



Halton District School Board

HALTON DISTRICT SCHOOL BOARD

J.W. Singleton Education Centre, 2050 Guelph Line, Burlington, Ontario

Wednesday, April 20, 2011

Public Session: 7 p.m. (Private Session: 6 p.m.)

PUBLIC SESSION AGENDA

1.0 – Opening		<i>estimated time</i>	<i>page</i>
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 – Delegations to the Board			
2.1	Presentations	10 minutes each presentation	
2.1.1	Deputy Chief Bob Percy, Halton Regional Police – <i>Educational Efforts/Programming</i>		
2.2	Delegations	5 minutes each (<i>info distributed to trustees only</i>)	
2.3	Acknowledgement of Delegations by the Chair		
3.0 – Ratification / Action		<i>estimated time</i>	<i>page</i>
3.1	Minutes of the Regular and Special Meetings	5 mins	
3.1.1	Halton District School Board Meeting, April 6, 2011		page 2
3.2	Approval of Business Transacted in Private Session	3 mins.	
3.3	Order Paper	2 mins.	page 7
3.4	Action Items	10 mins. ea.	
3.4.1	By-law Revision (<i>A. Collard</i>) -- Report 11056		page 19 from April 6
3.4.2	Start Times (<i>K. Amos</i>) – Report 11055		page 21 from April 6
4.0 – Communication to the Board		<i>estimated time</i>	<i>page</i>
4.1	Student Trustee Reports	5 mins.	
4.2	Information Items .	(including Notices of Motion and future actions)	
4.2.1	Notices of Motion		
	Information		
4.2.2	Active & Safe Routes To School (ASRTS) – <i>J. Blackwell, J. Jenkins</i> – Report 11060		page 11
4.2.3	Student Re-engagement Initiative (<i>J. Blackwell</i>) – Report 11059		page 16
4.2.4	International Baccalaureate Program (<i>L. Veerman</i>) – Report 11058		page 23
4.2.5	Capital Update (<i>G. Cullen</i>) Report 11061		page 29
4.2.6	Budget Development (<i>L. Veerman</i>) Report 11067		page 34
4.3	Committee Reports	10 mins.	
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	5 mins.	
4.6	Trustee Questions and Comments	10 mins.	
5.0 – Adjournment			
5.1	Motion to Adjourn		

HALTON DISTRICT SCHOOL BOARD

Wednesday, April 6, 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
- 2.3 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, March 2, 2011
- 3.2 Ratification of Business Transacted in Private Session
- 3.3 Order Paper
- 3.4 Action Items
 - 3.4.1 Orchard Orchard (Burlington) #3 New School Name– *Report 11036 (M. Denton)*
 - 3.4.2 OPSBA Statement of Intent -- *Report 11045 (D. Danielli)*
 - 3.4.3 SEAC Policy Change – *Report 11046 (K. Lochhead)*
 - 3.4.4 SEAC Recommendation re: Assessment Committee – *Report 11047 (K. Lochhead)*
 - 3.4.5 ESAT Report (*K. Bateman-Olmstead*) – *Report 11048*
 - 3.4.6 Evaluation of New Programs (*D. Bower*) – *Report 11050*
 - 3.4.5 Review of Assessment Practices for Early Intervention– *Report 11054 (K. Amos)*

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**
 - 4.2.1 By-law Revision (*A. Collard*) – *Report 11056*
 - 4.2.2 Start Times (*K. Amos*) – *Report 11055*
 - For Information**
 - 4.2.3 Capital Update (*G. Cullen*) -- *Report 11044*
 - 4.2.4 Broader Public Sector Update (*L. Veerman*) -- *Report 11052*
 - 4.2.5 Transportation (*L. Veerman*) – *Report 11053*
- 4.3 Committee Reports
- 4.4 Director's Report
 - 4.4.1 School Generated Funds (*L. Veerman*)
 - 4.4.2 Monitoring Reports
 - 4.4.3 Other
 - 4.4.3.1 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, April 6, 2011

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

Regrets: D. Danielli

Agenda Item 1

1.1 Call to Order

The Chair called the meeting to order at 6:15 p.m., noting D. Danielli's absence for Public Session.
The Board rose from Private Session at 7:09 p.m. The Board was called to order in Public Session at 7:38 p.m.

1.2 Approval of the Agenda

M11-0049 A. Collard / D. Bower

Be it resolved that the Halton District School Board move item 3.4.4 to follow 3.4.7, and that the agenda for Wednesday, April 6, 2011 be approved as amended..

Carried.

Agenda Item 2

2.1 The Chair welcomed Pam Calvert and Larry O'Malley, representing the Juno Beach Centre Association and Memorial Brick Campaign, speaking in support of Garth Webb as a school name.

M11-0050 A. Collard / J. Hlusko

Be it resolved that the Halton District School Board allow the transposition of the two delegations 2.2 and 2.3.

Carried.

2.2 The Chair welcomed Sam Sarraf speaking in support of John William Boich as a school name.

2.3 The Chair welcomed Shiwali Bhatia-Mohan and Jim Mohan, speaking in support of John William Boich as a school name.

2.4 The Chair welcomed Lorraine Sommerfeld speaking in support of John William Boich as a school name.

2.5 The Chair noted the submissions of MPs Mike Wallace (Burlington) and Lisa Raitt (Halton), read by Pam Calvert in support of Garth Webb as a school name.

The Chair thanked all delegations.

Agenda Item 3

3.1 Approval of the Minutes

M11-0051 A. Collard / K. Lochhead

Be it resolved that the minutes for the Meeting of the Halton District School Board for March 2, 2011 be approved as distributed.

Carried.

3.2. Ratification of Business Transacted in Private Session

M11-0052 K. Amos / A. Harvey Hope

Be it resolved that the Halton District School Board approve the resolution from Private Session, April 6, 2011, respecting Legal Matters.

Carried.

M11-0053 K. Amos / D. Bower

Be it resolved that the Halton District School Board approve the resolution from Private Session, April 6, 2011, respecting Personnel Matters.

Carried.

3.3. Order Paper

The Chair called attention to the Order Paper, noting a housekeeping matter to be dealt with later in the agenda.

3.4. Action Items

3.4.1. Orchard #3 (Burlington) New School Name

The Chair called attention to Report 11036 and outlined the process for the name selection.

A. Collard requested consideration for the name John William Boich Public School. The nomination was seconded by J. Hlusko.

D. Bower requested consideration for the name Garth Webb Public School. A. Harvey Hope seconded the motion.

The nominators spoke to their name selections. A secret ballot was held to determine support. A tie resulted, and following the drawing of a name, the name John William Boich was selected.

M11-0054 A. Collard / J. Hlusko

Be it resolved that the Halton District School Board name the new elementary school located at 2474 Sutton Drive, Burlington (Orchard #3), John William Boich Public School.

3.4.2. OPSBA Statement of Intent

The Chair called attention to Report 11045.

M11-0055 A. Harvey Hope / D. Bower

Be it resolved that the Halton District School Board approve in principle the OPSBA Statement of Intent (as appended to Report 11045), and formally join the Coalition for Children and Youth Mental Health. **Carried.**

3.4.3. SEAC Policy Change

K. Lochhead spoke to Report 11046 and responded to trustee questions.

M11-0056 K. Lochhead / A. Collard

Be it resolved that the Halton District School Board amend the Board Policy relating to the Special Education Advisory Committee (SEAC), to allow Alternates to speak at the SEAC table, even with the respective Association Representative is present. **Carried.**

3.4.4. ESAT Report

K. Bateman-Olmstead spoke to Report 11048 and responded to trustee questions.

M11-0057 K. Bateman-Olmstead / A. Collard

Be it resolved that the Director provide trustees with a report including the ESAT results of Grade 1 and 2 students who have been identified as NYR (Not Yet Ready) or Level 1, and that this report be received by trustees in April 2011.

After further discussion, K. Bateman-Olmstead asked to withdraw the motion. This agreed to by the seconder, A. Collard.

3.4.5. Evaluation of New Programs

D. Bower spoke to Report 11050 and responded to trustee questions.

M11-0058 D. Bower / N. MacNeill

Be it resolved that the Director of Education implement a future requirement for the evaluation of all pilot/projects, to include a method and timeline for evaluation.

Discussion ensued regarding the intent of the motion. It was determined the action should be reflected in an Administrative Procedure.

M11-0058(a) D. Bower / N. MacNeill

Be it resolved that the aforementioned motion be amended to include the phrase "brought to the Board for approval, include"... so the motion reads as:
Be it resolved that the Director of Education implement a future requirement for the evaluation of all pilot programs/projects brought to the Board for approval, to include a method and timeline for evaluation.

Carried.

3.4.6. *Early Intervention Analysis*

K. Amos spoke to Report 11054 and responded to trustee questions.

M11-0059 K. Amos / D. Bower

Whereas early intervention is important to the success of all students, be it resolved that the Halton District School Board direct the Director to provide a report on

- the current early assessment practice
- its relevance to identifying students that may require intervention,
- interventions provided prior to formal assessment, including remediation and intervention strategies at the classroom, school and system level
- a gap analysis and recommendations with associated costs to implement the recommendations

And that the report be brought back to the Board no later than the end of September 2011.

Discussion resulted in a proposed amendment to the motion to include aggregated ESAT data.

M11-0059(a) K. Amos / A. Harvey Hope

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

- the aggregate ESAT results of Grade 1 and 2 students who have been identified as NYR (Not Yet Ready) or Level 1.

Carried.

The vote on the amended main motion was called:

M11-0059 K. Amos / D. Bower

Whereas early intervention is important to the success of all students, be it resolved that the Halton District School Board direct the Director to provide a report on

- the current early assessment practice
- its relevance to identifying students that may require intervention,

M11-0059 K. Amos / D. Bower -- (continued)

Whereas early intervention is important to the success of all students, be it resolved that the Halton District School Board direct the Director to provide a report on

- interventions provided prior to formal assessment, including remediation and intervention strategies at the classroom, school and system level
- a gap analysis and recommendations with associated costs to implement the recommendations
- the aggregate ESAT results of Grade 1 and 2 students who have been identified as NYR (Not Yet Ready) or Level 1.

And that the report be brought back to the Board no later than the end of September 2011.

Carried.

3.4.7. *SEAC Recommendation re: Assessment Review Committee*

K. Lochhead spoke to Report 11047 and responded to trustee questions.

M11-0060 K. Lochhead / D. Bower

Be it resolved that the Halton District School Board establish a committee of Professional Student Services Staff, Administration, SEAC, trustees and other relevant Board staff be formed immediately to develop a long term strategy to reduce wait times for students needing access to psycho-educational assessments; and

That the committee review past relevant documents, such as the 1992/93 Status Report on Special Services within the Board, report # 1723, OPA Student Assessment Project: Sharing Promising Practices, 2006, and any other pertinent documents: and

That the committee provide a report to the Board with hard data on the reasons for referrals, the services provided by psycho-educational consultants, and a comprehensive list of interventions focused on reducing the wait times for students to six (6) months.

K. Amos asked the motion be deferred until such time as the other reports relating to this matter are received by the Board.

M11-0061 K. Amos / A. Collard

Be it resolved that the aforementioned motion be deferred to September 2011, or until such time as the other related reports have been received by the Board.

Carried.

Agenda Item 44.1 Student Trustee Reports

Jason Earl and Haniya Khan spoke to the success of the Student Voice conference, and highlighted upcoming activities including the upcoming Halton Youth Leadership Symposium (April 27). The students also highlighted the call for student trustee applications for the 2011-12 school year, and the change in venue (Milton District High School) for Student Senate meetings

4.2 Information Items (including Notices of Motion)4.2.1 Notices of Motion

There were no Notices of Motion.

For Action

4.2.2 *By-law Revision*

A. Collard spoke to Report 11056 and responded to trustee questions.

4.2.3 *Start Times*

K. Amos spoke to Report 11055 and responded to trustee questions.

For Information

4.2.4 *Capital Update*

G. Cullen spoke to Report 11044 and provided a visual “tour” of the construction projects. He responded to trustee questions.

M11-0062 K. Amos / A. Harvey Hope

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

Carried.

H. Khan left the meeting at 10:02 p.m.

4.2.5 *Broader Public Sector Update*

L. Veerman spoke to Report 11052 and responded to trustee questions.

4.2.6 *Transportation*

L. Veerman spoke to Report 11053 and responded to trustee questions.

4.3 *Committee Reports*

D. Vrooman brought forward a housekeeping matter from the Order Paper: He indicated a motion would be coming forward to have this report shared with the Audit Committee.

K. Bateman-Olmstead spoke to the direction from the Audit Committee, as an ongoing monitoring mechanism before it comes back as a report to the Board. A. Harvey Hope concurred, adding the resource people at the Audit Committee may be better able to monitor this matter.

Further discussion ensued, suggesting a motion may not be necessary if the report is to continue to be shared with the Board, as well as the Audit Committee.

J. Hlusko reported on the recent SEAC meeting highlighting discussion items and upcoming items requiring trustee involvement. J. Hlusko left the meeting at 10:19 p.m.

K. Amos acknowledged receipt of the Director’s report on his entry process.

D. Bower asked for clarification regarding upcoming meetings. It was decided to postpone the Communications Committee in favour of trustee orientation on budget/finance and transportation to be held on April 13, 2011. Program and Accommodation Committee will follow; times will be determined.

A. Harvey Hope provided a further update on discussions at the recent Audit Committee.

K. Bateman-Olmstead provided an update of the recent activities of the Northeast Oakville boundary committee.

N. MacNeill spoke to the recent successes of the ASRTS program.

K. Amos spoke to the upcoming events of the Parent Involvement Committee.

4.4 *Director’s Report*

There was no Director’s Report.

4.4.1 *School Generated Funds*

L. Veerman spoke to a report highlighting funds raised by various schools under “School Generated Funds”. The report will be added to the online version of the Board package.

4.4.2 *Full-Day Kindergarten*

M. Zonneveld provided an update regarding the process for selection of Year 4 FDK schools.

4.4.3 *Monitoring Reports*

There were no monitoring reports for consideration.

4.4.4 *Upcoming Items*

Items were highlighted on the agenda.

4.5 *Communication from the Chair*

D. Vrooman commented on recent correspondence.

4.6 *Trustee Questions and Comments*

D. Bower requested an update on the psychological education assessments done to date and future plans.

K. Bateman-Olmstead asked for information regarding an audit re: specialist teachers. A. Collard commented on this issue to be discussed at the upcoming Program and Accommodation Committee. J. Earl asked for clarification regarding the definition of what K. Bateman-Olmstead was referring to as a “specialist”.

D. Bower spoke to the recent Halton Music Showcase and Bowl for Big Brothers/Sisters.

K. Amos spoke to recent and upcoming events at White Oaks Secondary School, and other schools within her jurisdiction.

A. Harvey Hope reported on the recent robotics competition.

Agenda Item 5

M11-0063 K. Lochhead / N. MacNeill

Be it resolved that the Halton District School Board adjourn at 11:06 p.m.

Carried.

..... Recorder

.....Chair



Halton District School Board

Wednesday, April 20, 2011

(Items shaded and/or marked in bold have been completed and will be deleted from the list prior to the next edition.)

ORDER PAPER

Motion #	Resolution	Responsibility
M07-0056	Be it resolved that when remedies for heavily populated schools are next considered, Post's Corners Public School will be included using policies and practices prevailing at that time.	Senior Admin./ Facility Services
M08-0154	Be it resolved that the Halton District School Board encourage all schools to apply for EcoSchools certification by June 2010, or in the case of new schools not yet built, within two years of opening.	Program
M09-0269	Be it resolved that the Halton District School Board grandfather all French Immersion Graded 7/8 students residing in Clearview, to EJ James Public School for the 2010-11 school year, and Grade 8 students residing in Clearview to EJ James for the 2011-12 school year. Be it resolved that the Halton District School Board bus all FI Grade 7/8 students residing in Clearview to EJ James for the 2010-11 & 2011-12 school years consistent with transportation policy. Be it resolved that the dual track French Immersion program at the new school in Clearview, commencing September 2010 as a Grades 1-6 program, will thereafter grow into a Grade 1-8 program during the next two successive years.	Superintendent of Business
M10-0174	Be it resolved that, pending Ministry approval, the Halton District School Board approve a revision to the approved renovations/additions at Maple Grove Public School in the following two areas: <ul style="list-style-type: none"> - incorporation of ceramic tiles for hallways and common areas in the new addition, and - an increase in the contingency account related to this project by \$50,000, making the total contingency budget \$100,000 And that these revisions be funded through use of a portion of reserves.	Superintendent of Business
M10-0184	Be it resolved that, pending the sale of the 2.56 acres of land at McKenzie-Smith Bennett Public School, and pending Ministry of Education approval, the Halton District School Board approve outstanding items from the October 16, 2009 Capital Renewal Request List for McKenzie-Smith Bennett Public School, up to a total of \$185,600	Superintendent of Business / Facilities
M11-0010	Be it resolved that the Halton District School Board appeal the notice of intention by the Town of Oakville to designate Linbrook Public School at 1079 Linbrook Road, issued under Section 29, Part IV of the Ontario Heritage Act.	Superintendent of Business / Planning
M11-0020	Be it resolved that the Halton District School Board provide transportation for students identified in Report 11019, to and from Brookville Public School until the end of the school year; and THAT during this time, the Director of Education bring a report to the Board regarding the criteria applicable to the term "exceptionally hazardous conditions", including the specific safety criteria applied to non-paved pathways, non visible pathways and pathways through wooded areas. <i>Note: Original motion (M11-0019) deferred for three months.</i>	Superintendent of Business / Director of Education
M11-0021	Be it resolved that the aforementioned motion (M11-0026:...."that the Board recommend to the Halton Transportation Consortium that it implement an adjudication process for disputed walking distances") to a Committee of the Whole Board for further discussion	Trustees
M11-0054	Be it resolved that the Halton District School Board name the new elementary school located at 2474 Sutton Drive, Burlington (Orchard #3), John William Boich Public School.	Superintendent of Facility Services
M11-0055	Be it resolved that the Halton District School Board approve in principle the OPSBA Statement of Intent (as appended to Report 11045), and formally join the Coalition for Children and Youth Mental Health.	Chair of the Board
M11-0057	Be it resolved that the Halton District School Board amend the Board Policy relating to the Special Education Advisory Committee (SEAC), to allow Alternates to speak at the SEAC table, even with the respective Association Representative present.	Director of Education

Pending Reports: April 20, 2011

PENDING REPORTS

(Items will be shaded when completed, with a check-mark placed beside the presentation date.)

Motion & Date	Resolution	Presentation Date
M09-0014	Be it resolved that the Director report quarterly to the Board of Trustees regarding implementation, compliance & efficacy of the recommendations/management responses identified in Report 09011, Appendix A. (School Council & School Generated Funds)	April 2010 May 2010 ✓ September 2010 ✓ December 2010 ✓ March 2011
M10-0188 M10-0189	Be it resolved that the Halton District School Board establish a “Good Neighbour” Policy for Oakville and other municipalities as deemed appropriate, and that this policy ensure that neighbours living “next to” and “with-in” the direct vicinity of a Public School Site be consulted at the initial stages of any “new school build” and; Be it resolved that reasonable input from community members be considered prior to the completion of any extensive, costly architectural work.	To Program & Accommodation Committee (September 22) Deferred to December PAC meeting; Board in January/February 2011
M11-0036	Be it resolved that the Board staff be directed to provide a report to Trustees on the cost of IB programming to the Halton District School Board, and that the report include: <ul style="list-style-type: none"> • a comprehensive description of the IB program; • the process and costs involved in becoming an IB Accredited School; • the cost for students to participate in the program by grade; • the cost of providing transportation for students currently in the program (including pre-IB); • and any other costs related to the IB program (including pre-IB) 	April 2011
M11-0045	Be it resolved that the Halton District School Board direct the Director to provide a report of possible actions to substantially reduce the list and waiting times, and the associated cost, including recommendations for sustainability and have the report brought back to the Board for an initial report in March, and a follow-up report following SEAC consultation in early May.	March 2011 ✓ May 2011
M11-0046	Be it resolved that the Director confirm for the Board of Trustees, by no later than May 1, 2011, that all Halton District School Board secondary schools are implementing the annual school year calendar, and in particular the days designated for exams and exam feedback to students, in a way which fully enables our commitment to student success and in accordance with the requirements of the Education Act.	May 2011
M11-0059	Whereas early intervention is important to the success of all students, be it resolved that the Halton District School Board direct the Director to provide a report on <ul style="list-style-type: none"> • interventions provided prior to formal assessment, including remediation and intervention strategies at the classroom, school and system level • a gap analysis and recommendations with associated costs to implement the recommendations • the aggregate ESAT results of Grade 1 and 2 students who have been identified as NYR (Not Yet Ready) or Level 1. And that the report be brought back to the Board no later than the end of September 2011.	September 2011



Halton District School Board

Report Number: 11060
Date: April 4, 2011

INCIDENTAL INFORMATION

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

FROM: Jennifer Jenkins, Project Manager

RE: Active and Safe Routes to School (ASRTS) Project

Background

In June 2009, trustees approved the recommendations of *Report 09122: Active Safe Routes to School*. This report detailed the results of the pilot project between the Halton District School Board (HDSB) and Halton Region Health Department for the Board of Trustees and recommended the expansion of the program to 25 schools.

In September of 2009, a new project commenced with a completion date of December 2010. Upon project completion, 23 Halton District School Board schools and 5 Halton Catholic District School Board (HCDSB) schools implemented the ASRTS program with particular emphasis on the walking school bus initiative.

Project Goals

1. To assist 25 elementary/middle schools to get their students walking to school
2. To support the implementation of the *Active and Safe Routes to School (ASRTS)* program in 20 Halton District School Board elementary/middle schools and 5 HCDSB elementary/middle schools.

Project Results for the Halton District School Board

- 28 elementary/middle schools engaged in ASRTS projects, including pilots at five Catholic schools
- ASRTS Project Manager seconded until December 2010
- A total of 33 walking routes were established. 30 walking school busses were organized to run once a week (*Walking Wednesdays*), and 3 ran every day of the week. Due to boundary changes at two schools, two routes were eliminated on September 2010
- A total of 22 walkabouts took place (to assess route safety and infrastructure)
- 22 walkabout reports were written generating 66 action items (i.e.: crosswalk line painting, erecting signage, street safety education and curb cuts, to name a few) with a 94% completion rate. Halton District School Board, Halton Police Services and the four municipalities completed the action items
- 23 schools implemented Walkabouts, Walking Wednesdays and Walking School Buses. 12 implemented Anti-idling Campaigns. In addition many active transport events and competitions occurred
- At least 13,037 students and staff received ASRTS messaging (34% of Board elementary students). School promotion included newsletters, presentations to parent councils, bulletin boards, PA announcements, flyers and displays at 'meet-the-teacher' nights
- The following evaluation techniques were applied: student surveys (twice), traffic counts (3 counts) and case studies (2 schools)
- At least 940 students used the Walking School Bus; many others (especially older students) walked independently (these independent walkers were not counted). Student surveys showed an increase in active transportation after only seven weeks of implementation

- Traffic was decreased at two schools after four weeks of implementing the walking school bus. Orchard Park, by 31% and John T Tuck by 24%
- There was clear evidence of parental and student satisfaction with the program: informal positive feedback from teachers/administrators; positive feedback from parents (“I truly enjoy the walking school bus...I really look forward to Wednesdays – it's the highlight of my week. Great program!”) – comments from a parent at Sam Sherratt P.S.
- Implementation of a comprehensive communication plan (larger community focus) resulted in numerous media stories positively highlighting Halton District School Board’s work on student active transportation. Coverage appeared in all four local municipalities and Toronto Star (including a “Laurel”); 2 national TV placements (CBC/CTV); editorial and article in Hamilton Spectator; multiple blog postings; Halton program highlighted on web sites including the New Zealand government’s web site

Project Results for the Halton Catholic District School Board

- In January of 2010, HCDSB joined the project with five schools. All five schools implemented the ASRTS program. Walking school busses were established with one school opting not to run a bus. Implementation ran from October 2010 to the end of November 2010.

Additional Notes

- Three principals/VPs who were either involved in the pilot project (2008) or the 2009-2010 project and moved schools, brought the ASRTS program with them, while the new principal at the school, maintained the program
- Consultation provided provincially, nationally and internationally (to other school boards, NGO’s and government agencies)

Implementation Challenges

Certain initiatives require more work than others. The initiative, which produces the best results and changes in active transport behaviours, is the *Walking School Bus* (WSB). Challenges identified by schools when implementing this initiative were the following:

- Difficult for single administrator schools due to number of staff and competing priorities
- Parent or other volunteers are difficult to find
- Some volunteers express concern about potential liability and the added responsibility for others children. This challenges recruitment.
- Teachers can lead WSB, but this is not sustainable
- Some WSBs reported limited uptake (5 students) despite promotional efforts. Some communities were ready to embrace this initiative and other initiatives should be employed instead to create readiness and uptake such as walking events and Walking Wednesdays
- Student led WSB are not practical, as student dedication and reliability is not guaranteed
- Active transportation decreases as the weather cools
- Parents are reluctant to allow children to walk unless there is an adult present

Future Sustainability Challenges and Responses

Challenge	Responses
Keeping it 'on-the-radar' for schools	Support continued implementation through the placement of ASRTS in the Board Operational Plans and School Improvement Plans.
Identifying a person or group to lead the work and support the schools, to keep the momentum going and consistency in practice	Possibility of district support staff member overseeing the program
Creating supportive environments for active transportation	All departments need to work in unison: facilities: builds school conducive to active transportation, communications: promotes active transport, schools: adopt ASRTS initiatives, research: provides spot-checks to report back on outcomes, school programs: amalgamates active transportation with curriculum, and planning: works towards 100% walk-to-schools
Relying on volunteers to run walking school buses	Volunteer's recruitment is difficult and commitment can be unreliable and non-guaranteed. If financially feasible, consider a paid position which could be plotted and evaluated for outcomes
Responding to parental requests to provide bussing or to limit walk distances can deter active transport efforts	Stay firm to policy and employ ASRTS programming instead. Use communications to promote the benefits of active transport

Conclusion

Two ASRTS projects have been completed. Both have positively impacted active transport behaviours in students by either influencing those who did not previously use active transport to do so and supporting those who did walk or bike to school to continue to use various modes of active transport

The benefits derived from implementing the ASRTS program are numerous and far-reaching. It reduces automobile traffic at the schools, improves air quality, increases student safety, provides opportunity for socialization, community engagement and nature interaction, and increases physical activity levels, an intervention connected with improving student academic performance.

The Halton District School Board has been recognized locally, provincially, nationally and internationally for their progressive stance towards active transportation.

Recommendations

Active and Safe Routes to School should be organizationally aligned from project to program within the context of the Board's 2011-2012 Operational Plan. The goal of this alignment is to ensure the continuation of the program's initiatives within Halton District School Board elementary schools.

1. These initiatives should be sustained at the school level
2. The Support for *Active Transportation* may be considered in the development of the 2011-2012 Strategic Plan and Operational Plan
3. The current program implementation should be simplified for ease of application.

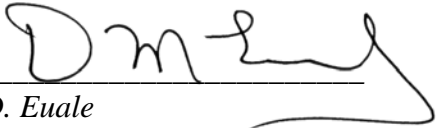
It should be noted, to create a culture of active transportation, schools can choose any of the eight initiatives. During the project, all schools implemented walking school busses, a labour intensive initiative. However, starting with another initiative (listed below) can be simpler and easier and will help to build towards the eventual goal of implementing a walking school bus.

Eight initiatives of Active and Safe Routes to School

- Walking School Bus
- Walking Wednesdays
- International Walk to School Day/Week
- Classroom Mapping
- Walk a Block
- Neighbourhood Walkabout
- Walking Buddies
- No Idling at school

Respectfully submitted,

Jennifer Jenkins
Project Manager, ASRTS



D. Euale
Director of Education

APPENDIX 1: Project Schools

Table 1: Phase I: Project Schools 2009-2010 School Year

Returning Pilot Schools	New Schools: Operating	New Schools: (to open 2010)
Alexander's	Charles Beaudoin	P. L. Robertson
Sam Sherratt	Pilgrim Wood	
Mackenzie-Smith Bennett	Montclair	
Maple Grove	Munn's	
Hawthorne Village	Joshua Creek	
	Orchard Park	
	Robert Little	
	Falgarwood	
	Sheridan	
	Gardiner	
	John T. Tuck	
	Mohawk Gardens	

Table 2: Phase II: Project Schools Fall 2010

Schools who exited June 2010	New Schools who joined the project Spring 2010	New Schools who joined the project Fall 2010
Mohawk Gardens	Palermo	Park
Alexander's	James W. Hill	Tiger Jeet Singh
Mackenzie-Smith Bennett	New Central	
Munn's		



Halton District School Board

Report Number: 11059

Date: April 12, 2011

INCIDENTAL FORMATION

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

FROM: J. Blackwell, Superintendent of Education (Program)

RE: Student Re-engagement Initiative

Background

The Ministry of Education's Student Re-Engagement Strategy, is a Student Success initiative with the goal of re-engaging the students who have left our schools before acquiring their Ontario Secondary School Diploma. Through the Ministry's Student Re-engagement (12 and 12+) initiative, school boards were directed to contact students who have either left school or have not been attending. The goal was to re-engage them in their studies to complete their OSSD by June 30, 2011 and improve the graduation rate for Boards across the province. Funding was provided to the board to support programs for these students once they return.

During the course of the 2010-2011 school year HDSB has created and implemented an Early Leavers Initiative strategy to reach out to these students, understand their experience and aspirations and engage them in the programming they require to successfully earn their high school diploma.

The first phase of the current Early Leaver Initiative, focused on students who left our system October 2009 through September 2010. Our board strategy targeted those students who are under 21 years old and within 5 credits of graduating. The Halton District School Board hired an "Early Leaver Counsellor" in 2010 – 2011 to do this work. The counsellor worked with our school's student success, guidance, special education and social workers staff to re-engage students back into the system by providing educational counseling and programs.

Phase two of this initiative focuses on students leaving our system in the current 2010-11 school year. The demands to serve the Early Leaver population required additional counselling support, which was put in place January 2011. Our Early Leaver counsellor, working closely with school staff, provides immediate re-engagement opportunities for our students.

The accompanying report will provide an overview of the progress we are making with the HDSB students who have been identified as early leavers and the efficacy of the re-engagement strategies we are using.

Respectfully Submitted

Jeff Blackwell
Superintendent of Education (Program)

David Euale
Director of Education

Halton District School Board
Student Success & Pathways

Student Re-Engagement Strategy:
HDSB Early Leaver Project



Executive Summary, April 2011



HDSB Student Re-Engagement Strategy Executive Summary - April 2011

Background

This is an executive summary that provides an update on our HDSB Student Re-Engagement Strategy, a ministry-driven Student Success initiative with the goal of re-engaging the students who have left our schools early, thereby increasing the graduation rate. This year each board is required to create a strategy to reach these students and engage them in the programming they require to successfully earn their high school diploma. The HDSB has been re-engaging students this year through our Early Leaver Project.

As of October 2009, the Halton District School Board had approximately 1000 students under the age of 21 who have left high school prior to graduating. Our student success teachers, guidance counsellors and school teams work to track and monitor these students who are under the age of 18 and have left. The Ministry "Taking Stock" initiative requires that our schools monitor those students who have been determined to be "at-risk" of not succeeding and create a report each year on the progress of these students.

Our HDSB Student Strategy

Through the first phase of the current Early Leaver Project, we have created a board strategy to target those students who are under 21 years old and within 5 credits of graduating as of September 2010 when they left school. The Halton District School Board hired an Early Leaver Counsellor in 2010 – 2011 to reach these students with the support of our schools, by contacting the target group of students and providing opportunities to re-engage in our school system. This has allowed us to do the following:

- Create a manageable project and focus our resources on those who we have the greatest chance of re-engaging
- Gain valuable experience and an understanding of the effort required to engage each student, allowing us to create a strategy for reaching the larger, more hard-to-serve population
- Inform the support and resources required in our schools to provide proactive approaches and program opportunities that will engage these students while they are still in school

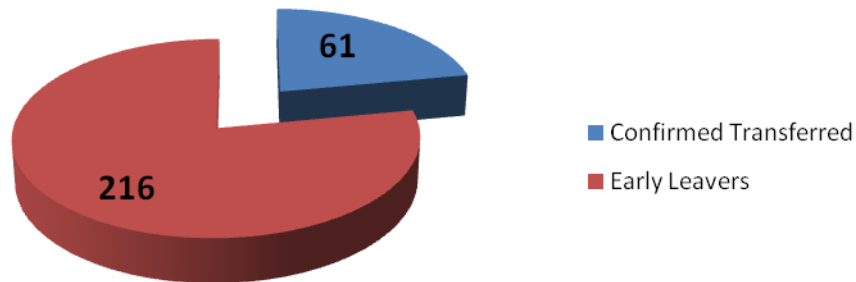
This report will provide an overview of the progress we are making with the HDSB students who have been identified as early leavers and the efficacy of the re-engagement strategies we are using. The current executive summary will focus on three parts:

- Key demographics of the HDSB students who are under 21, within 5 credits of graduation and have left early
- A progress report with specific details on those students who have since graduated or have re-entered our system, identifying those who were re-engaged through our strategy and graduation requirements that have been met or still need to be completed

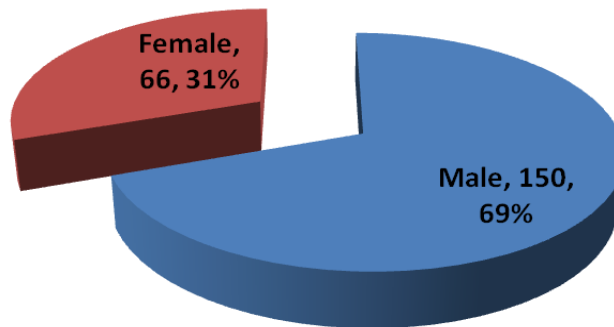
- An update regarding next steps and actions that have been taken to work with our remaining early leavers

Phase One: Key Student Demographics - Early Leavers Within 5 Credits of Graduation

In the initial data set, 277 students were identified by trillium within 5 credits of graduation and leaving school between October 2009 and September 2010. After following up with schools, contacting parents and students, and the eventual transfer of Ontario Student Records, we have confirmed that 61 of those students have transferred to another school board or are attending school elsewhere. The following graph illustrates our work to identify our target group of students who have in fact left high school prior to graduation.



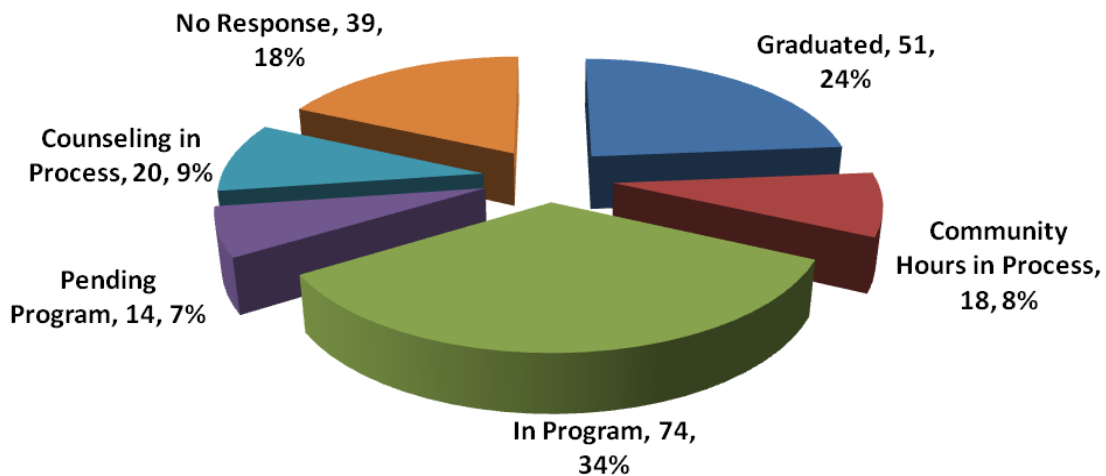
A gender analysis established a much larger population of males who were identified in our target group of early leavers. Again, it is difficult to understand the extent to which gender affects leaving school early without looking at the larger population of early leavers (approximately 1000 that were identified earlier) and comparing existing gender ratios in each school.



Identifying that the majority of our current target group in phase one are males has allowed us to create our strategy appropriately. We also analyzed a number of other demographic factors, such as age and credit accumulation and used this knowledge to identify potential programs that would be most beneficial for these students.

Phase One Progress: Re-Engagement of our Students

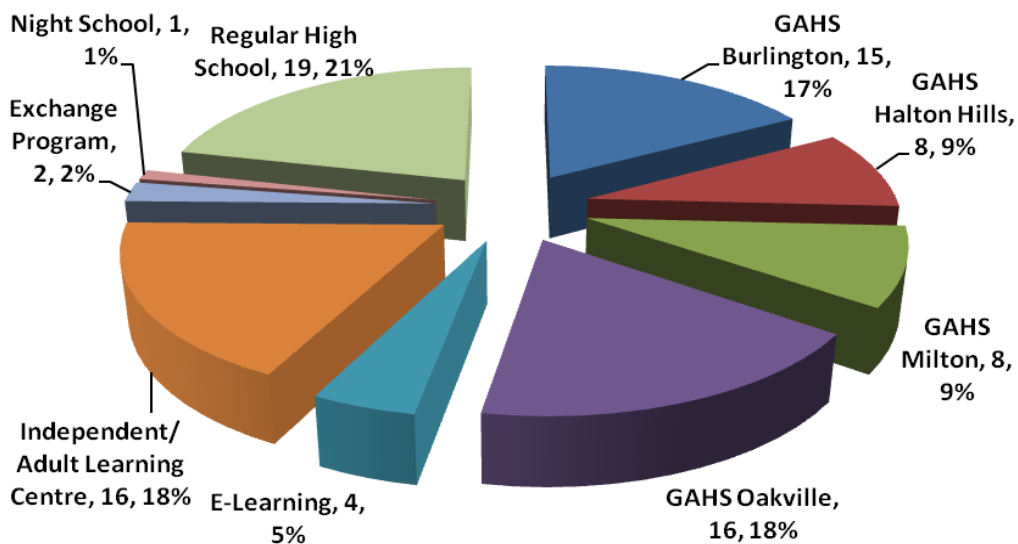
Our Early Leaver Counsellor (ELC) that has been hired to work with our identified group of students has had a number of successes in re-engaging a significant number of our students, as per the graph below.



51 or 24% of our target group of students have graduated since we initiated our early leaver strategy. At least one third of these students had no contact with our school system prior to being re-engaged through contact with our ELC. A number of these students (18 or 8%) are now working on accumulating their community hours as the only requirement needed to graduate. Another 13 students in this similar situation (currently counted in our No Response category on the chart above), have been contacted to encourage them to complete their community hours.

The remaining 134 students in our Phase One data require between 1 and 5 high school credits to graduate. Over half (55%) of these students have been re-engaged into school programming, either in an alternative location or in regular high school and are now working towards their diploma. Another 34 students are either pending enrolment in a program or are currently being counselled by our ELC into a program option. This leaves only 18% or 39 students in our target group that we have been unable to contact and encourage to re-engage in school.

Our students have been re-engaged by enrolling or pending enrolment in the programs illustrated by the chart below.

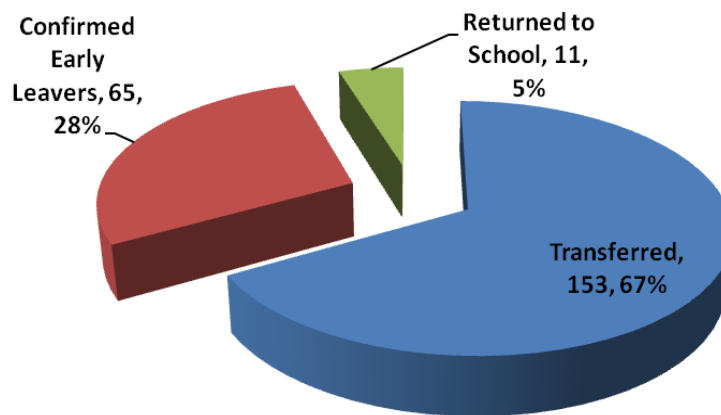


Majority of the students (47 or 53%) who have been re-engaged in programming are attending an alternative education setting at Gary Allan High School in various locations. 16 of these students are enrolled at an Independent or Adult Learning Centre. A significant number of students (21%) are now attending regular high school in their home school or another school in our board.

Phase Two Implementation

The Early Leaver Project has been a tremendous learning experience for those of us who have been involved. In January we quickly realized that one Early Leaver Counsellor was not sufficient to serve the population of students who were identified in our data. Therefore, using a more proactive approach, we hired a second Early Leaver Counsellor to work with those students who were not returning to school for second semester by providing an immediate re-engagement opportunity.

229 students had been identified in this new data set and schools and students have been contacted appropriately to determine which students have actually left school early, as opposed to transferring to another school as per the chart below.



67% (153) of these students have been confirmed as transferring to another school, while 11 of the identified students returned to school in second semester.

Currently, our new Early Leaver Counsellor is in the process of contacting the 65 confirmed early leavers to create a re-entry strategy. These 65 students differ from those we have been already working with, due to the fact that they are the total number of HDSB students that have left school in second semester, rather than just those who are within 5 credits of graduating.

The Work

Working with these students has been a significant time investment and effort for our Early Leaver Counsellor. Majority (71) of the students have been contacted at least two times, with several students being contacted as many as 13 - 15 times. This has been a fairly complex and involved role, which requires an ELC with a strong counselling background and knowledge of the system to be successful.

Feedback from Our Parents and Students

Overall, our Early Leaver Counsellor has had an extremely positive response from students and parents, regarding our student re-engagement strategy. They feel that the contact is focused on re-engaging students in a fresh start, regardless of what happened in their previous school experience. They appreciate that someone is making the connection to help them get back on track. In conversations and stories, parents are responding that schools have tried their best with their children and were very positive about their experience with our schools.

Key Recommendations and Next Steps

I. Larger Population of Early Leavers

We will be re-visiting the data of the larger group of early leavers who are not within 5 credits of graduating. We had identified approximately 1000 students, 300 of which were our target group for the current year. We can infer from what we learned in the current research that approximately 20 - 30% of these students have transferred to another school system. Therefore, we potentially have 300 - 400 students who we can re-engage through the work of our high schools through Student Success and our board investment in Early Leaver Counsellor(s) positions.

II. Exit Process for Students who Leave our High Schools

Examining the data and working with the students has established the need for a standard exit process for students leaving our high schools. This would help us better understand the needs that were not met in our current system and how we can re-engage them. Standardizing the process for recording information in Trillium on early leavers will also assist us in using the data to create an efficient strategy.

III. Board Support for Student Re-Engagement Strategy and Early Leaver Counsellor Position(s)

Overall, the HDSB Early Leaver Project has been a huge success in re-engaging a number of students and providing a fresh start to work towards their high school diploma. The funding created by the number of students who return to high school will likely provide the funds to sustain an Early Leaver Counsellor position while we are creating the appropriate strategies to work with our students. We recommend that as a board we use the information, experiences and insight we have gained from this project to determine the support and resources required in our high schools to be proactive and help these students prior to leaving. We believe that this experience will help us make our high schools a better place with more opportunities for all of our students.



Halton District School Board

Report Number: 11058

Date: April 12, 2011

INCIDENTIAL INFORMATION

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

FROM: Lucy Veerman, Superintendent of Business Services
Jeff Blackwell, Superintendent of Education (Program)

RE: International Baccalaureate Program

Background

At the Board meeting of February 9, 2011, the following motion was approved:

Be it resolved that Board staff be directed to provide a report to Trustees on the cost of IB programming to the Halton District School Board, and that the report include:

- *a comprehensive description of the IB program*
- *the process and costs involved in becoming an IB Accredited School;*
- *the cost for students to participate in the program by grade (including pre-IB);*
- *the cost of transportation for students currently in the program;*
- *and any other costs related to the IB program.*

Situation

The International Baccalaureate (IB) Program is a multi-disciplinary program that is recognized nationally and internationally as a top university preparation program. Students who successfully complete the IB program have this designation recognized on university applications.

Schools must undergo a rigorous application process in order to be receive IB accreditation. IB curriculum is recognized all over the world and IB standards are universal across all IB World schools. As a result, an IB Diploma graduate may receive a higher level of university acceptance and possibly greater scholarship potential. Some universities may offer credit for first-year university courses.

The curriculum and pedagogy of the IB program focus on international perspectives of learning and teaching, while insisting that students fully explore their home culture and language. Students will learn about “global perspectives” within the program.

The IB Diploma Program is completed during the students’ final two years in Secondary School (grades 11 & 12). To be eligible for an IB Diploma, candidates are to take a subject from each of the six groups of the Diploma Program, as well as complete three requirements of the hexagonal core – the Extended Essay, the Theory of Knowledge (TOK) course, and a community involvement aspect called Creativity, Action and Service (CAS).

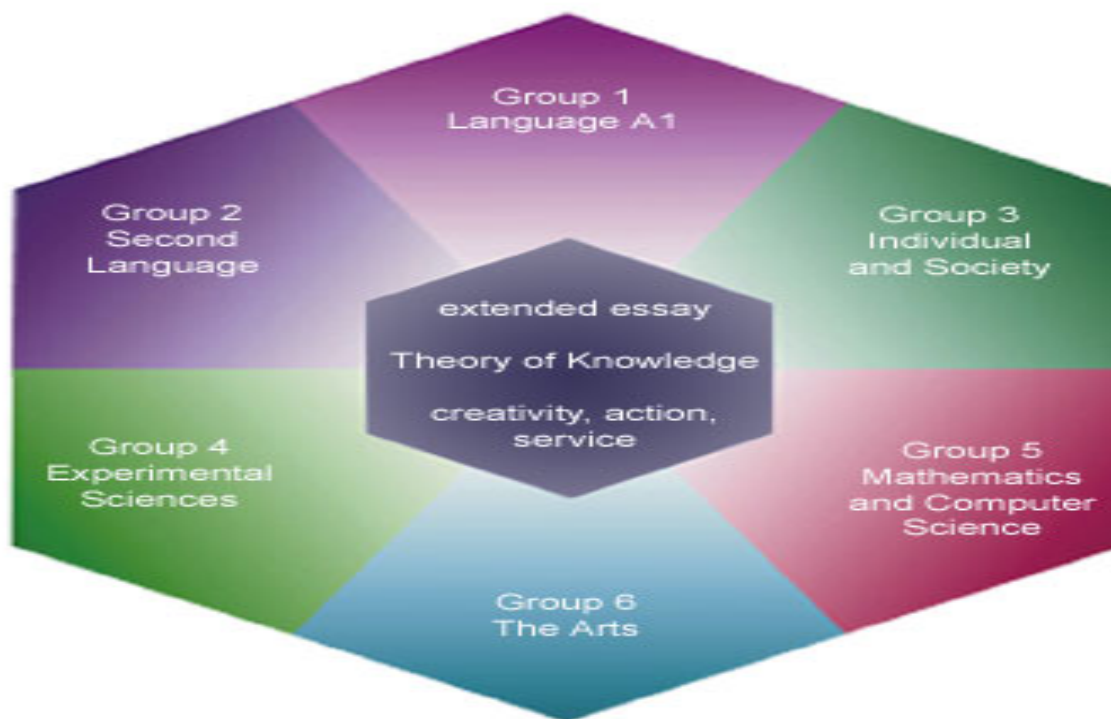
The Extended Essay is a 4,000-word essay supported by original research, on a subject of the student’s choice. This provides students with the opportunity to develop skills for in-depth independent research and writing skills expected at university.

The Theory of Knowledge is an interdisciplinary course that challenges students to question the basis of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyze evidence that is expressed in rational argument.

The Creativity, Action and Service (CAS) component encourages students to share their energy and special talent with others through experiential learning. Through this learning the student has the opportunity to hone their skills in self-reflection, self-discovery and find the balance between academia and extra-curricular activities which allows them to grow as a whole person. This component deepens their learning and is designed to raise students' awareness of community needs and builds confidence in their ability to bring about change. Students complete 150 hours of activities that reflect creativity, action and service.

Some schools allow students to earn IB certificates by completing individual IB courses, not the entire program.

International Baccalaureate Diploma Program Schematic



The Halton District School Board also offers the Accelerated Learning Program (ALP) in our IB locations. The Accelerated Learning Program is often referred to as Pre-IB. The ALP is a preparatory program for students in grades 9 and 10 who wish to pursue the IB diploma program. The ALP is a disciplined approach which is designed to prepare students for the demands of the IB diploma program in grades 11 and 12. In grades 9 and 10, the courses taken by ALP students are also considered as credits towards the Ontario Secondary School Diploma. The courses taken by Grade 11 and 12 IB students also count toward the OSSD.

Admission to the ALP at the grade 9 level is open to students eligible for academic programming and demonstrating strong academic skills/achievements. Students participating in the ALP will:

- maintain superior academic achievement
- be self-motivated
- show a keen interest in international studies
- grasp new information quickly, retain and apply it
- show commitment to community service
- demonstrate creativity

The following Halton District School Board schools offer the ALP and IB program

	Year of Accreditation	2010/2011 Enrolment Grade 9 (ALP)	2010/2011 Enrolment Grade 10 (ALP)	2010/2011 Enrolment Grade 11 IB	2010/2011 Enrolment Grade 12 IB
White Oaks Secondary School	2006/2007	173	131	85	46
Robert Bateman High School	2000/2001	105	64	43	17
Georgetown District High School	2006/2007	68	54	18	32

Application Process To Become an International Baccalaureate School

Schools wishing to offer an IB program must be authorized by the International Baccalaureate Organization. The cost of the application is approximately \$11,000 US per school (Intent to apply \$6,500; Application fee \$4,500). The authorization process is the same for all schools and has been designed to support schools in:

- making the decision to become an IB World School
- understanding the nature and requirements of the IB program
- defining their readiness to implement the program
- planning to sustain the program in the long term

The authorization process has a number of phases each of which has distinctive objectives and generally takes two to three years from intent to apply to approval. To qualify to offer the IB program schools must provide evidence of readiness in several areas:

- staff certification and qualifications
- ongoing commitment to staff development
- teacher & student timetables to support the IB program
- school facilities: number of science labs, computer labs, access to technologies/art studios/music rooms
- Library collection
- Bilingual resources
- Expectations of administrative support / staff leadership
- School's philosophy / rationale for IB program
- Student and community interest in IB

Costs For Students To Participate in the International Baccalaureate Program

All three HDSB schools charge \$1200 per year for each of the grade 11 and 12 years of the diploma program. There are no fees for the grade 9 and 10 ALP courses. Currently, Georgetown and Bateman offer certificate programs in addition to the diploma program at a cost of \$300 for Standard Level (SL) courses and \$500 for Higher Level (HL) courses. WOSS plans to offer certificate programs starting in 2011. Tuition fees cover the cost of exams, including shipping costs to send the exams to examiners/moderators. It also covers the costs associated with teacher training, workshops, textbooks, enrichment opportunities (such as contests), and materials such as chemicals, specimen for dissection, specialized equipment that is not required for the Ontario curriculum.

Many students will chose to buy a graphing calculator for their math courses. The cost can vary between \$80 and \$200 depending on the make/model selected. Although textbooks are supplied by Board, many students choose to purchase their own copy in order to retain a copy after completion of the course. Costs for books vary from \$8 (for an English novel/play) to \$80 (for math or science textbooks).

Cost of Transportation For Students Currently In the Program

An analysis was conducted to estimate the cost of providing transportation for students that are currently attending the ALP (grades 9 & 10) and the IB (grades 11 & 12) program at Robert Bateman, White Oaks and Georgetown District High School. Based on the parameters identified in Appendix A, the estimated cost of providing transportation is approximately \$495,000 annually.

Licensing and Staff Training Costs

The annual licensing fee is approximately \$11,600 per location.

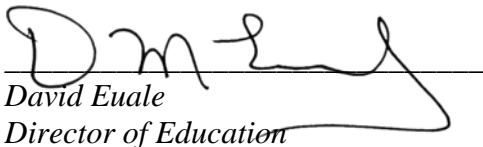
Teacher, coordinator and administrator training programs cost \$1 800 per participant. Halton schools endeavor to send teachers to training in the GTA to minimize costs however training sessions are not always available locally when needed. The costs for training can be as high as \$3 000 if Halton staff need to travel elsewhere in Canada or the US. Training programs include general information on the philosophy of the IB program and its components. Teachers, coordinators and administrators gain detailed understanding of the IB curriculum as well as the evaluation and moderation processes. They receive access to various IB forums and resource materials needed to support students and the program and have the opportunity to network with other staff from other IB schools.

Respectfully Submitted



Jeff Blackwell
Superintendent of Education (Program)

Lucy Veerman
Superintendent of Business Services



David Euale
Director of Education



Halton Student Transportation Services/ Service de transport des élèves Halton

TO: Lucy Veerman
Superintendent of Business, HDSB

FROM: Karen Lacroix
General Manager, HSTS

DATE: March 18, 2011

RE: International Baccalaureate (IB) and Pre-IB Transportation Impact Study

Background:

A transportation cost analysis was undertaken to ascertain the estimated cost to provide transportation for students currently attending the Pre-IB (grades 9-10) and the IB (grades 11-12) program at Robert Bateman H.S., White Oaks H.S. and Georgetown District High School.

The cost analysis was undertaken based on the following parameters:

- Eligibility criteria for transportation is based on current policy of 4.0 km;
- The start/end times at the schools remain the same;
- The maximum number of students assigned to each bus run is 48 persons (2 students in each seat);
- Robert Bateman and White Oaks bus routes service two schools in the morning and two schools in the afternoon, this is considered a double 'run' bus route;
- Due to the large rural catchment and travel time, Georgetown District bus routes service one school in the morning and one school in the afternoon this is a single 'run' bus route;
- All students attend their 'designated' IB program school (based on the student's residential address and the current secondary school boundaries);
- A morning and afternoon run is required to transport students to and from school;
- The cost of a run, consisting of a morning and afternoon trip is \$22,500.;
- The daily cost of a bus route is \$45,000.;
- Student counts were based on data provided by the Halton District School Board.

The number of additional bus runs that will be required and the estimated cost associated at each host school is outlined on the following pages:

1. Robert Bateman

Currently there are 150 students who reside in the IB catchment area for Robert Bateman that, based on the above listed parameters, would qualify for transportation.

- Five (5) bus runs on double run routes would be required to provide this service;
- The estimated cost to provide IB program transportation at Robert Bateman H.S. is \$112,500.

2. White Oaks H.S.

Currently there are 204 students who reside in the IB catchment area for White Oaks that, based on the above listed parameters, would qualify for transportation.

- Five (5) bus runs on double run routes would be required to provide this service;
- The estimated cost to provide IB program transportation at White Oaks H.S. is \$112,500.

3. Georgetown District H.S.

Currently there are 162 students who reside in the IB catchment area for Georgetown District that, based on the above listed parameters, would qualify for transportation.

- Six (6) bus runs on single run routes would be required to provide this service;
- The estimated cost to provide IB program transportation at Georgetown District H.S. is \$270,000.

Conclusion:

Based on the previously stated parameters, the estimated cost to provide transportation for students currently attending the Pre-IB and IB programs at Robert Bateman H.S., White Oaks H.S., and Georgetown District H.S. would be approximately \$495,000. annually.

In addition, consideration should be made regarding potential future enrolment increases and associated additional transportation costs should transportation be extended to include the Pre-IB and IB program students. It is not possible to provide an estimate of future transportation costs at this time.

Respectfully Submitted,



Karen Lacroix
General Manager



Halton District School Board

Report Number: 11061

Date: April 5, 2011

INCIDENTAL INFORMATION

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

FROM: Gerry Cullen, Superintendent of Facility Services

RE: Capital Update – April 2011

As per the schedule to report on capital projects, please find attached the chart showing recent activities in this regard for March.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read 'Gerry Cullen', written over a horizontal line.

Gerry Cullen
Superintendent of Facility Services

A handwritten signature in cursive script, appearing to read 'David Euale', written over a horizontal line.

David Euale
Director of Education

Capital Projects

Updated: Apr. 5, 2011

Bolded notes indicate changes.

School & Project Description	Pupil Places	Site Purchased	Permit Status				Construction (Tentative)		Start Date (Tentative)	Completion Date	Update Comments
			Site Plan (SPA)		Bldg. (BPA)		Tender	Award			
			Submt'd	Rec'd	Submt'd	Rec'd					

New School Construction

ERA108 (Orchard #3) PS (Peter Hossack Arch.)	704	Yes	Jan 24-10	Sept.10-10	June 1-10	Sept 15-10	Phase 1 = Mar. 10 Phase 2 = Close Aug. 19	Phase 1 = Apr. 10 Phase 2 = Sept.-10	Sept.20-10	Aug.-11	Interior mechanical and electrical underway on 1st & 2nd floors. Window installations underway. 1st floor 90% complete. Roof joists 99% complete. Site servicing complete . Roofing and brick masonry underway .
SRA105 (Milton #1) HS (Allen & Sherriff Arch.)	1200	Yes	Apr. -10	Dec 17-10	Apr.6-10	Dec 17-10	Apr. 6-10, close May 6-10	July 8-10 Percon Construction Ltd.	Sept.-10	Sep-11	Concrete forming of 1st floor walls and columns ongoing. 2nd floor deck over shops and underground electrical and mechanical ongoing. 2nd floor columns and floor deck underway.
SRA101 (Alton) HS (Svedas Koyanagi Arch.)	1200	Yes	10-May	Apr.2011 (tent.)	Jan-11		Apr.2011 (tent.)	Jun.2011 (tent.)	Jul.2011 (tent.)	Aug-12	Legal and operational agreement is being prepared for the City/Library & HDSB. Achieved cost savings to get within budget. Conservation Halton permit approval process is delaying site plan and building permit approvals.
SRA103 (West Oak) HS (Peter Hossack & Assoc. Architects)	1200	Yes	10-Feb		Sept 29-10	Nov.-10 (tent.)	Nov. -10	Jan.-11	Jan.-11	Sept.-12	Working through final stages of permits.
ERA109 (Alton) PS (Snyder & Assoc.)	704	Yes	Apr. 8, 2011 (tent.)		TBA		Sept 2011 (tent.)	Oct. 2011 (tent.)	Oct 2011 (tent.)	July-12	Working drawings at 20%.

Addition and Renovation Projects

GDHS Additions & Reno's (Snyder & Assoc.)	Add 150	Own	Phase 2, Jan 29-10		Sept. 30-09	Phase 2, Dec. -09	May-09	Percon Constru	Jul-09	Aug. 15-10	Contractor completing work shortages, 99% complete . Painting of existing corridors, doors 85% complete . Upgrade of existing H/C lift 80% complete .
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School & Project Description	Pupil Places	Site Purchased	Permit Status				Construction (Tentative)		Start Date (Tentative)	Completion Date	Update Comments
			Site Plan (SPA)		Bldg. (BPA)		Tender	Award			
			Submt'd	Rec'd	Submt'd	Rec'd					
New Central PS (PARC) (BJC Architects Inc)	Add 89 (PARC)	Own	Feb.-10	Aug.11-10	May-10	August 12-10	Apr-10	May 13-10 PM Contracting Ltd.	Aug. remobilized	Mar. 11-11	Exterior masonry 99% complete. Window installation 95% complete. Interior finishes 60% complete. Exterior flashing outstanding. Topcoat of asphalt to be completed and exterior grading and landscaping to be completed, weather permitting. H/C washroom underway. New classroom windows in Rm. 10 underway.
Maple Grove PS (PARC) Svedas Koyanagi Architects Inc.	Add 248 (PARC)	Own		10-Oct	May-10	Oct-10	May-10	June-1 10 PM Contracting Ltd.	Oct 19-10	Aug-11 (tent)	Maintaining the construction schedule. Good communication and cooperation between school staff and contractor on weekly activities. Addition shell is closed in. Preparing to pour slab on grade in the interior.
Rbt. Little PS (MMMC Architech Inc.)	Add 60 (ELP)	Own	N/A	N/A	Apr. 2011 (tent)		April 2011 (tent)	May 2011 (tent)	July 2011 (tent)	Aug 2011 (tent)	Working drawings 50% complete. April 1st tender call is on schedule.
FDELK - Regional Renos & Additions (Various schools, will be listed separately once details of each project are known)										Aug. 12, 2011	Closed tenders on appointment of architects. Scope of work at 19 schools to be developed.
Completed Projects											
Brant Hills PS 2 Classrm. Add'n (Peter Hossack)	Add 46	Own	N/A			Apr-09	Apr-09	May-09 Design 4 Construction	June 30-09	Sept.04-09	Project complete.
Kilbride PS (PCS) 2 Classroom Add'n (BJCArch.Inc.)	Add 46	Own	Mar5-09			June 30-09	Apr 21-09	May-09 Sax Construction	Jun-09	Oct-09	Project complete

School & Project Description	Pupil Places	Site Purchased	Permit Status				Construction (Tentative)		Start Date (Tentative)	Completion Date	Update Comments
			Site Plan (SPA)		Bldg. (BPA)		Tender	Award			
			Submt'd	Rec'd	Submt'd	Rec'd					
Montclair PS - Additions & Reno's (Peter Hossack)	Add 152 (PARC)	Own	09-Apr			09-May	09-Jan	Mar-09 P.M. Contracting	09-Mar	09-Sep-10	Project Complete
Lakeshore PS- Addition & Reno's (Graff Grguric Arch.)	Add 46 (GPTL)	Own	Dec.-08			Mar.-09	Feb.-09	Mar.-09 TRP Construction	Jun-09	Dec.-09	Project complete. .
Mohawk Gardens PS (PCS) 4 Classroom Add'n (Peter Hossack Arch.)	Add 92	Own	issued #535-029/09			issued #09004809	Apr 30-09	May-09 TRP Construction	May-09	Nov. 20-09	Complete.
Gardiner PS (LEED Silver)	600	Own	yes			yes	yes	yes	Mar. 1-08	Dec.-08	Received LEED Approval
Escarpment View PS (Svedas Koyanagi Arch.)	704	Yes	Dec-08			Dec-08	Sep-08	Oct-08 STF Construction	Nov.-08	Feb. 1-10	Project Complete
PL. Robertson PS (Snyder & Assoc.)	704	Yes	Dec-08			Dec-08	Sep-08	Oct.-08 Pre-Eng Contracting Ltd	Nov.08	Christmas-09	Project Complete
Charles R. Beaudoin PS- 10 Classroom Addition (Snyder & Assoc.)	Add 230	Own	Apr 9-09	Sept. 30-09	June 3-09	Jun 8-09	Sep.-09	Oct.-09 TRP Construction	Nov.-09	Jul-10	Project Complete.
Bruce Trail PS- 10 Room Addition (Svedas Koyanagi Arch.)	Add 230	Own		Aug.-09		Jun 30-09	Sep.-09	On hold	On hold	TBA	Project cancelled.
Tiger Jeet Singh PS (Snyder & Assoc.)	704	Yes	Sept-08	Sept. 30-09	Mar 23-09	Oct-09	May-09	Everstrong Construction	Oct.-09	Aug-10	Project Complete.
Portable Relocations 2010						Jul-10	Jun-10	Jun-10	July 5-10	Aug.15-10	All installations complete.
Palermo PS (Allen & Sheriff Arch.)	704	Yes	May 22-09	Sept.15-09	July 28-09	Nov.17-09	Aug 04-09	Sept. 22-09 Melloul Blamey Construction	Oct.-09	Aug. 30-10	Complete.

School & Project Description	Pupil Places	Site Purchased	Permit Status				Construction (Tentative)		Start Date (Tentative)	Completion Date	Update Comments
			Site Plan (SPA)		Bldg. (BPA)		Tender	Award			
			Submt'd	Rec'd	Submt'd	Rec'd					
James W. Hill PS (Peter Hossack & Arch.)	506	Yes	May 6-09	Sept 15-09	Aug.4-09	Oct-09	Sep 03-09	Sept. 25-09 Tambro Construction	Oct.-09	Aug. 15-10	Complete.
Munns PS-Additions & Reno's (Graff Grguric & Arch.)	Add 184 (PARC)	Own	Dec 23-08	July 27-09	Mar.13-09	Issued	Jan-09 Letter of Intent Apr 19-09	Mar.-09 STF Contractors	June 30-09	Jun-10	Complete.
Sunningdale PS-Additions & Reno's (ATA Arch.)	Add 46 (PARC)	Own	Dec.9-08	Jan.-10	Jan.-10	BPA (Phase 2) Jan-10	Phase 1 & 2 Mar-09	Apr.-09 Maple Reinders Construction	Phase 2 Feb 22 10	Phase 1-Aug. 30-09, Phase 2-Oct. 2010	Complete.
Gardiner PS Addition (Snyder & Assoc.)	Add 60 (PCS)	Own	Mar 23-10			10-May	10-May	June 10-10 CRD Construction	Jul-10	Dec 17-10	Project Complete
E.J. James PS (Sveydas Koyanagi)	Renewal	Own	N/A			Sept.17-10	July 12-10	STF Const.	Sept.17-10	Nov.-10 (tent.)	Project Complete



Halton District School Board

Report Number 11067

Date: April 11, 2011

INCIDENTIAL INFORMATION

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

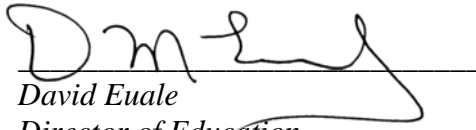
FROM: Lucy Veerman, Superintendent of Business Services

RE: 2011/2012 Budget Development

Attached, please find a copy of the PowerPoint presentation to the Board of Trustees, regarding the process for the development of the Halton District School Board's 2011/2012 Budget.

Respectfully submitted

Lucy Veerman
Superintendent of Business Services



David Euale
Director of Education

2011/2012 Budget Development

2011/2012 Budget Development

Agenda

- **Objectives**
- **Reporting/Accountability Requirements**
- **Key Assumptions**
- **Timelines**
- **Communication/Stakeholder Input**

2011/2012 Budget Development

Key Objectives:

- **Alignment of financial resources**
 - **Strategic Plan**
 - **Annual Operating Plan**
- **Identify key assumptions used to prepare the budget**
- **Identify timelines for budget discussions**
- **Develop key messages to be included in the communication plan**

2011/2012 Budget Development

Ministry/Board Reporting & Accountability Requirements

- **Achieve balanced budgets**
- **Achieve primary class size targets**
- **Special education grant must be spent on special education expenditures**
- **School renewal grant must be spent on capital renewal expenditures**
- **School board administration and governance grant spending shall not exceed the grant allocation (excluding internal audit)**
- **New Teacher Induction Program (NTIP) funding is to be used for eligible NTIP expenditures**
- **Compliance with collective agreements**
- **Budget/Grants due to Ministry June 30, 2011**

2011/2012 Budget Development

Key Assumptions to Guide Budget Development:

- **Enrolment Projections**
- **Revenues**
- **Expenditures**
 - **Staffing**
 - **Non-staffing**
- **Capital Budget**

2011/2012 Budget Development Enrolment Projections

- **Factors reviewed and updated annually:**
 - **Timing of new developments (residential unit types)**
 - **Residential sales and closing dates**
 - **Regional birth data from previous four years**
 - **Pupil yield rates of school aged children for each housing type**
 - **Historical progression factors (pupil retention rates)**
 - **Census data**

2011/2012 Budget Development Provincial Enrolment Trends

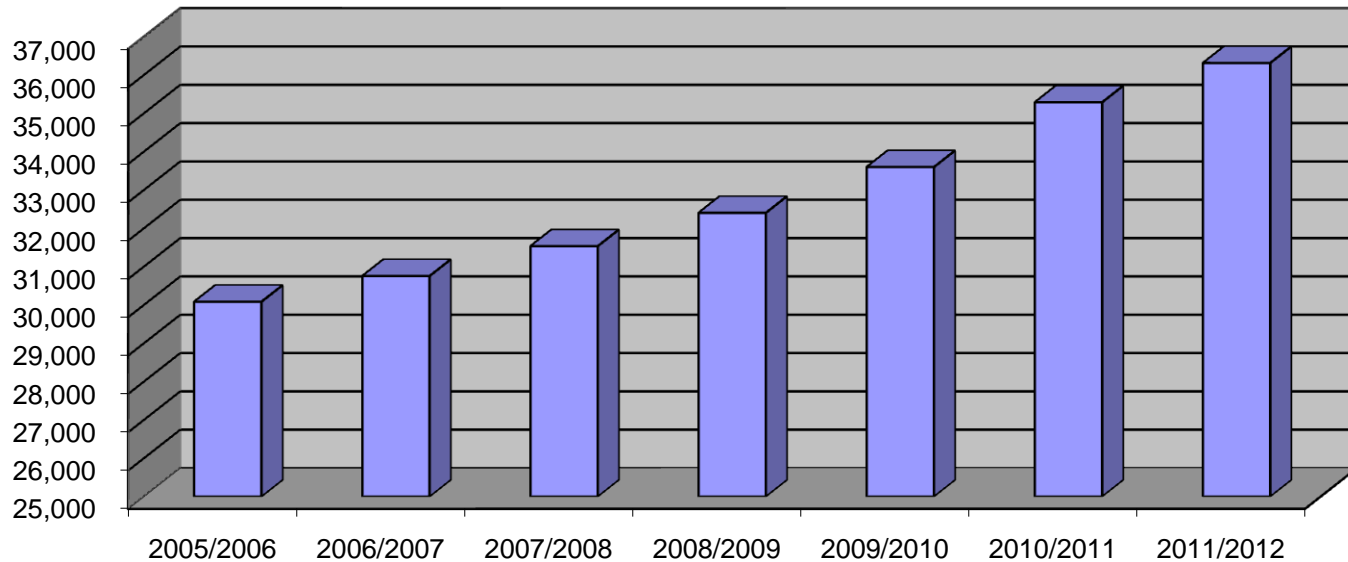


2011/2012 Budget Development

HDSB - Enrolment Projections

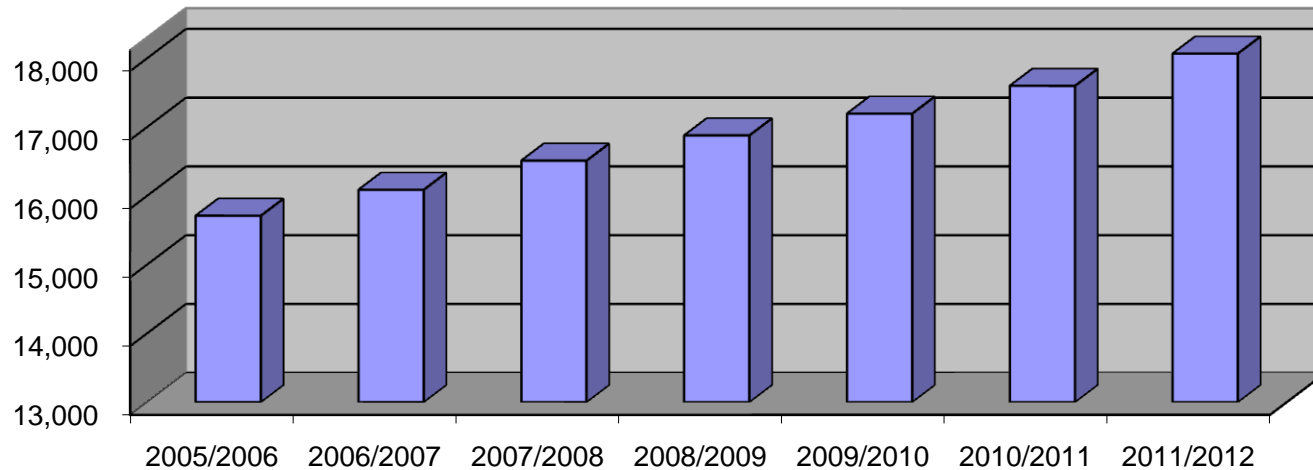
			2010/11	Enrolment	%
		2011/12	Revised	Increase	Increase
		Projection	Estimates	(Decrease)	(Decrease)
Elementary		36,312.25	35,288.25	1,024.00	2.90%
Secondary		18,069.00	17,600.03	468.97	2.66%
		<u>54,381.25</u>	<u>52,888.28</u>	<u>1,492.97</u>	<u>2.82%</u>

HDSB - Summary of Average Daily Enrolment Elementary



HDSB – Summary of Average Daily Enrolment

Secondary



2011/2012 Budget Development

Revenue Assumptions:

- **Reflect impact of changes included in the 2011/2012 Grants For Student Needs (GSN) funding announcement (copy of Ministry webcast slides are attached)**

2011/2012 Budget Development

Expenditure Assumptions:

- **Change in salary & benefits based on:**
 - **Provincial Framework Agreement**
 - **Collective Agreements**
 - **Terms & Conditions**
- **Fixed/contractual expenditures based on terms included in contracts**
- **Review impact of enrolment growth**
- **Impact of Strategic Directions and/or Operating Plan**

2011/2012 Budget Development

Staffing Assumptions:

- Full-time equivalent (FTE) positions approved in the 2010/11 Budget will form the 2011/12 base
- 2011/12 FTE base will be adjusted to reflect enrolment growth per collective agreements and Ministry compliance regulations

2011/2012 Budget Development

Capital Budget Assumptions:

- Reflect impact of 2011 Long Term Accommodation Plan as it relates to the 2011/12 Budget year
- Identify school renewal priorities

2011/2012 Budget Development

Timelines

➤ April/May

- Draft Expenditure and Revenue Budget developed based on Budget Development assumptions

➤ May

- Draft Budget including impact of expenditures/educational programs and GSN issues reviewed by Administrative Council
- Impact of GSN evaluated and reported to Board along with any modifications required to meet legislated framework
- Meetings to review Trustee priorities for 2011/2012 Budget

➤ June

- Budget meetings
- Budget finalized
- Budget and GSN filed with Ministry

2011/2012 Budget Development

Communication/Stakeholder Input;

- Budget discussions with Trustees (April/May/June)
- Meetings with Principals/Managers, Special Education Advisory Committee, Parental Involvement Committee
- Other public consultation via HDSB website
 - Post following on Board website:
 - PowerPoint presentation on Education Finance
 - 2011/12 Budget Development Report (April 20, 2011 Board)
 - Invite parents/public to provide input concerning 2011/12 budget by emailing comments to Budgetquestions@hdsb.ca
 - Update website as additional information becomes available
 - Send out news release to direct parents to website to provide input
 - Place newspaper advertisements in all local papers directing parents to the website to provide input

2011–12 Grants for Student Needs

OVERVIEW

March 2011

reach every student
appuyer chaque élève



Purpose

- To provide school boards and other key stakeholders with an overview of the major elements proposed for the 2011–12 Grants for Students Needs (GSN).

It should be noted that a regulation to govern grants to school boards in their 2011–12 fiscal year has not yet been made. The information in this presentation is provided in the absence of such a regulation.

The initiatives and investments described herein must be implemented by, and are conditional upon, the making of such a regulation by the Lieutenant Governor in Council.

The Ministry intends to seek such a regulation in April 2011 and will advise you if such a regulation is made.



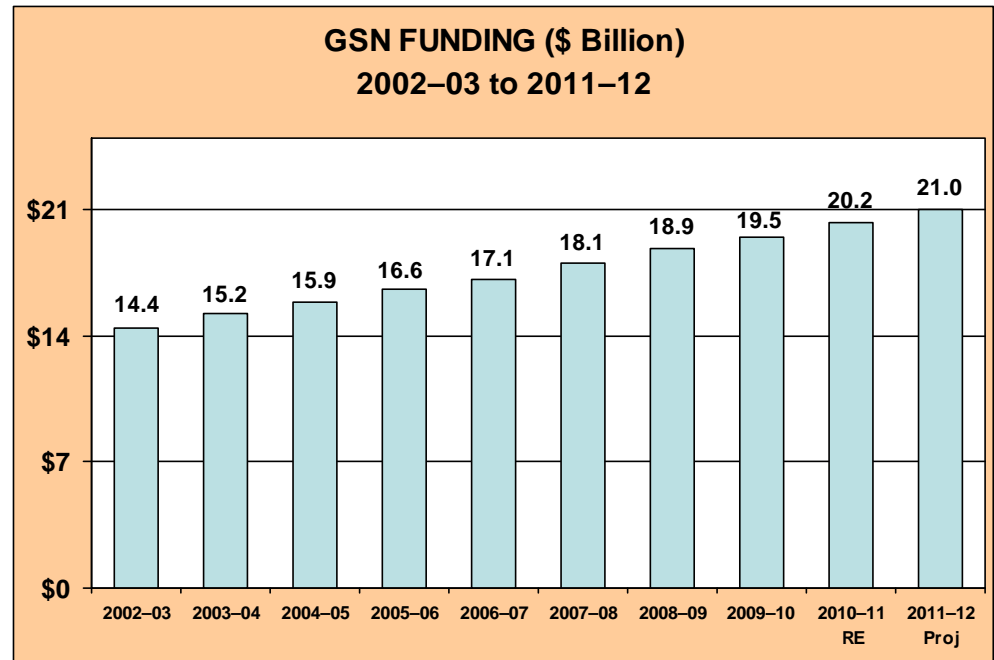
Context for Decision Making

The Grants for Student Needs Funding Formula Review:

- The Review was launched in 2010.
- More than 30 hours of consultations were held with key stakeholders, and over 150 pages of submissions were received.
- The suggestions and concerns that emerged from this review process were carefully considered, and the Government is moving on as many of them as it can, given the current fiscal context.

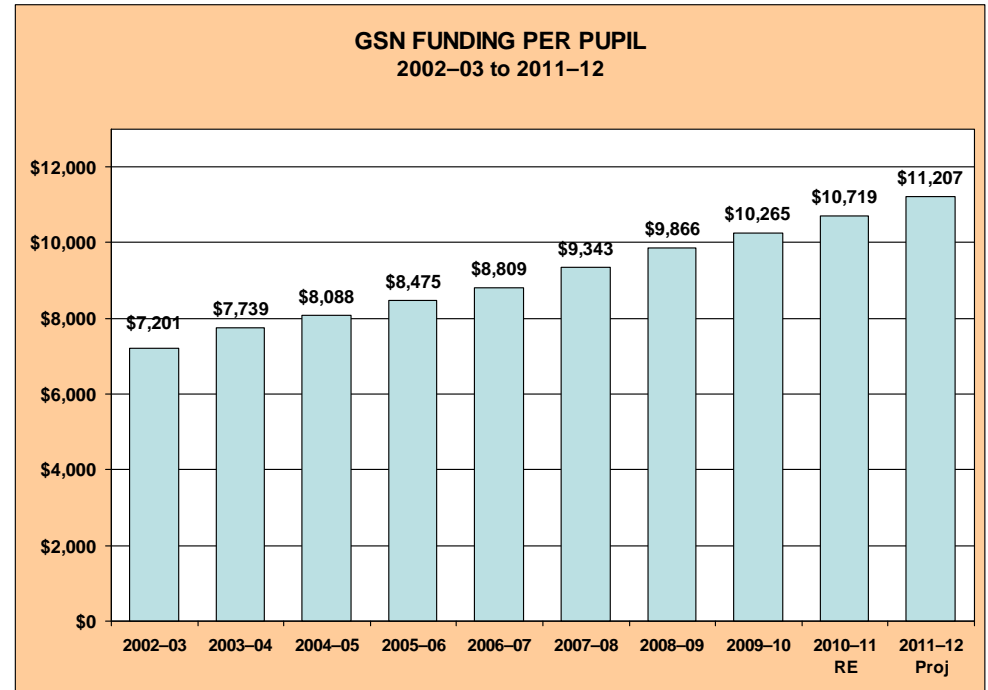
Overview – Total Funding

- The Grants for Student Needs (GSN) in 2011–12 is projected to be about \$21B, or:
 - almost \$770M (3.8%) more than in 2010–11; and
 - over \$6.6B (46%) more in operating funding compared to the 2002–03 school year.



Overview – Per-pupil Funding

- Per-pupil funding in 2011–12 is projected to rise to \$11,207. This is an increase of:
 - \$489 (4.6%) more per pupil compared to the 2010–11 school year; and
 - \$4,006 (56%) more per pupil compared to the 2002–03 school year.



Provincial Discussion Table Agreements

- In 2011–12, the sector will be entering the fourth and final year of the Provincial Discussion Table Agreements (PDTs) for the 2008–12 period.
- Most of the enhancements that will be implemented in 2011–12 will provide school boards with the resources to meet their commitments under these agreements.
- Despite its continuing fiscal challenges, the Government is committed to supporting continued labour peace and stability.
- The 2011–12 GSN will be funding the costs for Year 4 of the current 2008–12 PDTs, which includes a 3% salary increase for teaching and non-teaching staff who bargain collectively.

More Supports for Student Achievement

- \$52.7M for 578 more funded **elementary specialist teachers** to support 10 additional minutes of preparation time.
- \$12.7M for 137 funded **Grade 4–8 teachers** to reduce class sizes to 24.5 to 1 by 2012–13.
- \$120.3M to increase the number of working days for **education assistants** from 188 to 194.
- \$9.5M for increased **professional learning** opportunities for elementary teachers.
- \$20.0M for 214 funded **secondary teachers** to support locally developed strategies to expand secondary programming.

Keeping up with Costs: OMERS Contributions

- In July 2010, the Ontario Municipal Employees Retirement Systems (OMERS), which is the pension plan for most non-teaching staff, announced that contribution rates would be going up by 2.9% over three years beginning with a 1% increase in January 2011.
- To address this cost pressure, new GSN funding is being allocated to school boards for the contribution increases as follows:
 - For 2010–11, retroactive payments totalling \$21M for the current school year (January 1 to August 31, 2011), will be made to boards through a table amount in the 2010–11 GSN regulations.
 - For 2011–12, funding will be allocated to boards through an additional 1.67% increase to the Foundation Grants' benefits benchmarks for non-teaching staff, with similar adjustments to the benchmarks in the affected special purpose grants. This support will provide boards with an additional \$49.9M in 2011–12.



Keeping up with Costs: School Operations

- The non-staff portion of the School Operations Allocation benchmark will be increased by 2% again this year to help boards manage increases in commodity prices and insurance costs.
- In addition, we will also be allocating a further \$4.1M specifically to help school boards with projected increases in electricity costs.
- This increase brings total School Operations funding to \$1.96B, which represents a 36% increase under this Government.

Keeping up with Costs: Transportation

- The cost benchmark for the Student Transportation Grant will be increased by 2% again this year to recognize higher fuel, capital, and other costs. As in previous years, boards with transportation surpluses equal to, or greater than the 2% cost benchmark increase, will be ineligible for this enhancement.
- The Ministry will update the pegged price of fuel in the Fuel Escalator and De-escalator Allocation as part of the cost benchmark increase. This update will help ensure funding stability for boards in the event of fuel price market volatility.
- As with 2010–11, the stable funding guarantee for declining enrolment boards will be based on 50 percent of enrolment decline for 2011–12.
- In March 2009, we introduced a 1% reduction in transportation allocations for boards with routing and technology ratings below “high.” A 1% reduction followed in 2010–11 and a 1% reduction will also be implemented in 2011–12.
- Despite these savings measures, the Student Transportation Grant will increase to \$845M in 2011-12 – a 34% increase under this Government.

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Keeping up with Costs: Community Use of Schools

- The Community Use of Schools Allocation (CUS) will also be increased again this year by \$0.6M to support affordable school space for after-school activities.
- This additional funding, which helps cover the impact of inflation, brings the total allocation for CUS through the GSN to \$28.1M in 2011–12.
- Funding is also available to support Community Use of Schools outside the GSN.

Supporting Reform: Transportation

- The first Effectiveness and Efficiency (E&E) reviews began in 2006–07 as part of the Ministry’s student transportation reform strategy. To date, the Ministry has conducted E&E reviews on all consortia in the province, including four follow-up reviews.
- It is expected that all consortia will receive an overall “high” rating in their follow-up reviews, which will result in funding resets.
- To ensure the ongoing success of the reform strategy, the government will continue with the follow-up reviews which may result in funding adjustments in 2011–12.

Grant Updates, Refinements and Reforms: Census Updates

- Prior to 2010–11, four allocations were relying on outdated Canadian census data in their formulas:
 - Learning Opportunities Grant (LOG)
 - English as a Second Language (ESL)
 - Actualisation linguistique en français (ALF)
 - Safe Schools Supplement
- In 2010–11, these formulas were adjusted so that the most up-to-date census data (2006) were used to calculate all four allocations.
- The updates for ALF and the Safe Schools Supplement were fully implemented for the 2010–11 school year. The updates to LOG and ESL are being phased in over 4 years to limit the annual redistribution impacts.
- 2011–12 is the second year of the four-year phase in.



Grant Updates, Refinements and Reforms: Phase out of Distant Schools Allocation

- The Distant Schools Allocation (DSA) was established in 2003–04 and was largely replaced in 2007–08 by the Supported Schools Allocation and the School Foundation Grant.
- These allocations were never fully harmonized. As a result, there are frozen or outdated elements of the DSA that should be eliminated, such as:
 - “Hold Harmless” funding that was used to help in the transition from DSA to the Supported Schools Allocation; and
 - funding for Distant Schools that are not Supported Schools.
- 2011–12 is the second year of the three-year phase out that was announced in 2010–11.

Grant Updates, Refinements and Reforms: First Nations, Métis and Inuit Supplement

- The First Nations, Métis and Inuit (FNMI) Supplement was introduced in 2007–08 to support programs designed for Aboriginal students.
- To allow boards to offer these programs despite limited enrolment, the funding benchmarks for Native Studies and Native Languages were originally based on an average class size of 8 students.
- With take-up having increased significantly, the average class size for funding purposes is being increased accordingly to twelve students.

Grant Updates, Refinements and Reforms: *Supervised Alternative Learning*

- Currently, students enrolled in Supervised Alternative Learning (SAL) programs are funded as full-time pupils (1.0 FTE), although they are not in a full-time program of studies.
- Beginning in 2011–12, students in SAL will be funded as 0.5 FTE, plus the appropriate FTE adjustments to a maximum of 1.0 FTE for any academic program that they are taking.

Transfers into the GSN

- Funding support for FDK transportation will be transferred from Education Program - Other (EPO) to the GSN.
- This funding will be allocated to boards based on approval of submissions made to the Ministry.



Capital Funding

- The Ministry will be providing boards with \$150M in funding for school renewal needs in each of the next three years through a new School Condition Improvement Allocation.
- Limited multi-year capital funding will be available to school boards for the next three years beginning in 2011-12.
- The Ministry will allocate up to \$600M in funding for major capital projects, including building or purchasing schools, building additions, or undertaking major retrofits to existing schools.
 - The focus will be on funding the most urgent and pressing needs to address accommodation pressures and facility condition and/or facility utilization, including support for under-served French-language rights holders
- The Ministry is continuing the Temporary Accommodation Allocation, introduced in 2010-11, to support the cost of portable moves, leases and purchases, as well as lease costs for permanent instruction space.
- The capital allocation also includes funding to support acquisition of land for new schools from third parties where required.

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Capital Funding (FDK)

- Over \$450M has been provided to boards to meet the accommodation needs of the first three years of the FDK program.
- Starting in the 2011–12 school year, school boards will be able to use up to 2.5% of their FDK capital funding allocations in any single year to lease or relocate portables as a temporary solution to address FDK-related accommodation needs.
 - Boards will be limited to spending a lifetime maximum of 5% of their FDK capital funds on portable leases and relocations.
- The 2010-11 and 2011-12 GSN will reflect the recently announced FDK funding allocations to address the major capital needs of Year 3 sites.
- The 2011-12 GSN will reflect the Year 3 FDK capital allocations to address First-Time Equipping and Minor Renovation needs (\$10,000 per funded FDK classroom).

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Savings Measures Already Announced

- As previously announced (March 2009), the following savings measures will take effect in 2011–12:
 - **Facilities Top-Up:** Top-up funding for schools with enrolment below capacity will be reduced to a maximum of 15% of capacity in 2011–12, from the current 18%. As previously announced, Supported Schools and Rural Schools will continue to receive top-up at 100% of capacity.
 - **Board Administration:** School Board Administration and Governance Grant will be reduced by \$6.8M in 2011–12, and a further \$6.4M the following year, yielding an overall savings target of \$15.4M in savings by 2012-13.
 - **Transportation:** a 1% reduction in transportation allocations for boards with routing and technology ratings that are below “high.”

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New Savings Measures

- The following new savings measures will be implemented in 2011–12:
 - **Classroom Computers:** the two-year savings measure announced in 2009–10 will be extended for one additional year for a savings of \$24.9M.
 - **Staff Professional Development:** savings will be achieved through a reduction in the Staff Development component in the Pupil Foundation Grant benchmarks. A similar one-time measure was announced in 2009–10. The current measure will yield \$21.3M in savings.

New Savings Measures (cont'd)

- **No New Funding for Salary Increases for Staff Who Do Not Bargain Collectively:** For 2011–12, the 3% increase for staff who do not bargain collectively will not be flowed to boards.

Boards' funding levels have been calculated based on board staffing data and will show as a table amount in the 2011–12 GSN regulation. This measure will yield \$10M in savings.

Process Improvements: Updates

- **Board Administration and Governance Grant Advisory Group:** In 2010, the Ministry established the Advisory Group to provide advice on the development of a new allocation model for the School Board Administration and Governance Grant. The Advisory Group expects to report in time for the successor model to be implemented in the 2012–13 school year.
- **Special Education Consultations:** Regional and sector discussions were held during September and October, 2010 with major special education stakeholders. The findings of the Fall discussions were presented at the February 15, 2011, one-day session, as part of the 2011–12 GSN consultations. In the Spring 2011, the Ministry will initiate a review to examine reasons for the variation in board reporting of students with special education needs, as well as matters related to the Special Equipment Amount (SEA).

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Process Improvements: Updates (cont'd)

- **School Operations Allocation Review:** The School Operations Working Group was established as a forum for the Ministry, the PDT unions, and school boards to collect and analyse data, to identify and discuss issues, and to develop recommendations regarding the funding of school operations.

The Working Group has had two meetings (February 9th and March 21st) to discuss and analyze the data. Meetings are scheduled for May 9th and June 20th.

Process Improvements for Reform

- The Ministry will be moving forward on a variety of process improvements designed to make school finances more efficient. These include:
 - Examining EPO programs with a view to rolling mature programs into the GSN;
 - Examining current reporting requirements to reduce and consolidate the number of reports that the Ministry requires from boards;
 - Working with school boards to increase and expand the range of consortia opportunities (e.g., back-office functions, IT);
 - Using the School Board Administration and Governance Grant Review process to look at workload pressures identified by board administrators;
 - Working with Indian and Northern Affairs Canada (INAC) to address issues with tuition fee agreements; and
 - The Spring 2011 special education review will look into reporting practices and the compliance level of SEA Claims-based applications, and will discuss the SEA Per Pupil Amount.

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Due Date for Submissions

- The Ministry has established the following dates for submission of financial reports in the 2011–12 school year:
 - **June 30, 2011** Board Estimates for 2011–12
 - **November 15, 2011** Board Financial Statements for 2010–11
 - **December 15, 2011** Board Revised Estimates for 2011–12
 - **May 15, 2012** Board Financial Report for September 1, 2011 to March 31, 2012
- The Ministry expects that Estimates forms will be available on EFIS in mid-April, 2011.



Investments Outside the GSN

- As in previous years, the Government will continue to support other education initiatives that advance student achievement, including FDK, with investments outside the GSN.
- Details of initiatives funded through “Education Programs – Other” (EPO) transfer payments and “Official Languages in Education” (OLE) transfer payments will also be announced today.