highlights (Appendix A-2)

For the period ending May 31, 2021, total expenses are \$329.9 million. The percentage spent of 71.8% is slightly lower than the 75.5% for the same period in the prior year and just below the expected percentage range of 75% to 90%.

Classroom expenses amounted to \$232.6 million or 72.4% of the 2020-21 Revised Budget compared to \$219.6 million or 75.5% for September 1, 2019, to May 31, 2020. The dollar increase mainly relates to salary and benefits for teachers, educational assistants, early childhood educators, and increased computer costs (licenses and infrastructure).

School support services costs, including school administration, teacher consultants, and continuing education, totalled \$25.6 million or 70.9% of the Revised Budget for the period ending May 31, 2021, and is consistent with \$25.4 million or 73.9% of the Revised Budget expensed for the same period in the previous year. The year-over-year difference is due to the increase in school administration costs from adding the virtual school due to the COVID-19 pandemic partially offset by a decrease in continuing



education leased space expenses resulting from relocating Thomas Merton Oakville to a Board owned property for 2020-21.

Other Non-Classroom expenses of \$19.5 million, or 80.5% of the Revised Budget, have been recorded from September 1, 2020, to May 31, 2021, and represent an increase of \$3.5 million over the amount expensed during September 1, 2019, to May 31, 2020. This increase is due to higher transportation costs resulting from additional COVID-19 safety measures and the Broadband modernization program.

Pupil Accommodation expenses of \$33.6 million, or 66.0% of the Revised Budget, is a decrease over the \$33.6 million or 75.9% from the previous year. The difference is mainly due to less interest charges on capital projects as a result of lower principal balances in 2021-20 compared to 2019-20.

### Enrolment (Appendix C)

The funding allocation is based on an estimated enrolment. Elementary and Secondary enrolment is based on Full-Time Equivalent (FTE) enrolment for October 31 and March 31. These two fixed-in-time FTE enrolment values are averaged to produce the annualized Average Daily Enrolment (ADE).

The 2020-21 enrolment reflected actual enrolment on October 31, 2020, and estimated enrolment on March 31, 2021, which will be reflected in the Financial Statements reporting cycle. The projected ADE of elementary students is 23,374.50 and of secondary students is 12,991.50, for a total enrolment of 36,366.00. This represents a decrease from the 2020-21 Original Estimates of 787.07 ADE (or -2.1%) and a decrease of 124.34 ADE (or 0.3%) over the 2019-20 Actual ADE.

### Conclusion

The percentages received/spent from September 1, 2020, to May 31, 2021, are marginally lower than the prior year and fall within the expected range. Staff continues 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**  
**Revenue**  
**2020/2021 Financial Reporting**  
**For the Nine Months Ended May 31, 2021**

2019/2020 Financial Statements	Budget Assessment					Risk Assessment						Material Variance Note	
	2020/2021 Original Budget Estimates  (in PSAB Format)	2020/2021 Revised Budget Estimates  (in PSAB Format)	2020/2021 Revised Budget Forecast @ May 31, 2021 (in PSAB Format)	Change		2020/2021 Revenue Actuals @ May 31, 2021 (in PSAB Format)	2019/2020 Revenue Actuals @ May 31, 2020 (in PSAB Format)	Year-to-year Increase (Decrease) \$	Year-to-year Increase (Decrease) %				
				\$ Increase (Decrease) Revised Est. to Revised Forecast	% Increase (Decrease)						Percentage Received		Percentage Received
<b>OPERATING REVENUE</b>													
<b>Province of Ontario</b>													
Legislative Grants	\$ 289,765,124	\$ 312,917,707	\$ 301,565,650	\$ 301,565,650	\$ -	0.0%	\$ 253,156,907	83.9%	\$ 236,020,748	81.5%	\$ 17,136,158	7.3%	1
Municipal Taxes	94,264,521	93,010,325	95,822,850	95,822,850	-	0.0%	57,359,415	59.9%	58,100,838	61.6%	(741,424)	-1.3%	2
	384,029,645	405,928,032	397,388,500	397,388,500	-	0.0%	310,516,321	78.1%	294,121,587	76.6%	16,394,734	5.6%	
<b>Other Provincial Grants</b>													
Prior Year Grant Adjustment - Operating	23,424	-	-	-	-	0.0%	421,174	0.0%	27,960	119.4%	393,214	1406.3%	3
Other Provincial Grants	4,396,654	3,493,082	20,851,439	26,176,954	5,325,515	25.5%	11,998,567	45.8%	3,202,447	72.8%	8,796,120	274.7%	4
	4,420,078	3,493,082	20,851,439	26,176,954	5,325,515	25.5%	12,419,741	47.4%	3,230,407	73.1%	9,189,334	284.5%	
<b>Other Revenue</b>													
Government of Canada	2,484,462	3,008,562	3,008,562	3,008,562	-	0.0%	1,846,651	61.4%	1,169,287	47.1%	677,364	57.9%	5
Tuition Fees	2,657,836	2,040,000	1,562,000	1,562,000	-	0.0%	1,878,684	120.3%	2,815,341	105.9%	(936,656)	-33.3%	6
Use of Schools/Rentals	1,521,352	2,317,000	2,028,962	2,028,962	-	0.0%	738,871	36.4%	1,657,122	108.9%	(918,251)	-55.4%	7
Cafeteria/Vending Funds/Uniform Commissions	20,973	20,000	20,000	20,000	-	0.0%	28,266	141.3%	13,814	65.9%	14,451	104.6%	
Interest Revenue	716,527	650,000	200,000	200,000	-	0.0%	171,237	85.6%	671,365	93.7%	(500,128)	-74.5%	8
Donations	(16,421)	-	-	-	-	0.0%	-	0.0%	37,071	-225.8%	(37,071)	-100.0%	
Miscellaneous Recoveries	201,325	30,000	46,998	51,998	5,000	10.6%	85,298	164.0%	160,676	79.8%	(75,378)	-46.9%	
Recoveries - Secondments	1,424,576	1,582,800	1,050,625	1,050,625	-	0.0%	595,638	56.7%	449,461	31.6%	146,177	32.5%	9
Plant Revenue	258,508	220,000	220,000	220,000	-	0.0%	178,751	81.3%	128,312	49.6%	50,439	39.3%	
Miscellaneous Revenue	345,293	120,000	120,000	120,000	-	0.0%	295,478	246.2%	263,480	76.3%	31,998	12.1%	
EDC Revenue	8,162,693	7,000,000	7,000,000	7,000,000	-	0.0%	11,349,884	162.1%	5,610,689	68.7%	5,739,195	102.3%	10
	17,777,123	16,988,362	15,257,147	15,262,147	5,000	0.03%	17,168,758	112.5%	12,976,619	73.0%	4,192,139	32.3%	
<b>School Generated Funds Revenue</b>	8,175,097	10,000,000	7,000,000	7,000,000	-	0.0%	2,158,915	30.8%	7,767,310	95.0%	(5,608,395)	-72.2%	11
<b>Amortization of Deferred Capital Contribution</b>	16,283,524	17,760,260	17,531,112	17,531,112	-	0.0%	13,148,334	75.0%	12,635,669	77.6%	512,666	4.1%	12
<b>Total Operating Revenue</b>	<b>430,685,466</b>	<b>454,169,736</b>	<b>458,028,197</b>	<b>463,358,712</b>	<b>5,330,515</b>	<b>1.2%</b>	<b>355,412,070</b>	<b>76.7%</b>	<b>330,731,592</b>	<b>76.8%</b>	<b>24,680,478</b>	<b>7.5%</b>	
<b>Available for Compliance</b>													
(Surplus) Deficit - Operating	-	(468,855)	7,079,261	2,566,046	(4,513,216)	-63.8%	-	0.0%	-	0.0%	-	0.0%	
Available for Compliance - Transfer from (to) Internally Reserve	(5,277,678)	611,300	608,778	1,652,225	1,043,447	171.4%	-	0.0%	-	0.0%	-	0.0%	
<b>Total (Surplus) Deficit Available for Compliance</b>	<b>(5,277,678)</b>	<b>142,445</b>	<b>7,688,039</b>	<b>4,218,271</b>	<b>(3,469,769)</b>	<b>-45.1%</b>	<b>-</b>	<b>0.0%</b>	<b>-</b>	<b>0.0%</b>	<b>-</b>	<b>0.0%</b>	
<b>Unavailable for Compliance</b>													
Unavailable for Compliance (PSAB Adjustment)	(186,385)	(196,914)	(196,914)	(196,914)	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Amortization of EFB - Retirement/Health/Dental/Life Insurance	(458,218)	(458,219)	(458,219)	(458,219)	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Unavailable for Compliance (Increase) Decrease in School Generated Funds	(225,573)	-	-	-	-	0.0%	-	0.0%	-	0.0%	-	0.0%	
Revenues Recognized for Land	(6,598,666)	(7,000,000)	(7,000,000)	(7,000,000)	-	0.0%	(11,349,884)	162.1%	(5,610,689)	85.0%	(5,739,195)	102.3%	
<b>Total Unavailable for Compliance (Surplus)</b>	<b>(7,468,842)</b>	<b>(7,655,133)</b>	<b>(7,655,133)</b>	<b>(7,655,133)</b>	<b>-</b>	<b>0.0%</b>	<b>(11,349,884)</b>	<b>148.3%</b>	<b>(5,610,689)</b>	<b>75.1%</b>	<b>(5,739,195)</b>	<b>102.3%</b>	
<b>Total Annual (Surplus) Deficit</b>	<b>(12,746,520)</b>	<b>(7,512,688)</b>	<b>32,906</b>	<b>(3,436,863)</b>	<b>(3,469,769)</b>	<b>-10544.5%</b>	<b>(11,349,884)</b>	<b>330.2%</b>	<b>(5,610,689)</b>	<b>44.0%</b>	<b>(5,739,195)</b>	<b>102.3%</b>	
<b>Total Revenue After PSAB Adjustment</b>	<b>\$ 417,938,946</b>	<b>\$ 446,657,048</b>	<b>\$ 458,061,104</b>	<b>\$ 459,921,850</b>	<b>\$ 1,860,746</b>	<b>0.4%</b>	<b>\$ 344,062,186</b>	<b>74.8%</b>	<b>\$ 325,120,903</b>	<b>77.8%</b>	<b>\$ 18,941,283</b>	<b>5.8%</b>	

**Halton Catholic District School Board**  
**Revenue**  
**2020/2021 Financial Reporting**  
**For the Nine Months Ended May 31, 2021**

**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 - Increase due to increased funding in 2020-21 for the Language Instruction for Newcomers to Canada (LINC) program and due to the timing difference of when federal grant funding has been received.
6. Tuition Fees - 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.
9. Recoveries - Secondments - Increase due to the timing of secondment recoveries received from third parties in 2020-21 compared to 2019-20.
10. EDC Revenue - Increased EDC revenue received to date from Halton municipalities.
11. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.
12. Amortization of Deferred Capital Contribution - Increased due to more capital assets in 2020-21 compared to 2019-20 funded by the Ministry.

**Halton Catholic District School Board  
Expense  
2020/2021 Financial Reporting  
For the Nine Months Ended May 31, 2021**

2019/2020 Financial Statements	Budget Assessment					Risk Assessment						Material Variance Note	
	2020/2021 Original Budget Estimates  (in PSAB Format)	2020/2021 Revised Budget Estimates  (in PSAB Format)	2020/2021 Revised Budget Forecast @ May 31, 2021 (in PSAB Format)	Change		2020/2021 Revenue Actuals @ May 31, 2021 (in PSAB Format)	Percentage Received	2019/2020 Revenue Actuals @ May 31, 2020 (in PSAB Format)	Percentage Received	Year-to-year Increase (Decrease) \$	Year-to-year Increase (Decrease) %		
				\$ Increase (Decrease) Revised Est. to Revised Forecast	% Increase (Decrease)								
<b>Classroom Instruction</b>													
Classroom Teachers	223,877,701	238,169,654	237,804,898	238,064,658	259,760	0.1%	174,890,001	73.5%	163,552,367	73.1%	11,337,633	7%	1
Occasional Teachers	4,805,560	6,921,400	8,655,000	8,655,000	-	0.0%	4,079,941	47.1%	4,661,994	97.0%	(582,053)	-12%	2
Educational Assistants	24,196,353	24,649,400	25,254,036	25,327,036	73,000	0.3%	21,395,748	84.5%	20,593,243	85.1%	802,505	4%	3
Early Childhood Educators (E.C.E) and Supply	8,600,969	8,858,700	9,393,800	9,393,800	-	0.0%	8,039,532	85.6%	7,597,484	88.3%	442,048	6%	4
Textbooks & Classroom Supplies	5,619,683	6,719,660	7,091,138	8,482,225	1,391,087	19.6%	4,574,901	53.9%	4,834,707	86.0%	(259,806)	-5%	5
Computers	1,220,350	1,300,100	4,098,329	4,018,424	(79,904)	-1.9%	1,385,722	34.5%	932,946	76.4%	452,776	49%	6
Professionals, Paraprofessionals & Technical	14,993,551	16,352,594	16,658,192	16,972,939	314,746	1.9%	11,856,314	69.9%	11,438,831	76.3%	417,483	4%	7
Library and Guidance	5,658,990	6,231,700	6,079,100	6,079,100	-	0.0%	4,593,811	75.6%	4,466,632	78.9%	127,179	3%	8
Staff Development	1,145,138	2,865,380	3,520,207	3,531,409	11,202	0.3%	923,673	26.2%	966,230	84.4%	(42,558)	-4%	
Department Heads	670,274	536,800	535,800	535,800	-	0.0%	865,321	161.5%	507,071	75.7%	358,250	71%	9
<b>Subtotal Classroom Instruction</b>	<b>290,788,569</b>	<b>312,605,388</b>	<b>319,090,500</b>	<b>321,060,390</b>	<b>1,969,890</b>	<b>0.6%</b>	<b>232,604,964</b>	<b>72.4%</b>	<b>219,551,507</b>	<b>75.5%</b>	<b>13,053,457</b>	<b>5.9%</b>	
<b>Non Classroom - School Support Services</b>													
School Administration	21,863,970	22,251,210	22,516,720	22,570,644	53,924	0.2%	17,328,141	76.8%	16,902,336	77.3%	425,805	3%	10
Coordinators and Consultants	4,311,729	4,738,833	4,914,095	4,906,187	(7,908)	-0.2%	3,224,361	65.7%	3,022,989	70.1%	201,372	7%	11
Continuing Education	8,181,610	7,139,842	7,696,542	8,644,448	947,905	12.3%	5,049,118	58.4%	5,470,664	66.9%	(421,546)	-8%	12
<b>Subtotal School Support Services</b>	<b>34,357,310</b>	<b>34,129,885</b>	<b>35,127,357</b>	<b>36,121,279</b>	<b>993,922</b>	<b>2.8%</b>	<b>25,601,620</b>	<b>70.9%</b>	<b>25,395,990</b>	<b>73.9%</b>	<b>205,631</b>	<b>0.8%</b>	
<b>Recoverable Expenses</b>	<b>1,455,750</b>	<b>1,582,800</b>	<b>1,389,400</b>	<b>1,389,400</b>	<b>-</b>	<b>0.0%</b>	<b>945,206</b>	<b>68.0%</b>	<b>996,791</b>	<b>68.5%</b>	<b>(51,585)</b>	<b>-5.2%</b>	
<b>Other Non Classroom</b>													
Board Administration	12,201,839	12,033,376	12,652,818	12,895,903	243,085	1.9%	9,462,534	73.4%	8,410,146	68.9%	1,052,387	13%	13
Transportation	8,891,123	9,554,859	11,275,124	11,275,124	-	0.0%	9,985,110	88.6%	7,559,700	85.0%	2,425,410	32%	14
<b>Subtotal Other Non Classroom</b>	<b>21,092,962</b>	<b>21,588,235</b>	<b>23,927,942</b>	<b>24,171,027</b>	<b>243,085</b>	<b>1.0%</b>	<b>19,447,644</b>	<b>80.5%</b>	<b>15,969,846</b>	<b>75.7%</b>	<b>3,477,797</b>	<b>21.8%</b>	
<b>Pupil Accommodation</b>													
School Operations and Maintenance	31,239,206	34,951,287	36,567,343	39,538,958	2,971,614	8.1%	24,370,471	61.6%	22,662,744	72.5%	1,707,728	8%	15
Other Pupil Accommodation	13,076,360	11,367,696	11,367,697	11,367,697	-	0.0%	9,238,590	81.3%	10,952,666	83.8%	(1,714,076)	-16%	16
<b>Subtotal Pupil Accommodations</b>	<b>44,315,566</b>	<b>46,318,983</b>	<b>47,935,040</b>	<b>50,906,654</b>	<b>2,971,614</b>	<b>6.2%</b>	<b>33,609,061</b>	<b>66.0%</b>	<b>33,615,409</b>	<b>75.9%</b>	<b>(6,348)</b>	<b>0.0%</b>	
<b>Other</b>													
Other Non-operating expenses	382,407	47,375	47,375	338,069	290,694	613.6%	558,311	165.1%	46,032	12.0%	512,280	1113%	17
Provision for Contingencies	-	1,884,353	5,234,353	-	(5,234,353)	-100.0%	-	0.0%	-	0.0%	-	0%	
	<b>382,407</b>	<b>1,931,728</b>	<b>5,281,728</b>	<b>338,069</b>	<b>(4,943,659)</b>	<b>-93.6%</b>	<b>558,311</b>	<b>165.1%</b>	<b>46,032</b>	<b>12.0%</b>	<b>512,280</b>	<b>1112.9%</b>	
<b>School Generated Funds expenses</b>	<b>7,943,381</b>	<b>10,000,000</b>	<b>7,000,000</b>	<b>7,000,000</b>	<b>-</b>	<b>0.0%</b>	<b>2,949,655</b>	<b>42.1%</b>	<b>6,959,932</b>	<b>87.6%</b>	<b>(4,010,276)</b>	<b>-57.6%</b>	18
<b>Amortization expense</b>	<b>17,603,003</b>	<b>19,155,162</b>	<b>18,964,270</b>	<b>18,964,270</b>	<b>-</b>	<b>0.0%</b>	<b>14,223,203</b>	<b>75.0%</b>	<b>13,202,252</b>	<b>75.0%</b>	<b>1,020,950</b>	<b>7.7%</b>	19
<b>Total Expenses Before PSAB Adjustments</b>	<b>\$ 417,938,948</b>	<b>\$ 447,312,181</b>	<b>\$ 458,716,237</b>	<b>\$ 459,951,089</b>	<b>\$ 1,234,853</b>	<b>0.3%</b>	<b>\$ 329,939,665</b>	<b>71.7%</b>	<b>\$ 315,737,759</b>	<b>75.5%</b>	<b>\$ 14,201,905</b>	<b>4.5%</b>	
<b>PSAB Adjustments</b>													
Increase in Employee Future Benefits	-	(458,219)	(458,219)	(458,219)	-	0.0%	-	0.0%	-	0.0%	-	0%	
(Decrease) in Accrued Interest on Debentures	-	(196,914)	(196,914)	(196,914)	-	0.0%	-	0.0%	-	0.0%	-	0%	
<b>Total PSAB Adjustment</b>	<b>\$ -</b>	<b>\$ (655,133)</b>	<b>\$ (655,133)</b>	<b>\$ (655,133)</b>	<b>\$ -</b>	<b>0.0%</b>	<b>\$ -</b>	<b>0.0%</b>	<b>\$ -</b>	<b>0.0%</b>	<b>\$ -</b>	<b>0.0%</b>	
<b>Total Expenses After PSAB Adjustments</b>	<b>\$ 417,938,948</b>	<b>\$ 446,657,048</b>	<b>\$ 458,061,104</b>	<b>\$ 459,295,956</b>	<b>\$ 1,234,853</b>	<b>0.3%</b>	<b>\$ 329,939,665</b>	<b>71.8%</b>	<b>\$ 315,737,759</b>	<b>75.5%</b>	<b>\$ 14,201,905</b>	<b>4.5%</b>	

**Halton Catholic District School Board**  
**Expense**  
**2020/2021 Financial Reporting**  
**For the Nine Months Ended May 31, 2021**

**Appendix A-2**

**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 months of December, January and February.
3. Educational Assistants - Increase due to additional EAs being hired in 2020-21.
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. Professionals, Paraprofessionals and Technicians - Increase due to additional staff (social workers and CYCs for COVID-19 and mental health and 2 additional computer technicians).
8. Library and Guidance - Increase due to additional library technicians in 2020-21 due to vacancies in 2019-20.
9. 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.
10. School Administration - Increase due to adding the virtual school as a result of the COVID-19 pandemic.
11. Coordinators and Consultants - Increase due to 3.5 additional consultants in 2020-21 compared to 2019-20.
12. 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.
13. Board Administration - Increase due to the Broadband Modernization initiative and the hiring of additional staff as approved in the 2020-21 budget.
14. Transportation - Variance due to increase in HSTS monthly costs as a result of COVID-19 safety measures implemented for 2020-21 compared to 2019-20 (increase of \$167,000 per month) and timing of when invoices are received and processed from Halton Student Transportation Services. Processed May 2020 invoice from HSTS in June 2020.
15. School Operations and Maintenance - Increase due to temporary custodial staff, cleaning supplies, and HVAC/air filtration costs incurred as a result of COVID-19.
16. 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.
17. Other non-operating - Increase due to the purchase of personal protective equipment as a result of the COVID-19 Pandemic.
18. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.
19. Amortization - Increased due to more capital assets in 2020-21 compared to 2019-20.

**Halton Catholic District School Board  
COVID-19 Revenue Expense Summary  
For the Nine Months Ended May 31, 2021**

	2020/2021 Revised Estimates (in PSAB Format)	2020/2021 Revised Budget Forecast @ May 31, 2021	YTD Actuals May 31, 2021	Remaining Balance	Percent Received
<b>Revenues to Support School Reopening in Response to the COVID-19 Outbreak</b>					
<b>I - Grants for Student Needs Funding</b>					
GSN - Allocation for technology-related costs	\$ 258,562	\$ 258,562	193,922	\$ 64,641	75.0%
GSN - Mental health supports	148,367	148,367	111,275	37,092	75.0%
	<b>406,929</b>	<b>406,929</b>	<b>305,197</b>	<b>101,732</b>	<b>75.0%</b>
<b>II - Priorities and Partnerships Funding (PPF)</b>					
PPF - Custodial staffing supports	918,415	918,415	642,891	275,525	70.0%
PPF - Health and safety training for occasional teachers and casual ed. workers	163,895	163,895	163,895	-	100.0%
PPF - Special education supports	359,700	359,700	183,212	176,488	50.9%
PPF - Mental health supports	150,000	408,121	302,640	105,481	74.2%
PPF - Enhanced cleaning allocation	71,037	71,037	71,037	-	100.0%
PPF - Remote learning funding	735,692	413,361	514,984	(101,623)	124.6%
PPF - Additional funding for teachers	1,720,455	511,043	1,204,319	(693,276)	235.7%
PPF - School reopening emerging issues	1,762,920	1,762,920	1,234,044	528,876	70.0%
PPF - Transportation	413,859	-	-	-	0.0%
PPF - Ventilation in classrooms	582,000	582,000	1,164,000	(582,000)	200.0%
PPF - Temporary Hiring of non-perm teaching staff	1,209,412	1,209,412	846,588	362,824	70.0%
PPF - Additional funding for remote learning	322,331	322,331	225,632	96,699	70.0%
PPF - Transportation funding support for enhanced cleaning	-	181,916	227,046	(45,130)	124.8%
PPF - Transportation funding for school reopening	-	231,943	231,943	-	100.0%
Other - Specify:					
PPF-High Priority Area	1,232,970	-	-	-	0.0%
IT - Federal Safe Return To Class	-	1,444,214	722,107	722,107	50.0%
Health and Safety - Federal Safe Return to Class	-	1,162,777	1,162,777	-	100.0%
Transportation - Federal Safe Return to Class	-	45,130	6,877	38,253	15.2%
HVAC - Federal Safe Return to Class	-	582,000	-	582,000	0.0%
CAIF - Federal Funding HVAC	-	711,149	-	711,149	0.0%
CAIF - Federal Funding IT and Capital	-	6,792,719	-	6,792,719	0.0%
Stabilization Funding	9,299,564	9,299,564	-	9,299,564	0.0%
<b>Subtotal PPF Funding</b>	<b>18,942,250</b>	<b>27,173,647</b>	<b>8,903,992</b>	<b>18,269,655</b>	<b>32.8%</b>
<b>Total COVID-19 Funding</b>	<b>\$ 19,349,179</b>	<b>\$ 27,580,576</b>	<b>\$ 9,209,188</b>	<b>\$ 18,371,388</b>	<b>33.4%</b>

	2020/2021 Revised Estimates (in PSAB Format)	2020/2021 Revised Budget Forecast @ May 31, 2021	YTD Actuals May 31, 2021 (in PSAB Format)	2020/2021 Remaining Balance	Percent Spent
<b>Classroom Instruction</b>					
Classroom Teachers	\$ 15,889,100	\$ 15,889,100	9,994,561	5,894,539	62.9%
Occasional Teachers	1,754,500	1,754,500	165,938	1,588,562	9.5%
Educational Assistants	40,000	40,000	42,142	(2,142)	105.4%
Early Childhood Educators (E.C.E) and Supply	1,672,300	1,672,300	1,019,071	653,229	60.9%
Textbooks & Classroom Supplies	50,000	50,000	14,772	35,228	29.5%
Computers	2,762,920	2,681,637	39,061	2,642,576	1.5%
Professionals, Paraprofessionals & Technical	150,000	470,489	87,829	382,660	18.7%
Staff Development	-	178,895	263,205	(84,310)	147.1%
Continuing Education	-	7,500	11,708	(4,208)	156.1%
<b>Subtotal Classroom Instruction</b>	<b>22,318,820</b>	<b>22,744,421</b>	<b>11,638,286</b>	<b>11,106,135</b>	<b>51.2%</b>
<b>Non Classroom - School Support Services</b>					
School Administration	507,400	582,934	600,692	(17,758)	103.0%
<b>Other Non Classroom</b>					
Administration	-	75,390	16,375	59,015	21.7%
Transportation	1,720,264	1,720,264	1,548,238	172,026	90.0%
	<b>1,720,264</b>	<b>1,795,654</b>	<b>1,564,613</b>	<b>231,042</b>	<b>87.1%</b>
<b>Pupil Accommodation</b>					
School Operations and Maintenance	1,797,653	3,582,281	1,907,468	1,674,813	53.2%
<b>Other</b>					
Provision for Contingencies	5,234,353	290,694	531,087	(240,393)	182.7%
<b>Capital</b>					
	-	2,088,062	1,519,374	568,688	72.8%
<b>Total Expenses</b>	<b>\$ 31,578,490</b>	<b>\$ 31,084,046</b>	<b>\$ 17,761,520</b>	<b>\$ 13,322,526</b>	<b>57.1%</b>

BOARD FUNDED COVID-19 EXPENSES

**\$ 12,229,311    \$ 3,503,470    \$ 8,552,332**

**Halton Catholic District School Board  
Other Provincial Grants  
2020/2021 Budget Report  
For the Nine Months Ended May 31, 2021**

Appendix B

Grant Description	2020/2021 Original Budget Estimates	2020/2021 Revised Budget Estimates	2020/2021 Revised Budget Forecast	2020/2021 Actual @ May 31/2021
<b>J. Crowell - PPF</b>				
FRENCH AS A SECOND LANGUAGE	-	134,055	134,055	100,543
INDIGENOUS EDUCATION	-	-	-	-
HEALTH, PHYSICAL EDUCATION, CAREERS CURRICULUM	-	-	-	-
CRITICALLY CONSCIOUS PRACTICAL INQUIRY	-	-	25,000	15,000
NTIP-ENHANCED TEACHER DEVELOPMENT	-	-	-	-
MATH AQ	-	-	39,000	19,500
RENEWED MATH STRATEGY	269,500	269,500	269,500	202,125
	<b>269,500</b>	<b>403,555</b>	<b>467,555</b>	<b>337,168</b>
<b>S. Balogh - PPF</b>				
SUPPORT TRANSITIONS POST SECONDARY	45,000	45,000	45,000	40,500
SPEC ED AND MENTAL HEALTH-SUMMER LEARNING PROGR	-	72,603	324,707	175,618
AFTER SCHOOL SKILLS DEVELOPMENT PROGRAMS	93,900	93,900	93,900	84,481
AUTISM SPECTRUM DISORDER ADDITIONAL QUALIFICATION	10,800	16,217	16,217	13,542
TRANSPORTATION FOR CYIC	-	-	57,944	52,149
SPEC ED READING INTERVENTION PROGRAMS	-	-	80,111	40,056
SPEC ED SUMMER READING INTERVENTION PROGRAMS	-	-	110,849	-
MENTAL HEALTH WORKERS	-	-	-	-
	<b>149,700</b>	<b>227,719</b>	<b>728,727</b>	<b>406,345</b>
<b>C. McGillicuddy - PPF</b>				
SPECIALIST HIGHSKILLS MAJOR (SHSM) -SPECIAL FUNDING	-	469,502	450,727	450,727
EXPERIENTIAL LEARNING	-	-	-	-
OYAP GRANT	60,000	158,495	158,495	126,796
LBS GRANTS	128,580	128,580	128,580	116,583
PROVINCE OF ONTARIO-LANGUAGE TRAINING PROGRAM	402,449	402,449	402,449	309,350
	<b>591,029</b>	<b>1,159,026</b>	<b>1,140,251</b>	<b>1,003,456</b>
<b>A. Cordeiro - PPF</b>				
WELL BEING, SAFE AND ACCEPTING SCHOOLS	42,700	42,737	42,737	29,916
	<b>42,700</b>	<b>42,737</b>	<b>42,737</b>	<b>29,916</b>
<b>L. Naar - PPF</b>				
	-	-	-	-
<b>S. Bakaic - PPF</b>				
CANNABIS LEGALIZATION	-	-	16,680	11,676
	-	-	<b>16,680</b>	<b>11,676</b>
<b>N. Dinolfo - PPF</b>				
PARENTS REACHING OUT (PRO)	20,600	20,582	20,582	14,400
	<b>20,600</b>	<b>20,582</b>	<b>20,582</b>	<b>14,400</b>
<b>J. O'Hara - PPF</b>				
	-	-	-	-
<b>R. Merrick - PPF</b>				
OUTREACH COORDINATOR	-	-	-	-
AUDIT AND ACCOUNTABILITY FUND	-	-	-	-
	-	-	-	-
<b>Sub-total</b>	<b>\$ 1,073,529</b>	<b>\$ 1,853,619</b>	<b>\$ 2,416,532</b>	<b>\$ 1,802,961</b>
<b>Other</b>				
PROVINCE OF ONTARIO-CITIZENSHIP	450,000	450,000	1,405,000	858,433
HUMAN RIGHTS EPO	85,200	85,215	85,215	34,086
BROADBAND MODERNIZATION PROGRAM	-	356,970	612,330	356,970
CUPE INVESTMENT IN SYSTEM PRIORITIES	-	577,474	577,474	347,563
EWAO INVESTMENT IN SYSTEM PRIORITIES	-	117,653	117,653	-
DEMOGRAPHIC DATA GATHERING (DDG)	-	-	60,000	27,000
<b>Sub-total</b>	<b>\$ 535,200</b>	<b>\$ 1,587,312</b>	<b>\$ 2,857,672</b>	<b>\$ 1,624,052</b>
<b>COVID-19</b>				
SUPPORTING STUDENT MENTAL HEALTH	-	150,000	408,121	302,640
SPECIAL EDUCATION RETURN TO SCHOOL	-	359,700	359,700	183,212
ADDITIONAL CUSTODIAL STAFF	-	918,415	918,415	642,891
HEALTH AND SAFETY TRAINING FOR OCC TEACHERS AND CA	-	163,895	163,895	163,895
ADDITIONAL TEACHING STAFF	-	511,043	511,043	357,730
REMOTE LEARNING	-	413,361	413,361	289,353
TEMPORARY HIRING OF NON-PERMANENT TEACHING STAFF	-	1,209,412	1,209,412	846,588
ADDITIONAL FUNDING FOR REMOTE LEARNING	-	322,331	322,331	225,632
SCHOOL REOPENING EMERGING ISSUES	-	1,762,920	1,762,920	1,234,044
HIGH PRIORITY AREAS - COVID B8	-	-	1,232,970	739,782
HEALTH & SAFETY-FEDERAL SAFE RETURN B2-COVID	-	-	1,162,777	1,162,777
TRANSPORTATION FUNDING SUPPORT FOR ENHANCED CLE	-	-	181,916	227,046
TRANSPORTATION ADDITIONAL FUNDING FOR SCHOOL REC	-	-	231,943	231,943
TRANSPORTATION-FEDERAL SAFE RETURN B3-COVID	-	-	45,130	6,877
SUPPORT ENHANCED CLEANING	-	71,037	71,037	71,037
OPTIMIZING AIR QUALITY IN SCHOOLS	-	582,000	582,000	1,164,000
STUDENT TRANSPORTATION FUNDING SUPPORT FOR ENHA	-	181,916	-	-
STUDENT TRANSPORTATION ADDITIONAL FUNDING FOR SC	-	231,943	-	-
HVAC-FEDERAL SAFE RETURN B1-COVID	-	-	582,000	-
IT - FEDERAL SAFE RETURN TO CLASS - COVID	-	-	1,444,214	722,107
MOE-COVID REVENUE	1,884,353	1,232,970	-	-
MOE-FUNDING STABILIZATION	-	9,299,564	9,299,564	-
<b>Sub-total</b>	<b>\$ 1,884,353</b>	<b>\$ 17,410,507</b>	<b>\$ 20,902,749</b>	<b>\$ 8,571,554</b>
<b>Total Other Provincial Grants per A-1</b>	<b>\$ 3,493,082</b>	<b>\$ 20,851,439</b>	<b>\$ 26,176,954</b>	<b>\$ 11,998,567</b>

**Halton Catholic District School Board  
Average Daily Enrolment (ADE)  
For the Nine Months Ended May 31, 2021**

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

*Notes: ADE - Average Daily Enrolment*

*FTE - Full Time Equivalent*

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

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



Capital Projects Report as of May 31, 2021	Item 10.3
June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To inform the Board of Trustees of the preliminary cost of capital projects as of May 31, 2021.

### Background Information

The following information regarding Halton Catholic District School Board’s (HCDSB) 2020-21 Capital Budget was provided to Trustees:

1. Information Report 10.4 “Capital Projects Report as of November 30, 2020” from the February 2, 2021, Regular Board Meeting.
2. Information Report 10.4 “Capital Projects Report as of May 31, 2020” from the June 16, 2020, Regular Board Meeting.
3. Information Report 10.7 “Capital Projects Report as of February 29, 2020” from the April 21, 2020, Regular Board Meeting.
4. Action Report 8.2 “2020-21 Budget Estimates - Final” from the July 29, 2020, Special Meeting of the Board.
5. Information Report 10.4 “Capital Projects Report as of May 31, 2020” from the June 16, 2020, Regular Board Meeting.

### Comments

The attached Capital Projects Report summarizes \$85.5 million in projects currently approved and in progress. A total of \$23.3 million has been recorded for all projects, including open purchase orders of \$18.7 million. The open purchase orders primarily relate to the Milton#10 Catholic Elementary School, North Oakville Catholic Elementary School #4 and St. Kateri Tekakwitha Catholic Secondary School.





The expenditures outlined in the individual capital project summaries in Appendix A reflect construction, site, and first-time equipping costs to May 31, 2021.

The expenditures outlined in the individual capital project summaries in Appendix B reflect construction, site, and first-time equipping costs to February 28, 2021.

It should be noted that the following projects will be brought forth at a future Board meeting: Adult Learning Centre (Oakville), Assumption Catholic Secondary School, Bishop P.F. Reding Catholic Secondary School, St. Peter Catholic Elementary School, and St. Michael Catholic Elementary School.

## Conclusion

HCDSB staff will continue to monitor the capital project budgets.

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  
Major Capital Projects Summary  
For the period ending May 31, 2021**

Appendix A

<b>CURRENT PROJECTS</b>	<b>Revised Budget</b>	<b>Expenses to date</b>	<b>Commitments</b>	<b>Remaining Balance</b>
Artificial Turfs - various	\$3,412,500	\$1,876,855	\$562,313	\$973,332
Milton #10 Catholic Elementary School	\$18,727,105	\$1,260,834	\$15,749,510	\$1,716,761
North Oakville Catholic Elementary School #4	\$15,499,502	\$258,924	\$865,868	\$14,374,711
St. Kateri Tekakwitha Catholic Secondary School	\$47,835,302	\$1,191,840	\$1,542,498	\$45,100,964
	<u>\$85,474,409</u>	<u>\$4,588,452</u>	<u>\$18,720,189</u>	<u>\$62,165,768</u>

Please note that the following projects will be brought forth in a future Board meeting: Adult Learning Centre (Oakville), Assumption Catholic Secondary School, Bishop P.F. Reding Catholic Secondary School, St. Peter Catholic Elementary School and St. Michael Catholic Elementary School.

The following projects are complete and have been removed from the report: St. Mark Catholic Elementary School and St. Nicholas Catholic Elementary School.

**Artificial Turfs (various sites)  
For the period ending May 31, 2021**

Appendix A-1

**Project Start Year:** Various  
**Project Description:** Replace artificial turfs at various secondary schools

**Project Budget & Expenses**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Expenses to Date</b>	<b>Commitments</b>	<b>Total Projected Expenses to Date</b>	<b>Remaining Budget</b>
Assumption	\$825,000	\$825,000	\$616,307		\$616,307	\$208,693
Bishop Reding	\$825,000	\$825,000	\$686,646		\$686,646	\$138,354
Notre Dame	\$825,000	\$825,000	\$573,902		\$573,902	\$251,098
Corpus Christi	\$937,500	\$937,500	\$0	\$562,313	\$562,313	\$375,187
	<u>\$3,412,500</u>	<u>\$3,412,500</u>	<u>\$1,876,855</u>	<u>\$562,313</u>	<u>\$2,439,168</u>	<u>\$973,332</u>

**Project Funding Sources**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Total Funding</b>	<b>Total Remaining Funding</b>
<b>Ministry Funding Sources</b>				
<b>Board Funding Sources</b>				
Capital Reserve	\$3,412,500	\$3,412,500	\$2,439,168	\$973,332
	<u>\$3,412,500</u>	<u>\$3,412,500</u>	<u>\$2,439,168</u>	<u>\$973,332</u>

**Milton #10 Catholic Elementary School  
For the period ending May 31, 2021**

Appendix A-2

**Project Start Year:** 2019-2020  
**Project Description:** Construction of new elementary school in Milton with 671 pupil places and 5-room child care centre

**Project Budget & Expenses**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Expenses to Date</b>	<b>Commitments</b>	<b>Total Projected</b>	
					<b>Expenses to Date</b>	<b>Remaining Budget</b>
Construction	\$14,931,805	\$16,431,805	\$338,744	\$15,047,874	\$15,386,618	\$1,045,187
Professional Fees	\$1,320,300	\$1,320,300	\$741,765	\$585,952	\$1,327,716	(\$7,416)
Inspections, soil test & surveys	\$175,000	\$175,000	\$0		\$0	\$175,000
Building Permits, Site Plan & Approval	\$150,000	\$150,000	\$177,763	\$6,195	\$183,958	(\$33,958)
Contingencies	\$200,000	\$200,000	\$0		\$0	\$200,000
Furniture & Equipment	\$450,000	\$450,000	\$2,561	\$109,490	\$112,051	\$337,949
	<u>\$17,227,105</u>	<u>\$18,727,105</u>	<u>\$1,260,834</u>	<u>\$15,749,510</u>	<u>\$17,010,344</u>	<u>\$1,716,761</u>

**Project Funding Sources**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Total Funding</b>	<b>Total Remaining Funding</b>
<b>Ministry Funding Sources</b>				
Capital Priorities	\$14,499,502	\$14,499,502	\$14,499,502	\$0
Child Care Capital	\$2,727,603	\$2,727,603	\$2,510,842	\$216,761
<b>Board Funding Sources</b>				
Proceeds of Disposition		\$1,500,000		\$1,500,000
	<u>\$17,227,105</u>	<u>\$18,727,105</u>	<u>\$17,010,344</u>	<u>\$1,716,761</u>

**North Oakville #4 Catholic Elementary School  
For the period ending May 31, 2021**

Appendix A-3

**Project Start Year:** 2020-2021  
**Project Description:** Construction of new elementary school in Oakville with 671 pupil places

**Project Budget & Expenses**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Expenses to Date</b>	<b>Commitments</b>	<b>Total Projected Expenses to Date</b>	<b>Remaining Budget</b>
Construction	\$12,294,502	\$12,794,502	\$0		\$0	\$12,794,502
Professional Fees	\$1,050,000	\$1,050,000	\$202,152	\$843,583	\$1,045,734	\$4,266
Inspections, soil test & surveys	\$100,000	\$100,000	\$0		\$0	\$100,000
Building Permits, Site Plan & Approval	\$225,000	\$225,000	\$56,772	\$22,285	\$79,057	\$145,943
Contingencies	\$500,000	\$1,000,000			\$0	\$1,000,000
Furniture & Equipment	\$330,000	\$330,000			\$0	\$330,000
	<u>\$14,499,502</u>	<u>\$15,499,502</u>	<u>\$258,924</u>	<u>\$865,868</u>	<u>\$1,124,791</u>	<u>\$14,374,711</u>

**Project Funding Sources**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Total Funding</b>	<b>Total Remaining Funding</b>
<b>Ministry Funding Sources</b>				
Capital Priorities	\$14,499,502	\$14,499,502	\$1,124,791	\$13,374,711
<b>Board Funding Sources</b>				
Capital Reserve		\$1,000,000		\$1,000,000
	<u>\$14,499,502</u>	<u>\$15,499,502</u>	<u>\$1,124,791</u>	<u>\$14,374,711</u>

**St. Kateri Tekakwitha Catholic Secondary School  
For the period ending May 31, 2021**

Appendix A-4

**Project Start Year:** 2019-2020  
**Project Description:** Construction of new secondary school in Milton with 1,542 pupil places

**Project Budget & Expenses**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Expenses to Date</b>	<b>Commitments</b>	<b>Total Projected</b>	
					<b>Expenses to Date</b>	<b>Remaining Budget</b>
Construction	\$37,527,000	\$43,527,000	\$1,022		\$1,022	\$43,525,978
Professional Fees	\$800,000	\$800,000	\$1,155,929	\$1,384,084	\$2,540,013	(\$1,740,013)
Inspections, soil test & surveys	\$325,000	\$325,000	\$3,065		\$3,065	\$321,935
Building Permits, Site Plan & Approval	\$275,000	\$275,000	\$21,881		\$21,881	\$253,119
Contingencies	\$1,000,000	\$1,500,000			\$0	\$1,500,000
Furniture & Equipment	\$1,408,302	\$1,408,302	\$9,943	\$158,414	\$168,357	\$1,239,945
	<u>\$41,335,302</u>	<u>\$47,835,302</u>	<u>\$1,191,840</u>	<u>\$1,542,498</u>	<u>\$2,734,338</u>	<u>\$45,100,964</u>

**Project Funding Sources**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Total Funding</b>	<b>Total Remaining Funding</b>
<b>Ministry Funding Sources</b>				
Capital Priorities	\$41,335,302	\$41,335,302	\$2,734,338	\$38,600,964
<b>Board Funding Sources</b>				
Capital Reserve		\$6,500,000	\$0	\$6,500,000
	<u>\$41,335,302</u>	<u>\$47,835,302</u>	<u>\$2,734,338</u>	<u>\$45,100,964</u>

**Halton Catholic District School Board  
Major Capital Projects Summary  
For the period ending February 28, 2021**

**Appendix B**

<b>CURRENT PROJECTS</b>	<b>Revised Budget</b>	<b>Expenses to date</b>	<b>Commitments</b>	<b>Remaining Balance</b>
Artificial Turfs - various	\$3,412,500	\$1,876,855	\$0	\$1,535,645
Milton #10 Catholic Elementary School	\$18,727,105	\$691,873	\$16,122,658	\$1,912,574
North Oakville Catholic Elementary School #4	\$15,499,502	\$26,599	\$1,037,709	\$14,435,195
St. Kateri Tekakwitha Catholic Secondary School	\$47,835,302	\$1,180,875	\$1,384,084	\$45,270,343
	<u>\$85,474,409</u>	<u>\$3,776,202</u>	<u>\$18,544,451</u>	<u>\$63,153,757</u>

Please note that the following projects will be brought forth in a future Board meeting: Adult Learning Centre (Oakville), Assumption Catholic Secondary School, Bishop P.F. Reding Catholic Secondary School, St. Peter Catholic Elementary School and St. Michael Catholic Elementary School.

The following projects are complete and have been removed from the report: St. Mark Catholic Elementary School and St. Nicholas Catholic Elementary School.

**Artificial Turfs (various sites)**  
**For the period ending February 28, 2021**

Appendix B-1

**Project Start Year:** Various  
**Project Description:** Replace artificial turfs at various secondary schools

**Project Budget & Expenses**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Expenses to Date</b>	<b>Commitments</b>	<b>Total Projected Expenses to Date</b>	<b>Remaining Budget</b>
Assumption	\$825,000	\$825,000	\$616,307		\$616,307	\$208,693
Bishop Reding	\$825,000	\$825,000	\$686,646		\$686,646	\$138,354
Notre Dame	\$825,000	\$825,000	\$573,902		\$573,902	\$251,098
Corpus Christi	\$937,500	\$937,500	\$0		\$0	\$937,500
	<u>\$3,412,500</u>	<u>\$3,412,500</u>	<u>\$1,876,855</u>	<u>\$0</u>	<u>\$1,876,855</u>	<u>\$1,535,645</u>

**Project Funding Sources**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Total Funding</b>	<b>Total Remaining Funding</b>
<b>Ministry Funding Sources</b>				
<b>Board Funding Sources</b>				
Capital Reserve	\$3,412,500	\$3,412,500	\$1,876,855	\$1,535,645
	<u>\$3,412,500</u>	<u>\$3,412,500</u>	<u>\$1,876,855</u>	<u>\$1,535,645</u>



**Milton #10 Catholic Elementary School  
For the period ending February 28, 2021**

Appendix B-2

**Project Start Year:** 2019-2020

**Project Description:** Construction of new elementary school in Milton with 671 pupil places and 5-room child care centre

**Project Budget & Expenses**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Expenses to Date</b>	<b>Commitments</b>	<b>Total Projected</b>	
					<b>Expenses to Date</b>	<b>Remaining Budget</b>
Construction	\$14,931,805	\$16,431,805	\$15,753	\$15,330,659	\$15,346,412	\$1,085,393
Professional Fees	\$1,320,300	\$1,320,300	\$649,450	\$676,315	\$1,325,765	(\$5,465)
Inspections, soil test & surveys	\$175,000	\$175,000	\$0		\$0	\$175,000
Building Permits, Site Plan & Approval	\$150,000	\$150,000	\$26,670	\$6,195	\$32,865	\$117,135
Contingencies	\$200,000	\$200,000	\$0		\$0	\$200,000
Furniture & Equipment	\$450,000	\$450,000	\$0	\$109,490	\$109,490	\$340,510
	<u>\$17,227,105</u>	<u>\$18,727,105</u>	<u>\$691,873</u>	<u>\$16,122,658</u>	<u>\$16,814,531</u>	<u>\$1,912,574</u>

**Project Funding Sources**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Total Funding</b>	<b>Total Remaining Funding</b>
<b>Ministry Funding Sources</b>				
Capital Priorities	\$14,499,502	\$14,499,502	\$14,499,502	\$0
Child Care Capital	\$2,727,603	\$2,727,603	\$2,315,029	\$412,574
<b>Board Funding Sources</b>				
Proceeds of Disposition		\$1,500,000		\$1,500,000
	<u>\$17,227,105</u>	<u>\$18,727,105</u>	<u>\$16,814,531</u>	<u>\$1,912,574</u>

**North Oakville #4 Catholic Elementary School  
For the period ending February 28, 2021**

Appendix B-3

**Project Start Year:** 2020-2021

**Project Description:** Construction of new elementary school in Oakville with 671 pupil places

**Project Budget & Expenses**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Expenses to Date</b>	<b>Commitments</b>	<b>Total Projected Expenses to Date</b>	<b>Remaining Budget</b>
Construction	\$12,294,502	\$12,794,502	\$0		\$0	\$12,794,502
Professional Fees	\$1,050,000	\$1,050,000	\$26,599	\$1,015,424	\$1,042,022	\$7,978
Inspections, soil test & surveys	\$100,000	\$100,000	\$0		\$0	\$100,000
Building Permits, Site Plan & Approval	\$225,000	\$225,000	\$0	\$22,285	\$22,285	\$202,715
Contingencies	\$500,000	\$1,000,000			\$0	\$1,000,000
Furniture & Equipment	\$330,000	\$330,000			\$0	\$330,000
	<u>\$14,499,502</u>	<u>\$15,499,502</u>	<u>\$26,599</u>	<u>\$1,037,709</u>	<u>\$1,064,307</u>	<u>\$14,435,195</u>

**Project Funding Sources**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Total Funding</b>	<b>Total Remaining Funding</b>
<b>Ministry Funding Sources</b>				
Capital Priorities	\$14,499,502	\$14,499,502	\$1,064,307	\$13,435,195
<b>Board Funding Sources</b>				
Capital Reserve		\$1,000,000		\$1,000,000
	<u>\$14,499,502</u>	<u>\$15,499,502</u>	<u>\$1,064,307</u>	<u>\$14,435,195</u>

**St. Kateri Tekakwitha Catholic Secondary School  
For the period ending February 28, 2021**

Appendix B-4

**Project Start Year:** 2019-2020  
**Project Description:** Construction of new secondary school in Milton with 1,542 pupil places

**Project Budget & Expenses**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Expenses to Date</b>	<b>Commitments</b>	<b>Total Projected Expenses to Date</b>	<b>Remaining Budget</b>
Construction	\$37,527,000	\$43,527,000	\$0		\$0	\$43,527,000
Professional Fees	\$800,000	\$800,000	\$1,155,929	\$1,384,084	\$2,540,013	(\$1,740,013)
Inspections, soil test & surveys	\$325,000	\$325,000	\$3,065		\$3,065	\$321,935
Building Permits, Site Plan & Approval	\$275,000	\$275,000	\$21,881		\$21,881	\$253,119
Contingencies	\$1,000,000	\$1,500,000			\$0	\$1,500,000
Furniture & Equipment	\$1,408,302	\$1,408,302			\$0	\$1,408,302
	<u>\$41,335,302</u>	<u>\$47,835,302</u>	<u>\$1,180,875</u>	<u>\$1,384,084</u>	<u>\$2,564,959</u>	<u>\$45,270,343</u>

**Project Funding Sources**

	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Total Funding</b>	<b>Total Remaining Funding</b>
<b>Ministry Funding Sources</b>				
Capital Priorities	\$41,335,302	\$41,335,302	\$2,564,959	\$38,770,343
<b>Board Funding Sources</b>				
Capital Reserve		\$6,500,000	\$0	\$6,500,000
	<u>\$41,335,302</u>	<u>\$47,835,302</u>	<u>\$2,564,959</u>	<u>\$45,270,343</u>



2021 Long-Term Capital Plan (LTCP) Update – Final Report & Long-Term Facility Renewal Strategy	<b>Item 10.4</b>
June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To provide the Board of Trustees with the finalized 2021 Long-Term Capital Plan (LTCP) that was updated to reflect community feedback, and present the updated Long-Term Facility Renewal Strategy, which outlines a comprehensive school renewal plan to improve school facility conditions throughout the Board to provide a learning environment that supports the educational needs of students and staff.

### Background Information

1. Information Report Item 10.8 “2021 Long-Term Capital Plan (LTCP) Update – Draft” from the May 4, 2021, Regular Meeting of the Board.

### Comments

At the May 4th, 2021, Regular Meeting of the Board, staff provided Trustees with the draft 2021 Long-Term Capital Plan (LTCP) update for their review. The same document has been shared publicly through the Board’s School Planning website (<https://schoolplanning.hcdsb.org/long-term-capital-plan-2021/>) prior to the meeting.

Following the May 4th, 2021 Regular Meeting of the Board, Board staff launched a survey to the community to gather feedback on the draft 2021 LTCP update. Survey respondents were provided questions regarding the most pressing student accommodation issues in their community and whether they believed the recommendations by Board staff adequately addressed their concerns. The results of the online survey are provided below.

### Draft 2021 LTCP Public Feedback Survey Results

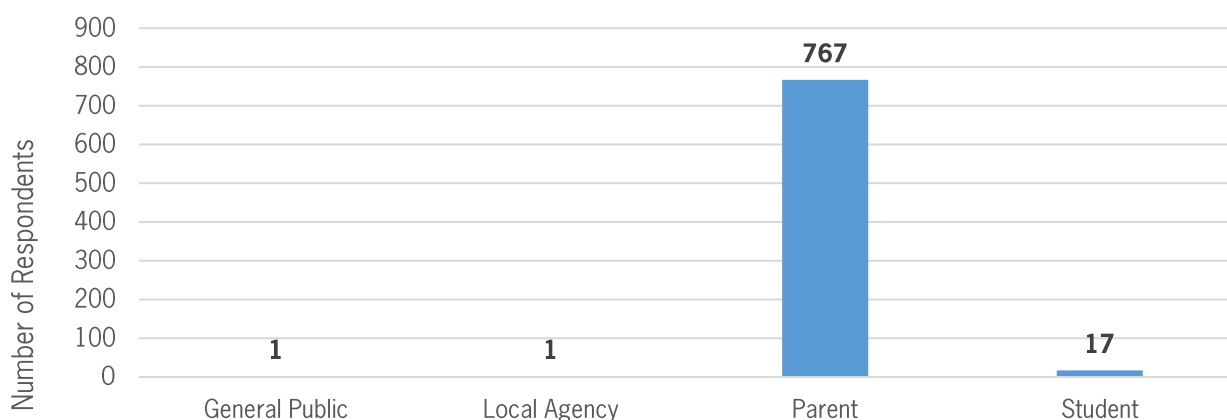
The Public Feedback Survey was launched on May 11th, 2021 and remained open until May 19th, 2021, where a total of 786 responses were received from the community. This is an increase of over 300% from the survey completed as part of the 2019 LTCP, where only 189 responses were received.



Following the closure of the survey, staff analyzed responses to the recommendations made in the 2021 LTCP survey. A full list of the survey questions is attached as Appendix A. Appendix B provides a heat map of the location of survey responses, and Appendix C lists all of the responses provided by the community. Below is a brief overview of the information gathered through the consultation period.

To better understand the responses and identify respondents' interest in the Long-Term Capital Plan and proposed projects for the Board, a number of classification questions were provided. Of the responses received to the survey, 767 (98%) were from parents/guardians of HCDSB students. HCDSB students accounted for 17 (2%) of responses, and Municipal/Regional staff members and general public each received one response. A breakdown is provided below.

**Figure 1: Survey Respondent Classification**

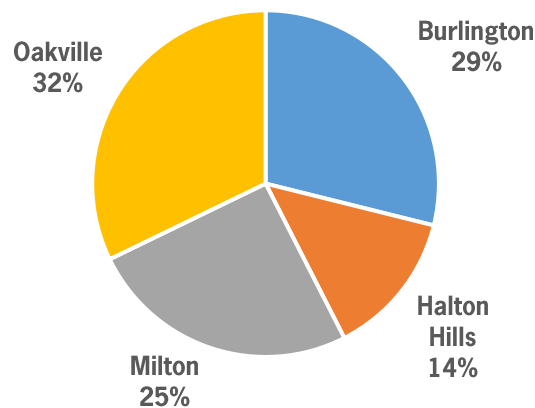


Responses were received from all municipalities in Halton, with the largest percentage from Oakville (32%). Burlington and Milton represented 29% and 25% of the responses, respectively. Responses from Halton Hills represented 14% of the total responses. A chart showing responses is provided on the right.

The survey requested respondents to identify up to three (3) accommodation issues that were most important to them and to rate to what degree the accommodation strategies identified were addressed in the recommendations. The accommodation issues highlighted by staff were based on the LTCP Guiding Principles and included:

- Classroom sizes (e.g. keep classroom sizes small, no/minimal portables)
- Excess capacity
- Facility condition
- Portable classrooms
- Partnerships with other organizations
- School programming (e.g. Extended French, Special Education, AP/IB)

**Figure 2: Municipal Breakdown of Respondents**

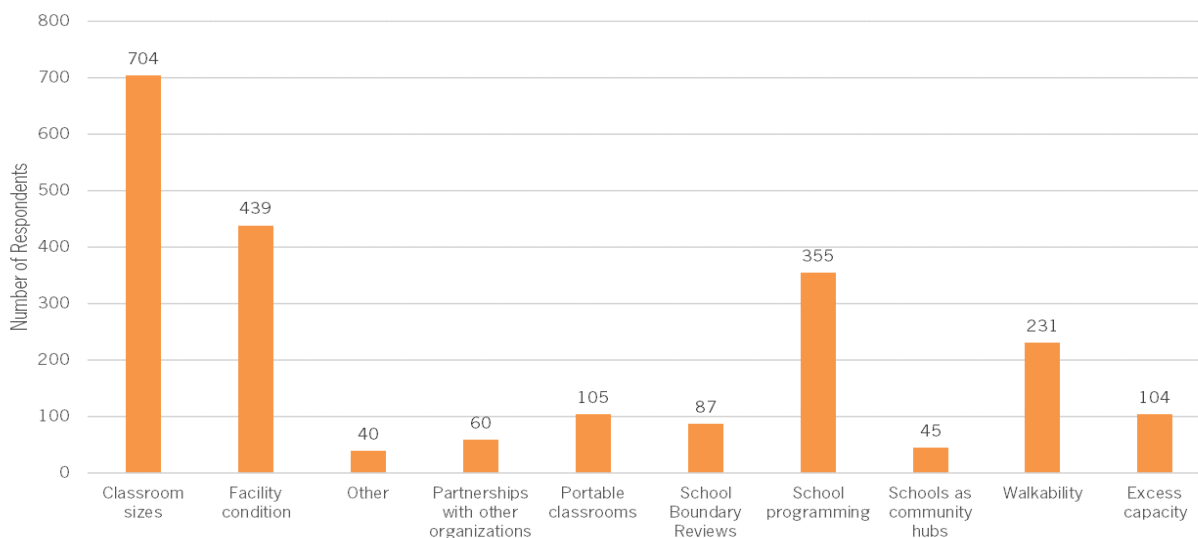




- School Boundary Reviews
- Schools as community hubs
- Walkability (e.g. close to home)
- Other

A summary of the responses organized by accommodation issue<sup>1</sup> is provided in the figure below.

**Figure 3: Respondent Priority Accommodation Issues**



Based on the accommodation issues selected, the survey asked the extent to which respondents agreed or disagreed that the accommodation issues were addressed through the recommendations for their respective review areas. Based on the results, most respondents felt that they agree or felt neutral regarding whether the recommendations made for each review area addressed their most important accommodation issues. Schools as community hubs and excess capacity had the largest percentage of responses that selected either “Strongly Agree” or “Agree,” each totalling 46%. Facility condition and walkability both had the largest percentage of responses that selected “Neutral” at 54%. Other and School Boundary Reviews had the largest percentage of responses that selected “Disagree” or “Agree” at 21% and 20%, respectively.

In terms of issues, most responses either agreed to some level or felt neutral about the recommendations made in the report. A total of 12% disagreed that the accommodation issues they felt were important were not adequately addressed in the recommendations made in the report. The table below provides a summary of these results by issue identified.

<sup>1</sup> As respondents were provided the option to select up to three (3) issues that were most important to them, the sum of each issue identified will not equal the total number of respondents that completed the survey.



**Table 1: Effectiveness of Addressing Priority Accommodation Issues**

Accommodation Issues	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Classroom sizes	5%	32%	52%	8%	3%
Excess capacity	6%	40%	38%	12%	5%
Facility condition	4%	31%	54%	7%	4%
Partnerships with other organizations	5%	35%	53%	3%	3%
Portable classrooms	5%	30%	47%	16%	3%
School Boundary Reviews	3%	28%	49%	14%	6%
Schools as community hubs	4%	42%	42%	7%	4%
Walkability	3%	30%	54%	11%	2%
School programming	6%	32%	48%	11%	3%
Other	8%	23%	50%	8%	13%
<b>Total</b>	<b>5%</b>	<b>32%</b>	<b>51%</b>	<b>9%</b>	<b>3%</b>

An opportunity to provide an explanation for their responses above or provide additional comments were given in the survey. These are listed below by general theme of response along with staff responses.

**Table 2: Additional Comments Regarding Accommodation Issues**

**Capital Projects**

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>Numerous respondents identified the urgent need for a new high school in Milton (Milton #3 CSS) and raised concerns regarding the high enrolment at Bishop P.F. Reding CSS and St. Francis Xavier CSS, and the location of the holding school being located in Burlington.</li> <li>Support for new elementary schools in Milton.</li> <li>Support for the construction of a new secondary school in Halton Hills.</li> <li>Support for the construction of new elementary schools in Halton Hills and upgrading Holy Cross CES to help with the pressure from St. Brigid CES.</li> <li>Support to a rebuild or renovation of St. Dominic CES.</li> </ol>	<ol style="list-style-type: none"> <li>The new Milton #3 CSS (St. Kateri Tekakwitha CSS) is under construction. For the 2021-2022 school year, students will attend a holding a school in Burlington, and the following year, when Milton # 10 CES is built, this school will hold the students until St. Kateri Tekakwitha CSS is operational.</li> <li>The Board plans to build five (5) new elementary schools in the Town of Milton over the next 15 years to address enrolment growth, pending Ministry funding approval.</li> <li>The Board will submit a funding request to the Ministry to build a new secondary high school in Halton Hills. The Board was unable to submit the Vision Georgetown #1 CSS as a priority based on timeline restrictions placed by the Ministry, however, the Board will request funding as soon as new funding programs are available.</li> <li>The Board has submitted a funding request to the Ministry to build a new elementary school in Halton Hills. The Board has submitted a funding request to the Ministry for a rebuild for St. Dominic CES and Holy Cross CES during multiple Capital Priorities funding rounds. The Board will continue to submit this request in future funding requests.</li> </ol>



### School Boundary Reviews

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>Numerous respondents raised concerns regarding a potential boundary review in CEB2 and CEB3 review areas.</li> <li>Support for grandfathering of students following boundary changes.</li> <li>Suggestion to move the Special Education Program for Gifted Students at Canadian Martyrs CES to another school.</li> </ol>	<ol style="list-style-type: none"> <li>Staff will monitor enrolment and demographic trends in neighbourhoods to determine the need for a School Boundary Review. Staff seeks to find community partners to share space and explore the possibility for other accommodation strategies prior to conducting such a review.</li> </ol>

### Pupil Accommodation Reviews

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>Holy Family CES should remain open over the long term.</li> <li>One respondent supported not consolidating St. Vincent CES and St. Luke CES. Conversely, another respondent would like to see St. Vincent CES and St. Luke CES become one school.</li> </ol>	<ol style="list-style-type: none"> <li>Staff will monitor enrolment and demographic trends in neighbourhoods with declining enrolment to determine the need for a Pupil Accommodation Review in the long term. If a School Boundary Review and French Immersion Program Review in the next few years does not reduce empty pupil places and increased utilization, a Pupil Accommodation Review involving CEO4 and CEO5 may be required in the future.</li> <li>Staff will seek to find community partners to share space in schools with declining enrolment.</li> </ol>

### Facility Condition

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>Aging facilities require renewal and investment.</li> <li>More greenspace at St. Gabriel CES and St. Raphael CES.</li> </ol>	<ol style="list-style-type: none"> <li>Facility Management Services continually reviews renewal requirements and invests in facilities as needed. The Facility Management Services Long-Term Facility Renewal Plan has been incorporated into the final 2021 LTCP, and is also provided below.</li> </ol>

### Portable Classrooms and High Enrolment

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>Numerous respondents raised concerns regarding high enrolment at St. Mary CES.</li> <li>Concern regarding high enrolment and the number of portable classrooms at St. Brigid CES.</li> <li>Concern regarding the number of portable classrooms at Bishop P.F. Reding CSS and St. Francis Xavier CSS.</li> </ol>	<ol style="list-style-type: none"> <li>These communities require new pupil places as enrolment increases. Accordingly, staff has identified a number of priorities in these growth areas.</li> <li>A School Boundary Review was completed for the Bronte Green New Development Area, with new boundaries approved for St. Mary CES and St. Joan of Arc CES that redirect new students to St. Joan of Arc CES from St. Mary CES, which alleviates some accommodation pressures at that school. Further boundary reviews are recommended for this area to address increasing enrolment pressures due to the French Immersion program expansion.</li> </ol>





### Partnerships with Other Organizations

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>1. Clarity regarding partnership opportunities at schools.</li> <li>2. Explore programming partnerships.</li> </ol>	<ol style="list-style-type: none"> <li>1. Additional information regarding community partnerships is available at <a href="https://schoolplanning.hcdsb.org/partnerships/">https://schoolplanning.hcdsb.org/partnerships/</a></li> <li>2. The purpose of facility partnerships is to use surplus space in fully operational schools. As such, students in these schools will not be relocated to accommodate new partnerships. It should also be noted that partnerships are sought for schools that have excess space and remain viable schools in terms of enrolment. Partnerships are not meant to be a substitution to closures and consolidations. Community organizations are encouraged to contact Board staff and submit proposals for partnership opportunities according to Board policies and procedures.</li> </ol>

### School Programming

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>1. Continue support for French as a Second Language programming (e.g. French Immersion, Extended French).</li> <li>2. Suggestion to make Sacred Heart of Jesus CES a single-track French Immersion School or adding another French Immersion School in South Burlington.</li> <li>3. Remove the lottery system for French Immersion programs and/or giving priority to siblings to be able to attend the same school.</li> <li>4. Concerns over changing schools multiple times due to French Immersion program.</li> <li>5. Explore additional programs to increase enrolment at schools with underutilized spaces or schools with declining enrolment.</li> <li>6. Support to expand the Advanced Placement (AP) program.</li> <li>7. More specialized programs for junior and intermediate students such as STEAM, art, sports, coding.</li> <li>8. Include more information regarding SPED programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. On January 19th, 2021, Board staff presented the Board of Trustees with a plan to expand French Immersion (FI) programming across Halton for the 2021-2022 school year. The Board is currently undertaking a School Boundary Review for Milton to accommodate elementary French Immersion students.</li> <li>2. Staff will continue to review optional French Immersion programming in Burlington and Oakville and explore the possibility of increasing the availability of the program in the community.</li> <li>3. Based on a Board Resolution passed by Trustees, all students registering in the French Immersion program will be permitted to enrol in the program, effective the 2022-23 school year. However, this change does result in the need for potential School Boundary Reviews and changes in program locations to accommodate an expanded French Immersion program.</li> <li>4. The addition of programs does not necessarily produce a net increase in enrolment. When a program is introduced at a school, the additional enrolment that is generated is primarily sourced from other schools feeding into the program. It should be understood that declining enrolments is most often a symptom of declining and stabilizing birth rates.</li> </ol>



### Classroom Sizes

Summarized Comments	Staff Response
1. Opposition to larger classroom sizes at elementary and secondary schools and impact on the quality of education.	1. Classroom sizes are dictated by the Education Act. However, staff are fully committed to ensuring quality education is provided to students within Ministry regulations and funds available.

### Others

Summarized Comments	Staff Response
<ol style="list-style-type: none"> <li>1. Conflicting responses regarding bussing. One response would like bussing provided for all programs, whereas another response would like bussing to stop for all programs.</li> <li>2. Concerns regarding parking at Canadian Martyrs CES, and St. Scholastica CES.</li> <li>3. Concern at the number of cross-boundary students at St. Brigid CES and St. Matthew CES.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff continue to promote active transportation, and the use of Board provided transportation to/from school and encourage students that reside within walking distance to walk or bike to/from school. A higher priority is given to ensuring there is an adequate play area for students throughout the day as opposed to providing an oversupply of parking for peak periods of the day.</li> <li>2. Both St. Brigid CES and St. Matthew CES have been closed to cross-boundary students.</li> </ol>

In addition to the comments above, there were comments that also discussed school staffing, virtual learning, cafeteria food, COVID-19 protocols and plans for the 2021-2022 school year, and inclusion in schools (e.g. Pride flag, race). These comments are not addressed as a part of the LTCP and school accommodation planning and as such have not been categorized into the themes above. A full list of comments is provided in Appendix C for review.

### Long-Term Facility Renewal Strategy

The Board has a long history of maintaining its facilities in excellent condition. At current, the Board has approximately \$770 million in facility assets with a 5-year renewal backlog of nearly \$80 million. The Board ranks fifth (5th) amongst the Province’s seventy-two (72) school boards in terms of facility condition, which is based on facility inspections performed by the Ministry of Education. It should be noted that the school boards ahead of Halton Catholic in terms of facility condition are much smaller than Halton Catholic and typically in high growth areas. Furthermore, the renewal backlog contains many smaller maintenance items on newer schools that would not be prudent projects within a 5-year timeframe. These smaller maintenance projects are in addition to large capital requirements at older facilities that must be addressed within the next five years.

### Recent Facility Renewal Projects

The Board has been actively renewing its facilities over the past three summers to improve learning environments for students and staff. The Board currently has thirty-five (35) facilities that are twenty (20) years of age or older. Major renovations and renewal work have already been completed or approved at twenty-six (26) of these buildings within the past eight (8) years. Thus, nine (9) facilities remain in need of renewal improvements in the near future.



## 5-Year Facility Renewal Plan

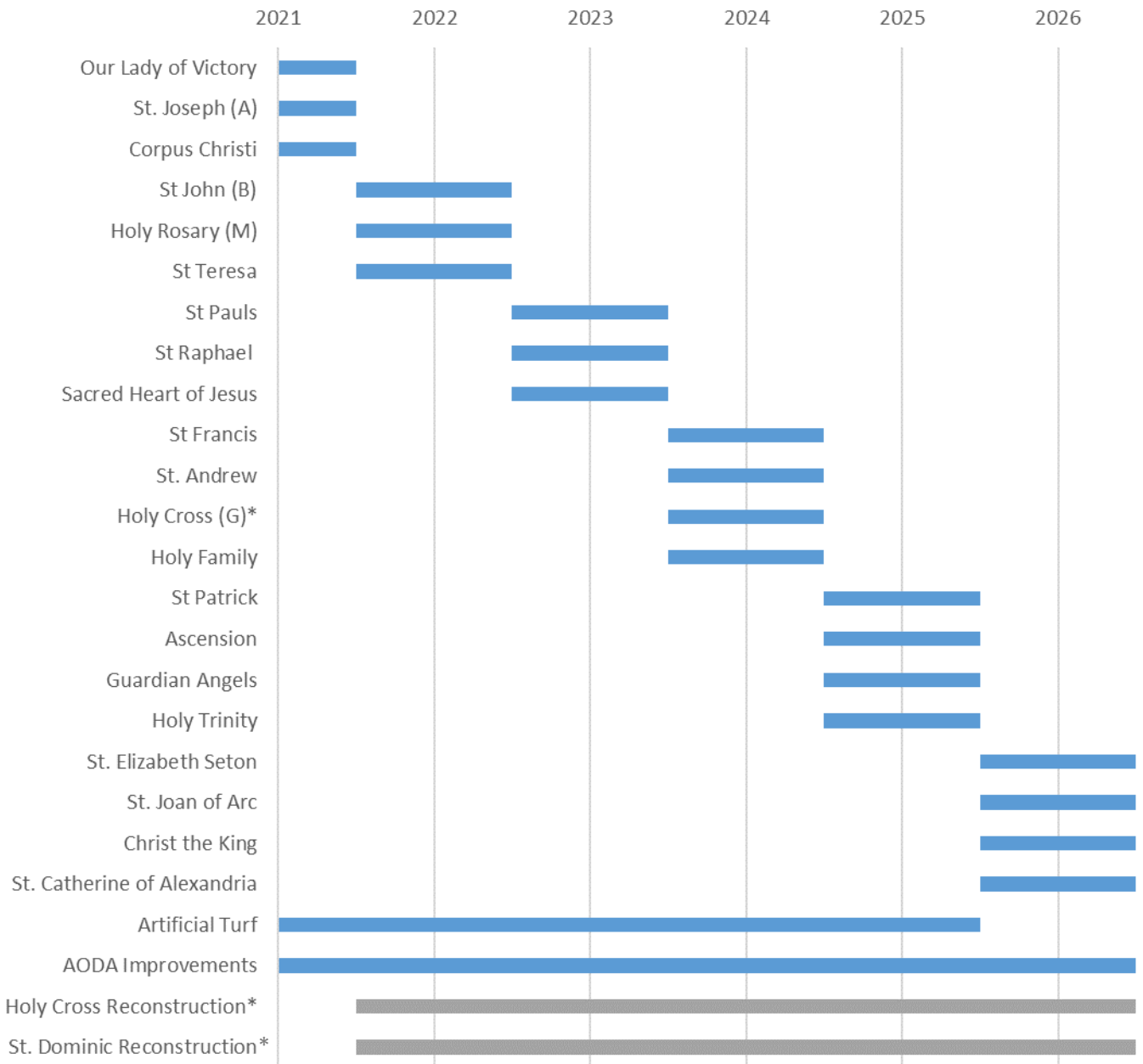
Over the next five years, the primary focus of the renewal plan is addressing urgent renewal needs, such as roofing. The plan focuses on ensuring a safe learning environment for all students.

Renewing the remaining nine (9) older facilities is the next focus of the renewal plan. Figure 4 illustrates the projected timeline for each facility renewal project. Whenever possible, the construction/maintenance work will be performed during the summer months when students and staff are not in the building.

Holy Cross Catholic Elementary School and St. Dominic Catholic Elementary School have been involved in Capital Priorities business case submissions for many years, including the current Capital Priorities request. However, these requests have not been funded by the Ministry due to the condition of the buildings in relation to other schools across the Province. It is proposed that the Board wait to see if these projects are funded in the latest call for projects. Still, sufficient contingency funds exist to make capital investments in the facilities via renovation projects or partial funding for a new facility should the Ministry requests be denied.

After urgent priorities and renewing older facilities, the focus of the renewal plan shifts to newer facilities. The Board has many facilities constructed in the late 1990s and early 2000s, many of which will need replacement or major repair of critical building components in the 5-year planning window. Renewal works on these buildings could include roofing, mechanical and lighting improvements.

Board staff have estimated the capital costs to perform the required renewal work at each facility shown in Figure 4. The cost estimates are derived from past projects completed by the Board and industry unit costs. As the renewal projects move into the current year, staff will create a more detailed project list and refine the cost estimates. **Using the current best estimates, it is expected that the Board will have sufficient capital funds to complete all of the projects mentioned above.** Contingency funds and an emergency capital reserve have also been accounted for in the Long-Term Facility Renewal Strategy.



\*Holy Cross and St. Dominic renewal or reconstruction are contingent on capital priorities approval.

**Figure 4: Preliminary Project Timeline for Facility Renewal Projects**

Note that the Long-Term Facility Renewal Strategy speculates the future capital funding allocations and the construction costs of future projects. Staff will amend the plan as funding is realized, cost estimates are refined, and projects are completed. The strategy is merely a guideline using the best data available at the time of this report.



## New Construction Projects

The Board is also expected to receive funding for numerous new construction projects within the 5-year planning window of the Long-Term Facility Renewal Strategy. Thus, this strategy must align with the Board's Long-Term Capital Plan. The following projects are contemplated by the Board with the 2022 to 2026 planning window:

- Milton No. 3 Catholic Secondary School
- Milton No. 10 Catholic Elementary School
- North Oakville No. 4 Catholic Elementary School
- Milton No. 9 Catholic Elementary School
- Vision Georgetown No. 1 Catholic Elementary School

It is important to note that the majority of the projects listed above are only at the project proposal stage and have yet to be funded by the Ministry of Education. Staff will update the Long-Term Facility Renewal Strategy annually as new construction projects are approved, modified or rejected.

## Summary

The Board has a number of facilities that are reaching an age and condition where facility renewal work is warranted. The Long-Term Facility Renewal Strategy seeks to forecast future capital allocations and earmark funds for the Board's facility renewal priorities. A 5-year plan for renewal works is presented, which outlines proposed renewal projects between 2022-2026. Board-wide programming improvements, contingency funds and emergency reserve are also considered in the plan. **Using the current best estimates for project costing, it is expected that the Board will have sufficient capital funds to complete the required renewal work for the facilities listed in this report.** However, the proposed strategy is merely a guideline that is reliant upon future capital allocations and project cost best estimates, and is likely to be amended as funding is realized, cost estimates are refined and projects are completed.

The Long-Term Facility Renewal Strategy also aligns with the Board's Long-Term Capital Plan and balances new construction projects with renewal plans.

## 2021 Long-Term Capital Plan – Final Report

**There are no changes to the 2021 LTCP recommendations resulting from community feedback.** New for the 2021 LTCP, staff have revised the 2021 LTCP to incorporate the Long-Term Facility Renewal Strategy. In addition, new school images have been incorporated from recently completed school construction projects. The final 2021 LTCP has been shared publicly through the Board's School Planning website (<https://schoolplanning.hcdsb.org/long-term-capital-plan-2021/>).

The full document can also be accessed here: [2021 Long-Term Capital Plan Update](#).

Planning Services will continue to monitor enrolment trends in the Board's elementary and secondary schools to determine the need and timing of proposed projects to address accommodation issues.



## Conclusion

Staff has completed the development of the 2021 LTCP update and its consultation with Trustees, Senior Staff, Stakeholders, and the community at large.

The Long-Term Facility Renewal Strategy is a program to guide the proposed facility renewal and academic program enhancement projects for the continuous improvement of the Board's facilities to ensure the highest quality and cost-effective learning facilities are in place to support student achievement and learning. Over the summer, staff will be completing school assessments for the anticipated 2022 school renewal projects to refine the project scopes and cost estimates. The Board of Trustees will receive a series of reports for their consideration and approval of facility renewal projects throughout the duration of the Long-Term Facility Renewal Strategy.

The 2021 Long-Term Capital Plan update is now complete and is presented to the Board of Trustees for information.

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## Online Survey Questionnaire

### FEEDBACK SURVEY: 2021 Long-Term Capital Plan (LTCP)

#### Background

Long-Term Capital Plan (LTCP) is an annually reviewed document that provides detailed enrolment projections over a 15-year period. The LTCP uses these enrolment projections to identify current and future accommodation pressures that result from new residential development, changing demographics, and program pressures.

Please review our Board's LTCP at: <https://schoolplanning.hcdsb.org/long-term-capital-plan-2021/>

#### Community Feedback

Halton Region community members are invited to provide feedback regarding the accommodation strategies proposed in the updated LTCP. The Community Feedback Survey closes on May 19, 2021. All community feedback will be presented to HCDSB Trustees prior to the updated LTCP being finalized and presented to Trustees for information at the Regular Board Meeting on June 1, 2021.

I am responding to this survey as a...\*

Parent/Guardian of an HCDSB Student

HCDSB Student

Municipal or Regional Staff Member

Member of a local agency or community organization

General member of the public (None of the above)

Which Community do you live in/represent?\*

Burlington

Halton Hills (including Georgetown and Acton)

Milton

Oakville

**What is your Postal Code? (No Spaces)\***

This information will be kept secure and will be disassociated from the survey data.

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If Parent/Guardian of a HCDSB Student was selected for Question 1, the following were asked:

**How many of your children are currently enrolled in an HCDSB school?\***

**What school does your first child attend?\***

**What grade is your first child in?\***

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If HCDSB Student was selected for Question 1, the following were asked:

**What HCDSB school are you enrolled in?\***

**What grade are you in?\***

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Following the above questions, Parent/Guardian of a HCDSB Student and HCDSB Students were provided with information regarding each of their relevant review areas. For Parent/Guardian of a HCDSB Student up to five (5) different review areas could be shown depending on the number and location of students.

Municipal and Regional Staff Members, Local Agencies and General Members of the Public were provided with links to the School Planning website where they could review the information.



**What student accommodation issues (listed below) are most important to you?\***

Please select up to 3 Issues

- Classroom sizes (e.g Keep classroom sizes small, no/minimal portables)
- Excess capacity
- Facility condition
- Portable classrooms
- Partnerships with other organizations
- School programming (e.g. Extended French, special education, AP/IB)
- School Boundary Reviews
- Schools as community hubs
- Walkability (e.g Close to home)
- Other

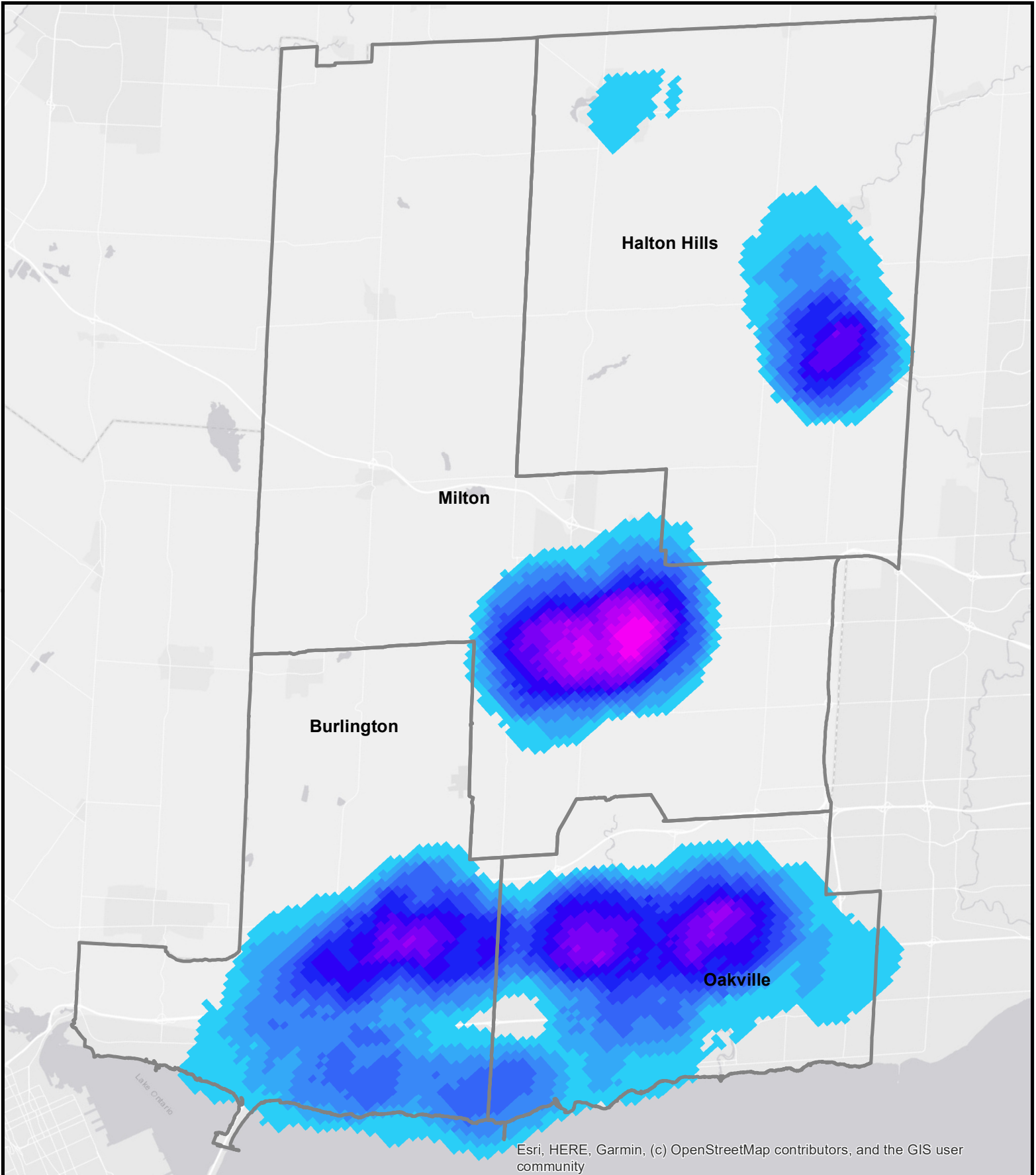
**After reviewing the updated LTCP and the summary of recommendations for your municipality and/or your school's review area, to what extent do you agree or disagree that are the issues most important to you being addressed?\***



**Do you have any other comments regarding the LTCP?**

500





Esri, HERE, Garmin, (c) OpenStreetMap contributors, and the GIS user community



# 2021 LTCP Survey Response Heat Map Halton Region



The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for use or accuracy. Proposed roads are subject to change. It is the mission of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HCDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HCDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Services Department at 905.872.4300 or visit www.halton.ca for additional information.

Respondant	Community	How many of your children enroled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Oakville	2	Classroom sizes e g Keep classr,Excess capacity,Facility condition	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree		
Parent	Milton	3	Classroom sizes e g Keep classr,Excess capacity,Portable classrooms	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr,Partnerships with other organiz,Walkability e g Close to home	agree		
Parent	Halton Hills	3	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr,School programming e g Extended,Other	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr,Excess capacity,Facility condition	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree	At the time the projection seems correct however with so much new development happening in the area the new school or facilities may be needed sooner than later.	No comments
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree		
Parent	Burlington	3	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Facility condition,Partnerships with other organiz	agree	I really dont have any issues right now	
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,Other	agree	In our school, I think they have taken a balanced approach and made good decisions for the children, with the exception having split classes. ( I am not in favor of split classes) The facility is well taken care of and communication to the parents is excellent both from the school itself, and the Board.	
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree	Agree	No
Parent	Burlington	1	Classroom sizes e g Keep classr,Portable classrooms,School programming e g Extended	agree		
Parent	Milton	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree	School needs an update	
Parent	Milton	3	Classroom sizes e g Keep classr,School programming e g Extended,Walkability e g Close to home	agree		
Parent	Milton	1	Classroom sizes e g Keep classr,School programming e g Extended,Schools as community hubs	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree		Please keep in mind that some children now have a long walk because the school bus isn't available. I would like for the board to lower its limits for offered bus transportation.
Parent	Oakville	2	Classroom sizes e g Keep classr,School programming e g Extended,School Boundary Reviews	agree	school boundaries review is needed to balance enrolment across schools in the area, specially considering the extension of the French immersion program. I see this as the priority area for the short term, which is being addressed in the proposed plan.	No
Parent	Milton	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr,Excess capacity,Facility condition	agree	I agree to continue to apply for ministry funding to rebuild St. Dominic. The school is old and has over 600 students. I have tasted the water from the fountains myself and they taste like metal. The school needs review and request proof of living in the school zone.	
Parent	Burlington	1	School programming e g Extended	agree	to me this seems to be a standard operations management initiative that should be done. It does reflect the need to rebalance school physical resources according to the demand of programming so I guess I agree	
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition,Portable classrooms	agree	Capacity is the biggest issue and Georgetown needs more Catholic elementary schools	
Parent	Oakville	3	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree	Class sizes are appropriate. SPEC Ed has improved with new SERT's - Mrs Vavro is fabulous! [REDACTED] was so terrible that we considered private school. When Mrs Vavro joined it made a world of difference for our son. The facility is kept pretty clean and new principal is great!	

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Burlington	1	Partnerships with other organiz,School programming e g Extended,Walkability e g Close to home	agree	I think it seems reasonable but is being proposed for Burlington	Nope
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree	At this time I feel our needs are met - I would like to know there is a plan in place for maintenance	
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition,Portable classrooms	agree	Our schools are overcrowded and the use of portables is in excess. No room to play, no green area, and limited spaces. Each class is overcrowded.	
Parent	Milton	1	Classroom sizes e g Keep classr,School programming e g Extended,Walkability e g Close to home	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr,Partnerships with other organiz,School programming e g Extended	agree	There is a high demand for the French Immersion program and more schools should be able to offer that program.	
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,Portable classrooms	agree	It is most important to keep class sizes reasonable and to NOT have portables, for these reasons we hope Corpus Christi remains at its current size. Looking to enhance programming offered at Corpus Christi would be seen as a positive initiative.	
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition,Partnerships with other organiz	agree		
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr,Portable classrooms,School programming e g Extended	agree		
Parent	Milton	1	Classroom sizes e g Keep classr,Excess capacity,Walkability e g Close to home	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr,Schools as community hubs,Walkability e g Close to home	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr,School programming e g Extended,Schools as community hubs	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr,Excess capacity,Walkability e g Close to home	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,School Boundary Reviews	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr,Walkability e g Close to home ,Other	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr,Excess capacity,Facility condition	agree	Our personal concerns are related to the size of classes and, consequently, the attention and quality of education. Hence, our concerns are addressed in the statements above.	Nothing at this moment. Thank you
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,Portable classrooms	agree		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Excess capacity,Portable classrooms	agree		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,School programming e g Extended,Walkability e g Close to home	agree		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition,Portable classrooms	agree		
Parent	Milton	2	Classroom sizes e g Keep classr,School programming e g Extended,Walkability e g Close to home	agree		
Student	Milton		Classroom sizes e g Keep classr,Excess capacity,Walkability e g Close to home	agree	Schools are reaching capacity so another is needed but is being built quite slow	
Parent	Milton	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree		
Parent	Milton	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree	I agreed with the assessment. My concern is that this changes might not been implemented at the same speed that the town is growing. This specific area had seen many de sitio changes in the past 5 years and there is no sing of slowing down.	No comments
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Milton	1	Classroom sizes e g Keep classr,Portable classrooms,School programming e g Extended	agree	Would prefer smaller class sizes and no portables. I recall the conditions in those portables not suitable for children either extremely cold in the winter or hot in the month of June	
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,Schools as community hubs	agree	STA is in a good place at the moment, keeping an eye on enrollment and the condition of the facility as a whole would be good.	Keep pushing for schools in areas where there are lots of kids - it makes no sense that BR and SFA have more students in portables outside the building than inside the building and have for a while!

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Burlington	1	Classroom sizes e g Keep classr,Excess capacity,Portable classrooms	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree	For the most part, things are monitored in the 5 year period.	
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition	agree	I would like to see a new school built to accommodate the increase for new students and the support of more teachers and smaller classroom sizes. Less split grade situations.	
Parent	Burlington	1	Classroom sizes e g Keep classr,Portable classrooms,School programming e g Extended	agree		
Parent	Burlington	3	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree	We agree that it makes sense to reassess Boundaries to balance enrolment across area schools in the Long Term as demographic changes are fluid.	
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Excess capacity,Portable classrooms	agree		
Parent	Milton	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,Schools as community hubs	agree	With the boundary changes the class sizes should reduce for the coming years to within acceptable levels.	
Parent	Milton	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree		
Parent	Milton	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree	Class sizes are always important- less kids mean far better classroom environment, teaching, and safety.	Maintain small classroom sizes above everything else.
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree	I agree that st Marguerite is getting too small. With such small grade groups, it increases social issues between kids because there is no opportunity to play with all the members of their class. There is no opportunity to separate children between classrooms when there is conflict between pupils	
Parent	Burlington	2	Classroom sizes e g Keep classr,Excess capacity,Walkability e g Close to home	agree	Our school is always clean and well organized however it definitely requires upgrades due to the age of the school. All water fountains should be filtered and have re-fillable bottle portals and the washrooms need a refresh to support the amount of children accessing them.	
Parent	Oakville	2	Classroom sizes e g Keep classr,School programming e g Extended,School Boundary Reviews	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,School Boundary Reviews	agree		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr,Partnerships with other organiz,School Boundary Reviews	agree		
Parent	Milton	2	Classroom sizes e g Keep classr,Excess capacity,Facility condition	agree		
Parent	Milton	3	Classroom sizes e g Keep classr,School Boundary Reviews,Walkability e g Close to home	agree	With my oldest in grade 12, middle in Grade 10 Bishop Reding works. With my youngest and the new catholic high school scheduled to be built on Louis St. Laurent and Thompson it will be more convenient for my youngest to attend. She isn't in French Immersion like her older sisters and St. Xaviers would have been too far for her. I like the idea of the boundaries for schools being realistic and smaller so that kids feel like they're a part of a smaller community.	
Student	Burlington		Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,School Boundary Reviews	agree	I would like the boundary review to be sooner than in 6 years. Perhaps there should also be a plan in place with the newest development directly in Alton Village since our school is already at full capacity. I would also rather see an extension added on to the school than see more portables to deal with that problem too should we need more classes.	I would really like to see smaller class sizes or more teachers in each class, so that the ratio of students to teachers is higher than what it is now. I feel like more students have learning issues or behavioural issues and to expect one teacher to be able to adjust and teach every type of student is unreasonable. Not to mention with covid and online learning, the level of teaching just isn't the same through a screen. Next year the teachers and students will have catching up to do!
Parent	Burlington	2	Classroom sizes e g Keep classr	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree	Daughter happy at STA; newer school, capacity no longer max, & offers Ex French for her. Classroom sizes have been relatively good BUT want this a priority for these kids.	no
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Facility condition,Portable classrooms	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree		
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree	Please aggressively advocate for the new Berton Blvd CES to be built sooner rather than later. This is MUCH needed. St Francis is way too far to walk, and the bus does not fit into most work schedules. Also, having been to Holy Cross on a few occasions, I can say that school is in complete disarray and in desperate need for repair. I don't even know how that school can be safely open and operating in that condition.	Please make it happen!

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School Boundary Reviews	agree	Boundary review is key. St. Andrew is at capacity using portables. The east portion of Trafalgar in St. Andrew's boundary should be changed to St. Marguerite. New residential developments are in St. Andrew's boundaries, not St. Marguerite or Lady of Peace for that matter. Goal should be minimize class sizes and to limit the use of portables. Distribute the students in these regions more equitably.	
Parent	Milton	2	Classroom sizes e g Keep classr, Portable classrooms, School programming e g Extended	agree	The upgrades at BR should reduce the use of portables - monitoring development in North Oakville is key to assessing the new to build a greenfield site - high rise development permitted by the City will increase strain on the school exponentially - We are not currently walking distance to HT so "wakability" is not an issue. HT draws from a large boundary and acts as a community HUB. - AP program is important to maintain at the school - my children will not be impacted by the long-term plan	
Parent	Oakville	2	Classroom sizes e g Keep classr, School programming e g Extended, School Boundary Reviews	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr, School programming e g Extended, Other	agree	NA	Bus access to Notre Dame is extremely important for our family
Parent	Milton	2	Classroom sizes e g Keep classr, Excess capacity, School Boundary Reviews	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	agree	Re. "facility condition", there has been little-no update to the public/parent communities about the improvements to ventilation systems (vis-a-vis Covid 19 concerns) 1. facility conditions contribute to the children and teachers' health and enjoyment at the class. 2. school programs vary are widen children's horizon and ability. 3. It is the first thing that the young student should have is self-regulation.	
Parent	Oakville	1	Facility condition, School programming e g Extended, School Boundary Reviews	agree		
Parent	Milton	1	Classroom sizes e g Keep classr, Walkability e g Close to home	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	agree	The fact the enrolment will be monitored (and is expected to stabilize) along with exploring CFPF addresses my issues / concerns.	A smaller school population and what were under utilized space(s) I would suggest are a blessing in this pandemic situation (when in-school learning is happening). Will the LTCP take into consideration any potential public health guidelines going forward in so far as capacity / spacing in schools?
Parent	Milton	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	agree	I am mostly concerned about the constant change in the French Immersion programs. Having a large family of four children, already three of my children have been affected with french school placements being changed continually.	It is ideal to keep the schools small and community-oriented but focused on the students. It's time to get rid of these community hubs and find a new home for them. Stop constantly changing the boundaries, especially with French Immersion, and allow families to plan accordingly. Having multiple children in multiple schools is not helpful.
Student	Oakville		Classroom sizes e g Keep classr, Facility condition, Partnerships with other organiz	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	agree	No major changes to the school that my children will be attending for the next 10 years, but concerned about the review of the school boundary changes	no
Parent	Oakville	3	Facility condition, School programming e g Extended, School Boundary Reviews	agree	My children are enrolled in the French immersion program, as such, ensuring St Mary can continue to support the program is of great interest to our family. Our children are going into grade 5 and grade 3 and their younger brother is going into grade 1 EFi at st Mary's and we want to ensure our children can complete their elementary education in the same school.	
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition	agree		
Student	Milton		Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	agree		
Parent	Milton	2	Classroom sizes e g Keep classr, Portable classrooms, School Boundary Reviews	agree		
Parent	Milton	2	Classroom sizes e g Keep classr, Excess capacity, Portable classrooms	agree	I believe the review and recommendations match the forecast for enrollment/Town development	
Parent	Oakville	2	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	agree	I have reviewed the areas in question and agree with the boundaries and new schools proposed as north of Dundas will be a busy area. I am surprised to see that St. Thomas only has 3 schools which students move from elementary to secondary. These schools also have minimum capacity. It looks like Holy Trinity and Loyola will have very high student numbers because of this.	
Parent	Milton	1	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	agree	No specific information given on keeping or lowering classroom sizes.	
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Partnerships with other organiz	agree	I agree with implementing changes to improve enrolment and school-specific enhancements for improvement.	
Parent	Oakville	2	Classroom sizes e g Keep classr, School programming e g Extended, Other	agree		

Respondant	Community	How many of your children enroled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Oakville	1	Classroom sizes e g Keep class,School programming e g Extended,School Boundary Reviews	agree		
Parent	Oakville	1	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	agree		
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	agree		
Parent	Halton Hills	1	Classroom sizes e g Keep class,Facility condition	agree	The school is old and needs several things to be updated	
Parent	Halton Hills	1	Facility condition,Partnerships with other organiz,School programming e g Extended	agree		
Parent	Milton	2	Classroom sizes e g Keep class,School programming e g Extended,Walkability e g Close to home	agree	The school has expanded recently. We live right behind the school so it is within walking distance. The children are attending the AP program. The classroom size is not an issue right now during the pandemic but it remains to be seen once things return to normal.	It goes without saying that all efforts should be made that the children currently attending BR remain at their school. I think that overcrowding can be controlled by keeping an eye on new enrolments to the school.
Parent	Oakville	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	agree	I feel the board is working well with the Town to accommodate current and new developments.	
Parent	Oakville	1	Facility condition,School programming e g Extended	agree		
Parent	Milton	3	Classroom sizes e g Keep class,Excess capacity,Walkability e g Close to home	agree	The board is building new schools to ease the pressure on the current schools. This is help reduce classroom sizes.	Nope.
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,Schools as community hubs	agree		
Parent	Milton	1	Classroom sizes e g Keep class,Walkability e g Close to home	agree		
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	agree		
Parent	Milton	2	Classroom sizes e g Keep class,Excess capacity,Walkability e g Close to home	agree		
Parent	Oakville	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	agree		
Parent	Oakville	2	Classroom sizes e g Keep class,Walkability e g Close to home	agree	i dont want o drive longer to get to school , and like to keep the same number of students in the class size	
Parent	Burlington	2	Classroom sizes e g Keep class,Excess capacity,Walkability e g Close to home	agree		
LocalAgency	Oakville		Classroom sizes e g Keep class,School programming e g Extended,Schools as community hubs	agree		I am thrilled that a brand new elementary school was approved in NE Oakville !!!! Wonderful news for our community and we will now consider switching our kids to catholic board once new school is built as it will be walking distance.
Parent	Halton Hills	2	Facility condition,Partnerships with other organiz,Schools as community hubs	agree		
Parent	Oakville	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	agree		
Parent	Halton Hills	1	Classroom sizes e g Keep class,Partnerships with other organiz,Walkability e g Close to home	agree	Students from Georgetown South will have better access to schools not requiring to be bussed . Helping the environment and costs too.	No other comment.
Parent	Burlington	1	Classroom sizes e g Keep class,School programming e g Extended	agree	n/A	N/A
Parent	Burlington	2	Classroom sizes e g Keep class,School Boundary Reviews,Walkability e g Close to home	agree		I believe a continual review will need to be done. The Orchard community continually has movement where older families move out and younger families move in. This could alter the numbers in a large way.
Parent	Oakville	1	Classroom sizes e g Keep class,Portable classrooms,School programming e g Extended	agree		
Parent	Oakville	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	agree	Classroom sizes is the most important to me and I think the number of students per class at St. Michael is acceptable i.e not too large.	
Parent	Milton	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	agree	The school recently added 29 brand new classrooms and upgraded the facilities.	no
Parent	Oakville	2	School programming e g Extended	agree		
Parent	Halton Hills	2	Classroom sizes e g Keep class,School programming e g Extended,Schools as community hubs	agree		
Student	Milton		Classroom sizes e g Keep class,Excess capacity,Facility condition	agree		
GeneralPublic	Oakville		Excess capacity,School Boundary Reviews,Other	agree	Just moved to the subdivision in north Oakville between Sixth Line & Traaigar rd. & north of Dundas. Hopefully, North Oakville #4 CES school is built & where I live is within the boundary. Also, looking forward to the ministry approval of North Oakville # 3 CES for the year 2024-25 as I live within a two minute walk of the potential future elementary school at Post Rd. & Settlers Rd.	



Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Oakville	2	Classroom sizes e g Keep classr,Partnerships with other organiz,School Boundary Reviews	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr,Excess capacity,School programming e g Extended	agree		I'm not sure if this is the place to voice this concern, but there was overwhelming constituent and student requests to raise the Pride Flag to some love and inclusion to students who identify as LGBTQ2+. The conduct of certain Trustees at the board meetings discussing this was nothing short of appalling and disgraceful!
Parent	Burlington	2	Classroom sizes e g Keep classr,Excess capacity,Walkability e g Close to home	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr,Partnerships with other organiz	agree		
Parent	Milton	3	Classroom sizes e g Keep classr,Portable classrooms,School programming e g Extended	agree	I agree that the Catholic Elementary and Secondary schools are not enough. Milton population is growing up fast and we need more schools. Right now, my children are attending EFI and FI, my youngest child is in a separate school with his 2 siblings, I'm hoping they could be in one school. My other concern is that when my children are in a portable classroom, it's hard for them to access the washroom. Maybe an outdoor washroom but not portable ones will help a lot for those kids in portables.	
Parent	Oakville	1	Classroom sizes e g Keep classr,School programming e g Extended,Walkability e g Close to home	agree		
Parent	Milton	1	Classroom sizes e g Keep classr,Facility condition,Schools as community hubs	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,Portable classrooms	agree		
Parent	Milton	2	Classroom sizes e g Keep classr,Excess capacity	agree		not at this time
Parent	Milton	2	Classroom sizes e g Keep classr,Excess capacity,Portable classrooms	agree	My only real concern is the over capacity projections for the next 5 years at Our Lady of Fatima. Issue goes to overall schooling experience and in todays day and age, Covid, any discussion of capacity reaching double digit overages is very concerning.	Just from what we have seen family with older children experience. Constant boundary reviews and the instability that creates for a child is not an ideal situation. We watched as my wife's sisters youngest went through four grade schools as a result.
Parent	Milton	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Burlington	3	Classroom sizes e g Keep classr	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree	Submitting a proposal to rebuild St. Dominic is important and should continue. The Board should strongly advocate for this funding. The school is in need of significant overhaul to address issues with accessibility, proper ventilation, class size, and outdoor play and learning environments.	No
Parent	Oakville	2	Classroom sizes e g Keep classr,Excess capacity,Facility condition	agree		
Parent	Oakville	3	Classroom sizes e g Keep classr,Excess capacity,School programming e g Extended	agree		
Parent	Burlington	3	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home Excess capacity,Facility condition,Portable classrooms	agree	Our child attends St. Vincent elementary school, which evidently has a smaller population in comparison to some of the other schools in the Board. We are pleased to see that the Board places a high value on maintaining the St. Vincent school as operational despite the slightly lower enrolment projections. It is important to us that we continue to send our children to St. Vincent as it was one of the determining factors in selecting a neighbourhood when we moved to Oakville.	
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition,Portable classrooms	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	agree		
Parent	Milton	1	Classroom sizes e g Keep classr,School programming e g Extended,Walkability e g Close to home	agree		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Excess capacity,Facility condition	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr,School programming e g Extended,Walkability e g Close to home	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	agree	The FI program is very popular and the review of the boundaries is important to accommodate the amount of students applying to this program. Also, many parents including myself have kids at different schools, which would be difficult logistically, and overall for children to develop friendships in their communities and at school.	
Parent	Milton	1	Classroom sizes e g Keep classr	agree	Milton is becoming an attractive city to move to while number of schools and accommodation should be taken into consideration.	No
Parent	Oakville	2	Classroom sizes e g Keep classr,Excess capacity,Portable classrooms	agree	I don't think enough is being done to address the capacity issue at St Mary. It's insane with no room for the kids due to the added portables. The school area is already not a big one so this is super concerning.	More needs to be looked into the capacity of at Mary school. More and more people are being added.

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Burlington	2	Classroom sizes e g Keep class, Excess capacity, Facility condition	agree		
Parent	Milton	2	Classroom sizes e g Keep class	agree		
Parent	Milton	1	Classroom sizes e g Keep class, School programming e g Extended, School Boundary Reviews	agree	Agree - will be very upset if my child has to move from st scholastica post boundary review being in the fi programs. This program should be offered at multiple locations and not require the movement of children in their area. Figure it out ! The public school board clearly has.	No
Parent	Halton Hills	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	agree	They don't talk about in class learning. This is a must. On line is not working.	
Parent	Milton	2	Classroom sizes e g Keep class, Portable classrooms, School programming e g Extended	agree		
Parent	Halton Hills	2	Classroom sizes e g Keep class, Excess capacity, Schools as community hubs	agree	As long as the new secondary school proceeds as planned, my concerns are being addressed; one Catholic secondary school is not enough.	
Parent	Burlington	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	agree	agree with French immersion, good that jk is decreased	
Parent	Milton	3	Excess capacity, Facility condition, School programming e g Extended	agree		
Parent	Oakville	1	Classroom sizes e g Keep class, Facility condition	agree		
Parent	Burlington	2	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	agree		
Parent	Burlington	1	Classroom sizes e g Keep class, School programming e g Extended, Schools as community hubs	agree		
Parent	Oakville	1	Classroom sizes e g Keep class, School Boundary Reviews, Schools as community hubs	agree		
Parent	Oakville	1	Classroom sizes e g Keep class, Walkability e g Close to home	agree		
Parent	Halton Hills	4	Classroom sizes e g Keep class, Excess capacity, Walkability e g Close to home	agree		
Parent	Oakville	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	agree		I am concerned about the growth at the secondary schools in Oakville. I want to ensure that the programing at the existing schools will not be impacted.
Parent	Burlington	2	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	agree		
Parent	Milton	1	Excess capacity, Facility condition, Walkability e g Close to home	agree		
Parent	Halton Hills	1	Classroom sizes e g Keep class, Facility condition	agree		
Parent	Milton	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	agree	Classrooms should be not at full capacity so children get enough attention from teachers to excel in the learning environment. This also will avoid overwhelming teachers and allow a smooth learning process. Facility conditions should be kept safe for children at all times. School class size needs to be smaller because I see even from the online school that the class too many for the teachers to handle , control and explain probably the lesson to too many kids in age they might need extra help.	N/A
Parent	Oakville	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	agree		Teacher assistant so the kids can extra support.
Parent	Milton	3	Classroom sizes e g Keep class, Facility condition, School Boundary Reviews	agree		
Parent	Oakville	1	Portable classrooms	agree		
Parent	Oakville	2	Classroom sizes e g Keep class, School programming e g Extended, Walkability e g Close to home	agree		
Parent	Burlington	3	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	agree		
Parent	Oakville	3	Classroom sizes e g Keep class, School programming e g Extended, Walkability e g Close to home	agree		
Parent	Milton	2	Classroom sizes e g Keep class, Facility condition, Partnerships with other organiz	agree		
Parent	Milton	1	Classroom sizes e g Keep class, School programming e g Extended, Other	agree		
Parent	Burlington	2	Classroom sizes e g Keep class, Facility condition, Portable classrooms	agree	I feel like there is a need for a French Immersion school in south Burlington. If SHOJ is going to be overcapacity, and there is greater enrollment forecasted for South Burlington, this could be something that would benefit all down the road.	My children will be attending Assumption High School starting 4 years from now and I would hate to see them in portables.
Parent	Burlington	2	Classroom sizes e g Keep class, Partnerships with other organiz, Schools as community hubs	agree		
Parent	Burlington	1	Classroom sizes e g Keep class, School programming e g Extended, Walkability e g Close to home	agree	Agree with plan to continue to monitor enrollment rates and conduct a boundary review; important to keep class sizes manageable in small community school	
Parent	Oakville	1	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	agree		
Parent	Oakville	2	Classroom sizes e g Keep class, Excess capacity, Portable classrooms	agree		

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Halton Hills	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	agree	Planning ahead in anticipation of Georgetown expanding significantly will help to maintain school sizes.	
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	agree		
Parent	Burlington	2	School programming e g Extended, Schools as community hubs, Walkability e g Close to home	agree	Idea of boundary review with CEB 2 & 3 is worrisome but it would be good to have more even amounts of feeder schools for Notre Dame (compared to Corpus and Assumption).	Very happy with the improvements at St. Mark. Would like to see better boundaries to address the lack of high school attached to St Gabriel's Parish.
Parent	Oakville	1	Classroom sizes e g Keep classr, School programming e g Extended, School Boundary Reviews	agree		
Parent	Milton	2	Classroom sizes e g Keep classr, Excess capacity, School Boundary Reviews	agree		
Parent	Milton	1	Classroom sizes e g Keep classr, Partnerships with other organiz, Walkability e g Close to home	agree		
Parent	Milton	2	Classroom sizes e g Keep classr, Portable classrooms, School programming e g Extended	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr, Partnerships with other organiz, School programming e g Extended	agree	To support children with EA and material that they would be needing	
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School Boundary Reviews	agree		
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr, Excess capacity, School programming e g Extended	agree	N/A	N/A
Parent	Oakville	2	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	agree		Would like to see both St. Bernadette and St. Matthew remain open to maintain current low number of students who are taking buses to school.
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School Boundary Reviews	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	agree		
Parent	Milton	1	Classroom sizes e g Keep classr, School programming e g Extended, Schools as community hubs	agree		
Parent	Halton Hills	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	agree		
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	agree		
Parent	Oakville	4	Classroom sizes e g Keep classr, School programming e g Extended, Schools as community hubs	agree	The analysis is fine but should also consider what is going to happen to the students in expanding areas before their school is built. For example, will the development along 9th Line (Ford Dr) go to St Luke School since there is capacity at this time?	Perhaps the inclusion of other possibilities if, for example, the Region chooses the Growth Plan that is 0% new greenfield and 100% infill developments for the next Official Plan update.
Parent	Oakville	1	Classroom sizes e g Keep classr, Excess capacity, School programming e g Extended	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr, Partnerships with other organiz, Walkability e g Close to home	agree		
Parent	Oakville	2	Portable classrooms	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, Schools as community hubs	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	agree		Money needs to be spent on updating Holy Family CES. The outside of the building has a lot of wear and tear and should be addressed. The paved play area for the kids is uneven, has potholes in some areas and is uneven which leads to large ice covered areas in the winter and is not entirely safe for kids running around playing.
Parent	Oakville	1	Classroom sizes e g Keep classr, Excess capacity, Facility condition	agree		
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	agree		
Parent	Oakville	1	Classroom sizes e g Keep classr	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	agree		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Portable classrooms	agree		
Parent	Milton	1	Classroom sizes e g Keep classr	agree	I AGREE	
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	agree		
Parent	Burlington	2	School programming e g Extended	agree		

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	agree	The recommendation are in line with our expectations though we strongly believe that there should be an emphasis and investment dollars into technology development and enhancement.	Extended French should also be part of the focus
Parent	Oakville	2	Portable classrooms, School programming e g Extended	agree		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	agree		
Parent	Halton Hills	1	Classroom sizes e g Keep classr, Facility condition, Schools as community hubs	agree	I agree with need for more schools to accommodate growing number of students	No
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	agree		
Parent	Milton	2	Classroom sizes e g Keep classr, Partnerships with other organiz, Other	agree	I dont see what else can be done - the community is throwing up houses with minimal infrastructure so a capacity review needs to be done and more schools planned- I feel comfortable that is being planned.	not at this time
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	agree	moving the opt in French programs from StB will help with the downward trend of numbers, though the area surrounding the school is ideal for young families and number should remain level for many years to come.	
Parent	Milton	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	agree		
Parent	Burlington	1	Classroom sizes e g Keep classr, Partnerships with other organiz, School programming e g Extended	agree		
Parent	Milton	2	Classroom sizes e g Keep classr, Excess capacity, Other	agree		
Parent	Milton	2	Facility condition	agree	As the population in Milton increases, so should the school facility. It is vital to learning that students attend school that is conducive to learning. Facility would mean world class structures, high tech equipment and highly qualified student loving teacher (that their main cause is to pass the baton to the new generation and not because of what the Union can do for them).	I pray that the Board will continue to do what is best for the kids for the Glory of God!
Parent	Milton	1	Classroom sizes e g Keep classr, Excess capacity	agree		
Parent	Milton	1	Excess capacity, Facility condition, School programming e g Extended	agree		
Parent	Burlington	2	Facility condition, Partnerships with other organiz, School programming e g Extended	agree		
Parent	Milton	2	Portable classrooms	disagree	My son has been in a portable for 3 straight years!	
Parent	Halton Hills	1	Classroom sizes e g Keep classr, Facility condition	disagree	Most descions for students on all sides for more self serving than student best interest. A lot of time and money is wasted on both the board and government sides forgetting that money is tax payers money.	Catholic school boards are hanging by a thread. The move to all public school board is the future.
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	disagree	Enrollment is down in Acton because the school has no facilities, labs, access to technology, etc. The staff are wonderful but it is clear that the school board doesn't care one bit about the far north of their region.	Another high school, to accommodate more rural families is required. Also, opening up enrollment to just any Georgetown student to bump up their athletics program is disgraceful and compromises the education of those who normally would be attending Christ the King. Grade 9s should not have to share lockers. The number of portables at the school is an embarrassment, showing a lack of planning & regard for student well-being and their learning. For these reasons, my kids will switch boards for HS.
Parent	Burlington	2	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	disagree	Quite honestly, I don't see anything specifically related to school programming (I am most concerned about Special Education). With regards to walkability, I feel we will not be impacted by a boundary change and with regards to class sizes ... well, that is always determined by the Ministry and has been a long standing issue.	
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Portable classrooms	disagree		
Parent	Oakville	2	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	disagree	There are a number of children coming in from out of the school boundaries. Portables have been increased and Extended French is moving out of the school. I am disappointed to see that the root cause of overextended enrollment has not been identified. The solution to the problem is to move local children to other schools - even if they live within the school boundaries. The solution becomes easy for the schoolboard and difficult on the local constituents.	
Parent	Oakville	1	Classroom sizes e g Keep classr, School programming e g Extended, School Boundary Reviews	disagree	If the demand for French Immersion program is increasing, more schools should offered it, not only St. Mary.	
Parent	Burlington	2	Classroom sizes e g Keep classr, Excess capacity, Portable classrooms	disagree	Our area is very much experiencing a turn over in population with more and more young families. Our school is at capacity and has 3 portables on a very small yard. Our school has little outdoor space and no grass for children to play on. I believe St. Raphael's needs attention and more planning either through addition of a 3rd story to the school, or use of the park directly across from the school. We cannot accommodate any more portables and we have limited facilities within the school.	I believe you have under estimated the increasing enrollment in our school and ask that you look specifically at St. Raphael and the lack of space and out space. Given that COVID will be with us for awhile I feel this investment would greatly benefit both the children's mental and physical well-being
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	disagree	The goal always is to close smaller schools for financial gain. St. Paul went under a review process a few years ago where people wanted to close the school. Instead of trying to amalgamate schools and do boundary reviews, why don't we focus on what really matters? Students should not be crammed into classrooms with a large number of students. Studies have shown that students benefit from more one-on-one interactions with the teacher. Older schools need repairs and more FI options are needed.	No.
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	disagree		
Parent	Oakville	2	Facility condition, School programming e g Extended, Walkability e g Close to home	disagree	St Matthew used to have French, but this has been moved to another school. We specifically put the kids into St. Matthew for the strong academic scores as well as French education option. It is not realistic to think that kids can easily transition between schools living in the same neighborhood if French is moved elsewhere.	

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Milton	1	Classroom sizes e g Keep class, Facility condition, Portable classrooms	disagree	There are still too many portables, hopefully the current construction/renovation will correct it.	
Parent	Halton Hills	3	School programming e g Extended, School Boundary Reviews, Walkability e g Close to home	disagree	- French Immersion students who are at St. Catherine from Grade 1-5 should continue at the school for Grade 6-8 as they have developed relationships with teachers, community members and students beyond the French Program and should be able to continue in that school. Some students chose FI for the proximity as well as the programming. With St. Brigid also being the holding school there will be a lot of movement of teachers and students and the FI students should be able to stay where at St. C.	Boundary changes should be phased in and allow students to stay at their current school if they are in the late elementary years.
Parent	Oakville	2	Classroom sizes e g Keep class, School programming e g Extended, Walkability e g Close to home	disagree	Prior to covid, there were not enough seats in a science class for all the students enrolled.  Programming at the school could be greatly improved.	
Parent	Oakville	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended, Schools as community hubs, Walkability e g Close to home	disagree	Based on the growth happening in Oakville a short term plan that stretches to 5 years is not feasible. Holy trinity will be playing constant catch up and will be behind in what they are offering students and teachers as a Result. The short term plan should be looking at 1-3 years and having tangible ways to adapt the short term plan.	Short terms plan should include clear direction on his kids who have been unable to secure volunteer credits due to covid can do so virtually or with organizations where physical distancing is allowed can do so. The high school students who at the beginning of covid have missed out on critical skills and development associated with socialization. The short term plan should take this into consideration as well
Parent	Oakville	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended, Schools as community hubs, Walkability e g Close to home	disagree		
Parent	Milton	2	Classroom sizes e g Keep class, Excess capacity, Portable classrooms	disagree		
Parent	Milton	3	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	disagree	I think that younger students who already have older siblings in Fr. Immersion or Extended Fr. should be given priority to the programs, as this "equalizes" the education experience within families. My eldest son is in Extended French but my daughter whom we applied for for next year (Gr. 5) is 9th on the waitlist due to the lottery. I was told to try to enroll her into a different school where they may have spots, but this would pose a logistical nightmare for us.	
Parent	Milton	4	Excess capacity, Facility condition, Portable classrooms	disagree	In Sept 2021 I will have 3 children attending St Francis Xavier in Milton, This school pre-covid had upwards of 300 children in it with 40+ portables. The conditions in which these children are expected to learn are deplorable, the cafeteria can't even accommodate the children and they are forced to attend the facilities across the street. It is an unsafe, unsanitary environment to expect children to learn, to have them racing between portables and the main building in record time is crazy.	This plan is not addressing immediate concerns for children's safety in a learning environment. The timing of the opening of new facilities is too little too late, particularly when large numbers of kids are grandfathered into already overloaded facilities.
Parent	Oakville	3	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	disagree		
Parent	Burlington	1	Classroom sizes e g Keep class, School Boundary Reviews, Walkability e g Close to home	disagree		Do not close any school like the HDSC did a few years ago that destroyed school communities and did nothing for the overcrowding in the current schools
Parent	Burlington	2	Classroom sizes e g Keep class, Excess capacity, Facility condition	disagree	Kids in younger grades don't get enough attention on one on one with their teacher because number of students is too high. Kids who need support are outcasted because stronger students are easier to work with and they fall behind even more. My son often times complain about the cleanliness of the bathrooms. Also high school cafeteria could do better on the quality of food and food choices to more healthy.	
Parent	Milton	2	Portable classrooms, Other	disagree	There is no resolution available no lockers etc. those are in the school so the portable cannot use them and the junior kids are put into the portables.	
Parent	Oakville	1	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	disagree	Holy Family School should not be closed - it remains a valuable asset to the community and families and will remain so in the future.	Maintain the Holy Family School - please do not make the mistake of closing it - it is a valuable asset now and for our community in the future.
Student	Burlington		Partnerships with other organiz, School programming e g Extended, Schools as community hubs	disagree	I feel as though the school board needs to take more responsibility for students overall mental health while in school. I felt unwelcome and afraid entering high school, and left even more confused than before.	I want to strive towards actual inclusivity and not this bullshit excuse that is being used as one. There is no sort of improvements or changes even being made when there are countless students suffering from the ongoing (and recently increasingly negative) mental health crisis. For a school board that promotes the spirit of inclusion and diversity of all, you're not doing a very great job.
Parent	Milton	2	Classroom sizes e g Keep class, School programming e g Extended, Walkability e g Close to home	disagree		
Parent	Milton	1	Classroom sizes e g Keep class, School programming e g Extended, Walkability e g Close to home	disagree	I disagree with the holding location for the Milton #3 CSS. It is too far from our town and a long bus ride (safety concerns are an issue here). A long bus ride raises concerns with road safety and social concerns (bullying). There should be supervision on these busses.	
Parent	Oakville	2	Classroom sizes e g Keep class, Excess capacity, School Boundary Reviews	disagree	St. Joan of Arc and St. John Paul II are under used and new residential developments and the board should consider these schools rather than look at building new ones. Maybe also have incoming classes of EFI kids feed into these schools that are under serviced?	
Parent	Milton	1	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	disagree		
Parent	Milton	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended, Classroom sizes e g Keep class, Facility condition	disagree	Portables are not the answer to classrooms. This is not ideal due to maintenance of it, the poor air quality.	French should be offer in earlier grades and more french immersion options.
Parent	Halton Hills	2	Classroom sizes e g Keep class, Facility condition	disagree		

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Burlington	2	Classroom sizes e g Keep class,Portable classrooms,Walkability e g Close to home	disagree	I didn't see anything to do with improving outdoor facilities to encourage play and exercise and indoor/outdoor fitness equipment/resources.	I'm really concerned about having too many portables on the school grounds - kids are already under limited play space during wet and snowy conditions (must only use black top only areas).
Parent	Burlington	3	School programming e g Extended,School Boundary Reviews,Walkability e g Close to home	disagree	School boundary reviews to spread students out amongst schools is a first step to closing schools by taking students from schools that are seeing increased enrolment. Schools that a few years ago were slated to be closed with PARS that sited DECREASING enrolment projections over the next 5-10 yrs. This is vigorously fought by parents and community members providing contrary evidence that enrolment would increase and stabilize. As it has and will continue to do!	Our school once slated to be closed and merged with St. John's now has 2 portables-Not decreased enrolment. Leave our schools as they are. Stop trying to take kids from successful schools and put them on buses to schools out of their neighbourhoods! This is not what parents want and will be fought once again if needed. Build up not out! Add additions to the tops of schools that are exceeding or increasing enrolment. Keep kids where they are and spend our tax dollars smartly!
Parent	Milton	2	Classroom sizes e g Keep class,School programming e g Extended	disagree		
Parent	Milton	3	Classroom sizes e g Keep class,School Boundary Reviews,Walkability e g Close to home	disagree	This committee allowed St FX to be overwhelmed with enrolment, and failed to provide local schooling for students in its feeder community. My tax dollars have been misused for the benefit of others while my family has been disrupted and neglected. Other areas of Halton have excess schools sitting idle yet Milton struggles to build new schools for the clear demand that it has. An formal investigation into the misuse of our tax dollars needs to be conducted.	The long term plan committee has failed my children. I have one child in an excessively over-crowded school, another child will be leaving the Catholic system to attend a school closer to home without the need to commute. My youngest child I'm concerned will also be disrupted. This committee is incompetent and needs to be completely overhauled. I am completely discussed at the process and the actions that this committee have made in the last 5 years. Shame on ever member of LTCP committee.
Parent	Oakville	2	Classroom sizes e g Keep class,Portable classrooms,School programming e g Extended	disagree	In our board the immersion program needs to grow and be supported. We need to ensure sibling can attend the same site. Family are stretch as it is, to have siblings in the same program at 2 different site is unfair and is not supporting families and values.	Portables are something students do not mind. The comments come from parents who are not teaching their children respect, instead they are teaching them entitlement. It would be great from the board to share picture of the school yards and also share picture of Toronto school yard, you will see the complaints are not justified Our children have more than enough school yard space than other region.
Parent	Halton Hills	2	Classroom sizes e g Keep class,Portable classrooms,School programming e g Extended	disagree	My children have consistently been in portable classrooms and do not have the facilities or stability that a school provides including lockers. The school is overcapacity and it impacts the learning environment and student performance. One need only look at the performance of the school on the Fraser Institute rankings to see the impact. Something needs to be done to correct the slide in student performance beginning with investments in both human capital and facilities.	No more portables and
Student	Burlington		Classroom sizes e g Keep class, Facility condition,School programming e g Extended	disagree		
Parent	Oakville	1	Classroom sizes e g Keep class,Excess capacity,School programming e g Extended	disagree	The issue of large class room sizes are not being addressed. don't see specific discussion of classroom size	
Parent	Burlington	2	Classroom sizes e g Keep class,Portable classrooms,School programming e g Extended	disagree	however, introduction of portables at the newly renovated Assumption SS is mentioned; this is surprising given the recent renovations	
Parent	Oakville	2	Classroom sizes e g Keep class,School programming e g Extended,School Boundary Reviews	disagree	No French programming is available	
Parent	Milton	1	Classroom sizes e g Keep class,Excess capacity, Facility condition	disagree	Bullying is not delt with at all . The training that the staff are supposed to have doesn't work and the children get away with it all the time.	Very disappointed with Bishop Reding Catholic High School. Would not recommend this school to any of my friends.
Parent	Halton Hills	1	Classroom sizes e g Keep class, Facility condition, Portable classrooms	disagree	More immediate solution to the over populated schools. The situation is dire already. Why wait until more construction is finished where it becomes even a bigger issue.	
Parent	Halton Hills	2	Classroom sizes e g Keep class, Excess capacity, School programming e g Extended	disagree		
Parent	Milton	2	Classroom sizes e g Keep class, Excess capacity, School Boundary Reviews	disagree	I am concerned with the percentage OLF is expected to be over capacity in the next 5 years. I am also concerned with boundary reviews. We have seen the negative impact it can have on students and their peer groups. We have first had experience with a family member whose sons schools were reviewed and resulted in 4 moves before high school. The portable issue is also a concern for me. Either funding or capacity, possibly both, have been dramatically underestimated.	
Parent	Oakville	2	School programming e g Extended, School Boundary Reviews, Other	disagree	I don't think the planning is reflecting what is really happening in the community. Since there is more than one French Immersion site, siblings in the same specialty program should be kept together. It's very difficult for families with more than one child to send their kids to multiple schools just because we don't have a policy that's inclusive of parents with more than 1 child in school. We're forced to put them in different schools and denied exceptions when we ask!!!	
Parent	Oakville	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	disagree		
Parent	Milton	2	Facility condition, Portable classrooms, Walkability e g Close to home	disagree	Hoping that the assessment of a larger french immersion program will reduce number of students at St. Anthony's. Awesome if it works.	
Parent	Burlington	1	Classroom sizes e g Keep class, Excess capacity, Portable classrooms	disagree	6 years is too long to wait to determine that the schools are getting to full. St. Raphael has now lost most of it's playing space to make room for portables. This is not fair to the children. And what if they're told they need even more portables? The school is too full! Please make the boundaries smaller and balance out the numbers with other schools.	

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Halton Hills	2	Classroom sizes e g Keep class,School Boundary Reviews,Walkability e g Close to home	disagree	There was no mention of boundary and whether or not the current boundaries would change and my children would need to move schools.	School times are also a factor and would need to stay the same. Location of the new school would need to be within walking distance of our home if we were forced to move there. Otherwise, we would want the choice to stay at our current school.
Parent	Halton Hills	5	Classroom sizes e g Keep class,Excess capacity,School programming e g Extended	disagree	The school s are over crowded and too many portables	
Parent	Burlington	3	Classroom sizes e g Keep class,Portable classrooms,Walkability e g Close to home	disagree	We had to move to Burlington because the population in St. Francis Xavier was too high and the next Catholic Secondary School that was to be built hasn't even started construction yet. With this in mind, we needed to move to an area where the school was not overpopulated and students were not bussed outside of the city just to attend. We were concerned that even our 11-year-old daughter would not be able to attend the new high school in Milton since the building progress is very slow.	
Parent	Milton	3	Classroom sizes e g Keep class,School programming e g Extended,Walkability e g Close to home	disagree	Main concern is keeping my third child in French immersion either at st scholastica where she began, and had to leave her home school where her siblings are, to attend OR having the French immersion program provided in the st Anthony area so they don't have to spend SO much time on the bus each day. Seems like there isn't an option on this side of town. French immersion program has been great but then distance from home is a major draw back	Don't like the idea of holding schools It's just too much switching schools for the children especially since Covid they need some normalcy and consistency
Parent	Burlington	1	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	disagree		
Parent	Burlington	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	disagree	St Paul's already has 2 portables and expects enrollment to increase slightly I am concerned they will either add more portables or increase class sizes.	
Parent	Halton Hills	2	Classroom sizes e g Keep class,Facility condition,Other	disagree	Our school is already too full. And the plan is talking years away. Nothing has been done to help St. Brigid students have room to play. Sometimes they go to town property at the circle field but there are huge green spaces and soccer fields right next door that they could play on.	
Parent	Milton	1	Portable classrooms	disagree		
Parent	Burlington	3	Classroom sizes e g Keep class,School programming e g Extended,Walkability e g Close to home	disagree		
Parent	Milton	2	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	disagree	Too little too late. School should have already been built and SFX should not be at the capacity it is at. Too late for my children as one is graduating this year and the other in 2 years.	
Parent	Milton	2	Classroom sizes e g Keep class,School programming e g Extended,Walkability e g Close to home	disagree	School programming should be prioritized. Special needs students are not given enough attention and expectations are similar to regular students. For example, two teachers have suggested and advised that I should give my child medications for his "disorder", which we strongly disagree as parents. Medications seem to be such as a convenient short term solution for these teachers instead of applying creativity and patience towards special needs students.	I would like to see more and extensive plans for special needs students.
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition	disagree	Enrolment at St. Raphael CES is very close to maximum capacity. All available space (resource rooms, computer room, etc.) has already been converted to classrooms. In 2020/2021 three portables were added, thereby reducing the already limited outdoor space. If the plan is to "continue to monitor enrolment" over the next 1-5 years, I would like to see capital improvements made to the school (including adding new technology) to enhance functioning at maximum capacity.	
Parent	Oakville	1	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	disagree	I enjoy having a small school community and am worried about class size.	
Parent	Burlington	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	disagree	Given the growth of French Immersion, and the growth of population at Sacred Heart of Jesus, it makes sense to include another school in the French Immersion program, OR to make SHOJ a French Immersion ONLY school.	
Parent	Burlington	2	Classroom sizes e g Keep class,Portable classrooms,School programming e g Extended	disagree	there are too many portables at St Anne CES and there should be French Immersion offered there as well.	Need to expand the French Immersion program, offer more spaces so there is a spot for every child who wants to enroll.
Parent	Halton Hills	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	disagree	The West Georgetown CES proposal has been pending for 20 years. The last time you asked for funding it was shown that 80% of the students would need to be bussed to this new location. It might be time to look for a new location given the demographics of the Town.	
Parent	Milton	1	Partnerships with other organiz,Schools as community hubs,Walkability e g Close to home	disagree	None of the above talks about empowering teachers with racial profiling and how to handle or talk about these issues. Create strategic partnerships with some of these organizations in the community to address these issues. For last 2-3 years we talking about class sizes yet racism is pushed under the carpet. This involves students from Asia, Africa and First Nations among others	Empowering the schools to recoup ROI through community projects such as utilization of gyms and halls for games and events
Parent	Milton	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	disagree	The quality of education should be analyze too.	No
Parent	Milton	2	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	disagree	Classroom size (small number of students) is important, as is not having the play yard full of portables. Going forward, more space (including green space/outdoor classrooms) /less people per square area, more handwashing areas, more bathrooms, and focus on good air flow in the schools should be key priorities (lessons learned from Covid). Also, the focus on French diverts resources and sidelines those who choose not to take the French track - mostly just to cater to competitive parents.	Please consider the health of kids - physical and mental - kids need space. Lots of space.
Parent	Burlington	3	Classroom sizes e g Keep class,Facility condition,School Boundary Reviews	disagree	Our school has too many kids bused from outside of our boundary because of our different offerings - these students are zoned elsewhere but attend our school because of preference. The school is older and needs improvements - the "playground" is atrocious-mostly concrete.	
Parent	Oakville	3	Excess capacity,School programming e g Extended,School Boundary Reviews	disagree	With the expansion of FI to another school (St. Margaret D'Youville), the other FI site should remain in St. Mary. Grades 1-8 should be kept in each FI schools. Bussing should continue. Sibling rules should be implemented.	
Parent	Burlington	3	Classroom sizes e g Keep class,School programming e g Extended,Walkability e g Close to home	neutral		
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral		

Respondant	Community	How many of your children enroled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Halton Hills	1	Portable classrooms,Walkability e g Close to home ,Other	neutral	Portables need to be eliminated. When St Brigid was first built, they enrollment would diminish over the years due to kids growing up, but there are always young families moving to the area. 20+ years later, there are still portables at St Brigid and the amount seem to be increasing.	
Parent	Burlington	2	Classroom sizes e g Keep classr,Portable classrooms,School programming e g Extended	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,Partnerships with other organiz	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr,Walkability e g Close to home	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,Portable classrooms	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition	neutral		
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Portable classrooms,School programming e g Extended	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Portable classrooms,School programming e g Extended	neutral	My daughter has been in a portable from Grade 3 to Grade 7 (actually in the exact same portable for all but 1 grade). There is obviously a need for another elementary school given the number of portables at both schools in Georgetown South. I'm scared to see what the capacity at CTK will be when the time comes.	There are some cross boundaries for reasons that are not valid. We have families from outside the boundaries (even Peel Region) attending the schools. Another family used the childcare excuse for a cross boundary, the children don't attend childcare. Nor are they in a specialized program in the school. The parents complain about the admin at the school, behind their backs, but continue to send their children.
Parent	Oakville	1	Classroom sizes e g Keep classr	neutral		
Parent	Milton	4	Classroom sizes e g Keep classr	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr,Schools as community hubs,Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,School Boundary Reviews	neutral		
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral	I neither agree or disagree with the issues. I reviewed the information and it doesn't seem to affect me negatively or change in any substantial way. I'm happy with the current situation.	
Parent	Oakville	1	Classroom sizes e g Keep classr,Excess capacity,School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,Portable classrooms	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr,School programming e g Extended	neutral		
Parent	Burlington	4	Classroom sizes e g Keep classr,Facility condition	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr,School programming e g Extended,Walkability e g Close to home	neutral		We would like to see better programs added to the school giving kids equal opportunity within the region
Parent	Oakville	1	Classroom sizes e g Keep classr	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr,Portable classrooms,School programming e g Extended	neutral		
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral	We only have the one catholic elementary school in Acton if it was closed I would remove my child from the catholic board.	
Parent	Burlington	1	Classroom sizes e g Keep classr,Portable classrooms,School programming e g Extended	neutral	with 2 new condominiums being built in the area how can the school accommodate expansion and traffic in the area.	opportunities for kids to have extra curricular activities within the school if possible.
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,Partnerships with other organiz	neutral	The assessment seems fine. I was hoping to see some capital improvements to Holy Rosary (Burlington) with increased long term increase in students population and increased outreach within the community.	
Parent	Milton	2	Classroom sizes e g Keep classr,Partnerships with other organiz,School programming e g Extended	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr,Facility condition,School Boundary Reviews	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Oakville	1	Facility condition,Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,Excess capacity,Portable classrooms	neutral		



Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Halton Hills	2	Classroom sizes e g Keep class, Facility condition, Portable classrooms	neutral	I feel that the HCDSB has been slow to build schools to match the population. I worry that CTK will be overburdened for years before the 2nd HS is built in Georgetown South. Land planning and purchasing should be happening now.	Please keep up with the maintenance of older schools so they don't fall into disrepair. Please plan ahead accordingly so the High Schools do not face the overextended burdens of portables as seen in Milton (most especially the lack of washroom facilities for the number of students and staff and the distance needed to travel to those washrooms).
Parent	Milton	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	1	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	3	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral	I think the building condition itself is being looked at but I am concerned about classroom sizes especially in this climate. If we need more portables to have smaller class sizes, please do.	
Parent	Milton	2	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral	More high schools need to be built in the areas to accommodate growing communities instead of adding more portables. We live close enough to the schools I'm not concerned our boundary will move.	
Parent	Milton	1	Classroom sizes e g Keep class, Facility condition	neutral		
Parent	Oakville	2	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	neutral	I also think staff, VP and Principal turnover should be reviewed due to low school enrollment. What can be done to keep great teachers and attract good longer term staff as this affects student and parent morale and judgements about the school.	I hope this gets reviewed annually so that kids do not have to experience loss of students and an over abundance at other schools unnecessarily. School resources should also be increased faster as it takes too long to build up state of the art learning materials for our kids futures. Thank-you.
Parent	Milton	1	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	2	Facility condition, Portable classrooms	neutral		
Parent	Oakville	1	Classroom sizes e g Keep class, Excess capacity, Facility condition	neutral	I am not affected by the St. Dominic renewal project.	
Parent	Halton Hills	2	Classroom sizes e g Keep class, Facility condition, Portable classrooms	neutral		
Parent	Burlington	3	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	neutral		
Parent	Oakville	2	Classroom sizes e g Keep class, Schools as community hubs, Walkability e g Close to home	neutral	Full longterm impact not clear Boundary review okay but what does that look like?	No
Parent	Milton	2	Classroom sizes e g Keep class, Facility condition, School Boundary Reviews	neutral	Need another high school built minimize enrollment	
Parent	Oakville	1	Classroom sizes e g Keep class, Facility condition, Portable classrooms	neutral		
Parent	Oakville	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	neutral		
Parent	Halton Hills	1	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	2	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep class, School Boundary Reviews	neutral		
Parent	Milton	2	Classroom sizes e g Keep class, School programming e g Extended, Walkability e g Close to home	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep class, Walkability e g Close to home	neutral		
Parent	Milton	1	Portable classrooms, School Boundary Reviews	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep class, Facility condition	neutral	I believe that expanding the school allows for more room for dividing students into smaller class sizes	
Parent	Oakville	2	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	neutral	That classes stay small, also special needs classes need to accommodate students plus mainstream classes.	
Parent	Oakville	2	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral	My kids are at St. Dominic and that school is in need of renovations but continues to be delayed.	Why is this survey satisfactory for board planning purposes, but it is not acceptable for determining Pride Support in the schools that have a direct impact on the children. Parents voices have been ignored in this regard.
Parent	Oakville	1	Classroom sizes e g Keep class, Portable classrooms	neutral	St. Mary has large amount of portables where kids stuck for years. Next year my daughter is anticipated to be in portable again, and year after. I am concerned that kids do not have normal facility with proper roof, toilet, sink, proper air system, proper fire alarm system, Portables becoming normal options for kids in St. Mary and it is very wrong. Why kids pushed to do so?	St. Mary has large amount of portables where kids stuck for years. Next year my daughter is anticipated to be in portable again, and year after. I am concerned that kids do not have normal facility with proper roof, toilet, sink, proper air system, proper fire alarm system, Portables becoming normal options for kids in St. Mary and it is very wrong. Why kids pushed to do so?
Parent	Halton Hills	2	Classroom sizes e g Keep class, Excess capacity, Facility condition	neutral		

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, School Boundary Reviews, Walkability e g Close to home	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition	neutral		
Parent	Oakville	3	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Milton	3	Classroom sizes e g Keep classr, Partnerships with other organiz, Walkability e g Close to home	neutral	Na	Na
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Schools as community hubs	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr, Excess capacity, Portable classrooms	neutral	I'm neutral because you clearly don't listen to what your communities want. At the end of the day you do what you want so what's the point....just to be heard???	Stop "beautifying" your schools. They're fine as they are! You spend waaaaay too much money on esthetics, use that money towards things inside the school that benefit the kids instead of asking parents for even more money on your so-called activity fee. And stop harassing my kid to give it to you.
Parent	Oakville	3	Portable classrooms	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, School programming e g Extended	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr, Facility condition, Portable classrooms	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, Walkability e g Close to home	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, Schools as community hubs	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	3	Classroom sizes e g Keep classr, School programming e g Extended	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral	There is no recommendations for special education and making more opportunities available to children with special needs. There is recommendation for Extended french and gifted students. I think this needs to be balanced out.	
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		not a fan of combining kids from different ages such as class 1/2 or 2/3, should all be from the same age and the same education level
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		not a fan of combining kids from different ages such as class 1/2 or 2/3, should all be from the same age and the same education level
Parent	Milton	2	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	neutral		
Parent	Burlington	1	School programming e g Extended	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr, Excess capacity, Facility condition	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr, Schools as community hubs, Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr, Excess capacity, Facility condition	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Milton	1	Other	neutral	Children need to return to school ASAP. The long term consequences of these strategies are disproportionate when compared to the rationale. My voice isn't being heard, therefore I am using this platform to stress the importance and priority of your issues. Get kids back into school ASAP!	the only planning necessary right now and that should be a top priority is having kids return to school ASAP!
Parent	Milton	3	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Excess capacity, Facility condition	neutral	Nothing is happening at my school	

Respondant	Community	How many of your children enroled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Burlington	2	Classroom sizes e g Keep classr,Excess capacity,Facility condition	neutral		None
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,Partnerships with other organiz	neutral		
Parent	Oakville	3	Schools as community hubs	neutral	Stop the anti-Catholic gay pride campaign in our schools.	Stop the anti-Catholic gay pride campaign in our schools.
Parent	Milton	1	Classroom sizes e g Keep classr,Schools as community hubs,Walkability e g Close to home	neutral		
Student	Halton Hills		Classroom sizes e g Keep classr,School programming e g Extended,Walkability e g Close to home	neutral	I want more special programs for junior and intermediate such as STEAM programs, ART programs, Sports Program, Computers, coding want a special program for enhanced learning ( really intelligent but not gifted ) .	
Parent	Milton	3	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Oakville	3	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral	My children will almost be done school by the time the long term recommendation will happen.	
Parent	Milton	3	Classroom sizes e g Keep classr,Facility condition,Portable classrooms	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr,Excess capacity,School programming e g Extended	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr,School programming e g Extended,School Boundary Reviews	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,Partnerships with other organiz,School programming e g Extended	neutral		
Parent	Milton	1	School programming e g Extended,School Boundary Reviews,Walkability e g Close to home	neutral	The community is growing and ever changing. Therefore I believe the school is doing their best in this circumstances.	I would like the to see the board become more inclusive in all aspect of education and student activities to reflect the diversity of their students. Make every student and families feel valued and welcome. We should NOT JUDGE LEST WE BE JUDGED.
Parent	Halton Hills	1	Classroom sizes e g Keep classr,School programming e g Extended,Walkability e g Close to home	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr,Excess capacity,Portable classrooms	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr,Partnerships with other organiz,Schools as community hubs	neutral	More than the sizes or other things I personally think education has to improve in elementary , I feel the kids are not been taught well and prepared for the big change in high school. Teachers , and principals should do better .	
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Student	Halton Hills		Classroom sizes e g Keep classr,Excess capacity,Portable classrooms	neutral		
Parent	Oakville	5	Classroom sizes e g Keep classr,School programming e g Extended,School Boundary Reviews	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr,Partnerships with other organiz,School programming e g Extended	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,School Boundary Reviews,Walkability e g Close to home	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr,Portable classrooms	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr,Excess capacity,Partnerships with other organiz	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr,Walkability e g Close to home	neutral		

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Halton Hills	1	Classroom sizes e g Keep classr	neutral		
Student	Oakville		Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Facility condition, Partnerships with other organiz	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr, School Boundary Reviews	neutral		
Parent	Halton Hills	2	School programming e g Extended	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Oakville	1	Facility condition, School programming e g Extended, Other	neutral	would like to understand covid specific considerations regarding school conditions and preparedness for new school year 2021-2022 better. our school is in need of work and it appears in the LTCP unlikely it will meet the criteria to get any improvement or funding based on BAU/Non COVID approach.	
Parent	Oakville	3	Classroom sizes e g Keep classr, School programming e g Extended	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr	neutral		
Parent	Halton Hills	1	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	neutral	I don't really see how my concerns re: french immersion are being addressed.	I am surprised to see a need for a new secondary school in town. I am troubled to think that my child would have to go to a new secondary school with nothing in place established. ie all new teachers. While the thought of a brand new school is tempting, it is also concerning. All along I thought my child would be attending Christ the King.
Parent	Oakville	3	Classroom sizes e g Keep classr, Partnerships with other organiz, School programming e g Extended	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Excess capacity, Facility condition	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Oakville	2	Facility condition	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral	I found the plan a little confusing - not exactly sure where the \$\$\$ is being allocated? - Projections show declining enrollment, which addresses class size.	
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral	- Indicated no portables required beginning 2023 but no mention of capital investment in the school (which is an older building).	
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, School Boundary Reviews	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr, Excess capacity, Portable classrooms	neutral	-For the amount of population we have, there are not enough schools being built. Way too many portables and oversized classes. Ventilation issues in the portables.	
Parent	Burlington	2	Classroom sizes e g Keep classr, Portable classrooms, School programming e g Extended	neutral		
Parent	Milton	2	Excess capacity, Facility condition, Other	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Schools as community hubs	neutral	We want the schools to be kept at their capacity without the need for Portable classrooms. Also, we want kids to have access to textbooks - currently most of the material is on flying pages, photo copies, links to youtube learning channels etc.	
Parent	Oakville	2	Classroom sizes e g Keep classr, School Boundary Reviews, Walkability e g Close to home	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral	The most important issue is Assumption's renovation. The renovation does not truly appeal to the students (except for some outdoor landscaping in the back) and otherwise does not make the school more student friendly.	
Parent	Oakville	2	School programming e g Extended	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral	I do feel that boundary reviews should be looked at if french immersion schools (like Sacred Heart of Jesus School) becomes overpopulated. French immersion can be moved to other schools with significantly lower populations so all classrooms are utilized and portables can be avoided. Why not have more than one school offer French immersion if there is enough space and facilities are empty?	
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr, Portable classrooms, School programming e g Extended	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr, Walkability e g Close to home , Other	neutral		
Parent	Burlington	3	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Excess capacity, Walkability e g Close to home	neutral	Na	Na
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	2	Facility condition, School programming e g Extended, Other	neutral	To ensure the access to the special programs (IB, AP, french immersion) bussing is needed.	
Parent	Burlington	2	Classroom sizes e g Keep classr, Excess capacity, Other	neutral	The construction time of schools is very delayed	N/A
Parent	Burlington	2	Facility condition, School programming e g Extended, Other	neutral	School Buses are needed for all kids that goes to Special Programs as French Immersion and AP, so Boundaries need to be reviewed as soon as possible	
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral	Offering of french programs for more students is not addressed. French should start earlier for everybody or offer programing at schools that originally had the program.	I'm not sure I understand why the need to reduce enrollment in certain schools up to a point that we end up having split classes. I don't believe split classes provide an ideal learning environment for most students and should be avoided.
Parent	Burlington	1	Classroom sizes e g Keep classr, Portable classrooms, Walkability e g Close to home	neutral	class size is very important ,and also walkability .	It is important to have a French immersion in local .
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr, Excess capacity, Facility condition	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	neutral		I do not agree with sending children of elementary age from north burlington neighborhoods to south burlington. Much better to shift across the schools in the north.
Parent	Burlington	1	Classroom sizes e g Keep classr, School programming e g Extended, Other	neutral		
Parent	Milton	2	Facility condition, Portable classrooms, School programming e g Extended	neutral	There is hardly any plan to address to improve technology in school. Student's exposure to new technology. New courses. Improve method of teaching. Class infrastructure.	
Parent	Burlington	2	Facility condition, Partnerships with other organiz, Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr, Partnerships with other organiz, School programming e g Extended	neutral	Don't bus students ... it is expensive. Keep students in their geographic areas .	It is strange that kids are being bused over trafalgar.
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Facility condition	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Partnerships with other organiz, School programming e g Extended	neutral	It is my intention to withdraw my kids from the Catholic School board and redirect my taxes to the public board. My beliefs no longer align with the bigoted and non-inclusive position of this board. No wonder the numbers are decreasing.	
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Facility condition, School Boundary Reviews	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School Boundary Reviews	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr, Facility condition, School Boundary Reviews	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Oakville	1	Classroom sizes e g Keep classr,School programming e g Extended,Other	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,Walkability e g Close to home	neutral	As a st Dominic parent I don't see immediate need for capital upgrades and would prefer not to see interruption to my kids schooling location	
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,Walkability e g Close to home	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Walkability e g Close to home	neutral		
Parent	Oakville	3	Facility condition,School programming e g Extended,Walkability e g Close to home	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral	Additional Elementary French Immersion program located at a South Burlington school.	Assumptions limited student capacity even after renovation
Parent	Oakville	2	Classroom sizes e g Keep classr,Schools as community hubs,Walkability e g Close to home	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,Excess capacity,Facility condition	neutral	I am neutral	No
Parent	Milton	1	Classroom sizes e g Keep classr,Excess capacity,Other	neutral	How many students does this translate to? There is no indication in your explanation above to the quantity of the reduction to assess if the issues most important to our family is truly being addressed.	
Parent	Burlington	1	Classroom sizes e g Keep classr,Portable classrooms,Schools as community hubs	neutral		
Student	Halton Hills		Classroom sizes e g Keep classr,Facility condition,Schools as community hubs	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,School programming e g Extended,Other	neutral	Some are being addressed and others not. The immersion program is in demand , keeping with demand is needed. No child should be denied an opportunity in their education. With the growth of the program I am sure more sites will come. A sibling rule to ensure sibling are in the program is the same site, would help families especially during these times when everyone is at their breaking point. It would benefit the mental health of the children and the family.	St Mary is the home of the Early French Immersion program. To state the word host means immersion students are guest. Kids should feel like guest. Especially when a program has been at a school for 8 years.
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,School Boundary Reviews	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr,Facility condition,School Boundary Reviews	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr,Portable classrooms,Walkability e g Close to home	neutral	I believe that we will see the growing number of elementary students in 2022-25. School is at risk to become too crowded, not comfortable place. The portables can be only a short-time solution. There was a recommendation to review the school boundaries. I think, that that has to be done. The planned renewal of the school in 2024 sounds right.	
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr,Partnerships with other organiz,School programming e g Extended	neutral	Would like to see more programming/partnership initiatives. Particularly for those students that are advanced and not being challenged to their full potential.	
Student	Halton Hills		Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,Schools as community hubs	neutral		
Parent	Burlington	4	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral	Most important is to keep class sizes at a manageable size (20 max) and not use portables. Portables are a source for mold and have horrible air quality.	Most important is to keep class sizes at a manageable size (20 max) and not use portables. Portables are a source for mold and have horrible air quality.
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral	My child will only be attending for the next three years anything after that does not concern me.	

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Burlington	2	Classroom sizes e g Keep class,School programming e g Extended,Schools as community hubs	neutral		
Parent	Oakville	1	Facility condition	neutral		This is a really useless survey. It appears to be designed solely for the purpose of being able to claim the community was consulted.
Parent	Halton Hills	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral		
Parent	Oakville	1	Classroom sizes e g Keep class,Facility condition,School Boundary Reviews	neutral		
Parent	Burlington	3	Classroom sizes e g Keep class,School programming e g Extended,Walkability e g Close to home	neutral		
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,School Boundary Reviews	neutral	I am concerned that possible boundary changes would affect my kids and that they might be directed to schools further away or no longer with their friends	
Parent	Milton	2	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep class,School programming e g Extended,School Boundary Reviews	neutral		
Parent	Oakville	2	Classroom sizes e g Keep class,Partnerships with other organiz,School programming e g Extended	neutral		
Parent	Oakville	1	School programming e g Extended	neutral		
Parent	Milton	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral		
Parent	Halton Hills	1	Classroom sizes e g Keep class,School Boundary Reviews,Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral	Only provides vague plan to ask for more money to renew the school, assuming physically. The plan does not address any programming concerns to enrich students learning.	
Parent	Halton Hills	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral		
Parent	Oakville	1	Classroom sizes e g Keep class,Portable classrooms,School Boundary Reviews	neutral	no significant changes proposed.	invest in the school programming. If St Andrew has the capacity due to declining enrolment, take the opportunity to enhance programs or allow for small class sizes.
Parent	Milton	3	Classroom sizes e g Keep class,Excess capacity,School Boundary Reviews	neutral		
Parent	Oakville	1	Classroom sizes e g Keep class,School programming e g Extended,School Boundary Reviews	neutral		
Parent	Oakville	3	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral	My child's school (St Luke CES) is noted as projected to be in underutilization mode for a while. The plan is silent on the long term outlook for this school. Not clear how CPFP will benefit the students or the school overall.	
Parent	Burlington	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral	Fear the choice won't be ours to implement, given the current Ontario Government's attitude,plan and attack on Catholic/Public education. Also, Corpus Christi has a great french teacher but she can't do it alone, hard as she tries. We need to support our students who truly want to learn French as a legitimate, second language!	Lean on our strengths, no portables and sincerely improve our guidance department.
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep class,Facility condition,School Boundary Reviews	neutral		
Parent	Milton	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral		
Parent	Milton	2	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	neutral	There is no mention of the condition of their school or a maintenance plan as the school has reached 10 years in age. School maintenance should be part of the long term plan especially if we may be taking on additional students temporarily.	
Parent	Oakville	2	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	neutral		
Parent	Burlington	2	School programming e g Extended,School Boundary Reviews,Other	neutral		
Parent	Milton	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral	Extended French programs need to be more accessible. Students/parents often hesitate to have their kids go into the Ext french because they have to move schools (new friends, new uniform tops\$\$. More effort should be made to have more Ext French programs at more schools (Queen of Heaven for example). Also the continued moving/phasing out of the EFI program from school to school is very stressful to families and educators.	
Parent	Oakville	1	Classroom sizes e g Keep class,Facility condition,Other	neutral	More development and expansion of the Loyola facility and not just portable which are not convenient, less sanitary and hard to justify during Covid and future pending pandemics.	
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,Partnerships with other organiz	neutral		

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Burlington	1	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral	The line "A School Boundary Review should be conducted for CEB2 and CEB3 within the next 1-5 years to balance enrolment across area schools." isn't clear as to whether this is a consolidated review of both CEB2 and CEB3 or if the reviews would be conducted independently. If the former, I'd be concerned about students being required to travel north/south of the highway in order to attend school if boundaries are changed.	I'm hoping the update to the LTCP is taken seriously and done methodically. We moved to this area in 2016, around the time the Board was conducting a review of the south Burlington schools, and proposing to close 3 of them. Looking at how dramatically the enrolment changed within a few years of the review implies the proposal was just to utilize Provincial funds as opposed to truly assessing the needs of the community. I'm hoping the motive and goal for this update to the LTCP is the latter.
Parent	Burlington	1	Classroom sizes e g Keep class, Facility condition, Portable classrooms	neutral	The schools in CEB2 are old and in need of updates. St. Paul bathrooms are example are 70 years old. Based on the current and projected numbers it is disappointing to see building renovations for additional classroom space won't be added, instead the use of portables appears to be the solution.	Please ensure your predictions for school populations are accurate. A number of years ago they were wrong for CEB2. At that time there were plans to close schools and amalgamate, and yet we have watched an increase to school populations and schools remain full. Based on history, it is difficult to trust that his time the report based on data and good planning. Appreciate the opportunity to review and hope you can find ways to communicate why we should believe this plan will work.
Parent	Milton	2	Classroom sizes e g Keep class, Excess capacity, School programming e g Extended	neutral		
Parent	Milton	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	neutral		
Parent	Oakville	2	Classroom sizes e g Keep class	neutral		
Parent	Oakville	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	1	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	1	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	neutral	I look forward to how the HCDSB will manage shifting demographics- the only mention of this is really with considering shared opportunities but no information was provided on what that may mean.	
Parent	Burlington	2	Classroom sizes e g Keep class, School Boundary Reviews	neutral		
Parent	Burlington	1	School programming e g Extended	neutral	More investment towards the improvement of programs geared towards math and science. We need to be at least on the 95% percentile the National Average to stay competitive.	More investment towards the improvement of programs geared towards math and science. We need to be at least on the 95% percentile the National Average to stay competitive.
Student	Burlington		Classroom sizes e g Keep class, School programming e g Extended, Walkability e g Close to home	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral		
Parent	Halton Hills	4	Classroom sizes e g Keep class, Portable classrooms, School programming e g Extended	neutral	Not excited in transferring my child to another school for extended french in grade 6. We're a little concerned about the increased population for both elementary and high schools.	None.
Parent	Burlington	2	Classroom sizes e g Keep class	neutral		
Parent	Milton	1	Classroom sizes e g Keep class, School programming e g Extended, Walkability e g Close to home	neutral	We are newcomers for only 1 month and because of the covid 19 lockdown I can't give any comment	
Parent	Milton	1	Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	2	Classroom sizes e g Keep class, Excess capacity, School programming e g Extended	neutral		
Parent	Milton	1	Classroom sizes e g Keep class, Facility condition	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep class, Excess capacity	neutral		
Parent	Burlington	2	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep class, School programming e g Extended, Other	neutral		
Parent	Burlington	3	Classroom sizes e g Keep class, Facility condition, Portable classrooms	neutral		
Parent	Oakville	3	Classroom sizes e g Keep class, Facility condition, School programming e g Extended	neutral		It is a shame that Oakville has portables. All students must be studying inside school. It is a shame that textbooks are in a very poor condition. All students should have access to new textbooks.
Parent	Burlington	3	Classroom sizes e g Keep class, School programming e g Extended, Other	neutral	I didn't find any plans on how the SHOJ building can be refreshed. When can we consider busing for IB/AP students in Secondary?	When can we consider busing for IB/AP students in Secondary?
Parent	Oakville	3	Classroom sizes e g Keep class, Facility condition, Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep class, School programming e g Extended, Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep class, Facility condition, Partnerships with other organiz	neutral		No



Respondant	Community	How many of your children enroled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Milton	1	Classroom sizes e g Keep classr,School Boundary Reviews,Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr	neutral	I think that class size is the most important thing as it affect children's understanding and performance inside the class .so many students inside class room is very busy and hard for the teacher to control them or make sure that all students get the point correctly	
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr,Walkability e g Close to home	neutral	Looks like the board is doing everything to keep classroom sizes reasonable.	
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr,School programming e g Extended,Other	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr,Portable classrooms	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,Excess capacity,Walkability e g Close to home	neutral		Facility condition , academic programming and small class sizes are critical to a quality education for Oakville. I am a bit surprised and not in a good way that you are lumping together Boundary, enrollment issues and speciality programming. If you are limping them together as a way to offer programs to keep schools running then that is good but if that's not why then this concerns me especially as someone who has worked at all levels of education Ministry, OISE and school board
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Halton Hills	1	Classroom sizes e g Keep classr,Excess capacity,Facility condition	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr,School programming e g Extended,School Boundary Reviews	neutral		My primary concern is the ability to have all of my children at SHOJ as my one child is in French immersion and sibling rights so that his siblings can attend the same school are very important to us.
Parent	Milton	1	Classroom sizes e g Keep classr,Walkability e g Close to home	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr,Excess capacity,School programming e g Extended	neutral		
Parent	Milton	3	Excess capacity	neutral		
Parent	Milton	3	Classroom sizes e g Keep classr,Facility condition,Partnerships with other organiz	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr,Facility condition,Walkability e g Close to home	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr,Portable classrooms,Other	neutral	we need to decrease the size of the classroom to 19 students max	decrease the size of the classroom to 19 students max
Parent	Burlington	1	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral		
Parent	Burlington	3	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral	My "neutral" feedback is based on the availability of extended french to students. My daughter (currently in grade 4) had to enrol in a lottery style selection for extended French, which I found an odd and unfortunate way of delivering education to kids. She is currently on a wait list however realistically will not have the opportunity to enrol. Would be ideal to allow all interested students to enrol and supply classrooms accordingly.	No
Parent	Milton	1	Classroom sizes e g Keep classr,Partnerships with other organiz,School programming e g Extended	neutral		
Parent	Oakville	2	Facility condition,School programming e g Extended,Schools as community hubs	neutral		
Parent	Milton	2	Partnerships with other organiz	neutral		
Parent	Oakville	3	Classroom sizes e g Keep classr,Facility condition,School programming e g Extended	neutral	Ext French is moved based on number of students no based on their right as a Canadian Citizenships. Every child in Canada should be able to get access to French as a second official language no subject to the number of students and school size. Ext. French should be for every child at every school	
Parent	Halton Hills	2	Classroom sizes e g Keep classr,Facility condition	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr,Facility condition	neutral		

Respondant	Community	How many of your children enroled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Halton Hills	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral	After the consolidation, there have been many changes at St. Michael's. However, it is hard for me to assess if the changes do address what is important to me because construction is not finished, and because of the pandemic. Things seem to be heading in the right direction though.	
Parent	Halton Hills	1	Classroom sizes e g Keep classr, School programming e g Extended	neutral		No hybrid. Virtual learning should only be offered to students grade 9+. Install solar panels on all government buildings, including schools. Install air conditioning in all schools.
Parent	Milton	2	Portable classrooms, Partnerships with other organiz, School programming e g Extended	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, Portable classrooms	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, Portable classrooms	neutral	I find it surprising that the Gifted Program would remain at Canadian Martyrs School, where they are becoming short on space for classes. I know there are schools in Burlington that have empty classrooms...why can't these specialized programs be moved to schools with more room? Students are bussed anyway- It makes sense.	
Parent	Burlington	2	Facility condition	neutral		
Parent	Halton Hills	3	Facility condition	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Portable classrooms, Other	neutral		
Parent	Halton Hills	1	Classroom sizes e g Keep classr, School Boundary Reviews	neutral	We need to accommodate those that live in rural communities and want to go to school in town.	
Parent	Burlington	2	Classroom sizes e g Keep classr, Portable classrooms, School Boundary Reviews	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Milton	1	Facility condition, Portable classrooms, Walkability e g Close to home	neutral	I can appreciate that these things take time, but the poor planning is evident. The major capacity issue isn't being addressed fast enough for to catch up with the population growth. It appears that there is a high likelihood of my child spending most of her elementary school in portables.	People on the border of boundaries should be given a choice as to which school to pick because their "home school" based on boundaries isn't necessarily the nearest school!!
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, Partnerships with other organiz	neutral		Add into consideration students inclusion in the school, racism due to different race or skin colour still exists in Catholic schools, reflected in intentional ignoring and exclusion of the child. Teachers need to be more educated in inclusion strategies and their behaviour needs to be monitored closely also any complaints to be taken more serious with action plan.
Parent	Milton	2	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, School programming e g Extended	neutral	Teachers to have more respect to the students and don't treat them same because they are all different.	None
Parent	Oakville	1	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Milton	1	School programming e g Extended	neutral	This will be last 2 months for my child at school	Nope
Parent	Burlington	1	Classroom sizes e g Keep classr, School Boundary Reviews	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Excess capacity, School Boundary Reviews	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr, School programming e g Extended, School Boundary Reviews	neutral	Boundaries make sense.	However, there should be a strong case to keep families in the same school during those changes.
Parent	Milton	1	Classroom sizes e g Keep classr, Excess capacity, School programming e g Extended	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr, Partnerships with other organiz, School programming e g Extended	neutral		I want my kids school not to be moved around. Preferably closer to home..like st peters. I dont think i want to move all the way to lumen christi
Parent	Oakville	1	Classroom sizes e g Keep classr, School programming e g Extended, School Boundary Reviews	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, School programming e g Extended	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	neutral	N/a	

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Milton	1	Classroom sizes e g Keep class,Portable classrooms,School programming e g Extended	neutral	N/a	N/a
Parent	Halton Hills	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral		
Parent	Milton	2	Classroom sizes e g Keep class,School programming e g Extended,Walkability e g Close to home	neutral	I'm neutral. I'm sure that the HCDSB will do their best in conjunction with LTCP plans to ensure OLV keeps my children safe and in a healthy environment.	I'm not interested in exploring more growth personally. Milton is losing it small town feel, if not lost already. I've been here since 2006, my husband all his life (47 years) and his family (parents) even longer.
Parent	Halton Hills	2	Classroom sizes e g Keep class,Facility condition,Portable classrooms	neutral		
Parent	Milton	1	Classroom sizes e g Keep class,School programming e g Extended,Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	neutral		
Parent	Halton Hills	3	Classroom sizes e g Keep class,Excess capacity,Facility condition	neutral		
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,Partnerships with other organiz	neutral		
Parent	Halton Hills	3	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	neutral		
Parent	Burlington	2	Classroom sizes e g Keep class,Partnerships with other organiz,School programming e g Extended	neutral		
Parent	Burlington	3	Classroom sizes e g Keep class,Excess capacity,Walkability e g Close to home	neutral	I think class sizes will always be an issue of concern - with boundary changes I won't be affected by walkability -	
Parent	Oakville	2	Classroom sizes e g Keep class,School programming e g Extended	neutral	I do not agree or disagree at this time. This year has been anything but normal so it is difficult to know what the right thing to do for schools is.	
Parent	Halton Hills	2	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	neutral		
Parent	Milton	2	Classroom sizes e g Keep class,Excess capacity,Portable classrooms	neutral		
Parent	Oakville	2	Classroom sizes e g Keep class,Facility condition,School Boundary Reviews	neutral	With either schools increasing or decreasing in student enrolment my main concern is that student class sizes remain small. I also hope that programs and course selections will not be taken away from my children.	I was not able to open the projections:(
Parent	Oakville	2	Facility condition,School programming e g Extended,School Boundary Reviews	neutral		
Parent	Oakville	2	Classroom sizes e g Keep class,Excess capacity,Facility condition	neutral		
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral	French Immersion continues to be a challenge within the Halton Region regarding how few sites offer the program, and the fact that a lottery is conducted. Would like to see more agreements that enable siblings to have equal access (eg. if older sibling in french immersion, grant younger sibling in as well if family desires... or at least allow both children to attend same school- for logistics reasons with parents doing drop-off/ pick up).	
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	neutral		
Parent	Milton	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral	N/A	N/A
Parent	Burlington	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral		
Parent	Burlington	1	Classroom sizes e g Keep class,Facility condition,Partnerships with other organiz	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep class,Facility condition	neutral		
Parent	Oakville	2	Classroom sizes e g Keep class	neutral		
Parent	Milton	2	Classroom sizes e g Keep class,Excess capacity,Portable classrooms	neutral	It's too many students and portables. Milton is growing a lot and we need to make sure that we have enough schools. Most of schools are over capacity. The students don't have the attention that they deserve.	
Parent	Milton	2	Classroom sizes e g Keep class	neutral		
Parent	Burlington	1	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep class	neutral		
Parent	Burlington	3	Classroom sizes e g Keep class,School programming e g Extended,School Boundary Reviews	neutral	I don't see a clear plan to address the increase in enrolment at Sacred Heart	
Parent	Halton Hills	2	Classroom sizes e g Keep class,Portable classrooms,School programming e g Extended	neutral	I am aware that money is an issue in all those issues. However, the money that is wasted is disgusting. I can not disclose how I know the things that I know but it is so disappointing to hear the amount of money being put into the high schools and what gets thrown away or unnecessary spending.	
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	neutral		
Parent	Milton	2	Classroom sizes e g Keep class,Facility condition,Portable classrooms	neutral		

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Burlington	3	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral	I would like to see Assumption continue to provide the AP program	
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr, Partnerships with other organiz, Schools as community hubs	neutral	I dont understand why my son cannot get into the same school as his sister.	Siblings should be able ti be together in the same school.
Parent	Milton	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr, School programming e g Extended	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr	neutral	Given one of my children's learning needs, we like the classrooms to be a bit smaller in terms of ratio as it helps with her learning. Therefore we benefit from less enrollment numbers. However I appreciate the need to use all space and resources.	
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Milton	2	School programming e g Extended	neutral		
Parent	Milton	1	Portable classrooms, Walkability e g Close to home	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Excess capacity, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Partnerships with other organiz, School programming e g Extended	neutral		
Student	Milton		Partnerships with other organiz, Schools as community hubs, Walkability e g Close to home	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, Excess capacity, Facility condition	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Other	neutral	There are no issues being addressed.	The outdoor space for the Grades 1-8 is uninviting and is in dire need of a redesign so that the children can engage in purposeful activities outside and connect to nature. Trees, lots, would be a great addition to the yard.
Parent	Oakville	1	Classroom sizes e g Keep classr, Facility condition, School Boundary Reviews	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Oakville	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral	The fairest thing is that all children can access French classes without having to win a lottery, which is degrading.	
Parent	Oakville	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Facility condition, Partnerships with other organiz	neutral		
Parent	Halton Hills	3	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Schools as community hubs	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		
Parent	Burlington	1	Classroom sizes e g Keep classr, Partnerships with other organiz, School programming e g Extended	neutral		
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Portable classrooms, Walkability e g Close to home	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr, School Boundary Reviews, Walkability e g Close to home	neutral		
Parent	Burlington	3	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral		
Parent	Halton Hills	1	School programming e g Extended, School Boundary Reviews, Walkability e g Close to home	neutral		
Parent	Milton	2	Walkability e g Close to home	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral		

Respondant	Community	How many of your children enroled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Halton Hills	1	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	neutral	No comment	No comment
Parent	Oakville	2	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Excess capacity, Facility condition	neutral		
Parent	Milton	2	Classroom sizes e g Keep classr	neutral		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School Boundary Reviews	neutral		
Student	Milton		Classroom sizes e g Keep classr, School programming e g Extended	neutral		
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	neutral	It's too early to put together a fully informed opinion on this matter, considering the fact that CN Rail will be building a busy hub so close to this area. I'm not certain if I will still be around to witness the fruition of these proposals since we will most likely move out when CN hub breaks ground.	
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, Schools as community hubs	neutral		
Parent	Burlington	2	Classroom sizes e g Keep classr, Excess capacity, School programming e g Extended	strongly agree		
Parent	Halton Hills	3	Classroom sizes e g Keep classr, Excess capacity, Portable classrooms	strongly agree		
Parent	Oakville	3	Facility condition, Schools as community hubs, Walkability e g Close to home	strongly agree	Completely aligned	No
Parent	Milton	3	Facility condition, Walkability e g Close to home, Other	strongly agree	Minimal Portables. You build a school for students to attend the school and be apart of the school. Having 50 portables is ludicrous. Why have a main hub then. Just erect 100 portables on the property with a green pitch in the middle.	
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	strongly agree	I am happy that my children are accepted in gifted class and that the class size is small. They are not in portables and conditions are good.	
Parent	Oakville	3	Classroom sizes e g Keep classr, Portable classrooms, School Boundary Reviews	strongly agree	Need to reduce attendance at St Mary's. Way too many students attending. Way too full	St Mary's needs to be immediately addressed. Not in 3-5 years. It's more urgent then that
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	strongly agree	Class sizes are still a major concern	
Parent	Oakville	1	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	strongly agree	St Dominic needs to be updated/ upgraded as there are so many children being bussed from lakeshore woods community . Also the busses are over crowded with limited seating . Please provide 2 busses for pickup and drop off some kids are sitting on edge of the seat but they really don't fit and that is not safe .	I have no issues with the new portables as they provide clean venting and do not have mold or dust for kids with allergies .
Student	Burlington		Classroom sizes e g Keep classr, Excess capacity, School programming e g Extended	strongly agree	Assumption needs to be upgraded the halls are way too small for the amount of students.	A program with both Extended French and AP should be considered. I know I would personally love to do both instead of having to choose between them.
Parent	Oakville	2	Classroom sizes e g Keep classr, School programming e g Extended	strongly agree	The immersion program will grow but if you address the demand by adding site this would then not be an issue. You are lighting up a fire when there is no need to. Add additional site. Add a sibling rule. Celebrate your success of the program celebrate your first graduate. By showing you are proud you will then attract more teachers.	The complaints on portables come from parents not students. Students think they are cool. They don't complain they have to walk to the washroom they love swiping the card at the door. Having an additional language is an asset not a disability as some make it seem. Immersion is a program not for French student but English one. Welcome it. Also just announced by the Federal government money for immersion schools. Embrace the program once and for all.
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition	strongly agree	I appreciate the thought process, and agree we need to monitor in the next 1-5 years. A new high school may be required after that.	No. I appreciate the opportunity to learn about the future plans and proposed projects.
Parent	Oakville	1	Classroom sizes e g Keep classr, Portable classrooms, School programming e g Extended	strongly agree		
Parent	Halton Hills	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	strongly agree	I strongly agree that holy cross should be a Main priority	
Parent	Burlington	1	Classroom sizes e g Keep classr, Portable classrooms, School Boundary Reviews	strongly agree	Students needs a better facility inside the classroom so they are able to focus for learning, excited to go in school and most of all continuous learning everyday.	None
Parent	Halton Hills	1	Classroom sizes e g Keep classr, Facility condition	strongly agree		
Parent	Oakville	2	Classroom sizes e g Keep classr, School programming e g Extended	strongly agree	1. Classroom sizes: issue not being addressed even with COVID and the need for more space/less pupils with in the classroom. 2. Programming: where are the arts programs? Art and music programs are really poor at St. Nicholas even more so for such a rich area!!! A Music room with actual instruments and an Art Room with real art supplies and real certified Art teacher should be present at the new school! Students and parents of St. Nicholas deserve better.	
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	strongly agree		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, Partnerships with other organiz	strongly agree	I know that everything that the municipality is good for our community. The issues are solving as they Adress them and we are confident that all the community needs will be solve as planned.	

Respondant	Community	How many of your children enroled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	strongly agree	The bathrooms are expensive to renovate but they need to be at least repaired. All the faucets should work and there should always be soap and water. New bathrooms addition are necessary to be located near entrances for access from the portables. The portables need to have better air circulation and heating and A/C	
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	strongly agree	read the proposed plan and agree update is needed	
Parent	Burlington	2	Classroom sizes e g Keep classr, School programming e g Extended	strongly agree	It will be nice	
Parent	Oakville	2	Classroom sizes e g Keep classr, Excess capacity, School programming e g Extended	strongly agree		
Parent	Milton	1	Classroom sizes e g Keep classr, Facility condition	strongly agree	There aren't enough high schools in Milton. There's only one high school from Main St and James Snow to Main St and Thompson Rd. We need more schools in Milton, there's way too many students at Bishop Reding.	
Parent	Milton	2	Classroom sizes e g Keep classr, Partnerships with other organiz, School programming e g Extended	strongly agree		they should include butterfly garden and vegetable gardens in the catholic school grounds. So children know, how to grow foods. It will let them know that's why it's important to care for the environment.
Parent	Milton	2	Other	strongly agree	i advice to extend the length on that park, because we can not make it wider, just in length there is a-lot of space to use i.	
Parent	Oakville	1	Classroom sizes e g Keep classr, School programming e g Extended, Schools as community hubs	strongly agree		
Parent	Milton	1	Classroom sizes e g Keep classr, Partnerships with other organiz, School programming e g Extended	strongly agree		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	strongly agree		
Parent	Oakville	1	Classroom sizes e g Keep classr, Portable classrooms	strongly agree		
Parent	Milton	1	Classroom sizes e g Keep classr, School programming e g Extended, Walkability e g Close to home	strongly agree		
Parent	Burlington	1	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	strongly agree		
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	strongly agree	I am happy to see there are enrollment increases happening at Ascension. Having a school within walking distance is very important. It seems to be well maintained as well. Class sizes seem manageable.	I am glad to read that there isn't a plan to amalgamate it with other surrounding schools.
Parent	Milton	1	Classroom sizes e g Keep classr, Excess capacity, School programming e g Extended	strongly agree		
Parent	Milton	2	Classroom sizes e g Keep classr, Excess capacity, Facility condition	strongly agree		
Parent	Oakville	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	strongly agree	I strongly recommend that St. Dominic school gets a good renovation. My son couldn't go to the bathroom for first 2 months of school because it was broken all the time. School is definitely due for Reno. I'm happy with school location, I hope it doesn't get moved. Extended French at school would be great!	
Parent	Burlington	1	Classroom sizes e g Keep classr, School Boundary Reviews	strongly agree	As it stands I am driving my Son to school and back home since we are out of boundary and the Burlington bus cancelled there route which would have been able to drive my son to school and back. Since JK my son had to be driven also which is fine with me but I have medical problems so not sure what will happen to me in the near future as my son has all his friends since JK in St. Paul and now Assumption and I hate to send him to a different school .	
Parent	Milton	1	Classroom sizes e g Keep classr, Other	strongly agree	I really do hope they will offer online learning she has done excellent due to no distractions in class and bullying from peers. Learned independence and time management through distant learning, allowed her to problem solve and gave me a peace of mind during procedures and surgeries as school was unable to address my questions regarding policies and procedures due to Covid restrictions.	N/A
Parent	Milton	2	Classroom sizes e g Keep classr, Facility condition, Walkability e g Close to home	strongly agree	It is important to keep classroom size small in order to better meet the needs of the students. It seems that teachers, especially at St. Anthony, are incompetent at instructing, so larger class sizes would just exacerbate this issue. Teachers are leaving mid year and appear to lack a work ethic. Principle does not follow up with parents and poorly communicates.	no.
Parent	Burlington	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	strongly agree		
Parent	Burlington	3	Classroom sizes e g Keep classr	strongly disagree	Class sizes are too large. The maximum cap needs to be brought down lower	
Parent	Milton	3	Classroom sizes e g Keep classr, Excess capacity, School programming e g Extended	strongly disagree	I find it ridiculous that StFX is at the capacity it is and has been at since my children started grade 9. It's irresponsible of the board and it's been highlighted since this pandemic started. The board clearly does not care about the education or safety of our children. If it is at capacity with catholic students then the students from public feeder schools should be going to the public high schools.	
Parent	Milton	2	Classroom sizes e g Keep classr, Facility condition, School programming e g Extended	strongly disagree	We need smaller classes room sizes	Milton is growing and need more schools
Parent	Oakville	1	Other	strongly disagree	I get emails from the school board almost every day. Who has time for this, you people better go into the school and help children that need it hands on. Don't just sit in your offices and come up with staff. Signed Adam Nielubowicz	

Respondant	Community	How many of your children enrolled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Burlington	1	Other	strongly disagree	I will be moving my child out of the Halton Catholic District School Board and no longer will participate with an organization that fails to recognize the needs of it's students it is supposed to empower. Your failure to act on the Pride Flag issue has soured any chance I will positively promote anything the HCDSB is planning now or in the future.	Unless your plans include thinking outside of your narrow minded viewpoints on anything - you are doomed to fail. There will be a significant shift of students and the parents that support them out of the Catholic board. Plan for that.
Parent	Oakville	2	Classroom sizes e g Keep class,Excess capacity,Facility condition	strongly disagree	I am very concern that there is no plan to address the declining enrolment at St Vincent. The plan seems to be to just let the school languish. What about combining with St Luke or adding French immersion? I am personally looking to withdraw my child because the school is too small.	The plan doesn't seem proactive and doesn't address the ongoing need for addition French immersion options particularly in SE Oakville.
Parent	Halton Hills	1	Classroom sizes e g Keep class,Excess capacity,Facility condition	strongly disagree	The plan seems to have more students attending St Brigid than capacity can manage. There's already a lack of space in the yard for students to plan and serious issues with cleanliness and disrepair to the point that my son refuses to go to the washrooms at school. Adding more students to the already stretched capacity of this school is detrimental to the development and well being for all students	
Parent	Oakville	1	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	strongly disagree	all initiatives do not focus on the children and their well being!	Make the learning experience about the children not politics!
Parent	Oakville	1	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	strongly disagree	It feels accurate about current enrolment and situation,	I was wondering how the online learning will affect the need for portable and indeed reaching capacity for the school.
Parent	Milton	3	Classroom sizes e g Keep class,Portable classrooms,School Boundary Reviews	strongly disagree	School size is still high High school being open to non-Catholics	School size is very important The opening up of Catholic High schools to everyone worries me as not everyone is of Catholic belief and of the understanding. In then trickles down to the children who then do not respect and follow protocol
Parent	Halton Hills	0	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	strongly disagree		
Parent	Oakville	1	Other	strongly disagree	Opening schools to in-classroom learning is of paramount importance. Teachers unions should not have a say or lobbying efforts to keep schools closed. You are receiving Taxpayer funding but not providing the basic services.	Open the schools now! Or you will not need a LTCP program in Future. Refund the Property Tax Education Payment!
Parent	Burlington	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	strongly disagree	My children's school has not been identified I'm budget allocation. The school is dated and needs upgraded air conditioning. Class sizes must also remain small, particularly to support students, like mine, who have special needs.	
Parent	Halton Hills	1	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	strongly disagree		
Parent	Burlington	2	Classroom sizes e g Keep class,Portable classrooms,Other	strongly disagree	With the current mask mandate I will be pulling my 2 soon to be 3 children out of the board. We did it for the first year however we won't be continuing my children's education with these rules in place. There is no proof that the masks work and the risk of covid to our children is non existent at 99.99% survival rate. The amount of screen time for online learning is not a health alternative for my children's health.	
Parent	Burlington	3	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	strongly disagree	I am concerned about adding additional portables to the school property as school enrollment is increasing. St. Raphael's foot print is already limited for allowing kids physical activities and so I would oppose adding any more portables.	There is a public park right beside the school and the church property, and also a shared parking lot. I would recommend re-resigning access to the park so the school can utilize the park on more regular basis. Currently they have to walk through the parking lot. Utilizing the public park space will give the school access to daily physical activities through out the year, and the re-design project could incorporate space for additional portables.
Parent	Oakville	3	Classroom sizes e g Keep class,Facility condition,School Boundary Reviews	strongly disagree		
Parent	Halton Hills	1	Classroom sizes e g Keep class,Facility condition,Walkability e g Close to home	strongly disagree	It's the only catholic school in Acton. It's very important for our children to attend a catholic school in our town.	
Student	Milton		Classroom sizes e g Keep class,School programming e g Extended,Schools as community hubs	strongly disagree		
Parent	Burlington	1	Classroom sizes e g Keep class,Facility condition,School Boundary Reviews	strongly disagree	Canadian Martyrs looks like it needs a rebuild. Parking area is also far too small and frankly, dangerous.	What happened to the St. Dominic, Oakville rebuild that was recommended several years ago? Will that be revisited?
Parent	Milton	2	Classroom sizes e g Keep class,Facility condition,School programming e g Extended	strongly disagree	Programming issues (AP) are not being properly supported. Milton is a community that is academically focussed and programs like AP and Extended French nurture and foster student learning. Removing these is a great disservice to students that are interested in enhancing their learning. The AP classroom not only provides curriculum learning but more importantly an environment where students can participate in intellectual discussions. Building facility is great with the addition and updates.	Bishop Reding is a great school and any move to remove present programs will adversely affect the calibre of graduates.
Parent	Oakville	2	Facility condition,School programming e g Extended,School Boundary Reviews	strongly disagree	My kids are likely to be affected by the boundary review so I disagree with any decision that results in the relocation of kids. The kids have been through alot during the pandemic and the last thing they need is a change in school. The board should build a new school rather than playing this shuffling game with the boundaries.	Build a new school or reduce the size of the French immersion program, which is a total waste as the French literacy rate in Ontario has been declining for the past 30 years. What a waste of funding which can be allocated for special needs kids and those with learning disabilities.
Parent	Burlington	1	Classroom sizes e g Keep class,Partnerships with other organiz,School programming e g Extended	strongly disagree	Burlington population is expanded roughly 20,000-25,000 in last 15 years. Most of the new residents during this period who chose Burlington as their living place is young couples or family with young kids. This population growth is noticeable in the north region , specially in Alton area where one public school accommodate more than 11,00 students for last many years. Classrooms capacity are at the maximum limits and there are roughly 15 portable classrooms. Similar situation persist in HCES.	I think my above explanation is enough to represent my concern. The reason , why this survey is not showing a true picture because lots of parents and guardians don't bother to give their feedback. It's really irresponsible attitude.
Parent	Milton	2	Excess capacity,School Boundary Reviews,Walkability e g Close to home	strongly disagree		

Respondant	Community	How many of your children enroled?	What student accommodation issues	Agree or Disagree?	Please provide a short explanation of your choice above.	Do you have any other comments regarding the LTCP?
Parent	Milton	2	Facility condition,Portable classrooms,Other	strongly disagree	While the school enrollment is growing, the diversity of Milton isnt being reflected at the school. It needs to incorporate more diverse staff and expand its services to make non catholic/non white students feel included.	
Parent	Milton	2	Facility condition,Partnerships with other organiz,School programming e g Extended	strongly disagree	No discussion of scaling back the insane buildings that are being called schools.	Please stop building schools like they're palaces. Four walls, a roof and a couple of windows worked for a very long time. Very unnecessary for complete glass walls and stone facades. That money could be spent on students needs, not the needs of teachers to be in an aesthetically appealing space.
Parent	Oakville	2	Classroom sizes e g Keep classr,Excess capacity,Schools as community hubs	strongly disagree		
Parent	Oakville	2	Facility condition,School programming e g Extended	strongly disagree	When we bought into development in our are back in 2010, there was a plan (as we were told) to build a school and community center with swimming pool and splash park close to 16th Mile Hockey arena, where there is an empty field still. It is upsetting and frustrating that apparently it is no longer a plan and my guess that somebody from officials will get bribed into building another condo	When we bought into development in our are back in 2010, there was a plan (as we were told) to build a school and community center with swimming pool and splash park close to 16th Mile Hockey arena, where there is an empty field still. It is upsetting and frustrating that apparently it is no longer a plan and my guess that somebody from officials will get bribed into building another condo





Math Action Plan	Item 10.5
Tuesday, June 15, 2021	

### Alignment to Strategic Plan

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

### Purpose

To review the HCDSB Math Action Plan and to provide evidence of impact of the Mathematics Monitoring Project and use of the MathUp Classroom platform on student achievement.

### Background Information

The HCDSB Math Action Plan includes the following goals:

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

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

*\*note the 2020 Math Curriculum was released in June 2020, and the Gr. 9 Destreamed Math Curriculum was released on June 9<sup>th</sup>, 2021.*

### Comments

Given the implementation of the new Mathematics curriculum in September 2020, the MathUP Classroom resource was purchased for all Grade 1-8 teachers. MathUP Classroom is aligned to the vision and expectations identified in the new Mathematics curriculum, as well as MathUP School which was previously implemented to support principals as instructional leaders in mathematics.

Effective math instruction focuses on the development of conceptual understanding and procedural fluency, skill development, communication, and problem-solving skills. With the release of the new Mathematics curriculum, the Ministry published an accompanying document entitled *High-Impact*



*Instructional Practices in Mathematics.* This resource was designed to build awareness and expand repertoires to enhance teaching and learning.

Upon reflection of the nine high-impact instructional practices the Ministry outlined, we found that many were embedded within the MathUP Classroom resource. The following is a brief description of six of the high-impact instructional strategies and how MathUP Classroom supports teachers in embedding them in their practice.

High-Impact Instructional Practices	Alignment with MathUP
<b>Learning goals and success criteria</b>	
<p>Learning goals and success criteria are an essential practice for effective instruction; they support teachers in communicating the intention for the lesson and how this intention will be achieved. When educators and students have a clear and common understanding of what is being learned and what this learning looks like, all other instructional practices are stronger.</p>	<ul style="list-style-type: none"> <li>• Learning goals are derived from curriculum-related essential understandings to help teachers and students focus on the most important ideas in the lesson.</li> <li>• A learning goal for each lesson in MathUP is presented in both teacher and student language.</li> <li>• Success criteria are provided for use with Action Tasks and during Consolidation discussions to support students in knowing what they need to do to accomplish the goals of the task.</li> </ul>
<b>Problem-Solving Tasks</b>	
<p>It is an effective practice to use problem-solving tasks and experiences to introduce concepts, build on prior knowledge, incorporate students' ideas, and consolidate learning. Problem-solving tasks and experiences can provide opportunities for students to reason, communicate, represent, and connect, as well as to justify their thinking. By inviting students to engage in these mathematical processes, the educator can determine students' current mathematical understanding, highlight key concepts, and lay the foundation for new math learning.</p>	<ul style="list-style-type: none"> <li>• The three-part lesson (Minds-On, Action and Consolidation) make use of robust tasks that challenge students' thinking and involve them in communicating and justifying their ideas. Furthermore, the tasks are designed to support educators in meeting all requirements of the Ontario Mathematics Curriculum (overall/specific expectations, math processes).</li> </ul>



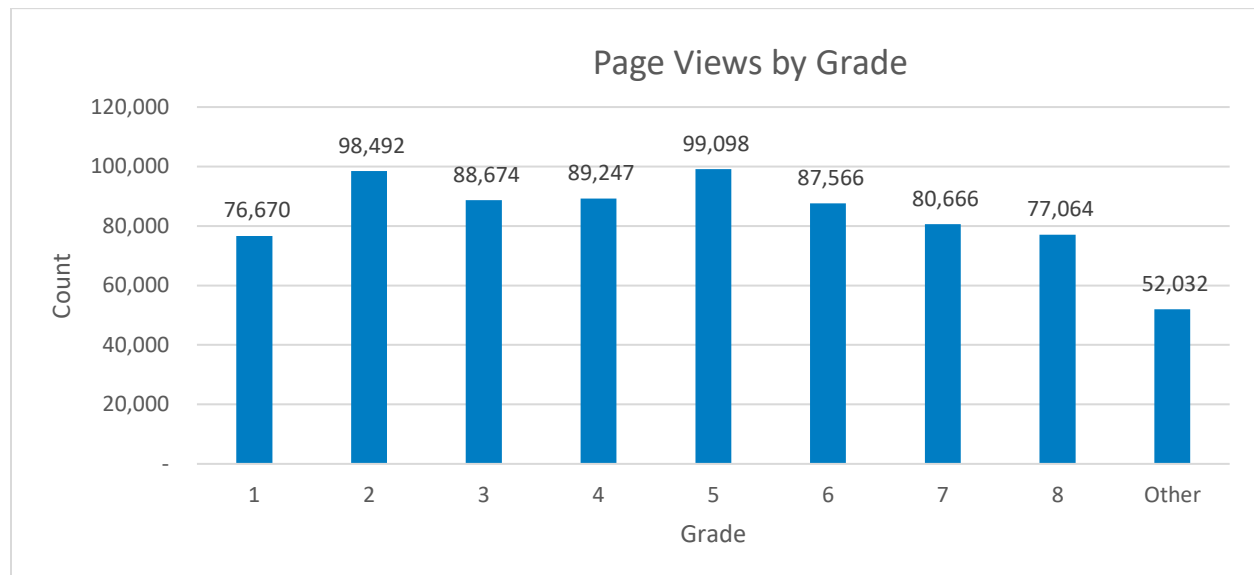
<b>Direct Instruction</b>	
<p>Effective direct instruction begins with a clear intention for the learning and identified success criteria. The students are engaged as the educator models, labels, questions, and checks for understanding. Direct instruction involves guided investigation, guided practice, feedback, and a consolidation that connects ideas, concepts, and skills from the lesson. It ends with an opportunity for students to practice, whether independently, with a partner, or in a small group.</p>	<ul style="list-style-type: none"> <li>• Within the Topic planning page of each lesson, teachers are supported with an overview of each lesson that provides:               <ul style="list-style-type: none"> <li>- Learning goals &amp; success criteria</li> <li>- Question prompts</li> <li>- Consolidation suggestions</li> <li>- Concept and Skill practice</li> </ul> </li> </ul>
<b>Tools and Representations</b>	
<p>The use of tools and representations supports a conceptual understanding of mathematics at all grade levels. Chosen carefully, tools and representations provide a way for students to think through problems and then communicate their thinking. Tools and representations explicitly and visually represent math ideas that are abstract.</p>	<ul style="list-style-type: none"> <li>• Within each lesson, materials and tools are suggested and made available for teacher modelling and for student use</li> </ul>
<b>Deliberate Practice</b>	
<p>Practice is a necessary component of an effective math program. Practice is best when it is deliberate, purposeful, and spaced, and it can take many forms – math games, math stations, and paper-and-pencil tasks – any of which can be done independently or with a partner.</p>	<ul style="list-style-type: none"> <li>• Games and puzzles are included to provide students with opportunities to engage in meaningful practice of mathematical skills.</li> <li>• “Your Turn” questions are included as the final part of each lesson that offer students the opportunity to work independently or in pairs to practice and apply new learning.</li> <li>• This section includes practice questions related to the Learning Goal as well as multiple-choice questions (that have been shaped to reflect how questions are asked on EQAO tests)</li> </ul>



<b>Math Conversations</b>	
Effective math classrooms provide multiple opportunities for students to engage in meaningful math talk. Conversations about math build understanding as students listen and respond to their classmates' expression of mathematical ideas	<ul style="list-style-type: none"> <li>MathUP Classroom has been designed to support teachers in creating a community of math learners that can discuss, justify, challenge and defend their ideas, and where mathematical reasoning is valued.</li> </ul>

**Are teachers accessing the MathUP Classroom Resource?**

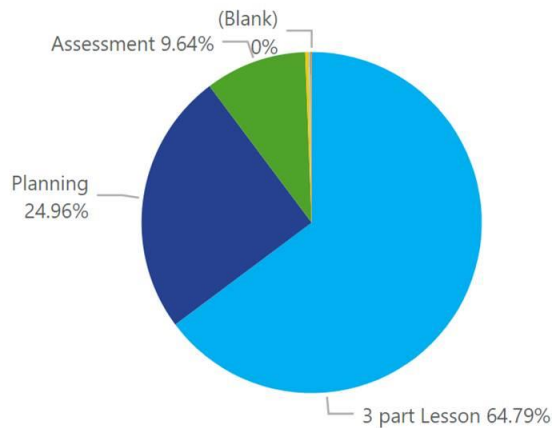
Our ability to deliver the intended level of teacher support and professional learning required to effectively implement the new curriculum and resource has been impacted this year. Despite these challenges, the MathUP classroom data revealed that teachers are accessing the resource to support their math program. We have over 750,000 page views from teachers across the system, with the highest page views in Gr. 2 and Gr. 5 as seen in the chart below.



When we look at the types of resources that are being accessed by teachers, we see the following breakdown:



### Category



Plans for deepening teacher learning and understanding of the new Mathematics curriculum and the MathUP Classroom resource, through a variety of professional learning opportunities, will be implemented in the 2021-22 school year. These will include:

- Professional learning workshops
- Book Studies
- Collaborative Inquiry
- Student-Centered coaching

### Feedback from Elementary Principals:

We recently surveyed Elementary Principals to get information from them on the implementation of MathUP Classroom. Provided below is a summary of their responses:

- All schools (46) indicated that teachers were using the MathUP classroom in their schools, with 85% indicating that all teachers are using it as part of their instruction. We will be examining data further to determine which teachers require more support.
- 50% of principals felt MathUP deepened their teachers' knowledge and understanding of math content
- 41% of principals felt MathUP Classroom helps teachers them to better differentiate their math instruction

When asked about the barriers to implementation of MathUP classroom:

- 93% of principals felt that the reduced access to PD due to COVID-19 /teacher coverage limitations was a barrier
- 72% of principals indicated that teachers are feeling that they have not had enough time to explore the resource
- 43% of principals indicated that teachers have found it challenging to implement elements of the resource in the classroom



When asked about Professional Development needs for next year:

- 85% of principals indicated that teachers need a better understanding of the high impact strategies that are addressed in the new Mathematics curriculum
- 80% of principals indicated that teachers need training to better use components of MathUP to support effective instruction and assessment of mathematics (i.e., learning goals and success criteria, parallel tasks, hinge questions, skill and concept questions)
- 67% of principals indicated that teachers need support to further create an equitable math experience for all learners that builds an effective and engaging math community in the classroom

The data from principals is promising, in that it further reinforces that MathUP Classroom is being used in classrooms across the system. There are clear professional development needs around the new Elementary Math Curriculum and MathUP Classroom which we have already been anticipating and is reinforced by this data. Planning is currently underway to meet these needs in the 2021-22 school year.

## Conclusion

While we have been recently limited in our ability to deliver fulsome professional development for our educators, we are encouraged by the data above and have clear direction for professional development for both educators and administrators. We will continue to monitor teacher and student needs and respond to changes in accordance with our “Achievement” priority, as outlined in our strategic plan. Creating Catholic learning environments that are conducive to developing students who are provided with every opportunity for faith formation, well-being and academic excellence will continue to be the foundation of our work.

### Report Prepared by:

J. Mickle  
Curriculum Consultant, Curriculum Services

J. Staples  
Curriculum Coordinator, 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



Utilization of MPAC Data for Public Feedback on the Multi-Year Strategic Plan	Item 10.6
June 15, 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 provide Trustees with a full cost analysis of utilizing Municipal Property Assessment Corporation (MPAC) data, as requested through Board Resolution #173/21.

### Background

At the June 3, 2021 Special Meeting of the Board, the Board of Trustees passed the following resolution:

*“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 15<sup>th</sup> 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.”*

In consultation with MPAC, Staff has determined that as of May 17<sup>th</sup>, 2021, there are a total of 127,733 separate school board supporters, of which 46,728 are ratepayers.

Ratepayers are identified as individuals who own property in Halton Region and pay property taxes that are directed to support the separate school board.

### Comments

Staff provides the following public feedback cost analysis comparison for both separate school board supporters and ratepayers notification scenarios.



**Scenario 1:**

Circulation for Public Feedback Purposes to Separate School Board Ratepayers ONLY	
Tasks Required	Costs (approximate)
Compilation of Information and Analysis	\$ 1,000*
Mailing Stamps	\$43,000**
Cost of paper and envelopes	\$ 3,300
<b>TOTAL</b>	<b>\$ 47,300</b>

\*Assumes that the Board will hire a consultant or additional staff person to compile the required information and complete the data analysis.

\*\*Assumes that the Board will send out the public feedback mailout as standard size mail with the purchase of Canada Post stamp booklets at the cost of \$0.92/stamp.

**Scenario 2:**

Circulation for Public Feedback Purposes to All Separate School Board Supporters	
Tasks Required	Costs (approximate)
Compilation of Information and Analysis	\$ 3,000*
Mailing Stamps	\$117,500**
Cost of paper and envelopes	\$ 8,800
<b>TOTAL</b>	<b>\$ 129,300</b>

\*Assumes that the Board will hire a consultant or additional staff person to compile the required information and complete the data analysis.

\*\*Assumes that the Board will send out the public feedback mailout as standard size mail with the purchase of Canada Post stamp booklets at a cost of \$0.92/stamp.

**NOTE:** At no incurred cost to the Board, Staff has consulted with an external consultant and been advised that it would be more cost effective and efficient to send out mailings to all ratepayers or all school supporters rather than trying to filter through all the data and information to determine which members of the public are already captured through the Board’s existing mailing communications.

**Conclusion**

The data above is the best available information from MPAC at this time. MPAC information is updated on a monthly basis. Therefore, should the Board wish to proceed with either approach, variations in the MPAC number counts are possible as newer information is made available. With respect to the cost analysis for both scenarios, the information provided is only the best estimate, with several assumptions being made. Final costs may vary depending on the approach taken, changes in costs, and unexpected overruns in staff/consultant time to compile and analyze the information.





- Report Prepared by: B. Vidovic  
Senior Manager, Planning Services
- A. Swinden  
Manager, Strategic Communications
- Report Submitted by: A. Lofts  
Superintendent, Business Services
- Report Approved by: P. Daly  
Director of Education and Secretary of the Board

## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: April 19, 2021  
 Time: 7:00 pm  
 Location: Microsoft Teams

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

- S. Balogh, Superintendent of Special Education Services
- A. Cross, Senior Manager, Financial Services
- P. Daly, Director of Education
- O. Foese, Chief Psychologist
- A. Jones, Manager, Educational Assistants
- D. Kollee, Chief Speech Language Pathologist
- A. Lofts, Superintendent, Business Services & Treasurer of the Board
- J. O'Reilly, Special Education Coordinator

Members Excused M. Duarte

Recording Secretary A. Hughes

### 1. Call to Order

The chair called the meeting to order.

#### 1.1 Opening Prayer and Land Acknowledgement

The meeting opened at 7:01 p.m. with a prayer led by the Chair.

#### 1.2 Approval of Agenda

**Moved by:** P. Moran

**Seconded by:** R. Barreiro

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

### 2. Presentations

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

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

### 3. Action to be Taken

#### 3.1 Minutes of the March 22, 2021 SEAC Meeting

**Moved by:** P. Moran

**Seconded by:** D. Rabenda

**RESOLVED**, that the minutes of the March 22, 2021 SEAC Meeting be approved as presented.

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

**4. Declarations of Conflict of Interest**

There were no conflicts of interest reported.

**5. Business Arising from Previous Meetings (Chair)**

**6. Special Education Board Policy Review (Chair)**

A red line version of Policy No. II-29 Inclusion and Range of Placement options for Identified Exceptional Students was included in the meeting package with revisions from input from members at the March 22<sup>nd</sup> SEAC meeting. ABC emailed their feedback to the policy to members prior to the meeting. The report is attached. Members discussed the policy and a discussion occurred regarding clustering. The Special Education Plan will include an updated statement regarding clustering and a link to the plan was added to the policy. The policy will be placed on the May 11<sup>th</sup> Policy meeting agenda.

**7. Action and Information Items**

**7.1 2021-2022 SEAC Meeting Dates (Chair)**

SEAC meeting dates for 2021-2022 were reviewed. Dates for the 2021-2022 SEAC meetings will be:

- Monday September 27, 2021
- Monday October 25, 2021
- Monday November 29, 2021
- Monday December 13, 2021
- Monday January 31, 2022
- Monday February 28, 2022
- Monday March 28, 2022
- Monday April 25, 2022
- Monday May 30, 2022
- Monday June 13, 2022

**8. Communications to SEAC**

**8.1 Superintendent's Report**

S. Balogh provided updates on:

Equity and Inclusion Training: we have been working with the Senior Manager of Human Rights and Equity on a collective focus that includes all Board and school based special education department staff. In March and April, we are focusing on developing learning goals and the review of culturally responsive pedagogy models, which are highly relevant for educational and clinical work performed by special education staff. In addition, the Social Work team has been offering professional development regarding trauma and racialized trauma for the virtual school staff. The Psychologists, Social Workers, Child & Youth Counsellors and Behaviour Analysts, as well as the entire special education leadership team will receive PD from Indigenous Psychotherapist, Dennis Windego in May specifically related to land-based treatment methods.

Life Skills and Structured Teaching Classes: a second Collaborative Learning Community for the STC and Life Skills staff was held April 9th. Several guest speakers from the following Community partners presented to staff: Developmental Services Ontario, Halton Support Services, Community Living Ontario. Other topics facilitated by Board staff included: Transition Resources, Community Pathways, and the unveiling of the Family Transition Guide.

GROW Program at Thomas Merton: provides individuals with Developmental Disabilities the opportunity to develop and enhance their employment, education and/or independence skills. Grow is a supportive program designed to address the needs of adults who are hoping to enter or re-enter the job market. Classes are free but space is limited. The class is currently based in Burlington and intake is continuous. It runs from September to May. Candidates must be 19 or over and eligible to work in Canada.

Project SEARCH: the virtual launch session takes place April 22nd at 7:00 pm. Information is available on the Board website.

Let's Go Fit Pilot Project: is for students in Secondary Life Skills classes. It is an online fitness community that focuses on workouts for people with varying and diverse abilities. It is being piloted at three sites with the intention to provide feedback and information for other schools to participate next year.

ABA Bonanza: the launch of the ABA Bonanza was today. It was led by our Behaviour Analysts with the support of our Special Education Coordinator. All HCDSB staff were invited to view pre-recorded presentations from all special education disciplines in an on-demand format. There was also an opportunity to participate in a panel discussion with the presenters.

SEA Showcase: will be held virtually on May 26<sup>th</sup>. Carrie Anton will be the keynote speaker. Students from elementary and secondary were chosen as Ignite Grant winners from the submissions and were presented with a certificate and prizes. Their videos will be played at the SEA Showcase.

Speech Language Pathologist and Communicative Disorders Assistants: have adopted a new pathway of support for students referred to them with social communication needs. This includes Tier 1 supports before assessment and Tier 2 support for language and/or social cognition based on results of the assessment by the Speech Language Pathologist. Additionally, ongoing opportunities to collaborate with educators and CYCs to support social skill development have been identified as students transition from Tier 2 back to Tier 1 SLP/CDA support.

Parent Engagement: the Social Work, CYC and Psychology Departments have been presenting Parent/Caregiver Information Sessions for the elementary panel on Wednesday evenings over the last several weeks to support parents and families during the pandemic. All sessions run from 7:00 pm – 7:45 pm and will be taped and posted on HCDSB's website to facilitate parents/caregivers viewing them at their convenience. The next session is on Wednesday, April 21<sup>st</sup>. The topic is "Family Matters – Raising a Resilient Child". There has been a tremendous response to the videos. There will be two secondary Parent/Caregiver Information sessions focused on mental health and sleep hygiene in May.

Special Education Open Houses: are being held for the various elementary specialized classes.

## **8.2 Trustee Reports**

N. Guzzo reported on:

- There has been one Board meeting since the last SEAC meeting. A motion was discussed to prioritize vaccinations for HCDSB education staff in the second phase of the province roll out. A letter was sent on behalf of the Director and the Chair of the Board to the Minister of Health requesting to prioritize our education staff.

## **8.3 Association Report – VOICE (R. Barreiro)**

R. Barreiro provided an overview of the VOICE association and the annual conference on May 7 and 8. May is Speech and Language awareness month and VOICE will be celebrating Dress Loud day during the month. This can be any day in May, for schools to raise awareness for hearing loss. Information was distributed to all HCDSB schools. An overview was provided on the VOICE webinar series and the teen outreach program. Details are outlined in the attached VOICE association report.

**9. SEAC Discussion/Questions**

B. Agnew reminded members to submit their input to the Special Education Plan by April 23<sup>rd</sup>.

The first PRO Grant speaker in the SEAC Speaker Series will be Dr. Louise Porter on May 6<sup>th</sup> followed by Michael Jacques on May 12<sup>th</sup>. Other speakers for the series are being explored.

P. Moran indicated he prepared a report on SEAC goals and meeting effectiveness and that the report will be emailed to all members.

**10. Meeting Summary and Next Steps****11. Next Agenda: Meeting Monday, May 31, 2021**

The agenda will include a Multi Year Strategic Plan update and a Summer Learning Presentation.

**12. Adjournment****12.1 Resolution re Absentees (Chair)**

*Moved by:* R. Barreiro

*Seconded by:* S. Sweet

**RESOLVED**, that M. Duarte be excused. **CARRIED**

**12.2 Adjournment and Closing Prayer (Chair)**

*Moved by:* D. Rabenda

*Seconded by:* R. Barreiro

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

The meeting adjourned at 8:45 p.m. with a prayer led by the Chair.

Issue	Supporting Details
As currently written, the Policy implies that all five placement options are available to all exceptional students at all grade levels.	<p>Several references in the Policy suggest that all placements are available to any student who requires them based on their individual needs.</p> <p><u>Policy Purpose is:</u> - “to provide students identified as exceptional....with a full range of placements....”</p> <p><u>Policy Principles include:</u> - “The....Board recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional students” - “the ‘appropriateness’ of a student’s placement is determined through an examination of a detailed student needs assessment....”</p>

**Recommendations**

**The Policy should not make reference to the board providing a full range of placement options as that is, unfortunately, not the case.**

Issue	Supporting Details
No exceptions are noted in the policy, including where an exceptional student’s needs and learning profile indicate a placement that is not available, or does not continue from grade to grade or between panels.	<p><u>Policy Requirements:</u> - “the Board will provide those placement settings within the range of placements as defined by the Ministry, and across exceptionalities that are required to fulfil IPRC decisions” - the five options listed include two “Special Education class” placement options.</p> <p>Regulation 181/98 requires that the IPRC’s Statement of Decision provide a reason for a change in placement as determined through the IPRC review process. The IPRC review process considers whether there have been changes in the student’s needs or learning profile as well as their progress in their current placement and program.</p>

**Recommendations**

**The Policy needs to be clear as to which placement options are actually available for which exceptionalities and for which grade levels. A chart similar to the one found in the Special Education Plan should be incorporated into the Policy.**

**The board needs to articulate how they will meet the needs of students whose appropriate placement - as determined by assessments and the IPRC process - is not currently provided by the board, or where there is a lack of continuity of a placement option.**

**ABC ONTARIO FEEDBACK ON HCDSB POLICY II-29:  
INCLUSION AND RANGE OF PLACEMENT OPTIONS FOR IDENTIFIED EXCEPTIONAL STUDENTS**

Issue	Supporting Details
<p>There is currently no secondary placement option for gifted students, including those with a special education class placement determined through an IPRC prior to Grade 9.</p> <p>The Ministry’s definition of Giftedness acknowledges that gifted students require “differentiated learning experiences of a depth and breadth <i>beyond those normally provided in the regular school program</i> to satisfy the level of educational potential indicated.”</p>	<p>Again, despite policy wording that would suggest otherwise, not all placement options are available to all students who may require them based on their personal needs and learning profile.</p> <p>A lack of continuity of options results in some students, Gifted students in particular, being forced into a change of placement in the absence of a change to their needs or learning profile.</p> <p><i>(For all other students, continuity of placement is available with the exception that students with a Mild Intellectual Disability no longer have the option of a full time special education class in secondary; however, there is some continuity in that there is the option of a special education class with partial integration).</i></p>
<b>Recommendations</b>	
<p><b>For students with an exceptionality of Gifted, ABC Ontario recommends additional placement(s) be offered at the secondary level to more closely approximate a full range of placements and reduce disruption between the elementary and secondary panels.</b></p>	
Issue	Supporting Details
<p>Gifted research (Appendix A) consistently points to opportunities to collaborate with like-minded peers as essential to not only academic success, but also the mental health and well-being of Gifted students.</p> <p>This is also acknowledged in the Board’s September 2019 Staff Report on “Clustered Classes and Accelerated Learning Opportunities” which recommended that gifted students be “placed in the same classes wherever possible, to allow for maximum opportunities for participation and collaboration between like-ability peers”.</p> <p>However, this practice has not been formally documented and anecdotal evidence suggests that this informal approach has not been consistently applied across HCDSB secondary schools or been effective.</p>	<p>Lack of formal documentation raises questions and poses challenges in effective communication with staff as well as parents.</p> <ul style="list-style-type: none"> <li>- how does the board ensure that new hires, or recently promoted staff are aware?</li> <li>- how are parents made aware?</li> <li>- in response to queries at the Spring 2020 Gifted Open Houses, parents were not advised of this practice, or other recommendations from the September 2019 report which would allow for advance credit accumulation and greater breadth of course selection and pace (ie. Reach Ahead credits)</li> </ul>

<b>Recommendations</b>	
<p><b>ABC Ontario supports the staff recommendation to cluster gifted students with like-minded and like-ability peers, but recommends that this be addressed more intentionally by the creation of an additional, more specific “Regular Class” placement; such as: “Regular Class - Secondary Gifted Cluster - Resource Assistance”.</b></p>	
<b>Issue</b>	<b>Supporting Details</b>
<p>Current and ongoing changes in education pose additional threats to the effectiveness of an informal approach.</p>	<p>COVID protocols, including cohorting requirements added to the challenge with schools declining to place secondary gifted students with their peers in the current school year. This contrasts to the Board’s commitment to honour all “formal” special education placement options, including for remote learners.</p> <p>While extra-curriculars are not a substitute for an appropriate education program, these have often been presented as enrichment opportunities for gifted students. However, those opportunities have also taken a hit during COVID, and the future is uncertain.</p> <p>Learning loss during the pandemic has exacerbated the range of student readiness in all classrooms, putting additional pressure on teachers to meet the needs of all students. Differentiation is an expectation for all students and therefore not a special education program.</p> <p>The situation will intensify as the Ministry de-streams secondary courses which will also disperse the small number of gifted students across a greater number of sections in a given course, decreasing the likelihood that gifted students will naturally find like-ability peers in Academic classes, and placing additional pressure on teachers.</p>
<b>Recommendations</b>	
<p><b>A secondary placement should be supported by board level staff (ie. Itinerant) with expertise and/or training in gifted education, who will in turn provide support to classroom teachers with clusters of gifted students.</b></p> <p><b>Such a placement would be similar to what is currently offered by other boards across the province, including the Halton District School Board (Appendix B) and the Simcoe District School Board (Appendix C). These placements are referred to as:</b></p> <ul style="list-style-type: none"> <li><b>A. Secondary Gifted Placement (Resource Support)</b></li> <li><b>B. Secondary Gifted Congregated Cluster Program</b></li> </ul> <p><b>respectively.</b></p>	



**ABC ONTARIO FEEDBACK ON HCDSB POLICY II-29:  
INCLUSION AND RANGE OF PLACEMENT OPTIONS FOR IDENTIFIED EXCEPTIONAL STUDENTS**

<b>Issue</b>	<b>Supporting Details</b>
<p>Low numbers of gifted students in any particular secondary school and the number of elective courses available present a challenge to effectively clustering gifted students.</p>	<p>Historically, approximately 20% of gifted elementary students leave the board prior to high school. Currently, those who remain tend to gravitate to secondary schools offering accelerated program options, primarily schools offering pre-AP and AP courses, as well as the IB Programme.</p> <p>As a direct result of offering these accelerated programs in select schools, the number of gifted students in the remaining secondary schools are often minimal, particularly by individual grade.</p> <p>Even if provided the option, not all gifted secondary students will choose to be clustered, or to do so for all courses.</p>
<b>Recommendations</b>	
<p><b>ABC Ontario recommends that the Secondary Gifted Clustered placement option be provided on a regional basis, at schools offering pre-AP/AP or IB courses in order to reach a critical mass and provide the greatest opportunity for success. Clustering options should be provided on a best efforts basis in any stream requested where there are sufficient students to do so and timetabling allows (ie. Academic, pre-AP/AP, IB).</b></p>	

**APPENDIX A  
References**

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Peel District School Board (2009) Gifted Education Program Review - Identification and Programming Literature Review PDSB (pages 1, 42 - 44) <a href="https://drive.google.com/open?id=0BxsKERQDZjBFOWEzT0Vkcm9teVN3cWVrMU1FNVJTWGVpSnE4">https://drive.google.com/open?id=0BxsKERQDZjBFOWEzT0Vkcm9teVN3cWVrMU1FNVJTWGVpSnE4</a>

**APPENDIX B  
HALTON DISTRICT SCHOOL BOARD SECONDARY GIFTED PLACEMENT**

The following is an excerpt from the Halton District School Board, 2020-2021 Special Education Plan, pages 55-56, (highlights added):

*Categories of Resource Support:*

- a) Resource Support – a Regular Class with Consultative Support.  
The student is placed in a regular class for the entire day, and the Teacher receives specialized consultative services;
- b) Resource Support – a Regular Class with Resource Assistance.  
The student is placed in the regular class for most of the day and receives specialized instruction, individually or in a small group, from a qualified special education Teacher;
- c) Resource Support – a Regular Class with Withdrawal Assistance  
The student is placed in a regular class and receives instruction outside of the classroom, for less than 50% of the instructional time, from a qualified special education Teacher;
- d) Resource Support – Secondary Gifted Placement  
A congregated grouping of students with an identification of Giftedness at designated secondary (high) schools. Students will be scheduled with non-identified learners in particular courses at the secondary school level. The Ontario curriculum in each of the clustered classes will be differentiated in breadth, depth and pace from the curriculum being offered in the regular class.

Secondary students in grades 9 and 10 are timetabled together into the same class for the core academic subjects of English, Mathematics, Science, Geography and History. Students in grades 11 and 12 are timetabled together into the same University level courses as timetables permit

The full plan can be found here:

<https://www.hdsb.ca/learning-and-resources/Pages/Special%20Education%20Programs%20and%20Placements/Special-Education-Plan.aspx>

**APPENDIX C  
SIMCOE COUNTY DISTRICT SCHOOL BOARD SECONDARY GIFTED PLACEMENT**

The following is an excerpt from the Simcoe County District School Board, 2020-2021 Special Education Plan, page 95, under the heading “Special Education Placement options provided by the board”:

Secondary Gifted Congregated Cluster Program:

- While this program does not meet the Ministry definition of a special education class, maintaining it as a placement option affords secondary gifted students the ability to be congregated in selected secondary schools. This provides the students with continued opportunities for interaction with intellectual peers as well as for compaction, enrichment and extension;
- Identification: Intellectual – Gifted (Regular Class Placement);
- Class maximum – based on secondary class caps.

The full plan can be found here:

[https://www.scdsb.on.ca/UserFiles/Servers/Server\\_210898/File/Elementary/Special%20Education/Special-Education-Plan.pdf](https://www.scdsb.on.ca/UserFiles/Servers/Server_210898/File/Elementary/Special%20Education/Special-Education-Plan.pdf)

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

Date: May 3, 2021  
Time: 7:00 pm  
Location: Virtual Meeting

Members Present: T. Arruda-Newns  
G. Bergin  
S. Boulanger  
N. Dinolfo  
M. Duarte  
L. Efremova  
S. Furlong-Warren  
L. Gallo  
D. Garell-Teti  
M. Lourenco  
J. MacLeod  
V. Monaco  
J. Santos  
S. Sywash

Guests:  
B. Agnew  
V. Chininea  
P. Daly  
N. Guzzo  
A. Swinden

Regrets: O. Llujomade  
T. O'Brien  
Fr. D. Walter

Chair: J. Santos

Recording Secretary A. Brown

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### 1. Opening Prayer & Welcome

The meeting began at 7:00 p.m. with Co-chairs J. Santos and G. Bergin giving a brief explanation of CPIC and its composition and mandate. V. Monaco lead the group with an opening prayer.

### 2. HCDSB Land Acknowledgement

### 3. Approvals & Revisions

#### 3.1 Agenda

J. MacLeod moved to amend the agenda to include an Action item to Support School Council Pride Events to section 10 "Other Business".

***Motion failed.***

J. MacLeod moved to amend the agenda to include a discussion item to Support School Council Pride Events to section 9 "Discussion Items".

<b>CPIC Member</b>	<b>Yay</b>	<b>Nay</b>	<b>Absent</b>
G. Bergin	X		
L. Gallo			X
S. Sywash			X
M. Lourenco		X	
J. Macleod	X		
T. Arruda-Newns	X		
L. Efremova	X		
S. Furlong-Warren	X		
O. Liouymade			X
S. Boulanger	X		
J. Santos	X		

**Approved.** Item will be added as 9.2: *Support School Council Pride Events.*

**Moved by:** T. Arruda-Newns

**Seconded by:** S. Boulanger

**That,** the agenda be approved.

**CARRIED**

### **3.2 Minutes**

**Moved by:** J. MacLeod

**Seconded by:** L. Efremova

**That,** the minutes of the April 7, 2021 Catholic Parent Involvement Committee be approved and submitted.

**CARRIED**

## **4. Board Update (N. Dinolfo)**

### **4.1 General update**

With the provincial stay-at-home order, our schools pivoted to remote learning on April 12th.

For our secondary students, everyone moved to Cohort C for the end of the third quadmester and began the fourth and final quadmester on April 26th.

For our elementary school students, are learning remotely with their face to face classroom teacher and have transitioned very well with the expectations set up with PPM 164:

225 minutes of synchronous learning for Grade 1-8 and 180 minutes for our K program.

The virtual school has continued without interruption

Tech and wifi have been provided to families who have asked for the resources.

Families who opted out of the synchronous portion in January have continued with a few more opting for asynchronous if they were unable to support their children with synchronous learning.

All of our category 4 or 5 Special Education classroom placements have some students attending in person. At the secondary CLC setting all schools have students and educators working on-site daily and in the elementary setting we have some students attending daily or with a modified day and in-person educators supporting them.

118 elementary students

58 secondary students

This week we are marking Catholic Education Week with the theme Nurturing Hope: all schools are doing various activities and classroom teachers may be offering their events with their class for parents to participate in. As a system, we have our annual Walk With Jesus event modified taking place on Thursday, May 6th. Cardinal Collins has a mass on Wednesday, May 5th that many schools may be participating with their school community to mark Catholic Education week. Bishop Crosby has shared a wonderful message for the Diocese as we begin Catholic Education Week that many schools have shared with their school community.

This week is also Mental Health Awareness week in our schools. Together with our Special Education Department, many resources are being shared in our school communities through the school Child and Youth Counsellors and Social Workers. Many of the resources are being shared through the school website, weekly communication, or social media platforms.

May is also Asian Heritage Month.

We are continuing to take new K registrations for September 2021. Throughout May schools will be hosting virtual Kindergarten Parent Orientation sessions.

In response to the Board of Trustee motion entitled Supporting Our Diverse Community from the special board meeting on Monday, April 26th – our schools have continued to ensure their commitment to ensuring all students feel welcomed, loved, and safe in our school communities. Our position as a Catholic School system has always been and will continue to be that all students and families are made in the likeness of God – they are all loved and we will continue to embrace them with love and human dignity - all are welcome in the HCDSB through word, deed and our curriculum.

- All staff are going to participate in ongoing professional development for the understanding of our 2SLGBTQ+ community
- We will raise awareness through PRIDE month with more information to come
- All schools we will have a catalog of signage to select to display at the school and through the community
- How each school moves forward will be in collaboration with their staff, students, and Catholic School Council

- All schools have a Catholic School Council meeting this week or next week and will discuss this together with their council

All curriculum programs are being delivered with professionalism and care for the well-being of our students. For elementary, our literacy and numeracy skills are being further developed and staff has been working collaboratively to meet the needs of all our learners. Everything has looked very different this year and despite the changes in the learning environment staff has learned and adjusted to innovative ways to deliver the program. We will continue to meet our student learners where they are and deliver the program to address their needs.

Above all this, all our educators are committed to our students and their spiritual growth and mental well-being as we navigate through the COVID -19 pandemic. This has been a challenging time for all of us and parents, staff, and students. All of us working together is going to make the ultimate difference for all of our students and families.

## **5. CPIC Chair Update (G. Bergin)**

### **5.1 Correspondence Received**

- Discussed correspondence email sent to CPIC that had been shared with CPIC members.

## **6. Trustee update (M. Duarte)**

### **6.1 General update**

At the April 20th Board meeting there were 5 delegations - for and against the motion on the table – “Supporting Our Diverse School Community.”

A special Board Meeting was called on April 26<sup>th</sup> and the action item “Supporting Our Diverse School Community” was discussed, debated and voted upon.

The main parts of the motion that passed were:

1. That the Board create a shared understanding through mandatory training for senior staff, SO's, Senior managers, Principals, Teachers, Chaplains, ECE's etc... on the Catholic Social teaching on loving and accompanying our students who identify as 2SLGBTQ+
2. That Mandatory training is ensured to be completed by the 2021/2022 school year and a progress report be provided to Trustees at the first meeting in January 2021.
3. That the Board staff raise awareness around Pride Month utilizing the guidelines of the Institute of Catholic Education.
4. That each school be mandated to have safe space signage to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year. With this we believe these first steps will help all our students will be welcomed, loved and included in all our schools and communities.

All the above items must flow from the Directors office and Communications to the system and this will develop and evolve as we go along together.



I have mentioned in the past about our board undertaking work on the MYSP - the initial recommendation from the MYSP steering committee on the Mission, Vision and Values is before the Board for discussion and approval.

Trustees have attended a PD session on Human Rights and Accommodations in Catholic Education on April 22 by Constitutional Lawyer Nicholas Roleau and Lawyer Nadia Tymochenko.

Trustees attended the OCSTA Annual General Meeting on Saturday, May 1<sup>st</sup>, where voting was held for regional Directors and resolutions which were put forward by Trustees of various board.

Trustee Duarte gave a brief update on the STEM committee initiatives.

## **7. Standing Items:**

### **7.1 OAPCE Update (D. Garell-Teti)**

- D. Garell-Teti gave an update on the OAPCE meeting that occurred on April 7, 2021 for OAPCE reps.
- D. Garell-Teti was invited to a round table discussion on April 1<sup>st</sup> hosted by the Minister of Education on supporting the implementation of the de-streamed Gr. 9 math program.
- Invited to sit on a feedback survey at OAPCE on the review of the Civics course and will write a report which will go back to the Ministry.
- Sent out to OAPCE reps an opportunity to participate in a thought exchange through the Ministry of Education on Provincial review of additional qualifications course being put together on inclusive classrooms.
- Parent4Parent Press was sent out, highlighting iDARE: Inclusion Diversity Anti-Racism & Equity committee through Queen of Heaven school in Milton. Denice presented this to the OAPCE Board of Directors on April 24<sup>th</sup> and it was included in the Parent 4 Parent newsletter.
- OAPCE hosting 82 annual conference virtually on May 14 and 15<sup>th</sup>

### **7.2 CPIC Subcommittees**

#### **7.2.1 School Council Support Committee (L. Efremova)**

- hoping to have information to report by the end of the week.

#### **7.2.2 Parent/Community Engagement Committee (J. MacLeod)**

- S. Furlong-Warren has looked into a guest speaker for CPIC – a disabled disability activist with an anti-ableist mindset – “nothing about us without us”. She can speak to how to help children be anti-ableist, how to raise children to view everybody with respect and how to speak to people with different disabilities. She is a speech/language pathologist. Thinks this would be of great interest to parents.

#### **7.2.3 By-Laws Committee (S. Boulanger)**

- G. Bergin let the committee know that the subcommittee continues its work. The updated version was approved and they will continue to work from there. Working

through each bylaw to review/assess and will come back to the committee with future changes.

### **7.3 CPIC Representation on Board Committees**

#### **7.3.1 Mental Health (L. Efremova)**

- The April meeting was postponed until the end of May and will have an update at the next meeting.

#### **7.3.2 Bullying Prevention (S. Furlong-Warren)**

- sent final revised document to CPIC – new document for all to review and comment on.

#### **7.3.3 Walk with Jesus (T. News-Arruda)**

- Walk With Jesus is this Thursday, May 6, 2021. Fully virtual. In the morning of May 6th all can visit the HCDSB website and find the link to the Walk With Jesus YouTube channel for the presentation. 10 am start with a liturgy, singing, reflections, a cross making activity.
- Elementary teachers will share with the class. Secondary students can log in and join on their own.
- Actual walk: families walk anytime on May 6. Take photos and #HCWWJ to share photos.

#### **7.3.4 Home-School-Parish Partnership (J. Santos)**

- Have not met since last CPIC meeting, so there is nothing to update.

### **8. HCDSB Council of Chairs Meeting – Wednesday, May 19, 2021**

- Discussed presentations for Council of Chairs:

Math Destreaming  
 Virtual School Best Practices  
 iDARE  
 Breakout Room: Catholic School Council Best Practices  
 Welcome new CPIC members

### **9. Discussion Items:**

#### **9.1 Parent concerns re: Board Meeting Conduct**

- discussion took place regarding the conduct of our trustees at board meetings.
- suggested that all CPIC members collaborate on writing a letter to the Board of Trustees.

***Moved by: S. Boulanger***  
***Seconded by: J. MacLeod***

## **9.2 Support School Council Pride Events**

- discussion took place as to how CPIC can provide support to Catholic School Councils regarding their Pride events and provide clarity as to what School Councils, in collaboration with school administrators can do to support LGBTQ+ students. The board met with School Administrators on Friday regarding expectations
- N. Dinolfo will draft communication for Catholic School Councils for clarification this week.
- Director Daly reiterated that the Board met with all school administrators on Friday and set clear expectations regarding how to support their LGBTQ+ communities.

## **10. Other Business/Future Agenda Items**

### **10.1 Propose changes to the CPIC meeting dates for 2021-2022**

- CPIC 2021-2022 date changes due to conflicts.

## **11. Closing Prayer**

N. Dinolfo thanked everyone for joining the meeting tonight and closed the meeting with a prayer.

## **12. Adjournment**

Meeting was adjourned at 8:46 p.m.

**Next Council of Chairs Meeting: Wednesday, May 19, 2021 @ 7:00 p.m.**  
**Next CPIC Meeting: Monday, June 7, 2021 @ 7:00 p.m.**

## POLICY COMMITTEE MEETING MINUTES

Date: May 11, 2021  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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

Student Trustees Present: N. Gubert (Electronically)  
 K. Kelly (Electronically)

Staff Present: E. Bakaic, Superintendent of Education, School Services (Electronically)  
 S. Balogh (Superintendent of Education, Special Education (Electronically)  
 A. Cordeiro, Superintendent of Education, School Services (Electronically)  
 P. Daly, Director of Education (Electronically)  
 N. Dinolfo, Superintendent of Education, School Services (Electronically)  
 K. Moro, Secondary Principal (Electronically)  
 J. O'Hara, Executive Officer, Human Resources Services (Electronically)  
 J. O'Reilly, Special Education Coordinator (Electronically)  
 A. Swinden, Manager, Strategic Communications (Electronically)

Recording Secretary: M. Zammit (Electronically)

### 1. Call to Order

#### 1.1 Opening Prayer (V. Iantomasi)

The meeting opened at 7:00 p.m. with a prayer led by Trustee Iantomasi.

### 2. Approvals

#### 2.1 Approval of Agenda

**P# 42/21**

**Moved by:** B. Agnew

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

**That, the agenda be approved as presented.**

The Chair called for a vote. **P#42/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	V. Iantomasi		

P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			
N. Gubert (non-binding)			

**2.2 Approval of Minutes (April 13, 2021)**

**P#43/21**

**Moved by:** B. Agnew

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

**That,** the minutes of the April 13, 2021 Policy Committee be approved.

The Chair called for a vote. **P#43/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi	H. Karabela	
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			
N. Gubert (non-binding)			

**3. Declarations of Conflict of Interest**

There were no Conflicts of Interest.

**4. Action Items**

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

**P#44/21**

**Moved by:** M. Duarte

**Seconded by:** B. Agnew

**That,** the Policy Committee recommends that Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel be forwarded, to the May 18, 2021 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#44/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	V. Iantomasi		
P. DeRosa	H. Karabela		
M. Duarte			
N. Guzzo			
P. Murphy			
T. O'Brien			

J. O'Hearn-Czarnota			
K. Kelly (non-binding)			N. Gubert (non-binding)

#### 4.2 Policy I-46 Correspondence to the Board of Trustees (B. Agnew, H. Karabela) P#45/21

**Moved by:** B. Agnew

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

**That,** the Policy Committee recommends that **Policy I-46 Correspondence to the Board of Trustees** be forwarded, to the May 18, 2021 Regular Board Meeting for approval for first reading.

Following discussion, the following was agreed upon:

- Under Application and Scope addition of "Halton" before community.
- Under Application and Scope removal of "Ministry Memorandums are also included".
- Under Requirements removal of second bullet under Correspondence Addressed to All Trustees and new addition of:  
"For any correspondence regarding any upcoming motions or subject that has not been discussed at the Board table, the Chair will respond in a manner outlining the next date and time of the discussion".
- Under Requirements addition of Correspondence Addressed to "the Director of Education and/or" Staff and Trustees was added
- Under Requirements under "Correspondence Addressed to "the Director of Education and/or" Staff and Trustees" removal of second bullet.
- Under Requirements under section "Criteria for Adding Correspondence to a Board Meeting Agenda" addition of 10:00 am was inserted

The Chair called for a vote. Recommendation **P#45/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo	T. O'Brien		
H. Karabela			
P. Murphy			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			
N. Gubert (non-binding)			

*Trustee Agnew disconnected from meeting.*

#### 4.3 Policy I-06 Delegation to the Board (B. Agnew)

*Item postponed to next meeting.*

The Chair called for a vote to postpone item.

**CARRIED**

In favour	Opposed	Abstain	Absent
M. Duarte		P. DeRosa	B. Agnew
N. Guzzo		V. Iantomasi	
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			
N. Gubert (non-binding)			

**4.4 Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students (S. Balogh)**

**P#47/21**

**Moved by:** M. Duarte

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

**That,** the Policy Committee recommends that Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students be forwarded, to the May 18, 2021 Regular Board Meeting for approval.

**P#48/21**

**Moved by:** M. Duarte

**Seconded by:** P. Murphy

**That,** the Policy Committee approves to extend the Policy Committee Meeting beyond 10:00 p.m.

The Chair called for a vote. **P#48/21 CARRIED**

In favour	Opposed	Abstain	Absent
P. DeRosa			B. Agnew
M. Duarte			
V. Iantomasi			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			
N. Gubert (non-binding)			

Following discussion, the following was agreed upon:

- Under Principles in the fifth bullet a link be added for "June 9, 1994 Memo"

The Chair called for a vote. Recommendation **P#47/21 CARRIED**

In favour	Opposed	Abstain	Absent
M. Duarte			B. Agnew
N. Guzzo			
V. Iantomasi		P. DeRosa	
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			
N. Gubert (non-binding)			

**4.5 Policy II-40 Bullying Prevention and Intervention (A. Cordeiro)  
P#49/21**

**Moved by:** M. Duarte

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

**That,** the Policy Committee recommends that Policy II-40 Bullying Prevention and Intervention be forwarded, to the May 18, 2021 Regular Board Meeting for approval.

**P#50/21**

**Moved by:** P. Murphy

**Seconded by:** M. Duarte

**That,** the Policy Committee approves to extend the Policy Committee Meeting beyond 10:30 p.m.

The Chair called for a vote on **P#50/21**. The vote was not unanimous therefore the meeting had to adjourn following completion of item 4.5.

The Chair called for a vote. Recommendation **P#49/21 CARRIED**

In favour	Opposed	Abstain	Absent
P. DeRosa			B. Agnew
M. Duarte			
N. Guzzo			
V. Iantomasi			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			
N. Gubert (non-binding)			



**POST NOTES:**

5. **Discussion Items**  
**Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee (N. Dinolfo)**  
*The meeting was adjourned*
  
6. **Information Items List of Upcoming June Agenda Items**  
*The meeting was adjourned*
  
7. **Miscellaneous Information**  
There was no miscellaneous information.
  
8. **In-Camera**  
There were no in camera items.
  
9. **Motion to Excuse Absent Committee Members**  
There were no absentees.
  
10. **Motion to Adjourn/ Closing Prayer (H. Karabela)**  
H. Karabela closed the meeting with prayer at 10:50 p.m.

**From:** Catholic School Council - Assumption <AssumptionCSC@outlook.com>

**Sent:** June 11, 2021 5:27 PM

**To:** Murphy, Patrick <MurphyP@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; lantomasi, Vincent <lantomasiV@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; ohearn-czarnotaj@hcdsb.org; Daly, Patrick <DalyP@hcdsb.org>; McDougall, Clark <McDougallC@hcdsb.org>

**Cc:** minister.edu@ontario.ca; ross.romano@ontario.ca; yael.ginsler@ontario.ca; jennifer.chan3@ontario.ca; jane.mckenna@pc.ola.org; effie.triantafilopoulos@pc.ola.org; stephen.crawford@pc.ola.org; parm.gill@pc.ola.org; ted.arnott@pc.ola.org; CPIC <cpic@hcdsb.org>; Tan, Kaitlynn <[REDACTED]>; Chliszczyk, Christopher <ChliszczykC@hcdsb.org>; Thomas, Maria <ThomasM@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

**Subject:** [<EXTERNAL>] Exams for Secondary Students

Dear Chair of the Board, Director of Education and All Trustees of the Halton Catholic District School Board:

We are writing to you on behalf of the Assumption Catholic School Council to bring forward concerns regarding a serious deficit that we feel is developing for our secondary students, that is, the lack of exam writing skills resulting from not writing any final course exams since the first semester of the 2019-2020 school year - a year and a half ago. We are concerned that this deficit will continue to grow should the decision be made to continue to not provide end of course exams in the expected quadmester model for at least the first half of the 2021-2022 year, or in any other modified return to school plan. This could mean at least two full years without exams, half of a typical high school career. This is significant, particularly for our students who will be entering Grade 11 or 12 in September.

We had a fulsome discussion on this topic at our June 2nd Council meeting. During the discussion we acknowledged and thanked our teachers and administrators for their exceptional efforts and dedication since the beginning of this pandemic and before. We acknowledged that this deficit is in no way a reflection on them, their talents or dedication.

We discussed and acknowledged various issues of equity, and the value of all pathways our students may choose, and that not all are bound for college or university.

We learned that approximately 48% of our graduating students apply to university, and approximately 80% of those proceed to university. Those numbers suggest that almost 40% of our students are university bound. (We were not provided with statistics for college applications or acceptance). We agreed that equity applies to those students as well, and that they too must be given the opportunities to develop the skills necessary for success once they graduate from HCDSB.

We discussed the impact of the COVID pandemic on our students' mental health, and that exams can be anxiety inducing. We also discussed the stress and anxiety of post secondary education, especially that first year transition, and especially where students may be living away from home for the first time, and without their usual support systems. With all of the changes that COVID has brought to our lives, these transitions now have the potential to be even more stressful than "normal".

Several of our members have children already enrolled in post-secondary, and those members shared the high value - rightly or wrongly - placed on final exams and even midterms, particularly in some university programs. Members shared the importance of exam writing skills for college bound students as well. We learned that in some programs, final exams and even midterms can be worth 40% or 50% of a final course grade. In some courses, students must obtain a certain mark or pass the final exam to pass the course, regardless of other assessments. Imagine the stress and anxiety that comes from that. Now imagine it when you haven't written an exam in two years, and when your high school education was also severely disrupted. Imagine you have four or five exams in the span of a week or two. Imagine you don't do well on the first one. Imagine the impact of all of *that* on your mental health.

We agreed that "test taking" is not the same as, and does not adequately prepare students for an end of course culminating exam - especially a post-secondary one. We also learned that in some courses, high school teachers are currently not even providing tests.

We know that HCDSB is committed to the success of its students. Graduating from high school is not success if students are not prepared for what comes next. Mental wellness must be a long term goal and must include providing our students with all the tools they need to face the challenges that await them upon graduation.

While our Council agreed on the issues and risks to our students, we had difficulty agreeing on the best solution. Some thoughts we discussed included:

- exam writing skill workshops and/or practice exams
- optional exams and/or
- exams worth as little as 5%, possibly with some flexibility for higher weighting if students do well
- focus on exam writing for students in grades 11 and 12 only

We recognize that this list is not exhaustive, and that there may be other options available.

Our Council did agree that this matter was of sufficient importance to be brought forth to the board for further review and consideration of possible solutions and direction to staff. We would encourage the board to also seek additional feedback from councils and parents of other secondary schools in our board.

Please include this correspondence in the June 15th board report. We look forward to a response from the board and are happy to be of further assistance in addressing this issue.

Yours in Catholic education,

Maria Lourenco, Co-Chair  
Santa Silvestri, Co-Chair  
on behalf of the Assumption Catholic School Council

cc: HCDSB Catholic Parent Involvement Committee  
School Council Chairs, HCDSB Secondary Schools  
Hon. Stephen Lecce, Minister of Education  
Hon. Ross Romano, Minister of Colleges and Universities  
Yael Ginsler, Assistant Deputy Minister, Student Achievement Division  
Jennifer Chan, Director, Curriculum, Assessment, and Student Success Policy Branch  
Jane McKenna, Burlington MPP  
Effie Triantafilopoulos, Oakville-North Burlington MPP  
Steven Crawford, Oakville MPP  
Parm Gill, Milton MPP  
Tedd Arnott, Wellington-Halton Hills MP

**From:** David Harvey  
**Sent:** June 9, 2021 12:06 PM  
**To:** Murphy, Patrick <MurphyP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>  
**Subject:** [<EXTERNAL>] Questions for June 15 Board of Trustees Meeting

Dear Chairman Murphy:

I am a ratepayer of the HCDSB. My 3 children attended HCDSB schools from JK to grade 12. I am submitting these questions pursuant to HCDSB Procedural By-Law 13, to be addressed during the Open Questions portion of the Board Meeting.

My question relates to Policies I-23 and I-26:

I-23 Catholic School Councils and Catholic Parent Involvement Committee  
I-26 Student Trustees on the Halton Catholic District School Board

I understand both of these policies are currently under consideration at the Board of Trustees level. One of the issues HCDSB is considering is whether to establish or maintain requirements that people be Catholic in order to qualify as a Student Trustee, or to restrict the number of non-Catholic members of a School Council.

The qualifications for Student Trustees and for members of School Council are set out in Regulations under the Education Act (Regulation 7/07 and Regulation 612/00, respectively). Those qualifications do not specify any religious requirements. By restricting the participation of non-Catholics as Student Trustees or Parent Council members, the HCDSB would be amending the qualifications set out in the Regulations, by disqualifying a person who is qualified according to the statutory provisions which govern education in Ontario.

My questions, therefore, are as follows:

1. Did HCDSB seek a legal opinion as to whether it has the legal jurisdiction to restrict the participation of non-Catholics who would otherwise be qualified by statute to serve as Student Trustees or members of a School Council?
2. If the Board did not seek a legal opinion, why was no opinion sought, given the potential for expensive litigation against the Board on this matter, with that expense borne by ratepayers?

I look forward to the Board's answers to these questions.

I ask that this email be included as correspondence in the Agenda package for the June 15, 2021 Board of Trustees meeting.

Sincerely,

David Harvey

# Shaarei-Beth El Congregation of Halton

May 19, 2021

Halton Catholic District School Board  
802 Drury Lane  
Burlington, ON L7R 2Y2  
[comments@hcdsb.org](mailto:comments@hcdsb.org)

Our Jewish faith is guided by two commandments, “‘You shall love Adonai your God with all your heart, and with all your soul, and with all your mind,’ and ‘You shall love your neighbour as yourself.’ These mitzvot are repeated 36 times in our Torah, guiding our understanding of how we treat each and every human being. Shaarei-Beth El Synagogue in Oakville, in the region of Halton, sees these commandments as a guide for us as we attempt to live out our faith in this world and in our communities. Our synagogue and Jewish community stand with the students of the Halton Catholic Schools in raising a pride flag during the month of June for Pride month. We believe schools need to be safe spaces for young people to learn, grow and explore the world around them. They need to be brave spaces where young people can be themselves without fear of abuse. We join with other organizations like Pflag and Halton Positive Space Network and many other faith groups in the region of Halton (such as St. Pauls United Church and the Regional Council of the United Church), and across the country, in supporting the students and staff of the Halton Catholic Schools in boldly waving a rainbow flag. Raising a rainbow flag is one significant way to support all students and staff who don’t feel safe within the walls of their schools, and a step towards full inclusion and acceptance. We ask for God’s patience and understanding as we learn together what it means to love God with all our heart, mind, and soul, and what it means to love our neighbour in the same way.

Sincerely,



Rabbi Stephen Wise