

**SPECIAL MEETING OF THE BOARD  
REVISED AGENDA**

Date: June 16, 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 (N. Gubert)	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Staff Reports</b>	
4.1. 2021-22 Budget Estimates (Draft) (A. Lofts)	1 - 22
<b>5. Action Items</b>	
5.1. <i>Policy II-40 Bullying Prevention and Intervention (N. Guzzo)</i>	23 - 29
5.2. <i>Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members (N. Guzzo)</i>	30 - 40
5.3. <i>Policy I-40 Performance Appraisal of the Director of Education (N. Guzzo)</i>	41 - 51
5.4. <i>Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary Schools (N. Guzzo)</i>	52 - 56
5.5. <i>Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students (N. Guzzo)</i>	57 - 61
5.6. <i>Policy II-33 Safe Arrival at School Program (N. Guzzo)</i>	62 - 64
5.7. <i>Policy II-43 Voluntary, Confidential Self Identification of First Nation, Métis, and Inuit Students (N. Guzzo)</i>	65 - 70
5.8. <i>Policy I-46 Correspondence to the Board of Trustees (N. Guzzo)</i>	71 - 75
5.9. <i>Policy I-11 International Student Admission Requirements (Fee Paying Students) (N. Guzzo)</i>	76 - 81
5.10. <i>Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee (N. Guzzo)</i>	82 - 87
5.11. <i>Policy V-08 School Anniversary Celebrations (N. Guzzo)</i>	88 - 90

5.12.	<i>Policy V-12 Blessing and Official Opening of a New School (N. Guzzo)</i>	91 - 94
5.13.	<i>Policy V-13 Blessing and Rededication of a Major Addition to a School (N. Guzzo)</i>	95 - 98

6. **Correspondence**

7. **In-Camera**

8. **Resolution re Absentees**

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



2021-22 Budget Estimates (Draft)	Item 4.1
June 16, 2021	

### Alignment to Strategic Plan

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

### Purpose

To provide the Board with a draft of the Halton Catholic District School Board’s (HCDSB) 2021-22 Budget Estimates.

### Background Information

- 1) Information Report 10.2, “Release of the 2021-22 Grants for Student Needs (GSN) and Revenue Update” from the May 18, 2021, Regular Meeting of the Meeting.
- 2) Information Report 10.4, “2021-22 Budget Survey Results” from the April 6, 2021, Regular Meeting of the Board.
- 3) Information Report 10.5, “2021-2022 Budget Estimates - Schedule and Consultation” from the February 2, 2021, Regular Meeting of the Board.

### Comments

The Ministry released the online Education Finance Information System (EFIS) forms, 2021-22 Priorities and Partnerships Fund (PPF) funding allocations and the “Technical Paper 2021-22” on May 4, 2021, from which staff developed a draft of the budget for the upcoming school year.

Additional publications and reporting instruments expected but not released at this time include the “Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year” regulation.

As of June 16, 2021, the Board’s draft financial position is an operating deficit with an in-year “Total Accumulated Deficit Available for Compliance” of \$2.16 million. Appendix A confirms HCDSB’s budget is a “Compliant Budget” per the Ministry’s definition and does not require Minister approval as it is within 1% of HCDSB’s operating allocation of \$396.43 million. Table 1 summarizes the Board’s draft financial position, listing the opening and closing balances in the surplus accounts available to the



Board. The draft financial position includes full-year costs related to operating a school board during a global pandemic. However, approximately \$3.6 million of Ministry-allocated COVID-19 funding has been excluded from this budget, pending Ministry confirmation in late fall that these funds will proceed to HCDSB. Thus, HCDSB has captured full-year COVID-19 costs. Additional COVID-19 revenue, if applicable, will be captured during Revised Estimates in December 2021.

TABLE 1: 2021-22 FINANCIAL POSITION AS OF JUNE 16, 2021 (DRAFT)	OPENING BALANCE	IN-YEAR CHANGE	CLOSING BALANCE
<b>Operating Surplus</b>	\$1,097,000	<b>(\$1,000,000)</b>	\$97,000
<b>Internally Restricted Reserves</b>			
Operating Reserve (Working Funds Reserve)	\$2,343,000	<b>(\$1,754,000)</b>	\$589,000
Retirement Gratuities	\$920,000		\$920,000
WSIB	\$3,141,000		\$3,141,000
Capital Capacity Planning Reserve	\$71,000		\$71,000
Capital Reserve	\$9,105,000		\$9,105,000
Sinking Fund Interest Earned	\$1,214,000	<b>(\$76,000)</b>	\$1,138,000
Sinking Fund Interest Earned-ADJ	<b>(\$76,000)</b>	<b>\$76,000</b>	\$0
Committed Capital Projects	\$12,305,000	<b>\$188,000</b>	\$12,493,000
Committed Capital Projects-ADJ	<b>(\$407,000)</b>	<b>\$407,000</b>	\$0
<b>TOTAL Internally Restricted Reserves</b>	\$28,616,000	<b>(\$1,159,000)</b>	\$27,457,000
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE FOR COMPLIANCE</b>	\$29,713,000	<b>(\$2,159,000)</b>	\$27,554,000

The salary budget was developed based on the confirmed staffing complement as of March 31, 2021. In 2020-21, Classroom Size was capped at 25 students due to concerns around the spread of COVID-19. For 2021-22, Staff attempted to limit class size; however, with the change in funding for 2021-22, a hard cap of 25 students proved challenging. Thus, using the projected enrolment as of the end of April and finding efficiencies within schools, Staff used a cap of 25 students per classroom; however, if enrolment increases between May and August, the class cap of 25 may be exceeded.

Unrelated to the Classroom Teacher and applicable Early Childhood Educator allocation discussed above, Table 2 summarizes the staffing needs for 2021-22.



<b>TABLE 2: HALTON CATHOLIC STAFFING NEEDS FOR 2021-22</b>			
<b>EMPLOYEE GROUP</b>	<b>POSITIONS</b>	<b>REASON</b>	<b>FTE</b>
Elementary Teachers (OECTA Elementary)	Itinerant Special Education Resource Teacher (ISERT) including Deaf and Hard-of-Hearing	Program Enhancement/System Need	2.0
<b>TOTAL ELEMENTARY TEACHERS</b>			<b>2.0</b>
Secondary Teachers (OECTA Secondary)	STEAM Consultant	June 1 2021 Board Motion	1.0
<b>TOTAL SECONDARY TEACHERS</b>			<b>1.0</b>
School Support Staff	Educational Assistants (CUPE)	System Need	5.0
	Special Education IT Support (CUPE)	Program Enhancement	1.0
	IT Support Staff (CUPE)	System Need	2.0
	Child and Youth Counsellor (APSSP)	Program Enhancement	2.0
	Behaviour Analyst (APSSP)	System Need	1.0
<b>TOTAL SCHOOL SUPPORT STAFF</b>			<b>11.0</b>
Non-Union	Facilities Manager	System Need	1.0
<b>TOTAL NON-UNION</b>			<b>1.0</b>
<b>TOTAL STAFFING DUE TO SYSTEM NEED OR GROWTH</b>			<b>15.0</b>

As HCDSB expands, enhancements to existing programs are required to ensure Staff is equipped to exceed the expectations of our students, community members and employees. Table 3 summarizes these changes for 2021-22.

<b>TABLE 3: PROGRAM ENHANCEMENT FOR 2021-22</b>			
<b>DESCRIPTION</b>	<b>DEPARTMENT</b>	<b>FTE</b>	<b>\$</b>
Electronic filing project expansion	All		\$44,000
PowerSchool Enhancements	Schools		\$72,500
IT Security Enhancements	All		\$40,000



TABLE 3: PROGRAM ENHANCEMENT FOR 2021-22			
DESCRIPTION	DEPARTMENT	FTE	\$
Virtual School Costs	Elementary		\$435,000
ESL Lead Position from Itinerant to Consultant	Curriculum		\$8,000
LEARN 360 and Britannica School Applications	Curriculum		\$31,000
Online Instrument Program	Curriculum		\$15,000
<b>TOTAL</b>			<b>\$645,500</b>

**The figures presented in this report may change as a result of, but not limited to, the following:**

- **Staff are currently in the process of performing a complete review of the EFIS forms, to ensure all revenue information has been included and calculated properly;**
- **Adjustments to staffing and grants may be required as a result of changes in estimated enrolment;**
- **Additional operating expenses may be identified by Staff;**
- **Changes may occur to capital expenses, depreciation, amortization of deferred capital contribution or Education Development Charges (EDC) eligible expenses, as new information becomes available; and**
- **Priorities and Partnerships Fund (PPF) funding may be announced by the Ministry.**

### REVENUE PROJECTIONS (APPENDICES B-1 & E)

Revenue has been estimated at \$451.0 million - \$405.3 million in grant revenue, \$5.0 million in other provincial grants, \$3.2 million in federal grants, \$12.9 million in other revenue including interest, recoverable salary, facility rental income, tuition fees and Education Development Charges. An additional \$5.0 million has been estimated for school generated funds and \$19.6 million in amortization of deferred capital contributions (DCC).

Appendix E outlines the Board’s provincial allocation, including the capital allocation, as compared to the 2020-21 Revised Estimates, 2020-21 Original Estimates. The operating allocation calculated through the EFIS forms is 2.9% higher than the 2020-21 Revised Estimates, primarily due to increases to allocation benchmarks.

The capital allocation is higher than the 2020-21 Revised Estimates. The capital grants are based on the Board’s estimated capital expenses for the year, which include: Milton #10 Catholic Elementary



School (CES), St. Kateri Tekakwitha Catholic Secondary School (CSS), North Oakville #4 Catholic Elementary School (CES) and various school improvement projects. Temporary Accommodation funding decreased by \$942,023 due to the total Provincial funding for Temporary Accommodation not increasing for 2021-22 while the need across all school boards increased.

### **ENROLMENT (APPENDIX D)**

Estimated Average Daily Enrolment (ADE) is the main driver for the Board's revenue and is calculated using the average of two enrolment count dates: October 31 and March 31. Enrolment projections were submitted to the Ministry in December 2020 and incorporated into the projections released by the Ministry in May 2021.

Enrolment projections have been updated as of May 2021, and compared to the 2020-21 Revised Estimates forecast, projections have increased by 20.50 ADE for elementary enrolment and 269.29 ADE for secondary enrolment, resulting in a net increase of 289.79 ADE or 0.8%. Staff will conduct one additional review of the enrolment projections against actual registrations, and any required adjustments will be reflected in the Final Budget Estimates report.

### **EXPENSE PROJECTIONS (APPENDICES B-2 TO B-9 & C)**

Total expenses have been estimated at \$446.7 million (including compliance adjustments), with operating expenses of \$414.1 million. These expenses include the staffing and program enhancements identified in above Tables 1 through 5.

The salary and benefits budget has been estimated at \$357.5 million, which represents 86.3% of total operating expenses, and is \$0.5 million lower than the 2020-21 Revised Estimates. This is mainly due to the reduce COVID-19 related costs, partially offset by grid movements, and compensation increases negotiated in labour agreements.

The other operating expenses have been estimated at \$56.6 million or 13.7% of the total operating budget. The capital expenses are estimated at \$6.5 million; school generated funds expenses amount to \$5.0 million; amortization of capital assets is estimated at \$21.0 million, and future employee benefits and accrued interest adjustments amount to (\$661,192).

School budgets of \$4.0 million have been included in the operating expenses, with \$2.0 million for elementary, \$2.0 million for secondary schools.

Transportation costs are estimated at \$10.6 million and include \$125,000 for provincial schools. This is a decrease of \$582,600 over the 2020-21 Revised Estimates due to lower COVID-19 related costs budgeted in 2021-22. The transportation expenses are projected to exceed the Transportation Allocation by \$1,290,000; however, a COVID-19 PPF of \$0.3 million has been received to help offset.

The Special Education expenses amount to \$59.9 million, of which \$57.8 million is for salary and benefits and \$2.1 million for equipment and other expenses (as listed in Appendix B-4). This represents an increase of \$0.8 million over the \$59.1 million presented in the 2020-21 Revised Estimates. The increase in expenses is mainly due to staffing additions. The Special Education Allocation is \$50.8 million, plus \$2.1 million in funding for self-contained classes and \$0.3 million for EAs from the pupil



foundation grant for total Special Education revenues of \$53.2 million for enveloping purposes. As a result, the projected Special Education shortfall for the 2021-22 Budget Estimates is \$6.7 million. It should, however, be noted that there are other areas within the GSN that are meant to complement the Special Education expenditures, such as the Teacher Qualification and Experience Allocation, but they are not clearly tracked through the Ministry reporting forms.

The Board Administration and Governance expenses, including salary and benefits and other operating expenses, amount to \$13.1 million (as listed in Appendix B-5) compared to \$12.7 million at 2020-21 Revised Estimates. The increase primarily relates to higher benefit costs. Once all relevant funding sources are considered, it is expected that the Board will be in compliance with the enveloping provision for this grant.

Staff will review all-enveloping provisions to present to Trustees at the June 24, 2021, Special Board meeting.

### **CAPITAL PROJECTIONS (APPENDIX B-1, B-2, AND F)**

As the Board reports to the Ministry using Public Sector Accounting Board (PSAB) standards, capital assets are recorded on the Statement of Financial Position and amortization and deferred capital contributions are recorded on the Statement of Operations. Appendix F outlines the capital projects budgeted for the 2021-22 fiscal year, including funding sources for each project.

Construction of capital assets are funded in part by the Ministry (referred to as “supported funding”), and in part by the Board’s reserves (referred to as “unsupported funding”). Once construction is complete, capital assets are amortized over their useful life. The Ministry provides a grant to cover the portion of the amortization expense related to the Ministry-supported funding, referred to as amortization of deferred capital contributions. This amounts to \$19.6 million for 2021-22, as outlined in Appendix B-1. However, as mentioned under the Expense Projections section above and in Appendix B-2, amortization expense is estimated at \$21.0 million. The difference of \$1.4 million is funded through other areas of the budget.

### **UPDATED 2021-22 BUDGET SCHEDULE (APPENDIX G)**

As the budget schedule indicates, staff intends to file the Final Budget Estimates with the Ministry by the June 30, 2021 deadline. The Final Budget Estimates for 2021-22 will be presented at the June 24, 2021, Special Board Meeting.

## **Conclusion**

This draft of the 2021-22 Proposed Budget reflects projected funding based on the EFIS forms completed to date and projected expenses based on available information to date.

Additional analysis will be completed by Staff to finalize the 2021-22 estimated revenues and expenses. Staff will complete a review of the enrolment projections, staffing complements and other operating





expenses and determine any necessary changes. Further, Staff will complete a review of the EFIS forms to ensure all revenue information has been included and calculated and that the expenses are appropriately allocated and enveloped.

### Recommendation

The following recommendations are 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 2021-22 salary and benefits Budget Estimates in the amount of \$357,487,646.	

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>RESOLVED</b> , that the Halton Catholic District School Board approve the 2021-22 Budget Estimates (excluding salary and benefits) in the amount of \$89,175,138.	

**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

# Compliance Report

## Administration and Governance

Gross Expenses excluding internal audit	13,103,912
Other incomes	2,917,226
Net Expenses excluding internal audit	10,186,686
Funding allocation excluding internal audit	10,293,599
Overspending on Administration and Governance	0
Compliant /Non-compliant	COMPLIANT / CONFORME

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

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

## Balanced Budget Determination

1.1	In-year revenues (Sch 9, line 10.0 - Sch 9, line 4.4)	446,020,334
1.1.1	In Year Revenues for Land (Schedule 5.6, item 1.2 + item 1.3 + item 1.3.1 - item 1.4 - item 1.4.1 + Sch 5.5 Land Projects col. 5.1 + col. 6.1)	7,000,000
1.2	In-year expenses for compliance purposes (From Sch 10ADJ Page 2, line 90, Col 20)	441,179,188
1.3	In-year surplus/(deficit) for compliance purposes .....Item 1.1 - item 1.1.1 - Item 1.2	-2,158,854
		REQUIRES FURTHER COMPLIANCE CALCULATION / REQUIERT DES CALCULS COMPLÉMENTAIRES AUX FINS DE CONFORMITÉ
1.4	If item 1.3 is greater or equal to zero, board is in compliance. Otherwise, see calculation below.	

## Compliance Calculation Prior to Ministry Approval Amount (Education Act, 231. (1))

1.5	Operating Allocation to be used in Compliance Calculation (From section 1A, item 1.92)	396,430,809
1.6	1% of item 1.5	3,964,308
1.7	Prior Year Accumulated Surplus Available for Compliance (From schedule 5, item 3, Col 1)	29,712,609
1.8	Lesser of item 1.6 and item 1.7	3,964,308
1.9	If the amount of deficit on at item 1.3 is less than item 1.8, then the board is in compliance. If the board is not in compliance, see the calculation below. (Note 1)	COMPLIANT / CONFROME

## Compliance Calculation After Ministry Approval Amount (Education Act 231 (1) (b))

1.10	Amount of Ministerial approval received allowing in-year deficit to exceed item 1.8	-
1.11	Amount of allowable in-year deficit: Sum of item 1.8 and item 1.10	3,964,308
1.12	If the amount of deficit at item 1.3 is less than item 1.11, then the board is in compliance.	COMPLIANT / CONFORME

Note 1: School boards will need to seek ministry approval if line 1.9 of the Board Active Compliance Report indicates "Not Compliant". The Stabilization COVID-19 Support funding and the Supplemental COVID-19 Support funding will be calculated after the school boards' 2021-22 Estimates submission, and will be loaded by the ministry into Schedule 9.1, line 2.01 and line 2.02, respectively, of the FO Active version.

**Halton Catholic District School Board  
Revenue  
2021/2022 Proposed Budget**

Appendix B-1

	2020/2021	2020/2021	May 30, 2021	2021/2022	Year over Year Change		Year over Year Change	
	Budget	Revised	Actuals	Proposed	vs. 2020-21 Revised Estimates		vs. 2020-21 Budget Estimates	
	Estimates	Estimates	w Commitments	Budget	\$	%	\$	%
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)				
<b>OPERATING REVENUE</b>								
<b>Province of Ontario</b>								
Legislative Grants	312,917,707	301,565,650	253,156,907	313,232,366	11,666,716	3.87%	314,659	0.10%
Municipal Taxes	93,010,325	95,822,850	57,359,415	92,047,562	(3,775,288)	-3.94%	(962,763)	-1.04%
	405,928,032	397,388,500	310,516,321	405,279,928	7,891,428	1.99%	(648,104)	-0.16%
<b>Other Provincial Grants</b>								
Prior Year Grant Adjustment - Operating	-	-	421,174	-	-	0.00%	-	0.00%
Other Provincial Grants	1,808,729	20,851,439	11,998,567	5,045,137	(15,806,302)	-75.80%	3,236,408	178.93%
	1,808,729	20,851,439	12,419,741	5,045,137	(15,806,302)	-75.80%	3,236,408	178.93%
<b>Other Revenue</b>								
Government of Canada	3,008,562	3,008,562	1,846,651	3,220,632	212,070	7.05%	212,070	7.05%
Tuition Fees	2,040,000	1,562,000	1,878,684	1,293,300	(268,700)	-17.20%	(746,700)	-36.60%
Use of Schools/Rentals	2,317,000	2,028,962	738,871	2,717,000	688,038	33.91%	400,000	17.26%
Cafeteria/Vending Funds/Uniform Commissions	20,000	20,000	28,266	25,000	5,000	25.00%	5,000	25.00%
Interest Revenue	650,000	200,000	171,237	200,000	-	0.00%	(450,000)	-69.23%
Donations	-	-	(360)	-	-	0.00%	-	0.00%
Miscellaneous Recoveries	30,000	46,998	95,507	1,750	(45,248)	-96.28%	(28,250)	-94.17%
Recoveries - Secondments	1,582,800	1,050,625	595,638	1,315,725	265,100	25.23%	(267,075)	-16.87%
Plant Revenue	220,000	220,000	178,751	220,000	-	0.00%	-	0.00%
Miscellaneous Revenue	120,000	120,000	295,478	120,000	-	0.00%	-	0.00%
EDC Revenue	7,000,000	7,000,000	11,349,884	7,000,000	-	0.00%	-	0.00%
	16,988,362	15,257,147	17,178,607	16,113,407	856,260	5.61%	(874,955)	-5.15%
<b>School Generated Funds Revenue</b>	10,000,000	7,000,000	2,158,915	5,000,000	(2,000,000)	-28.57%	(5,000,000)	-50.00%
<b>Amortization of Deferred Capital Contribution</b>	17,760,260	17,531,112	-	19,581,862	2,050,750	11.70%	1,821,602	10.26%
<b>Total Operating Revenue</b>	<b>452,485,383</b>	<b>458,028,197</b>	<b>342,273,584</b>	<b>451,020,334</b>	<b>(7,007,864)</b>	<b>-1.53%</b>	<b>(1,465,049)</b>	<b>-0.32%</b>
<b>Available for Compliance</b>								
(Surplus) Deficit - Operating	(468,855)	7,079,261	-	2,753,583	(4,325,678)	-61.10%	3,222,438	-687.30%
Available for Compliance - Transfer from (to) Internally Reserve (Note #1)	611,300	608,778	-	(594,730)	(1,203,508)	-197.69%	(1,206,030)	-197.29%
<b>Total (Surplus) Deficit Available for Compliance</b>	<b>142,445</b>	<b>7,688,039</b>	<b>-</b>	<b>2,158,853</b>	<b>(5,529,186)</b>	<b>-71.92%</b>	<b>2,016,408</b>	<b>1415.57%</b>
<b>Unavailable for Compliance</b>								
Unavailable for Compliance (PSAB Adjustment)	(196,914)	(196,914)	-	(202,975)	(6,061)	3.08%	(6,061)	3.08%
Amortization of EFB - Retirement/Health/Dental/Life Insurance	(458,219)	(458,219)	-	(458,217)	2	0.00%	2	0.00%
Committed Sinking Fund Interest Earned Adj	-	-	-	76,382	-		-	
Committed Capital Projects Adj	-	-	-	407,215	-		-	
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	-	-	0.00%	-	0.00%
Revenues Recognized for Land	(7,000,000)	(7,000,000)	-	(7,000,000)	-	0.00%	-	0.00%
<b>Total Unavailable for Compliance (Surplus)</b>	<b>(7,655,133)</b>	<b>(7,655,133)</b>	<b>-</b>	<b>(7,177,595)</b>	<b>(6,059)</b>	<b>0.08%</b>	<b>(6,059)</b>	<b>0.08%</b>
<b>Total Annual (Surplus) Deficit</b>	<b>(7,512,688)</b>	<b>32,906</b>	<b>-</b>	<b>(5,018,742)</b>	<b>(5,535,245)</b>	<b>-16821.36%</b>	<b>2,010,349</b>	<b>-26.76%</b>
<b>Total Revenue After PSAB Adjustment</b>	<b>\$ 444,972,695</b>	<b>\$ 458,061,104</b>	<b>\$ 342,273,584</b>	<b>\$ 446,001,592</b>	<b>\$ (12,543,109)</b>	<b>-2.74%</b>	<b>\$ 545,300</b>	<b>0.12%</b>

**Halton Catholic District School Board  
Expense Summary  
2021/2022 Proposed Budget**

	2020/2021	2020/2021	May 30, 2021	2021/2022	Year over Year Change		Year over Year Change	
	Budget	Revised	Actuals	Proposed Budget	vs. 2020-21 Revised	vs. 2020-21 Revised	vs. 2020-21 Budget	vs. 2020-21 Budget
	Estimates	Estimates	w Commitments	Estimates	\$	%	\$	%
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)				
<b>Classroom Instruction</b>								
Classroom Teachers	238,169,654	237,804,898	174,890,001	238,785,076	980,178	0.41%	615,422	0.26%
Occasional Teachers	6,921,400	8,655,000	4,079,941	6,671,400	(1,983,600)	-22.92%	(250,000)	-3.61%
Educational Assistants	24,649,400	25,254,036	21,395,748	25,397,261	143,225	0.57%	747,861	3.03%
Early Childhood Educators (E.C.E) and Supply	8,858,700	9,393,800	8,039,532	8,839,122	(554,678)	-5.90%	(19,578)	-0.22%
Textbooks & Classroom Supplies	6,719,660	7,091,138	4,574,901	7,296,168	205,030	2.89%	576,508	8.58%
Computers	1,300,100	4,098,329	1,385,722	1,699,776	(2,398,553)	-58.53%	399,676	30.74%
Professionals, Paraprofessionals & Technical	16,352,594	16,658,192	11,856,313	17,516,446	858,254	5.15%	1,163,852	7.12%
Library and Guidance	6,231,700	6,079,100	4,593,811	6,069,800	(9,300)	-0.15%	(161,900)	-2.60%
Staff Development	2,865,380	3,520,207	923,672	3,432,926	(87,281)	-2.48%	567,546	19.81%
Department Heads	536,800	535,800	865,321	602,400	66,600	12.43%	65,600	12.22%
<b>Subtotal Classroom Instruction (Appendices A-3 &amp; A-4)</b>	<b>312,605,388</b>	<b>319,090,500</b>	<b>232,604,962</b>	<b>316,310,375</b>	<b>(2,780,125)</b>	<b>-0.87%</b>	<b>3,704,987</b>	<b>1.19%</b>
<b>Non Classroom - School Support Services</b>								
School Administration (Appendix A-3)	22,251,210	22,516,720	17,328,142	22,527,950	11,230	0.05%	276,740	1.24%
Coordinators and Consultants (Appendices A-3 & A-4)	4,738,833	4,914,095	3,224,362	4,841,940	(72,155)	-1.47%	103,107	2.18%
Continuing Education (Appendix A-7)	7,139,842	7,696,542	5,049,117	6,550,245	(1,146,297)	-14.89%	(589,597)	-8.26%
<b>Subtotal School Support Services</b>	<b>34,129,885</b>	<b>35,127,357</b>	<b>25,601,621</b>	<b>33,920,135</b>	<b>(1,207,222)</b>	<b>-3.44%</b>	<b>(209,750)</b>	<b>-0.61%</b>
<b>Recoverable Expenses</b>	<b>1,582,800</b>	<b>1,389,400</b>	<b>945,207</b>	<b>1,316,700</b>	<b>(72,700)</b>	<b>-5.23%</b>	<b>(266,100)</b>	<b>-16.81%</b>
<b>Other Non Classroom</b>								
Board Administration (Appendix A-5)	12,033,376	12,652,818	9,462,534	13,086,874	434,056	3.43%	1,053,498	8.75%
Transportation (Appendix A-8)	9,554,859	11,275,124	9,985,110	10,692,530	(582,594)	-5.17%	1,137,671	11.91%
<b>Subtotal Other Non Classroom</b>	<b>21,588,235</b>	<b>23,927,942</b>	<b>19,447,644</b>	<b>23,779,404</b>	<b>(148,538)</b>	<b>-0.62%</b>	<b>2,191,169</b>	<b>10.15%</b>
<b>Pupil Accommodation</b>								
School Operations and Maintenance	34,951,287	36,567,344	24,370,471	34,637,509	(1,929,835)	-5.28%	(313,778)	-0.90%
Other Pupil Accommodation	11,367,696	11,367,696	9,238,590	10,615,246	(752,450)	-6.62%	(752,450)	-6.62%
<b>Subtotal Pupil Accommodations (Appendix A-6)</b>	<b>46,318,983</b>	<b>47,935,040</b>	<b>33,609,061</b>	<b>45,252,755</b>	<b>(2,682,285)</b>	<b>-5.60%</b>	<b>(1,066,228)</b>	<b>-2.30%</b>
<b>Other</b>								
Other Non-operating expenses	47,375	47,375	558,311	47,375	-	0.00%	-	0.00%
Provision for Contingencies	200,000	5,234,353	-	-	(5,234,353)	-100.00%	(200,000)	-100.00%
	<b>247,375</b>	<b>5,281,728</b>	<b>558,311</b>	<b>47,375</b>	<b>(5,234,353)</b>	<b>-99.10%</b>	<b>(200,000)</b>	<b>-80.85%</b>
<b>School Generated Funds expenses</b>	<b>10,000,000</b>	<b>7,000,000</b>	<b>2,949,655</b>	<b>5,000,000</b>	<b>(2,000,000)</b>	<b>-28.57%</b>	<b>(5,000,000)</b>	<b>-50.00%</b>
<b>Amortization expense</b>	<b>19,155,162</b>	<b>18,964,270</b>	<b>14,223,203</b>	<b>21,036,040</b>	<b>2,071,770</b>	<b>10.92%</b>	<b>1,880,878</b>	<b>9.82%</b>
<b>Total Expenses Before PSAB Adjustments</b>	<b>\$ 445,627,828</b>	<b>\$ 458,716,237</b>	<b>\$ 329,939,664</b>	<b>446,662,784</b>	<b>\$ (12,053,453)</b>	<b>-2.63%</b>	<b>\$ 1,034,956</b>	<b>0.23%</b>
<b>PSAB Adjustments</b>								
201 Increase in Employee Future Benefits	(458,219)	(458,219)	-	(458,217)	2	0.00%	2	0.00%
762 (Decrease) in Accrued Interest on Debentures	(196,914)	(196,914)	-	(202,975)	(6,061)	3.08%	(6,061)	3.08%
<b>Total PSAB Adjustment</b>	<b>\$ (655,133)</b>	<b>\$ (655,133)</b>	<b>\$ -</b>	<b>\$ (661,192)</b>	<b>\$ (6,059)</b>	<b>0.92%</b>	<b>\$ (6,059)</b>	<b>0.92%</b>
<b>Total Expenses After PSAB Adjustments</b>	<b>\$ 444,972,695</b>	<b>\$ 458,061,104</b>	<b>\$ 329,939,664</b>	<b>\$ 446,001,592</b>	<b>\$ (12,059,512)</b>	<b>-2.63%</b>	<b>\$ 1,028,897</b>	<b>0.23%</b>



**Halton Catholic District School Board  
Special Education Expenses  
2021/2022 Proposed Budget**

	2020/2021 Budget Estimates <small>(in PSAB Format)</small>	2020/2021 Revised Estimates <small>(in PSAB Format)</small>	May 30, 2021 Actuals w Commitments <small>(in PSAB Format)</small>	2021/2022 Proposed Budget <small>(in PSAB Format)</small>	Year over Year Change vs. 2020-21 Revised Estimates		Year over Year Change vs. 2020-21 Budget Estimates	
					\$	%	\$	%
<b>Classroom Teachers</b>								
Salaries and Wages	17,037,900	17,249,888	11,475,652	17,792,800	542,912	3.15%	754,900	4.43%
Benefits	2,194,900	2,250,810	1,349,403	2,452,520	201,710	8.96%	257,620	11.74%
Supplies and Services	50,500	50,500	667	50,500	-	0.00%	-	0.00%
<b>Subtotal Classroom Teachers</b>	<b>19,283,300</b>	<b>19,551,198</b>	<b>12,825,722</b>	<b>20,295,820</b>	<b>744,622</b>	<b>3.81%</b>	<b>1,012,520</b>	<b>5.25%</b>
<b>Occasional Teachers</b>								
Salaries and Wages	1,410,000	1,792,000	521,963	1,363,500	(428,500)	-23.91%	(46,500)	-3.30%
Benefits	125,100	163,300	49,658	120,000	(43,300)	-26.52%	(5,100)	-4.08%
<b>Subtotal Occasional Teachers</b>	<b>1,535,100</b>	<b>1,955,300</b>	<b>571,621</b>	<b>1,483,500</b>	<b>(471,800)</b>	<b>-24.13%</b>	<b>(51,600)</b>	<b>-3.36%</b>
<b>Educational Assistants</b>								
Salaries and Wages	18,353,900	18,840,772	14,752,733	18,940,800	100,028	0.53%	586,900	3.20%
Benefits	6,295,500	6,413,264	4,208,529	6,456,461	43,197	0.67%	160,961	2.56%
<b>Subtotal Educational Assistants</b>	<b>24,649,400</b>	<b>25,254,036</b>	<b>18,961,262</b>	<b>25,397,261</b>	<b>143,225</b>	<b>0.57%</b>	<b>747,861</b>	<b>3.03%</b>
<b>Textbooks and Supplies</b>								
Supplies and Services	718,200	720,610	451,058	719,300	(1,310)	-0.18%	1,100	0.15%
Fees and Contract Services	84,600	83,990	150,957	73,990	(10,000)	-11.91%	(10,610)	-12.54%
Other Expenses	4,200	4,200	8,564	4,200	-	0.00%	-	0.00%
<b>Subtotal Textbooks and Supplies</b>	<b>807,000</b>	<b>808,800</b>	<b>610,579</b>	<b>797,490</b>	<b>(11,310)</b>	<b>-1.40%</b>	<b>(9,510)</b>	<b>-1.18%</b>
<b>Computers</b>								
Supplies and Services	633,300	633,300	397,551	633,300	-	0.00%	-	0.00%
<b>Subtotal Computers</b>	<b>633,300</b>	<b>633,300</b>	<b>397,551</b>	<b>633,300</b>	<b>-</b>	<b>0.00%</b>	<b>-</b>	<b>0.00%</b>
<b>Professionals, Paraprofessionals and Technicians</b>								
Salaries and Wages	6,790,700	6,874,265	4,543,782	7,163,100	288,835	4.20%	372,400	5.48%
Benefits	1,808,300	1,831,601	1,109,275	1,962,200	130,599	7.13%	153,900	8.51%
Supplies and Services	147,300	147,300	35,429	119,800	(27,500)	-18.67%	(27,500)	-18.67%
Fees and Contract Services	-	-	2,700	-	-	0.00%	-	0.00%
<b>Subtotal Professionals, Paraprofessionals and Technicians</b>	<b>8,746,300</b>	<b>8,853,166</b>	<b>5,691,186</b>	<b>9,245,100</b>	<b>391,934</b>	<b>4.43%</b>	<b>498,800</b>	<b>5.70%</b>
<b>Staff Development</b>								
Salaries and Wages	124,000	124,000	26,584	142,000	18,000	14.52%	18,000	14.52%
Benefits	12,900	12,900	1,865	22,635	9,735	75.47%	9,735	75.47%
Professional Development	457,400	461,017	210,986	469,811	8,794	1.91%	12,411	2.71%
<b>Subtotal Staff Development</b>	<b>594,300</b>	<b>597,917</b>	<b>239,435</b>	<b>634,446</b>	<b>36,529</b>	<b>6.11%</b>	<b>40,146</b>	<b>6.76%</b>
<b>Department Heads</b>								
Salaries and Wages	48,000	47,000	31,167	48,300	1,300	2.77%	300	0.63%
Benefits	5,700	5,700	3,122	6,100	400	7.02%	400	7.02%
<b>Subtotal Department Heads</b>	<b>53,700</b>	<b>52,700</b>	<b>34,289</b>	<b>54,400</b>	<b>1,700</b>	<b>3.23%</b>	<b>700</b>	<b>1.30%</b>
<b>Coordinators and Consultants</b>								
Salaries and Wages	1,099,100	1,103,578	728,984	1,115,600	12,022	1.09%	16,500	1.50%
Benefits	173,500	173,599	112,375	183,400	9,801	5.65%	9,900	5.71%
Professional Development	-	-	-	-	-	0.00%	-	0.00%
Supplies and Services	39,580	39,580	17,232	40,300	720	1.82%	720	1.82%
Fees and Contract Services	-	-	-	-	-	0.00%	-	0.00%
Other Expenses	105,150	105,150	1,570	6,500	(98,650)	-93.82%	(98,650)	-93.82%
<b>Subtotal Coordinators and Consultants</b>	<b>1,417,330</b>	<b>1,421,907</b>	<b>860,161</b>	<b>1,345,800</b>	<b>(76,107)</b>	<b>-5.35%</b>	<b>(71,530)</b>	<b>-5.05%</b>
<b>Total Special Education Expenses</b>	<b>\$ 57,719,730</b>	<b>\$ 59,128,324</b>	<b>\$ 40,191,806</b>	<b>\$ 59,887,117</b>	<b>\$ 758,793</b>	<b>1.28%</b>	<b>\$ 2,167,387</b>	<b>3.76%</b>

**Halton Catholic District School Board  
Board Administration and Governance Expenses  
2021/2022 Proposed Budget**

Appendix B-5

**Trustees**

	2020/2021	2020/2021	May 30, 2021	2021/2022	Year over Year Change		Year over Year Change	
	Budget	Revised	Actuals	Proposed	vs. 2020-21 Revised Estimates		vs. 2020-21 Budget Estimates	
	Estimates	Estimates	w Commitments	Budget	\$	%	\$	%
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)				
Salaries and Wages	127,100	127,230	96,956	134,800	7,570	5.95%	7,700	6.06%
Benefits	10,400	10,400	4,723	8,000	(2,400)	-23.08%	(2,400)	-23.08%
Professional Development	49,000	49,000	(3,738)	49,000	-	0.00%	-	0.00%
Supplies and Services	9,700	9,700	1,598	9,700	-	0.00%	-	0.00%
Fees and Contract Services	-	-	-	25,000	25,000	0.00%	25,000	0.00%
Other Expenses	-	-	18,165	20,000	20,000	0.00%	20,000	0.00%
<b>Subtotal Trustees</b>	<b>\$ 196,200</b>	<b>\$ 196,330</b>	<b>\$ 117,704</b>	<b>\$ 246,500</b>	<b>\$ 50,170</b>	<b>25.55%</b>	<b>\$ 50,300</b>	<b>25.64%</b>

**Director and Supervisory Officers**

Salaries & Benefits	1,710,906	1,712,600	1,319,080	1,774,900	62,300	3.64%	63,994	3.74%
Benefits	136,900	143,600	165,533	379,600	236,000	164.35%	242,700	177.28%
Professional Development	74,500	74,500	23,297	88,520	14,020	18.82%	14,020	18.82%
Supplies and Services	35,300	35,300	1,195	32,850	(2,450)	-6.94%	(2,450)	-6.94%
<b>Subtotal Director and Supervisory Officers</b>	<b>\$ 1,957,606</b>	<b>\$ 1,966,000</b>	<b>\$ 1,509,105</b>	<b>\$ 2,275,870</b>	<b>\$ 309,870</b>	<b>15.76%</b>	<b>\$ 318,264</b>	<b>16.26%</b>

**Board Administration**

Salaries and Wages	6,079,024	6,078,538	4,454,969	6,370,288	291,750	4.80%	291,264	4.79%
Benefits	1,480,318	1,491,200	1,068,908	1,600,822	109,622	7.35%	120,504	8.14%
Professional Development	104,850	104,850	49,658	146,650	41,800	39.87%	41,800	39.87%
Supplies and Services	741,979	1,097,484	1,129,388	752,750	(344,734)	-31.41%	10,771	1.45%
Rental Expenses	82,350	82,350	157,026	82,350	-	0.00%	-	0.00%
Fees and Contract Services	1,070,239	1,315,256	654,295	1,287,224	(28,032)	-2.13%	216,985	20.27%
Other Expenses	320,810	320,810	321,481	324,420	3,610	1.13%	3,610	1.13%
<b>Subtotal Board Administration</b>	<b>\$ 9,879,570</b>	<b>\$ 10,490,488</b>	<b>\$ 7,835,725</b>	<b>\$ 10,564,504</b>	<b>74,016</b>	<b>0.71%</b>	<b>684,934</b>	<b>6.93%</b>

**Total Board Administration & Governance**

	<b>\$ 12,033,376</b>	<b>\$ 12,652,818</b>	<b>\$ 9,462,534</b>	<b>\$ 13,086,874</b>	<b>\$ 434,056</b>	<b>3.43%</b>	<b>\$ 1,053,498</b>	<b>8.75%</b>
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**Halton Catholic District School Board  
Pupil Accommodation Expenses  
2021/2022 Proposed Budget**

Appendix B-6

	2020/2021	2020/2021	May 30, 2021	2021/2022	Year over Year Change		Year over Year Change	
	Budget Estimates (in PSAB Format)	Revised Estimates (in PSAB Format)	Actuals w Commitments (in PSAB Format)	Proposed Budget (in PSAB Format)	vs. 2020-21 Revised Estimates		vs. 2020-21 Budget Estimates	
					\$	%	\$	%
<b>7000 School Operations and Maintenance</b>								
1002 Salaries and Wages	8,358,100	8,748,900	5,848,931	8,651,875	(97,025)	-1.11%	293,775	3.51%
1003 Benefits	2,355,700	2,480,900	1,647,791	2,480,272	(628)	-0.03%	124,572	5.29%
1004 Professional Development	24,600	24,600	9,200	28,400	3,800	15.45%	3,800	15.45%
1005 Supplies and Services	15,845,981	17,127,538	10,897,029	15,263,067	(1,864,471)	-10.89%	(582,914)	-3.68%
1008 Rental Expenses	3,800	3,800	7,959	3,800	-	0.00%	-	0.00%
1009 Fees and Contract Services	8,361,206	8,179,706	5,939,779	8,208,195	28,489	0.35%	(153,011)	-1.83%
1010 Other Expenses	1,900	1,900	19,782	1,900	-	0.00%	-	0.00%
<b>Subtotal School Operations and Maintenance</b>	<b>34,951,287</b>	<b>36,567,344</b>	<b>24,370,471</b>	<b>34,637,509</b>	<b>(1,929,835)</b>	<b>-5.28%</b>	<b>(313,778)</b>	<b>-0.90%</b>
<b>7700 Other Pupil Accommodation</b>								
1002 Salaries and Wages	-	-	-	-	-	0.00%	-	0.00%
1003 Benefits	-	-	-	-	-	0.00%	-	0.00%
1004 Professional Development	-	-	-	-	-	0.00%	-	0.00%
1005 Supplies and Services	-	-	-	-	-	0.00%	-	0.00%
1007 Interest Charges on Capital	7,227,696	7,227,696	6,692,896	6,554,146	(673,550)	-9.32%	(673,550)	-9.32%
1008 Rental Expenses	2,630,000	2,630,000	1,604,333	2,231,100	(398,900)	-15.17%	(398,900)	-15.17%
1009 Fees and Contract Services	1,500,000	1,500,000	222,502	1,500,000	-	0.00%	-	0.00%
1010 Other Expenses	10,000	10,000	718,859	330,000	320,000	3200.00%	320,000	3200.00%
<b>Subtotal Other Pupil Accommodation</b>	<b>11,367,696</b>	<b>11,367,696</b>	<b>9,238,590</b>	<b>10,615,246</b>	<b>(752,450)</b>	<b>-6.62%</b>	<b>(752,450)</b>	<b>-6.62%</b>
<b>Total Pupil Accommodation</b>	<b>\$ 46,318,983</b>	<b>\$ 47,935,040</b>	<b>\$ 33,609,061</b>	<b>\$ 45,252,755</b>	<b>\$ (5,364,570)</b>	<b>-11.19%</b>	<b>\$ (2,132,456)</b>	<b>-4.60%</b>



**Halton Catholic District School Board  
Continuing Education Expenses  
2021/2022 Proposed Budget**

	2020/2021	2020/2021	May 30, 2021	2021/2022	Year over Year Change		Year over Year Change	
	Budget	Revised	Actuals	Proposed	vs. 2020-21 Revised Estimates		vs. 2020-21 Budget Estimates	
	Estimates	Estimates	w Commitments	Budget	\$	%	\$	%
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)				
<b>63( Continuing Education</b>								
10( Salaries & Wages	4,723,417	5,230,717	3,699,544	4,381,754	(848,963)	-16.23%	(341,663)	-7.23%
10( Employee Benefits	745,089	794,489	557,428	697,081	(97,408)	-12.26%	(48,008)	-6.44%
10( Staff Development	13,200	13,200	5,310	9,700	(3,500)	-26.52%	(3,500)	-26.52%
10( Supplies and Services	294,308	294,308	311,641	209,803	(84,505)	-28.71%	(84,505)	-28.71%
10( Rental Expense	1,159,477	1,159,477	410,519	980,601	(178,876)	-15.43%	(178,876)	-15.43%
10( Fees & Contractual Services	169,102	169,102	55,488	242,472	73,370	43.39%	73,370	43.39%
10( Other Expenses	35,249	35,249	9,187	28,834	(6,415)	-18.20%	(6,415)	-18.20%
<b>Total Continuing Education</b>	<b>\$ 7,139,842</b>	<b>\$ 7,696,542</b>	<b>\$ 5,049,117</b>	<b>\$ 6,550,245</b>	<b>\$ (1,146,297)</b>	<b>-14.89%</b>	<b>\$ (589,597)</b>	<b>-8.26%</b>

**Halton Catholic District School Board  
Transportation Expenses  
2021/2022  
Proposed Budget**

Appendix B-8

	2020/2021 Budget Estimates (in PSAB Format)	2020/2021 Revised Estimates (in PSAB Format)	May 30, 2021 Actuals w Commitments (in PSAB Format)	2021/2022 Proposed Budget (in PSAB Format)	Year over Year Change vs. 2020-21 Revised Estimates		Year over Year Change vs. 2020-21 Budget Estimates	
					\$	%	\$	%
<b>Transportation - General</b>								
Salaries and Wages	437,861	436,864	-	451,632	14,768	3.38%	13,771	3.15%
Benefits	111,065	108,810	-	118,471	9,661	8.88%	7,406	6.67%
Professional Development	6,484	4,410	-	8,018	3,608	81.81%	1,534	23.66%
Supplies and Services	53,264	79,563	-	38,950	(40,613)	-51.05%	(14,314)	-26.87%
Rental Expenses	26,554	25,840	-	25,840	-	0.00%	(714)	-2.69%
Fees and Contract Services	8,772,825	10,450,077	9,985,110	9,890,714	(559,363)	-5.35%	1,117,889	12.74%
Other Expenses	45,306	25,560	-	33,905	8,345	32.65%	(11,401)	-25.16%
<b>Subtotal Transportation - General</b>	<b>9,453,359</b>	<b>11,131,124</b>	<b>9,985,110</b>	<b>10,567,530</b>	<b>(563,594)</b>	<b>-5.06%</b>	<b>1,114,171</b>	<b>11.79%</b>
<b>Transportation - Provincial Schools</b>								
Fees and Contract Services	101,500	144,000	-	125,000	(19,000)	-13.19%	23,500	23.15%
<b>Total Transportation</b>	<b>\$ 9,554,859</b>	<b>\$ 11,275,124</b>	<b>\$ 9,985,110</b>	<b>\$ 10,692,530</b>	<b>(582,594)</b>	<b>-5.17%</b>	<b>1,137,671</b>	<b>11.91%</b>

**Halton Catholic District School Board  
COVID-19 Revenue Expense Summary  
2021/2022  
Proposed Budget**

Appendix B-9

	2020/2021 Revised Estimates	May 30, 2021 Actuals w Commitments	2021/2022 Proposed Budget	Year over Year Change vs. 2020-21 Revised Estimates	
				\$	%
<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	\$ 193,922	\$ -	(258,562)	-100.00%
GSN - Mental health supports	148,367	111,275	149,977	1,610	1.09%
GSN - Recent Immigrant Supplement	-	-	805,981	805,981	0.00%
GSN - Technology Resources	-	-	260,623	260,623	0.00%
	<b>406,929</b>	<b>305,197</b>	<b>1,216,581</b>	<b>809,652</b>	<b>198.97%</b>
<b>II - Priorities and Partnerships Funding (PPF)</b>					
PPF - Custodial staffing supports	\$ 918,415	\$ 642,891	\$ -	(918,415)	-100.00%
PPF - Health and safety training for occasional teachers and casual ed. workers	163,895	163,895	-	(163,895)	-100.00%
PPF - Special education supports	359,700	183,212	130,762	(228,938)	-63.65%
PPF - Mental health supports	150,000	302,640	192,974	42,974	28.65%
PPF - Enhanced cleaning allocation	71,037	71,037	-	(71,037)	-100.00%
PPF - Remote learning funding	735,692	514,984	-	(735,692)	-100.00%
PPF - Additional funding for teachers	1,720,455	1,204,319	2,698,265	977,810	56.83%
PPF - Additional School Operations Support	-	-	251,659	251,659	0.00%
PPF - School reopening emerging issues	1,762,920	1,234,044	-	(1,762,920)	-100.00%
PPF - Transportation	413,859	-	-	(413,859)	-100.00%
PPF - Ventilation in classrooms	582,000	1,164,000	-	(582,000)	-100.00%
PPF - Temporary Hiring of non-perm teaching staff	1,209,412	846,588	-	(1,209,412)	-100.00%
PPF - Additional funding for remote learning	322,331	225,632	-	(322,331)	-100.00%
PPF - Transportation funding support for enhanced cleaning	-	227,046	-	-	0.00%
PPF - Transportation funding	-	231,943	296,100	296,100	0.00%
PPF - Re-Engaging Students and Reading Assessment Supports	-	-	360,104	360,104	0.00%
Other - Specify:					
PPF-High Priority Area	1,232,970	-	-	(1,232,970)	-100.00%
IT - Federal Safe Return To Class	-	722,107	-	-	0.00%
Health and Safety - Federal Safe Return to Class	-	1,162,777	-	-	0.00%
Transportation - Federal Safe Return to Class	-	6,877	-	-	0.00%
HVAC - Federal Safe Return to Class	-	-	-	-	0.00%
CAIF - Federal Funding HVAC	-	-	-	-	0.00%
CAIF - Federal Funding IT and Capital	-	-	-	-	0.00%
Stabilization Funding	9,299,564	-	-	(9,299,564)	-100.00%
<b>Subtotal PPF Funding</b>	<b>18,942,250</b>	<b>8,903,992</b>	<b>3,929,864</b>	<b>(15,012,386)</b>	<b>-79.25%</b>
<b>Total COVID-19 Funding</b>	<b>\$ 19,349,179</b>	<b>\$ 9,209,189</b>	<b>\$ 5,146,445</b>	<b>\$ (14,202,734)</b>	<b>-73.40%</b>

	2020/2021 Revised Estimates (in PSAB Format)	May 30, 2021 Actuals (in PSAB Format)	2021/2022 Proposed Budget (in PSAB Format)	Year over Year Change vs. 2020-21 Revised Estimates	
				\$	%
<b>Classroom Instruction</b>					
Classroom Teachers	\$ 15,889,100	\$ 9,994,561	\$ 4,076,866	(11,812,234)	-74.34%
Occasional Teachers	1,754,500	165,938	385,700	(1,368,800)	-78.02%
Educational Assistants	40,000	42,142	-	(40,000)	-100.00%
Early Childhood Educators (E.C.E) and Supply	1,672,300	1,019,071	175,300	(1,497,000)	-89.52%
Textbooks & Classroom Supplies	50,000	14,772	50,000	-	0.00%
Computers	2,762,920	39,061	260,000	(2,502,920)	-90.59%
Professionals, Paraprofessionals & Technical	150,000	87,829	242,560	92,560	61.71%
Staff Development	-	263,205	-	-	0.00%
Continuing Education	-	11,708	-	-	0.00%
<b>Subtotal Classroom Instruction</b>	<b>22,318,820</b>	<b>11,638,286</b>	<b>5,190,426</b>	<b>(17,128,394)</b>	<b>-76.74%</b>
<b>Non Classroom - School Support Services</b>					
School Administration	507,400	600,692	388,400	(119,000)	-23.45%
<b>Other Non Classroom</b>					
Administration	-	16,375	-	-	0.00%
Transportation	1,720,264	1,548,238	214,395	(1,505,869)	-87.54%
	<b>1,720,264</b>	<b>1,564,613</b>	<b>214,395</b>	<b>(1,505,869)</b>	<b>-87.54%</b>
<b>Pupil Accommodation</b>					
School Operations and Maintenance	1,797,653	1,907,468	870,447	(927,206)	-51.58%
<b>Other</b>					
Provision for Contingencies	5,234,353	531,087	-	(5,234,353)	-100.00%
<b>Capital</b>					
	-	1,519,374	-	-	0.00%
<b>Total Expenses</b>	<b>\$ 31,578,490</b>	<b>\$ 17,761,520</b>	<b>\$ 6,663,668</b>	<b>(24,914,822)</b>	<b>-78.90%</b>

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

Appendix C

	2020/2021 Budget Estimates	% of total budget	2020/2021 Revised Estimates	% of total budget	2021/2022 Proposed Budget	% of total budget	Year over Year Change vs. 2020-21 Revised Estimates		Year over Year Change vs. 2020-21 Budget Estimates	
							\$	%	\$	%
<b>Operating</b>										
Salary & Wages	302,262,014	73.8%	305,667,530	71.8%	304,657,689	73.6%	(1,009,841)	-0.3%	2,395,675	0.8%
Employee Benefits	51,465,486	12.6%	52,354,253	12.3%	52,829,957	12.8%	475,704	0.9%	1,364,471	2.7%
<b>Total Salaries and Benefits</b>	<b>353,727,499</b>	<b>86.4%</b>	<b>358,021,782</b>	<b>84.1%</b>	<b>357,487,646</b>	<b>86.3%</b>	<b>(534,136)</b>	<b>-0.1%</b>	<b>3,760,147</b>	<b>1.1%</b>
Professional Development	1,438,165	0.4%	1,509,887	0.4%	1,505,959	0.4%	(3,928)	-0.3%	67,794	4.7%
Supplies & Services	27,178,141	6.6%	31,804,080	7.5%	27,685,333	6.7%	(4,118,747)	-13.0%	507,192	1.9%
Operating Interest	127,641	0.0%	127,641	0.0%	104,558	0.0%	(23,083)	-18.1%	(23,083)	-18.1%
Rentals & Leases	3,335,904	0.8%	3,335,190	0.8%	2,344,090	0.6%	(991,100)	-29.7%	(991,814)	-29.7%
Fees & Contract Services	21,333,010	5.2%	23,144,151	5.4%	22,832,412	5.5%	(311,739)	-1.3%	1,499,402	7.0%
Other	1,025,398	0.3%	6,502,327	1.5%	1,189,183	0.3%	(5,313,144)	-81.7%	163,785	16.0%
ALC Lease/Rentals	1,159,477	0.3%	1,159,477	0.3%	980,601	0.2%	(178,876)	-15.4%	(178,876)	-15.4%
<b>Total Other Operating</b>	<b>55,597,736</b>	<b>13.6%</b>	<b>67,582,754</b>	<b>15.9%</b>	<b>56,642,136</b>	<b>13.7%</b>	<b>(10,940,618)</b>	<b>-16.2%</b>	<b>1,044,400</b>	<b>1.9%</b>
<b>Total Operating</b>	<b>409,325,236</b>	<b>100.0%</b>	<b>425,604,536</b>	<b>100.0%</b>	<b>414,129,782</b>	<b>100.0%</b>	<b>(11,474,754)</b>	<b>-2.7%</b>	<b>4,804,546</b>	<b>1.2%</b>
<b>Capital</b>										
Debt Charges & Interest	47,375	0.7%	47,375	0.7%	47,375	0.7%	-	0.0%	-	0.0%
OSBFC Debenture Interest Payments	3,443,026	48.2%	3,443,026	48.2%	3,036,357	46.7%	(406,669)	-11.8%	(406,669)	-11.8%
OFA Debenture Interest Payments	3,657,029	51.2%	3,657,029	51.2%	3,413,230	52.5%	(243,799)	-6.7%	(243,799)	-6.7%
<b>Total Capital</b>	<b>7,147,431</b>	<b>100.0%</b>	<b>7,147,431</b>	<b>100.0%</b>	<b>6,496,962</b>	<b>100.0%</b>	<b>(650,469)</b>	<b>-9.1%</b>	<b>(650,469)</b>	<b>-9.1%</b>
<b>PSAB Adjustments</b>										
School Generated Funds	10,000,000	35.1%	7,000,000	27.7%	5,000,000	19.7%	(2,000,000)	-28.6%	(5,000,000)	-50.0%
Amortization expenses	19,155,162	67.2%	18,964,270	74.9%	21,036,040	82.9%	2,071,770	10.9%	1,880,878	9.8%
Increase in Employee Future Benefits	(458,219)	-1.6%	(458,219)	-1.8%	(458,217)	-1.8%	2	0.0%	2	0.0%
(Decrease) in Accrued Interest on Debenture	(196,914)	-0.7%	(196,914)	-0.8%	(202,975)	-0.8%	(6,061)	3.1%	(6,061)	3.1%
	<b>(655,133)</b>	<b>-2.3%</b>	<b>(655,133)</b>	<b>-2.6%</b>	<b>(661,192)</b>	<b>-2.6%</b>	<b>(6,059)</b>	<b>0.9%</b>	<b>(6,059)</b>	<b>0.9%</b>
<b>Total PSAB Adjustments</b>	<b>28,500,029</b>	<b>7.0%</b>	<b>25,309,137</b>	<b>100.0%</b>	<b>25,374,848</b>	<b>100.0%</b>	<b>65,711</b>	<b>0.3%</b>	<b>(3,125,181)</b>	<b>-11.0%</b>
<b>Total Expenses</b>	<b>\$ 444,972,695</b>	<b>100.0%</b>	<b>\$ 458,061,104</b>	<b>100.0%</b>	<b>\$ 446,001,592</b>	<b>100.0%</b>	<b>(12,059,512)</b>	<b>-2.6%</b>	<b>1,028,897</b>	<b>0.2%</b>

**Halton Catholic District School Board  
Average Daily Enrolment (ADE)  
2021/2022 Proposed Budget**

Appendix D

	2021/2022 Proposed Budget				2020/2021 REVISED ESTIMATES				2020/2021 ORIGINAL ESTIMATES				2019/2020 Actual ADE
	Projected FTE Oct 31/21	Projected FTE Mar 31/22	Projected ADE	% Change	Actual FTE Oct 31/20	Projected FTE Mar 31/21	Revised ADE	% Change	Projected FTE Oct 31/20	Projected FTE Mar 31/21	Original ADE	% Change	
JK	1,851.00	1,876.00	1,863.50	1.7%	1,822.00	1,844.00	1,833.00	-10.4%	2,034.00	2,057.00	2,045.50	-0.4%	2,053.50
SK	1,962.00	1,988.00	1,975.00	-5.9%	2,085.00	2,112.00	2,098.50	-2.0%	2,130.00	2,151.00	2,140.50	-4.3%	2,237.00
Gr. 1 to 3	6,904.00	6,980.00	6,942.00	-0.8%	6,961.00	7,032.00	6,996.50	-1.7%	7,090.00	7,146.00	7,118.00	0.7%	7,067.50
Gr. 4 to Gr. 6	7,431.00	7,488.00	7,459.50	0.1%	7,428.00	7,481.00	7,454.50	-1.3%	7,536.00	7,573.00	7,554.50	1.1%	7,475.00
Gr. 7 to Gr. 8	5,142.00	5,168.00	5,155.00	3.3%	4,980.00	5,004.00	4,992.00	-1.1%	5,033.00	5,057.00	5,045.00	5.7%	4,775.00
Gr. 4 to Gr. 8	12,573.00	12,656.00	12,614.50	1.3%	12,408.00	12,485.00	12,446.50	-1.2%	12,569.00	12,630.00	12,599.50	2.9%	12,250.00
Elementary Day School Enrolment	23,290.00	23,500.00	23,395.00	0.1%	23,276.00	23,473.00	23,374.50	-2.2%	23,823.00	23,984.00	23,903.50	1.3%	23,608.00
Secondary Day School Enrolment	13,414.60	13,106.98	13,260.79	2.1%	13,136.00	12,847.00	12,991.50	-1.9%	13,403.59	13,095.54	13,249.57	3.2%	12,836.34
Total Day School ADE	36,704.60	36,606.98	36,655.79	0.8%	36,412.00	36,320.00	36,366.00	-2.1%	37,226.59	37,079.54	37,153.07	1.9%	36,444.34

Notes: ADE - Average Daily Enrolment

FTE - Full Time Equivalent

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

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

**Halton Catholic District School Board  
GSN Calculations  
2021/2022 Proposed Budget**

Appendix E

	2020/2021 Original Budget	2020/2021 Revised Budget	2021/2022 Proposed Budget	Year over Year Change vs. 2020-21 Revised Estimates		Year over Year Change vs. 2020-21 Budget Estimates	
				\$	%	\$	%
Enrolment Forecast - JK/SK	4,186.00	3,931.50	3,838.50	(93.00)	-2.37%	(347.50)	-8.30%
- 1 to 3	7,118.00	6,996.50	6,942.00	(54.50)	-0.78%	(176.00)	-2.47%
- 4 to 8	12,599.50	12,446.50	12,614.50	168.00	1.35%	15.00	0.12%
Enrolment Forecast - Elementary	23,903.50	23,374.50	23,395.00	20.50	0.09%	(508.50)	-2.13%
- Secondary	13,249.57	12,991.50	13,260.79	269.29	2.07%	11.22	0.08%
	37,153.07	36,366.00	36,655.79	289.79	0.80%	- 497.28	-1.34%
Pupil Foundation Grant - JK/SK	26,805,217	25,175,519	24,811,488	(364,031)	-1.45%	(1,993,729)	-7.44%
Pupil Foundation Grant - 1 to 3	41,888,362	41,173,353	41,238,604	65,251	0.16%	(649,758)	-1.55%
Pupil Foundation Grant - 4 to 8	61,729,108	60,979,511	62,398,886	1,419,375	2.33%	669,778	1.09%
Pupil Foundation Grant - 7 to 8: Preparing for Success in High School	1,133,965	1,122,052	1,168,484	46,432	4.14%	34,519	3.04%
Pupil Foundation Grant - Secondary	77,081,096	75,579,740	77,700,936	2,121,196	2.81%	619,840	0.80%
Total Pupil Foundation Allocation	208,637,748	204,030,175	207,318,398	3,288,223	1.61%	(1,319,350)	-0.63%
School Foundation Grant - Elementary	16,054,044	15,781,217	15,832,110	50,893	0.32%	(221,934)	-1.38%
School Foundation Grant - Secondary	8,728,847	8,585,845	8,934,019	348,174	4.06%	205,172	2.35%
Parent engagement amount	-	-	39,231	39,231	0.00%	39,231	0.00%
Library Staff Amount	132,116	132,116	133,231	1,115	0.84%	1,115	0.84%
Total School Foundation Allocation	24,915,007	24,499,178	24,938,591	439,413	1.79%	23,584	0.09%
SEPPA - JK to Grade 3	11,703,936	11,314,633	11,255,489	(59,144)	-0.52%	(448,447)	-3.83%
SEPPA - Grade 4 to 8	10,020,508	9,898,826	10,116,577	217,751	2.20%	96,069	0.96%
SEPPA - Secondary	6,955,362	6,819,888	7,018,804	198,916	2.92%	63,442	0.91%
Special Education Equipment Amount	1,751,263	1,722,849	1,833,311	110,462	6.41%	82,048	4.69%
Special Incidence Portion	1,300,000	1,300,000	1,500,000	200,000	15.38%	200,000	15.38%
Differentiated Special Education Needs Amount (DSENA)	18,062,137	18,062,137	18,459,896	397,759	2.20%	397,759	2.20%
Behavioural Expertise	511,359	504,370	605,039	100,669	19.96%	93,680	18.32%
Total Special Education Allocation	50,304,565	49,622,703	50,789,116	1,166,413	2.35%	484,551	0.96%
Total Language Allocation	9,790,482	9,742,198	9,781,545	39,347	0.40%	(8,937)	-0.09%
Total Learning Opportunities Allocation	2,729,255	2,883,328	3,284,203	400,875	13.90%	554,948	20.33%
Total Continuing Education and Other Programs Allocation	2,529,507	2,300,627	2,532,949	232,322	10.10%	3,442	0.14%
Teacher Qualification and Experience Allocation	30,426,887	28,160,139	33,309,214	5,149,075	18.28%	2,882,327	9.47%
ECE Q&E Allocation	2,199,031	1,777,962	2,031,429	253,467	14.26%	(167,602)	-7.62%
New Teacher Induction Program (NTIP)	259,315	256,193	110,336	(145,857)	-56.93%	(148,979)	-57.45%
Restraint Savings	(140,878)	(140,878)	(140,878)	-	0.00%	-	0.00%
Total Transportation Allocation	9,489,455	9,357,386	9,403,072	45,686	0.49%	(86,383)	-0.91%
Total Administration and Governance Allocation	10,201,114	10,059,799	10,099,880	40,081	0.40%	(101,234)	-0.99%
Total School Operations Allocations	36,786,867	35,977,099	36,654,443	677,344	1.88%	(132,424)	-0.36%
Community Use of Schools	488,822	488,822	490,341	1,519	0.31%	1,519	0.31%
Declining Enrolment Adjustment	-	413,086	183,799	(229,287)	-55.51%	183,799	0.00%
Indigenous Education Allocation	269,683	267,518	187,150	(80,368)	-30.04%	(82,533)	-30.60%
Mental Health and Well-Being Grant (formerly Safe Schools)	1,009,550	996,106	1,184,206	188,100	18.88%	174,656	17.30%
Support for Students Fund	3,161,196	3,161,196	3,161,196	-	0.00%	-	0.00%
Program Leadership Grant (moved from Admin and Governance Grant)	905,864	905,864	999,389	93,525	10.32%	93,525	10.32%
Remote and Rural Allocation	11,795	12,180	19,209	7,029	57.71%	7,414	62.86%
Rural and Northern Education Allocation	45,429	45,429	45,846	417	0.92%	417	0.92%
Permanent Financing of NPF	47,375	47,375	47,375	-	0.00%	-	0.00%
Support for COVID-19 Outbreak	-	406,929	-	(406,929)	-100.00%	-	0.00%
<b>TOTAL: OPERATING</b>	<b>394,068,069</b>	<b>385,270,414</b>	<b>396,430,809</b>	<b>11,160,395</b>	<b>2.90%</b>	<b>2,362,740</b>	<b>0.60%</b>
Deduct:							
Minor TCA	(9,851,700)	(9,631,760)	(9,910,770)	(279,010)	2.90%	(59,070)	0.60%
Add:							
Trustees' Association Fee	43,017	43,017	55,384	12,367	28.75%	12,367	28.75%
<b>TOTAL OPERATING ALLOCATION</b>	<b>384,259,386</b>	<b>375,681,671</b>	<b>386,575,423</b>	<b>10,893,752</b>	<b>2.90%</b>	<b>2,316,037</b>	<b>0.60%</b>
Capital Grants	9,821,443	37,930,231	46,634,963	8,704,732	22.95%	36,813,520	374.83%
Minor TCA	9,851,700	9,631,760	9,910,770	279,010	2.90%	59,070	0.60%
School Renewal Allocation	4,976,370	4,887,972	4,919,993	32,021	0.66%	-56,377	-1.13%
Temporary Accommodations - Capital	4,189,396	4,189,396	3,247,373	-942,023	-22.49%	-942,023	-22.49%
Short Term Interest on Capital	153,366	243,527	287,926	44,399	18.23%	134,560	87.74%
Capital Debt Support - Interest Portion	6,895,674	6,895,674	6,282,588	-613,086	-8.89%	-613,086	-8.89%
<b>TOTAL CAPITAL ALLOCATION</b>	<b>35,887,949</b>	<b>63,778,560</b>	<b>71,283,613</b>	<b>7,505,053</b>	<b>11.77%</b>	<b>35,395,664</b>	<b>98.63%</b>
<b>TOTAL FUNDING ALLOCATION</b>	<b>\$ 420,147,335</b>	<b>\$ 439,460,231</b>	<b>\$ 457,859,036</b>	<b>\$ 18,398,805</b>	<b>4.19%</b>	<b>\$ 37,711,701</b>	<b>8.98%</b>

Halton Catholic District School Board  
 Capital Budget  
 2021/2022 Proposed Budget

Projects	Total Estimated Project Budget	Total 2021/2022 Expenses	Funding Sources					Total Funding
			Capital Priorities	Child Care Capital	School Condition Improvement	School Renewal	Other*	
Milton #10 CES	18,727,105	13,834,963	9,607,360	2,727,603			1,500,000	13,834,963
St. Kateri Tekakwitha CSS	41,335,302	20,000,000	20,000,000					20,000,000
North Oakville #4 CES	14,499,502	10,000,000	10,000,000					10,000,000
School Improvement Projects	6,250,000	6,250,000			4,300,000	1,200,000	750,000	6,250,000
<b>TOTAL</b>	<b>80,811,909</b>	<b>50,084,963</b>	<b>39,607,360</b>	<b>2,727,603</b>	<b>4,300,000</b>	<b>1,200,000</b>	<b>2,250,000</b>	<b>50,084,963</b>

\* Includes Proceeds of Disposition and Capital Reserve

Halton Catholic District School Board  
**2021-22 Budget Estimates Schedule**

Date	Completed	Item	Description of Activity
24-Sep	✓	Ministry Memorandum 2020:SB18	District School Board Enrolment Projections for 2021-22 to 2024-25 memorandum issued
3-Dec	✓	Ministry Memorandum 2020:SB18	District School Board Enrolment Projections for 2021-22 to 2024-25 submitted to the Ministry
15-Jan	✓	Ministry 2021-22 Education Funding Guide	Ministry invitation for 2021-22 Education Funding Consultation
25-Jan	✓	Budget Objectives	Feedback Request from system principals and vice principals
1-Feb	✓	Budget Estimates Schedule & Objectives	Discuss 2021-22 Budget Estimates Schedule & Objectives at Administrative Council
1-Feb	✓	Budget Process Memorandum	Distribute the 2021-22 Budget Process Memorandum to Superintendents, Senior Managers, Managers
2-Feb	✓	Budget Estimates Schedule & Objectives	Present 2021-22 Budget Estimates Schedule and Provincial Consultation to the Board
3-Feb	✓	Public Consultation Questions	Develop with Sr. Staff/Communication/Research questions for survey
12-Feb	✓	Budget Estimates Schedule & Objectives	Talk to Chair and Vice-Chair about Objectives Determined at Admin
12-Feb	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments
17-Feb	✓	Public Consultation (Online Survey-Open Feb 17 to Mar 3)	Open online survey on 2021-22 Budget Estimates Process
26-Feb	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
3-Mar	✓	Public Consultation (Online Survey)	Close online survey on 2021-22 Budget Estimates Process
8-Mar	✓	Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date); Set up to review with Director
8-Mar	✓	Budget Update	Budget Estimates Update (Administrative Council) / Discussion and Approval of Departmental Submissions
11-Mar	✓	Budget Survey	Review and collate results of online budget survey
22-Mar	✓	Budget Survey	Review budget survey results at Administrative Council
26-Mar	✓	School Budgets	Development of School Budgets Based on Forecasted Enrolment
30-Mar	✓	Trustee Budget Working Session	2021-22 Budget Estimates: Trustee Budget Training Session
31-Mar	✓	Trustee Budget Working Session	2021-22 Budget Estimates: Trustee Budget Training Session
31-Mar	✓	Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2021-22 Budget)
6-Apr	✓	Budget Update	Present the Board of Trustees the results of the Online Survey
19-Apr	✓	Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
19-Apr	✓	Budget Update	Budget Estimates Update (Administrative Council)
19-Apr	✓	SEAC Budget Presentation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
21-Apr	✓	Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
26-Apr	✓	Salary and Benefits Budget	Receive FTE staffing confirmations (by this date)
26-Apr	✓	Salary and Benefits Budget	Discuss Salary and Benefits Budget at Administrative Council
3-May	✓	Budget Update	Budget Estimates Update (Administrative Council)
4-May	✓	Ministry Memorandum	Release of Grants for Student Needs (GSN) and Priorities and Partnerships Fund (PPF)
4-May	✓	Release of EFIS Forms	Release of EFIS Forms and Instructions
10-May	✓	Budget Update	Budget Estimates Update (Administrative Council)
12-May	✓	Trustee Budget Working Session	2021-22 Budget Estimates: Trustee/Senior Staff Budget Consultation Session
14-May	✓	Salary and Benefits Budget	Complete Salary and Benefits Budget
17-May	✓	Budget Update	Budget Estimates Update (Administrative Council)
18-May	✓	Ministry Memorandum	Present the Board of Trustees the GSN and PPF Report for 2021-22 and GSN revenue estimates
7-Jun	✓	Budget Update	Budget Estimates Update (Administrative Council)
14-Jun	✓	Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
16-Jun		Budget Estimates Report (Draft)	Present DRAFT Budget Estimates Report to the Board
21-Jun		Budget Estimates Report (Final)	Budget Estimates FINAL Report (Administrative Council)
24-Jun		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
30-Jun		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
30-Jun		Ministry Memorandum	Submission of Budget Estimates to the Ministry (EFIS)
30-Jun		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

Note 1: Items highlighted "yellow" are to be confirmed in terms of date or title.

Note 2: Items highlighted in "green" are Board meetings.

Note 3: Items highlighted in "blue" are Special Budget Training meetings

Note 4: Items highlighted in "orange" are Proposed Date for Special Board Meetings





Policy II-40 Bullying Prevention and Intervention	Item 5.1
June 16, 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>	Moved by: Seconded by:
<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 16, 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 5.2</b></p>
<p>June 16, 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>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 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 16, 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



<p>Policy I-40 Performance Appraisal of the Director of Education</p>	<p><b>Item 5.3</b></p>
<p>June 16, 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-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 16, 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.***



Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School	<b>Item 5.4</b>
June 16, 2021	

### 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:

<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-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Managing Student Risk in Interschool Sports - Elementary and Secondary Schools</b>	
<b>Adopted:</b> September 1, 1989	<b>Last Reviewed/Revised:</b> June 16, 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>II-29 Inclusion and Range of Placement Options for Identified Exceptional Students</p>	<p><b>Item 5.5</b></p>
<p>June 16, 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 16, 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 5.6</b>
June 16, 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 16, 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 5.7</b></p>
<p>June 16, 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.

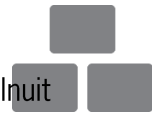
### Background Information

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 16, 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	Item 5.8
June 16, 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:

<b>Resolution#:</b>	Moved by:
	Seconded by:
<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.	

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 16, 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)	Item 5.9
June 16, 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 16, 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	Item 5.10
June 16, 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:

<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 I-23 Catholic School Councils and Catholic Parent Involvement Committee</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

Catholic School Councils and Catholic Parent Involvement Committee	
<b>Adopted:</b> June 18, 1996	<b>Last Reviewed/Revised:</b> June 16, 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 5.11</b>
June 16, 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 16, 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 5.12</b>
June 16, 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 16, 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





<p>Policy V-13 Blessing and Rededication of a Major Addition to a School</p>	<p><b>Item 5.13</b></p>
<p>June 16, 2021</p>	

### 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:

<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 V-13 Blessing and Rededication of a Major Addition to a School</i>, be approved.</p>	

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 16, 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