



Halton District School Board

** SPECIAL MEETING OF THE BOARD **

HALTON DISTRICT SCHOOL BOARD

J.W. Singleton Education Centre, Burlington, Ontario

WEDNESDAY, June 22, 2011 – 7 p.m.

1.0 – Opening

- | | | |
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| 1.1 | Welcome, Call to Order and Roll Call | 2 mins. |
| 1.2 | Approval of the Agenda | 3 mins. |
| 1.3 | Declarations of Possible Conflict of Interest | 2 mins. |

2.0 – Ratification / Action

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| 2.1 | Minutes of the Regular and Special Meetings | 5 mins | |
| | 2.1.1 Halton District School Board Meeting, June 15, 2011 | | <i>page 2</i> |
| 2.2 | Approval of Business Transacted in Private Session | 3 mins. | |
| 2.3 | Action Items | 10 mins. ea. | |
| | 2.3.1 Halton District School Board 2011-12 Budget
(L. Veerman) – Report 11012 | | <i>distributed for the June 15 meeting</i> |

3.0 – Communication to the Board

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|-----|--|----------|--------------------------|
| 3.1 | Information Items . (including Notices of Motion and future actions) | | |
| | 3.1.1 Notices of Motion | | |
| | For Future Action: | | |
| | 3.1.2 E-Learning Offerings (G. Tuck Kutarna) Report 11114 | | <i>page 10</i> |
| | 3.1.3 Split Grades (D. Beckett-Morton, D. Euale) Report 11113 | | <i>to be distributed</i> |
| | 3.1.4 Environmental Policy (S. Miller) Report 11115 | | <i>page 11</i> |
| | 3.1.5 Summer Authority (D. Euale, G. Cullen) Report 11116 | | <i>page 15</i> |
| | For Information | | |
| | 3.1.6 Student Fees Update (J. Blackwell) – Report 11094 | | <i>page 13 (June 15)</i> |
| | 3.1.7 Start Time Requests (D. Euale) – Report 11100 | | <i>page 23 (June 15)</i> |
| | 3.1.8 Capital Update (G. Cullen) – Report 11099 | | <i>page 26 (June 15)</i> |
| 3.2 | Committee Reports | 10 mins. | |
| 3.3 | Director’s Report | | |
| | 3.3.1 Monitoring Reports | | |
| | 3.3.2 Other: | | |
| | 3.3.2.1 Upcoming Items: • Strategic Plan • Operational Plan | | |
| 3.4 | Communications from the Chair | 5 mins. | |
| 3.5 | Trustee Questions and Comments | 10 mins. | |

4.0 – Adjournment

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| 4.1 | Motion to Adjourn | |
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HALTON DISTRICT SCHOOL BOARD

Wednesday, June 15, 2011

7 p.m. – Public Session

MINUTES

1.0 -- Opening

- 1.1 Welcome, Call to Order and Roll Call
- 1.2 Approval of the Agenda
- 1.3 Declarations of Possible Conflict of Interest

2.0 – Communication to the Board

- 2.1 Presentations
- 2.2 Delegations
 - 2.2.1 Janice VanBakel, *Brookville Transportation*
- 2.3 Acknowledgement of Delegations by Chair

3.0 – Ratification / Action

- 3.1 Minutes of the Regular and Special Meetings
 - 3.1.1 Meeting of the Halton District School Board, June 1, 2011
- 3.2 Ratification of Business Transacted in Private Session
- 3.3 Order Paper
- 3.4 Action Items
 - 3.4.1 Pathway Hazard Criteria Report (*D. Euale*) -- *Report 11092 and 11109*
 - 3.4.2 Brookville Transportation (*D. Danielli*) – *Report 11108*
 - 3.4.3 Oakville Secondary School Boundaries (*T. Dyson, D. Euale, S. Miller*) -- *Report 11090*

4.0 – Communication to the Board

- 4.1 Student Trustee Reports
- 4.2 Information Items (including Notices of Motion and future actions)
 - 4.2.1 Notices of Motion
 - For Action: June 15, 2011**
 - 4.2.2 Self-Contained Gifted Pilot (*G. Tuck Kutarna*) – *Report 11111*
 - 4.2.3 Three-Grade Split (*G. Tuck Kutarna*) – *Report 11110*
 - 4.2.4 Halton District School Board 2011-12 Budget (*L. Veerman*) – *Report 11012*
 - For Information**
 - 4.2.5 Student Fees Update (*J. Blackwell*) -- *Report 11094*
 - 4.2.6 Start Time Requests (*D. Euale*) – *Report 11100*
 - 4.2.7 Capital Update (*G. Cullen*) – *Report 11099*
- 4.3 Committee Reports
- 4.4 Director's Report
 - 4.4.1 Monitoring Reports
 - 4.4.2 Other
 - 4.4.2.1 Upcoming Items
- 4.5 Communications from the Chair
- 4.6 Trustee Questions and Comments

5.0– Adjournment

- 5.1 Motion to Adjourn

Halton District School Board
Wednesday, June 15, 2011

Present: K. Amos, K. Bateman-Olmstead, D. Bower, A. Collard, D. Danielli,
A. Harvey Hope, J. Hlusko, K. Lochhead, N. MacNeill, G. Tuck Kutarna, D. Vrooman,
J. Earl, H. Khan

Agenda Item 1

1.1 Call to Order

The Chair called the meeting to order at 7:08 p.m.

M11-0117 D. Danielli / A. Collard

Be it resolved that the Halton District School Board move into Private Session.

Carried.

The Board rose from Private Session at 7:25 p.m., and called Public Session to order at 7:30 p.m.

1.2 Approval of the Agenda

M11-0118 A. Collard / K. Bateman-Olmstead

Be it resolved that the Halton District School Board waive the rules to allow a presentation from SEAC Chair Amy McKenzie on tonight's agenda.

Carried

M11-0119 J. Hlusko / D. Bower

Be it resolved that the Halton District School Board amend the agenda to allow a presentation from SEAC Chair Amy McKenzie

Carried.

M11-0120 . Tuck Kutarna / D. Danielli

Be it resolved that the Halton District School Board waive the rules to allow the advancement of agenda items 4.2.2 and 4.2.3 to 3.4.4 and 3.4.5.

Carried.

M11-0121 D. Bower / K. Lochhead

Be it resolved that the Halton District School Board approve the agenda reflecting the modified action items for June 15, 2011, as amended.

Carried.

Agenda Item 2

2.1 Presentation

The Chair welcomed Amy McKenzie, Chair of SEAC, who provided an overview of SEAC priorities for the 2011-12 budget.

2.2 Delegation

The Chair welcomed Janice VanBakel, speaking to the issue of Brookville transportation.

Agenda Item 3

3.1 Approval of the Minutes

M11-0122 A. Collard / K. Amos

Be it resolved that the minutes for the Meeting of the Halton District School Board for June 1, 2011 be approved as distributed.

Carried.

3.2. Ratification of Business Transacted in Private Session

There were no items of ratification.

3.3. Order Paper

The Chair called attention to the Order Paper.

3.4. Action Items

3.4.1. Pathway Hazard Criteria Report

D. Euale spoke to Report 11092 and 11109, responding to trustee questions.

M11-0123 D. Bower / A. Collard

Be it resolved that the Halton District School Board request that the Halton Student Transportation Services Consortium adopt criteria for determining hazardous conditions for path/walkways, which are consistent with municipal infrastructure maintenance standards and may include criteria such as slope or grade, degree of isolation, flood plain, maintenance, vertical clearance, and any other criteria previously used to discontinue the use of a pathway in the distance calculation.

Be it resolved that the criteria developed be reported to the Board through the Transportation Committee, by October 2011

M11-0123 (a) D. Bower / A. Collard

Be it resolved that the aforementioned motion be amended to read:

Be it resolved that the Halton District School Board request that the Halton Student Transportation Services Consortium *develop* criteria for determining hazardous conditions for path/walkways, *including but are not limited to those* which are consistent with municipal infrastructure maintenance standards and may include criteria such as slope or grade, degree of isolation, flood plain, maintenance, vertical clearance, and any other criteria previously used to discontinue the use of a pathway in the distance calculation.

Carried.

M11-0123 (b) D. Bower / D. Danielli

Be it resolved that the main motion be amended to read:

“Be it resolved that the criteria developed be brought to the Board for approval by October 2011.”

Carried.

Discussion ensued. The vote on the main motion was called. The motion reads:

M11-0123 D. Bower / A. Collard

Be it resolved that the Halton District School Board request that the Halton Student Transportation Services Consortium develop criteria for determining hazardous conditions for path/walkways, including but are not limited to those which are consistent with municipal infrastructure maintenance standards and may include criteria such as slope or grade, degree of isolation, flood plain, maintenance, vertical clearance, and any other criteria previously used to discontinue the use of a pathway in the distance calculation.

Be it resolved that the criteria developed be brought to the Board for approval by October 2011.

Carried.

3.4.2. Brookville Transportation

D. Danielli spoke to Report 11108 and responded to trustee questions.

3.4.3 *Brookville Transportation (cont'd)*M11-0124 D. Danielli / A. Collard

Be it resolved that the Halton District School Board approve an exception to the Halton District School Board Transportation Policy, such that all Brookville Public School students in grades JK to 8 who live on the East side of Guelph Line between 15th Sideroad and Brookville School, and who reside in the Churchill Estates subdivision will be transported to school by a bus provided by the Halton District School Board,

AND that the exception remain in effect until significant changes occur to address safety concerns identified in Report 11019.

M11-0124 (a) K. Amos / A. Harvey Hope

Be it resolved that the Halton District School Board amend the aforementioned motion to incorporate annual review.

In consultation with Karen LaCroix, HSTS Manager, it was determined the HSTS reviews changes to areas where exceptions may have been applied. K. Amos withdrew her proposed amendment.

M11-0124 (b) D. Bower / G. Tuck Kutarna

Be it resolved that the Halton District School Board amend the aforementioned main motion remove the second portion of the motion

D. Bower withdrew her amendment, and put forward an alternate amendment.

M11-0124 (b) D. Bower / G. Tuck Kutarna

Be it resolved that the aforementioned motion be amended to read:

Be it resolved that the Halton District School Board approve an exception to the Halton District School Board Transportation Policy, such that all Brookville Public School students in grades JK to 8 who live on the East side of Guelph Line between 15th Sideroad and Brookville School, and who reside in the Churchill Estates subdivision will be transported to school by a bus provided by the Halton District School Board, *and that the exception remain in effect for at least the 2011-12 school year.*

AND that this be reviewed upon completion of the hazardous conditions criteria to be developed as per Report 11109.

And that the review be brought back to the Halton District School Board.

Carried.

The vote on the main motion was called:

M11-0124 D. Bower / G. Tuck Kutarna

Be it resolved that the Halton District School Board approve an exception to the Halton District School Board Transportation Policy, such that all Brookville Public School students in grades JK to 8 who live on the East side of Guelph Line between 15th Sideroad and Brookville School, and who reside in the Churchill Estates subdivision will be transported to school by a bus provided by the Halton District School Board, *and that the exception remain in effect for at least the 2011-12 school year.*

AND that this be reviewed upon completion of the hazardous conditions criteria to be developed as per Report 11109.

And that the review be brought back to the Halton District School Board.

Carried.

3.4.3. *Oakville Secondary School Boundaries*M11-0125 K. Amos / K. Bateman-Olmstead

Be it resolved that the Halton District School Board adjust the boundaries for the secondary schools in Oakville as outlined in Scenario 5, Report 11090, effective September 2012.

Be it resolved that SRA #103 provide Grade 9 and 10 English programming in the year 2012-2013, add Grade 11 in 2013-2014 and add Grade 12 in 2014-2015.

Be it resolved that SRA #103, provide Grade 9 French Immersion Programming in September 2015 with an additional grade added in each successive year.

Be it resolved that consideration be given to initiating the Grade 9 French Immersion program prior to September 2015, in the year that sufficient enrolment exists within the SRA #103 French Immersion boundaries, for two Grade 9 French Immersion classes

Be it resolved that Grade 11 and 12 English program students within the SRA # 103 boundaries, attending White Oaks Secondary School in 2012-2013, continue at White Oaks Secondary School until such time as they graduate. Transportation will be provided for these students.

Be it resolved that students who initiate their program in Grade 9 at T.A. Blakelock High School due to the unavailability of program at SRA #103 be allowed to continue at T. A. Blakelock High School until they graduate, with transportation.

M11-0125(a) K. Amos / D. Bower

Be it resolved that the aforementioned motion be amended to add the following:

Be it resolved that Grade 11 and 12 English program students within the SRA # 103 boundaries, attending Abbey Park High School in 2012-2013, continue at Abbey Park High School until such time as they graduate. Transportation will be provided for these students in accordance with the Board's transportation policy.

Carried.

Discussion ensued. A vote was called on the amended motion which reads:

M11-0125 K. Amos / K. Bateman-Olmstead

Be it resolved that the Halton District School Board adjust the boundaries for the secondary schools in Oakville as outlined in Scenario 5, Report 11090, effective September 2012.

Be it resolved that SRA #103 provide Grade 9 and 10 English programming in the year 2012-2013, add Grade 11 in 2013-2014 and add Grade 12 in 2014-2015.

Be it resolved that SRA #103, provide Grade 9 French Immersion Programming in September 2015 with an additional grade added in each successive year.

Be it resolved that consideration be given to initiating the Grade 9 French Immersion program prior to September 2015, in the year that sufficient enrolment exists within the SRA #103 French Immersion boundaries, for two Grade 9 French Immersion classes

Be it resolved that Grade 11 and 12 English program students within the SRA # 103 boundaries, attending White Oaks Secondary School in 2012-2013, continue at White Oaks Secondary School until such time as they graduate. Transportation will be provided for these students.

M11-0125 K. Amos / K. Bateman-Olmstead (cont'd)

Be it resolved that students who initiate their program in Grade 9 at T.A. Blakelock High School due to the unavailability of program at SRA #103 be allowed to continue at T. A. Blakelock High School until they graduate, with transportation.

Be it resolved that Grade 11 and 12 English program students within the SRA # 103 boundaries, attending Abbey Park High School in 2012-2013, continue at Abbey Park High School until such time as they graduate. Transportation will be provided for these students in accordance with the Board's transportation policy.

Carried.

3.4.4. *Self-contained Gifted Pilot*

The Chair called attention to Report 11111, renamed "Subject Acceleration Pilot". Discussion ensued.

M11-0126 G. Tuck Kutarna / A. Collard

WHEREAS the Halton District School Board recognizes that wherever possible students should have the opportunity to learn at a level and pace appropriate to their ability and learning needs;

AND WHEREAS students receive modified learning opportunities which involve instruction either below or above their age defined grade, as specified in the Ministry of Education's "Special Education Guide for Educators";

AND WHEREAS the Halton District School Board's Special Education Plan also acknowledges the need to provide modifications, that is, changes in grade level expectations, for some students;

THEREFORE BE IT RESOLVED THAT Halton District School Board offer a pilot project at Gardiner Public School beginning in September 2011 for students in the self-contained intermediate gifted placement, who are assessed by parents and staff as having the appropriate ability and learning skills for subject acceleration, to work beyond grade level in mathematics.

BE IT FURTHER RESOLVED that a member of the senior administrative team chair a consultative committee, to include the Principal of Gardiner Public School, the teachers of the self-contained gifted class, student graduates of the class, the gifted co-ordinator at Georgetown District High School, and parents of current students, to provide ongoing guidance and feedback regarding the design and implementation of the pilot.

M11-0126(a) G. Tuck Kutarna / K. Bateman-Olmstead

Be it resolved that the aforementioned motion be amended to read:

Therefore be it resolved that the Halton District School Board offer a pilot project at Gardiner Public School beginning in September 2011 *in* the self-contained intermediate gifted placement, *for students* who are assessed by parents and staff as having the appropriate ability and learning skills for subject acceleration, to work beyond grade level in mathematics.

Carried.

A vote on the main motion (as amended) was called:

M11-0126 K. Amos / K. Bateman-Olmstead (cont'd)

WHEREAS the Halton District School Board recognizes that wherever possible students should have the opportunity to learn at a level and pace appropriate to their ability and learning needs;

And whereas students receive modified learning opportunities which involve instruction either below or above their age defined grade, as specified in the Ministry of Education's "Special Education Guide for Educators";

And whereas the Halton District School Board's Special Education Plan also acknowledges the need to provide modifications, that is, changes in grade level expectations, for some students;

Therefore be it resolved that the Halton District School Board offer a pilot project at Gardiner Public School beginning in September 2011 *in* the self-contained intermediate gifted placement, *for students* who are assessed by parents and staff as having the appropriate ability and learning skills for subject acceleration, to work beyond grade level in mathematics.

Be it further resolved that a member of the senior administrative team chair a consultative committee, to include the Principal of Gardiner Public School, the teachers of the self-contained gifted class, student graduates of the class, the gifted co-ordinator at Georgetown District High School, and parents of current students, to provide ongoing guidance and feedback regarding the design and implementation of the pilot.

Carried.

3.4.5. *Three-Grade Split*

The Chair called attention to Report 11110.

Discussion ensued.

M11-0127 G. Tuck Kutarna / D. Bower

Be it resolved that the Halton District School Board refrain from offering split classes where there are:

- (a) more than 2 grades per class; and
- (b) only one FTE teacher,

unless an exception is approved by the Board of Trustees.

Notwithstanding the above, it is anticipated that there will continue to be self-contained classes wherein the class size of 16 pupils or less is governed by the Education Act, Regulation 298, S.31, and the class composition, staff supports and resources are determined pursuant to the Halton District School Board Special Education Plan, which will not be subject to the above requirement.

Carried.

M11-0128 N. MacNeill / K. Amos

Be it resolved that the Halton District School Board extend the meeting beyond 10 p.m.

Carried.

Agenda Item 4

4.1 Student Trustee Reports

Jason Earl and Haniya Khan provided their year-end report, and were presented with a gift by N. MacNeill recognizing their contributions this year.

J. Hlusko and K. Bateman-Olmstead left the meeting at 10:20 p.m.
H. Khan and J. Earl left the meeting at 10:38 p.m.

4.2 Information Items (including Notices of Motion)

4.2.1 Notices of Motion

G. Tuck Kutarna indicated she would be bringing a report on the implementation of the Board’s e-learning.

D. Vrooman indicated the three remaining items under “Information” would come back on June 22.

4.3 Committee Reports)

K. Lochhead spoke to the upcoming SEAC meeting on June 21 as well as a meeting in July.

A. Harvey Hope spoke to the Fall meeting of Policy, By-law Governance Committee. She also spoke to the Audit Committee meeting on June 20.

D. Danielli highlighted the upcoming PIC conference in October 22.

D. Danielli also spoke to motion coming forward at the OPSBA AGM, indicating she would be seeking input from trustees.

4.4 Director’s Report)

D. Euale spoke to the Board’s OSSLT results showing Halton’s success at 88.4% (5.4% above provincial average), consistent with the success of recent years.

4.5 Communications from the Chair

D. Vrooman indicated he had shared any communications of interest to trustees.

4.6 Trustee Questions and Comments

G. Tuck Kutarna expressed her dissatisfaction with tonight’s presentations taking time from the business agenda of the Board, particularly the designation of Private Session matters preceding Public (as per the Board’s by-laws). She asked that discussion amongst all trustees be considered if this is to be reviewed, suggesting Policy, By-law and Governance. D. Vrooman indicated members of the Communications Committee may also be involved.

On a motion from A. Collard, the Board reconvened in Private at 10:48 p.m.

The Board rose from Private at 11:30 p.m.

M11-0129 K. Amos / A. Collard

Be it resolved that the Halton District School Board approve the resolutions from Private Session, June 15, 2011, respecting Property Matters.

Carried.

Agenda Item 5

M11-0130 D. Danielli / N. MacNeill

Be it resolved that the Halton District School Board adjourn at 11:32 p.m.

Carried.

..... Recorder

.....Chair



Halton District School Board

Report Number: 11114

Date: June 16 2011

INFORMATION FOR DECISION

TO: The Chair and Members of the
Halton District School Board

FROM: G. Tuck Kutarna, Trustee, Halton Hills

RE: E-Learning Implementation

RECOMMENDATION

Whereas the Halton District School Board is committed to expanding its capacity on offer online credits; therefore,

Be it resolved that the Director bring a report to the Board of Trustees by November 2011 outlining the Board's implementation plan, including staffing and resource needs, to ensure a comprehensive calendar of online learning courses to be made available to Halton District School Board students, and

That this report include a timeline for full implementation, and include a mechanism for incorporating student and staff feedback with regard to their learning experiences.

The aforementioned motion is presented for trustee's consideration.

Respectfully Submitted:

G. Tuck Kutarna,
Trustee, Halton Hills



Halton District School Board

Report Number: 11113
Date: June 22, 2011

INFORMATION FOR DECISION

TO: The Chair and Members of the
Halton District School Board

FROM: David Euale, Director of Education
Dawn Beckett-Morton, Executive Officer of Human Resources

RE: Elementary Staffing – Triple Grading – 2011-2012 school year

RECOMMENDATION

Be it resolved that the Halton District School Board approve triple grading in elementary schools for September 2011, as necessary to alleviate large class sizes, as an exemption to the Board Motion M110-0127 approved on June 15, 2011.

Introduction:

For the 2011-12 school year, The Ministry of Education requires school boards to organize elementary classes as follows:

- Primary class size JK-Grade 3., not to exceed 20:1 for 90% of our classes; and for 10% of our classes, not to exceed 23:1
- The maximum number of students in a combined Grade 3/4 split cannot exceed a maximum of 23 students.
- Through the PDT Agreement, for the 2011/12 school year, the Halton District School Board must achieve a system-wide average of 25.3 for Grades 4-8 including the Grade 3s in the Grade 3/4 split.

Rationale:

At this time we have several schools with small class sizes. In addition, we currently have some very large junior and intermediate classes of 28-34 students. Triple grading would release staff, allowing us the opportunity to focus our limited resources to help alleviate some of those large class sizes.

Summary:

We have listed the schools that at this time that may be considered to be triple-graded.

E.W. Foster P.S. – ENGLISH SIDE

<u>GRADE</u>	<u># OF STUDENTS</u>	
Gr. 1 -	3]	
Gr. 2 -	9]	
Gr. 3 -	11]	- could triple grade Gr. 1 ,2, 3 = 23 students
Gr. 4 -	14	
Gr. 5 -	13	

CURRENT ORGANIZATION:**GRADE # OF STUDENTS**

Gr. 1 /2 split -	3/9
Gr. 3 /4 split -	11/7
Gr. 4 /5 split -	7/13

If we do not triple grade E.W. Foster, we will be staffing a class of 12 students with 1 FTE teacher for the Grade 1 /2 split class.

Pineland P.S. – ENGLISH SIDE**GRADE # OF STUDENTS**

Gr. 1 -	5	
Gr. 2 -	13	- could triple grade Grades 1,2,3 = 22
Gr. 3 -	4	and/or
Gr. 4 -	7	- could triple grade Grades 3,4,5 = 22
Gr. 5 -	11	
Gr. 6 -	14	
Gr. 7 -	53	
Gr. 8 -	67	

CURRENT ORGANIZATION:**GRADE # OF STUDENTS**

Gr. 1 /2 split -	5,13
Gr. 3 /4 split -	4,7
Gr. 5 /6 split -	11,14

If we do not triple grade Pineland P.S., we will be staffing a class of 11 students with 1 FTE teacher for the Grade 3 /4 split class.

Orchard Park P.S. – FRENCH IMMERSION SIDE**GRADE # OF STUDENTS**

Gr. 1 -	36	
Gr. 2 -	26	
Gr. 3 -	17	- could triple grade - Grades 3,4,5 = 22
Gr. 4 -	8	
Gr. 5 -	8	

CURRENT ORGANIZATION:**GRADE # OF STUDENTS**

Gr. 1 -	18
Gr. 1 -	18
Gr. 2 -	19
Gr. 2/3 -	7,11
Gr. 3 /4 -	6,8
Gr. 5 -	8

If we do not triple grade Orchard Park P.S., we will be staffing a class of 14 students with 1 FTE teacher and a class of 8 students with 1 FTE teacher for the Grade 5 class. A suggestion was made to create a 1 /2 split, however, we have been requested by FI Principals not create these classes, as they find it is very difficult for the Grade 1 students in these classes.

The gifted class at Gardiner Public School has currently been triple graded for September 2011, and this is reflected in the school's organization.

GARDINER PUBLIC SCHOOL – GIFTED CLASS

<u>GRADE</u>	<u># OF STUDENTS</u>
Gr. 5 -	7
Gr. 6 -	7
Gr. 7 -	9
Gr. 8 -	19

CURRENT ORGANIZATION:

<u>GRADE</u>	<u># OF STUDENTS</u>
Gr. 5,6,7 -	18
Gr. 7/8 -	24

At this time, Gardiner Public School's gifted class, Grade 5, 6, 7 has been triple graded with 18 students. We are still within the Ministry Regulations of staffing a gifted class to 25:1.

PROPOSED ORGANIZATION WITHOUT TRIPLE GRADING:

<u>GRADE</u>	<u># OF STUDENTS</u>
Gr. 5	7
Gr. 6,7 -	16
Gr. 8 -	19

As of June 16, 2011 our current holdback is 2.30 FTE. At this time we have met both the primary cap size and the system-wide Grade 4-8 average of 25.3. Note, the only school that has been triple graded at this time is Gardiner Public School. Should we be required to implement a structure that does not triple-grade Grades 5-8 gifted at Gardiner, our current holdback would be reduced to 1.12 FTE

We will continue to review the HESOS website to monitor the continuous changes in enrolments and school organizations until Friday, June 24 at noon, when principals will no longer be able to access HESOS, as we must begin working on reviewing and changing orgs to prepare our preliminary plan to submit to the Ministry of Education. Deadline for locking in our plan is June 30, 2011. Late submissions and/or non-compliant reports may be subject to cash flow withholding penalties.

At this time, there are schools with junior and intermediate class sizes ranging from 28-34 students in each class and we will have to wait until September when the enrolments have been confirmed to determine if we are able to support these large class sizes with a teacher.

In September, if additional enrolment has not generated funds for additional staffing, we will have no alternative but to collapse classes in other schools and reassign teachers to schools with higher enrolments. This may also be required to address primary cap sizes (PCS) in full-day kindergarten (FDK) and Junior and Senior Kindergarten classes at 20:1, and the Grade 4-8 class size average (25.3:1).

CURRENT SCHOOLS WITH SMALL CLASS SIZES:

Limehouse – JK/SK – total 25 students (currently 2 JK/SK classes with 12 & 13 students in each class)
 Maplehurst FI – Grade 1 – low numbers – 15,16,16 students
 Martin Street – 1 /2 split - 16 students, Grade 3 – 8 students
 Orchard Park FI – 3 /4 split - 14 students, Grade 5 – 8 students
 Pineland – English side – 3 / 4 split - 11 students

CURRENT SCHOOLS WITH LARGE CLASS SIZES with total Jr./Int. average over 27.5:

Brant Hills P.S.	27.75
Aldershot Elementary	28.43
Brookville P.S.	27.75
Gladys Speers P.S.	27.75
Joseph Gibbons P.S.	28.0
Maple Grove P.S.	27.58
Maplehurst P.S. FI	28.0
Park P.S.	27.67
Pineland P.S. FI	28.43
Robert Baldwin P.S.	28.50

Note: there are some classes with 33 & 34 students in them.

For September:

On September 6 & 7, 2011, the enrolment numbers will be confirmed by the schools and once confirmation has been received, we will be able to review all schools in the system to determine if we meet the primary cap size and the system-wide Grade 4-8 average of 25.3. Until that time, we will not be able to add teachers, until we can see the system-wide overview.

TO FINALIZE ELEMENTARY STAFFING:

We will begin reviewing our staffing again at the end of August.

At this time the following timelines have been established as per the Elementary Staffing Critical Path to ensure that any September reorganizations that need to occur by mid September, and that our plan is locked into the Ministry's website by September 15, 2011.

In past years, September reorganizations have occurred at the end of September and into October, and we were asked by Senior Administration to move the compliance date up to mid September.

Teaching Combined Grade Classrooms:

The issue of combined grades is not new; this type of classroom is very common on both a global and local scale. In Ontario, while triple-grading is not as common, combined grades are used within approximately 21 per cent of classes. Combined grades include children from two or more consecutive grades in one classroom with one teacher. The attached appendix highlights some of the ways that our teachers optimize learning in combined grade classrooms and how HDSB supports teachers who work with combined grade classes.

Implications:

Each year schools experience growth and transfers. With staff allocated in numbers to meet the Ministry class size requirements, the only relief for large classes is school reorganizations in September. Triple grading would generate 1.0 FTE per school and would allow us to allocate that FTE to another school with large class sizes. In addition, for September 2011, we are hopeful that there will be additional FTE created by growth within our Board.

We must meet our staffing target in the fall as defined by the Ministry of Education. Should we not have the ability to take staff from schools by triple grading and reallocating them, we will have continual financial pressure on the Board.

Respectfully submitted,

Dawn Beckett-Morton
Executive Officer of Human Resources

David Euale
Director of Education

Combined Grades

Multi-grade (Combined Grade, Split Grade) classrooms refer to structures in which students of different ages and grades are taught in the same classroom. The issue of combined grades is not new. This type of classroom is very common on both a global and local scale – in Ontario, approximately 21 per cent of classes fall into this category.

As School Boards in Ontario work to comply with Ministry of Education Primary Class Size caps and Junior-Intermediate Division averages as well as JK-SK growth, the potential for school organizations containing combined grades is increased.

Parents may have concerns when their child is assigned to a multi-grade class. Most concerns focus on whether their child in the older grade will be challenged academically and whether their child in the younger grade will be overwhelmed by the interaction with older students.

What can parents expect of the teacher responsible for a multi-grade class?

In any given classroom, there are a variety of students (often equivalent to differences of more than one grade level) with diverse needs and interests. It is the responsibility of educators to implement program outlined in the Ontario Curriculum and ensure that they know the learning needs, the social stage, the interests, learning style and academic levels of each of their students. Every child is to be challenged at his/her academic level. Every day, in both single-grade classes and combined grades, teachers address the needs of each child through interactions with the whole class, small groups and individuals.

What does the research say about the intellectual, cognitive and social benefits or disadvantages of multi-grades?

- Overall, the effects from multi-grade classes compared to single-age classes are not compelling enough to argue for the effectiveness of one over the other.
- In studies measuring academic achievement, there were no negative or positive effects on academic achievement.
- There is increased opportunity for acceptance of individual differences.
- There may be a heightened sense of responsibility among the older students.
- Students have opportunities to work with a cross-section of students, reinforcing cooperation, social and leadership skills.
- Students have opportunities to develop decision-making skills, and become more self-motivated as they learn to work on their own and as part of a team

What strategies do teachers and schools employ to support the learning of students within multi-grade classrooms?

To optimize learning in combined grade classrooms teachers:

- Develop open-ended, integrated “big idea” units of study that allow for engagement and learning at each student’s current level. Example: An integrated Language, Social Studies and Arts theme entitled “What makes a hero?”
- Focus on the processes of learning as opposed to a content-driven program of study.
- Look for common threads between the different grade expectations and identify large unifying themes and concepts that connect the two grades but develop assessment and evaluation tasks for each grade level.

- Use inquiry and research as a method of linking different topics.
- Use activities the whole class can do together with varying levels of complexity in subjects such as Mathematics, Language, Physical Education, and Art.
- Employ creative timetabling. For example, combine students at the same grade level from two combined grade classes, or from a combined grade class and a single grade class for some part of the day or for some parts of the program
- Use large blocks of time to work with each grade individually (e.g., when one class is out for French or Music work with the other class)
- Schedule common theme work at the same time of day as other grade team members to facilitate cross-classroom or cross-grade grouping.
- Use of open questions and parallel tasks in Math.
- Use Learning or Activity Centres, and other independent activities (e.g., Problem Solving, Research Project, Discovery Table, Investigation/Experiment, Reflection Journal)
- Plan lessons so that students are engaged in different parts of the phases of instruction at the same time (Gr. 3 students involved in new learning while Gr. 4s are practising/applying previous learning in stations or independently)
- Vary the level of materials (e.g., reading) and complexity of tasks/problems to meet individual needs.
- Use the gradual release of responsibility model to scaffold the learning from modelled to shared, guided and finally independent application. This model ensures teachers meet with small flexible groups to allow for necessary support, regardless of grade level
- Spend time building a classroom community, and ensure that students understand the routines and expectations for different areas in the classroom, times of the day, and activities
- Create a flexible work environment (e.g., areas for whole class meetings, independent work, small group work, and large group or whole classroom work)
- Use a workshop approach to learning wherein students participate in a mini-lesson then work independently or in small groups on reading and writing projects that may integrate grade-specific content from Science, Social Studies or Health.
- Use available human resources (e.g., teaching partner, parent volunteer, coop student, student teacher, librarian)

What are the supports for teachers of multi-grade classes?

- A focus on differentiation within our Board Improvement Plan, School Improvement Plans and staff development programs.
- A focus on integrated planning in our OFIP and SIM networks.
- The Ministry of Education offers many print and electronic supports on Differentiation.
- Chatt conference with resource materials for teaching combined grades.
- Instructional Program Leaders and Learning Resource Teachers (K-2) are available to guide teachers in their planning and instruction.
- Summer workshops for teachers new to the multi-grade class.
- Ministry combined grades document available for teachers.
- School Programs and Student Services support in the planning of differentiated units.



Halton District School Board

2050 Guelph Line, Burlington, ON L7R 3Z2 (905) 335-3663 Fax: (905) 335-9802 www.hdsb.ca

Report Number: 11115

Date: June 16, 2011

INFORMATION FOR DECISION

TO: The Chair and Members of the
Halton District School Board

FROM: Stuart Miller, Superintendent of Education

RE: Environmental Sustainability and Stewardship

RECOMMENDATION

Be it resolved that the Halton District School Board approve the policy, attached to Report 11115, regarding Environmental Sustainability and Stewardship.

Background:

On May 13, 2002, the Halton District School Board passed an Environmental Policy. The policy was slated for renewal in 2005. In May of 2010, the Board of Trustees passed the motion "...that the Halton District School Board direct staff to include a Sustainability Officer in the 2010-11 draft budget."

One component of the duties of the Environmental Sustainability Coordinator was to review current Board policies through the lens of environmental sustainability. The first policy examined was Environment, as the Ministry of Education, in *Acting Today, Shaping Tomorrow A Policy Framework for Environmental Education*, called for the review (if a policy was in place) or development of an environmental policy in every school board in Ontario.

The Canadian Council of Ministers of Education, in *Learn Canada 2020*, "recognizes the direct link between a well-educated population and (1) a vibrant knowledge-based economy in the 21st Century, (2) a socially progressive, sustainable society, and (3) enhanced personal growth opportunities for all Canadians." To this end, Education for Sustainable Development has been identified as a key activity area, where the objective is to "Raise students' awareness and encourage them to become actively engaged in working for a sustainable society."

Purpose:

The purpose of the Environmental Sustainability and Stewardship Policy is to provide over arching support and reference for Administrative Procedures and best practices which will decrease the use of consumable supplies and energy, waste and the environmental impact of board operations on the wider community, while increasing the infusion of environmental and sustainability concepts into the classroom.

Current State: The current Environmental Policy is out of date (up for revision in 2005), and refers to other policies which are no longer in effect.

Benefits to Students: Bringing into alignment board operational practices and student learning will enhance the relevancy of education for our students. Research has also shown that environmental education, and connection to a real world context results in students who are more engaged and achieve great success. (*What did you do in school today? CEA 2009, Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning*, State Education and Environment Roundtable, Lieberman, G.A. and Hoody, L.L.)

Summary:

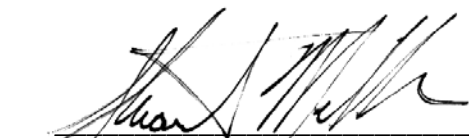
The Board recognizes:

- **That educational, operational and infrastructure development activities impact on the sustainability of the wider community;** The Halton District School Board is committed to sustainable development as defined by the United Nations World Commission on Environment and Development as “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.”

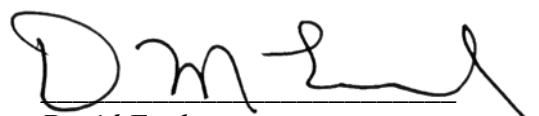
The Board will reduce its use of consumable resources, energy, water and the production of waste. The environmental impact of its actions on the environment will also be considered in the selection of resources, its operational practices and facilities management. An Environmental Sustainability Plan outlining priorities, objectives, targets, and timelines will be developed.

- **Its responsibility to help prepare students to meet the challenges of the future;** The Halton District School Board acknowledges that the future will pose new challenges for our students. “Education for Sustainable Development aims to help people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions”. (UNESCO). All members of the board will be engaged in environmental sustainability.
- **The interdependence of the environment, the economy and society in building a healthy sustainable future;** In the terms used by the Ministry of Education, we must educate “about, for and in” a sustainable world. Partnerships with local communities and organizations will be developed.
- **It’s role in preparing our students to become responsible members of a democratic, sustainable and just society;** The Halton District School Board will develop curriculum initiatives (content and practices) across grades and subject areas that support this commitment to sustainable environmental, economic and equity initiatives.

Respectfully submitted,



Stuart Miller
Superintendent of Education



David Euale
Director of Education

TOPIC:	Environmental Sustainability and Stewardship
EFFECTIVE:	June 2011
CROSS-REFERENCE:	<p><i>Learn Canada 2020</i>, Canadian Council of Ministers of Education, 2008</p> <p><i>Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools</i>, Ontario Ministry of Education, 2009</p> <p>Environmental Education: Scope and Sequence of Expectations, The Ontario Curriculum, Grades 1 to 8, Ontario Ministry of Education, 2011</p> <p>Environmental Education: Scope and Sequence of Expectations, The Ontario Curriculum, Grades 9 to 12, Ontario Ministry of Education, 2011</p> <p><i>Shaping Our Schools, Shaping Our Future: Environmental Education in Ontario - Report of the Working Group on Environmental Education</i>, Ontario Ministry of Education, June 2007</p> <p><i>Ready, Set, Green! Tips, Techniques, and Resources from Ontario Educators</i>, Ontario Ministry of Education, 2007</p>
REVISION DATE:	September 2012
RESPONSIBILITY:	Director of Education

POLICY STATEMENT

The Halton District School Board is committed to preparing every student for his/her future. The Board recognizes that its activities, through educational programs, routine operations and infrastructure development, impact on the sustainability of the wider community. The Board respects the interdependence of the environment, the economy and society, and the challenge of balancing all three in building a healthy, sustainable future.

The Halton District School Board is committed to sustainable development as defined by the United Nations World Commission on Environment and Development as “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.”

Further to this definition, the Board acknowledges that the future will pose new challenges for our students. “Education for Sustainable Development aims to help people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions”. (UNESCO).

In the terms used by the Ministry of Education, we must educate “about, for and in” a sustainable world.

In striving to prepare our students to become responsible members of a democratic, sustainable and just society, the Board will develop curriculum initiatives across grades and subject areas that support this commitment to sustainable environmental, economic and equity initiatives.

The Board will also develop operational practices consistent with what students are learning in the classroom. In this way, curriculum and board operations complement each other in an organization dedicated to learning how to live more sustainably.

To enable and coordinate this learning throughout the organization, the Board is committed to achieving continual, measurable improvements in educational and operational practices, including:

- Integrating environmental and sustainability concepts into content and methodology of learning in all areas;
- Developing an interdepartmental Environmental Sustainability plan which will identify priorities, set timely, achievable objectives, targets & indicators, identify parties responsible for implementation, monitor, document and report results;
- Modeling environmental stewardship in the selection and use of all resources;
- Reducing the use of consumable supplies and energy while simultaneously reducing waste;
- Minimizing the environmental impact of infrastructure maintenance, renewal and development;
- Reducing the impact on air quality of mobile emission sources, through a combination of awareness, purchasing and partnership strategies;
- Engaging all members of HDSB in activities that reflect our commitment to environmental sustainability;
- Developing community partnerships to benefit the environment.

Definitions

UNESCO: United Nations Educational, Scientific and Cultural Organization

ESD: Education for Sustainable Development

Environmental Education:

Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of:

- the Earth's physical and biological systems;
- the dependency of our social and economic systems on these natural systems;
- the scientific and human dimensions of environmental issues;
- the positive and negative consequences, both intended and unintended, of the interactions between human created and natural systems. (*Shaping Our Schools, Shaping Our Future, p. 6*)



Halton District School Board

Report Number: 11116
Date: June 16, 2011

INFORMATION FOR DECISION

TO: The Chair and Members of the
Halton District School Board

FROM: D. Euale, Director of Education

RE: Director of Education, Summer Authority

RECOMMENDATION

Be it resolved that the Halton District School Board delegate authority during the summer months of 2011 to the Director of Education with regard to awarding tenders for capital projects, or other emergent business matters as required.

Be it resolved that the Director of Education report on any capital projects awarded, or other decisions made through delegated authority, to the Board in the fall of 2011.

Rationale:

Most notably as emergent, is the Alton project which may require approvals during the summer months. It presently is mid-point in the 90 day period after tenders, and could reach a stage that requires awarding the contract to continue with work on the project. It is the ideal to start construction in the good weather. By waiting for resumption of the Board in the Fall it may result in a potential delay to the project.

Staff are recommending that the Board authorize the Director of Education to:

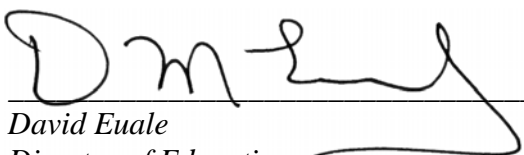
- Award tenders for projects based on:
 1. the project is planned and listed in the LTAP;
 2. the project is within budget;
 3. the delay in starting the project could result in a delay in the planned opening.
 4. the Director shall notify trustees electronically prior to authorizing any tender approvals.
- Make decisions on emergent business, with:
 1. timely electronic notification from the Director of Education to trustees.

Any decisions made under this authority will be presented to the Board in the fall.

Respectfully submitted,



Gerry Cullen
Superintendent of Facility Services



David Euale
Director of Education