



Halton District School Board

HALTON DISTRICT SCHOOL BOARD

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

Wednesday, September 21, 2011

Public Session: 7 p.m. (Private Session: immediately preceding @ 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	Sandra Rogers – <i>Halton Participation in 2011 Juno Beach Summer PD</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, September 7., 2011		page 2
3.2	Approval of Business Transacted in Private Session	3 mins.	
3.3	Order Paper	2 mins.	page 6
3.4	Action Items	10 mins. ea.	
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		
	For Action: October 5, 2011		
4.2.2	Transportation Advisory Committee (<i>D. Vrooman</i>) – Report 11133		page 8
4.2.3	Audit Committee Appointment (<i>D. Vrooman, K. Amos</i>) – Report 11132		page 9
	Information		
4.2.4	Equity and Inclusion (<i>Y. Obeng</i>) – Reports 11134, 11135, 11136, 11137 (30 mins.)		page 10
4.2.5	School Boundary Reviews Admin Procedure (<i>D. Euale</i>) Report 11138 (15 mins.)		page 42
4.2.6	Full-Day Kindergarten Update (<i>M. Zonneveld</i>) Report 11139 (15 mins.)		page 49
4.3	Committee Reports	10 mins.	
4.4	Director’s Report		
4.4.1	Monitoring Reports		
4.4.2	Other:		
4.4.2.1	Staffing Update		
4.4.2.1	Upcoming Items:	<ul style="list-style-type: none"> • Strategic Plan • EQAO Results • Safe Schools 	<ul style="list-style-type: none"> • Operational Plans • Early Intervention • Pathways Hazard Criteria
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, September 7, 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, August 4, 2011
- 3.2 Ratification of Business Transacted in Private Session
- 3.3 Order Paper
- 3.4 Action Items

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 Information**
 - 4.2.2 Portable Inspections (*G. Cullen*) -- *Report 11128*
 - 4.2.3 Capital Update (*G. Cullen*) – *Report 11129*
- 4.3 Committee Reports
- 4.4 Director's Report
 - 4.4.1 Monitoring Reports
 - 4.4.2 Other
 - 4.4.2.1 Upcoming Items:
 - Operational Plans
- 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, September 7, 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 , R. Unni

Agenda Item 1

1.1 Call to Order

The Chair called the meeting to order at 6:10 p.m.

M11-0157 J. Hlusko / A. Collard

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

Carried.

The Board rose from Private Session at 7:12 p.m., and called Public Session to order at 7:24 p.m.

The Chair welcomed the new student trustee Rudy Unni, and returning student trustee Jason Earl. He also welcomed D. McFadden, Executive Officer of Human Resources, and R. Eatough, Superintendent of Education.

1.2 Approval of the Agenda

M11-0158 A. Collard / D. Bower

Be it resolved that the Halton District School Board approve the agenda for September 7, 2011, as distributed.

Carried.

Agenda Item 2

There were no presentations or delegations for this meeting.

Agenda Item 3

3.1 Approval of the Minutes

M11-0159 A. Collard / K. Lochhead

Be it resolved that the minutes for the Meeting of the Halton District School Board for August 4, 2011 be approved as distributed.

Carried.

3.2. Ratification of Business Transacted in Private Session

M11-0160 K. Amos / D. Bower

Be it resolved that the Halton District School Board approve the superintendent assignments, effective September 1, 2011, as outlined in Report 11130.

Carried.

3.3. Order Paper

The Chair called attention to the Order Paper and responded to trustee questions.

3.4. Action Items

There were no action items for this meeting.

Agenda Item 4

4.1 Student Trustee Reports

Jason Earl and Rudy Unni provided an overview of their plans for the year.

4.2 Information Items (including Notices of Motion)

4.2.1 Notices of Motion

There were no Notices of Motion.

4.2.2 *Portable Inspections*

G. Cullen spoke to report 11128 and responded to trustee questions.

4.2.3 *Capital Update*

G. Cullen spoke to Report 11129 and responded to trustee questions.

4.3 *Committee Reports*

D. Danielli provided an update on recent OPSBA meetings, and upcoming events.

D. Bower reminded trustees of the Communications Committee meeting next Wednesday.

K. Amos spoke to the upcoming PIC Conference, October 22.

D. Bower spoke to an upcoming Safe Schools event on October 5.

K. Bateman-Olmstead indicated her resignation from the Audit Committee. A. Collard indicated her intent to step into the position. D. Vrooman indicated a motion to approve the appointment would come to the next Board meeting.

4.4 *Director's Report*

D. Euale spoke to plans to solicit feedback for the draft Strategic Plan, and updated trustees on staffing changes resulting from enrolment growth.

D. McFadden commented on future needs for staff, stressing the very preliminary nature of the data at this point which could potentially up to 15 staff.

4.5 *Communications from the Chair*

The Chair indicated he would continue to share correspondence electronically with trustees. He commented on the potential for a forthcoming notice of motion relating to transportation, but in the interim would establish a Transportation Committee to facilitate open discussion on related matters.

He called attention to the new Student Attendance System in place for absence monitoring.

B. Smith elaborated on the program and its preliminary success.

4.6 *Trustee Questions and Comments*

D. Danielli asked about timelines for the naming of the new high school in Milton.

K. Lochhead spoke to the official opening of the Nelson track.

G. Tuck Kutarna spoke to a recent issue regarding student fees, asking if further efforts could be undertaken to eliminate any potential issues that had unexpectedly arisen this inaugural year.

K. Amos spoke to a notice circulated by the Town of Oakville regarding boundaries, and asked if Oakville trustees were included in the discussions. D. Vrooman indicated he'd circulate information to trustees.

J. Hlusko asked for clarification regarding information shared via local hockey teams regarding the Halton Secondary School Athletics Association (responsible for inter-school athletics for Halton District School Board and Halton Catholic District School Board).

J. Blackwell responded, stating the issue surrounds eligibility rules outlined in the HSSAA constitution, restricting players to either high school or rep teams. Discussion ensued regarding resources, costs, equity of resources, and the need to have further discussions on this matter.

K. Amos commented on changes to the healthy food legislation impacting schools, and asked for information on its implementation in Halton.

D. Danielli commented on a fundraiser for Somalia this Friday in Milton. She will circulate more details to trustees.

4.6 Trustee Questions and Comments (cont'd)

K. Bateman-Olmstead asked if trustees could receive information and participate in discussions regarding optional attendance. It was decided to move the item to Program and Accommodation Committee.

Agenda Item 5

M11-0161 A. Harvey Hope / A. Collard

Be it resolved that the Halton District School Board adjourn at 9:20 p.m.

Carried.

..... Recorder

.....Chair



Halton District School Board

Wednesday, September 21, 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
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
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 – below) was deferred for three months.</i> 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 Public 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.	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
M11-0086	Be it resolved that the Director recommend a procedure by which any secondary school Principal can request of their Superintendent a change in school start time to a later start time, to include a process for: (a) parent consultation; (b) student input; (c) school staff input; (d) notification of the School Council and Trustee; and (e) assessing impact on transportation costs; And that this recommendation be brought to the Board of Trustees for approval by no later than October 2011. Be it resolved that the Halton District School Board that at any time prior to approval of the procedure referred to in paragraph 1, any secondary school Principal may direct a request for a change in school start time to the Director of Education, and the Director will bring this request to the attention of the Board of Trustees along with a recommendation in response to the request.	Director of Education
M11-0108	Be it resolved that the Halton District School Board establish school boundaries as follows: <ul style="list-style-type: none"> ▫ any new regular track elementary students generated from new residential development within the area bounded by Neyagawa Boulevard to the west, Dundas Street to the south, Ninth Line to the east, and Highway 407 to the north be directed to River Oaks Public School, effective September 1, 2011; and, ▫ that current Halton District School Board regular track elementary students residing in the rural area remain at their respective schools until they graduate; and, ▫ that any new regular track students that move into the existing rural residential properties that are located in the North Oakville East Secondary Plan (NOESP) area, will be directed to River Oaks Public School, effective September 1, 2011. 	Planning

Pending Reports: September 21, 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 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
M11-0045	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 <i>(Scheduled for presentation to Board in October 2011, as per Board Report schedule in Report 11123)</i>
M11-0088	Be it resolved that a recommendation be brought back to the Halton District School Board with respect to continuation or cancellation of the cashless school program, no later than February 2012.	February 2012
M11-0136	Whereas the 2011/12 Operating Budget has a provision to reduce the System Principal for FSL/ELL to a 0.5 FTE position, and there are many different initiatives and programs currently in progress and also coming from the Ministry regarding FSL and ELL, and the Halton District School Board has increasing numbers of FSL and ELL students, Be it resolved that the Associate Director bring back a report in January 2012 regarding how the reduction to 0.5 FTE System Principal FSL/ELL has affected the ability to plan and implement Ministry and Board initiatives related to the French Second Language and English Second Language portfolio.	January 2012
M11-0139	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.	November 2011



Halton District School Board

Report: 11133

Date: September 14, 2011

INFORMATION FOR DECISION

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

FROM: Don Vrooman, Chair

RE: Transportation Advisory Committee

RECOMMENDATION

Be it resolved that the Halton District School Board establish a Transportation Advisory Committee, as outlined in Report 11133.

Background

Since the creation of bus consortia, transportation policies, procedures and practices have changed significantly as have school boards' abilities to respond to their communities. Technology is changing and allowing services like our Halton Student Transportation Services (HSTS) to operate more effectively and efficiently. Legislation has changed. Funding has changed.

During the past several months, transportation-related items have come to the board table with regularity. A transportation committee would provide opportunity for the in-depth consideration of transportation related topics, including policies and procedures, courtesy seating, busing based on home or an alternate address, French immersion busing in centres, bus stop distances, "walking" distances, and efficiency and effectiveness.

Prior to the establishment of Halton Student Transportation Services the Halton District School Board had a transportation appeals committee. This year the striking committee assigned two trustees to a "Transit / Transportation Committee (Consortia)" which has so far been without a mandate and hasn't met. The establishment of this committee will include interested trustees, an HSTS representative, and Board staff as assigned by the Director.

Respectfully submitted,

Don Vrooman
Chair



Halton District School Board

Report: 11132

Date: September 14, 2011

INFORMATION FOR DECISION

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

FROM: Don Vrooman, Chair
Kelly Amos, Vice-Chair

RE: Audit Committee Appointment

RECOMMENDATION

Be it resolved that the Halton District School Board approve the appointment of Amy Collard to the Halton District School Board's Audit Committee for the remainder of the current term.

Background

At the September 7, 2011 Board meeting, Trustee Kathryn Bateman-Olmstead announced her resignation from the Board's Audit Committee. Trustees were polled for their interest in this appointment, and Trustee Amy Collard indicated her desire to serve on the committee.

The aforementioned motion is presented for trustees' consideration.

Respectfully submitted,

Don Vrooman
Chair

Kelly Amos,
Vice-Chair



Halton District School Board

Report: 11134

Date: September 14, 2011

INCIDENTAL INFORMATION

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

FROM: Yaw Obeng, Superintendent of Education
David Euale, Director of Education

RE: Community Engagement Update: Equity and Inclusive Education

Background

The equity and inclusive education work focuses on all members of our school communities feeling safe, comfortable, and accepted. Valuing diversity, demonstrating respect for others and a commitment to establishing a just, caring society remain foundations of our work. Students who feel welcome and accepted in their schools are more likely to succeed academically and reach their potential.

Inclusive education is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusion is seen as a strategy that supports and welcomes diversity amongst all learners (UNESCO, 2008). The learners needing support come from a variety of backgrounds and experiences, e.g. students with special education needs, students with mental health needs, and newcomer students, to name a few.

Our community engagement framework holds equity and inclusive education as a vital strategy to support our students and parents. Parent/Community engagement is ultimately about student success. Therefore, a student-first focus guides our actions. The evidence is consistent, positive and convincing: many forms of parent, family and community engagement influence student achievement at all ages. (Henderson and Mapp 2002)

The Board Improvement Plan (BIP) utilizes Epstein's key strategies to achieve the goals in the four pillars – Literacy, Numeracy, Safety & Well-being and Pathways. Staff have endeavored to develop common language and clarity of concepts to facilitate communication among staff and community.

Community Engagement Planning

Under the community engagement umbrella we have identified high yield categories that have proven to support student success. For the purpose of this report, we will focus on the Equity and Inclusive Education Strategy.

- Student Engagement
- School Programs
- Parent engagement
- Equity and Inclusive Education
- Web Tools/Communications
- Business/Community Partnerships

Equity and Inclusive Education Targeted Reports

This report also outlines three major projects that support our students and community:

Aboriginal Voluntary, Confidential, Self-Identification Process and Projects (Report 11135)

Gay Straight Alliance Equity Project (Report 11136)

The Halton District School Board Annual Accessibility Plan, 2011-12 (Report 11137)

The English Language Learner (ELL) program update will be reported as part of the School Program Report at a later date.

Transitions

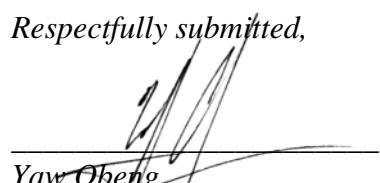
Due to the rapidly changing demographics in our Halton community, much work has been done and will continue to be done to support the smooth transitions of our newcomer students and their families into our schools and communities. The Language Line Service provided by Halton Multicultural Council and funded through the Citizenship Immigration Canada grant saw close to 500 requests for service from school personnel needing to speak with newcomer parents in their first language.

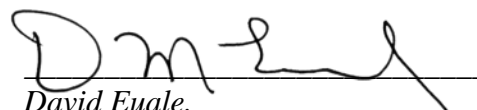
Some additional strategies put in place this past school year to support the transition process for our students:

- *Link Leader Conference* -200 student leaders from 14 secondary schools, 20 teachers attended. Conference theme: Working with Diversity, Students leading Students
- implemented *Host Mentorship Program* in 5 high schools, 100 students participating
- *Host Youth Mentorship conference*- 90+ students; ELL mentors and mentees attended workshops, listened to student panel, showcased their talents
- 3 presentations (north, east, west) to 30 parents of grade 8 ELL students on "Preparing for High School"
- *Welcome to Halton* event for 150 parents and students who are new to Halton in the past 5 years
- Newcomer Parent Focus Groups
- 20 parents invited to parent teacher interviews at the high school level using the language line
- Providing information night for the International Baccalaureate program in five different languages
- Grade 8 to 9 ELL transition meetings with parents (having YSW and interpreters present) - 28 ELLs
- Active GSAs in 13 high schools - Ideas, resources, support for *Day of Pink* and *Day of Silence* activities provided to schools across the board.
- 43 elementary schools of 70 with kindergarten are now using a more family inclusive orientation for parents with children starting kindergarten in the fall. The support of the Youth Settlement Workers is crucial to engaging the newcomer parents during this orientation and subsequent registration process.
- Partnership and funding from Citizenship Immigration Canada to support newcomer families – Youth Settlement Workers, Language Line, Cultural Brokers, translations and transitions for JK/SK and Grade 8-9 newcomer students

A PowerPoint presentation featuring our Equity and Inclusive Education work will be the focus of this report. A focus on our Transition and newcomer student support work will be shared at a future Board meeting.

Respectfully submitted,


Yaw Obeng,
Superintendent of Education


David Euale,
Director of Education



Halton District School Board

Report: 11135

Date: September 14, 2011

INCIDENTAL INFORMATION

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

FROM: Yaw Obeng, Superintendent of Education
David Euale, Director of Education

RE: First Nation, Métis, Inuit Education Update

Background

The Ministry of Education has identified Aboriginal education as one of its key priorities with a focus on meeting two primary challenges by the year 2016. It is determined to improve achievement among First Nation, Métis, and Inuit students and to close the gap between Aboriginal and non-Aboriginal students in the areas of literacy and numeracy, retention of students in school, graduation rates and advancement to post-secondary studies.

The First Nation, Métis, Inuit Voluntary Self-Identification policy was approved by the Board of Trustees in June 2010. This report is an update regarding implementation of the policy.

Currently, the board website, Parent Info section, First Nation, Métis, Inuit Education has information about the self-identification process, how the information will be used and the goals of the process. This is our first communication outreach to Aboriginal students and their parents.

During February to May 2011, the Aboriginal Education Advisory Committee held public consultations about the student voluntary, self-identification process. This consultation acquainted members of the public and parents of First Nation, Métis, and Inuit students about the process, reason for the voluntary self-identification and how the Board and the Ministry will use this information to assist Aboriginal students' success.

Student verification form information has been updated in Trillium during September 2011 to include the Aboriginal Voluntary Self-identification information. For the school year 2012-13, the student registration forms will be updated to include the Aboriginal Self-Identification information. *The student verification form is completed annually by our students to update contact information whereas the student registration form is completed by students new to our board.*

Of the 26,661 students in Grades 4 to 12 who completed the *Tell Them From Me* survey this past Spring, 5% (815 students out of 16,331) of elementary students in grades 4 to 8 voluntarily self-identified as First Nation, Métis or Inuit and 4.5% (464 students out of 10,330) of the secondary students completing the survey voluntarily self-identified. When the student verification data are entered in Trillium, we will be able to see how many chose to identify as First Nation, Métis or Inuit.

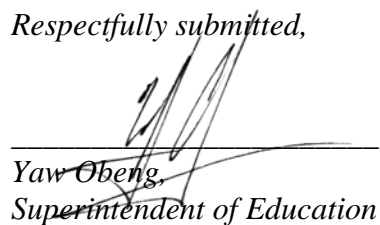
Highlights of Support to Schools 2010 –2011 Year

- Targeted Professional Development for secondary NTIP teachers, New Administrators, Guidance Staff, and Student Success Teams.
- Professional Development workshops for Canada and World Studies Teachers, Social Science and the Humanities and Business Studies Teachers.
- Professional Learning Community for Native Studies Teachers.
- **Native Studies Course:** 12 Native Studies courses ran at 7 high schools in 2010-11; 11 courses are offered in 2011-12
- Training sessions for Eco Schools reps to embed First Nations, Métis, Inuit Education into their Eco Schools programs. 86% of Halton Schools are on their way to be certified this year.
- After school learning sessions for Elementary and Secondary teachers- Evening with David Bouchard, Movie screening of Third World Canada.
- Field Trip for School programs and system principals to Six Nations to look the First Nations, Métis, Inuit cultural proficiency
- Curriculum Development of literature-based resource guides
- Resource guides revised for Aboriginal Education month, Louis Riel Day, and National Aboriginal Day (June 21st)
- Greatly enhanced First Nation, Métis, and Inuit education resources available at library services.
- Secondary Curriculum writing for the grade 12 Native Studies courses
- Aboriginal Education Month: partnership with Halton Conservation and Halton police.
- Full Day Learning Kindergarten: Partnered with Peel Aboriginal Resource Centre who will assist us with Professional Development for our JK and SK teachers. Our partnership will allow us to provide resources, materials and more professional development that will focus on First Nation, Métis and Inuit people of Canada.

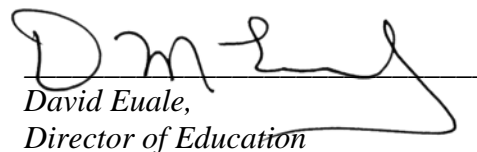
Next Steps

- For students who have voluntarily self identified, this information will be uploaded to the Ministry as part of the October 31st report
- The Aboriginal Education Advisory Committee is continuing to meet and continue supports within the community
- A continued emphasis on growing the Native Studies credit courses in our high schools
- Integrate Aboriginal field trip experiences and other experiential resources into the curriculum
- Continue to liaise with the Ministry of Education Aboriginal Office
- Create resources for elementary curriculum to support First Nation, Métis, and Inuit education
- Presentations about Halton Aboriginal Initiatives provincially

Respectfully submitted,



Yaw Obeng,
Superintendent of Education



David Euale,
Director of Education



Halton District School Board

Report: 11136

Date: September 14, 2011

INCIDENTAL INFORMATION

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

FROM: Yaw Obeng, Superintendent of Education
David Euale, Director of Education

RE: Gay Straight Alliance (GSA) Equity Update

Background

When the GSA project was initiated in 2007, only Iroquois Ridge High School had a GSA. By the end of the 2010-2011 school year, 13 of our high schools had GSAs and the GSA Facilitator had created a plan with staff at the remaining 2 schools to launch groups this year.

LGBTQ staff approached the Diversity Coordinator in the fall of 2006 requesting greater support for LGBTQ staff across the board, many of whom felt unsafe in their schools. In response, the Spectrum Team was launched in 2007. Spectrum is a board wide team who work to support members of our school community of all sexual orientations and gender identities.

At the *Halton Inside and Out Conference* in 2010, we engaged students in an Open Space process and resoundingly they told us to “start earlier” and that the middle school years were the hardest for them in terms of homophobia. In response to that the GSA Equity Facilitator began working with staff from 10 elementary schools in 2011, and the schools have committed to doing more work to welcome all families and support all students across this year.

As the Board resource for issues of sexual orientation and gender identity/gender expression, the GSA Equity Facilitator’s role has slowly expanded in response to the requests from administrators, social workers, classroom teachers, staff, students and parents. This work has links and connections with all our equity lenses and with both Student Services and School Program Services. The GSA Equity Facilitator now also addresses some of the following areas:

- egregious or repeated perpetrators of homophobic/transphobic bullying or violence;
- assists targets of bullying (and families) in strategizing to support the targeted student;
- provides training and education about diverse family structures,
- coming out support,
- creating gender-inclusive classrooms,
- inclusive curriculum models among others;
- organizes the Halton Inside and Out conference (a model now widely imitated across Ontario boards);
- consults on school policy and procedure where it may relate to sexual orientation and/or gender identity/gender/expression; and
- a variety of other support and policy clarification as requested by members of the school community across the Halton District School Board.

Ministry Directions

As a public institution, we are required to uphold the Ontario Human Rights Code, which includes specific policies regarding sexual orientation and gender identity/gender expression. In addition to that, in recent years there has been considerable direction from the Ministry of Education regarding the need to confront homophobia in schools and to support LGBTQ students. The following Ministry resource documents are invaluable guides for our work:

- *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009*
- Gender-Based Violence, Homophobia, Sexual Harassment and Inappropriate Sexual Behaviour in Schools – report from Safe Schools Action Team, 2008
- Bill 157 amended the *Education Act*, 2010.

Student's Experience, Student Voice

The 2010 *Tell Them From Me* (TTFM) survey included the only direct question we've ever asked students system wide about homophobia. We asked students if they had been excluded because of their sexual orientation by their peers, or by staff. This question was part of the secondary survey, not the elementary survey (Grades 4-8) and was answered by 10,330 students in Grades 9-12. The actual survey question is as follows: *In the past 30 days, have you felt excluded by other students for any of the following reasons:*

- | | |
|-----------------------------|------------------------------------|
| • My appearance | • My ethnic or cultural background |
| • My high or low grades | • My religion or faith |
| • My level of family income | • My disability |
| • My sexual orientation | • My Aboriginal background |
| • My skin colour | • My language background |

Five percent (5%) of our students reported they had been excluded due to their sexual orientation in the past 30 days. Of the 10,330 secondary students responding to the question of exclusion due to sexual orientation, the 5% who responded that they have felt excluded on these grounds represents 517 students.

Highlights of GSA Equity Facilitator Support to Schools 2010 –2011 Year

- Central Resource: Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirit, Intersex, Queer, Questioning, Ally (LGBT2IQQQA) resources available at library services, providing resources (books, video) lists to staff, assisting librarians in their responses to parental concerns or requests.
- Provided targeted Professional Development for Social Workers, Guidance Staff, Child and Youth workers, Settlement Workers, ESL Teachers, and staff attending the *Our Voices Conference*
- School Specific Professional Development Workshops for staff and administrators
- Assisting staff and families in supporting students expressing gender variance or in the process of gender transition
- Learning Opportunities for Students, targeted trainings for: Leadership Classes, Religious Studies Classes, Link Crew. GSA coordinator also formulated and presented anti-bullying modules for classes/grades of students in response to severe and/or persistent bullying based on (actual or assumed) gender identity and sexual orientation.

Highlights of GSA Equity Facilitator Support to Schools 2010 –2011 Year (cont'd)


- Student Engagement: *Halton Inside and Out Conference* – 250 students and staff gather for training, networking, celebration and to share their experiences and knowledge.
- Partnerships: Event with Mathew Boger at Burlington Central (250+ in attendance) in partnership with the Museum of Tolerance.
- Monthly resource guides of new resources, LGBTQ news, issues of interest to teachers. These are presented monthly by email in two editions, one for secondary and one for elementary teachers.
- Community relations, represent the HDSB on the Halton Positive Space Network.
- Conference Presentations: Showcase Halton's work and leadership in this area
- Coordinate school access for resources and participation in Day of Pink and/or Day of Silence events (both designed to raise awareness against bullying).

For the 2011-2012 Academic Year

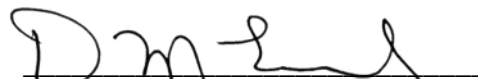
Much of the work of this role is ongoing, including:

- Supporting GSAs in high schools. This includes teacher training, supporting student leadership, monthly resources etc. GSAs will be running in 15 high schools this year.
- Host the *Halton Inside and Out Conference* (along with Spectrum and students in GSAs) – all trustees are invited.
- Develop, train and support the Elementary Pride group – create a strong program in the schools involved, to include: staff training, more robust Day of Pink activities, clear information about welcoming LGBTQ families and student groups in some schools.
- Staff training, and individual student support activities to more fully support students, address both general and specific incidents of harassment or discrimination, limit HDSB legal liability after a significant incident of harassment or discrimination by providing avenues of redress and repair.
- Put in place HDSB Guidelines regarding gender identity and gender expression. Schools are looking for direction in particular on how to better support transitioning students.
- Work with other staff including community engagement staff in enhancing program and service support through all 7 lenses.

Respectfully submitted,



Yaw Obeng,
Superintendent of Education



David Euale,
Director of Education



Halton District School Board

Report: 11137

Date: September 14, 2011

INCIDENTAL INFORMATION

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

FROM: Yaw Obeng, Superintendent of Education
David Euale, Director of Education

RE: Annual Accessibility Plan 2011-12 Update

Background

The *Accessibility for Ontarians with Disabilities Act, 2005* sets a goal for an accessible Ontario by 2025. To ensure accountability, schools boards are required to prepare an Annual Accessibility Plan and make this available to the public by September 30th, annually. We have been preparing our Annual Accessibility Plans since 2003-04 and this represents our ninth plan.


The *Integrated Accessibility Standard*, Ontario Regulation 191/11 is a major step in accomplishing the accessibility goal. Reg. 191/11 applies to every designated public sector organization and other private organizations according to a staged implementation schedule. The *IAR* came into force June 3, 2011. The *Integrated Accessibility Regulation (IAR)* addresses these three areas:

- Information and Communications
- Transportation
- Employment

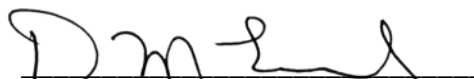
All school boards must ensure compliance with the *IAR* over the next four (4) years. The last standard, the *Built Environment*, is still in provincial committee and yet to be finalized.

Input from SEAC and Administrative Council have been gathered through an input process. The Annual Accessibility Plan, 2011-2012 is an evolving, dynamic plan. The Plan will be available on the Board website by October 1, 2011.

Respectfully submitted,



Yaw Obeng,
Superintendent of Education



David Euale,
Director of Education



Halton District School Board

Annual Accessibility Plan 2011 - 2012



Prepared by:
Halton District School Board
Accessibility Working Group

This publication is available on the Halton District School Board website
www.hdsb.ca and in alternate formats.

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Halton District School Board Mission and Values: 2011 to 2015 (DRAFT as of Sept. 21/11)

The Halton District School Board is committed to every student. We will...

- *Inspire and support learning;*
- *Create safe, healthy, inclusive and engaging environments; and*
- *Provide opportunities for challenge and choice*
- *Prepare students for success*

The Halton District School Board values and respects:

Relationships Responsibility Ingenuity

The operational plan, approved by the Board of Trustees in May 2011, includes nine specific goals which address **students**, **staff** and **system**:

- *Literacy and numeracy achievement*
- *Student success for all students*
- *Safety and well-being*
- *Staff development*
- *Staff wellness*
- *Leadership development*
- *Program accommodation*
- *Communication*
- *Technology*

Of particular note in relation to accessibility is the Safety and Well-being goal. One of the specific targets of this goal is:

- *all students will indicate a positive response on the “belonging” and “communication and community” domains of the annual Tell Them From Me survey.*

The following are some of the strategies to be implemented to accomplish these goals:

- Equity and Inclusive Education policy and guidelines
- Progressive Discipline and School Safety, Education Act (amended)
- Bullying Prevention and Intervention
- Threat Assessment
- Restorative Justice practices
- Collaborative Problem Solving
- Cultural proficiency development
- Social skills development (ex Tribes, LINK-Crew, etc.)
- Caring and Safe Schools in Ontario: Supporting Students with Special Education

Needs Through Progressive Discipline, Kindergarten to Grade 12

The mission, values and goals of the Halton District School Board are reflected in the Annual Accessibility Plan for the 2011-2012 school year. The Halton District School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community with disabilities. It is our intent to expand our focus by including more avenues for collaboration with people with disabilities in the review of our annual plan.

Background: The Accessibility for Ontarians with Disabilities Act, 2005

The intent of the ***Accessibility for Ontarians with Disabilities Act, 2005*** is to improve opportunities for people with disabilities, and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. The goal is for Ontario to be barrier-free, accessible, by 2025. The Act requires that school boards:

- prepare an annual accessibility plan,
- consult with people with disabilities in the preparation of the plan,
- make the plan public.

The Act allows organizations to determine their own priorities and implement them within existing planning processes and using existing resources. Once the Provincial Education Standards working group sets out the series of five-year plans, our plan will be adjusted to reflect any changes in priorities.

The Accessibility Plan 2011 - 2012 has been prepared by the Accessibility Working Group of the Halton District School Board. The plan describes:

- measures that the Halton District School Board has taken in the past,
- measures that the Halton District School Board will take during 2011 - 2012 to identify, remove and prevent barriers for people with disabilities.

The Accessibility Working Group identified a number of barriers for people with disabilities, and recommends continued focus on identifying, removing and preventing barriers in the areas of attitudinal, policy/practice, physical, architectural, information and communication for the 2011-2012 school year.

The Accessibility Working Group is currently exploring strategies to put in place for the following areas covered by *O. Regulation 191/11 Integrated Accessibility Regulation (IAR)* addressing Information and Communication, Transportation, and Employment. This Regulation came into effect June 3, 2011. The *Built Environment* Standard is still in discussion.

1. Aim

This plan describes the measures that the Halton District School Board has taken in the past and measures that will be taken during the next year (2011 - 2012) to identify, remove and prevent barriers for people with disabilities who work in, use or access school board facilities and services.

2. Objectives

This plan:

1. Describes the *process* by which the Halton District School Board will identify, remove and prevent barriers for people with disabilities
2. Reviews efforts at the Halton District School Board to remove and prevent barriers for people with disabilities during the *past year(s)*
3. Lists the policies, procedures, programs, practices and services that the Halton District School Board will review in the *coming year* to identify barriers for people with disabilities
4. Describes the *measures* the Halton District School Board will take in the coming year to identify, remove and prevent barriers for people with disabilities
5. Describes how the Halton District School Board will make this accessibility plan *available to the public*

3. Commitment to Accessibility Planning

The Annual Accessibility Plan of the Halton District School Board will be approved by Administrative Council and shared with Trustees and the Special Education Advisory Committee (SEAC) for information in line with the Halton District School Board's governance policy prior to being posted on the Board website.

The Halton District School Board is committed to:

- Establishing an Accessibility Working Group
- Consulting with board employee groups and people with disabilities in the development and review of its annual accessibility plans
- Ensuring school board policies and procedures are consistent with the principles of accessibility
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community

The Director of Education has authorized the Accessibility Working Group to prepare an accessibility plan that will enable the Halton District School Board to meet these commitments.

4. Description of the Halton District School Board

The Halton District School Board is a regional school board serving approximately 57,000 public school students in the municipalities of Burlington, Halton Hills, Milton and Oakville in southern Ontario. All four municipalities form the Regional Municipality of Halton. The Region of Halton and the Halton District School Board share the same boundaries encompassing 232,000 acres of land, 25 kilometres of which are along the shore of Lake Ontario.

Regular curriculum includes a wide range of topics including – but not limited to – core French, technology, vocational, music and arts programs. Other programs offered within the Halton District School Board include French Immersion, English-as-a-Second-Language, adult and continuing education programs. Special education programs are also provided by the Halton District School Board for students with special education needs.

With total budget revenues of approximately \$560 million the Halton District School Board operates 81 elementary schools and 17 secondary schools. This represents a \$32m increase and enrolment growth of 2.8% over last year. A team of 192 principals and vice-principals, 14 senior staff as well as more than 3,367 teaching staff, and 1,309 support/non-teaching staff make the Halton District School Board one of the region's largest employers.

Public school supporters in the Region of Halton elect a board of 11 trustees, who establish policies and direction of the Halton District School Board. Two student trustees have been appointed for 2011-2012. Board meetings occur on the first and third Wednesday of each month. Public session for all meetings begins at 7 pm. All meetings take place in the boardroom of the J.W. Singleton Education Centre, 2050 Guelph Line, Burlington, L7R 3Z2.

The Halton District School Board believes that public education is one of the major cornerstones of a prosperous and democratic Canada. Its essential and critical role must continue through commitment to our mission and guiding principles.

5. The Accessibility Working Group Members

The accessibility working group was formally constituted in May 2003 and currently consists of the following members:

Member	Department	Contact Information
Chair: Jacki Oxley	System Administrator, Community Engagement	oxleyj@hdsb.ca (905) 335-3663 x3208
Cathy Thier	Manager, Systems Development Information Technology	thierc@hdsb.ca 905-335-3663 x 3338
Nick Maandag	Regional Supervisor, Plant Operations Facility Services	maandagn@hdsb.ca (905) 335-3663 x 3333
John McEgan	Assistant Manager, Plant Operations Facility Services	mceganj@hdsb.ca 905-335-3663 x 3227
Mike Wildfong	Project Coordinator, Facility Services	wildfongm@hdsb.ca 905-335-3663 x 3236
Dianna Bower	Trustee	bowerd@hdsb.ca
Sue Roszell	System Principal, Student Services	roszells@hdsb.ca 905-631-6120 x 336
Veerle Ryckewaert	Special Education Advisory Committee (SEAC); Autism Ontario – Halton Chapter	vryckewaert@cogeco.ca
Marian Thorpe	Coordinator, Special Education Student Services	thorpem@hdsb.ca (905) 631-6120 ext 331
Judi Goldsworthy	Manager, Employee Health Services Human Resources	goldsworthyj@hdsb.ca 905-335-3663 x 3221
HEPA representative	Tony Dileo, Vice Principal Brookville Public School	dileot@hdsb.ca 905-854-2424

HSPA representative	Claire Ailey, Vice Principal	aileyc@hdsb.ca
	Burlington Central School	905-634-7768

6. Barrier-removal Initiatives during 2011-2012

During the last several years, there have been a number of initiatives in the Halton District School Board to identify, remove and prevent barriers for people with disabilities.

The Halton District School Board, through its Special Education Plan addresses access for students with disabilities through modifications and accommodations of programs and services. The Special Education Plan is available on the board website at www.hdsb.ca.

Since 1998, the Halton District School Board has run an integrated Track and Field Meet where elementary students with physical and/or intellectual disabilities participate alongside their peers. Each year over 100 students with disabilities participate in the event.

We partnered with Community Living Oakville, Erinoak, other community service providers and the Halton Catholic District School Board to design the 5th *Annual Halton Accessibility Showcase* for agencies and service providers in Halton Region. The Showcase, held on April 28, 2011 at the Halton Regional auditorium, featured displays by more than 60 community groups addressing accessibility services and support programs for people with disabilities of all ages. With more than 250 members of the public attending the 2011 Showcase, this event will be held again in the Spring of 2012 with more vendors to address the service/programs gaps identified by the Showcase participants.

During the Spring 2009 through to Fall 2009, Harrison Consulting was hired to perform an accessibility audit on all our schools, J. W. Singleton Education Centre and New Street Education Centre. The extensive report is posted on the board website. It is this report that guides our facility renovations to accommodate the needs of our students and staff with disabilities.

http://www.hdsb.ca/AboutUs/FacilityServices/Operations%20Docs/HALTON_DSB_NOV_27-09%20FINAL%20AUDIT%20REPORT.pdf

To further awareness of supporting members of the general public, including our parents with disabilities, the AODA Customer Service regulation focusing on inclusive, respectful language and ways of interacting with people with disabilities is addressed in the *Creating a Culture of Accessibility, 2010* booklet. The booklet was vetted by a variety of persons and groups in Halton. The booklet is available at all HDSB venues and on the website at www.hdsb.ca.

Many of our schools have been renovated to improve accessibility with the inclusion of automatic door openers on school interior and exterior doorways, elevators in most schools with multiple stories, ramps for school front and rear access points, accessible washrooms, parking spaces designated for people with disabilities and renovations to

some schools to accommodate track lifting for students with physical disabilities, to name a few.

Since 1991, the design of new schools includes architectural features that incorporate the principles of universal design meeting government accessibility requirements. Renovations to existing buildings have accessibility for people with disabilities addressed in the plans, as resources permit.

The Board Room at J. W. Singleton Education Centre has a Hearing Assist system in place for people who are deaf or hard of hearing to facilitate their participation when attending Board Meetings.

The following chart is a synopsis of some of the major accomplishments during the 2010-2011.

Type of Barrier	Strategy for Barrier Removal	Action Taken 2010-2011
Policy/Practice	Address equity and inclusion in our schools and workplaces	<p><i>Equity and Inclusive Education</i> policy approved by Trustees September 2010</p> <p>Established the Equity and Inclusive Education Steering Advisory Committee – meets 5x/yr</p> <p><i>Faith Accommodation Guidelines</i> completed</p> <p>Explored the Employment Standards Regulation clauses in O.Reg. 191/11</p> <p>Reviewed the timelines for the <i>Integrated Accessibility Regulation</i></p>
Communication and Information	<p>Halton Accessibility Showcase featuring services and programs for people with disabilities.</p> <p>Employee awareness of mental health disabilities and barriers to participation</p>	<p>Held April 28, 2011 – 250 attendees and 60+ vendor product and services displays</p> <p>Student Services Support staff published a brochure for schools <i>Intervention Plan for a Potentially Suicidal Student</i></p> <p>Student Support Leadership Initiative (SSLI) sponsored the following events:</p> <ul style="list-style-type: none"> • Mar. 2/11: LINK – showcase of community services for professionals working with students and families • Apr. 7/11: <i>How to Talk to Your</i>

	Review the Integrated Accessibility and Built Environment draft Regulations	<p><i>Child About Anxiety</i></p> <ul style="list-style-type: none"> • May 2/11: <i>Youth Mental Health, It's Everybody's Business</i> <p>Both Standards reviewed and provided input to OESC re Integrated Accessibility Regulation. The Transportation Standard for integrated transportation has been met and is in compliance with the Standard (s.75 (2a,b)).</p>
Physical	Continuously upgrading of facilities to accommodate students and staff with accessibility needs	Facility Services - ongoing
Attitudinal	New employees participate in the Customer Service training	ongoing
Architectural	HDSB building Manual is continuously updated to reflect accessible design	ongoing

7. Measures in Place: Preventing new barriers

The guiding principles of inclusive practice inform school board programs, policies, practices and services to reduce and minimize barriers to accessibility for people with disabilities. We strive to create an environment that is accessible through the annual accessibility planning process to ensure continuous improvement in accessibility.

8. Barrier-identification Methodologies

The Accessibility Working Group is using the following barrier-identification methods:

Methodology	Description	Status
Presentation to Senior Administration	Opportunity for input and feedback	September, 2011
Presentation to Trustees	For information	September 21, 2011
Presentation to SEAC	Opportunity for input and feedback	Sept. 13, 2011
Presentations to Employee Groups (HUC)	For information	October 2011
Communication with Public	Plan posted on board website	October 2011
Accessibility Working Group	Review, plan, and make recommendations for year 8 plan; report progress about Year 7 plan	ongoing meetings

9. Barriers to be addressed in 2011 - 2012

The Accessibility Working Group will address six barrier groupings during the coming year. Our focus this year is to continue to raise awareness about the *Accessibility for Ontarians with Disabilities Act* and the Board Accessibility Plan.

It is our intent to expand our focus by including more avenues to collaborate with people with disabilities in the review of our annual accessibility plan.

This plan will address at least one area in each of communication, information, attitude, physical, policy/practice and architecture.

In addition, the Accessibility Working Group will review and begin planning for 2 new Regulations addressing the Built Environment and the Integrated Accessibility Standard (Information and Communication, Transportation, Employment). These Regulations, made under the *Accessibility for Ontarians with Disabilities Act, 2005*, establish accessibility standards and apply to every designated public sector organization and to every other person or organization that provides goods or services to members of the public or other third parties that has at least one employee in Ontario.

10. Review and monitoring process

The Accessibility Working Group meets regularly during the planning year to review progress. Throughout the year, the effectiveness of implementing the barrier-removal and prevention strategies will be discussed in preparation for appropriate revisions for the eighth year of accessibility planning.

11. Communication of the plan

The Halton District School Board's accessibility plan is posted on the board website at www.hdsb.ca and hard copies are available. The plan can be made available in accessible formats.

12. **Definition of Disability:** The AODA adopts the broad definition for disability that is set out in the *Ontario Human Rights Code*. "Disability" is:

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.
- (b) a condition of mental impairment or a developmental disability;
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;

- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act*, 1997.

What is a barrier?

A “barrier” is anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an informational or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice.

Physical Barrier: objects added to the environment – doors, windows, elevators, furniture, etc.

Architectural Barrier: building design, area adjacent to the building, shape of room, size of doorways, etc.

Information Barrier: inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, websites, fax transmissions, equipment labels, computer screens, etc.

Communication Barrier: difficulties receiving information in person or by telephone, difficulties interacting with receptionists or other staff, difficulties receiving training

Attitudinal Barrier: staff who do not know how to communicate with people with disabilities, discriminatory behaviours

Technological Barrier: computers, photocopiers, fax machines, telephones and switches, assistive technologies

Policy or Practice Barrier: rules, regulations and protocols that prevent one performing their job satisfactorily, or from serving the public, or that restrict participation.

Accessibility Action Plans for 2011-2012

Barrier	Objective	Means to remove or prevent barriers	Timing	Responsibility
Policy and Procedures	Engage in long-range accessibility planning as required by the Integrated Accessibility Standard (O. Reg. 191/11)	Prepare 5 year plans as part of the Annual Accessibility Plan	Jan. 1, 2012	Accessibility Working Group
	Training to Educators: provide all employees who are involved in program or course design, delivery and instruction – must provide all educators with accessibility awareness training related to accessible program, course delivery of instruction.	Student Services and Program Services to explore what exists and what needs to be developed	Jan. 1, 2013	School Program Services, Student Services, Accessibility Working Group (OESC is preparing these materials for all boards and will be available Sept. 2012)
	Workplace Emergency Response Information made clear to all employees	Individualized workplace emergency response information to employees who have a disability if the disability requires this and the employer is aware of the need. Supported through the Attendance Services tracking program	Jan. 1, 2012	Human Resources
Communication and Information Strategy to keep members of the community updated with regard to programs and services for people with disabilities in Halton	Community groups, staff and agencies have the opportunity to showcase programs and services for people with disabilities in Halton	Organize and implement the Annual Halton Accessibility Showcase featuring displays by community groups addressing accessibility services and support programs	Spring 2012	Accessibility Working Group to organize with HDSB Student Services and HCDSB Special Education Services with support from community agencies providing programs and services for people with disabilities.
Physical Long range planning	Continued upgrading of facilities to accommodate	Facilities Checklist database updated as physical plant	May 2012	Student Services

Barrier	Objective	Means to remove or prevent barriers	Timing	Responsibility
required to bring all HDSB facilities up to accessible standards	students and staff with accessibility needs	accommodations made Develop an <i>Accessibility Planning Guide for Schools</i> to consult when requesting facility renovations to accommodate the accessibility needs of students, staff, volunteers, etc.	Spring 2012	Facility Services Accessibility Working Group
Attitude Importance of continually educating our employees about people with disabilities and inclusive practices that remove barriers	All new board employees must be in-serviced about accessibility topics to increase awareness and sensitivity towards people with disabilities Accessibility Standards for Customer Service (Reg. 429/07 training online)	All new employees to receive Customer Service Training as a condition of employment	Ongoing ongoing	Every employee group supervisors
Architectural	Continue to update Halton DSB Building Manual to reflect best practice in accessible building design	Halton DSB Building manual is continuously updated with input from SEAC.	ongoing	Facility Services

Suggested Reference Material/Resources

Note:

In addition to the following resources, school boards are encouraged to consult the links provided on the Ministry of Citizenship's website (<http://www.gov.on.ca/citizenship/accessibility/index.html>) and on the Paths to Equal Opportunity website (www.equalopportunity.on.ca/eng_g/links)

Accessibility Planning Resources for School Boards:

Accessibility Ontario – Guide to Annual Accessibility Planning
<http://www.gov.on.ca/citizenship/accessibility/english/accessibleplanningguide.htm>

The *Ontarians with Disabilities Act, 2001*
<http://www.gov.on.ca/citizenship/accessibility/english/act2001.htm>

Human Resources Development Canada, *A Way With Words*
http://www.hrdc-drhc.gc.ca/hrib/sdd-dds/odi/documents/waywithwords_tmp/purpose.shtml

Community Resources for Independence, *Using Words With Dignity*
<http://www.crinet.org/dignity.php>

Government of Ontario – Paths to Equal Opportunity
 A-Z index – Accessibility in Educational environments
http://www.equalopportunity.on.ca/eng_g/subject/index.asp?action=search_4&dir_id=1071

Ontario Human Rights Commission - *Policy and Guidelines on Disability and the Duty to Accommodate* <http://www.ohrc.on.ca/english/publications/disability-policy.shtml>

Enablelink (Canadian Abilities Foundation) Directory of Canadian Disability Links
http://www.enablelink.org/resources/links_to.html

Directory for Accessibility <http://www.accessibilitydirectory.ca>

Adaptive Technology Resource Centre <http://www.utoronto.ca/atrc>

Ontario Interpreter Services (OIS) <http://www.chs.ca/services/ois.html>

Canadian Standards Association: <http://www.csa.ca>
 B6521-95 Barrier-Free Design
 B480-02 – Customer Service Standard for People with Disabilities

Playability Tool Kit: Building Accessible Playspaces
<http://www.opassoc.on.ca/toolkit.asp>

A Few Key Ontario Organizations:

- Canadian National Institute for the Blind (CNIB) <http://www.cnib.ca>
- Canadian Hearing Society <http://www.chs.ca>
- Canadian Mental Health Association – Ontario <http://www.ontario.cmha.ca>
- Community Living Ontario <http://www.oacl.on.ca>
- Multiple Sclerosis Society of Canada – Ontario Division <http://www.mssociety.ca/ontario>
- Learning Disabilities Association of Ontario <http://www.ldao.on.ca>
- Little People of Ontario <http://www.lpo.on.ca>
- Ontario Brain Injury Association <http://www.obia.on.ca>
- Canadian Paraplegic Association – Ontario <http://www.canparaplegic.org/on>
- Le Phénix <http://www.lephenix.on.ca>
- Ontario March of Dimes <http://www.dimes.on.ca>
- The Easter Seal Society – Ontario <http://www.easterseals.org>
- AboutFace International <http://www.aboutfaceinternational.org>
- Tourette Syndrome Association of Ontario <http://www.tourettesyndromeontario.ca>
- Association for Bright Children <http://www.abcontario.ca>
- Halton Down Syndrome Association <http://www.dsao.ca/>
- IEWS: Support for the Families of Blind and Visually Impaired Children <http://viewson.ca>
- Autism Ontario – Halton Chapter <http://www.autismhalton.com/>

ABOUT DISABILITY

The Disability Continuum

There is no universally accepted meaning for the word "disability". However, the Ontario Human Rights Code provides definitions of disability that form our guiding principles.

Most definitions, however, can be placed on a continuum. At one end of the spectrum, disability is explained in terms of medical conditions (medical model). At the opposite end, disability is explained in terms of the social and physical contexts in which it occurs (environmental model).

The medical model focuses on deficiencies, symptoms and treatments. The World Health Organization's (WHO) 1976 definition for disability, for example, is "any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being." Medical model definitions promote the idea that disability is a deviation from the norm.

Many people with disabilities are troubled by definitions that regard disability as abnormal, preferring instead to portray disability as commonplace, natural, and in fact, inevitable. As people age, they experience gradual declines in visual acuity, auditory sensitivity, range of motion, bodily strength and mental powers. Significant functional limitations affect almost half of people between the ages of 55 and 79, and over 70% of people over 80. Beyond middle age, disability is the norm.

The environmental model explains disability in relation to social and physical contexts. In this view, the environment, not an individual's medical condition, causes disability. For example, during an electrical blackout, a person who is completely blind can effortlessly navigate around the home, hammer nails, and, if a Braille user, read a novel.

A sighted person would be unable to perform these tasks easily, if at all. In this example, the environment disables the sighted person.

The environmental model emphasizes that people with disabilities are capable human beings, and that it is barriers, not medical conditions, that are disabling. Disability results when people design a world for their way of living only, without taking into account the natural - and foreseeable - variability among human beings. In other words, disability is a consequence of design flaws in the built and human environments.

All barriers are human-made. If design problems cause barriers, then disabilities can be eliminated -- or minimized -- by modifying how we live, the tools we use, and our intuitions about the proper way to do things. If systemic barriers cause disabilities, the disabilities can be eliminated by modifications to policies, plans and processes. If attitudes cause barriers, then disability awareness, respect and an understanding of positive interaction with people with disabilities will remove barriers.¹

Types of Disability and Functional Limitations

A person's disability may make it physically or cognitively challenging to perform everyday tasks such as operating a keyboard, reading a sign, differentiating colours, distinguishing sounds, climbing stairs, grasping small items, remembering words, or doing arithmetic.

Disability and the Ontario Human Rights Code

Persons with disabilities may face challenges because of the physical or mental limitations. But the attitudes of other people may also create barriers. Understanding this social aspect of disability is essential.

The Ontario Human Rights Code protects the rights of persons with disabilities to equal treatment in employment, housing, goods, services, facilities, contracts and membership in trades or vocational associations. The Code provides a basic definition of “handicap” to include conditions that have developed over time, those that result from an accident, or have been present from birth. It includes physical, mental, and learning disabilities and it does not matter whether the condition is visible. For example, persons with mental disorders, sensory disabilities (such as hearing or vision limitations) and epilepsy are all protected under the Code.

Protection for persons with mental disabilities deserves special attention. These persons have the same rights as persons with any other kind of disability. They may, however, have trouble expressing themselves or even identifying that they have a disability.

The Code protects people from the unequal effects of discrimination. For example, a person may not actually have a disability, but may be perceived to have one. The Code will protect a person who is the victim of discrimination because another thinks that the person has a disability.

(This information is provided as a public service by the Ontario Human Rights Commission.)

There are many kinds of disabilities, including physical, sensory, hearing, mental health, developmental and learning. Disabilities can be visible or non-visible.

Visual disabilities

Visual disabilities reduce one’s ability to see clearly. Very few people are totally blind. Some have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some can see the outline of objects while others can see the direction of light.

Impaired vision can restrict a person’s ability to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a visual disability. Others may use a guide dog or white cane.

Here are some suggestions to help you interact with people with visual disabilities.

- Identify yourself when you approach the person and speak directly to them.
- Speak normally and clearly.
- Don’t refer to the disability, and never use phrases like “handicapped”.
- Never touch the person without asking permission, unless it’s an emergency.
- If you offer assistance, wait until you receive permission.
- Offer your arm (the elbow) to guide the person and walk slowly.
- Don’t touch service animals – they are working and have to pay attention at all times.
- If you’re giving directions or verbal information, be precise and clear. For example, if you’re approaching a door or an obstacle, say so.
- Don’t just assume the individual can’t see you.

- Don't leave the person in the middle of a room. Show them to a chair, or guide them to a comfortable location.
- Identify landmarks or other details to orient the person to the environment around them.
- Don't walk away without saying good-bye.
- Be patient. Things may take a little longer.

Hearing impairments

People who have hearing loss may be deaf or hard of hearing. Like other disabilities, hearing loss has a wide variety of degrees. People who are hearing impaired may require assistive devices when communicating. While some people may use sign language, notes or hearing aids when communicating, others may also use e-mail, pagers, TTY telephone service or Bell Canada Relay Service.

Here are some suggestions to help you interact with people who have hearing impairments.

- Always ask how you can help. Don't shout.
- Don't refer to the disability, and never use phrases like "handicapped".
- Attract the person's attention before speaking. The best way is a gentle touch on the shoulder or gently waving your hand.
- Make sure you are in a well-lighted area where the person can see your face.
- Look at and speak directly to the person. Address the person, not their interpreter.
- If necessary, ask if another method of communicating would be easier, for example a pen and paper.
- Don't put your hands in front of your face when speaking.
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Make sure you have been understood.
- Don't touch service animals — they are working and have to pay attention at all times.
- Any personal (e.g., financial) matters should be discussed in a private room to avoid other people overhearing.
- Be patient. Communication for people who are deaf is different because their first language may not be English. It may be American Sign Language (ASL).
- If the person uses a hearing aid, try to speak in an area with few competing sounds.

Physical disabilities

There are many types and degrees of physical disabilities and not all require a wheelchair. For example, people who have arthritis, heart or lung conditions, or amputations may also have difficulty moving, standing or sitting. It may be difficult to identify a person with a physical disability.

Here are some suggestions to help you interact with people with physical disabilities.

- Speak normally and directly to the person. Don't speak to someone who is with them.
- People with physical disabilities often have their own ways of doing things. Ask before you help.
- Don't refer to the disability, and never use phrases like "handicapped".
- Be patient and be sure you understand their needs.
- Don't touch any assistive devices, including wheelchairs, unnecessarily unless it's an emergency.
- Provide the person with information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.).

Intellectual disabilities

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one's ability to learn. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions or body language.

Here are some suggestions to help you interact with people with intellectual disabilities.

As much as possible, treat the person with an intellectual disability like anyone else. They may understand more than you think, and they will appreciate you treating them with respect.

- Don't assume what a person can or cannot do.
- Don't refer to the disability, and never use phrases like "handicapped".
- Use simple words and short sentences.
- Make sure the person understands what you've said.
- If you can't understand what's being said, don't pretend. Just ask again.
- Give one piece of information at a time.
- Be polite and patient.
- Speak directly to the person, not to someone who's with him or her.

Learning or cognitive disabilities

Learning or cognitive disabilities can result in a host of different communications difficulties for people. They can be subtle, as in having difficulty reading, or more pronounced, but they can interfere with the person's ability to receive, express or process information. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions or body language.

Here are some suggestions to help you interact with people with learning or cognitive disabilities.

- Patience and a willingness to find a way to communicate are your best tools.

- When you know that someone with a learning disability needs help, ask how you can best help.
- Speak normally and clearly, and directly to the person
- Take some time — people with some kinds of disabilities may take a little longer to understand and respond.
- Try to find ways to provide information in a way that works best for them. For example, have a paper and pen handy.
- If you're dealing with a child, be patient, encouraging and supportive.
- Don't refer to the disability, and never use phrases like "handicapped".
- Be courteous and patient and the person will let you know how to best provide service in a way that works for them.

Mental health disabilities

People with mental health disabilities look like anyone else. You won't know that the person has a mental health disability unless you're informed of it. But if someone is experiencing difficulty in controlling their symptoms or is in a crisis, you may need to help out. Be calm and professional and let the person tell you how you can best help.

Here are some suggestions to help you interact with people with mental health disabilities.

- Treat people with a mental health disability with the same respect and consideration you have for everyone else.
- Be confident and reassuring, and listen to persons with a mental health disability and their needs.
- If someone appears to be in a crisis, ask him or her to tell you the best way to help.
- Take the person with a mental health disability seriously, and work with them to meet their needs.

Speech and language disabilities

Some people have problems communicating. It could be the result of cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Some people who have severe difficulties may use communication boards or other assistive devices.

Here are some suggestions to help you interact with people with speech and language disabilities.

- Just because a person has one disability doesn't mean they have another. For example, if a person has difficulty speaking; don't assume they have an intellectual disability as well.
- If you don't understand, ask the person to repeat the information.
- Don't refer to the disability, and never use phrases like "handicapped".
- If you are able, ask questions that can be answered 'yes' or 'no'.

- Take some time. Be patient and polite, and give the person whatever time he/she needs to get his/her point across.
- Don't interrupt or finish the person's sentences. Wait for them to finish.

Patience, respect and a willingness to find a way to communicate are your best tools.

Deaf-blind disabilities

A deaf-blind person cannot see or hear to some extent. This results in greater difficulties in accessing information and managing daily activities. Most people who are deaf-blind will be accompanied by an intervener, a professional who helps with communicating. Interveners are trained in special sign language that involves touching the hands of the client in a two-hand, manual alphabet or finger spelling, and may guide and interpret for their client.

Here are some suggestions to help you interact with people who are deaf-blind.

- Don't assume what a person can or cannot do. Some deaf-blind people have some sight or hearing, while others have neither.
- Don't refer to the disability, and never use phrases like "handicapped".
- A deaf-blind person is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them.
- Speak directly to the person, as you normally would, not to the intervener.
- Identify yourself to the intervener when you approach the person who is deaf-blind.
- Don't touch service animals – they are working and have to pay attention at all times.
- Never touch a deaf-blind person suddenly or without permission unless it's an emergency. ²

Other

Disabilities result from other conditions, accidents, illnesses, and diseases, including ALS (Lou Gehrig disease), M.S. (Multiple Sclerosis), allergies, anaphylaxis, asthma, diabetes, cancer, HIV/AIDS, environmental sensitivities, seizure disorders, heart disease, stroke and joint replacement to name a few.

² Retrieved August 2006 from http://www.mcass.gov.on.ca/mcass/english/topics/pop_ado_needs.htm

Where to Look for Barriers

1. Physical Barriers:

- Furniture
- Chairs
- Door knobs
- Classroom design
- Planters
- Locks
- Drinking fountains
- Telephones
- Work stations
- Doors
- Handrails
- Windows
- Bathroom hardware
- Security systems
- Seats, tables, counters

2. Architectural Barriers:

- Exterior to a building
- Parking areas
- Hallways
- Carpets
- Reception areas
- Classrooms
- Cubicles
- Cafeterias
- Escalators
- Stairwells
- Storage areas
- Entrances
- Interior of a building
- Drop-off zones
- Floors
- Lobbies
- Offices
- Athletic facilities
- Washrooms
- Elevators
- Stairs
- Closets
- Lighting
- Assembly halls

3. Information/Communication Barriers:

- Books
- Web-based resources
- Bulletin boards
- Training
- Forms
- Fax transmissions
- Computer screens
- Printed information
- Signage
- Brochures
- Receptionists
- Manuals
- Equipment labels
- Public announcements

4. Attitudinal Barriers:

- Biases and beliefs
- Lack of understanding
- Stigmatization - *See also "Policy/practice" below
- Lack of information/knowledge
- Lack of sensitivity/intolerance

5. Technological Barriers:

- Computers
- Standard software
- Websites
- Mice
- Fax machines
- TTYs
- Appliances
- Switches
- Operating systems
- Proprietary software
- Keyboards
- Printers
- Telephones
- Photocopiers
- Control panels

6. Policy/Practice Barriers:

- Procurement and purchasing
- Hiring
- Testing
- Promotion
- Regulations
- Protocols
- Community use of facilities

- Job postings
- Interviewing
- Meetings
- By-laws
- Rules
- Safety and evacuation



Halton District School Board

Report: 11138

Date: September 14, 2011

INCIDENTAL INFORMATION

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

FROM: Jeff Blackwell, Associate Director
David Euale, Director of Education

RE: School Boundary Review Admin Procedure

Background

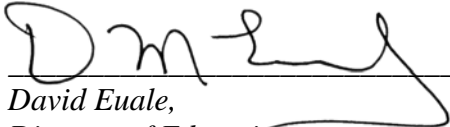
The attached revision of the Halton District School Board's Admin Procedure re: School Boundary Reviews is presented for trustees' information.

As trustees know, the first version of this procedure was drafted at the early stages of the Milton boundary review, and utilized for the most recent boundary review in Oakville. After reviewing the process utilized in those experiences, subsequent minor revisions were made to the Administrative Procedure in order to incorporate best practices and learnings for future processes.

Respectfully submitted,



Jeff Blackwell
Associate Director



David Euale,
Director of Education

NUMBER:	<i>To be determined</i>
TOPIC	School Boundary Reviews
EFFECTIVE:	September 2010
CROSS-REFERENCE:	Program and Accommodation Review Committee Policy
REVIEW/REVISION DATE:	September 2011
Responsibility:	Superintendent of Education Superintendent of Business Services

INTENDED PURPOSE:

The Halton District School Board is committed to providing the best educational opportunities and learning environment for its students. Changes in student enrolment, program demands, new school construction and other factors may result in the need for changes in school boundaries.

Curriculum and programming decisions that might require school boundary changes or program relocation must take into account the needs of all of the students in all of the schools in a particular area. The Board will ensure that communities affected by boundary changes have a clear understanding of the process and the level of consultation that will take place.

The Halton District School Board is committed to a transparent process for decision-making related to program, accommodation and school boundary reviews. This Administrative Procedure outlines a framework for managing the complex issue of school boundary reviews. School boundary review processes will vary somewhat to be responsive to the unique characteristics of the review area and the needs and expectations of the community.

Long-Term Accommodation Plan

School boards are required to develop and maintain multi-year capital plans as a condition of funding for accommodation needs. Each year the Halton District School Board develops a Long Term Accommodation Plan (LTAP). The LTAP verifies, continues and revises the implementation of new school capital projects. The plan outlines the impact of these new capital projects on existing school communities, and the need to undertake school boundary studies. The LTAP also identifies review areas and schools where enrolment pressures will occur within the immediate future, and the need to undertake associated boundary studies.

The LTAP is a public document that is presented through a public consultation process and is key to ensuring that staff, trustees and community are aware of possible boundary reviews.

School boards must implement a public consultation process before the LTAP receives final approval by the board. Public consultation is an integral component in the preparation of a LTAP. A public consultation process serves to inform, and receive comments from school communities including parents/guardians, students, teachers and school administrators, as well as community groups and organizations, and other interested parties. Once public consultation has occurred and the trustees approve the LTAP the plan is forwarded to the Ministry of Education. School boards are required to ensure these plans reflect up-to-date enrolment projections for their schools, which identify future trends.

The LTAP will continue to be a fluid document, which will be reviewed annually in order to monitor changing enrolments, address provincial policy initiatives, and implement new capital projects.

Boundary Review Steering Committee

A Boundary Review Steering Committee is established to lead the school boundary review process. This committee may consist of but is not limited to the Family of Schools Superintendent(s) of all affected areas, Superintendent of Program, Superintendent of Business, Manager from Planning Department, and the Trustee(s) for all of the affected areas. The committee will be chaired by the school Superintendent. The Boundary Review Steering Committee will review school enrolments, school capacities and school programs. The Boundary Review Steering Committee does not make the final decision regarding boundaries. The mandate of this committee is to generate initial boundary options for consideration by a larger Boundary Review Committee. The Boundary Review Steering Committee will ultimately make a recommendation to Administrative Council and the Director to present to the Board for decision.

Boundary Review Committee

A Boundary Review Committee is established to examine the initial options generated by the Boundary Review Steering Committee and to have the opportunity to give feedback. The Boundary Review Committee will be jointly chaired by a Superintendent and a Trustee. The Boundary Review Committee will include the members of the Steering Committee as well as parent representatives from all affected communities. The Boundary Review Committee will use criteria to measure the impact and effectiveness of boundary options. Possible criteria could include but should not be limited to:

- Balance of overall enrolment in each school in the review area to maximize student access to programs, resources, and extra-curricular opportunities.
- Continuity of placement and possible relocation of regional programs within the review area
- Expansion and placement of new ministry or board programs
- Viable numbers in a dual track school to support both English and French programs
- Proximity to schools (walking distances, safe school routes, natural boundaries)
- Accommodation of students in permanent school facilities and minimal use of portable classrooms
- Stable, long-term boundaries
- Cost effectiveness of transportation
- Fiscal responsibilities
- The grand parenting of students in the graduating class
- The number of school moves students have experienced
- Keeping cohorts together
- Other criteria recommended by committee or community members

The Boundary Review Committee will review the options generated by the Boundary Review Steering Committee and will offer suggestions and revisions or suggest new options to be considered. (*see Step Two on the flowchart*) The Boundary Review Steering Committee will receive and review the feedback from the Boundary Review Committee and consider revisions or other options. (*Step Three, flow chart*).

The Boundary Review Steering Committee will decide to either inform the community of the recommended option(s) or to consult the community regarding the recommended option(s).

Informing The Community

The Boundary Review Steering Committee may decide to inform the community of the recommended option(s).

It is important to inform all stakeholders in the community. The community includes stakeholders who will be directly affected (e.g. families with children in affected schools). The community also includes stakeholders who are not directly affected but may be interested. (e.g. neighbours, daycare providers, local businesses).

Information regarding the selected option will be shared through a combination of methods: community meetings, letters to the community, website postings, school newsletters, and media releases. The Halton District School Board Planning Department maintains a question and answer forum on the Halton District School Board website related to school boundary reviews.

Consultation With The Community

The Boundary Review Steering Committee may decide to consult with the community re: the recommended option(s).

The Boundary Review Steering Committee will establish community meetings. Communication of these meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number.

The Boundary Review Steering Committee will present to the community, the preferred option(s) being considered. The community will have the opportunity to give feedback on the impact of each option. The community may suggest revisions to the criteria used to assess options or offer revisions to options presented or suggest new scenarios for the Boundary Review Steering Committee to consider.

Feedback will be requested through a combination of methods: community meetings, focus groups, website questions and answers, private and public e-mail and telephone communication with members of the committee.

The Boundary Review Committee will be invited to review feedback and consider revisions and options suggested by the community, and submit their revised recommendations to the Steering Committee. The Steering Committee may then amend the preferred option(s), blend components of several options or generate a new option(s). (*Step Four – flow chart*)

The Superintendent responsible for the boundary review will, on behalf of the Steering Committee, write a report with the recommended option(s). Administrative Council will review this report, and the Director will present a report to the Board for decision. The Director's report will consider the recommendation of the Boundary Review Committee, but the Director's recommendation will not be limited to those recommended by the committee. As per Board policy, delegations to the Board would occur to receive community opinion on the recommendation within the timelines outlined in the policy.

Considerations For Establishing A Consultation Process

- Which stakeholders should be involved in the consultation process?
- How will stakeholders be informed of the consultation process?
- Who will be facilitating the consultation process?
- What facilitation strategies will be used?
- What information do stakeholders require before and during the consultation process?
- What mechanisms will be used to convey information and respond to questions from community stakeholders?
- What are the barriers to participation and communication and the means to overcome those barriers?

Considerations For Consultation Meetings

- Share the current challenge facing the Board and the community.
- Share the objectives of the consultation process.
- Discuss the working rules for ensuring full participation and thorough discussion.
- Encourage all community members to work actively against any inclination for individual school communities to divide into adversarial groups.
- Share the consultation process and timelines.
- Share the assumptions and parameters upon which Planning Department generated enrolments and projections
- Share enrolment and projection data.
- Share the criteria used to assess options generated by staff.
- Share the boundary options reviewed and the benefits and challenges of each option.
- Seek input from stakeholders as to the criteria being used and the impact of each of the options.
- Seek revisions to options presented or new ideas from the community.
- Share timelines and processes for further community input, information sharing and decision-making.
- Ensure community members understand roles and responsibilities within this process
e.g. superintendents, planning managers, community representatives, director and trustee.
- Clarify the decision-making process (e.g. boundary review decisions are not made at consultation meetings; are not made by one trustee but through collective discussion and decision-making at Board meetings).

Integration

It is important the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities and neighbourhoods. This process of integration should be carried out in consultation with parents and staff. The Superintendent will establish an Integration Committee immediately following the final decision on school boundaries and program placement.

The Integration Committee will plan for and implement the positive integration of students and staff affected by the boundary decision and a relocation into their new school environment. The appropriate Superintendent of Education would act as the Chair of the Integration Committee.

The Integration Committee will consist of the following persons:

- the appropriate School Superintendent;
- the school principals from affected schools
- the trustee
- the school council chair or designate
- other members the committee feels are required.
- other resource personnel can be invited to assist the committee

School Boundary Reviews

Boundary Review Steering Committee: Step One

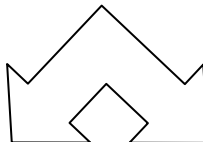
- Membership:** School Superintendent (Chair) Area Trustee(s), Area Superintendent(s), Manager of Planning, Superintendent of Business, Superintendent (Program)
- Mandate: -** Review school and area projections, enrolments, school capacities and school programs;
 Chair generates an initial staff report including options and ramifications;
 Establishes Boundary Review Committee (BRC) and sets BRC meeting schedule

Boundary Review Committee: Step Two

- Membership:** Steering Committee and parent representatives from all affected communities; Superintendent(s) and Trustee(s) from all potentially affected areas
- Mandate:** Examine initial options generated by the Boundary Review Steering Committee; Offer suggestions, revisions to initial options or suggest new options.

Boundary Review Steering Committee: Step Three

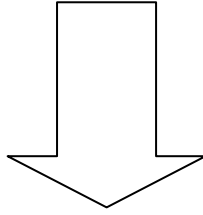
Receive input from the Boundary Review Committee.
 Make possible revisions to the report and share the preferred option(s) with all affected communities for either information or for consultation and further input.



If the decision is to inform the community	If the decision is to consult the community
<p>The Boundary Review Committee will inform the community of the recommended option(s) which would be presented to Administrative Council and the Director to present to the Board for decision.</p>	<p>The Boundary Review Steering Committee will present the preferred option(s) to the community. The community will share feedback on the impact of each option. The community may suggest revisions to the criteria used to assess options, offer revisions to options presented or suggest new scenarios. The feedback received from these community consultations will be considered in the development of the final recommendation.</p>

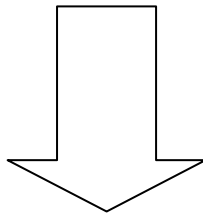
Boundary Review Committee

Considers input from the community consultation; reviews options to be sent to the Boundary Review Steering Committee.



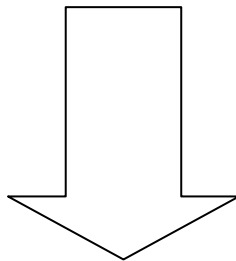
Superintendent and Boundary Review Steering Committee: Step Four

Receive report from the BRC, together with input from the community, and make possible revisions to the recommendation.



Recommendation to the Board

The Superintendent(s) responsible for the boundary review will write a report with the recommended option(s). This report will be presented to Administrative Council and the Director to share with the Board for a decision. The report is shared with the Board along with the Director’s recommendation(s). As per Board policy, delegations to the Board would occur to receive community opinion on the recommendation within the timelines outlined in the policy.



Integration Committee

The Integration Committee will plan for and implement the positive integration of students and staff affected by the boundary decision and relocation into their new school environment. The appropriate Superintendent of Education would act as the Chair of the Integration Committee.



Halton District School Board

Report: 11139

Date: September 15, 2011

INCIDENTAL INFORMATION

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

FROM: Mark Zonneveld, Superintendent of Education

RE: Full Day Early Learning Kindergarten Update – Year Two startup and beyond

We have just begun our second year of implementing the Full Day Early Learning Kindergarten Program (FDK). Approximately 20% of our four and five year old students are enrolled in the program, with the addition of Robert Little PS and Gardiner PS this September.

Current Enrolment

Each year the Ministry allocates our board a specific number of classes, at an average of 26 students each, to generate our total funded enrolment.

Ministry Allocation for 2011/12	Projected Enrolment March 21, 2011	Actual enrolment September 9, 2011	In excess of allocation
52 classes	1410 students	62 classes	10 classes
1352 students		1599 students	247 students

Program and Professional Development

The Ministry has extended the ‘draft period’ for the new FDK Program document to include Year Two. This program, which includes most of the learning expectations of the current Kindergarten Program document and many new ones, also emphasizes the development of student self-regulation, all in a play-based learning environment. Kindergarten staff members in Year One schools report that their students are more prepared for Grade One than students they have taught in previous years. Professional development opportunities continue to be offered for staff in both Years One and Two of implementation.

Gradual Entry

We have continued with the new Gradual Entry format, where all SK students began full time on the first day (with exceptions for those completely new to school), and all JK students entered gradually over the first week. All students were attending full time at the beginning of the second week. We will evaluate this model to determine next steps as we move forward with FDK implementation.

Optional Attendance Lottery

We had large numbers of Optional Attendance applications at many FDK schools again this year. All applications received by the cut off date last May were entered into a lottery and ordered for possible acceptance through this process. Although most sites have not accepted any FDK students through Optional Attendance, those that have did so via the lottery in an effort to ensure a fair process for all involved.

Extended Day Programs

This year the Extended Day program is not being offered by Board staff. Instead this program is provided by our community Child Care Providers. In many FDK schools there is great demand for before and after school care. We have agreed to open up more space in all FDK schools in an effort to eliminate any waiting lists for child care. So far this has been quite successful as school staffs and child care providers work together to share spaces and meet the needs of students and families. We are monitoring this closely as we move forward to ensure success.

Year Three Site Preparations

For Year Three, the Ministry has stipulated that 49% of all kindergarten students must be participating in the program. Our submission of 19 additional schools was approved by the Ministry earlier this year, and will result in the addition of approximately 76 classes, based on current projections. In preparation for these classes, additions and/or renovations are required in all 19 schools. We have been allocated \$13.1 million to complete this work, with renovations beginning this fall, and we hope the additions can begin the following spring.

Year Three Staffing and Professional Development

Last spring we began providing learning opportunities for administrators in Year Three schools. These will continue throughout this year. Early Childhood Educators (ECEs) will be hired during the spring, with teachers coming into place through their normal staffing process. Professional development will be provided during the spring to support all staff as they prepare for Year Three.

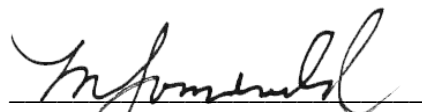
Years Four and Five Capital Funding

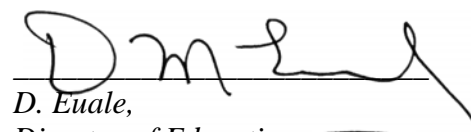
Year Four and Five schools were approved by the Ministry last spring. Requests for Year Four Capital Needs were submitted to the Ministry on June 24, 2011. Requests for Year Five are due on October 28, 2011. We hope to receive approval for all requests during the next few months in order to allow us to complete the required capital work on time.

Partnerships

We continue to work closely with our partners at the Region of Halton, Halton Catholic District School Board and community Child Care Providers to ensure a coordinated implementation of FDK across our region. These partnerships have expanded to include shared professional development opportunities, coordinated provision of supports for students with special needs, and expanded support for child care in all communities.

Respectfully submitted,



M. Zonneveld,
Superintendent of Education

D. Euale,
Director of Education