



Halton  
District  
School  
Board

# Long Term Accommodation Plan 2022





**The Halton District School Board is situated on the ancestral, treaty and title lands of the Anishinaabek Ojibwe Michizaagiig Nation, now known as the Mississaugas of the Credit. As the Original People of this territory, they possess distinct, inalienable and inextinguishable, Inherent Rights and jurisdictions across their territory, and in accordance with their self-determined social, legal, political, economic and governance institutions, structures and processes.**

# Executive Summary

The Long Term Accommodation Plan (LTAP) is an annually reviewed planning tool that provides enrolment projections and guides accommodation planning for a fifteen-year time period. New for this year, the Board has re-envisioned the LTAP for the 2021/2022 school year launch, with the vision to:

*“Engage Halton stakeholders and right holders to participate in the Accommodation Planning Process to inform the proposed actions planned in their school communities”.*

## 2022 LTAP Vision

Facility Services and Planning rebranded and re-envisioned the LTAP in 2021 document to better align with the Board’s Multi-Year Strategic Plan, and the Facility Services portfolio, and seeks to continue improving the document to better align with those values.

The elements of the present LTAP were curated to ensure they provide the necessary information to support the recommendations of the plan, and inform school communities what to expect in school accommodation planning in the immediate, medium, and long-term.

The plan will also seek to establish Key Performance Indicators (KPIs) to measure and track improvements to school communities. Note that given the large body of work, this component of the LTAP remains in development, and will be updated as soon as possible.

Included in the 2022 LTAP update are the following:

- Updated 15-year enrolment projections from 2023 to 2037;
- Identification of accommodation pressures and propose strategies to address them;
- Identification of Capital Priorities Program initiatives from 2022/2023 to 2026/2027; and,
- Additional information from Facility Services to provide more context for new capital project initiatives and proposed actions.

## Approved Capital Priorities Projects - Updates

1. Rattlesnake Point PS opened for the 2022/2023 school year. Currently holding students from the future Milton SW #12 PS.
2. Milton SW #12 PS started construction in the Winter of 2021/2022, and is scheduled to open in September, 2024.
3. Oakville NE #3 PS was approved by the Ministry. Construction commenced in the Spring of 2023.
4. Oakville NE #1 HS site preparations are ongoing. The Board has been working collaboratively with Sixth Oak Inc. and has secured approvals for draft plan of subdivision, rezoning, and official plan amendment, and is now undertaking the site plan application process to permit the school use.
5. Milton SW #13 PS and a six-classroom addition was approved by the Ministry. The Board is in the process of securing the site. An architect has been retained, and is advancing the site plan application process.
6. Oakville NE#5 PS was approved by the Ministry. The Board is in the process of securing the site. An architect has been retained, and is in the process of advancing the site plan application process.

## 2021 and 2022 Capital Priorities Programs and Early Years Submissions

Two Capital Priorities Programs were released by the Ministry of Education between 2021 and 2022. Between the two programs, the Board was successful in the following submissions:

1. Oakville NE #3 PS: 788 pupil place Elementary School with a five-room daycare;
2. Oakville NE #1 HS: 5-room daycare wing (partial project approval);
3. Milton SE #13 PS: 788 pupil place Elementary School with a five-room daycare;
4. Milton SE #13 PS: 6 classroom, 138 pupil place addition; and,
5. Oakville NE #5 PS: 788 pupil place Elementary School with a five-room daycare.

The Board awaits the next round of capital priorities from the Ministry of Education to secure funding for other priority projects.

## Future Capital Priority Considerations

The following projects have been shortlisted as possible priorities to be considered for submission for future Capital Priorities Programs:

1. Milton District HS (SRA 104): addition, renovation, and child care facility;
2. Oakville NE #5 PS: 6 classroom addition (ERA 118);
3. Paul A. Fisher PS (ERA 105): addition and child care facility;
4. Central PS and Burlington Central HS (ERA 100, SRA 100): replacement school (subject to a feasibility study); and,
5. Post's Corners PS (ERA 116): addition and FDK right sizing.

## 2022/2023 Completed Boundary Review Studies

### Burlington (ERA 100) Glenview PS Enrolment Relief:

Students were redirected from Glenview PS to Maplehurst PS to offset current and projected pressures at Glenview PS. The review was approved on March 22, 2023.

### South Georgetown Boundary Review (ERA 124):

Students were redirected from Ethel Gardiner PS to Silver Creek PS to balance enrolments within the existing schools in South Georgetown. The boundary review was approved on March 1, 2023.

## 2023/2024 School Boundary Review Studies

The following Boundary Review Studies are either underway and/or are proposed by Facility Services and Planning for consideration by Trustees for the 2022/2023 school year. If and when approved, the Board will announce to affected communities the commencement of the public process.

### Boundary Review (ERA 118/114/115/116/117):

In December of 2022, the Board approved the commencement of this boundary review, which was kickstarted in Spring/Summer of 2023. The purpose of the review is to establish new boundaries for the recently funded Oakville NE #3 PS and Oakville NE #5 PS, and establish new holding areas to account for future openings and potential delays.

## 2022/2023 Completed and Anticipated Redirections

### Redirection (ERA 118):

Effective April 11, 2023, a redirection of students from Dr. David R. Williams PS

was implemented as the facility reached maximum capacity (56-classrooms). The redirection will continue until the completion and the implementation of the Oakville NE #3 and #5 PS boundary review.

### Redirection (ERA 127):

Effective September 6, 2022, a redirection of students from Viola Desmond PS was implemented, as the facility reached maximum capacity. The redirection will continue until sufficient capacity is available.

Effective September 6, 2022, students located in Milton SW #12 ps catchment will continue to be held at Rattlesnake Point PS until the school opens in September 2024.

Effective September 8, 2023, French Immersion students located in Milton SW #12 ps will be redirected to Irma Coulson PS. The redirection will be reviewed once Milton SW #12 ps opens, and the boundaries will be reconsidered with the Milton SE #13 PS boundary review.

### Post's Corners Redirection

Anticipated Redirection (ERA 116): Post's Corners PS is nearing its maximum school capacity as the high density development within its boundaries continue to close. A redirection is anticipated to be implemented for the 2023/2024 school year until the completion and the implementation of the Oakville NE #3 and #5 PS boundary review."

## 2023/2024 Future Accommodation Planning Processes

As you will note throughout the document, there are several accommodation planning processes contemplated within the Board's Elementary and Secondary Review Areas (ERA/SRA) that may impact you and your communities.

Processes such as Program and Accommodation Reviews and Boundary Reviews will require Board approvals to commence, and will in turn trigger public participation and consultation to reach an ultimate recommendation to be approved by the Board of Trustees. They are not approved as part of this plan. As for Redirections, these are identified as potential actions that Senior Staff implement to address temporary accommodation pressures when schools reach max capacity and/or max number of portables.

If you have any additional questions with regards to your community and the actions being proposed, please reach out to [Plan@hdsb.ca](mailto:Plan@hdsb.ca).

THANK YOU

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# Introduction

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# 1.1

## Vision Statement and Guiding Principles

The Long Term Accommodation Plan (LTAP) is an annually reviewed planning tool that provides enrolment projections to guide accommodation planning needs and actions over a 15-year time period. .

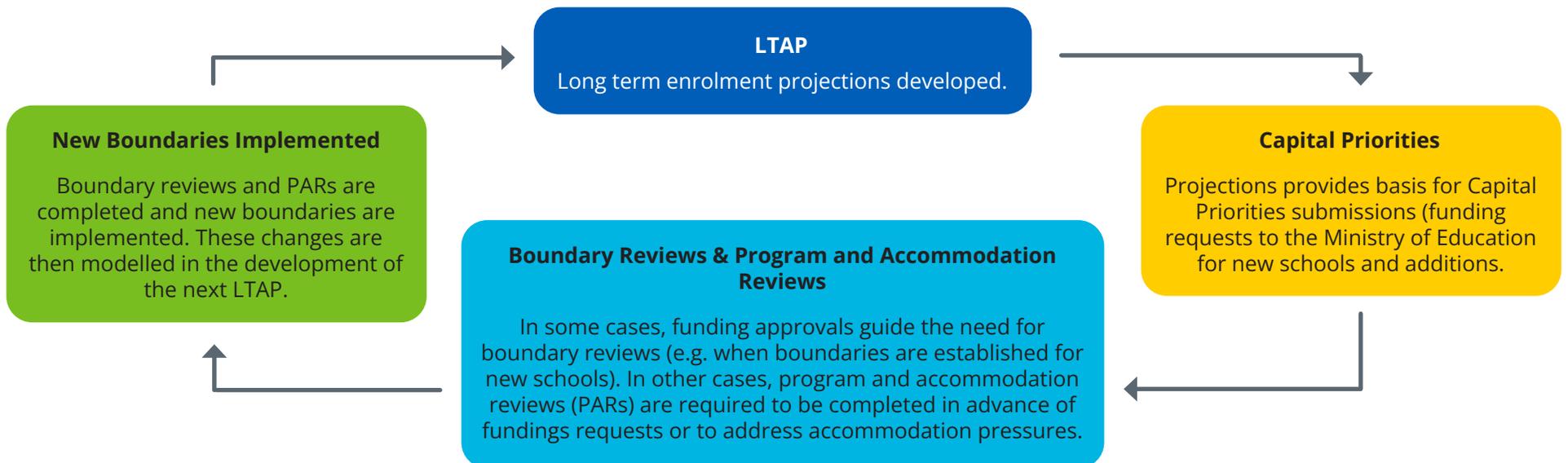
As an ongoing enhancement, Key Performance Indicators and reporting on facility characteristics are now completed, which will supplement the decision making process for accommodation planning at the Board.

The 2022 LTAP provides enrolment projections for the years 2023 to 2037, and provides a point in time facility data for the 2022/2023 school year. The data is reported Board wide, municipally, by review area, and by individual schools.

The purpose of this plan is to:

- To inform and engage the community on facility statistics and activity occurring within their community, and Board wide.
- To identify new capital project initiatives for the Board as part of current and future Capital Funding Programs.
- To provide opportunities to identify accommodation plans (e.g. boundary studies) to address accommodation needs triggered by new residential development, changing demographics, and/or program pressures.

Due to the dynamic nature of program and accommodation planning, capital project initiatives contained within this plan should be viewed as proposed solutions and may change with changing accommodation pressures faced by the Board.



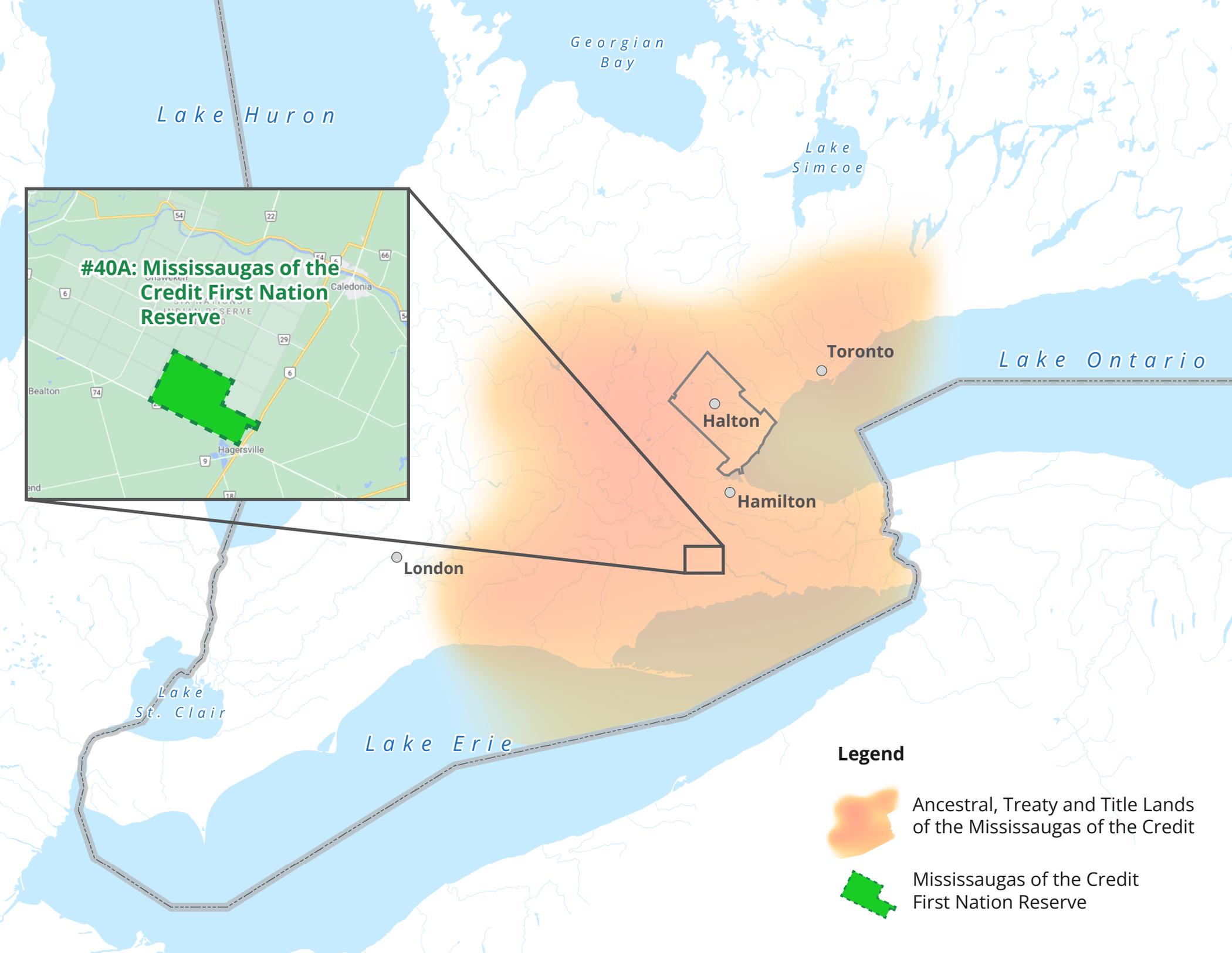
# *Our vision is to engage Halton stakeholders and right holders to participate in the Accommodation Planning process to inform the proposed actions planned in their school communities.*

As part of the renewal of the Long-Term Accommodation Plan, Facility Services and Planning have worked with the senior team and the Board of Trustees to develop the above Vision Statement to guide the development and improvement of the LTAP. Our guiding principles for this document are outlined below.

## **Guiding Principles**

To support the Vision, Facility Services and Planning have also developed guiding principles to follow through the development of ongoing enhancement of the Long-term Accommodation Plan:

1. Provide an accessible document to all stakeholders and right holders, to engage in meaningful and targeted discussions on future accommodation planning.
2. Develop a document that meaningfully aligns with the Board's Multi-Year strategic plan and its five pillars.
3. Engage with and consult with the HDSB Indigenous Rights and Education Department on Indigenous rights, current realities, and contributions of Indigenous peoples as part of our responsibilities toward Truth and Reconciliation.
4. Clearly and transparently articulate the Board's school communities' accommodation needs and challenges and opportunities in addressing them, and identify key actions to support those needs in question.
5. Holistically review and renew our schools considering a wider array of data beyond lifecycle, and expand the lens to review opportunities to improve school accommodations that are reflective of each school community and the facility that supports them.
6. Develop recommendations that aim to improve the student experiences throughout their academic career, and minimize impacts and disruptions where possible.
7. Represent the Board's interest to the Ministry of Education and municipal agencies having jurisdiction in the Region of Halton for future accommodation needs.
8. Provide recommendations that will lead to the improvement of delivery of school accommodation in school communities, and the Board as a whole.
9. Provide information to Board administrators to support decision-making on maximizing the sustainable use of the Board's school facilities and delivery of programming.



Lake Huron

Georgian Bay

Lake Simcoe

#40A: Mississaugas of the Credit First Nation Reserve

Lake Ontario

Toronto

Halton

Hamilton

London

Lake St. Clair

Lake Erie

Legend



Ancestral, Treaty and Title Lands of the Mississaugas of the Credit



Mississaugas of the Credit First Nation Reserve

## Upholding Indigenous Rights and Our Reconciliation Responsibilities

### Reconciliation as Relationship

A reconciliation framework is one in which Canada's political and legal systems, educational and religious institutions, corporate sector, and civil society function in ways that are consistent with the United Nations Declaration on the Rights of Indigenous Peoples, which Canada has endorsed.

The Truth and Reconciliation Commission Principle #6 states that:

***"All Canadians as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships."***

### Reconciliation as Responsibility

Historically, Facility Services and Planning did not include Indigenous consultation as part of its accommodation planning and the development of the annual Long Term Accommodation Plan. Since the implementation of the [Board's 2020-2024 Multi-Year Plan](#) and the re-envisioning of the document, Facility Services and Planning prioritized aligning with the five pillars of the plan, which includes the pillar of Indigenous Perspectives and Awareness.

As part of this commitment, in November of 2022 the Board adopted its [Indigenous Education Policy](#), which solidifies the Board's commitment to reconciliation. We are duty holders and it is our responsibility to protect and uphold Inherent, Indigenous and Human Rights as outlined by the [Truth and Reconciliation Commission \(TRC\) Calls to Action](#), the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#), the Ontario Human Rights Code, and the Canadian Charter of Rights and Freedoms. The purpose of the Indigenous Education Policy is to support anti-colonial efforts across the HDSB, and critically analyze, examine and address structural elements that are not in alignment with Inherent, Indigenous and Human Rights.

To begin, Facility Services and Planning (FSP) understands HDSB and this department are operating within the ancestral and treaty lands of, and defined by the Mississaugas of the Credit First Nation as shown in the map on the opposite page (page 4). The mapping and geographies presented subsequently in this document (page 27 and onward) are not intended to ignore treaties and are solely for the use and purposes of FSP/HDSB resource management, communicating plans to the public, and mitigating negative effects on students based on procedures required by the Ministry of Education.

Below are key principles of UNDRIP that we would like to highlight in the work that we are completing as part of the 2022 Long Term Accommodation Plan update.

Article 14 sub 2. of the United Nations Declaration of Rights of Indigenous Peoples (UNDRIP) declares that:

***"Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination."***

In response, it is our responsibility in the accommodation planning framework to ensure planning initiatives recommended as part of the Long-Term Accommodation Plan do not have the effect of limiting access to the Board's programming options to our learners. The Board is taking the introductory steps in meeting its responsibilities by engaging in a meaningful consultation process with the HDSB Indigenous Rights and Education Department with the goal of learning and the hope of extending our learning to inform our accommodation planning initiatives with an aim to improve educational quality for all students of the Board. In subsequent iterations of the Long Term Accommodation Plan, Facilities Service and the Planning Department will continue to consult and apply recommendations to correct historic erasure and uphold Indigenous Rights as it relates to the future planning of delivery of educational services.



Article 15 of the UNDRIP declares that:

***“Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education and public information.”***

In acknowledgement of this declaration, it is our responsibility as duty bearers to “promote, protect and uphold Indigenous Rights and support Indigenous Education to improve the experience of all Indigenous Peoples in the HDSB” throughout the development of the Long-Term Accommodation Plan in alignment with the Board’s Indigenous Education Policy (as quoted here). Facility Services and Planning acknowledges its responsibilities as they relate to Article 15, whereby our work seeks to take effective measures on consultation and cooperation to ensure that our work combats prejudices and eliminates discrimination.

As the Board embarks on future updates to the plan, it is the intent to engage and consult with the HDSB Indigenous Rights and Education Department to identify and acknowledge the impacts (whether positive or negative) accommodation planning may have on Indigenous rights and current realities, and seek to improve our alignment with UNDRIP, Truth and Reconciliation Commission Calls to Action, and the HDSB Indigenous Education Policy, as part of our responsibilities toward Truth and Reconciliation.

*The HDSB Indigenous Education Policy [can be found here](#).*

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# 1.3

## Facility Services Overview



Halton DSB is experiencing a period of significant growth within the region that has frequently resulted in, and will likely continue to result in land acquisition and new school development and construction to support growing communities. To this end, Facility Services has developed new school build standards that our architects use as a basis for their foundation in design.

In addition to new schools, Facility Services has a long-standing program of infrastructure upgrades that support ongoing safe operation of our schools with the latest in technological enhancements to support building operations, occupant comfort, and learning conditions.

While the above has served the HDSB well, Facilities Services is redefining its capital renewal program approach to a more holistic way to review and renew our schools. Part of the holistic approach is to review opportunities of each school within a wider community context and consider a wider array of data beyond just the concerns of the lifecycle of a school. In addition to this, this work is being aligned with the multi-year plan and the commitments supporting Equity and Inclusion, Mental Health and Well-Being, Learning and Achievement, Environmental Leadership, and Indigenous Perspectives and Awareness.

Annual school condition improvement and school renewal funding is approved during the Board budget process in May and June every year for project delivery the subsequent school year.

# 1.4

## Facility Performance Indicators and Statistics

### Introduction

Key performance indicators are a set of quantifiable measurements used to gauge performance. The intent is to measure whether our school facilities meet the targeted performance levels identified by Facility Services and Planning. Use of key performance indicators is relatively new in Facility Services and will evolve over time. One that has existed for many years, has been the Facility Condition Index (FCI).

In an effort to be better aligned with our Multi-Year Plan and being more transparent with our data, Facility Services intends to provide a system report detailing KPIs in the realm of energy use and sustainability, outdoor learning, air conditioning, and accessibility improvements. As a starting point, the LTAP will highlight the following KPIs that we understand to be of community interest.

### Key Performance Indicators

#### FCI

**Facility Condition Index (FCI):** This evaluates a facility in terms of the total five year renewal needs divided by the replacement value of a facility. As an example, if a building is worth \$1.0M, and has \$100,000 in maintenance needs, it will have a 10% FCI. Based on this ratio, it is relatively easy to rank facility needs in our system, and understand the level of investment required to renew a school facility's critical building components.

An FCI is typically assessed by the Ministry of Education five (5) years after the school facility opens, and every five (5) years thereafter. The assessment includes reviewing critical building components of the facility, and when they will need to be replaced. If they are to be replaced within five (5) years of the assessment, this is then used to calculate the renewal needs.

The Board also provides an Adjusted FCI, which is the KPI we report on, which adjusts the renewal needs based on the works that have been completed by the Board since the last assessment completed by the Ministry of Education, thus reducing the overall

FCI ratio. As a continuation of the previous example, if the Board has since spent \$50,000 since the last assessment, the adjusted FCI is now 5% ( $(\$100,000 - \$50,000) / \$1.0M = 5\%$  FCI). Our target is an FCI of 15% or lower at each school. See [Section 1.8](#) for additional information on funding streams for improvements. *Our target is an FCI of 15% or lower at each school.*



**Outdoor Learning:** The importance of outdoor learning spaces has long been recognized, and further reinforced in recent years. This KPI indicates schools that have at least one outdoor learning space for use. *Our target is to have at least one outdoor learning space at each school.*



**Accessibility:** The realm of accessibility is multi-faceted and difficult to summarize, however as a starting point, this KPI will measure the percentage of square footage that is accessible to those in a wheelchair or other mobility assisted device. The focus for this KPI is the removal of physical barriers to our schools (through the addition of ramps and elevators). Greater detail around other metrics will be provided through the [HDSB Accessibility Plan](#). The measurements presented in the LTAP do not include the AODA requirements under the most recent Ontario Building Code. *Our target is to have 100% of spaces accessible to those in a wheelchair or other mobility assisted device.*



**Students per Hectare:** A general measure of student access to green space which provides an indication of whether a site may be overcrowded. *Our targets are 247 students per hectare for elementary schools and 198 per hectare for secondary schools, based on recommendations in Ontario Regulation 20/98.*



**Energy Efficiency & Carbon Footprint:** This metric converts gas into equivalent kilowatt hours per metre squared (ekWhr/m<sup>2</sup>), and is added to the schools electricity consumption. Schools that have a lower ekWhr/m<sup>2</sup> are generally better energy performers than those with higher numbers. The KPI presented is the average Carbon Footprint of schools, which is the measure of Greenhouse Gas (GHG) emissions generated by the facilities.

Energy use in schools (electricity and gas consumption) will be detailed in a report to the Board to become more readily available to staff, students, and community in the future. *Our target is for each school to achieve a 10% lower carbon footprint than the current board average for the elementary and secondary panels, and is planned to be achieved over the next 5 years.*



**Air Conditioning:** As we continue to advance occupant comfort and equity among baseline services we provide in our schools, air conditioning of schools has been a cost intensive effort. We are presenting air conditioning data as a percentage of the net, targeted air-conditioned square footage of each school that has been air conditioned. The Board is prioritizing air conditioning instructional spaces (e.g. classrooms), administrative areas, and common areas (e.g. libraries, resource rooms, etc.) within our facilities. *Our target is to have 100% of these spaces air conditioned.*

## Additional Facility Statistics

**Number of Portables:** The number of portables on a site is an indication of over utilization of the school and is presented for information.

**Facility Age:** Facility age is an important metric that details when the school was constructed. In the case where additions have been added, two numbers will appear, the first being the original construction date, and the second a weighted average of the age and square footage of each addition in relation to the total square footage.



# 1.5

## Sources of School Capital Funding

### Introduction

In order to complete school construction projects, the Board has a number of funding pools available to draw from. Note however that each funding pool has restrictions on what types of projects can be funded from them, and may require specific approvals from the Ministry of Education, limiting the Board's autonomy in initiating projects, even if the need is immediate.

Sources of Capital Funding for school board use has become more restrictive over time, resulting in less autonomy for boards to navigate a challenging landscape of capital approval, regardless of how immediate the need may be.

Sources of funding include the following:

- Education Development Charges
- Capital Priorities
- Child Care Capital
- School Condition Improvement
- School Renewal
- Proceeds of Disposition
- Accumulated Surplus

In addition to the above, the Ministry centrally supports other unique funding grants and/or renews the program funding from time to time with new priorities, rules and sometimes, naming.

The recent pandemic saw many examples of capital funding including the Covid Resilient Infrastructure Stream Funding (Provincial and Federal grant), capital to support the deployment of High Efficiency Particulate Air (HEPA) filter unit ventilators. In the past, funding from the province has supported capital investment into Full Day Kindergarten (FDK) and Good Places to Learn (GPTL).

This section provides an overview of the primary funding pools available to fund capital construction projects contemplated as part of this document. For more information, please review the [Ministry Memo on Capital Funding](#).

### Education Development Charges (EDCs)

This funding source is earmarked for the purchase of school sites and funding site preparation works, which serve to address future accommodation needs that are growth related, specifically new development. The basis of Education Development Charges, is that growth pays for growth.

Site preparation costs can include, among others, grading of the property, the extension of municipal services to the school site lot line (e.g. water, sanitary, storm, roads), development applications and associated studies to prepare a site to permit a school (rezoning application, draft plan of subdivision). There are also opportunities for alternative projects, where a portion of capital costs can be funded through EDCs, insofar as the capital works have the effect of reducing the acreage needed for the school of what is permitted under Ontario Regulation 20/98. An example would be a parking garage instead of surface parking.

Funding is generated by imposing a development charge/levy on all new residential and/or non-residential development in the Region of Halton.

School boards must qualify for EDCs by meeting one of three requirements under Ontario Regulation 20/98. A board must either demonstrate that its five year enrolment projections will surpass the board's built capacity with utilization of over 100% at the elementary and/or secondary panel, or demonstrate that it will have a deficit at the end of the term of the by-law, and must continue collecting to offset the deficit.

The charge can be amended annually to reflect increasing land costs, but must be amended every 5 years.

### Capital Priorities Grant Programs and Child Care Grant Funding

A provincial program managed by the Ministry of Education, directed at school boards to fund capital projects for new or expanded schools to address local accommodation pressures, replace schools in poor condition, consolidate underutilized schools, and create new or renovated licensed child care spaces

as part of another capital priority project.

When a program is released, the Ministry requests Boards to submit business cases for their review and consideration for funding. Once reviewed, the Ministry will announce the successful projects, where the Board then proceeds through the capital approvals process. Historically, the program has been released annually.

Funding received from the program is based on construction benchmarks (\$/square foot) based on panel and proposed school on-the-ground (OTG) capacity and/or child care spaces. If the costs of construction are beyond the amounts provided, alternative sources of funding may be required, and/or value engineering must be undertaken to reduce costs.

## **School Renewal Allocation (SRA) and School Condition Improvement (SCI) Funding**

Facility operating and renewal funding administered by the Ministry of Education, for school boards to revitalize and renew school facilities. This amount is allocated to boards on an annual basis by the Ministry as part of the Grant for Student Needs (GSN) allocation.

There are two programs school boards can access:

1. **School Condition Improvement (SCI) funding** allows school boards to revitalize and renew aging building components that have exceeded, or will exceed, their useful life, based on the school's Facility Condition Assessment Program. The funds spent Board wide must be allocated using the 70/30 rules, whereby 70% is directed toward critical building components, and 30% is allocated to retrofitting interior spaces and site components.
2. **School Renewal Allocation (SRA) funding** allows school boards to address the renewal needs of their schools and undertake capital improvements to older buildings to renew aged building components and systems. This could include the replacement of aging HVAC systems, improving accessibility, site and school maintenance systems, among others.

The Board uses these sources of funding to maintain and improve existing school facilities. Projects are identified and approved by the Board of Trustees annually as part of a report prepared by Facility Services, named Capital Renewal and Facility Maintenance Budget.

## **Proceeds of Disposition (POD)**

Proceeds of Disposition (POD) are generated when school boards sell surplus school board properties. The process for selling surplus school board properties is governed by Ontario Regulation 444/98: Disposition of Surplus Real Property and Acquisition of Real Property.

The use of Proceeds of Disposition are very similar to School Condition Improvement funding, where the funds are to be used for the repair or replacement of components within a school, except the distribution is 80/20. In certain circumstances, the boards could request an exemption from the Minister to use POD for purposes that fall outside of the SCI expenditure requirements.

More recently, the Board has been required to use POD to bridge the gap between the construction benchmark from the Capital Priorities Grant program and the actual cost of construction.

# 1.6

## Site Acquisition Process

### Introduction

The Halton District School Board has an array of tools for securing school sites to provide student and administrative accommodation needs within the Region of Halton. This can be accomplished either through the purchase and/or lease of property.

The most commonly used tools available to the Board in acquiring lands are as follows:

- Municipal Planning Process
- Agreement of Purchase and Sale (APS)
- Option Agreement
- Lease Agreement
- Ontario Regulation 444/98
- Expropriation

It should be noted that effective in 2019, the Provincial Government of Ontario passed Bill 108 (More Homes, More Choice Act, 2019), which requires school boards to notify the Minister of its intent of entering into an agreement to purchase lands and/or lease property.

The following subsections provide a general overview of key acquisition methods that have been employed in the Region of Halton in recent years. Please note that this is not an exhaustive list of all possible acquisition alternatives.

### Securing School Sites Through the Municipal Planning Process

In high growth areas such as the Region of Halton, the standard process the Board undertakes to identify, secure, and acquire school sites is through the municipal secondary planning process, and later municipal planning and development approvals processes.

When a new area of growth is identified by an area municipality, a secondary plan is developed to direct the type of development that is to occur to meet population, employment, commercial, and community infrastructure needs (among others). The Board is an active participant in the process to indicate how many elementary and secondary school sites are required to accommodate future student enrolment generated by the new community. This estimate is based on future population and unit counts. Once the secondary plan is completed, the development community submits their development planning application to the area municipality as the means to implement the direction of the secondary plan, typically through a draft plan of subdivision applications. These plans typically contain a number of uses such as residential uses, non-residential uses, community spaces, roadways, and institutional uses such as schools.

In plans that include a school site, the Board has the ability to secure the acquisition of that school site by imposing conditions on the application as a public agency, requiring that the Board and the proponent enter into an agreement to acquire the lands prior to registration and final approvals. This agreement can take the form of an option agreement, or an agreement of purchase and sale. The Board also has the opportunity to comment on the general characteristics of the site (size, shape, grading, zoning), and satisfy itself that it meets the future accommodation needs for the area.

Once the Draft Plan of Subdivision is approved and registered, the Board either secures the future purchase of the lands through an option agreement, or purchases the lands immediately through an agreement of purchase and sale. The approach undertaken is linked to when the site is needed. At this point, the Board now has the ability as the owner to advance the necessary development applications to prepare the lands for the construction of the school, once Ministry Capital Priorities Program funding is allocated to the Board.

## Securing School Sites Through Expropriation

In certain circumstances, the Board is not able to secure a school site through the municipal planning approvals process. This may occur for a number of reasons. Most frequently, the need to expropriate lands for the purpose of creating a school site comes as a result of the following, or any combination thereof:

1. When subdivision developments where a designated school site is located are not proceeding in alignment with the timing of when the school site is required, and a school site needs to be created in advance of other development processes. This expedites the creation of a school property to meet timing needs;
2. The owner of the property is unwilling to sell the lands through a standard process, and the Board is required to advance the acquisition of lands; and/or,
3. Other instances are when the need for a new site is identified based on increased enrolment pressures and needs, and a new school block must be created to accommodate the community needs within an existing plan.

Ideally, the Board prefers to acquire lands as part of the development approvals process, which ensures that the Board is acquiring a property that is serviced to the lot line, and ready for development as opposed to a raw piece of land that requires improvements.

That said, in some circumstances the Board must proceed in this form of acquisition to ensure property student accommodations are provided to growing areas in a timely fashion.

## Purchasing School Sites Through O. Reg. 444/98

When another coterminous board that has jurisdiction within the jurisdiction of the Halton District School Board declares a property surplus, and wishes to dispose of those lands, they must first circulate the property through Ontario Regulation 444/98, and offer it to other public agencies that share their jurisdiction with the Board. The Board therefore has the ability to express an interest in acquiring these lands if they are required for student accommodation needs. In this instance, the Board would be purchasing the lands in an as-is-where-is state, and would be responsible for improving the lands to meet future accommodation needs.

## Lease of Property of Facility

Lastly, the Board also has the ability to enter into a lease to secure space for a specific student or administrative accommodation needs. In these circumstances, the Board could either search for a market lease from a private entity, or lease a facility from another public agency.

Leases have a defined term as to how long they are guaranteed, and may not always be extended pending the Board's accommodation needs.

# 1.7

## Projection Methodology

### Long-Range Projection Methodology

The projections in the Long-Term Accommodation Plan (LTAP) reflect enrolment trends by school for each of the review areas, municipalities, and the jurisdiction of the Board. They are developed using actual student enrolment data, program participation rates, and other socioeconomic and demographic factors. Projections are projections, and have varying levels of accuracy based on the continuance of existing neighbourhood trends. As such, they serve to inform decision making in student accommodation planning based on enrolment-related issues and trends, and the recommendations that are ultimately proposed as part of the LTAP. Section 1.8 provides an overview of the tools available to the Board in managing student accommodation needs throughout the system.

An enrolment projection is a reflection of the movement of students throughout their academic careers at a board. When developing enrolment projection, the Board develops three separate components, that are then aggregated into an overall projection for the school, review area, municipality, and Board. The three components used in developing enrolment projections include:

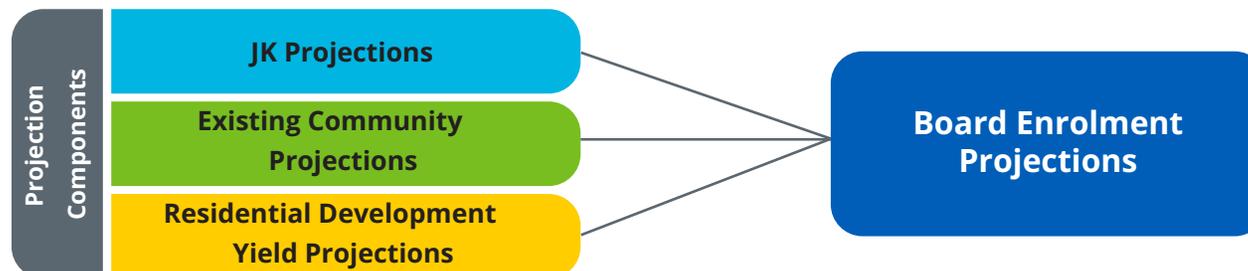
1. Junior Kindergarten projections (birth data)
2. Existing school community
  - Progression factors and rules by grade
  - Local, regional and provincial trends
3. New residential development (student yields)

In the Board's overall methodology, the following should be noted:

- Projections are done on a school by school basis and grade by grade basis, using a survival model
- All school programs (e.g. French Immersion) have their own projections based on trends for that school and community
- Statistics Canada Census data is not used for projections, as the data is too dated by its release
- Birth rate are considered to estimate entry grades

Lastly, enrolment projections are most accurate from year to year, when compared to the long-range forecasts that are developed. This is primarily due to the fact that a long-term projection assumes that trends will remain stable over the term of the projection, where this may not be realistic for certain areas. That said, long-term projections are therefore helpful in planning for long-term needs, and short term projections for immediate needs for the system. For these reasons, the recommendations in the LTAP are divided in terms, to reflect the above.

The three components of an enrolment projection are identified and described in the following sections in greater detail.



## Junior Kindergarten (JK) Projections

For the elementary panel, JK projections are critical in determining the long term enrolment of a school, as this is the primary point of entry for students that replenish a schools enrolment after Grade 8 students graduate to the secondary panel. The accuracy of a long-term is tied to the amount of information available to estimate the entrance grades.

Junior Kindergarten projections are developed using the Region of Halton birth data, provided annually. Birth data is an indicator of the maturity of the community, where newer communities are characterized as having higher, growing birth numbers, whereas mature communities may have lower, stable birth numbers.

Generally, pending the trends of a community the Junior Kindergarten (JK) projection is initially calculated by mirroring the previous year's actual enrolment, and adjusted if there are changing birth rate trends. In such circumstances, a three-year average (depending on historical pattern) is applied to either increase or decrease the total estimated number of JK entering a school.

In developing the JK projections, the following is undertaken:

1. Board receives Annual Live Birth data from the Region of Halton.
2. Data is aggregated to Board defined geographic areas.
3. Board compares birth data rates to JK enrolment four years later.
4. Apportionments (%) of Birth Rates used to project future JK (the start of a projection)
5. Board may employ a 3-4 year weighted average on apportionment.

### Apportionment Calculation

$$67 \div 100 = 0.67 \times 120 = 81$$

2020 JK Population      2016 Live Births      2020 JK Apportionment      2017 Live Births      2021 JK Projection

In each ERA section of the LTAP, an overall trend of JK enrolment growth or decline is included. This serves as an indicator of the future enrolment projections for the school and area as a whole.

*Note that the Covid-19 pandemic impacted JK enrolment in that the number of registrations was below what was projected. This impacts the historical apportionment of birth rates as of the 2020/2021 school year. JK projections in this LTAP include a review of birth data but apportionment calculation has been modified to reflect disruptions caused by the pandemic. There may be a continued impact as the pandemic is ongoing and as such, it is important we continue to monitor and review birth data and apportionment. This will more than likely persist up until three years after the Board has moved back to a fully in-person curriculum delivery at the elementary panel.*

## Existing School Community

This projection is based on historic enrolments, transition trends from program to program or school to school, and trends related to growth and loss of students by grades. In cases where a school has undergone a program or an accommodation change, data trends before changes would be implemented temporarily until new trends are established.

Projection of the progression of existing students already attending the Board year over year. Three components are used for the existing school community projection:

1. Actual Enrolments
2. Progression Factors
  - Internal Transfer of students grade to grade
  - Weighted average factor applied to each grade
    - i. Ratio < 1.00 = students moving out
    - ii. Ratio > 1.00 = students moving in

### 3. Progression Rules

- Number of students moving school to school due to:
  - Elementary Middle school models: JK-6 schools to 7-8 schools
  - Panel changes: Elementary (Grade 8) to Secondary (Grade 9)
  - Program changes: English Track (Grade 1) to French Immersion (Grade 2)

#### Progression Factors

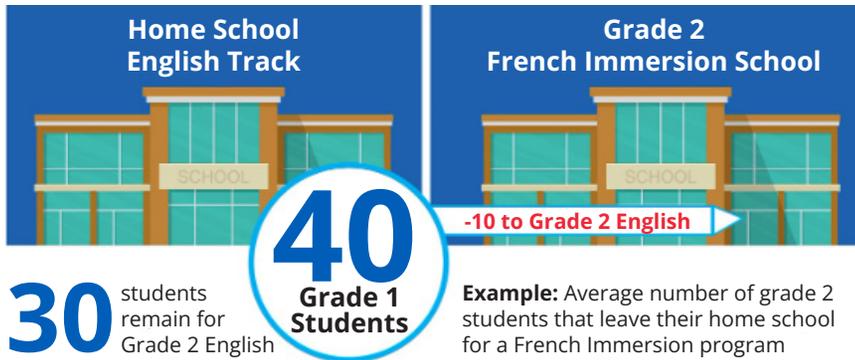
Grade-to-grade, year-over-year, at the same school.

**Examples:** New JK registrations, neighbourhood move-ins, cross boundary siblings, external transfers.

GRADE	JK	SK	GR 1	GR 2
2012	15	15	13	13
2013	15	16	14	13
2014	15	16	15	14
2015	15	17	15	15
2016	15	16	15	15

#### Progression Rules

School to School for specific program offerings.



### New Residential Development

Given the amount of growth in the Region of Halton, the projection of existing communities is not sufficient in estimating the impact of development on school enrolment. As such, the Board reviews the number of students that are anticipated to be generated by new growth over a year period. The latest yields were developed in 2022.

This is accomplished by applying a student yield to each development unit that is circulated to the Board by the area municipalities. Student yields are determined by using the following:

#### 1. Student Data

- Student Data was compiled from the Board's Student Information System (Trillium) from the previous five years.
- Each student's address was geocoded to a land registry parcel with MPAC (Municipal Property Assessment Corporation) attributes.

#### 2. Housing Data

- Housing data from the previous five years were obtained from MPAC and uploaded to our GIS System and Paradigm Shift Technology Group Inc. (SPS). Due to the processing time it takes for MPAC to update their records, we use year-end MPAC data.
- Data includes the year each building was built and the type of residential dwelling. The density type is assigned as the following:
  - Low Density: Single detached, semi-detached, link and farm residences
  - Medium Density: Townhomes, duplexes, triplexes and quad residences
  - High Density: Residential condominiums and apartments

#### 3. Grade Ratios of Students

- Typically, younger children are more prominent in new neighbourhoods. To increase the accuracy of the calculated yields we have reviewed and summarized grade ratios by their municipality. We established a separate yield factors for the following grades:
  - Grades JK-3
  - Grades 4-8
  - Grades 9-12

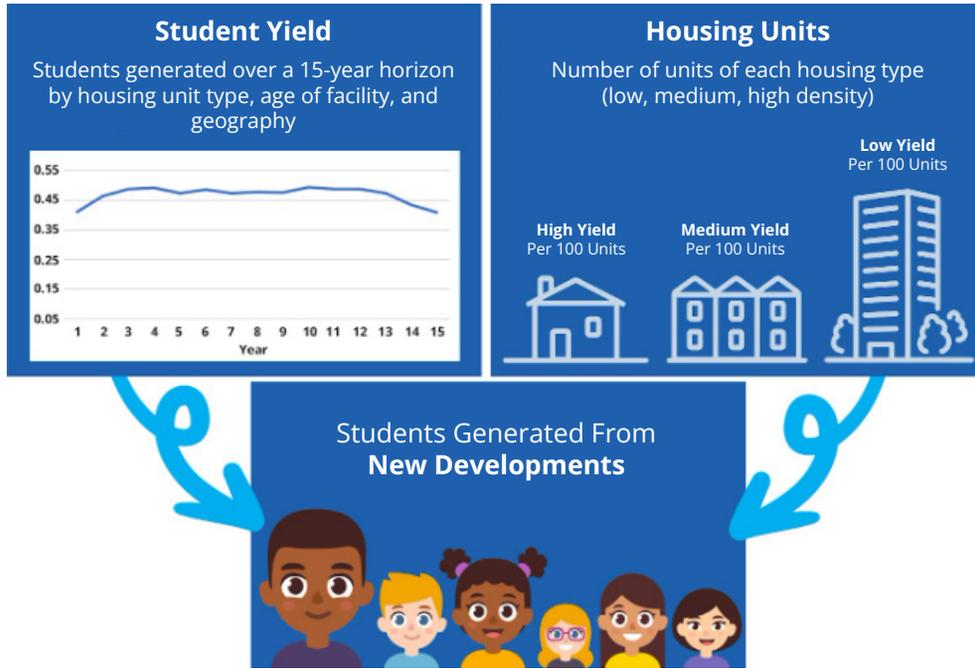
This yield is applied based on the type of unit, as well as its location in the Region (municipal, area wide, geographic area). The Board reviews the yield habitually to ensure that new trends are captured, and projected forward in updated enrolment projections.

The number of students from new development are calculated in the following manner:

- Student yield developed by using MPAC data combined with student data, review the number of students generated over a 15 year horizon by:
  - Unit Type
  - Age of Facility
  - Geographic Area

- Apply student yields to future development units to estimate student yields generated by growth over a 15 year horizon.
- Residential unit types often vary in the number of students anticipated to be generated.

### New Development Student Yield



A number of situations that occur outside of the Region of Halton, Ontario, and Canada can have a great impact on the number of students registering through the Welcome Centre and were not factored into previous updates of long-range projections. Recent international issues such as the refugee crisis in Syria and Ukraine can increase the number of international students registering through the Welcome Centre. Public health disruptions like the Covid-19 pandemic closed off international travel and limited immigration opportunities since March 2020 which reduced the number of student registrations.

When known, these factors can be used to anticipate potential changes in enrolment, flag the need to carefully monitor enrolment in coming years, and determine the lifespan of a particular trend.

**Housing Affordability/Changes to Housing Supply Market:** On February 8, 2022, the Ontario Housing Affordability Task Force (HATF), established in late 2021 by the Ministry of Municipal Affairs and Housing, released a full report making a number of recommendations to address reduced housing affordability and to meet growing housing demand due to an increase in population. As stated at the beginning of the report, "House prices in Ontario have almost tripled in the past 10 years, growing much faster than incomes.". On April 14, 2022, Bill 109 (More Homes for Everyone Act) received Royal Assent. Bill 109 is a response to the recommendations in the HATF report and will impact all municipalities in Ontario.

Changes to housing demand and costs can have an impact on student yields which will impact projected students that will come from new residential development. Since the Board reviews student yields every two years, there may be some delay in reflecting sudden changes to the housing market and its impact. There may also be a delay in new housing tenureship presenting itself in the data. As such, it is important that we continue to monitor changing trends.

**Bill 23 (More Homes Built Faster Act, 2022):** This bill received Royal Assent on November 28, 2022. It introduces a number of changes to the Planning Act in Ontario to expedite the planning, development and construction of housing. The impact of this Act is still being reviewed at this time but Planning Services will monitor and keep in communication with the municipalities and the region.

### Other Factors that can Impact Projections

There are other trends and factors that could impact long-range school projections which the Board is beginning to review and consider as part of its overall forecasting process. Moreover, many of these factors also present externalities that may not be able to be projected, and can affect the long-term accuracy given the level of variability and uncertainty.

**Immigration and migration:** The HDSB Welcome Centre supports new or returning families to the Region of Halton which includes the registration of students that are entering the school board for the first time under a number of different circumstances. Through federal funding from the Department of Immigration, Refugees and Citizenship Canada, the Welcome Centre partners with the Halton Multicultural Council to help newcomer families interact with schools to maximize success.

# 1.8

## Accommodation Planning Tools

### Introduction

Facility Services and Planning have a mandate to efficiently manage the efficient deployment of student accommodation. This is accomplished by managing the overall utilization of our facilities, namely surpluses and shortages of classroom spaces, and applying the appropriate measures or tools to manage utilization.

Schools that are overutilized, have a shortage of classrooms (pupil places), resulting in resources and facilities being stressed and overcrowded.

Schools that are underutilized, have an excess of classrooms (pupil places). Where there is a significant amount of surplus, the Board is funding empty spaces instead of investing in the classroom, and can also contribute to less effective capital priority submissions where there are needs in the area.

Between both over and underutilization scenarios, the goal is to balance both and effectively deploy classroom spaces throughout the system as efficiently as possible. In situations where rebalancing is not feasible, alternative measures to add and/or remove spaces may be warranted. These measures are identified throughout the LTAP as recommended projects.

The Board has a number of strategies and tools to address accommodation issues, which are identified in the following sections.

### Planning Tools to Balance Enrolment (Growth & Decline)

**Boundary Reviews:** A formal review process that serves to realign catchment areas to redirect students to other schools and rebalance enrolment and overall utilization. Boundary reviews are used for addressing the imbalance of enrolments between schools and/or programs, and/or to plan for the establishment of new school catchment areas.

The commencement of the process is first recommended by Facility Services and Planning to the Board of Trustees for approval through the LTAP process. Once approved, the Board establishes a committee to review the potential boundaries, which may or may not include parent involvement pending whether a Pathway 1 or Pathway 2 process is required. The final recommendations are then presented to the Board of Trustees for consideration and approval. Please view the [Boundary Review Administrative Procedure](#) for more information.

**Program Reviews:** A program review is an examination of where and/or how a program is delivered. French Immersion is a recent example of a program that underwent a major review in 2018, reviewing both the location and the delivery model. This can occur in conjunction with a boundary review, a pupil accommodation review, or independently.

If a program review is in conjunction with a boundary review or a pupil accommodation review and on a local scale it is part of a planning process to address enrolment imbalances or open new schools. When a program review occurs on its own it is examined on a regional scale and will impact how a program is offered to the Board. This process is school operations and uses addressed major challenges with the program.

### Planning Tools to Address Overutilization

**Additions:** Where it is anticipated that overutilization at a school will be sustained over a long-term period, and where a boundary review would not be an effective solution to address the utilization issue, it may be required that additional classroom spaces need to be constructed. This involves increasing

the number of pupil places by increasing the Gross Floor Area (GFA) of a school building, and the construction of additional classrooms and/or the conversion of existing space to create more classroom spaces.

The Board must seek funding from the Ministry of Education through the Capital Priorities Grant Program, by submitting business cases when a new funding program is announced.

**Construction of Schools:** The construction of new schools are typically triggered by the following factors:

1. The first and most common at HDSB, as new communities develop and holding schools no longer have adequate pupil places to accommodate students, the Board requests funding for new school facilities from the Ministry of Education. Another test is to ensure that there are no existing schools within the surrounding community that can accommodate students generated from new development.
2. The second is constructing updated facilities in older communities, triggered by a combination of new growth (intensification); the need to replace an aging facility that is prohibitive to repair; and/or as part of a school consolidation implemented as part of an approved pupil accommodation review. This may become more frequent with new intensification areas being designated in the Region of Halton, as higher densities are anticipated.

It should be noted that when the Board constructs new schools, they will have portables within the first few years of opening, as they accommodate the peak enrolment generated by growth. As the neighbourhood matures, fewer portables are required. This is done in order to avoid overbuilding and having surplus pupil places early in the school's lifecycle.

Funding for new schools is received from the Ministry of Education through the submission of business cases through the Ministry of Education Capital Priorities Funding Grant program, typically released annually.

**Portable Classrooms (Temporary Accommodations):** These temporary structures are self-contained classrooms with their own systems to replicate bricks and mortar classrooms. Portable Classrooms are used to provide temporary classroom space for schools that have a shortage of pupil places in their permanent facilities and exceed their on-the-ground capacity.

Portables are an important tool in managing growth in the Halton Region, for both housing peak student population, and giving the Board the ability to temporarily house students as a new school and/or addition project is approved, funded, then constructed. This also provides the ability to reduce the amount of disruption to students, by keeping students in their neighbourhood for as long as feasible. Portables, therefore, avoid having to complete numerous boundary reviews and/or redirections to address enrolment pressures. Every school is reviewed annually by the Planning Department to determine portable needs.

**Temporary Community Redirections:** A redirection of new students in a community to schools outside of their local catchment areas, triggered when a particular school or multiple schools have reached capacity and cannot accommodate more students. This often occurs as a result of residential development and growth, and/or when the Board is awaiting the completion of a major school project to alleviate pressures.

These redirections typically only affect students registering for the first time at the school following the implementation of the redirection. Transportation is provided based on the current Transportation Policy.

Redirections fall under the roles and responsibilities of the Senior Administrative Teams, which determine whether a redirection is approved and implemented. Once approved, the actions are presented to the Board of Trustees for information, and affected communities are notified of the changes.

*Note that community redirections are temporary.*



2

## Planning Tools To Address Underutilization

**Community Programs and Partnerships:** The Halton District School Board looks to partner with community organizations to share existing and proposed Board facilities through the Community Planning and Partnerships process. This program allows community organizations to have access to unused space in schools, and in turn, reduces the number of surplus classrooms in schools to improve overall utilization. Facility Services and Planning have an annual meeting to notify community entities of space available. Where there is interest, proposals will be reviewed on a case-by-case basis.

**Feasibility Studies:** Studies that are completed to confirm whether a proposed major capital and or accommodation project is feasible, and can be achieved with the Board's resources. If the outcome of the study confirms that it is feasible, then the Board would proceed in the next steps to implement the project, or find alternate solutions.

An example would be to review the cost effectiveness of partially demolishing a facility to reduce the amount of excess space, and improve overall utilization.

**Pupil Accommodation Reviews (PAR):** This process is used to reduce surplus pupil places at under-utilized school facilities, projected to remain unused or needed for the long term. This process can lead to school consolidation and closures. Schools with a continued utilization rate below 65%, and that are not projected to improve their utilization may be considered part of a PAR, among other factors and/or considerations.

This process is considered a last resort and would only be initiated if no other alternative strategy to reduce surplus pupil places has been successful or is feasible. These would include among others:

1. Undertaking a boundary review process to redistribute growth pressures and underutilization
2. Securing a community partner to lease surplus space; and/or,
3. Right-size facilities through targeted demolition of space are no longer required for school accommodation purposes.
4. Repurposing classrooms for an alternative board use that is not loaded space to meet administrative needs, or other programs.

*Note that there is presently a school closure moratorium in place since July 2017 by the Ontario government. Until a new set of guidelines are released, PAR's cannot be initiated by the Board.*

**Right-sizing Projects:** This involves identifying opportunities to change the size of the school by decreasing the number of pupil places and its on-the-ground capacity. Right-sizing can be used in schools with healthy enrolment but is

anticipated to continue having excessive surplus space with little opportunity to take on other enrolment pressures elsewhere in the community. By reducing pupil places, the utilization of a school will improve.

Right-sizing also needs to have consideration for the wider school communities, to ensure that it does not preclude alternate student accommodation strategies to balance enrolment. These projects are to be reviewed on a case-by-case basis to assess their feasibility. If feasible, the Board has the ability to seek funding for demolitions through the submission of a business case through the Ministry of Education Capital Priorities Funding Grant program, or by self-funding.

**Repurposing:** The on-the-ground capacity of a school can also be reduced if the classrooms are converted to an alternative use for school board administration purposes. Repurposing classroom space can be used in schools with healthy enrolments yet continue to have excessive surplus space, similar to Right-Sizing Projects.

# 1.9

## Program Descriptions

### Introduction

The Halton District School Board is committed to providing ways to support students and their learning. Our elementary and secondary schools provide a variety of programs and pathways to meet the needs, interests and strengths of students to engage them in learning and better prepare them for graduation and beyond.

School profiles in each ERA and SRA section will list the programs offered at each school. The programs listed are effective as of October of the LTAP document year and are subject to change.

### Program Legend

-  English Language Program
-  French Language Program
-  Special Education Program
-  Focused Secondary Program

### Elementary and Secondary Programs

**ENG**

**English Program (ENG):** The principal K-12 English language curriculum which also includes primary and intermediate Core French. This program accounts for approximately 75% of enrolment.

**FI**

**French Immersion Program (FI):** A French language focused program offered from Grades 2 - 12. At the elementary level the program is full-time self-contained and offers 100% French instruction in Grade 2, 80% in Grade 3, and 50% in Grades 4-8. Secondary level FI students must accumulate a total of 10 immersion credits to receive a Certificate of Immersion Studies upon graduation.

Note: In the 2015-2016 school year, the Board of Trustees approved a Board-wide change to FI program delivery from Grade 1 FI entry to Grade 2 FI entry. Grade 2 FI entry commenced in the 2018-2019 school year.

**G**

**Gifted (G):** This placement supports students with an unusually advanced degree of general intellectual ability. At the elementary level the program is offered from grades 1-8 where students are placed in a full-time self-contained class. At the secondary level, gifted students participate in English program courses but are clustered with other gifted students.

## Elementary Programs

### BRC

**Behavior Resource Class (BRC):** For students who have difficulty meeting the expectations of a regular classroom setting. The primary focus is to assist students in the following areas: a) social skills, b) emotional regulation; and c) executive functioning skills. Students reintegrate into a regular classroom setting when appropriate, starting with staff support that is phased out when the student demonstrates success.

### CP

**Communication Program (CP):** For students who are in kindergarten to early junior grades and who are severely limited in their communication skills. The focus is to establish a functional communication system appropriate to the student's specific needs. Students transition from the program when functional communication goals have been addressed, but it is expected that the student will continue to receive support.

### ELPHA

**Expressive Language and Phonological Awareness Class (ELPHA):** A full-year self-contained placement for Grade 1 students with significant expressive oral language delays who have at least average receptive language (oral language comprehension)/non-verbal cognitive ability. The focus is to develop oral language, phonological awareness, literacy (decoding/reading and writing) and numeracy abilities within the framework of the Grade 1 curriculum.

### KELLP

**Kindergarten Expressive Language and Literacy Program (KELLP):** A program for Year 2 Kindergarten students with significant expressive oral language delays. The focus is to develop oral language, phonological awareness, and literacy abilities within the framework of the Kindergarten program. It is an alternate two-day-a-week program with students continuing to attend their home school on the off-days.

### LD

**Learning Disability (LD):** Provides students with learning disabilities additional support in the areas of reading/writing, numeracy, technology and learning skills. Appropriate for

students experiencing significant difficulties with grade level curriculum for a variety of reasons, and who may have additional exceptionalities in addition to a learning disability. Areas addressed include: self-advocacy, self esteem, social skills, organizational skills, self-management, study skills, and use of assistive technology. The placement is optimally, but not limited to, a one to two-year period.

### LEAP

**LEAP:** Program for Grade 8 students who are on an essential/locally developed pathway and who are currently feeling disengaged from school. It provides experiential and project-based learning to meet varied learning styles. The skills acquired during the year will assist the student when they enter Grade 9 by promoting re-engagement in school, basic skill development in numeracy and literacy, development of social skills through collaborative learning opportunities, use of technology to support skills acquisition, and development of positive self-esteem as a learner.

### LS

**Life Skills (LS) :** Supports the learning needs of students who present with significant to severe developmental delays. There is a focus on the development of independence in the skills of daily living, including communication, self-regulation, self-advocacy and social skills. Students may be in this placement full time (self-contained), or may be partially integrated into mainstream classes within the school. Students often make a transition to a Community Pathway Program at the secondary level.

### SLC

**Structured Learning Class (SLC):** Helps students with self-regulation and social interaction skills so they may rejoin a regular classroom setting. The first year takes place in a self-contained classroom. In the second year students are integrated, as appropriate, into regular classroom settings with monitoring and coaching provided. This program is open to students who meet the following criteria: have a clinical diagnosis of Autism Spectrum Disorder; have the ability to access the Ontario Curriculum; require additional programming for social



skills, social cognition and self-regulation; and, speak in age-appropriate sentences but do not use language effectively for social purposes.

*Note: This is a two-year pilot program running for the 2021/22 and 2022/23 school years.*

## Secondary Programs

**AP**

**Advanced Placement (AP):** An enhanced curriculum built into courses to better prepare students for AP exams. AP exams allow high school students who excel on these exams the opportunity to gain university credits. Any student who pays the examination fee may write an AP exam.

**CPP**

**Community Pathways Program (CPP):** Delivers an individualized alternate curriculum to students with limited cognitive and adaptive skills. Support in communication, functional academics, skills of daily living, social skills, self-regulation, and motor skills are provided to develop independent/semi-independent living skills. Independent or semi-independent integration into the community is the major goal of the program, and students can earn a Community Skills Certificate or Employment Skills Certificate to aid in this transition. Students may be in this placement full-time (self-contained) or may be partially integrated into mainstream classes within the school.

**ESL**

**English as a Second Language (ESL):** Program intended for students whose first language is other than English, or is a variety of English that is significantly different from that used for instruction in Ontario schools.

**IB**

**International Baccalaureate (IB):** An academically rigorous two-year diploma program that provides students with an internationally accepted qualification for entry into higher education, recognized by many universities worldwide. Students earning the IB Diploma will also earn the Ontario Secondary School Diploma and may receive credit for courses at some universities. The program is delivered in grades 11-12. An accelerated learning cluster program is offered for Grade 9-10 students accepted into IB to prepare them for the academic rigor and challenges of the program.

**I-STEM**

**I-STEM:** A four-year (grade 9-12) regional program with a focus on innovation through interdisciplinary learning opportunities that

**LDv**

**Locally Developed (LDv):** For students who may be several grade levels behind in literacy and numeracy skills. Students in this program require flexibility and support to meet graduation requirements, and benefit from authentic, hands-on learning experiences. The program allows students to complete tasks and homework with assistance, support, and prompting.

**SHSM**

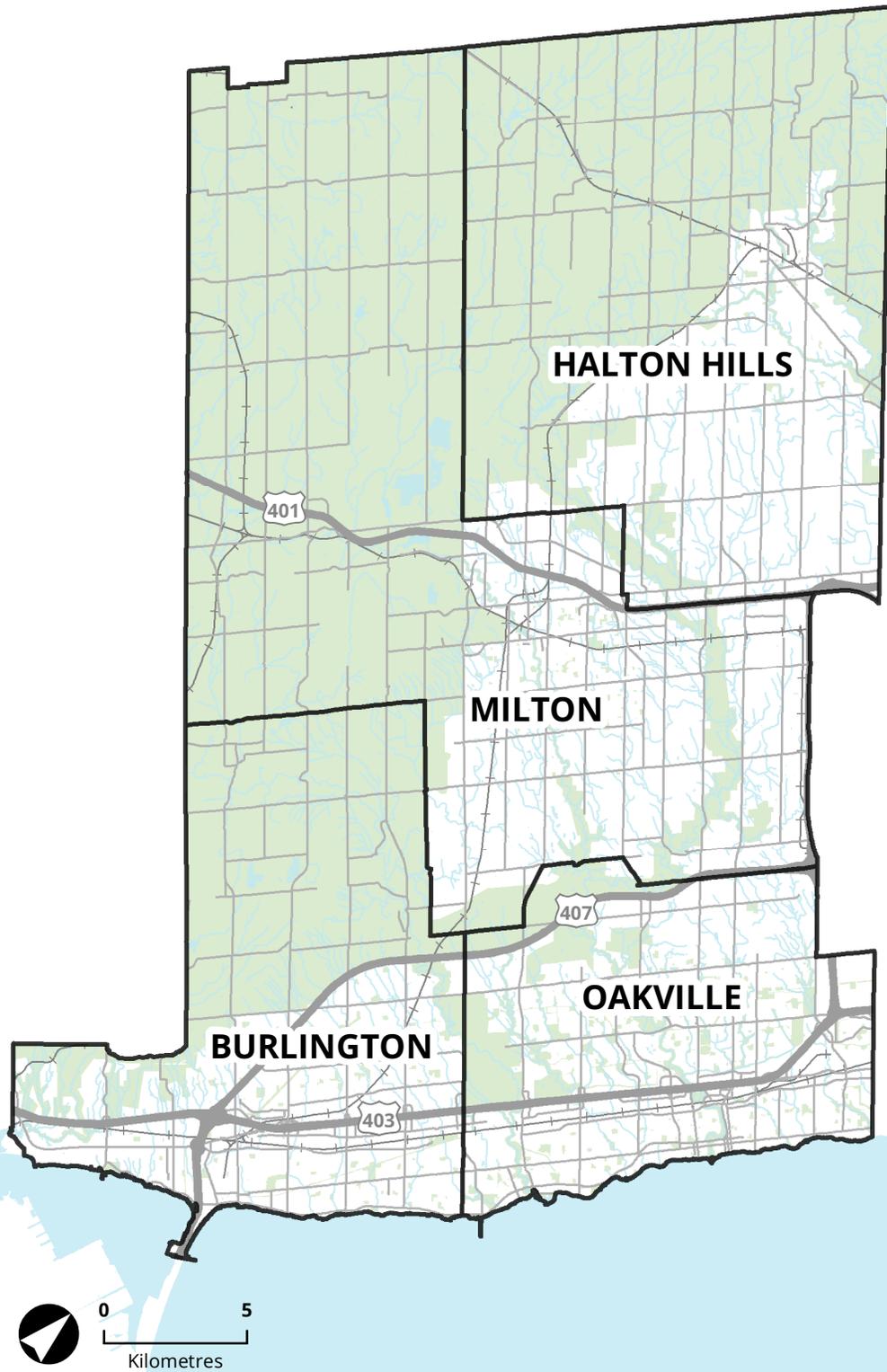
**Specialist High Skills Major (SHSM):** A specialized program that allows grade 11-12 students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma. Students gain sector-specific skills and knowledge, and may obtain certifications recognized in those sectors. Students learn in engaging, career-related environments to prepare for the postsecondary destination of their choice, whether it be a college or university program, apprenticeship training, or the workplace.

# 2

## Region of Halton Overview

# 2.1

## Regional Overview



The Halton District School Board is located within the Region of Halton and delivers public education curriculum to the four municipalities of the Halton Region, namely the City of Burlington, Town of Halton Hills, Town of Milton, and Town of Oakville.

Halton Region is one of the fastest growing communities in Canada through both new residential development and/or intensification of existing urbanized areas. Due to this growth, the Board has the benefit of continuing to grow as a whole, and introduce new schools to newly planned communities. Notwithstanding this growth, the Region has areas of stability and decline that require equal attention in our accommodation planning and capital projects.

As of October 31, 2022, the Board owns and operates 102 school facilities and two administration buildings, and is anticipated to add seven facilities within the next five years. The Board also administers Adult, Alternative and Continuing Education Programs for students of all ages in all four municipalities via the Gary Allan Learning Centre locations. The more than 9,000 Board staff includes teachers, support and non-teaching staff, and administrators.

As part of its responsibilities, the Board of Trustees approved the most recent Multi-Year Strategic Plan 2020-2024, which seeks to establish Five Key Commitments to be implemented. The purpose of the Multi-Year Strategic Plan is to set direction and prioritize the collective actions of all stakeholders to ensure our efforts as an organization are aligned and coordinated to support the HDSB community. These commitments are as follows:

1. Equity & Inclusion champion supportive and inclusive practices to ensure equitable access to positive opportunities and outcomes for all.
2. Mental Health and Well-Being strengthen safe and caring environments that promote well-being.
3. Learning and Achievement create learning conditions to elevate student achievement.
4. Environmental Leadership takes action for a sustainable world.
5. Indigenous Perspectives & Awareness promote knowledge and understanding of Indigenous perspectives and realities.

# 2.2

## Regional Enrolment Projections

### Introduction

As of October 31, 2022, total enrolment for the Board is as follows:

- Elementary students - 45,896
- Secondary students - 20,907

Overall, elementary (K-8) and secondary school (9-12) enrolments are projected to increase over the next 15 years. Note that utilization will decrease in years when new school facilities open as additional capacity is added to the system, and will continue to increase as growth persists throughout the Region. It should also be noted that secondary school utilization is anticipated to drop moderately as classroom loading will move from 21:1 to 23:1 students per classroom. This will be reflected in future iterations of the LTAP once the transition is made at the Ministry of Education level.

### Enrolment Summary

Specific to the next five years, by the 2027-28 school year:

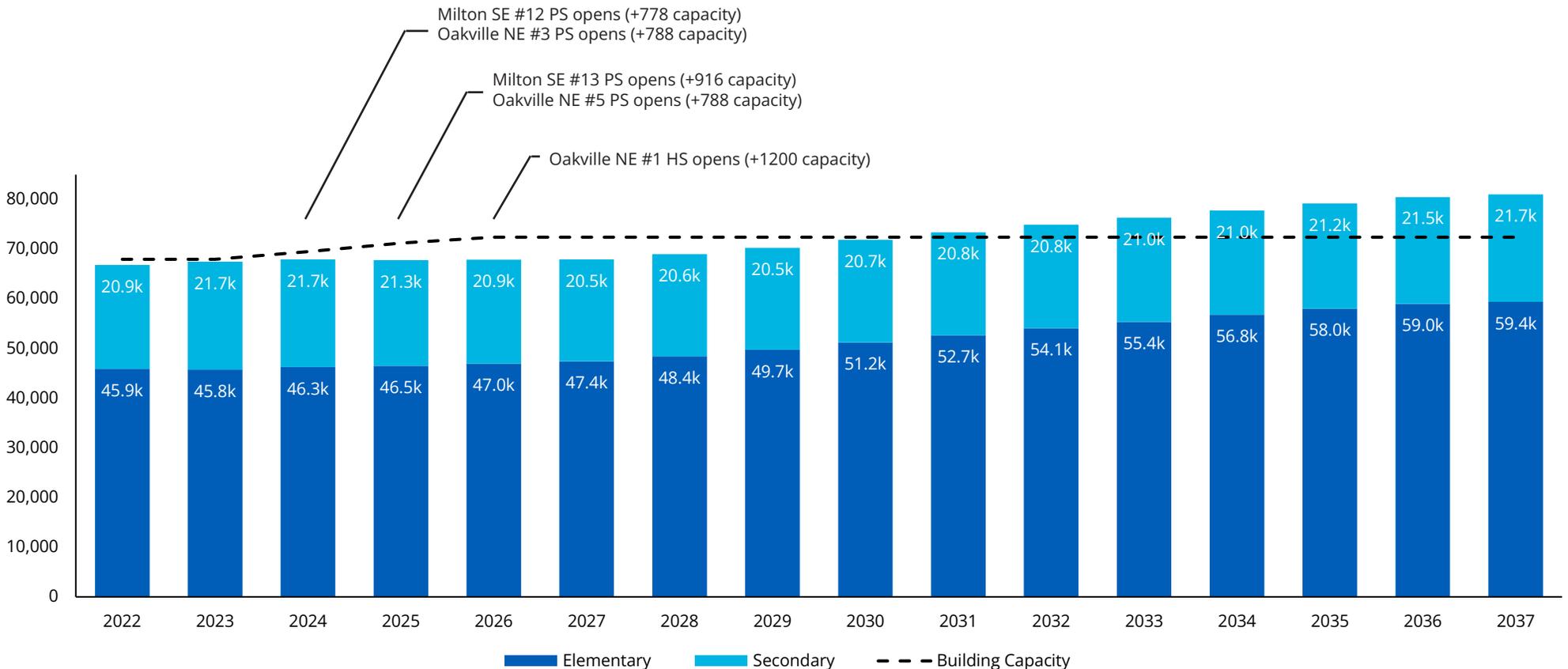
- The elementary enrolments will increase from 45,896 to 47,403 students, which is approximately a growth of 3%.
- Elementary utilization will decrease from 95% to 92% as a result of new elementary schools opening in Oakville and Milton between the years 2024-2026.
- Secondary enrolment will decrease from 20,907 to 20,510 students, which is an approximate loss of -2%.
- Secondary utilization will decrease from 105% to 98% as a result of a new secondary school opening in Oakville tentatively opening in 2026.

Specific to the next fifteen years, by the 2037-38 school year:

- The elementary enrolments will increase from 45,896 to 59,338 students, which is approximately a growth of 29%.
- Elementary utilization will increase from 95% to 116%.
- Secondary enrolment will increase from 20,907 to 21,664 students, which is an approximate growth of 4%.
- Secondary utilization will decrease from 105% to 103%.

## ENROLMENT, UTILIZATION, AND SPACE STATISTICS

Panel	Building Capacity	Current Portables	Max Portables	Total Capacity	Long Term															
					Current 2022	Intermediate 2023	2024	Medium Term			Long Term									
					2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037			
<b>Elementary</b>	48,145	267	799	66,522	45,896	45,763	46,266	46,494	46,975	47,403	48,422	49,746	51,200	52,668	54,070	55,363	56,814	58,006	58,996	59,388
	<i>Percent Utilization</i>				95%	95%	93%	90%	91%	92%	94%	97%	100%	102%	105%	108%	111%	113%	115%	116%
	<i>Available classrooms (+/-)</i>				98	104	149	213	192	174	129	72	8	-55	-116	-173	-236	-287	-330	-348
	<i>Available Pupil Places (+/-)</i>				2,249	2,382	3,435	4,901	4,420	3,992	2,973	1,649	195	-1,273	-2,675	-3,968	-5,419	-6,611	-7,601	-7,993
<b>Secondary</b>	19,818	97	164	23,262	20,907	21,714	21,653	21,304	20,912	20,510	20,567	20,517	20,671	20,752	20,842	20,962	20,958	21,197	21,501	21,664
	<i>Percent Utilization</i>				105%	110%	109%	107%	99%	98%	98%	98%	98%	99%	99%	100%	100%	101%	102%	103%
	<i>Available classrooms (+/-)</i>				-52	-90	-87	-71	5	24	21	24	17	13	8	3	3	-9	-23	-31
	<i>Available Pupil Places (+/-)</i>				-1,089	-1,896	-1,835	-1,486	106	508	451	501	347	266	176	56	60	-179	-483	-646
<b>Regional Total</b>	67,963	364	963	89,784	66,803	67,478	67,918	67,798	67,887	67,913	68,989	70,263	71,870	73,420	74,911	76,325	77,771	79,203	80,498	81,052
	<i>Percent Utilization</i>				98%	99%	98%	95%	94%	94%	95%	97%	99%	101%	103%	105%	107%	109%	111%	112%
	<i>Available classrooms (+/-)</i>				46	13	62	142	197	198	151	96	25	-43	-108	-170	-233	-296	-354	-378
	<i>Available Pupil Places (+/-)</i>				1,160	486	1,601	3,415	4,526	4,500	3,424	2,150	543	-1,007	-2,498	-3,912	-5,358	-6,790	-8,085	-8,639



WHITE OAKS SECONDARY SCHOOL  
CENTRE FOR SCIENCE & TECHNOLOGY

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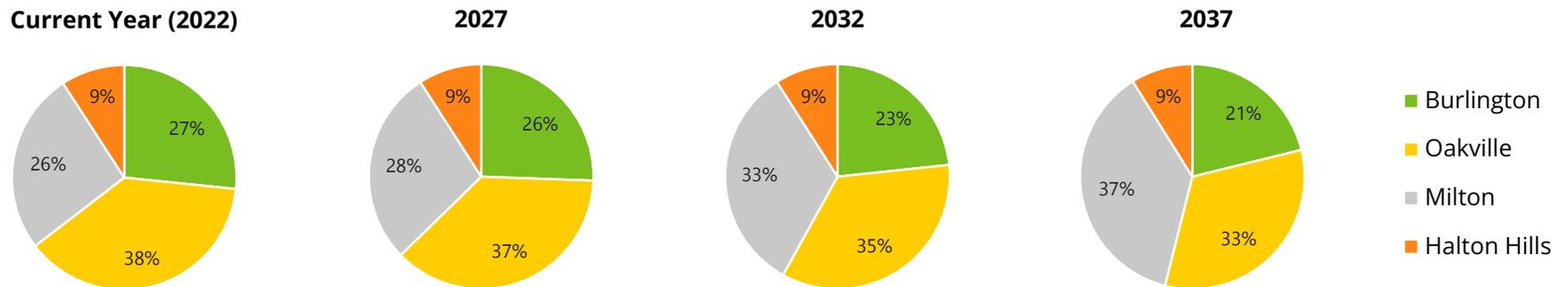
## Regional Enrolment by Municipality

As per the Board's current enrolment projections, the proportionate share of students is also anticipated to shift as additional growth is planned in the north of the region, namely the Town of Milton and Halton Hills. When comparing current enrolment to projected enrolment in 2022-2037, the following is expected:

- The Town of Oakville will change from having the largest proportionate share of students to the second largest in 2037, decreasing from 38% to 33%.
- The Town of Milton will see its proportionate share of students increase from 26% to 37%, accounting for the largest share of students by 2037.
- The City of Burlington's proportionate share will decrease from 27% to 21% as a result of declining enrolments, and new development focusing on high-density units which yield a smaller number of students when compared to low-density units.
- The Town of Halton Hills' proportion is stable and will remain at 9%. The stabilization in Halton Hills is a result of the projected development of the Vision Georgetown Secondary Plan.

The chart below details the current and projected share of regional enrolment for each municipality.

### Current and Projected Total Student Enrolment by Municipality



# Burlington Elementary Enrolment and Boundary Issues Summary Table

Planning Area (ERA)	School	2022 Enrolment	2022 OTG	2022 Total Cap	Portables on Site (2022)	Available (+) or Shortage (-) of Classrooms (#)	Shortage (-) or Surplus (+) of Pupil Places (#)	Under-Utilized Pupil Places in School (%)	Over-Utilized Pupil Places in School (%)
100	ALDRSHOT ELEM	223	345	366	0	5	122	35%	
	GLENVIEW	448	366	492	5	-4	-82		22%
	KING'S ROAD	298	340	382	2	2	42	12%	
	MAPLEHURST	337	519	624	0	8	182	35%	
	<b>ERA TOTAL</b>	<b>1306</b>	<b>1570</b>	<b>1864</b>	<b>7</b>	<b>11</b>	<b>142</b>	<b>17%</b>	
101	BURLINGTON CENTAL ELEM	249	368	410	0	5	119	32%	
	CENTRAL	354	409	409	0	2	55	13%	
	LAKESHORE	188	328	454	0	6	140	43%	
	TOM THOMSON	372	242	452	7	-6	-130		54%
	<b>ERA TOTAL</b>	<b>1163</b>	<b>1347</b>	<b>1352</b>	<b>7</b>	<b>8</b>	<b>65</b>	<b>14%</b>	
102	JOHN T. TUCK	650	541	793	5	-5	-109		20%
	MAKWENDAM	254	541	667	0	12	287	53%	
	PAULINE JOHNSON	245	242	368	2	0	-3		1%
	TECUMSEH	360	462	609	0	4	102	22%	
	<b>ERA TOTAL</b>	<b>1509</b>	<b>1786</b>	<b>2437</b>	<b>7</b>	<b>12</b>	<b>277</b>	<b>16%</b>	
103	FRONTENAC	598	666	771	0	3	68	10%	
	MOHAWK GARDENS	329	473	641	0	6	144	30%	
	PINELAND	430	651	777	0	10	221	34%	
	<b>ERA TOTAL</b>	<b>1357</b>	<b>1790</b>	<b>2189</b>	<b>0</b>	<b>19</b>	<b>433</b>	<b>24%</b>	
105	BRANT HILLS	289	340	466	0	2	51	15%	
	BRUCE T. LINDLEY	324	354	564	1	1	30	8%	
	C.H. NORTON	488	583	751	0	4	95	16%	
	PAUL A. FISHER	305	305	557	2	0	0		
	<b>ERA TOTAL</b>	<b>1406</b>	<b>1582</b>	<b>2338</b>	<b>3</b>	<b>8</b>	<b>176</b>	<b>11%</b>	
106	CLARKSDALE	420	553	805	0	6	133	24%	
	DR. CHARLES BEST	218	297	528	0	3	79	27%	
	ROLLING MEADOWS	441	584	836	0	6	143	24%	
	SIR E. MACMILLAN	299	415	541	0	5	116	28%	
	<b>ERA TOTAL</b>	<b>1378</b>	<b>1849</b>	<b>2710</b>	<b>0</b>	<b>20</b>	<b>471</b>	<b>25%</b>	
107	CHARLES R. BEAUDOIN	612	722	806	0	5	110	15%	
	FLORENCE MEARES	580	645	771	1	3	65	10%	
	<b>ERA TOTAL</b>	<b>1192</b>	<b>1367</b>	<b>1577</b>	<b>1</b>	<b>8</b>	<b>175</b>	<b>13%</b>	
108	ALEXANDERS PS	504	645	897	0	6	141	22%	
	JOHN WILLIAM BOICH	671	717	969	0	2	46	6%	
	ORCHARD PARK	467	544	796	0	3	77	14%	
	<b>ERA TOTAL</b>	<b>1642</b>	<b>1906</b>	<b>2662</b>	<b>0</b>	<b>11</b>	<b>264</b>	<b>14%</b>	
109	ALTON VILLAGE	1011	838	1090	8	-8	-173		21%
110	KILBRIDE	265	363	573	1	4	98	27%	

5-Year Percent Change	5-YEAR AVAILABLE SPACE / UTILIZATION									
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
20%	122	126	90	79	77	65%	63%	74%	77%	78%
-18%	-82	-5	6	0	-2	122%	101%	98%	100%	101%
-2%	42	33	32	43	49	88%	90%	91%	87%	86%
44%	182	72	66	51	34	65%	86%	87%	90%	93%
<b>8%</b>	<b>264</b>	<b>226</b>	<b>194</b>	<b>173</b>	<b>157</b>	<b>83%</b>	<b>86%</b>	<b>88%</b>	<b>89%</b>	<b>90%</b>
-7%	119	130	129	134	135	68%	65%	65%	64%	63%
14%	55	33	39	14	4	87%	92%	90%	96%	99%
0%	140	146	137	135	141	57%	56%	58%	59%	57%
18%	-130	-138	-136	-150	-195	154%	157%	156%	162%	181%
<b>9%</b>	<b>184</b>	<b>171</b>	<b>169</b>	<b>133</b>	<b>85</b>	<b>86%</b>	<b>87%</b>	<b>87%</b>	<b>90%</b>	<b>94%</b>
-9%	-109	-85	-81	-65	-53	120%	116%	115%	112%	110%
7%	287	282	273	264	269	47%	48%	50%	51%	50%
0%	-3	3	1	-1	-2	101%	99%	100%	100%	101%
9%	102	97	103	87	71	78%	79%	78%	81%	85%
<b>-1%</b>	<b>277</b>	<b>297</b>	<b>296</b>	<b>285</b>	<b>285</b>	<b>84%</b>	<b>83%</b>	<b>83%</b>	<b>84%</b>	<b>84%</b>
0%	68	69	66	95	68	90%	90%	90%	86%	90%
-3%	144	154	152	148	155	70%	68%	68%	69%	67%
-15%	221	232	259	269	285	66%	64%	60%	59%	56%
<b>-6%</b>	<b>433</b>	<b>454</b>	<b>477</b>	<b>511</b>	<b>508</b>	<b>76%</b>	<b>75%</b>	<b>73%</b>	<b>71%</b>	<b>72%</b>
15%	51	42	28	16	8	85%	88%	92%	95%	98%
2%	30	31	23	25	23	92%	91%	94%	93%	94%
-3%	95	101	99	109	109	84%	83%	83%	81%	81%
23%	0	-47	-56	-63	-72	100%	115%	118%	120%	123%
<b>8%</b>	<b>176</b>	<b>127</b>	<b>94</b>	<b>87</b>	<b>68</b>	<b>89%</b>	<b>92%</b>	<b>94%</b>	<b>95%</b>	<b>96%</b>
14%	133	120	98	79	74	76%	78%	82%	86%	87%
17%	79	73	69	44	42	73%	76%	77%	85%	86%
3%	143	137	141	134	131	76%	77%	76%	77%	78%
7%	116	107	98	110	94	72%	74%	76%	73%	77%
<b>9%</b>	<b>471</b>	<b>437</b>	<b>405</b>	<b>368</b>	<b>342</b>	<b>75%</b>	<b>76%</b>	<b>78%</b>	<b>80%</b>	<b>82%</b>
-9%	110	149	153	177	167	85%	79%	79%	75%	77%
-10%	65	79	84	112	120	90%	88%	87%	83%	81%
<b>-9%</b>	<b>175</b>	<b>227</b>	<b>237</b>	<b>289</b>	<b>287</b>	<b>87%</b>	<b>83%</b>	<b>83%</b>	<b>79%</b>	<b>79%</b>
-25%	141	183	217	243	265	78%	72%	66%	62%	59%
-5%	46	96	92	117	80	94%	87%	87%	84%	89%
7%	77	40	56	46	44	86%	93%	90%	92%	92%
<b>-8%</b>	<b>264</b>	<b>320</b>	<b>365</b>	<b>406</b>	<b>390</b>	<b>86%</b>	<b>83%</b>	<b>81%</b>	<b>79%</b>	<b>80%</b>
-25%	-173	-125	-31	22	81	121%	115%	104%	97%	90%
-11%	98	112	108	121	128	73%	69%	70%	67%	65%

**LEGEND:**

- Indicates > 200 Empty Pupil Places or > 65% Utilization
- Indicates Projected Enrolment Exceeding Total Capacity

**NOTES:**

1. Future School Openings and closures are reflected in projected OTG.
2. OTG (On-the-Ground) is a provincially recognized pupil place capacity of the school building, which may include additions and/or alterations to the school building. This figure is recognized as the operating capacity of the school. The Figure does not include portables. Specific room types have a loading attributed to them.
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4. Utilization is the function of the total enrolment of a school versus the OTG capacity rated for that facility, providing an indicator of how full a facility may be. Note that a school may still be full if it does not reach full capacity of 100%, pending how the school is staffed and school class sizes for Kindergarten (JK/SK), Primary (1-3), Junior (4-6), Intermediate (7-8), and Secondary (9-12) class sizes.

# Oakville Elementary Enrolment and Boundary Issues Summary Table

Planning Area (ERA)	School	2022 Enrolment	2022 OTG	2022 Total Cap	Portables on Site (2022)	Available (+) or Shortage (-) of Classrooms (#)	Shortage (-) or Surplus (+) of Pupil Places (#)	Under-Utilized Pupil Places in School (%)	Over-Utilized Pupil Places in School (%)
112	BROOKDALE	308	354	459	0	2	46	13%	
	EASTVIEW	497	562	814	0	3	65	12%	
	GLADYS SPEERS	360	409	514	0	2	49	12%	
	OAKWOOD	239	337	442	0	4	98	29%	
	PINE GROVE	368	567	819	0	9	199	35%	
	W.H. MORDEN	597	420	630	7	-8	-177		42%
	<b>ERA TOTAL</b>	<b>2369</b>	<b>2649</b>	<b>3678</b>	<b>7</b>	<b>12</b>	<b>280</b>	<b>11%</b>	
113	E. J. JAMES	379	377	587	1	0	-2		1%
	JAMES W. HILL	607	501	753	6	-5	-106		21%
	MAPLE GROVE	527	538	580	0	0	11	2%	
	NEW CENTRAL	295	259	364	2	-2	-36		14%
	<b>ERA TOTAL</b>	<b>1808</b>	<b>1675</b>	<b>2284</b>	<b>9</b>	<b>-6</b>	<b>-133</b>		<b>8%</b>
114	CAPTAIN R. WILSON	818	668	920	7	-7	-150		22%
	EMILY CARR	740	743	995	4	0	3	0%	
	PALERMO	500	718	970	0	9	218	30%	
	<b>ERA TOTAL</b>	<b>2058</b>	<b>2129</b>	<b>2885</b>	<b>11</b>	<b>3</b>	<b>71</b>	<b>3%</b>	
115	ABBAY LANE	272	441	567	0	7	169	38%	
	FOREST TRAIL	520	708	960	0	8	188	27%	
	HERITAGE GLEN	682	780	864	2	4	98	13%	
	PILGRIM WOOD	870	731	983	5	-6	-139		19%
	WEST OAK	769	804	1056	0	2	35	4%	
	<b>ERA TOTAL</b>	<b>3113</b>	<b>3464</b>	<b>4430</b>	<b>7</b>	<b>15</b>	<b>351</b>	<b>10%</b>	
116	MONTCLAIR	472	458	542	3	-1	-14		3%
	MUNN'S	437	492	744	0	2	55	11%	
	POST'S CORNERS	874	600	852	12	-12	-274		46%
	RIVER OAKS	747	639	765	6	-5	-108		17%
	SUNNINGDALE	496	613	823	0	5	117	19%	
	<b>ERA TOTAL</b>	<b>3026</b>	<b>2802</b>	<b>3726</b>	<b>21</b>	<b>-10</b>	<b>-224</b>		<b>8%</b>
117	FALGARWOOD	471	545	713	1	3	74	14%	
	JOSHUA CREEK	905	806	974	5	-4	-99		12%
	SHERIDAN	255	242	347	1	-1	-13		5%
	<b>ERA TOTAL</b>	<b>1631</b>	<b>1593</b>	<b>2034</b>	<b>7</b>	<b>-2</b>	<b>-38</b>		<b>2%</b>
118	DR. DAVID R. WILLIAMS	1253	792	1296	24	-20	-461		58%
	Oakville NE #3 ps	0	778	1030	0	34	778	NA	
	Oakville NE #5 ps	0	778	1030	0	34	778	NA	
	OODENAWI PS	980	762	1140	12	-9	-218		29%
	<b>ERA TOTAL</b>	<b>2233</b>	<b>3110</b>	<b>4496</b>	<b>36</b>	<b>38</b>	<b>877</b>	<b>28%</b>	

5-Year Percent Change	5-YEAR AVAILABLE SPACE / UTILIZATION									
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
-8%	46	45	61	64	72	87%	87%	83%	82%	80%
-1%	65	77	73	67	70	88%	86%	87%	88%	88%
-13%	49	61	81	90	97	88%	85%	80%	78%	76%
17%	98	82	73	65	56	71%	76%	78%	81%	83%
-3%	199	227	222	208	209	65%	60%	61%	63%	63%
-6%	-177	-176	-166	-160	-139	142%	142%	139%	138%	133%
<b>-4%</b>	<b>280</b>	<b>317</b>	<b>345</b>	<b>335</b>	<b>364</b>	<b>89%</b>	<b>88%</b>	<b>87%</b>	<b>87%</b>	<b>86%</b>
-2%	-2	6	4	4	6	101%	98%	99%	99%	98%
-14%	-106	-87	-61	-29	-23	121%	117%	112%	106%	105%
-11%	11	29	71	74	69	98%	95%	87%	86%	87%
-6%	-36	-23	-43	-25	-20	114%	109%	116%	110%	108%
<b>-9%</b>	<b>-133</b>	<b>-75</b>	<b>-29</b>	<b>24</b>	<b>33</b>	<b>108%</b>	<b>104%</b>	<b>102%</b>	<b>99%</b>	<b>98%</b>
1%	-150	-126	-127	-150	-160	122%	119%	119%	122%	124%
-15%	3	42	75	95	111	100%	94%	90%	87%	85%
47%	218	274	172	85	-19	70%	62%	76%	88%	103%
<b>7%</b>	<b>71</b>	<b>190</b>	<b>120</b>	<b>31</b>	<b>-67</b>	<b>97%</b>	<b>91%</b>	<b>94%</b>	<b>99%</b>	<b>103%</b>
-6%	169	173	172	180	186	62%	61%	61%	59%	58%
4%	188	192	185	169	167	73%	73%	74%	76%	76%
0%	98	70	73	94	95	87%	91%	91%	88%	88%
-2%	-139	-133	-123	-121	-126	119%	118%	117%	116%	117%
-8%	35	54	66	82	95	96%	93%	92%	90%	88%
<b>-2%</b>	<b>351</b>	<b>355</b>	<b>373</b>	<b>404</b>	<b>417</b>	<b>90%</b>	<b>90%</b>	<b>89%</b>	<b>88%</b>	<b>88%</b>
-4%	-14	-13	-13	-6	6	103%	103%	103%	101%	99%
1%	55	59	55	58	49	89%	88%	89%	88%	90%
1%	-274	-308	-295	-292	-284	146%	151%	149%	149%	147%
6%	-108	-139	-160	-156	-155	117%	122%	125%	124%	124%
-2%	117	108	106	117	128	81%	82%	83%	81%	79%
<b>1%</b>	<b>-224</b>	<b>-293</b>	<b>-307</b>	<b>-279</b>	<b>-257</b>	<b>108%</b>	<b>110%</b>	<b>111%</b>	<b>110%</b>	<b>109%</b>
71%	74	34	-43	-169	-261	86%	94%	108%	131%	148%
-8%	-99	-69	-55	-42	-29	112%	109%	107%	105%	104%
-3%	-13	-2	-6	-10	-6	105%	101%	103%	104%	102%
<b>16%</b>	<b>-38</b>	<b>-37</b>	<b>-103</b>	<b>-221</b>	<b>-295</b>	<b>102%</b>	<b>102%</b>	<b>106%</b>	<b>114%</b>	<b>119%</b>
-1%	-461	-508	-473	-443	-449	158%	164%	160%	156%	157%
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
-2%	-218	-225	-209	-200	-199	129%	130%	127%	126%	126%
<b>-1%</b>	<b>877</b>	<b>823</b>	<b>874</b>	<b>913</b>	<b>907</b>	<b>72%</b>	<b>74%</b>	<b>72%</b>	<b>71%</b>	<b>71%</b>

**LEGEND:**

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- Indicates Projected Enrolment Exceeding Total Capacity

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3. Total Cap (Total Capacity) is the combination of the building OTG, plus the loading of the max number of portables permitted on site to date.
4. Utilization is the function of the total enrolment of a school versus the OTG capacity rated for that facility, providing an indicator of how full a facility may be. Note that a school may still be full if it does not reach full capacity of 100%, pending how the school is staffed and school class sizes for Kindergarten (JK/SK), Primary (1-3), Junior (4-6), Intermediate (7-8), and Secondary (9-12) class sizes.

## Milton Elementary Enrolment and Boundary Issues Summary Table

Planning Area (ERA)	School	2022 Enrolment	2022 OTG	2022 Total Cap	Portables on Site (2022)	Available (+) or Shortage (-) of Classrooms (#)	Shortage (-) or Surplus (+) of Pupil Places (#)	Under-Utilized Pupil Places in School (%)	Over-Utilized Pupil Places in School (%)
119	E.W. FOSTER	299	328	580	1	1	29	9%	
	J.M. DENYES	304	341	509	2	2	37	11%	
	MARTIN STREET	633	762	762	0	6	129	17%	
	ROBERT BALDWIN	347	426	678	0	3	79	19%	
	SAM SHERRATT	392	415	625	8	1	23	6%	
	W.I. DICK MIDDLE	353	412	475	3	3	59	14%	
	<b>ERA TOTAL</b>	<b>2328</b>	<b>2684</b>	<b>3629</b>	<b>14</b>	<b>15</b>	<b>356</b>	<b>13%</b>	
120	BRUCE TRAIL	1079	850	1207	15	-10	-229		27%
	CHRIS HADFIELD	806	823	1075	7	1	17	2%	
	HAWTHORNE VILLAGE	898	953	1205	2	2	55	6%	
	IRMA COULSON	975	793	1171	11	-8	-182		23%
	TIGER JEET SINGH	990	896	1148	8	-4	-94		10%
	<b>ERA TOTAL</b>	<b>4748</b>	<b>4315</b>	<b>5806</b>	<b>43</b>	<b>-19</b>	<b>-433</b>		<b>10%</b>
121	ANNE J MACARTHUR	958	793	1171	12	-7	-165		21%
	ESCARPMENT VIEW	1042	853	1147	11	-8	-189		22%
	P. L. ROBERTSON	1081	818	1070	12	-11	-263		32%
	<b>ERA TOTAL</b>	<b>3081</b>	<b>2464</b>	<b>3388</b>	<b>35</b>	<b>-27</b>	<b>-1144</b>		<b>25%</b>
123	BROOKVILLE	380	420	504	0	2	40	10%	
127	BOYNE	1052	776	1154	15	-12	-276		36%
	Milton SW #12 ps	0	778	1156	0	34	778	N/A	
	Milton SE #13 ps	0	916	1042	0	40	916	N/A	
	RATTLESNAKE POINT	590	884	1010	0	13	294	33%	
	VIOLA DESMOND	1146	721	1099	18	-18	-425		59%
	<b>ERA TOTAL</b>	<b>2788</b>	<b>4075</b>	<b>5461</b>	<b>33</b>	<b>56</b>	<b>1287</b>	<b>32%</b>	

5-Year Percent Change	5-YEAR AVAILABLE SPACE / UTILIZATION									
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
-15%	29	35	40	58	74	91%	89%	88%	82%	77%
-4%	37	40	48	59	50	89%	88%	86%	83%	85%
-7%	129	138	165	172	171	83%	82%	78%	77%	78%
-1%	79	82	76	92	83	81%	81%	82%	78%	81%
9%	23	16	15	9	-10	94%	96%	97%	98%	103%
19%	59	60	44	-20	-9	86%	86%	89%	105%	102%
<b>0%</b>	<b>356</b>	<b>370</b>	<b>388</b>	<b>369</b>	<b>358</b>	<b>87%</b>	<b>86%</b>	<b>86%</b>	<b>86%</b>	<b>87%</b>
-12%	-229	-209	-148	-108	-97	127%	125%	117%	113%	111%
-7%	17	62	73	77	71	98%	92%	91%	91%	91%
-21%	55	129	173	217	241	94%	87%	82%	77%	75%
-8%	-182	-186	-176	-130	-106	123%	123%	122%	116%	113%
-17%	-94	-33	23	69	71	110%	104%	97%	92%	92%
<b>-13%</b>	<b>-433</b>	<b>-237</b>	<b>-54</b>	<b>126</b>	<b>180</b>	<b>110%</b>	<b>105%</b>	<b>101%</b>	<b>97%</b>	<b>96%</b>
-5%	-165	-112	-83	-107	-121	121%	114%	110%	113%	115%
-17%	-189	-131	-99	-47	-11	122%	115%	112%	105%	101%
0%	-263	-252	-252	-263	-260	132%	131%	131%	132%	132%
<b>-7%</b>	<b>-617</b>	<b>-495</b>	<b>-433</b>	<b>-417</b>	<b>-391</b>	<b>125%</b>	<b>120%</b>	<b>118%</b>	<b>117%</b>	<b>116%</b>
-8%	40	46	38	58	69	90%	89%	91%	86%	84%
4%	-276	-241	-244	-276	-316	136%	131%	131%	136%	141%
NA	NA	NA	-178	-373	-654	NA	NA	123%	148%	184%
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6%	294	-56	152	-31	-117	67%	106%	83%	104%	113%
-3%	-425	-421	-437	-436	-395	159%	158%	161%	160%	155%
66%	<b>1287</b>	<b>975</b>	<b>209</b>	<b>-200</b>	<b>-566</b>	<b>68%</b>	<b>76%</b>	<b>95%</b>	<b>105%</b>	<b>114%</b>

**LEGEND:**

- Indicates > 200 Empty Pupil Places or > 65% Utilization
- Indicates Projected Enrolment Exceeding Total Capacity

**NOTES:**

1. Future School Openings and closures are reflected in projected OTG.
2. OTG (On-the-Ground) is a provincially recognized pupil place capacity of the school building, which may include additions and/or alterations to the school building. This figure is recognized as the operating capacity of the school. The Figure does not include portables. Specific room types have a loading attributed to them.
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## Halton Hills Elementary Enrolment and Boundary Issues Summary Table

Planning Area (ERA)	School	2022 Enrolment	2022 OTG	2022 Total Cap	Portables on Site (2022)	Available (+) or Shortage (-) of Classrooms (#)	Shortage (-) or Surplus (+) of Pupil Places (#)	Under-Utilized Pupil Places in School (%)	Over-Utilized Pupil Places in School (%)
124	ETHEL GARDINER	744	614	824	8	-6	-130		21%
	SILVER CREEK	430	645	897	0	9	215	33%	
	STEWARTTOWN	307	331	457	0	1	24	7%	
	<b>ERA TOTAL</b>	<b>1481</b>	<b>1590</b>	<b>2178</b>	<b>8</b>	<b>5</b>	<b>109</b>	<b>7%</b>	
125	CENTENNIAL	354	492	744	0	6	138	28%	
	GEORGE KENNEDY	361	584	731	0	10	223	38%	
	HARRISON	237	297	402	0	3	60	20%	
	<b>ERA TOTAL</b>	<b>952</b>	<b>1373</b>	<b>1877</b>	<b>0</b>	<b>18</b>	<b>421</b>	<b>31%</b>	
126	ACTON ELEM	157	207	207	0	2	50	24%	
	GLEN WILLIAMS	229	262	346	2	1	33	13%	
	LIMEHOUSE	96	187	229	0	4	91	49%	
	JOSEPH GIBBONS	143	214	424	0	3	71	33%	
	PARK	202	283	367	0	4	81	29%	
	MCKENZIE-SMITH BENNETT	335	772	919	0	19	437	57%	
	PINEVIEW	223	307	559	0	4	84	27%	
	ROBERT LITTLE	286	422	590	0	6	136	32%	
<b>ERA TOTAL</b>	<b>1671</b>	<b>2654</b>	<b>3641</b>	<b>2</b>	<b>41</b>	<b>933</b>	<b>37%</b>		

5-Year Percent Change	5-YEAR AVAILABLE SPACE / UTILIZATION									
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
-16%	-130	-37	-16	-11	-10	121%	106%	103%	102%	102%
28%	215	106	94	93	96	67%	84%	85%	86%	85%
1%	24	39	21	24	19	93%	88%	94%	93%	94%
<b>0%</b>	<b>109</b>	<b>108</b>	<b>99</b>	<b>106</b>	<b>105</b>	<b>93%</b>	<b>93%</b>	<b>94%</b>	<b>93%</b>	<b>93%</b>
7%	138	130	127	115	114	72%	74%	74%	77%	77%
2%	223	208	207	218	215	62%	64%	65%	63%	63%
5%	60	63	55	55	48	80%	79%	81%	81%	84%
<b>5%</b>	<b>421</b>	<b>401</b>	<b>389</b>	<b>389</b>	<b>377</b>	<b>69%</b>	<b>71%</b>	<b>72%</b>	<b>72%</b>	<b>73%</b>
3%	50	55	55	43	46	76%	73%	73%	79%	78%
11%	33	23	14	17	9	87%	91%	95%	94%	97%
9%	91	85	85	84	83	51%	55%	54%	55%	56%
-5%	71	65	75	74	78	67%	69%	65%	65%	64%
21%	81	67	46	36	39	71%	76%	84%	87%	86%
5%	437	443	438	431	422	43%	43%	43%	44%	45%
-9%	84	89	94	95	104	73%	71%	69%	69%	66%
21%	136	113	101	90	77	68%	73%	76%	79%	82%
<b>8%</b>	<b>983</b>	<b>940</b>	<b>908</b>	<b>869</b>	<b>856</b>	<b>63%</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>	<b>68%</b>

**LEGEND:**

-  Indicates > 200 Empty Pupil Places or > 65% Utilization
-  Indicates Projected Enrolment Exceeding Total Capacity

**NOTES:**

1. Future School Openings and closures are reflected in projected OTG.
2. OTG (On-the-Ground) is a provincially recognized pupil place capacity of the school building, which may include additions and/or alterations to the school building. This figure is recognized as the operating capacity of the school. The Figure does not include portables. Specific room types have a loading attributed to them.
3. Total Cap (Total Capacity) is the combination of the building OTG, plus the loading of the max number of portables permitted on site to date.
4. Utilization is the function of the total enrolment of a school versus the OTG capacity rated for that facility, providing an indicator of how full a facility may be. Note that a school may still be full if it does not reach full capacity of 100%, pending how the school is staffed and school class sizes for Kindergarten (JK/SK), Primary (1-3), Junior (4-6), Intermediate (7-8), and Secondary (9-12) class sizes.

## Secondary Enrolment and Boundary Issues Summary Table

Planning Area (ERA)	School	2022 Enrolment	2022 OTG	2022 Total Cap	Portables on Site (2021)	Available (+) or Shortage (-) of Classrooms (#)	Shortage (-) or Surplus (+) of Pupil Places (#)	Under-Utilized Pupil Places in School (%)	Over-Utilized Pupil Places in School (%)
100	ALDRESHOT	789	609	798	0	-9	-180		30%
	BURLINGTON CENTRAL	788	903	1029	0	5	115	13%	
	M. M. ROBINSON	1221	1482	1734	0	12	261	18%	
	NELSON	1354	1503	1755	0	7	149	10%	
	<b>SRA TOTAL</b>	<b>4152</b>	<b>4497</b>	<b>5316</b>	<b>0</b>	<b>16</b>	<b>345</b>	<b>8%</b>	
101	DR. FRANK J HAYDEN	1402	1194	1446	9	-10	-208		17%
102	ABBAY PARK	1264	873	1125	12	-19	-391		45%
	IROQUOIS RIDGE	1548	1140	1266	6	-19	-408		36%
	OAKVILLE TRAFALGAR	1299	1389	1389	0	4	90	6%	
	T.A. BLAKELOCK	993	1326	1410	0	16	333	25%	
	WHITE OAKS	2218	1842	2346	24	-18	-376		20%
	<b>SRA TOTAL</b>	<b>7322</b>	<b>6570</b>	<b>7536</b>	<b>42</b>	<b>-36</b>	<b>-752</b>		<b>11%</b>
103	GARTH WEBB	1802	1203	1455	12	-29	-599		50%
108	Oakville NE #1 HS	0	1200	1452	0	57	1200	NA	
104	ELSIE MACGILL	494	1089	1341	0	28	595	55%	
	MILTON DISTRICT	1658	1053	1263	10	-29	-605		57%
	<b>SRA TOTAL</b>	<b>2152</b>	<b>2142</b>	<b>2604</b>	<b>10</b>	<b>0</b>	<b>-10</b>		<b>0%</b>
105	CRAIG KIELBURGER	2054	1383	1887	24	-32	-671		49%
107	ACTON DISTRICT	411	441	630	0	1	30	7%	
	GEORGETOWN DISTRICT	1612	1683	1683	0	3	71	4%	
	<b>SRA TOTAL</b>	<b>2023</b>	<b>2124</b>	<b>2313</b>	<b>0</b>	<b>5</b>	<b>101</b>	<b>5%</b>	

5-Year Percent Change	5-YEAR AVAILABLE SPACE / UTILIZATION									
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
-12%	-180	-203	-170	-69	-89	130%	133%	128%	111%	115%
3%	115	43	35	78	94	87%	95%	96%	91%	90%
-9%	261	281	330	358	376	82%	81%	78%	76%	75%
-2%	149	136	165	148	180	90%	91%	89%	90%	88%
<b>-5%</b>	<b>345</b>	<b>257</b>	<b>360</b>	<b>514</b>	<b>561</b>	<b>92%</b>	<b>94%</b>	<b>92%</b>	<b>89%</b>	<b>88%</b>
-5%	-208	-199	-164	-132	-139	117%	117%	114%	111%	112%
-9%	-391	-377	-321	-329	-282	145%	143%	137%	138%	132%
-11%	-408	-411	-364	-287	-244	136%	136%	132%	125%	121%
-2%	90	94	92	105	122	94%	93%	93%	92%	91%
62%	333	160	-8	-160	-285	75%	88%	101%	112%	122%
-4%	-376	-481	-439	-338	-293	120%	126%	124%	118%	116%
<b>3%</b>	<b>-752</b>	<b>-1015</b>	<b>-1041</b>	<b>-1009</b>	<b>-983</b>	<b>111%</b>	<b>115%</b>	<b>116%</b>	<b>115%</b>	<b>115%</b>
-19%	-599	-573	-498	-376	-250	150%	148%	141%	131%	121%
NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
196%	595	241	-130	-338	-376	45%	78%	112%	131%	134%
-11%	-605	-701	-598	-509	-423	157%	167%	157%	148%	140%
<b>37%</b>	<b>-10</b>	<b>-460</b>	<b>-728</b>	<b>-847</b>	<b>-799</b>	<b>100%</b>	<b>121%</b>	<b>134%</b>	<b>140%</b>	<b>137%</b>
-13%	-671	-725	-611	-518	-395	149%	152%	144%	137%	129%
-19%	30	62	74	96	109	93%	86%	83%	78%	75%
-2%	71	52	69	80	97	96%	97%	96%	95%	94%
<b>-5%</b>	<b>101</b>	<b>114</b>	<b>142</b>	<b>177</b>	<b>206</b>	<b>95%</b>	<b>95%</b>	<b>93%</b>	<b>92%</b>	<b>90%</b>

**LEGEND:**

- Indicates > 200 Empty Pupil Places or > 65% Utilization
- Indicates Projected Enrolment Exceeding Total Capacity

**NOTES:**

1. Future School Openings and closures are reflected in projected OTG.
2. OTG (On-the-Ground) is a provincially recognized pupil place capacity of the school building, which may include additions and/or alterations to the school building. This figure is recognized as the operating capacity of the school. The Figure does not include portables. Specific room types have a loading attributed to them.
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# 2.3

## Facilities Overview

### Introduction

Facility Services is responsible for managing the maintenance and operation of almost 750,000 square metres (8.0 million square feet) of school and administration facilities, and a total of 363 hectares of land (897 acres). Lastly, the Board has a total of 348 portables as of October 2022 deployed throughout the system to accommodate students.

In 2022, the HDSB has been actively designing and constructing five new schools, four elementary and one secondary. Based on our project list in Section 3.0 of the LTAP, we anticipate a number of capital and renewal projects over the next 15 years.

Of the approximate \$800M operational budget of the Board as of the 2022 fiscal year, Facility Services is responsible for a capital portfolio totaling approximately \$200M, inclusive of all capital and operating funding sources.

### Facility Condition Index (FCI) Definition and Rating

As stated in Section 1.3, the FCI evaluates a facility in terms of the total five year renewal needs divided by the replacement value of a facility. Building components and systems are evaluated based on life-cycle (how long will it last in years), its overall condition, and its importance to a functioning and operating facility (e.g. a roof has greater importance than the floor tiles or classroom finishes).

Based on this ratio, it is relatively easy to rank facility needs in our system, and understand the level of investment required to renew a school facility's critical building components. The following ranking system is applied in the LTAP:

- Good Condition: Below 10%
- Fair Condition: Between 10% and 29%
- Poor Condition: Between 30% and 49%
- Critical Condition: 50% or greater
- No Data: Less than 10 years of age / No Data

### Key Statistics Summary

Below are key statistics and indicators of the HDSB, as of October 2022:

- The average FCI is 15% and 12% for the elementary and secondary panels, respectively.
- Utilization of the Board is 95% and 105% for the elementary and secondary panel, respectively.
- The average age of school facilities is 45 years and 45 years for the elementary and secondary panels, respectively.
- We enjoy an average of 205 students per hectare on our school sites.
- Our average greenhouse gas emission (GHG) is 48.9 kg CO<sub>2</sub>e/m<sup>2</sup> and 69.4 kg CO<sub>2</sub>e/m<sup>2</sup> for the elementary and secondary panel, respectively. Blended, the average is 59.2 kg CO<sub>2</sub>e/m<sup>2</sup>.
- 94 of the 103 schools at the Board have outdoor learning classes.
- The Board has the benefit of a reciprocal agreement with all municipalities in the Region, and 6 shared pool facilities.
- The Board has artificial turf fields at 5 secondary schools.
- Of the Board's population, 27% are eligible for transportation
- We have air conditioned approximately (*information to come*) % of all of our inventory (of areas eligible for air conditioning).
- Our accessibility percentage is 98% from a system perspective.

Detailed facility information for each school is included on the following pages.

# Halton Region Key Facility Performance Indicators



Number of Schools with Outdoor Learning

Halton Region

**94/103** Board Target  
**103/103**



Average Building Accessibility

Halton Region

**98%** Board Target  
**100%**



Average Number of Students Per Hectare

Halton Region

**205** Board Target  
Elementary **247**  
Secondary **198**



Average Carbon Footprint (GHG - kg CO<sub>2</sub>e/ m<sup>2</sup>)

Halton Region

**28** Board Target  
**25**



Average Amount of Air Conditioned Space per School

Halton Region

**88%** Board Target  
**100%**

**FCI**

Average Facility Condition Index

Halton Region

**15%** Board Target  
**15%**

# Elementary Panel Key Facility Performance Indicators



**Number of Schools with Outdoor Learning**

Elementary Panel	HDSB
<b>80/87</b>	<b>94/103</b>
	Board Target
	<b>103/103</b>



**Average Building Accessibility**

Elementary Panel	HDSB
<b>98%</b>	<b>98%</b>
	Board Target
	<b>100%</b>



**Average Number of Students Per Hectare**

Elementary Panel	HDSB
<b>209</b>	<b>205</b>
	Board Target
	<b>247</b>



**Average Carbon Footprint (GHG - kg CO<sub>2</sub>e/ m<sup>2</sup>)**

Elementary Panel	HDSB
<b>24</b>	<b>28</b>
	Board Target
	<b>22</b>



**Average Amount of Air Conditioned Space per School**

Elementary Panel	HDSB
<b>88%</b>	<b>88%</b>
	Board Target
	<b>100%</b>

**FCI** **Average Facility Condition Index**

Elementary Panel	HDSB
<b>15%</b>	<b>15%</b>
	Board Target
	<b>15%</b>

# Secondary Panel Key Facility Performance Indicators



Number of Schools  
with Outdoor  
Learning

Secondary Panel	HDSB
<b>14/16</b>	<b>94/103</b>
	Board Target
	<b>103/103</b>



Average Building  
Accessibility

Secondary Panel	HDSB
<b>100%</b>	<b>98%</b>
	Board Target
	<b>100%</b>



Average  
Number of Students  
Per Hectare

Secondary Panel	HDSB
<b>202</b>	<b>205</b>
	Board Target
	<b>198</b>



Average Carbon  
Footprint  
(GHG - kg CO<sub>2</sub>e/ m<sup>2</sup>)

Secondary Panel	HDSB
<b>39</b>	<b>28</b>
	Board Target
	<b>29</b>



Average Amount  
of Air Conditioned  
Space per School

Secondary Panel	HDSB
<b>89%</b>	<b>88%</b>
	Board Target
	<b>100%</b>

**FCI**

Average Facility  
Condition Index

Secondary Panel	HDSB
<b>12%</b>	<b>15%</b>
	Board Target
	<b>15%</b>

# Burlington Elementary Key Performance Indicators

Planning Area (ERA)	School	Facility Age	On-site Portable / Total Portables	Facility Condition Index (FCI)	Accessibility of School	Gross Floor Area (GFA) (m2)	GFA Eligible for Air Condition (m2)	Percentage of Eligible GFA (m2) with Air Conditioning	Electricity EUI (ekWh/m2)	Gas ekWh/m2	Green-House Gases (GHG) kg CO2e / m2	Site Size (ha)	Students per Hectares	Gross Floor Area Per Student	Addition	Outdoor Learning	Adjacent Park
100	ALDRESHOT ELEM	-	0 / 1	-	-	13,268	-	-	-	-	-	1.4	156	59	-	Yes	
	GLENVIEW	72	5 / 6	26.4	100%	3,146	3,146	100%	79.3	206.9	41.6	2.3	194	7	1952; 1958	Yes	
	KING'S ROAD	68	2 / 2	1.6	80%	2,684	2,684	100%	44.3	192.6	37.6	2.1	145	9	1958	No	
	MAPLEHURST	111	0 / 5	16.2	100%	5,381	3,219	100%	48.0	169.8	33.5	1.6	208	16	1945; 1952; 1958; 1965; 1968; 1991	Yes	
	<b>ERA Average / Total</b>	<b>84</b>	<b>7 / 14</b>	<b>14.8</b>	<b>2/3</b>	<b>11,211</b>	<b>9,049</b>	<b>3/3</b>	<b>57.2</b>	<b>189.8</b>	<b>37.6</b>	<b>2.0</b>	<b>182</b>	<b>11</b>	<b>9 additions</b>	<b>3/4</b>	
101	BURLINGTON CENTRAL ELEM	-	0 / 2	-	-	14,622	-	-	-	-	-	1.1	221	59	-	Yes	Wellington Park
	CENTRAL	104	0 / 0	28.5	25%	3,935	2,311	86%	45.0	137.0	27.3	1.3	268	11	1948; 1962; 1978	Yes	Wellington Park
	LAKESHORE	103	0 / 6	51.9	100%	3,560	2,169	100%	68.6	154.5	31.4	1.5	125	19	1944; 1951; 2009	Yes	
	TOM THOMSON	54	7 / 10	16.7	100%	2,472	2,472	100%	158.4	304.1	62.7	1.7	216	7		Yes	Optimist Park
	<b>ERA Average / Total</b>	<b>87</b>	<b>7 / 18</b>	<b>32.4</b>	<b>2/3</b>	<b>9,967</b>	<b>6,952</b>	<b>2/3</b>	<b>90.7</b>	<b>198.5</b>	<b>40.5</b>	<b>1.5</b>	<b>203</b>	<b>12</b>	<b>6 additions</b>	<b>4/4</b>	
102	JOHN T. TUCK	63	5 / 12	20.9	100%	5,163	3,142	75%	56.8	134.6	27.3	2.0	322	8	1965; 1987	Yes	Tuck Park
	PAULINE JOHNSON	56	2 / 6	NA	100%	2,501	1,895	100%	57.1	98.0	20.4	1.9	131	10	1986	Yes	Nelson Park
	MAKWENDAM	56	0 / 6	18.8	60%	3,709	2,775	36%	25.3	129.9	25.2	2.0	126	15	1969	Yes	Sweetgrass Park
	TECUMSEH	59	0 / 7	25.0	100%	5,044	3,192	54%	28.2	134.3	26.1	2.6	137	14	1969	Yes	Tecumseh Park
	<b>ERA Average / Total</b>	<b>59</b>	<b>7 / 31</b>	<b>21.6</b>	<b>3/4</b>	<b>16,417</b>	<b>11,004</b>	<b>1/4</b>	<b>41.9</b>	<b>124.2</b>	<b>24.8</b>	<b>2.1</b>	<b>179</b>	<b>12</b>	<b>5 additions</b>	<b>4/4</b>	
103	FRONTENAC	57	0 / 5	25.1	100%	6,146	4,131	91%	58.2	211.3	41.6	1.8	336	10	1986; 2021	Yes	Frontenac Park
	MOHAWK GARDENS	56	0 / 8	23.6	100%	4,211	2,973	87%	42.9	110.4	22.2	2.0	163	13	1969; 2009	Yes	Mohawk Park
	PINELAND	61	0 / 6	5.2	100%	5,191	5,191	100%	39.4	148.1	29.1	3.6	118	12	1964; 1972; 2020	Yes	Pineland Park
		<b>ERA Average / Total</b>	<b>58</b>	<b>0 / 19</b>	<b>18.9</b>	<b>3/3</b>	<b>15,548</b>	<b>12,295</b>	<b>1/3</b>	<b>46.8</b>	<b>156.6</b>	<b>31.0</b>	<b>2.5</b>	<b>206</b>	<b>12</b>	<b>7 additions</b>	<b>3/3</b>
105	BRANT HILLS	38	0 / 6	3.4	100%	3,911	3,911	100%	68.3	113.1	23.7	3.2	92	14		Yes	Brant Hills Park
	BRUCE T. LINDLEY	42	1 / 10	13.7	100%	3,164	3,164	100%	95.5	126.2	27.1	1.6	200	10		Yes	Kinsmen Park
	C.H. NORTON	33	0 / 8	7.6	100%	5,529	5,529	100%	42.3	87.9	18.0	2.0	245	11		Yes	Cleaver Park
	PAUL A. FISHER	49	2 / 12	31.7	100%	2,616	2,616	100%	59.4	71.1	15.5	1.9	159	9		Yes	Cavendish Park
	<b>ERA Average / Total</b>	<b>41</b>	<b>3 / 36</b>	<b>14.1</b>	<b>4/4</b>	<b>15,220</b>	<b>15,220</b>	<b>4/4</b>	<b>66.4</b>	<b>99.6</b>	<b>21.1</b>	<b>2.2</b>	<b>174</b>	<b>11</b>	<b>0 additions</b>	<b>4/4</b>	
106	CLARKSDALE	68	0 / 12	6.1	100%	4,807	3,213	88%	66.6	151.1	30.7	2.4	173	11	1956; 1964; 1966; 1989; 1992; 2018	Yes	Clarksdale Park
	DR. CHARLES BEST	51	0 / 11	12.0	100%	2,693	2,693	100%	161.4	268.1	56.1	1.7	125	12		Yes	Sycamore Park
	ROLLING MEADOWS	63	0 / 12	2.8	100%	5,144	5,144	100%	45.9	149.7	29.7	2.4	181	12	1964; 1973	Yes	
	SIR E. MACMILLAN	46	0 / 6	21.3	100%	3,811	3,811	100%	75.9	153.9	31.6	1.5	194	13		Yes	Brittany Park
	<b>ERA Average / Total</b>	<b>57</b>	<b>0 / 41</b>	<b>10.6</b>	<b>4/4</b>	<b>16,455</b>	<b>14,861</b>	<b>3/4</b>	<b>87.5</b>	<b>180.7</b>	<b>37.0</b>	<b>2.0</b>	<b>168</b>	<b>12</b>	<b>8 additions</b>	<b>4/4</b>	
107	CHARLES R. BEAUDOIN	20	0 / 4	7.7	100%	6,392	6,392	100%	57.3	64.1	14.1	2.6	235	10	2009	Yes	Taywood Park
	FLORENCE MEARES	21	1 / 6	15.7	100%	6,125	6,125	100%	59.7	98.8	20.7	2.5	235	11	2012	Yes	Berwick Green Park
		<b>ERA Average / Total</b>	<b>21</b>	<b>1 / 10</b>	<b>11.7</b>	<b>2/2</b>	<b>12,517</b>	<b>12,517</b>	<b>2/2</b>	<b>58.5</b>	<b>81.4</b>	<b>17.4</b>	<b>2.5</b>	<b>235</b>	<b>11</b>	<b>2 additions</b>	<b>2/2</b>
108	ALEXANDER'S	17	0 / 12	3.0	100%	5,995	5,995	100%	61.5	71.9	15.7	2.4	211	12	2014	Yes	Orchard Community Park
	JOHN WILLIAM BOICH	12	0 / 12	3.3	100%	6,223	6,223	100%	89.4	193.5	39.5	3.3	205	9		Yes	John William Boich Parkette
	ORCHARD PARK	20	0 / 12	12.5	100%	5,124	5,124	100%	105.3	47.1	12.7	3.0	158	11		Yes	Pathfinder Park
		<b>ERA Average / Total</b>	<b>16</b>	<b>0 / 36</b>	<b>6.3</b>	<b>3/3</b>	<b>17,342</b>	<b>17,342</b>	<b>3/3</b>	<b>85.4</b>	<b>104.2</b>	<b>22.7</b>	<b>2.9</b>	<b>191</b>	<b>11</b>	<b>1 addition</b>	<b>3/3</b>
109	ALTON VILLAGE	11	8 / 12	1.6	100%	6,701	6,701	100%	99.9	53.7	13.8	3.4	297	7	2016	Yes	Palladium Park
110	KILBRIDE	64	1 / 10	26.4	100%	3,190	1,956	80%	74.0	219.8	43.8	2.9	91	12	1967; 1984; 2009	Yes	Kilbride Park

# Oakville Elementary Key Performance Indicators

Planning Area (ERA)	School	Facility Age	On-site Portable / Total Portables	Facility Condition Index (FCI)	Accessibility of School	Gross Floor Area (GFA) (m2)	GFA Eligible for Air Condition (m2)	Percentage of Eligible GFA (m2) with Air Conditioning	Electricity EUI (ekWh/m2)	Gas ekWh/m2	Green-House Gases (GHG) kg CO2e / m2	Site Size (ha)	Students per Hectares	Gross Floor Area Per Student	Addition	Outdoor Learning	Adjacent Park
112	BROOKDALE	65	0 / 5	16.9	100%	3,881	2,353	31%	39.4	165.1	32.3	2.1	150	13	1983	Yes	Brookdale Park
	EASTVIEW	62	0 / 12	35.6	100%	4,841	3,509	67%	55.3	165.4	33.0	3.0	168	10	1970	No	Sovereign/Bronte Athletic Park
	GLADYS SPEERS	64	0 / 5	16.3	100%	3,010	3,010	100%	39.6	153.7	30.2	1.8	198	8	1963; 1965	Yes	Rebecca Gardens
	OAKWOOD	72	0 / 5	3.5	100%	2,959	2,239	100%	41.9	126.3	25.1	2.9	83	12	1954	Yes	
	PINE GROVE	67	0 / 12	15.7	100%	4,378	4,107	2%	38.4	190.2	37.0	2.1	175	12	1957; 1960; 1963; 1989	No	Glen Oak Park
	W.H. MORDEN	70	7 / 10	34.0	100%	3,898	2,820	78%	65.6	148.7	30.2	2.7	220	7	1958; 1964; 1983	Yes	Morden Park
	<b>ERA Average / Total</b>	<b>67</b>	<b>7 / 49</b>	<b>20.3</b>	<b>6/6</b>	<b>22,967</b>	<b>18,038</b>	<b>2/6</b>	<b>46.7</b>	<b>158.2</b>	<b>31.3</b>	<b>2.4</b>	<b>166</b>	<b>10</b>	<b>12 additions</b>	<b>4/6</b>	
113	E. J. JAMES	66	1 / 10	17.6	100%	4,334	2,847	77%	39.1	138.6	27.3	2.0	188	11	1961; 1965; 1982	Yes	
	JAMES W. HILL	13	6 / 12	3.3	100%	5,704	5,704	100%	108.5	55.8	14.5	2.0	305	9		No	Clearview Park
	MAPLE GROVE	122	0 / 2	22.5	100%	4,929	3,866	65%	68.6	111.6	23.4	2.4	221	9	1934; 1952; 1955; 1986; 2011	Yes	Oakville-Trafalgar SS
	NEW CENTRAL	65	2 / 5	18.1	100%	2,470	2,470	100%	97.5	127.6	27.5	1.9	159	8	1963; 1987; 2011	Yes	
		<b>ERA Average / Total</b>	<b>67</b>	<b>9 / 29</b>	<b>15.4</b>	<b>4/4</b>	<b>17,437</b>	<b>14,887</b>	<b>2/4</b>	<b>78.4</b>	<b>108.4</b>	<b>23.2</b>	<b>2.1</b>	<b>218</b>	<b>10</b>	<b>11 additions</b>	<b>3/4</b>
114	CAPTAIN R. WILSON	19	7 / 12	3.1	100%	6,101	6,101	100%	69.2	66.4	15.0	2.4	342	7	2012	No	Grand Oak Park
	EMILY CARR	15	4 / 12	8.2	100%	6,488	6,488	100%	105.8	64.6	16.0	2.8	261	9	2015	Yes	Castlebrook Park
	PALERMO	13	0 / 12	3.0	100%	6,620	6,620	100%	75.4	64.9	14.9	2.7	187	13		Yes	
		<b>ERA Average / Total</b>	<b>16</b>	<b>11 / 36</b>	<b>4.8</b>	<b>3/3</b>	<b>19,209</b>	<b>19,209</b>	<b>3/3</b>	<b>83.5</b>	<b>65.3</b>	<b>15.3</b>	<b>2.6</b>	<b>263</b>	<b>10</b>	<b>2 additions</b>	<b>2/3</b>
115	ABBAY LANE	38	0 / 6	13.7	100%	4,574	3,107	36%	64.9	78.3	17.1	2.0	137	17	1999	Yes	Old Abbey Park
	FOREST TRAIL	16	0 / 12	7.7	100%	6,388	6,388	100%	86.0	67.4	15.8	2.4	217	12	2014	Yes	Pine Glen Community Park
	HERITAGE GLEN	30	2 / 4	12.4	100%	7,224	7,224	100%	80.5	119.3	25.3	1.8	383	11	2015	No	Heritage Way Park
	PILGRIM WOOD	34	5 / 12	5.7	100%	6,064	6,064	100%	71.1	52.3	12.4	1.9	468	7	2014	Yes	Pilgrim's Way Park
		<b>ERA Average / Total</b>	<b>28</b>	<b>7 / 46</b>	<b>10.8</b>	<b>5/5</b>	<b>30,644</b>	<b>29,177</b>	<b>4/5</b>	<b>76.5</b>	<b>82.0</b>	<b>18.2</b>	<b>2.3</b>	<b>289</b>	<b>11</b>	<b>5 additions</b>	<b>4/5</b>
116	MONTCLAIR	54	3 / 4	30.7	100%	4,881	4,881	100%	59.5	145.8	29.5	2.2	220	10	1970; 2009	Yes	
	MUNN'S	68	0 / 12	18.1	100%	4,035	3,341	100%	68.6	138.6	28.5	2.4	184	9	1959; 1988; 2009	No	Oakville Park
	POST'S CORNERS	22	12 / 12	13.6	100%	5,957	5,957	100%	90.3	82.5	18.8	2.7	324	7	2012	Yes	Millbank Park
	RIVER OAKS	34	6 / 6	10.9	100%	5,703	5,703	100%	89.0	45.2	11.8	1.6	461	8	2012	Yes	Munn's Creek Park
	SUNNINGDALE	64	0 / 10	18.9	100%	4,666	3,232	67%	52.2	126.1	25.5	2.6	192	9	1970; 1989; 2010	Yes	Oxford Park
		<b>ERA Average / Total</b>	<b>48</b>	<b>21 / 44</b>	<b>18.4</b>	<b>5/5</b>	<b>25,242</b>	<b>23,114</b>	<b>4/5</b>	<b>71.9</b>	<b>107.6</b>	<b>22.8</b>	<b>2.3</b>	<b>276</b>	<b>9</b>	<b>10 additions</b>	<b>5/5</b>
117	FALGARWOOD	57	1 / 8	38.0	75%	5,550	5,550	60%	46.6	142.3	28.3	2.1	229	12	1973; 1975	Yes	Falgarwood Park
	JOSHUA CREEK	18	5 / 8	8.9	100%	6,546	6,546	100%	81.8	59.4	14.2	2.4	376	7	2008; 2015	Yes	Pinery Park
	SHERIDAN	44	1 / 5	36.8	100%	2,541	1,563	70%	41.1	107.6	21.6	1.6	157	10		Yes	Sheridan Hills Park
		<b>ERA Average / Total</b>	<b>40</b>	<b>7 / 21</b>	<b>27.9</b>	<b>2/3</b>	<b>14,637</b>	<b>13,659</b>	<b>1/3</b>	<b>56.5</b>	<b>103.1</b>	<b>21.4</b>	<b>2.0</b>	<b>254</b>	<b>10</b>	<b>4 additions</b>	<b>3/3</b>
118	DR. DAVID R. WILLIAMS	3	24 / 24	-	100%	8,057	8,057	100%	-	-	-	2.8	449	6		Yes	Fowley Park
	ODENAWI	8	12 / 18	-	100%	6,878	6,878	100%	100.9	71.7	17.2	2.8	348	7		Yes	George Savage Park
		<b>ERA Average / Total</b>	<b>6</b>	<b>36 / 42</b>	<b>-</b>	<b>2/2</b>	<b>14,935</b>	<b>14,935</b>	<b>2/2</b>	<b>100.9</b>	<b>71.7</b>	<b>17.2</b>	<b>2.8</b>	<b>398</b>	<b>7</b>	<b>0 additions</b>	<b>2/2</b>

## Milton Elementary Key Performance Indicators

Planning Area (ERA)	School	Facility Age	On-site Portable / Total Portables	Facility Condition Index (FCI)	Accessibility of School	Gross Floor Area (GFA) (m <sup>2</sup> )	GFA Eligible for Air Condition (m <sup>2</sup> )	Percentage of Eligible GFA (m <sup>2</sup> ) with Air Conditioning	Electricity EUI (ekWh/m <sup>2</sup> )	Gas ekWh/m <sup>2</sup>	Green-House Gases (GHG) kg CO <sub>2</sub> e / m <sup>2</sup>	Site Size (ha)	Students per Hectares	Gross Floor Area Per Student	Addition	Outdoor Learning	Adjacent Park
119	E.W. FOSTER	41	1 / 12	11.7	100%	2,992	2,992	100%	61.6	121.9	25.1	1.7	176	10		Yes	Cox Boulevard Park
	J.M. DENYES	68	2 / 8	21.4	100%	2,824	2,020	81%	37.1	138.5	27.3	2.9	106	9	1959; 1970	Yes	
	MARTIN STREET	6	0 / 0	NA	100%	7,068	7,068	100%	62.5	33.0	8.5	2.5	253	11	2017 (new facility)	Yes	
	ROBERT BALDWIN	50	0 / 12	15.7	100%	3,334	3,334	100%	69.3	46.3	11.2	2.0	172	10	1977	Yes	Kinsmen Park
	SAM SHERRATT	44	8 / 10	18.5	100%	3,883	3,883	100%	92.6	132.5	28.2	1.7	231	10	2014	Yes	Sam Sherratt Park
	W.I. DICK	66	3 / 3	22.7	100%	3,930	2,577	100%	95.1	121.1	26.2	5.4	65	11	1977	Yes	
	<b>ERA Average / Total</b>	<b>46</b>	<b>14 / 45</b>	<b>18.0</b>	<b>6/6</b>	<b>24,031</b>	<b>21,874</b>	<b>5/6</b>	<b>69.7</b>	<b>98.9</b>	<b>21.1</b>	<b>2.7</b>	<b>167</b>	<b>10</b>	<b>5 additions / 1 new facility</b>	<b>6/6</b>	
120	BRUCE TRAIL	17	15 / 17	3.4	100%	7,910	7,910	100%	105.7	33.3	10.2	2.8	385	7	2007; 2014	Yes	Clark Neighbourhood Park
	CHRIS HADFIELD	20	7 / 12	16.5	100%	5,449	5,449	100%	73.1	19.8	6.4	2.4	332	7		Yes	Dempsey Neighbourhood Park
	HAWTHORNE VILLAGE	18	2 / 12	5.8	100%	6,082	6,082	100%	67.6	57.2	13.2	2.8	318	7	2014	Yes	Bennet Park
	IRMA COULSON	10	11 / 18	-	100%	6,929	6,929	100%	0.0	55.0	0.0	3.1	315	7		Yes	
	TIGER JEET SINGH	13	8 / 12	1.9	100%	6,969	6,969	100%	99.0	19.6	7.4	2.8	349	7	2014	Yes	Coates Neighbourhood Park
		<b>ERA Average / Total</b>	<b>16</b>	<b>43 / 71</b>	<b>6.9</b>	<b>5/5</b>	<b>33,339</b>	<b>33,339</b>	<b>5/5</b>	<b>69.1</b>	<b>37.0</b>	<b>7.4</b>	<b>2.8</b>	<b>340</b>	<b>7</b>	<b>4 additions</b>	<b>5/5</b>
121	ANNE J. MACARTHUR	9	12 / 18	3.9	100%	6,590	6,590	100%	108.5	29.1	9.5	2.8	342	7		Yes	Sunny Mount Park
	ESCARPMENT VIEW	14	11 / 14	2.5	100%	7,057	7,057	100%	138.0	27.7	10.3	2.8	370	7	2014	Yes	
	P.L. ROBERTSON	14	12 / 12	4.7	100%	6,601	6,601	100%	109.4	16.8	7.2	2.8	386	6		Yes	Optimist Park
		<b>ERA Average / Total</b>	<b>12</b>	<b>35 / 44</b>	<b>3.7</b>	<b>3/3</b>	<b>20,248</b>	<b>20,248</b>	<b>3/3</b>	<b>118.6</b>	<b>24.6</b>	<b>9.0</b>	<b>2.8</b>	<b>366</b>	<b>7</b>	<b>1 addition</b>	<b>3/3</b>
123	BROOKVILLE	63	0 / 4	22.2	100%	4,086	4,086	36%	42.4	144.3	28.5	3.8	99	11	1965; 1966; 1985	Yes	Brookville Park
															<b>3 additions</b>		
127	BOYNE	8	15 / 18	-	100%	6,683	6,683	100%	-	40.6	-	2.8	373	6		Yes	
	RATTLESNAKE POINT	1	0 / 6	-	100%	8,303	8,303	100%	-	-	-	2.8	211	14	2022	Yes	Walker Neighbourhood Park
	VIOLA DESMOND	4	18 / 18	-	100%	9,460	9,460	100%	55.3	57.2	12.8	2.8	409	8		Yes	Ford Neighbourhood Park
		<b>ERA Average / Total</b>	<b>4</b>	<b>33 / 42</b>	<b>-</b>	<b>24,446</b>	<b>24,446</b>	<b>3/3</b>	<b>55.3</b>	<b>48.9</b>	<b>12.8</b>	<b>2.8</b>	<b>391</b>	<b>7</b>	<b>1 addition</b>	<b>3/3</b>	

## Halton Hills Elementary Key Performance Indicators

Planning Area (ERA)	School	Facility Age	On-site Portable / Total Portables	Facility Condition Index (FCI)	Accessibility of School	Gross Floor Area (GFA) (m <sup>2</sup> )	GFA Eligible for Air Condition (m <sup>2</sup> )	Percentage of Eligible GFA (m <sup>2</sup> ) with Air Conditioning	Electricity EUI (ekWh/m <sup>2</sup> )	Gas ekWh/m <sup>2</sup>	Green-House Gases (GHG) kg CO <sub>2</sub> e / m <sup>2</sup>	Site Size (ha)	Students per Hectares	Gross Floor Area Per Student	Addition	Outdoor Learning	Adjacent Park
124	ETHEL GARDINER	15	8 / 10	7.9	100%	5,699	5,699	100%	88.5	35.7	10.0	2.4	310	8	2011	Yes	Danby Road Park
	SILVER CREEK	20	0 / 12	19.4	100%	5,908	5,908	100%	75.7	58.9	13.8	2.1	208	14	2012	Yes	Miller Drive Park
	STEWARTTOWN	66	0 / 6	17.8	100%	3,924	3,924	44%	42.8	130.0	25.9	3.1	98	13	1964; 1967; 1987	Yes	
		<b>ERA Average / Total</b>	<b>34</b>	<b>8 / 28</b>	<b>15.0</b>	<b>3/3</b>	<b>15,531</b>	<b>15,531</b>	<b>2/3</b>	<b>69.0</b>	<b>74.9</b>	<b>16.6</b>	<b>2.5</b>	<b>205</b>	<b>11</b>	<b>5 additions</b>	<b>3/3</b>
125	CENTENNIAL	58	0 / 12	13.4	100%	5,014	5,014	100%	57.6	145.1	29.3	2.6	135	14	1968; 1969; 1989	Yes	
	GEORGE KENNEDY	64	0 / 7	19.3	70%	4,169	3,046	36%	50.8	163.0	32.3	2.7	132	12	1962; 1967; 1970	Yes	Joseph Gibbons Park
	HARRISON	67	0 / 5	4.5	100%	2,737	2,737	100%	52.4	135.2	27.2	2.8	86	12	1958; 1971	Yes	
		<b>ERA Average / Total</b>	<b>63</b>	<b>0 / 24</b>	<b>12.4</b>	<b>2/3</b>	<b>11,920</b>	<b>10,797</b>	<b>2/3</b>	<b>53.6</b>	<b>147.7</b>	<b>29.6</b>	<b>2.7</b>	<b>117</b>	<b>12</b>	<b>8 additions</b>	<b>3/3</b>
126	ACTON ELEM	-	0 / 0	-	-	9,151	-	-	-	-	-	2.8	55	58	-	Yes	
	GLEN WILLIAMS	74	2 / 4	17.2	100%	8,303	1,603	100%	0.0	142.7	-	1.0	227	36	1954; 1964; 1968; 1981; 2015	Yes	
	JOSEPH GIBBONS	54	0 / 10	NA	100%	2,347	2,347	100%	51.5	106.2	21.8	2.2	65	16		Yes	Emmerson Park
	LIMEHOUSE	62	0 / 2	13.0	100%	1,573	1,573	41%	48.2	-	-	3.2	30	16	1965; 1973	Yes	
	MCKENZIE-SMITH BENNETT	67	0 / 7	18.7	80%	8,905	4,442	52%	61.8	317.6	61.6	4.2	79	27	1955; 1956; 1958; 1964; 1968; 1971; 1974; 1995; 2007	Yes	
	PARK	65	0 / 4	10.0	100%	2,232	1,718	81%	47.9	147.7	29.4	2.4	83	11	1970	Yes	Georgetown Fairgrounds
	PINEVIEW	61	0 / 12	20.8	100%	2,752	2,752	38%	107.7	-	-	3.2	69	12	1965; 1968	No	
	ROBERT LITTLE	73	0 / 8	21.0	100%	3,597	2,636	87%	63.2	-	-	3.8	76	13	1959; 1968; 1991	Yes	
	<b>ERA Average / Total</b>	<b>65</b>	<b>2 / 47</b>	<b>16.8</b>	<b>6/7</b>	<b>29,709</b>	<b>17,071</b>	<b>2/7</b>	<b>54.3</b>	<b>178.6</b>	<b>37.6</b>	<b>2.9</b>	<b>90</b>	<b>19</b>	<b>22 additions</b>	<b>7/8</b>	

## Secondary Key Performance Indicators

Planning Area (ERA)	School	Facility Age	On-site Portable / Total Portables	Facility Condition Index (FCI)	Accessibility of School	Gross Floor Area (GFA) (m <sup>2</sup> )	GFA Eligible for Air Condition (m <sup>2</sup> )	Percentage of Eligible GFA (m <sup>2</sup> ) with Air Conditioning	Electricity EUI (ekWh/m <sup>2</sup> )	Gas ekWh/m <sup>2</sup>	Green-House Gases (GHG) kg CO <sub>2</sub> e / m <sup>2</sup>	Site Size (ha)	Students per Hectares	Gross Floor Area Per Student	Addition	Outdoor Learning	Adjacent Park
100	ALDERSHOT	63	0 / 9	17.2	100%	13,268	7,922	91%	78.9	234.3	46.7	5.1	156	17	1965; 1968; 1979; 2005	Yes	
	BURLINGTON CENTRAL	101	0 / 6	12.4	100%	14,701	8,711	43%	39.9	157.6	30.9	3.6	221	19	1949; 1954; 1959; 1961; 1965; 1968; 1986	Yes	Wellington Park
	M.M. ROBINSON	61	0 / 12	23.0	100%	21,084	10,991	90%	68.4	201.9	40.3	12.0	102	17	1968; 1971; 1996; 2004; 2020	Yes	Champlain Park
	NELSON	67	0 / 12	19.3	100%	17,637	9,279	48%	-	76.3	-	6.9	195	13	1959; 1963; 1970; 1989; 2022	Yes	Nelson Park
	<b>ERA Average / Total</b>	<b>73</b>	<b>0 / 39</b>	<b>18.0</b>	<b>4/4</b>	<b>66,690</b>	<b>36,903</b>	<b>0/4</b>	<b>62.4</b>	<b>167.5</b>	<b>39.3</b>	<b>6.9</b>	<b>168</b>	<b>16</b>	<b>21 additions</b>	<b>4/4</b>	
101	DR. FRANK J HAYDEN	10	9 / 12	1.5	100%	14,578	14,578	100%	57.9	160.4	32.1	6.3	223	10		Yes	
102	ABBEEY PARK	19	12 / 12	2.6	100%	10,839	10,839	100%	121.5	101.4	23.5	5.7	223	9		Yes	Glen Abbey Park
	IROQUOIS RIDGE	30	6 / 6	12.3	100%	16,327	16,327	100%	125.8	117.3	26.6	5.5	284	11		No	Glenashton Park
	OAKVILLE TRAFALGAR	32	0 / 0	22.5	100%	15,011	15,011	100%	98.6	74.4	17.6	5.5	238	12		Yes	Albion Park
	T.A. BLAKELOCK	68	0 / 4	11.5	100%	15,446	8,372	62%	84.1	199.2	40.3	5.2	190	16	1959; 1969; 1989	Yes	Spring Garden Park
	WHITE OAKS (North Campus)	54	24 / 24	29.3	100%	8,280	8,280	100%	117.0	120.7	26.9	2.8	155	11	1970; 1972; 1980; 1989; 1995	Yes	Oakville Park
	WHITE OAKS (South Campus)	59		1.7	100%	16,869	16,869	100%	65.1	159.9	32.3	11.6					
	<b>ERA Average / Total</b>	<b>44</b>	<b>42 / 46</b>	<b>13.3</b>	<b>5/5</b>	<b>82,772</b>	<b>75,698</b>	<b>4/5</b>	<b>102.0</b>	<b>128.8</b>	<b>27.9</b>	<b>6.0</b>	<b>218</b>	<b>12</b>	<b>8 additions</b>	<b>4/5</b>	
103	GARTH WEBB	11	12 / 12	1.1	100%	14,300	14,300	100%	78.2	75.3	17.0	5.6	321	8		Yes	
104	ELSIE MACGILL	2	0 / 12	-	100%	14,028	14,028	100%	-	-	-	6.1	82	28		Yes	Unnamed District Park
	MILTON DISTRICT	64	10 / 10	2.6	100%	13,537	7,149	81%	69.3	178.0	35.8	7.0	237	8	1964; 1967; 1979; 1993	Yes	
		<b>ERA Average / Total</b>	<b>33</b>	<b>10 / 22</b>	<b>2.6</b>	<b>2/2</b>	<b>27,565</b>	<b>21,177</b>	<b>1/2</b>	<b>69.3</b>	<b>178.0</b>	<b>35.8</b>	<b>6.5</b>	<b>159</b>	<b>18</b>	<b>4 additions</b>	<b>2/2</b>
105	CRAIG KIELBURGER	11	24 / 24	0.4	100%	18,043	18,043	100%	84.4	87.4	19.5	6.8	301	9	2018	No	
107	ACTON DISTRICT	47	0 / 9	29.7	100%	9,151	9,151	100%	159.0	118.6	28.1	7.5	55	22		Yes	
	GEORGETOWN DISTRICT	72	0 / 0	21.9	100%	18,974	10,417	93%	81.0	150.4	31.1	5.3	306	12	1953; 1956; 1958; 1961; 1965; 1959; 1974; 1987	Yes	
		<b>ERA Average / Total</b>	<b>60</b>	<b>0 / 9</b>	<b>25.8</b>	<b>2/2</b>	<b>28,125</b>	<b>19,568</b>	<b>1/2</b>	<b>120.0</b>	<b>134.5</b>	<b>29.6</b>	<b>6.4</b>	<b>181</b>	<b>17</b>	<b>8 Additions</b>	<b>2/2</b>

## Municipal Average Key Performance Indicators

Planning Area (ERA)	School	Facility Age	On-site Portable / Total Portables	Facility Condition Index (FCI)	Accessibility of School	Gross Floor Area (GFA) (m <sup>2</sup> )	GFA Eligible for Air Condition (m <sup>2</sup> )	Percentage of Eligible GFA (m <sup>2</sup> ) with Air Conditioning	Electricity EUI (ekWh/m <sup>2</sup> )	Gas ekWh/m <sup>2</sup>	Green-House Gases (GHG) kg CO <sub>2</sub> e / m <sup>2</sup>	Site Size (ha)	Students per Hectares	Gross Floor Area Per Student	Addition	Outdoor Learning	Adjacent Park
Burlington	Elementary	53	34 / 227	15.9	25/28	124,568	107,897	20/28	68.4	142.9	29.2	2.3	189	14	42 Additions	27/28	23 Parks
	Secondary	60	9 / 51	14.7	5/5	81,268	51,481	1/5	61.3	166.1	37.5	6.8	179	15	21 Additions	5/5	3 Parks
		<b>Municipal Ave/Total</b>	<b>54</b>	<b>43 / 278</b>	<b>15.7</b>	<b>30/33</b>	<b>205,836</b>	<b>159,378</b>	<b>21/33</b>	<b>67.5</b>	<b>146.4</b>	<b>30.3</b>	<b>4.5</b>	<b>184</b>	<b>15</b>	<b>63 Additions</b>	<b>32/33</b>
Halton Hills	Elementary	57	10 / 99	15.3	11/13	57,160	43,399	6/13	57.5	138.2	27.9	2.8	123	19	35 Additions	12/13	5 Parks
	Secondary	60	0 / 9	25.8	2/2	28,125	19,568	1/2	120.0	134.5	29.6	6.4	181	17	8 Additions	2/2	-
		<b>Municipal Ave/Total</b>	<b>58</b>	<b>10 / 108</b>	<b>16.8</b>	<b>13/15</b>	<b>85,285</b>	<b>62,967</b>	<b>7/15</b>	<b>65.9</b>	<b>137.6</b>	<b>28.2</b>	<b>4.6</b>	<b>152</b>	<b>18</b>	<b>43 Additions</b>	<b>14/15</b>
Milton	Elementary	26	125 / 206	11.6	18/18	5,897	5,777	16/18	76.1	64.4	14.5	2.8	272	9	14 Additions - 1 Rebuild	18/18	12 Parks
	Secondary	26	34 / 46	1.5	3/3	15,203	13,073	2/3	76.9	132.7	27.7	6.6	206	15	5 Additions	2/3	1 Park
		<b>Municipal Ave/Total</b>	<b>26</b>	<b>159 / 252</b>	<b>10.7</b>	<b>21/21</b>	<b>10,550</b>	<b>9,425</b>	<b>18/21</b>	<b>76.2</b>	<b>71.6</b>	<b>16.0</b>	<b>4.7</b>	<b>239</b>	<b>12</b>	<b>19 Additions - 1 Rebuild</b>	<b>20/21</b>
Oakville	Elementary	44	98 / 267	16.4	27/28	145,071	133,019	18/28	68.8	107.7	22.7	2.3	251	10	44 Additions	23/28	22 Parks
	Secondary	39	54 / 58	11.6	6/6	97,072	89,998	5/6	98.6	121.1	26.3	6.0	235	11	8 Additions	5/6	5 Parks
		<b>Municipal Ave/Total</b>	<b>43</b>	<b>152 / 325</b>	<b>14.0</b>	<b>33/34</b>	<b>242,143</b>	<b>223,017</b>	<b>23/34</b>	<b>74.9</b>	<b>110.5</b>	<b>23.4</b>	<b>4.1</b>	<b>243</b>	<b>10</b>	<b>52 Additions</b>	<b>28/34</b>
Halton Region	Elementary	45	267 / 799	15.3	81/87	83,174	72,523	60/87	68.3	114.5	23.9	2.5	209	13	135 Additions - 1 Rebuild	80/87	62 Parks
	Secondary	45	97 / 164	13.1	16/16	55,417	43,530	9/16	88.6	138.3	29.9	6.4	200	15	42 Additions	14/16	8 Parks
		<b>Municipal Ave/Total</b>	<b>45</b>	<b>364 / 963</b>	<b>14.9</b>	<b>97/103</b>	<b>69,295</b>	<b>58,027</b>	<b>69/103</b>	<b>78.4</b>	<b>126.4</b>	<b>26.9</b>	<b>4.5</b>	<b>205</b>	<b>14</b>	<b>177 Additions - 1 Rebuild</b>	<b>94/103</b>

# 2.4

## Regional Development

### Regional Official Plan Amendments (ROPA) Introduction

A Regional Official Plan Amendment (ROPA) is a policy change process that incorporates proposed changes to the Region's Official Plan. Amendments to the ROPA that are of greatest interest to the Board are those initiated by Regional Council to direct population and employment growth targets allocated by the Province, which translates into increased student accommodation needs to serve the increase in population, whether new schools, additions, and/or temporary accommodations.

Those amendments to the Region's Official Plan will then determine where growth is to be allocated to the lower tier municipalities, which will trigger amendments to local Official Plans and future development applications. The Board actively participates in the pre-consultation and public consultation stages of the review process of ROPAs when there is an impact on school board facilities and student accommodation at a regional and municipal scale.

### ROPA 48

ROPA 48, An Amendment to Define a Regional Urban Structure, and ROPA 49, An Amendment to Implement the Integrated Growth Management Strategy, are two ROPAs recently approved by Regional Council which are deemed to have significant impact on student enrolment projections, school building utilization and future capital projects, and will generate the need for additional schools within the system to accommodate growth. As such, the Board is closely monitoring their implementation. More information on these ROPAs and the ROPA review process can be found on the Halton Region website.

ROPA 48 was approved November 2021 by the Minister of Municipal Affairs, and seeks to identify a hierarchy of strategic growth areas to accommodate the provincially designated population and employment growth target to the planning horizon of 2051. The updated planning target moves from a 2031 population and employment forecast of 780,000 residents and 390,000 jobs to a 2051 forecast of 1.1 million residents and 500,000 jobs. Strategic Growth Areas are areas of intensification and higher density mixed uses in a compact built form. Some growth areas are identified by the province as Urban Growth

Centres (UGC) and Major Transit Station Areas (MTSA).

### ROPA 49

ROPA 49 was adopted by the Regional Council on June 15, 2022 and is currently with the Minister of Municipal Affairs for a decision. It will implement an Integrated Growth Management Strategy (IGMS) which builds upon ROPA 48. An IGMS reviews options that will address growth in specific areas of the region. The main focus of ROPA 49 is to accommodate future population and employment growth anticipated between now and 2041 to fall within the Halton's existing urban boundary, and provide a framework to accommodate growth between 2041 and 2051 through future expansion of the Regional Urban Boundary. Other updates include changes to policies and mapping related to settlement area boundaries, strategic growth areas, and employment areas.

### Bill 23 More Homes Built Faster Act 2022 (Provincial)

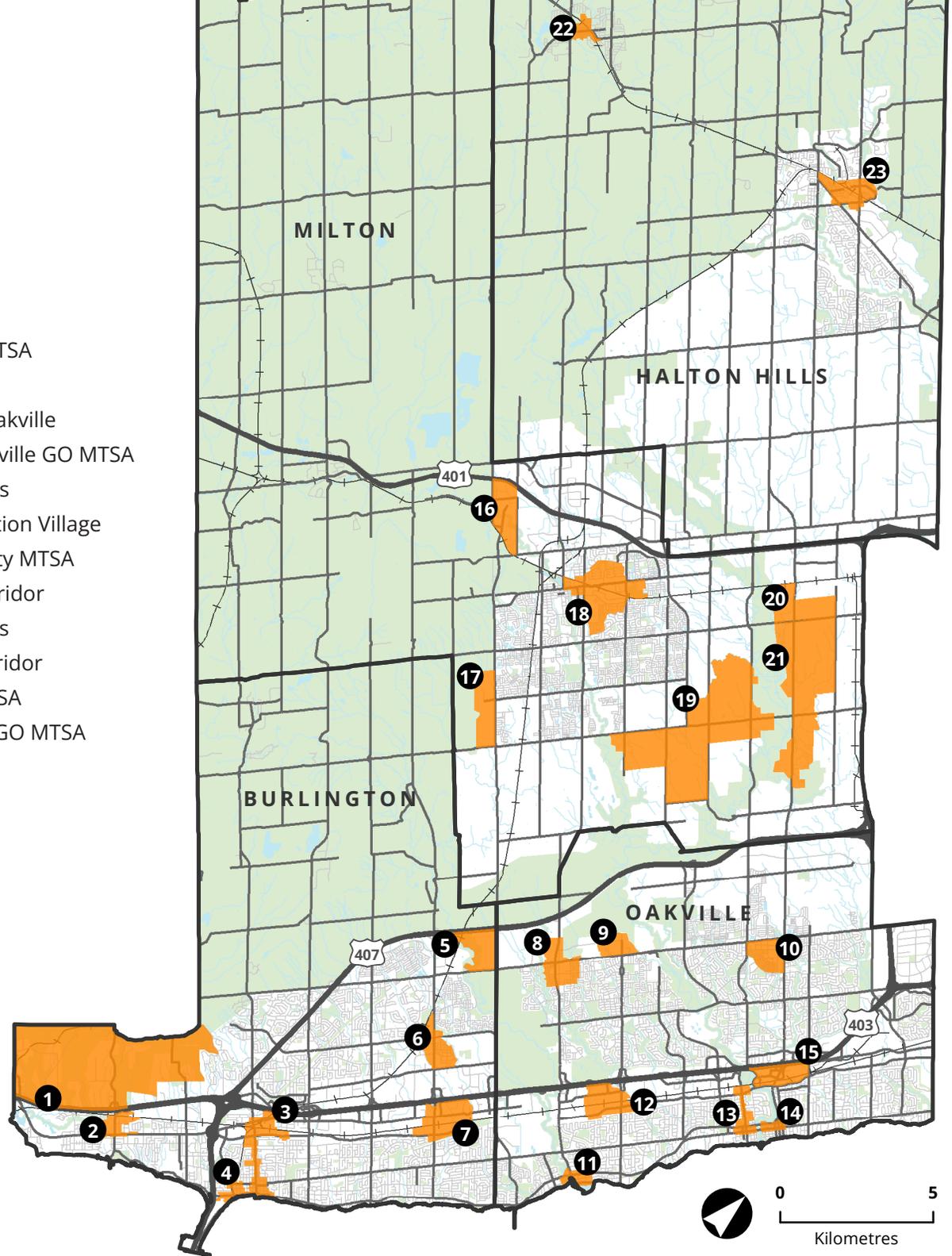
On November 28, 2022, Bill 23, More Homes Built Faster Act (2022) received royal assent. The act consists of a provincial strategy to support and expedite the development of 1.5 million homes within the next 10 years to increase housing supply and provide attainable housing options.

With the infusion of additional units within the Regional growth forecast, updates will need to be made to both the Regional and local official plans to designate where growth is to occur. This will have an impact on the Board's long-term projections and the recently implemented 2023 EDC Background Study (DRAFT NOTE: Anticipated for May 17 approval, which is prior to the LTAP approval in June), which currently rely on the most up to date available information. Updates will be made to future iterations of the LTAP once data is readily available.

The Board and the local municipalities will continue to work closely together in planning for schools and child care facilities, as well as support innovative ways of integrating these facilities into new development pockets.

## Regional Development Areas

- |                                     |                              |
|-------------------------------------|------------------------------|
| 1. North Aldershot                  | 12. Bronte GO MTSA           |
| 2. Aldershot Corners MTSA           | 13. Kerr Village             |
| 3. Burlington Junction MTSA         | 14. Downtown Oakville        |
| 4. Burlington Downtown Urban Centre | 15. Midtown Oakville GO MTSA |
| 5. Evergreen                        | 16. Milton Heights           |
| 6. Burlington Uptown Urban Centre   | 17. Milton Education Village |
| 7. Appleby Gateway MTSA             | 18. Milton Mobility MTSA     |
| 8. Palermo Village                  | 19. Britannia Corridor       |
| 9. Oakville Hospital District       | 20. Agerton Lands            |
| 10. Oakville Uptown Core            | 21. Trafalgar Corridor       |
| 11. Bronte Village                  | 22. Acton GO MTSA            |
|                                     | 23. Georgetown GO MTSA       |



# 3

## Planning Initiatives

# 3.1

## Completed and In Progress Initiatives

### Introduction

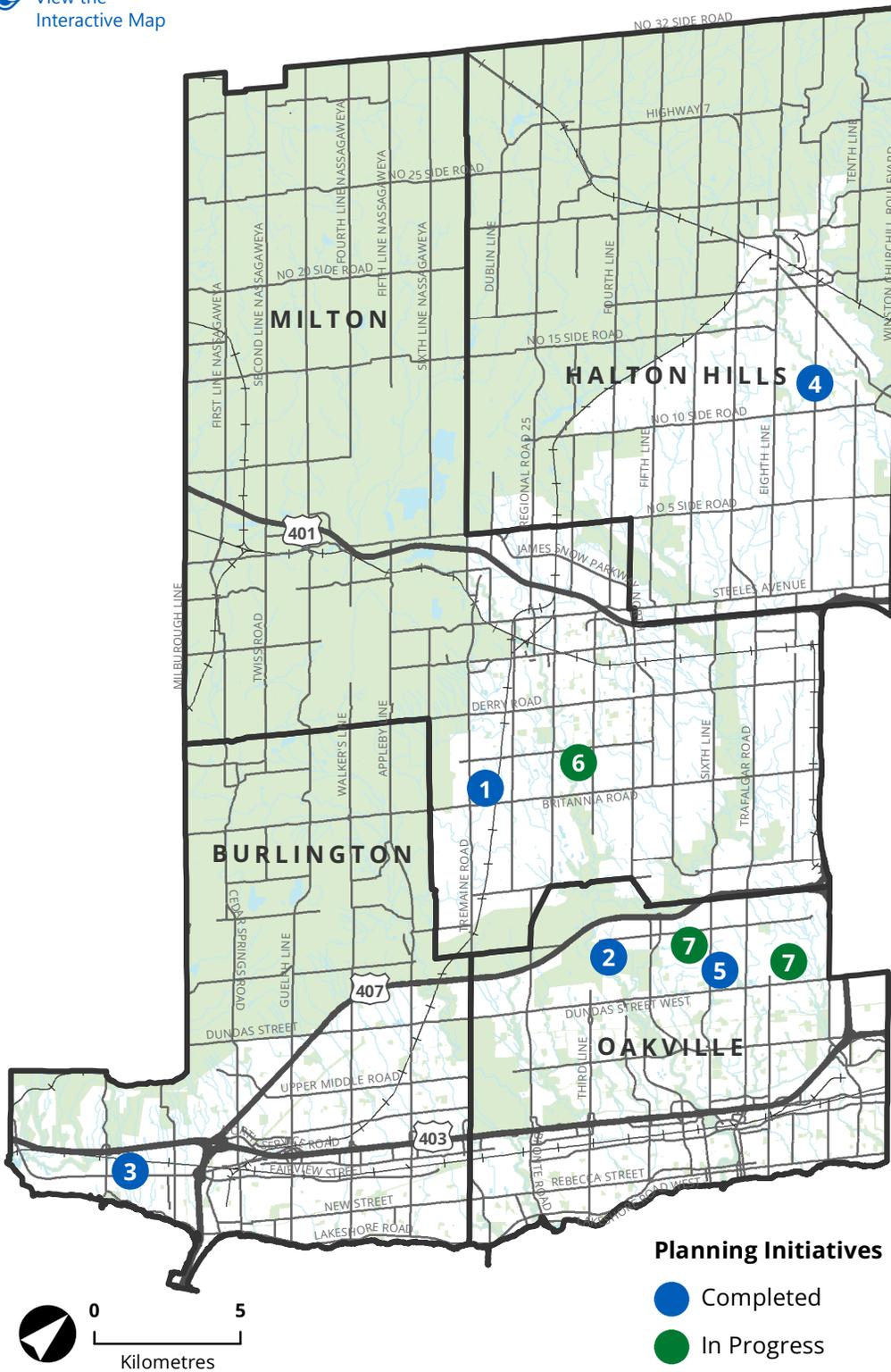
This chapter provides an overview of Capital Priority Project and Planning initiatives for the board. This includes school construction projects, boundary reviews, funding initiatives, and program and accommodation reviews (as outlined in Section 1.8). Planned initiatives are broken down into immediate, medium, and long term projects based on the year the project is proposed to begin, however further approval may be required before moving forward (ex. Boundary Reviews). More information about each initiative can be found in the municipal section or ERA/SRA section to which it relates.

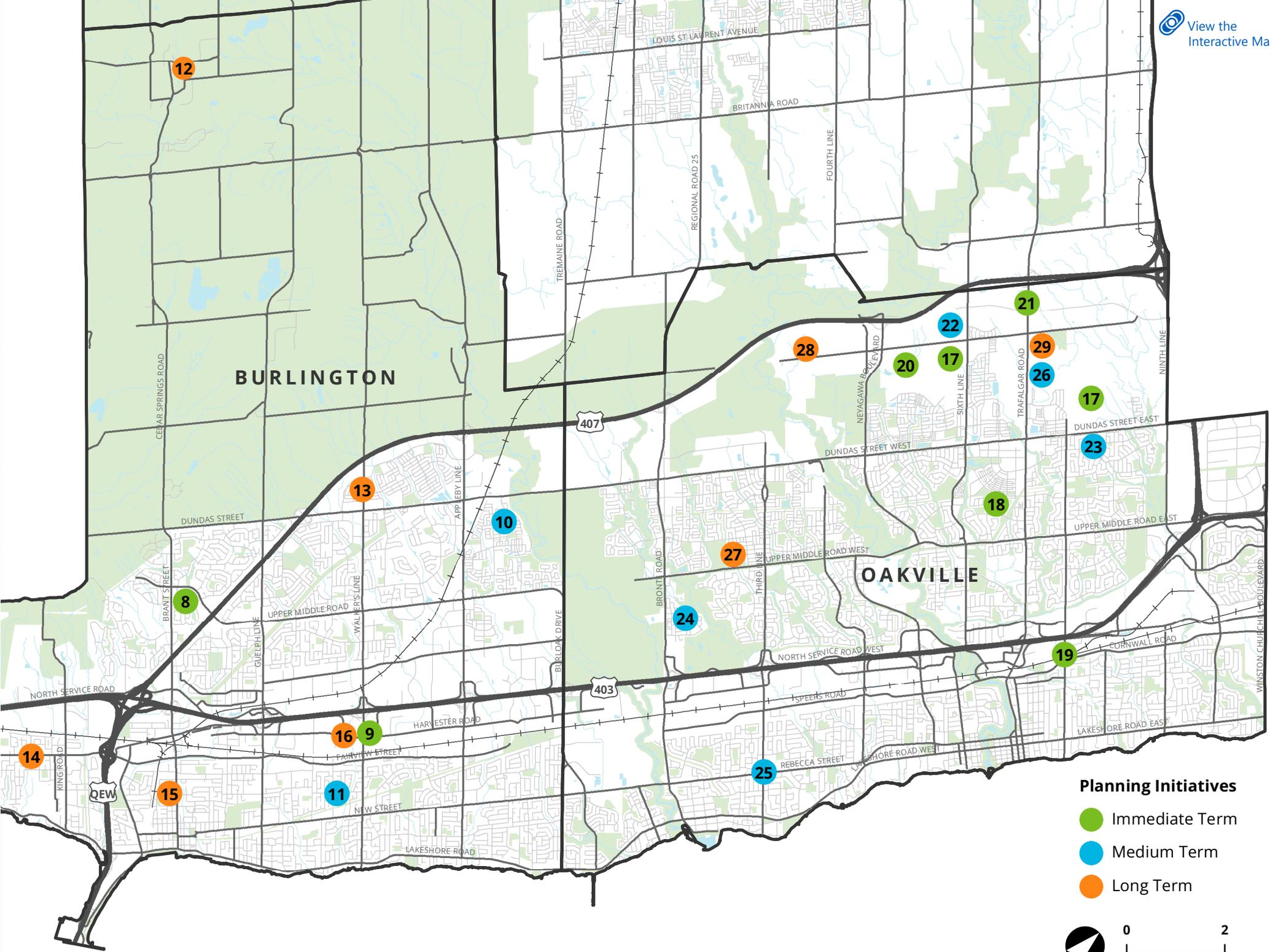
### Completed Initiatives

1. Rattlesnake Point PS (previously Milton SW #11 PS) (ERA 127)
  - Boundary review completed and school opened September 6th, 2022
2. North Oakville Secondary School Redirection (SRA 108)
  - Redirection commenced in September 2022
3. Glenview PS and Maplehurst PS Boundary Review (ERA 100)
  - Boundary review completed in March 2023
4. South Georgetown Boundary and Program Review (ERA124)
  - Boundary review completed in March 2023
5. Dr. David R. Williams PS Redirection (ERA 118)
  - Redirection commenced in April 2023

### In Progress Initiatives

6. Milton SW #12 PS (ERA 127)
  - Boundary review completed and students holding at Rattlesnake Point PS and Irma Coulson PS
  - School under construction and set to open in 2024
7. Oakville NE #3 PS and Oakville NE #5 PS (ERA 118)
  - Boundary review will take place in Fall 2023
  - Ministry funding acquired, site acquisition and design underway
  - Construction began at Oakville NE #3 PS in Spring 2023





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## Burlington and Oakville Future Initiatives

### Burlington Initiatives

#### Immediate Term (2023, 2024 School Years)

8. Paul A. Fisher PS Accommodation Pressures (ERA 105)\*
9. South Burlington FI Program Review (ERA 101, 102, 103)

#### Medium Term (2025 - 2027 School Years)

10. Northeast Burlington FI Program Review (ERA 108, 109)
11. Makwendam PS Surplus Space (ERA 102)\*

#### Long Term (2028+)

12. Kilbride PS Surplus Space (ERA 110)\*
13. Alton Village PS Community Integration Boundary Review (ERA 106, 108, 109)
14. ERA 100 Accommodation Pressures (ERA 100)\*
15. Central PS and Burlington Central HS Aging Facilities (ERA 101, SRA 100)\*
16. South Burlington Program and Accommodation Review (ERA 101, 102, 103)

### Oakville Initiatives

#### Immediate Term (2023, 2024 School Years)

17. Oakville NE #3 PS and Oakville NE #5 PS New Schools (ERA 118)
18. Post's Corners PS Accommodation Pressures (ERA 116)
19. Midtown Oakville New School(s) (ERA 113)\*
20. North Oakville Additional New School(s) (ERA 118)\*
21. Oakville NE # 7 PS New School (IO/Argo lands) (ERA 118)\*

#### Medium Term (2025 - 2027 School Years)

22. Oakville NE #1 HS New School (SRA 108)\*
23. Falgarwood PS and Joshua Creek PS Community Integration (ERA117)
24. Bronte Green Lands Elementary School Site (ERA114, 115)\*
25. Southwest Oakville Boundary Review (ERA 111, 112)
26. Oakville NE #4 PS New School (ERA 1118)\*

#### Long Term (2028+)

27. Northwest Oakville Boundary Review (ERA 114, 115)
28. Oakville NE #6 PS New School (ERA 118)\*
29. Oakville NE #2 HS New School (SRA 108)\*

\* Requires ministry approval of business case and funding

**Note: Projects listed above may require additional Senior Team and/or Board of Trustee approvals to commence.**

NASSAGAWEYA-PUSLINCH TOWNSHIP LINE

MILBROUGH LINE

FIRST LINE NASSAGAWEYA

SECOND LINE NASSAGAWEYA

GUELPH LINE

FOURTH LINE NASSAGAWEYA

FIFTH LINE NASSAGAWEYA

SIXTH LINE NASSAGAWEYA

NASSAGAWEYA-LOUSING TOWNSHIP LINE

DUBLIN LINE

REGIONAL ROAD 25

FOURTH LINE

FIFTH LINE

NO 10 SIDE ROAD

NO 5 SIDE ROAD

TRAFALGAR ROAD

SIXTH LINE

EIGHTH LINE

NINTH LINE

TENTH LINE

WINSTON CHURCHILL BOULEVARD

GUELPH STREET

CAMPBELLVILLE ROAD

401

JAMES SNOW PARKWAY NORTH

35

STEELES AVENUE WEST

MAIN STREET EAST

MILTON

HALTON HILLS

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**Planning Initiatives**

-  Immediate Term
-  Medium Term
-  Long Term



0 2  
Kilometres

## Milton and Halton Hills Future Initiatives

### Milton Initiatives

#### Immediate Term (2023, 2024 School Years)

30. Milton SE #13 PS New School and Viola Desmond Community Integration Boundary Review (ERA 127)
31. Tiger Jeet Singh PS and Anne J. MacArthur PS Community Integration Boundary Review (ERA 120, 121)
32. Milton District HS Accommodation Pressures (SRA 104)\*
33. Milton #4 HS (Britannia Secondary Plan) (SRA 105)\*

#### Medium Term (2025 - 2027 School Years)

34. Brookville PS Surplus Space (ERA 123)\*
35. ERA 119 and ERA 120 Accommodation Pressures and Community Integration (ERA 119, 120)

#### Long Term (2028+)

36. Trafalgar Secondary Plan Elementary School Sites (ERA 120)\*
37. Britannia Secondary Plan Elementary School Sites (ERA 120, 127)\*
38. Milton Education Village PS New School (ERA 127)\*
39. Milton SE #14 PS New School (ERA 127)\*
40. Milton SE #15 PS New School (ERA 127)\*
41. Milton #5 HS (Trafalgar Secondary Plan) (SRA 105)\*

### Halton Hills Initiatives

#### Immediate Term (2023, 2024 School Years)

N/A

#### Medium Term (2025 - 2027 School Years)

42. Halton Hills Elementary Schools Program Delivery Review (ERA 124, 125, 126)\*
43. Georgetown S #3 PS New School (ERA 124)\*
44. Vision Georgetown #1 PS New School (ERA 124)\*
45. Limehouse PS Surplus Space Consolidation (ERA 126)\*
46. McKenzie-Smith Bennett PS Surplus Space Consolidation (ERA 126)\*

#### Long Term (2028+)

47. Halton Hills Elementary Program and Accommodation Review (ERA 124, 125, 126)
48. Vision Georgetown #2 PS New School (ERA 124)\*
49. Vision Georgetown #3 PS New School (ERA 124)\*
50. Vision Georgetown #1 HS New School (SRA 107)\*

\* Requires ministry approval of business case and funding

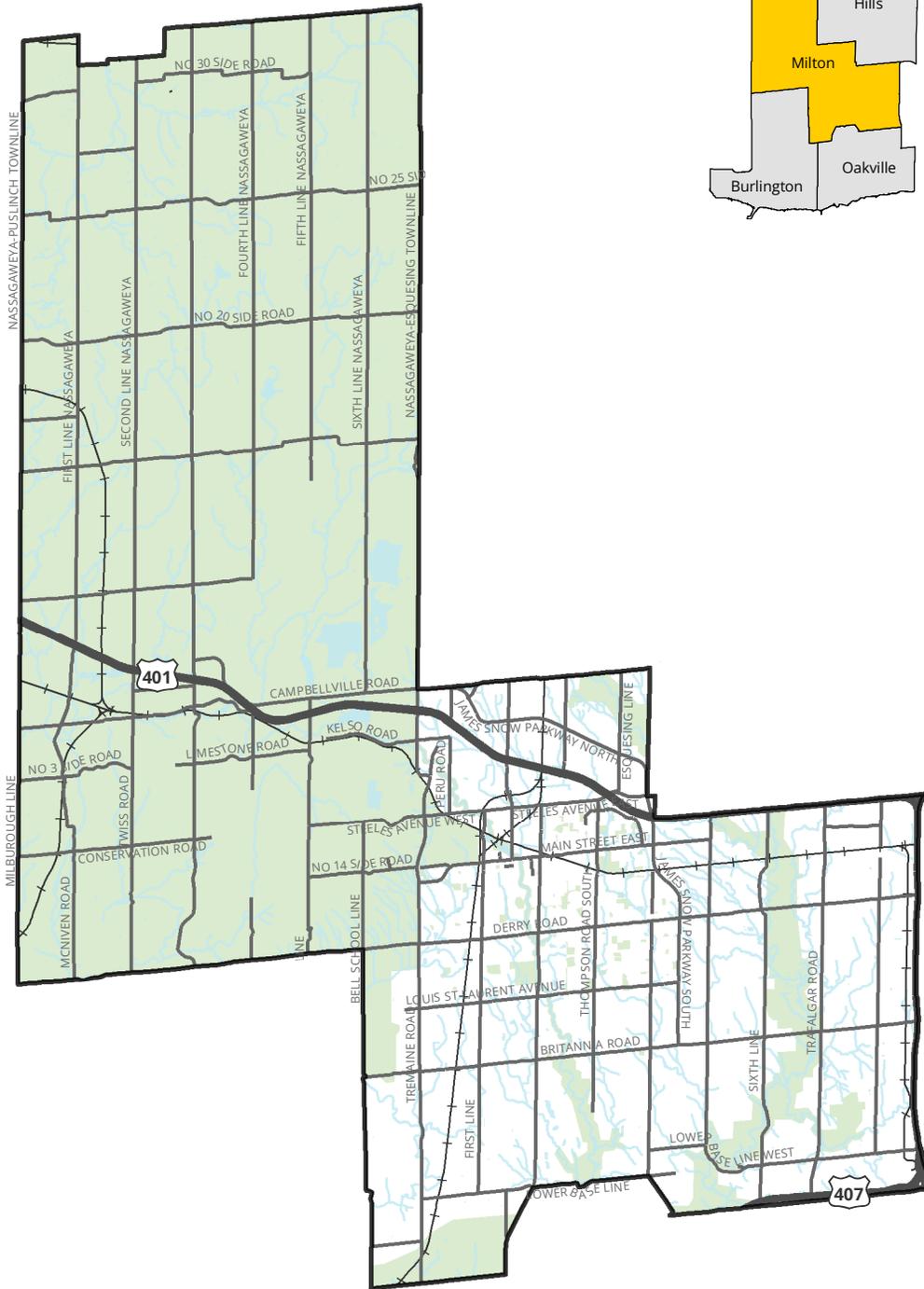
**Note: Projects listed above may require additional Senior Team and/or Board of Trustee approvals to commence.**

**Town of  
Milton**

**6**

# 6.1

## Town of Milton Profile



As of 2022/2023, the Town of Milton has 19 elementary schools and three secondary schools, including Milton SW #12 PS under construction for a September 2024 opening. Milton has a range of communities (mature, established, new, rural) with varying levels of enrolment (decline, growth, stable). Five elementary schools are either grades K-5 or 6-8 which limits the delivery of programs that combine junior and intermediate levels, posing a challenge in delivering K-8 curriculum and adding to student transition.

Central/core and rural areas contain some of the oldest communities with declining or stable enrolment. Milton contains a number of small rural communities such as Brookville and Campbellville which are well established and have stable enrolment. More recently, the Town is implementing planned intensification of existing urban areas with higher density developments, namely the Milton Mobility Hub (MTSA) (ERAs 119, 120), which will impact some of our oldest elementary schools in Milton.

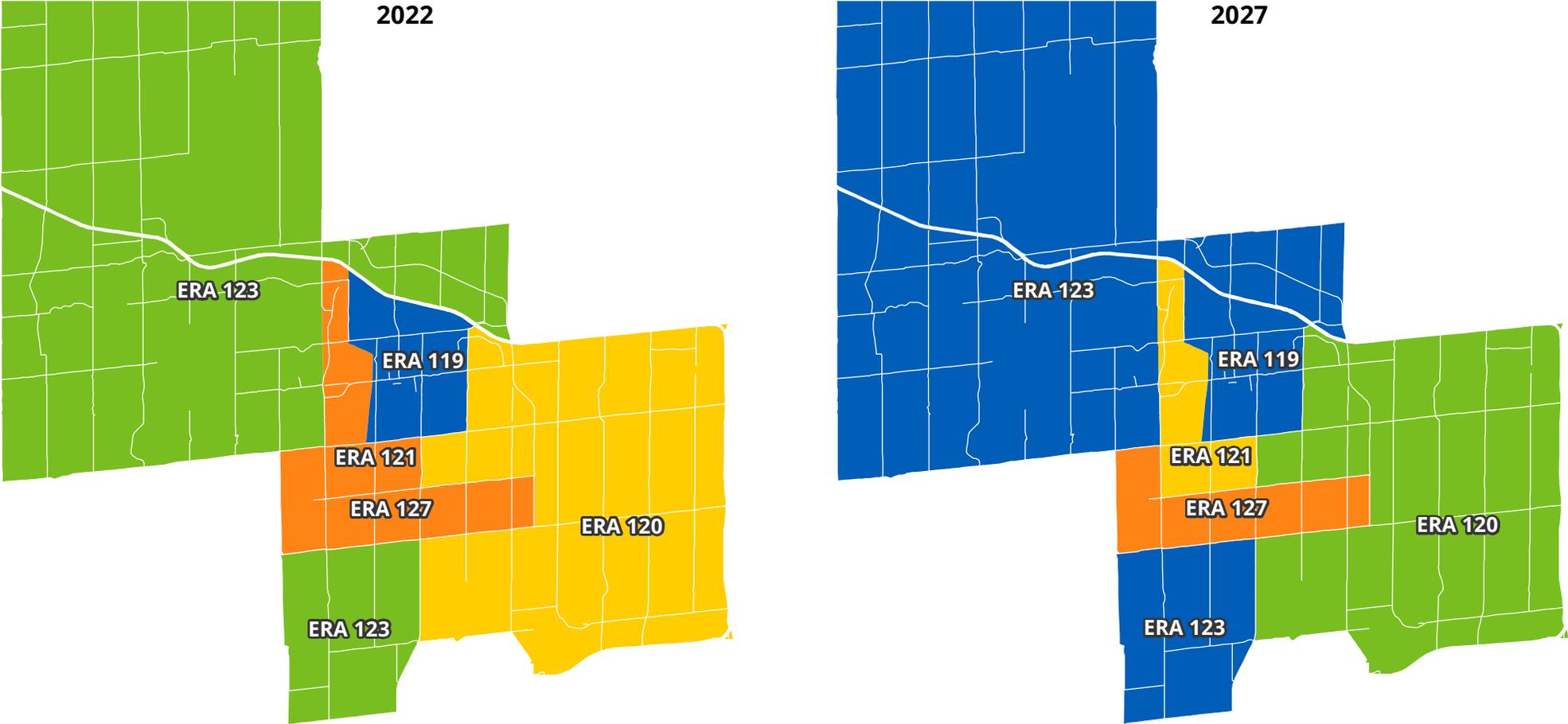
The first expansion area (Phase II), contains the established Bristol (ERA 120) and Sherwood (ERA 121) communities. These neighbourhoods are now decreasing in enrolment, and thus the need for portables is also decreasing. To the south is the new Boyne community (ERA 127), or Phase III lands, which is experiencing significant enrolment growth as development continues. In addition, there are a number of designated growth areas that will further increase enrolment as development proceeds. They include; Milton Heights (ERA 121), Milton Education Village (ERA 127), Trafalgar Corridor (ERA 120), Agerton (ERA 120), and Britannia Corridor (ERA 120). Schools adjacent to these areas will experience accommodation pressures and will rely on portables until new schools are opened. Residents in these areas should expect multiple boundary changes as the Board manages future growth through accommodation strategies.

Ministry funding has been received for Milton SE #13 PS (ERA 127), along with a six classroom addition. A Capital Priority Program business case has been submitted for an addition and renovation to Milton District HS but was unsuccessful in securing the funding. There is potential to resubmit a business case in future requests for the project.

The Board has identified an additional three elementary schools and one secondary school (ERAs 120, 127, SRA 105) in the Trafalgar Secondary plan, and another seven elementary schools and one secondary school in the Britannia Corridor Secondary Plans (ERA 120, SRA 105).

# Elementary Review Area (ERA) Utilization Progression

The figure below shows the current utilization in Milton Elementary Review Areas, as well as the projected utilization in five years (2027/2028). In the next five years, Milton's elementary panel is projected to increase from 13,325 to 14,509 students representing a growth of 9%. School utilization will decrease from 109% to 104% as a result of the opening of proposed Ministry-funded facilities.

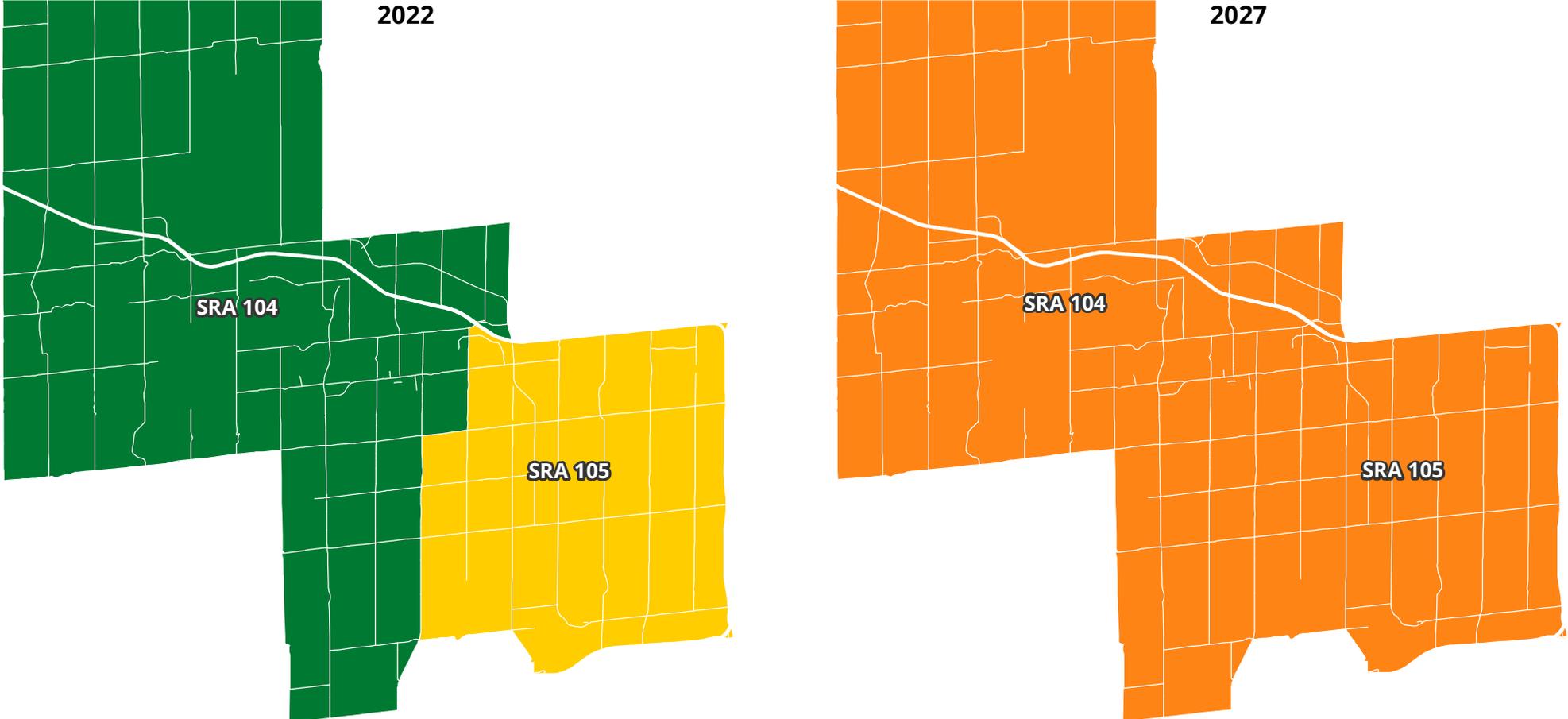


Milton ERA Utilization Rates



# Secondary Review Area (SRA) Utilization Progression

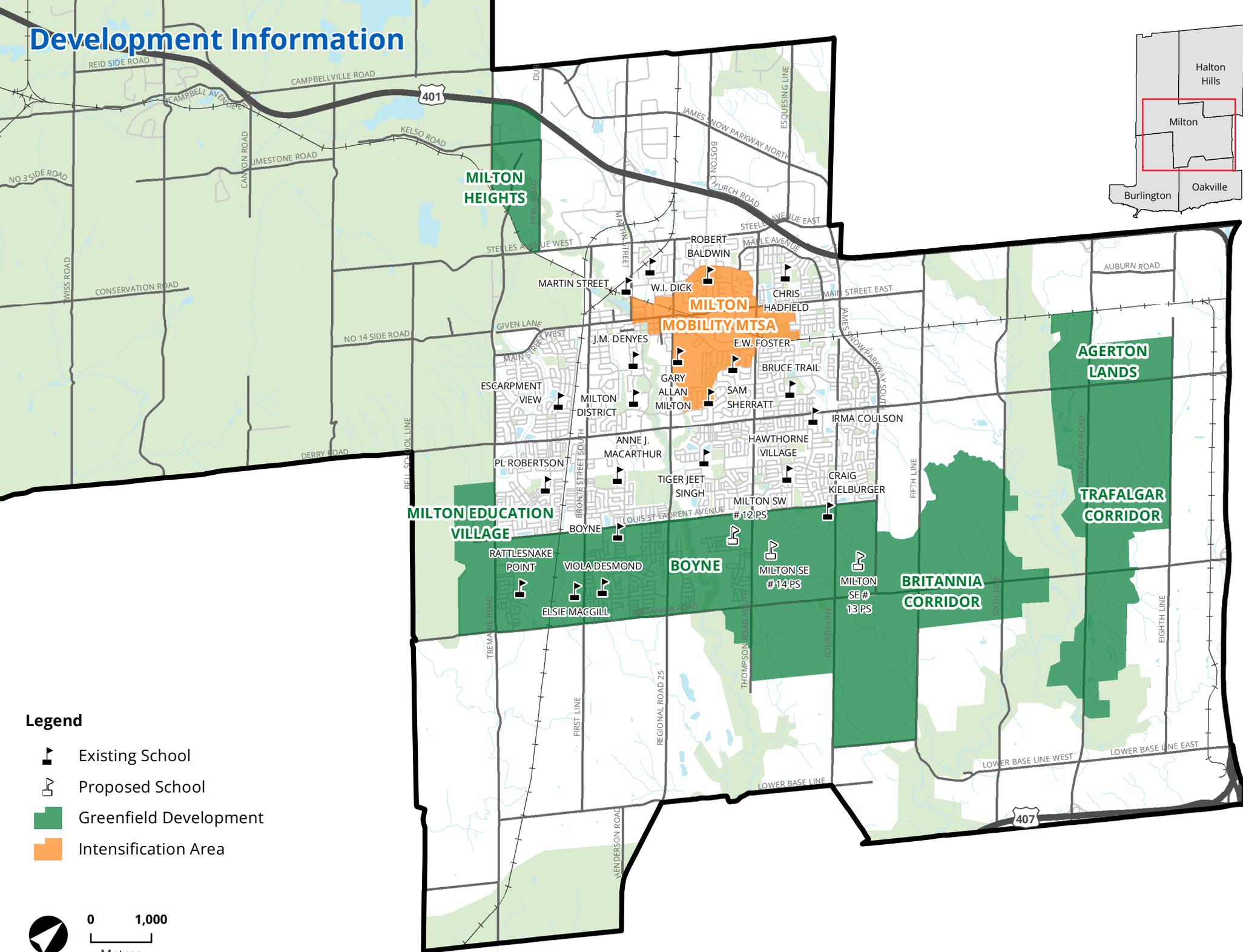
The figure below shows the current utilization in Milton Secondary Review Areas, as well as the projected utilization in five years (2027/2028). In the next five years, Milton's secondary panel is projected to increase from 4,206 to 4,630 students representing a growth of 10%. School utilization will increase from 119% to 131%. Utilization will decrease with the implementation of the proposed loading increase of 23 students to one teacher by the Ministry of Education to secondary classrooms.



Milton SRA Utilization Rates

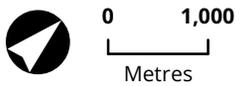
N/A	70% - 79%	90% - 99%	110% - 119%
< 70%	80% - 89%	100% - 109%	120% +

# Development Information



## Legend

-  Existing School
-  Proposed School
-  Greenfield Development
-  Intensification Area

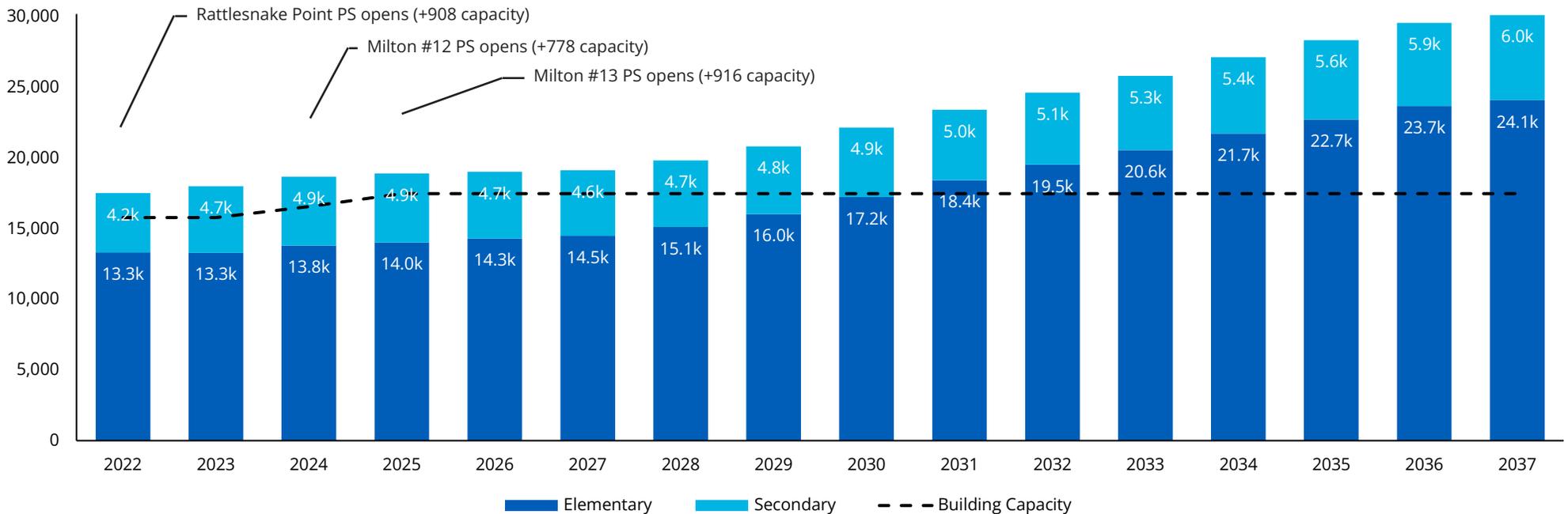


# Enrolment Overview

## ENROLMENT, UTILIZATION, AND SPACE STATISTICS

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Long Term															
					Current 2022	Intermediate 2023	2024	Medium Term 2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
Elementary	12,264	125	206	17,002	13,325	13,299	13,810	14,022	14,308	14,509	15,129	16,035	17,247	18,430	19,526	20,568	21,730	22,730	23,685	24,096
	Percent Utilization				117%	109%	103%	97%	97%	99%	101%	105%	110%	114%	117%	121%	125%	130%	132%	134%
	Available classrooms (+/-)				-46	-45	-33	-3	-15	-24	-51	-90	-143	-194	-242	-287	-338	-381	-423	-441
	Available Pupil Places (+/-)				-1,061	-1,035	-768	-64	-350	-551	-1,171	-2,077	-3,289	-4,472	-5,568	-6,610	-7,772	-8,772	-9,727	-10,138
Secondary	3,525	34	46	4,491	4,206	4,710	4,864	4,890	4,719	4,630	4,714	4,791	4,921	4,996	5,103	5,257	5,406	5,622	5,881	6,024
	Percent Utilization				105%	121%	133%	138%	139%	136%	136%	139%	140%	143%	143%	143%	145%	146%	150%	154%
	Available classrooms (+/-)				-32	-56	-64	-65	-57	-53	-57	-60	-66	-70	-75	-82	-90	-100	-112	-119
	Available Pupil Places (+/-)				-681	-1,185	-1,339	-1,365	-1,194	-1,105	-1,189	-1,266	-1,396	-1,471	-1,578	-1,732	-1,881	-2,097	-2,356	-2,499
Milton Total	15,789	159	252	21,493	17,531	18,009	18,674	18,913	19,027	19,139	19,843	20,826	22,168	23,426	24,629	25,825	27,136	28,352	29,565	30,120
	Percent Utilization				114%	111%	109%	105%	106%	106%	108%	112%	116%	119%	123%	126%	129%	133%	136%	138%
	Available classrooms (+/-)				-79	-101	-97	-68	-72	-77	-108	-151	-209	-264	-317	-370	-427	-481	-535	-560
	Available Pupil Places (+/-)				-1,742	-2,220	-2,107	-1,430	-1,544	-1,656	-2,360	-3,343	-4,685	-5,943	-7,146	-8,342	-9,653	-10,869	-12,082	-12,637

Within the 15-year period, the shortage of elementary pupil places will increase from 1,061 to 10,138. With the average Milton elementary school having a built capacity of 681 students, this is the equivalent of a shortfall of fourteen elementary schools in addition to Rattlesnake Point PS, Milton SW #12 PS, and Milton SE #13 PS. The shortage of secondary pupil places increases from 681 spaces to 2,499 spaces. With the average Milton secondary school having a capacity of 1,175 students, the shortfall is equivalent to two additional secondary schools. The number of available secondary classrooms will increase with the implementation of the proposed loading increase of 23 students to one teacher by the Ministry of Education.





## Milton Facilities Overview

The Town of Milton has a total of 19 elementary and 3 secondary schools, ranging from 1 to 68 years of age, with a median age of 16 years. Based on the age of schools in the urban area in the Town of Milton, renewal needs are significantly lower than the Board Facility Condition Index (FCI) average of 15.3% for elementary schools and 12% for secondary schools, compared to the municipal average of 11.6% and 1.5% for the elementary and secondary panels, respectively.

The age of facilities is lower than the Board average of 45 years for both elementary and secondary panels, compared to the municipal averages of 26 years for both the elementary and secondary panels.

There are 14 schools, or 65% of all schools, town wide, that are 20 years of age or younger, one of which will become 21 years of age as of 2023. The average elementary school capacity for the Town of Milton is 681 pupil places, which is larger than the Board average of 567 pupil places. To put this into context, the most recent elementary school build size ranges from 701-799 pupil places.

The secondary schools have an average 1,175 pupil places, which is nearly on par with the Board average of 1,238 pupil places. This size remains on par with the facility size of 1,200 pupil places for new secondary school facilities.

There are a total of 14 elementary and 5 secondary school additions that were built to accommodate student classroom and facility needs over time. However, six of the 14 elementary additions and one of the five secondary additions were constructed recently. These recent additions on newer schools present fewer challenges than those constructed on the older schools in the Town.

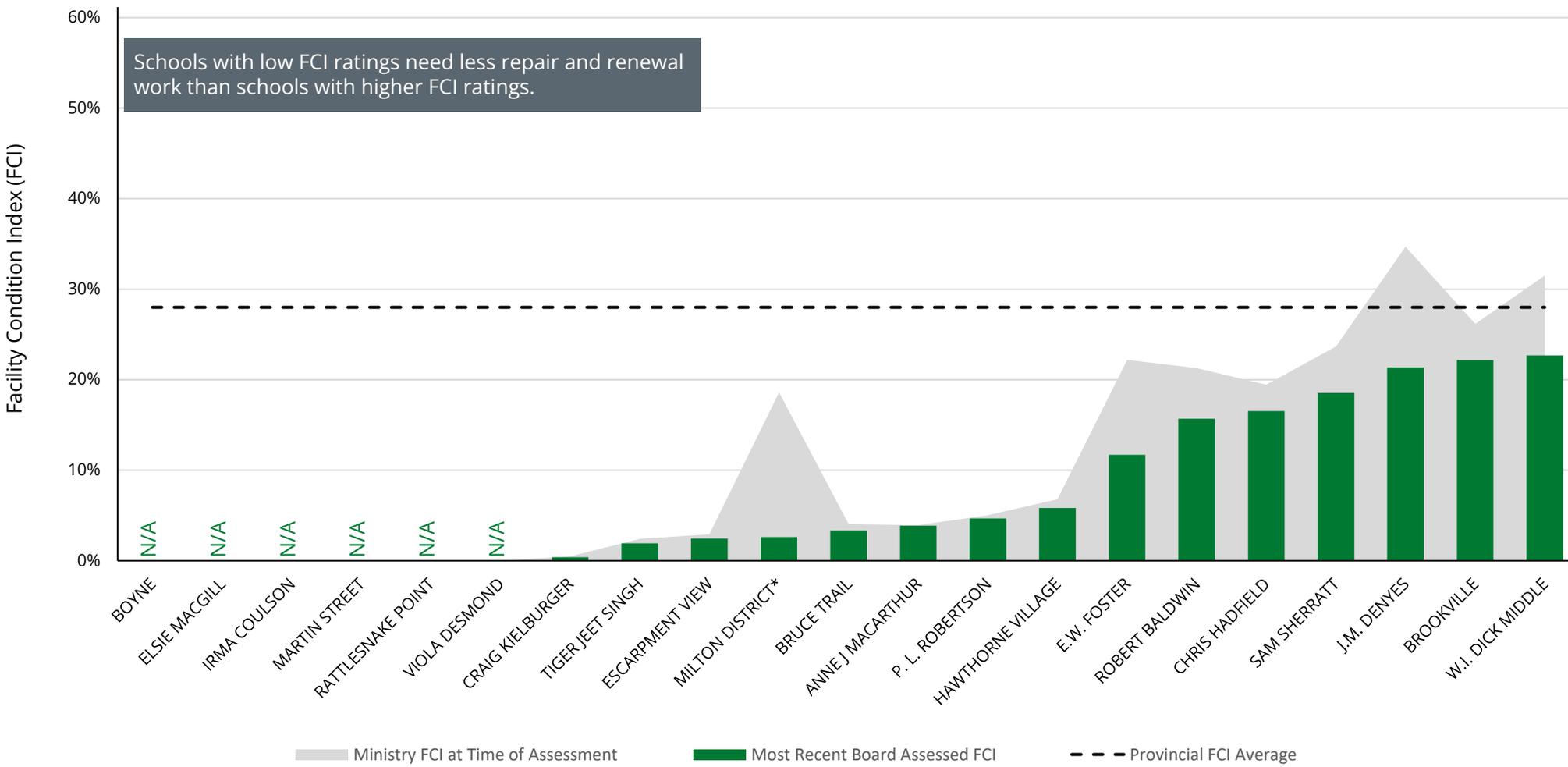
# Municipal School Statistics & Facility Condition Index by School

## Elementary School Statistics

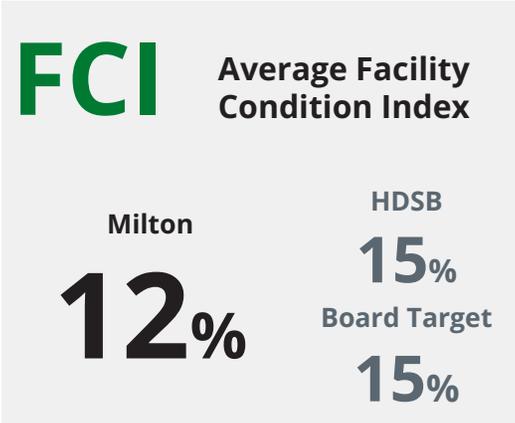
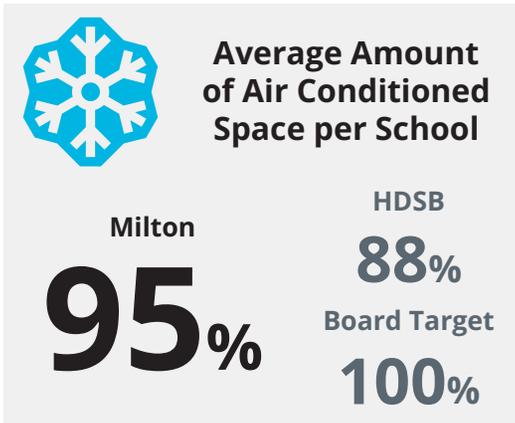
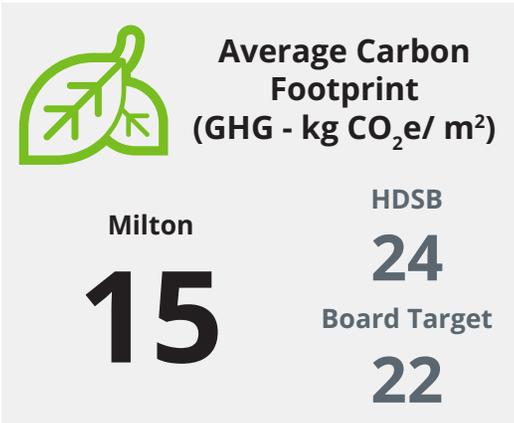
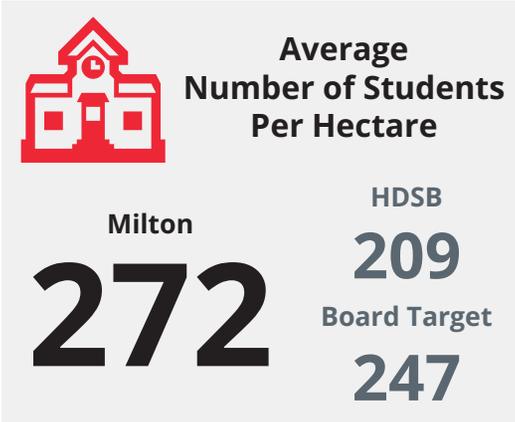
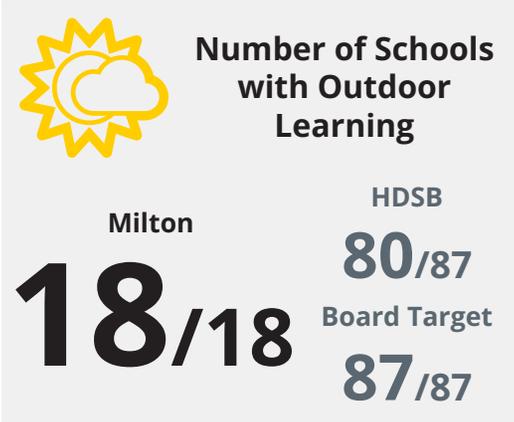
- Building under 20 years of age: 12
- Average age: 26 years
- Average FCI: 11.6% (FAIR) ●
- Average OTG Capacity: 681 pupil places
- Average GFA: 5,797 square meters
- Average Hectares/Acreage: 2.8 ha / 6.9 ac

## Secondary School Statistics

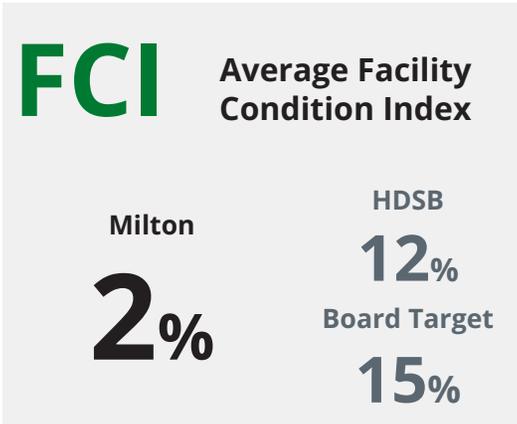
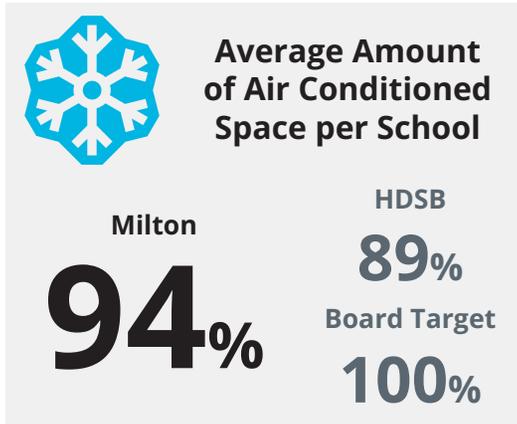
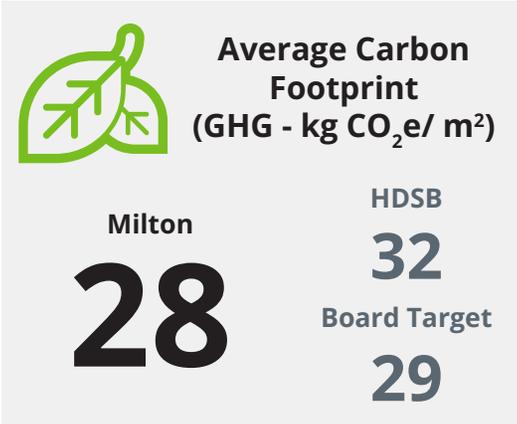
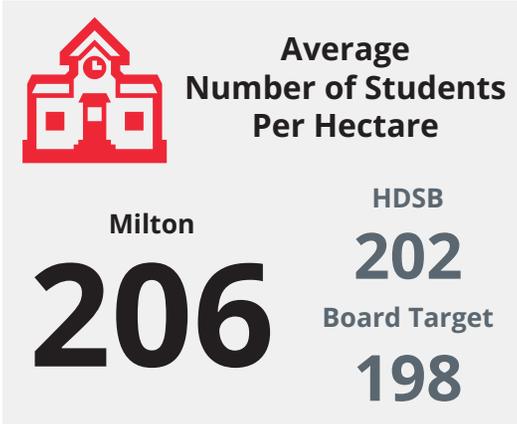
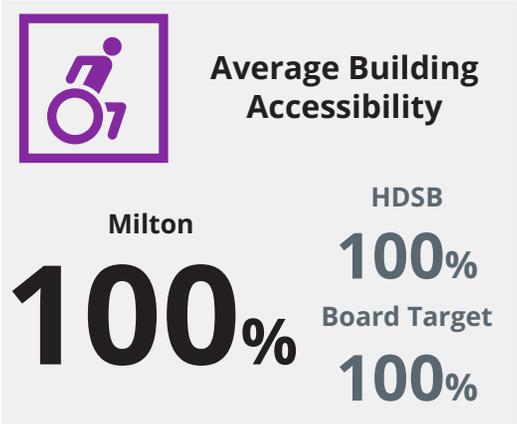
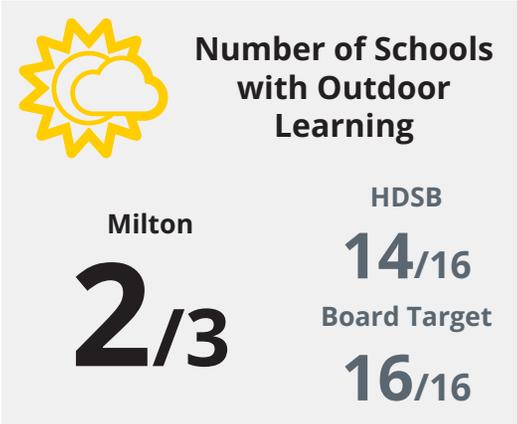
- Building under 20 years of age: 2
- Average age: 26 years
- Average FCI: 1.5% (GOOD) ●
- Average OTG Capacity: 1,175 pupil places
- Average GFA: 15,203 square meters
- Average Hectares/Acreage: 6.6 ha / 16.3 ac



# Elementary Panel Key Facility Performance Indicators



# Secondary Panel Key Facility Performance Indicators



# Municipal Project Summary for Boundary Reviews, Studies, and Funding Requests

## PROJECT DESCRIPTION

## PROJECT TYPE

## TARGET SCHOOL YEAR

### Immediate (2023-2024 School Years)

#### Milton SE #13 PS New School and Viola Desmond Community Integration Boundary Review

Issue: New boundaries needed for Milton #13 PS, which will temporarily hold at Milton #12 PS until school construction is completed. Integrate Viola Desmond PS students who are currently being redirected to Boyne PS due to accommodation pressures.

Proposed Action: Initiate a boundary review to establish the Milton SE #13 catchment area and to integrate students back into the Viola Desmond PS catchment. This may include an exploration of French Immersion program distribution in the area for ERA 127 schools.

Boundary Review

2024/ 2025

#### Milton District HS Accommodation Pressures

Issue: Increasing student enrolment and building utilization (>100% utilization).

Proposed Action: Submit Capital Priority for Milton District HS, for an addition and childcare, as well as internal renovations to improve the cafeteria and specialized classrooms.

Capital Priorities Program Funding

TBD (Event Based)

#### Tiger Jeet Singh PS and Anne J. MacArthur PS Community Integration Boundary Review

Issue: Students residing within walking distance to Tiger Jeet Singh PS (north of Louis St. Laurent and east of Ontario Street South) are currently transported to Anne J MacArthur PS (ERA 121).

Proposed Action: Initiate boundary review(s) to redirect areas that are being transported to schools to schools that are within walking distances. This may include an exploration of French Immersion program distribution in the area for ERA 120 and 121 schools.

Boundary Review

TBD

#### Milton #4 HS (Britannia Secondary Plan)

Issue: A new secondary school is required to accommodate the development of the Britannia secondary plan.

Proposed Action: Submit a business case to the Ministry of Education for Capital Priorities Program funding. If funded, a boundary review will be initiated.

Capital Priorities Program Funding

TBD (Event Based)

## PROJECT DESCRIPTION

## PROJECT TYPE

## TARGET SCHOOL YEAR

### Medium Term (2025-2027)

#### Brookville PS Surplus Space

Issue: Declining enrolment, <75% utilization within five years.

Proposed Action: Initiate a feasibility study to reduce surplus space and find alternative uses that align with community needs.

Surplus Space Consolidation,  
Capital Priorities Program  
Funding

TBD (Event Based)

#### ERA 119 and ERA 120 Accommodation Pressures and Community Integration

Issue: Robert Baldwin PS (ERA 119) and W.I. Dick PS (ERA 119) are approaching Total Capacity with the development of Milton Heights. Students residing in near Bruce Trail PS catchment, are directed to Martin Street (east of Fourth Line) (ERA 120).

Proposed Action: Initiate a boundary review to provide enrolment relief to Robert Baldwin PS and W. I. Dick PS and to integrate students in Milton Heights and ERA 120 to schools closer to their community. English and French Immersion program distribution will be examined.

Boundary Review

TBD

### Long Term (2028+)

#### Trafalgar Secondary Plan Elementary School Sites

Issue: Five new schools are required to accommodate the development of the secondary plan.

Proposed Action: Initiate study to review school projections and determine accommodation needs. Business cases will be required to be submitted to the Ministry of Education for Capital Priorities Program Funding.

Capital Priorities Program  
Funding

TBD (Event Based)

#### Britannia Secondary Plan Elementary School Sites

Issue: Seven new schools are required to accommodate the development of the secondary plan.

Proposed Action: Initiate study to review school projections and determine accommodation needs. Business cases will be required to be submitted to the Ministry of Education for Capital Priorities Program Funding.

Capital Priorities Program  
Funding

TBD (Event Based)

#### Milton Education Village PS New School

Issue: To accommodate new development in the Milton Education Village neighbourhood

Proposed Action: Submit a business case to the Ministry of Education for Capital Priorities Program funding. If funded, a boundary review will be initiated.

Capital Priorities Program  
Funding

TBD (Event Based)



## PROJECT DESCRIPTION

## PROJECT TYPE

## TARGET SCHOOL YEAR

### Long Term (2028+)

#### **Milton SE #14 PS New School**

Issue: To accommodate new development in the Bowes neighbourhood

Proposed Action: Submit a business case to the Ministry of Education for Capital Priorities Program funding. If funded, a boundary review will be initiated.

Capital Priorities Program  
Funding

TBD (Event Based)

#### **Milton SE #15 PS New School**

Issue: To accommodate new development in the Bowes neighbourhood.

Proposed Action: Submit a business case to the Ministry of Education for Capital Priorities Program funding. If funded, a boundary review will be initiated.

Capital Priorities Program  
Funding

TBD (Event Based)

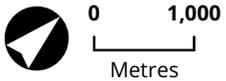
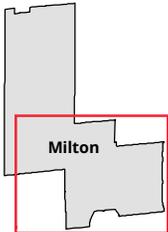
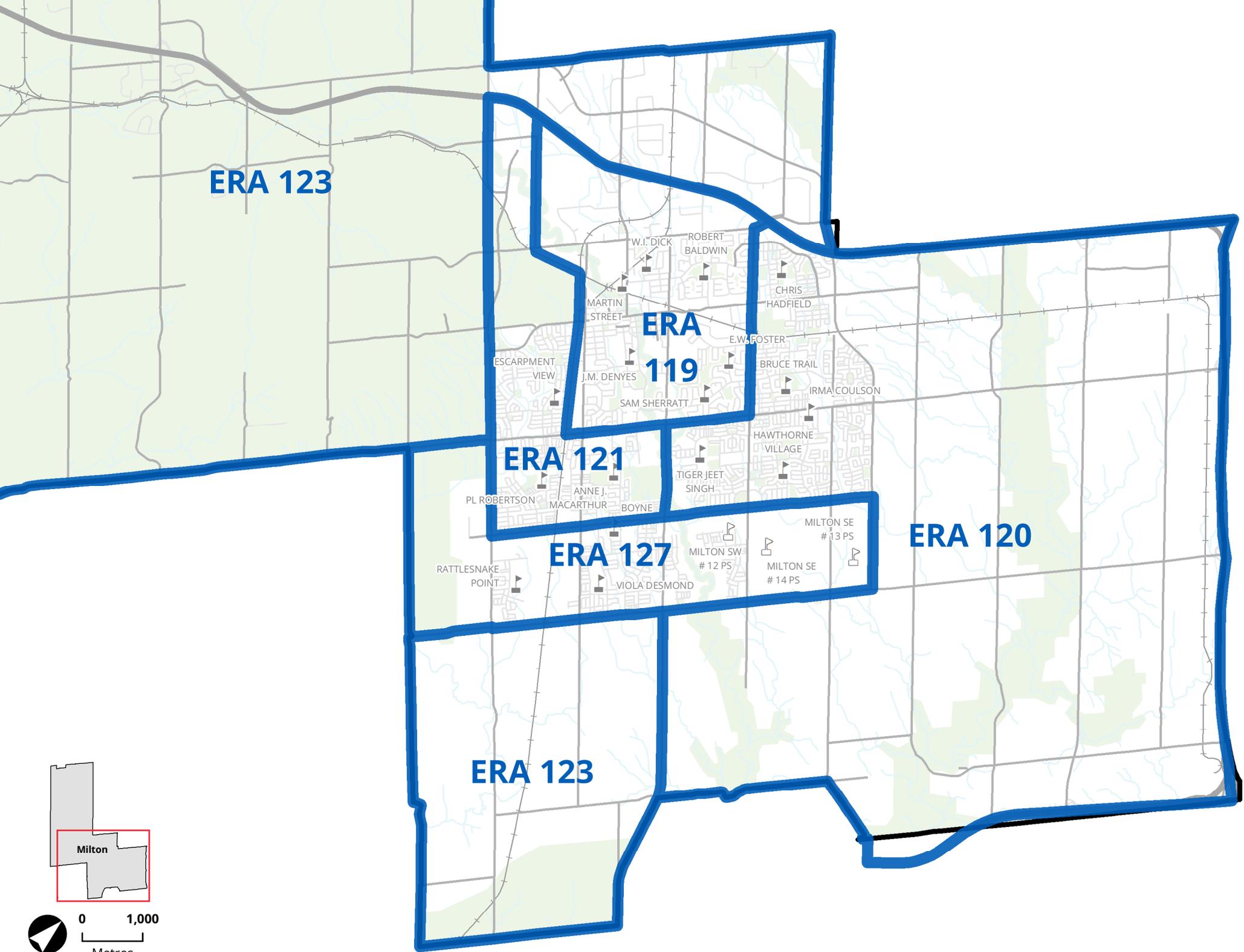
#### **Milton #5 HS (Trafalgar Secondary Plan)**

Issue: New secondary school is required to accommodate the development of the Trafalgar secondary plan.

Proposed Action: Submit a business case to the Ministry of Education for Capital Priorities Program funding. If funded, a boundary review will be initiated.

Capital Priorities Program  
Funding

TBD (Event Based)



# 6.2

## Elementary Review Areas





# ERA 119

## Central Milton

### Area Overview

This review area includes the following communities: 401 Industrial Area, Mountain View, Old Milton, Fallingbrook, Bronte Meadows, Forest Grove, Valley View, Dorset Park, and Timberlea. The area contains mature communities and includes significant features/buildings such as Main Street, Milton GO Train Station, John Tonelli Sports Centre, and Town Hall. This ERA is located centrally in the urban area of the Town of Milton.

Contained within the ERA are strategic growth areas to accommodate growth through intensification: Milton Mobility Hub MTSA. Enrolments are projected to increase from intensification and development of growth areas outside of this ERA: Milton Heights (ERA 121).

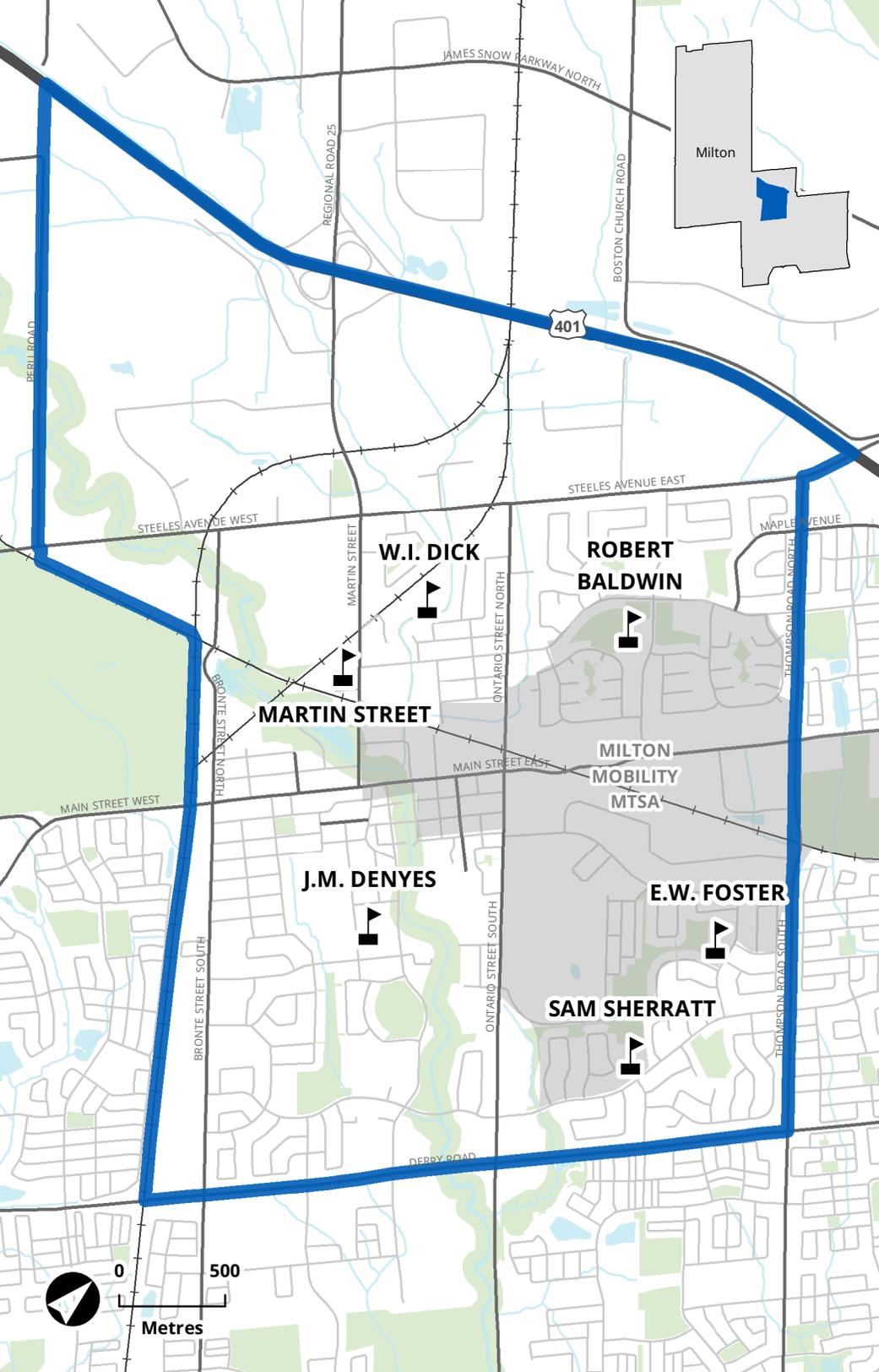
There are six schools in this ERA ranging in age from J.M. Denyes PS built in 1955 and Martin Street PS which was rebuilt in 2017.

### Recommendations

- Initiate a Boundary Review to address an future over-utilization of enrolments at Robert Baldwin PS, expected to reach above 140%, as a result of the Milton Heights development (ERA 121) and strategic growth area intensification contemplated in the future MTSA.

### Past Actions

- 2022** Milton SW #11 PS (Rattlesnake Point PS) opens
- 2021** Milton SW #11 PS (Rattlesnake Point PS) and Milton SW #12 PS boundary review process completed
- 2020** Temporary redirections to offset overutilization at Viola Desmond were implemented
- 2018** French Immersion entry changed from Gr. 1 to Gr. 2



# Enrolment Overview

## ENROLMENT, UTILIZATION, AND SPACE STATISTICS

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Current 2022	Intermediate		Medium Term			Long Term									
						2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
E.W. Foster	328	1	12	604	299	293	288	270	254	262	278	296	305	305	304	296	291	287	288	290
	Percent Utilization				91%	89%	88%	82%	77%	80%	85%	90%	93%	93%	93%	90%	89%	87%	88%	89%
	Available classrooms (+/-)				1	2	2	3	3	3	2	1	1	1	1	1	2	2	2	2
J. M. Denyes	341	2	8	525	304	301	293	282	291	295	291	289	290	298	307	302	294	287	283	280
	Percent Utilization				89%	88%	86%	83%	85%	86%	85%	85%	85%	87%	90%	89%	86%	84%	83%	82%
	Available classrooms (+/-)				2	2	2	3	2	2	2	2	2	2	1	2	2	2	3	3
Martin street	762	0	0	762	633	624	597	590	591	575	569	561	575	573	565	554	561	557	550	545
	Percent Utilization				83%	82%	78%	77%	78%	75%	75%	74%	75%	74%	73%	74%	73%	74%	72%	72%
	Available classrooms (+/-)				6	6	7	7	7	8	8	9	8	8	9	9	9	9	9	9
Robert Baldwin	426	0	12	702	347	344	350	334	343	362	431	489	540	581	604	604	604	609	607	600
	Percent Utilization				81%	81%	82%	78%	81%	85%	101%	115%	127%	136%	142%	142%	142%	143%	142%	141%
	Available classrooms (+/-)				3	4	3	4	4	3	0	-3	-5	-7	-8	-8	-8	-8	-8	-8
Sam Sherratt	415	8	10	645	392	399	401	407	425	446	465	467	485	485	478	477	481	471	466	462
	Percent Utilization				94%	96%	97%	98%	103%	107%	112%	113%	117%	117%	115%	115%	116%	114%	112%	111%
	Available classrooms (+/-)				1	1	1	0	0	-1	-2	-2	-3	-3	-3	-3	-3	-2	-2	-2
W.I. Dick	412	3	3	481	353	353	368	432	421	440	411	428	436	445	454	452	454	456	450	449
	Percent Utilization				86%	86%	89%	105%	102%	107%	100%	104%	106%	108%	110%	110%	110%	111%	109%	109%
	Available classrooms (+/-)				3	3	2	-1	0	-1	0	-1	-1	-1	-2	-2	-2	-2	-2	-2
ERA 119 Total	2,684	14	45	3,719	2,328	2,314	2,296	2,315	2,326	2,379	2,444	2,530	2,630	2,687	2,712	2,684	2,684	2,666	2,644	2,626
	Percent Utilization				87%	86%	86%	86%	87%	89%	91%	94%	98%	100%	101%	100%	100%	99%	98%	98%
	Available classrooms (+/-)				15	16	17	16	16	13	10	7	2	0	-1	0	0	1	2	3

## Enrolment Summary

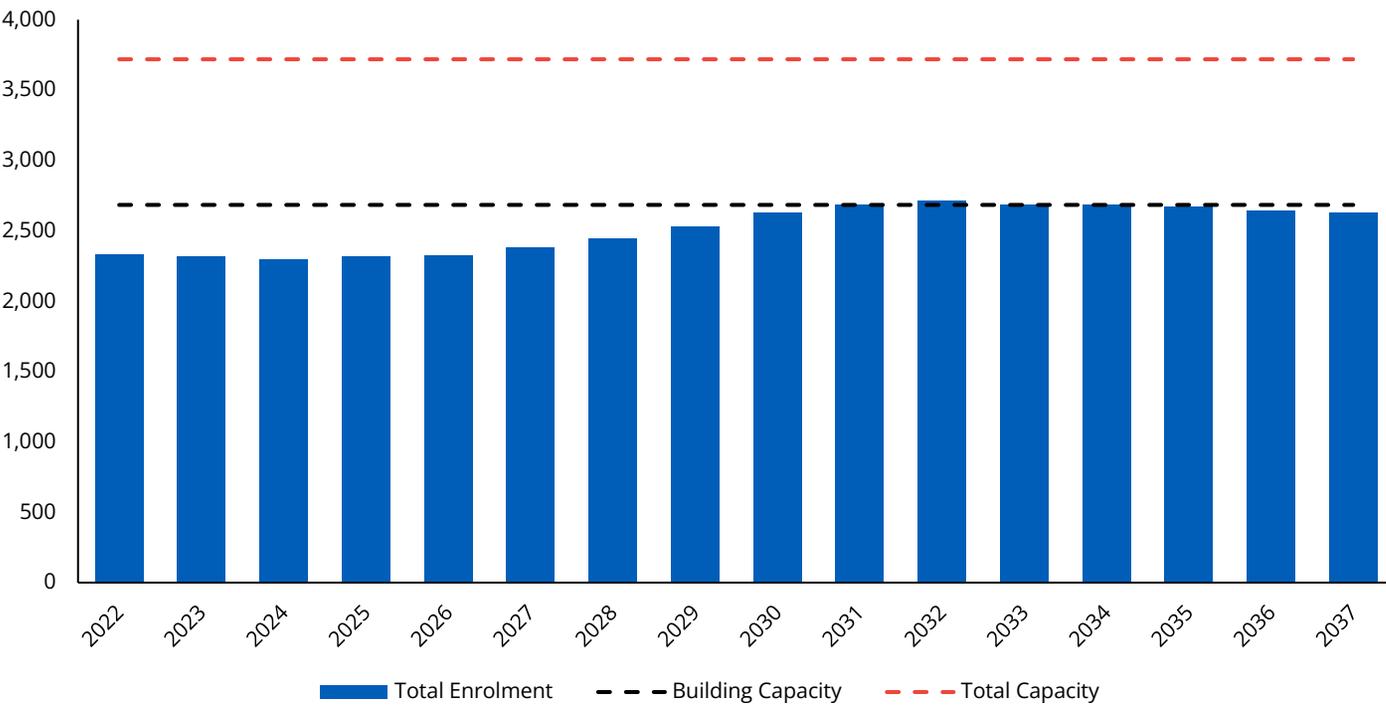
This ERA has the following characteristics:

- Current utilization is 87% and is projected to increase above 100% utilization by 2032.
- Contains a blend of mature and growing communities with stable and growing student enrolment.
- There has been a decrease (-7%) in Junior Kindergarten enrolment trends over the last three years, well below the Town of Milton average (+1%), indicating some neighbourhood instability.
- Milton Mobility Hub development impacts several schools; Robert Baldwin PS, W.I. Dick PS, Chris Hadfield PS, E.W. Foster PS, Sam Sherratt PS.

Submitted applications are included in projections. Additional growth is expected to take place.

- Robert Baldwin PS is currently at 81% utilization and will increase above 140% by 2032 due to development and intensification directed to the school.

# Three Year Historical Junior Kindergarten Enrolment Trends



ERA 119

**-7%**

Milton: **+1%**      Halton Region: **+2%**

## Accommodation Plans and Considerations

The proposed intensification of the Milton Heights growth area will help offset projected enrolment decline and stabilize utilization under the current school boundaries for Robert Baldwin PS and W.I. Dick PS. Future intensification is centered around the GO station (Milton Mobility Hub).

It is recommended that staff continue monitoring development activity and timing to explore opportunities to balance new growth among the existing schools.

## Active Residential Development

Density	Unit Type	# of Units
Low Density	Single Family, Semi	385
Medium Density	Towns, Stacked Towns	598
High Density	Condo, Apartment	5,611

## Forecasted Residential Development

Development Type	Development Name	# of Units
Secondary Plan	Milton Heights (ERA 120)	<i>included in active developments</i>

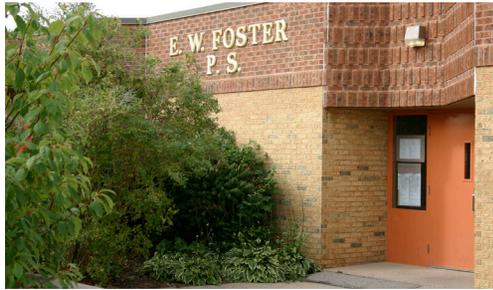
# ERA 119 School Profiles

## FACILITY

## PROGRAMS

## PARTNERSHIPS

### E.W. Foster



<b>Year Built</b>	1982
<b>Additions</b>	N/A
<b>Site Size</b>	1.7 Ha/ 4.2 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	328
<b>Max. Capacity</b>	604
<b>FCI (Assess. Yr.)</b>	12% (2018) ●

**ENG**

K - 5

**ELPHA**

**FI**

2 - 5

### J.M. Denyes



<b>Year Built</b>	1955
<b>Additions</b>	1959, 1970
<b>Site Size</b>	2.9 Ha/ 7.1 Ac
<b>Adjacent to Park</b>	No
<b>Capacity</b>	341
<b>Max. Capacity</b>	525
<b>FCI (Assess. Yr.)</b>	21% (2016) ●

**ENG**

K - 5

**CP**

### Martin Street



<b>Year Built</b>	2017
<b>Additions</b>	N/A
<b>Site Size</b>	2.5 Ha/ 6.2 Ac
<b>Adjacent to Park</b>	No
<b>Capacity</b>	762
<b>Max. Capacity</b>	762
<b>FCI (Assess. Yr.)</b>	N/A ●

**ENG**

K - 8

**LD**

**LS**

**FI**

2 - 8

**CP**

# ERA 119 School Profiles

FACILITY

PROGRAMS

PARTNERSHIPS

## Robert Baldwin



<b>Year Built</b>	1973
<b>Additions</b>	1977
<b>Site Size</b>	2.0 Ha/ 5.0 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	426
<b>Max. Capacity</b>	702
<b>FCI (Assess. Yr.)</b>	16% (2018) ●

**ENG**  
K - 5

**FI**  
2 - 5

## Sam Sherratt



<b>Year Built</b>	1979
<b>Additions</b>	2014
<b>Site Size</b>	1.7 Ha/ 4.2 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	415
<b>Max. Capacity</b>	645
<b>FCI (Assess. Yr.)</b>	19% (2018) ●

**ENG**  
K - 8

**LD**

**LS**

**G**  
1 - 8

## W.I. Dick



<b>Year Built</b>	1957
<b>Additions</b>	1977
<b>Site Size</b>	4.6 Ha/ 11.5 Ac
<b>Adjacent to Park</b>	No
<b>Capacity</b>	412
<b>Max. Capacity</b>	481
<b>FCI (Assess. Yr.)</b>	23% (2018) ●

**ENG**  
6 - 8

**FI**  
6 - 7

Note: Programs shown are available as of October of the year of the LTAP and are subject to change.

# Facility Key Performance Indicators



**Number of Schools with Outdoor Learning**

ERA 119  
**6/6**

HDSB  
**80/87**  
Board Target  
**87/87**



**Average Building Accessibility**

ERA 119  
**100%**

HDSB  
**98%**  
Board Target  
**100%**



**Average Number of Students Per Hectare**

ERA 119  
**167**

HDSB  
**209**  
Rec'd. Max.  
**247**



**Average Carbon Footprint (GHG - kg CO<sub>2</sub>e/ m<sup>2</sup>)**

ERA 119  
**21**

HDSB  
**24**  
Board Target  
**22**



**Average Amount of Air Conditioned Space per School**

ERA 119  
**97%**

HDSB  
**88%**  
Board Target  
**100%**

**FCI**

**Average Facility Condition Index**

ERA 119  
**18%**

HDSB  
**15%**  
Board Target  
**15%**

# ERA 119 Facility Condition Summary

The school facilities in this ERA have the following characteristics:

- Higher FCI compared to the Board’s average, in FAIR condition (Between 10% - 29%).
- Accessibility requirements are met.
- Air Conditioning classroom enhancements are in alignment with the goals and objectives of the Board, except for J.M. Denyes which is in progress, and W.I. Dick which is planned for the future.

## Key Performance Indicator Scorecard

KPI CATEGORY	2022 RATING	PREVIOUS	TREND
Average FCI			-
Average Number of Students per Hectare			-
Average Building Accessibility			
Average Amount of Air Conditioned Space			
Average Carbon Footprint (GHG)			-
Number of Schools with Outdoor Learning			=



# ERA 119 Summary of Accommodation Issues and Recommended Actions

## Immediate Term (2023-2024)

N/A

## Medium Term (2025-2027)

**Name:** ERA 119 and ERA 120 Accommodation Pressures and Community Integration

**Type:** Boundary Review

**Issue:** Robert Baldwin PS (ERA 119) and W.I. Dick PS (ERA 119) are approaching Total Capacity with the development of Milton Heights. Students residing in near Bruce Trail PS catchment, are directed to Martin Street (east of Fourth Line) (ERA 120).

**Proposed Action:** Initiate a boundary review to provide enrolment relief to Robert Baldwin PS and W. I. Dick PS and to integrate students in Milton Heights and ERA 120 to schools closer to their community. English and French Immersion program distribution will be examined.

**Target Year:** TBD

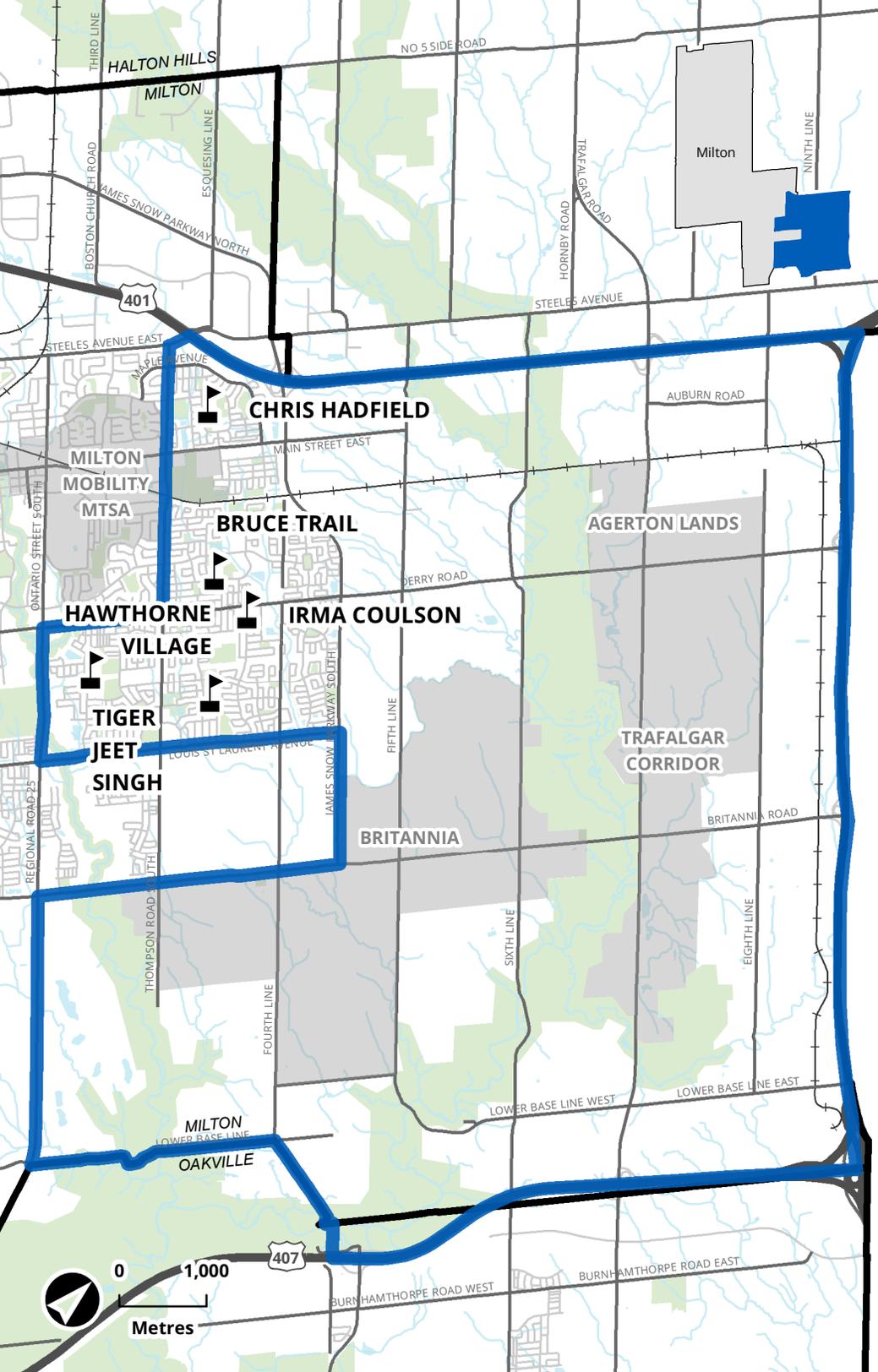
## Long Term (2028+)

N/A



# ERA 120

## Bristol



### Area Overview

This review area includes the following communities: Dempsey, Clarke, Beaty, Coates, and Trafalgar. The area contains established and new communities and includes the Milton First Ontario Arts Centre, Milton Leisure Centre, and Sherwood Community Centre. This ERA is located in the southeast of the Town of Milton, sharing its eastern border with the City of Mississauga.

Contained within the ERA is a large rural area with three secondary plans: Trafalgar Corridor, Agerton, and Britannia Corridor. A portion of the Milton Mobility Hub MTSA is also located here. The urban area of the ERA includes the Bristol Secondary Plan, which began development in the early 2000s.

There are five schools in this ERA ranging in age from Chris Hadfield PS built in 2002 to Irma Coulson PS built in 2013. There are four proposed schools located in the Trafalgar Corridor Secondary Plan and an additional seven schools have been requested in the Britannia Corridor Secondary Plan.

### Recommendations

- Initiate a Boundary Review to address the reintegration of areas that are currently directed to Anne J. MacArthur PS back to the Tiger Jeet Singh PS community.
- Initiate a Boundary Review to reintegrate students residing east of Fourth Line and North of Derry Rd, currently attending Martin Street PS (ERA 119) to a school closer to their community.
- Initiate Boundary Review for Milton SE #13 PS (ERA 127). Monitor progress of the Agerton and Trafalgar Corridor Secondary Plans.

### Past Actions

- 2023** Milton SW #12 PS FI redirection from Rattlesnake Point PS to Irma Coulson PS (spring 2023)
- 2021** Rattlesnake Point PS and Milton SW #12 PS boundary review was completed
- 2020** Temporary redirection to offset overutilization at Viola Desmond PS was implemented (spring 2020)
- 2018** French Immersion entry changed from Gr. 1 to Gr. 2

# Enrolment Overview

## ENROLMENT, UTILIZATION, AND SPACE STATISTICS

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Current 2022	Intermediate		Medium Term			Long Term									
						2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
Bruce Trail	850	15	17	1,241	1,079	1,059	998	958	947	931	917	897	882	882	867	850	854	867	864	861
	Percent Utilization				127%	125%	117%	113%	111%	110%	108%	106%	104%	104%	102%	100%	101%	102%	102%	101%
	Available classrooms (+/-)				-10	-9	-6	-5	-4	-4	-3	-2	-1	-1	-1	0	0	-1	-1	0
Chris Hadfield	823	7	12	1,099	806	761	750	746	752	772	792	802	805	801	815	819	830	831	823	815
	Percent Utilization				98%	92%	91%	91%	91%	94%	96%	97%	98%	97%	99%	99%	101%	101%	100%	99%
	Available classrooms (+/-)				1	3	3	3	3	2	1	1	1	1	0	0	0	0	0	0
Hawthorne Village	953	2	12	1,229	898	825	780	736	713	661	964	1,385	1,800	2,201	2,603	3,011	3,448	3,736	4,022	3,984
	Percent Utilization				94%	87%	82%	77%	75%	69%	101%	145%	189%	231%	273%	316%	362%	392%	422%	418%
	Available classrooms (+/-)				2	6	8	9	10	13	0	-19	-37	-54	-72	-89	-108	-121	-133	-132
Irma Coulson	793	11	18	1,207	975	979	969	923	899	880	876	904	903	935	979	1,011	1,051	1,074	1,097	1,088
	Percent Utilization				123%	123%	122%	116%	113%	111%	110%	114%	114%	118%	123%	127%	132%	135%	138%	137%
	Available classrooms (+/-)				-8	-8	-8	-6	-5	-4	-4	-5	-5	-6	-8	-9	-11	-12	-13	-13
Tiger Jeet Singh	896	8	12	1,172	990	929	873	827	826	811	794	787	766	778	765	764	775	771	763	756
	Percent Utilization				110%	104%	97%	92%	92%	90%	89%	88%	85%	87%	85%	85%	86%	86%	85%	84%
	Available classrooms (+/-)				-4	-1	1	3	3	4	4	5	6	5	6	6	5	5	6	6
ERA 120 Total	4,315	43	71	5,948	4,748	4,552	4,369	4,189	4,135	4,054	4,343	4,774	5,157	5,597	6,030	6,454	6,957	7,279	7,570	7,504
	Percent Utilization				110%	105%	101%	97%	96%	94%	101%	111%	120%	130%	140%	150%	161%	169%	175%	174%
	Available classrooms (+/-)				-19	-10	-2	5	8	11	-1	-20	-37	-56	-75	-93	-115	-129	-142	-139

## Enrolment Summary

This ERA has the following characteristics:

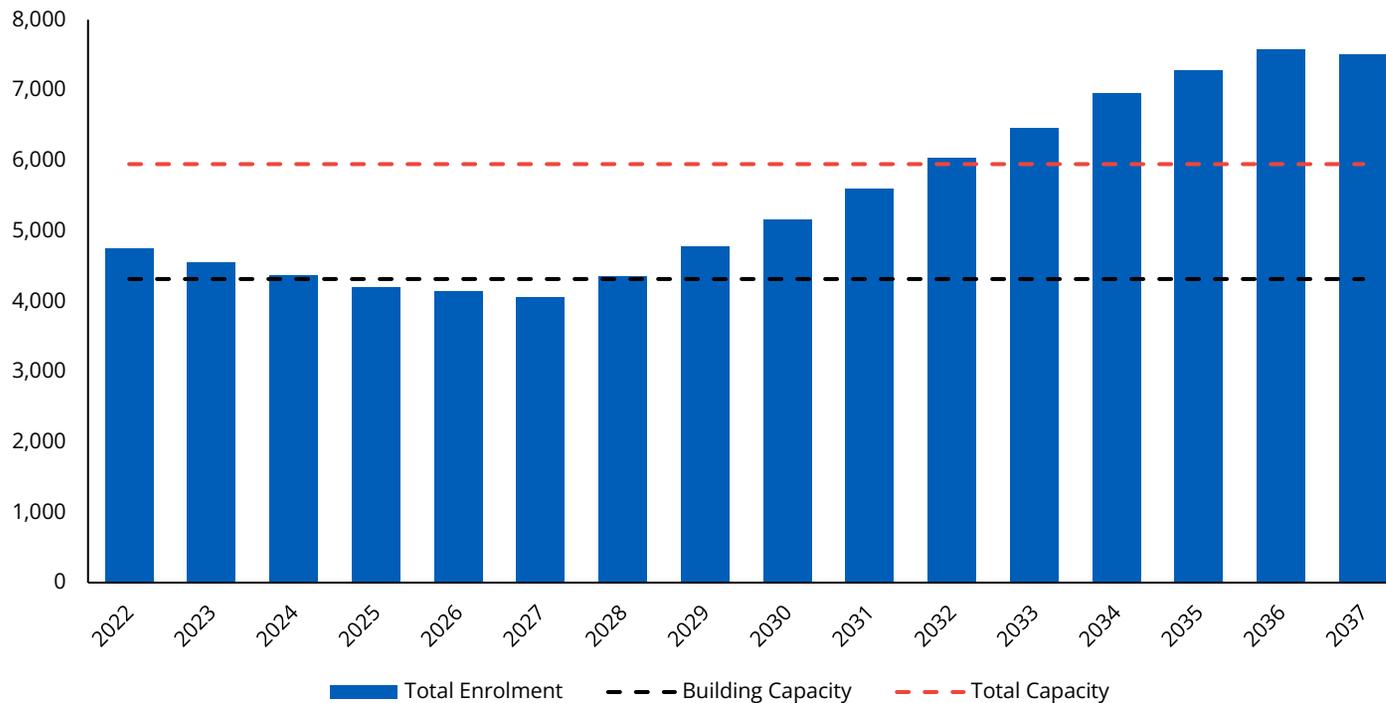
- Current utilization is 110%. Enrolments will decrease in the established communities as they continue to age and stabilize. Enrolment growth anticipated in the area is a result of new secondary plans.
- There has been an increase (+6%) in Junior Kindergarten enrolment trends over the last three years, which is below the Town of Milton average (+1%). Although growth is anticipated overall in the ERA, several existing schools will be witnessing a decline in their English Track programs as the Bristol communities continue to stabilize in enrolment.
- Contains a blend of mature and growth communities with potential new growth through proposed intensification within designated growth areas.
- Agerton and Trafalgar Corridor Secondary Plans are held in Hawthorne Village PS and Irma Coulson PS for the initial stages. Schools are planned for this area but have not been submitted to the Ministry of Education

Capital Priorities submission. This will occur when there is a more defined timing of development in this area.

## Accommodation Plans and Considerations

Enrolments will increase as a result of new development and younger families. There are a number of active development applications and proposed intensification. Enrolments will increase as a result of new development and younger families establishing themselves in emerging communities which will offset projected enrolment decline and increase enrolments under current school boundaries. Future growth is expected in the Trafalgar and Agerton Secondary Plan, where four school sites have been designated. The Britannia Corridor Secondary Plan is directed to ERA 127 schools. Staff will continue to monitor development activity and timing, the changing student accommodation landscape of the community and to determine the location of the next school. Potential developments are new developments that are expected to be circulated from the Town of Milton within the next ten years in

## Three Year Historical Junior Kindergarten Enrolment Trends



ERA 120

**+6%**

Milton

Halton Region

**+1%**

**+2%**

the Boyne Secondary Plan. Changes to the timing of the circulation of development applications and construction may push out the projected overutilization of Hawthorne Village PS.

Students residing in the Coates are within walking distance of Tiger Jeet Singh PS but they are being transported to a school outside of their community. (Anne J MacArthur PS) Similarly in the Clarke neighbourhood students residing near Bruce Trail PS are being transported to a school outside of their community (Martin Street PS). Tiger Jeet Singh PS and Bruce Trail PS schools have declining enrolments. It is recommended that staff monitor enrolments and at such time the local schools can accommodate students in its direct vicinity a boundary change will be recommended.

The Bristol elementary review area includes a large portion of rural Milton to the east, which is where the future Agerton, Trafalgar and Britannia West Secondary Plans are located, as well as the Derry Park industrial lands. Development of the secondary plans is anticipated to begin within the 15-year projections of the LTAP, contributing to future accommodation needs. Britannia Secondary Plan units are not included in current projections, they will be incorporated in the 2022/2023 Long Term Accommodation Plan. Note that given the future growth, it is anticipated that this area will be divided into multiple Elementary Review Areas.

## Active Residential Development

Density	Unit Type	# of Units
Low Density	Single Family, Semi	5
Medium Density	Towns, Stacked Towns	10
High Density	Condo, Apartment	148

## Forecasted Residential Development

Development Type	Development Name	# of Units
Secondary Plan	Trafalgar Corridor	8,160
Secondary Plan	Agerton	3,270
Secondary Plan	Britannia	14,200 (included in ERA 127 projections)

## Bruce Trail



<b>Year Built</b>	2006
<b>Additions</b>	2007, 2014
<b>Site Size</b>	2.8 Ha/ 6.9 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	850
<b>Max. Capacity</b>	1241
<b>FCI (Assess. Yr.)</b>	3% (2020) ●

ENG

K - 8

CP

## Chris Hadfield



<b>Year Built</b>	2002
<b>Additions</b>	
<b>Site Size</b>	2.4 Ha/ 6.0 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	823
<b>Max. Capacity</b>	1099
<b>FCI (Assess. Yr.)</b>	17% (2015) ●

ENG

K - 8

BRC

## Hawthorne Village



<b>Year Built</b>	2005
<b>Additions</b>	2014
<b>Site Size</b>	2.8 Ha/ 7.0 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	953
<b>Max. Capacity</b>	1229
<b>FCI (Assess. Yr.)</b>	6% (2020) ●

ENG

K - 8

LD

### Milton Community Resource Centre

Before and after school child care centre attached to school

**Irma Coulson**



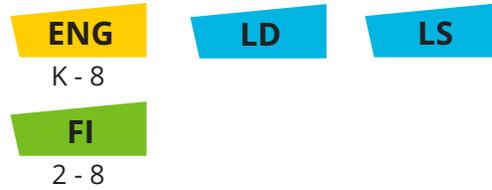
<b>Year Built</b>	2013
<b>Additions</b>	N/A
<b>Site Size</b>	3.1 Ha/ 7.7 Ac
<b>Adjacent to Park</b>	No
<b>Capacity</b>	793
<b>Max. Capacity</b>	1207
<b>FCI (Assess. Yr.)</b>	N/A ●



**Tiger Jeet Singh**



<b>Year Built</b>	2010
<b>Additions</b>	2014
<b>Site Size</b>	2.8 Ha/ 7.0 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	896
<b>Max. Capacity</b>	1172
<b>FCI (Assess. Yr.)</b>	2% (2020) ●



FACILITY

PROGRAMS

PARTNERSHIPS

Note: Programs shown are available as of October of the year of the LTAP and are subject to change.

# Facility Key Performance Indicators



**Number of Schools with Outdoor Learning**

ERA 120	HDSB
<b>5/5</b>	<b>80/87</b>
	Board Target
	<b>87/87</b>



**Average Building Accessibility**

ERA 120	HDSB
<b>100%</b>	<b>98%</b>
	Board Target
	<b>100%</b>



**Average Number of Students Per Hectare**

ERA 120	HDSB
<b>340</b>	<b>209</b>
	Rec'd. Max.
	<b>247</b>



**Average Carbon Footprint (GHG - kg CO<sub>2</sub>e/ m<sup>2</sup>)**

ERA 120	HDSB
<b>7</b>	<b>24</b>
	Board Target
	<b>22</b>



**Average Amount of Air Conditioned Space per School**

ERA 120	HDSB
<b>100%</b>	<b>88%</b>
	Board Target
	<b>100%</b>

**FCI** **Average Facility Condition Index**

ERA 120	HDSB
<b>7%</b>	<b>15%</b>
	Board Target
	<b>15%</b>

# ERA 120 Facility Condition Summary

The school facilities in this ERA have the following characteristics:

- Lower FCI compared to the Board’s average, in GOOD condition (Below 10%).
- Accessibility requirements are met.
- Air Conditioning classroom enhancements are in alignment with the goals and objectives of the Board.

## Key Performance Indicator Scorecard

KPI CATEGORY	2022 RATING	PREVIOUS	TREND
Average FCI			=
Average Number of Students per Hectare			-
Average Building Accessibility			
Average Amount of Air Conditioned Space			
Average Carbon Footprint (GHG)			-
Number of Schools with Outdoor Learning			=



# ERA 120 Summary of Accommodation Issues and Recommended Actions

## Immediate Term (2023-2024)

**Name:** Tiger Jeet Singh PS and Anne J. MacArthur PS Community Integration  
**Type:** Boundary Review  
**Issue:** Students residing within walking distance to Tiger Jeet Singh PS (north of Louis St. Laurent and east of Ontario Street South) are currently transported to Anne J MacArthur PS (ERA 121).  
**Proposed Action:** Initiate boundary review(s) to redirect areas that are being transported to schools to schools that are within walking distances. This may include an exploration of French Immersion program distribution in the area for ERA 120 and 121 schools.

**Target Year:** TBD

## Medium Term (2025-2027)

**Name:** ERA 119 and ERA 120 Accommodation Pressures and Community Integration  
**Type:** Boundary Review  
**Issue:** Robert Baldwin PS (ERA 119) and W.I. Dick PS (ERA 119) are approaching Total Capacity with the development of Milton Heights. Students residing in near Bruce Trail PS catchment, are directed to Martin Street (east of Fourth Line) (ERA 120).  
**Proposed Action:** Initiate a boundary review to provide enrolment relief to Robert Baldwin PS and W. I. Dick PS and to integrate students in Milton Heights and ERA 120 to schools closer to their community. English and French Immersion program distribution will be examined.

**Target Year:** TBD

## Long Term (2028+)

**Name:** Trafalgar Secondary Plan Elementary School Sites  
**Type:** Capital Priorities Program Funding  
**Issue:** Five new schools are required to accommodate the development of the secondary plan.  
**Proposed Action:** initiate a boundary review to provide enrolment relief to Robert Baldwin PS and W. I. Dick PS and to integrate students in Milton Heights and ERA 120 to schools closer to their community.

**Target Year:** TBD (Event Based)



# ERA 120 Summary of Accommodation Issues and Recommended Actions

## Long Term (2028+)

**Name:** Britannia Secondary Plan Elementary School Sites

**Type:** Capital Priorities Program Funding

**Issue:** Seven new schools are required to accommodate the development.

**Proposed Action:** Initiate study to review school projections and determine accommodation needs. Business cases will be required to be submitted to the Ministry of Education for Capital Priorities Funding.

**Target Year:** TBD (Event Based)



# ERA 121

## Sherwood

### Area Overview

This review area includes the following communities: Milton Heights, Scott, Harrison, and Willmott. The area contains established communities and includes significant features/buildings such as the Milton District Hospital, Milton Community Sport Centre, Sherwood Community Centre, and two district parks. This ERA is located on the western edge of the urban area of the Town of Milton.

Contained within the ERA is Milton Heights Secondary Plan with planned residential units. The urban area of the ERA consists of the Sherwood Secondary Plan which began development in the mid 2000's.

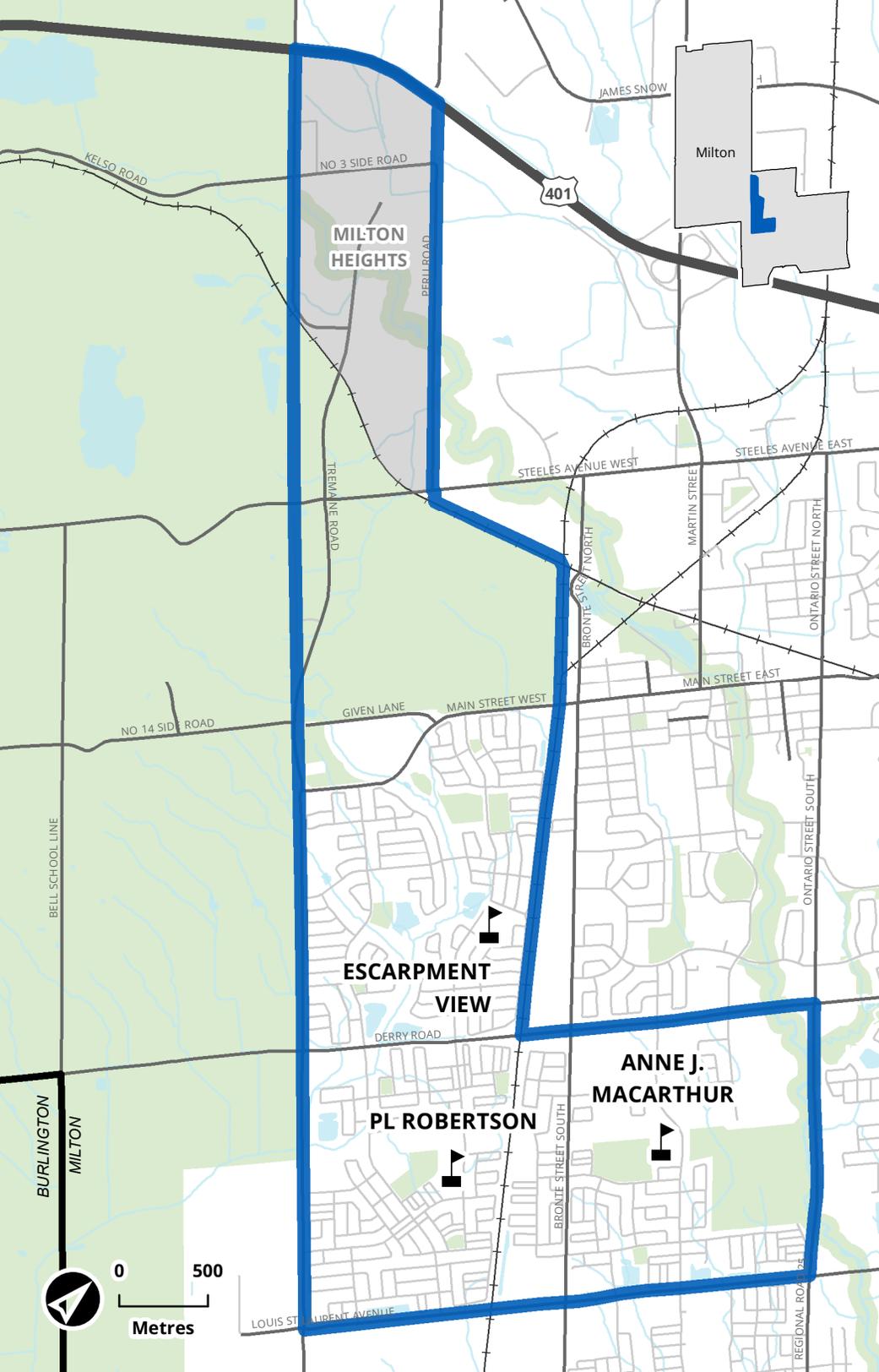
There are three schools in this ERA ranging in age from Escarpment View PS and P.L. Robertson PS, both built in 2009 to Anne J. MacArthur PS built in 2014. The Milton Heights community is directed to schools in ERA 119.

### Recommendations

- Monitor enrolment and building utilization of all schools in this ERA.
- Monitor the progress of Milton Heights development.

### Past Actions

- 2022** P.L. Robertson PS boundary expanded to include the complete Harrison community
- 2021** Rattlesnake Point PS and Milton SW #12 PS boundary review process completed
- 2020** Temporary redirection of students from Viola Desmond PS (ERA 127) which impacts schools in this ERA (spring 2020)
- 2018** Viola Desmond PS (ERA 127) opens
- 2018** French Immersion entry changed from Gr. 1 to Gr. 2



# Enrolment Overview

## ENROLMENT, UTILIZATION, AND SPACE STATISTICS

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Current 2022	Intermediate		Medium Term			Long Term									
						2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
Anne J. MacArthur	793	12	18	1,207	958	905	876	900	914	913	890	871	852	818	805	797	788	780	773	768
	Percent Utilization				121%	114%	110%	113%	115%	115%	112%	110%	107%	103%	102%	100%	99%	98%	98%	97%
	Available classrooms (+/-)				-7	-5	-4	-5	-5	-5	-4	-3	-3	-1	-1	0	0	1	1	1
Escarpmnt View	853	11	14	1,175	1,042	984	952	900	864	822	796	769	753	744	732	734	738	752	744	737
	Percent Utilization				122%	115%	112%	105%	101%	96%	93%	90%	88%	87%	86%	86%	87%	88%	87%	86%
	Available classrooms (+/-)				-8	-6	-4	-2	0	1	2	4	4	5	5	5	5	4	5	5
P.L. Robertson	818	12	12	1,094	1,081	1,070	1,070	1,081	1,078	1,056	1,067	1,030	1,041	1,047	1,018	1,000	994	984	975	966
	Percent Utilization				132%	131%	131%	132%	132%	129%	130%	126%	127%	128%	124%	122%	121%	120%	119%	118%
	Available classrooms (+/-)				-11	-11	-11	-11	-11	-10	-11	-9	-10	-10	-9	-8	-8	-7	-7	-6
ERA 121 Total	2,464	35	44	3,476	3,081	2,959	2,897	2,881	2,855	2,790	2,753	2,670	2,645	2,609	2,555	2,531	2,520	2,516	2,492	2,470
	Percent Utilization				125%	120%	118%	117%	116%	113%	112%	108%	107%	106%	104%	103%	102%	102%	101%	100%
	Available classrooms (+/-)				-27	-22	-19	-18	-17	-14	-13	-9	-8	-6	-4	-3	-2	-2	-1	0

## Enrolment Summary

This ERA has the following characteristics:

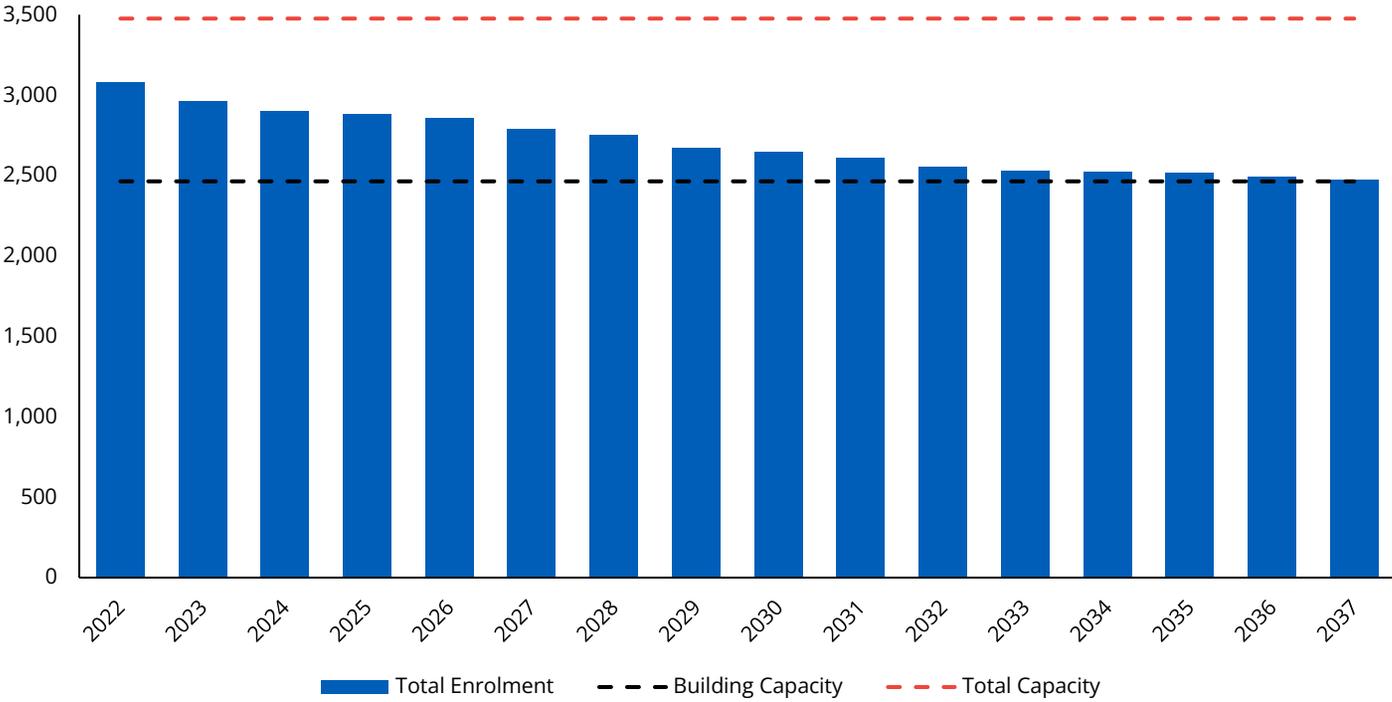
- Current utilization is 125% and is projected to decrease and stabilize above OTG capacity.
- Contains new mature communities with stable enrolment and new communities with increasing enrolment.
- There has been an increase (+3%) in Junior Kindergarten enrolment trends over the last three years, which is above the Town of Milton average (+1%). The increase was a result of the expansion of the P.L. Robertson PS catchment.
- Milton Heights development is held in Robert Baldwin PS and W.I. Dick PS. Schools are not planned for this area. Students in this area will require permanent transportation.

## Accommodation Plans and Considerations

There are a number of proposed infill development applications that will contribute to stabilizing projected enrolment under current school boundaries. Escarpment View PS is projected to decline to below 100% utilization by 2027 but remains above 80% utilization over the next 15 years. Anne J MacArthur PS utilization will decline to under 100% by 2034 but remain above 90%.

It is recommended that staff continue to monitor development activity and timing, and explore opportunities to improve school building utilization. Changes to the timing of the circulation of development applications and construction may change the impact on schools and enrolment projections.

# Three Year Historical Junior Kindergarten Enrolment Trends



ERA 121  
**+3%**

Milton +1%      Halton Region +2%

## Active Residential Development

Density	Unit Type	# of Units
Low Density	Single Family, Semi	0
Medium Density	Towns, Stacked Towns	90
High Density	Condo, Apartment	866

## Forecasted Residential Development

Development Type	Development Name	# of Units
N/A	N/A	N/A



## Anne J. MacArthur



<b>Year Built</b>	2014
<b>Additions</b>	N/A
<b>Site Size</b>	2.8 Ha/ 7.0 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	793
<b>Max. Capacity</b>	1207
<b>FCI (Assess. Yr.)</b>	4% (2020) ●

**ENG**  
K - 8

**LD**

**FI**  
2 - 8

## Escarpment View



<b>Year Built</b>	2009
<b>Additions</b>	2014
<b>Site Size</b>	2.8 Ha/ 7.0 Ac
<b>Adjacent to Park</b>	No
<b>Capacity</b>	853
<b>Max. Capacity</b>	1175
<b>FCI (Assess. Yr.)</b>	3% (2020) ●

**ENG**  
K - 8

## P.L. Robertson



<b>Year Built</b>	2009
<b>Additions</b>	
<b>Site Size</b>	2.8 Ha/ 7.0 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	818
<b>Max. Capacity</b>	1094
<b>FCI (Assess. Yr.)</b>	5% (2020) ●

**ENG**  
K - 8

**LD**

**SLC**

**FI**  
2 - 8

Note: Programs shown are available as of October of the year of the LTAP and are subject to change.

# Facility Key Performance Indicators



**Number of Schools with Outdoor Learning**

ERA 121	HDSB
<b>3/3</b>	<b>80/87</b>
	Board Target
	<b>87/87</b>



**Average Building Accessibility**

ERA 121	HDSB
<b>100%</b>	<b>98%</b>
	Board Target
	<b>100%</b>



**Average Number of Students Per Hectare**

ERA 121	HDSB
<b>366</b>	<b>209</b>
	Rec'd. Max.
	<b>247</b>



**Average Carbon Footprint (GHG - kg CO<sub>2</sub>e/ m<sup>2</sup>)**

ERA 121	HDSB
<b>9</b>	<b>22</b>
	Board Target
	<b>24</b>



**Average Amount of Air Conditioned Space per School**

ERA 121	HDSB
<b>100%</b>	<b>88%</b>
	Board Target
	<b>100%</b>

**FCI** **Average Facility Condition Index**

ERA 121	HDSB
<b>4%</b>	<b>15%</b>
	Board Target
	<b>15%</b>

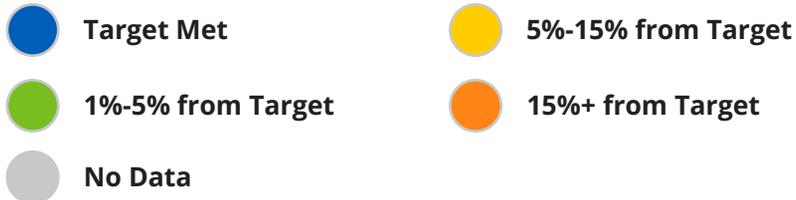
# ERA 121 Facility Condition Summary

The school facilities in this ERA have the following characteristics:

- Lower FCI compared to the Board’s average, in GOOD condition (Below 10%).
- Accessibility requirements are met.
- Air Conditioning classroom enhancements are in alignment with the goals and objectives of the Board.

## Key Performance Indicator Scorecard

KPI CATEGORY	2022 RATING	PREVIOUS	TREND
Average FCI			=
Average Number of Students per Hectare			-
Average Building Accessibility			
Average Amount of Air Conditioned Space			
Average Carbon Footprint (GHG)			+
Number of Schools with Outdoor Learning			=



# ERA 121 Summary of Accommodation Issues and Recommended Actions

## Immediate Term (2023-2024)

**Name:** Tiger Jeet Singh PS and Anne J. MacArthur PS Community Integration

**Type:** Boundary Review

**Issue:** Students residing within walking distance to Tiger Jeet Singh PS (north of Louis St. Laurent and east of Ontario Street South) are currently transported to Anne J MacArthur PS (ERA 121).

**Proposed Action:** Initiate boundary review(s) to redirect areas that are being transported to schools to schools that are within walking distances. This may include an exploration of French Immersion program distribution in the area for ERA 120 and 121 schools.

**Target Year:** TBD

## Medium Term (2025-2027)

N/A

## Long Term (2028+)

N/A



# ERA 123

## West Rural Milton

### Area Overview

This review area is a rural area and includes the following communities: Brookville, Campbellville, Nassagaweya, Esquesing, 401 Industrial Area, and Nelson. The area includes significant features/buildings such as conservation areas, and the Halton County Radial Railway Museum. The ERA is the western portion of the Town of Milton and shares a border with the City of Burlington, the Town of Halton Hills, the Town of Oakville and Wellington County.

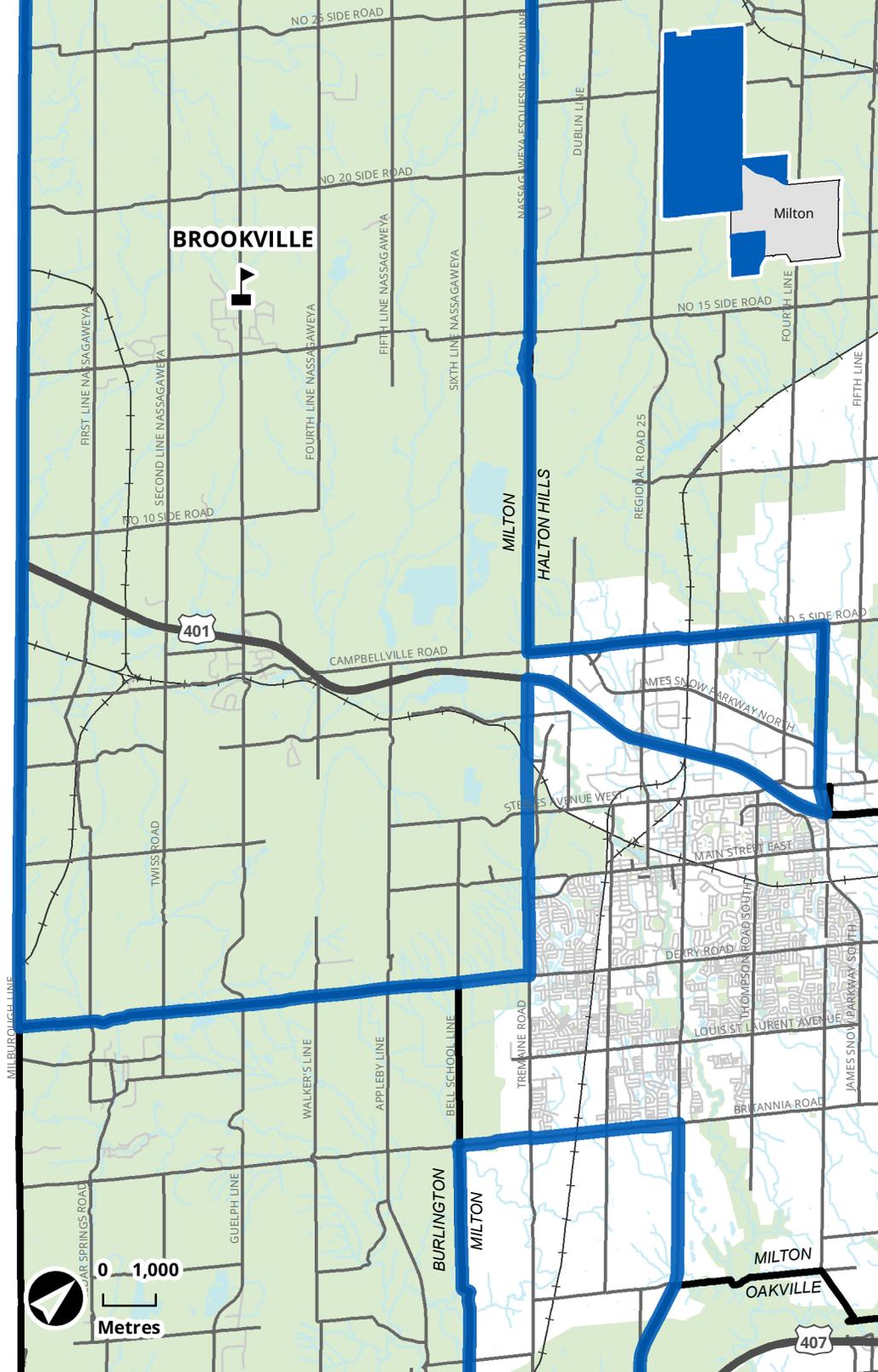
There is one school in this ERA, Brookville PS, built in 1960. Significant capital renewal work has been completed over the last few years. Some students in this area are directed to schools outside of this ERA.

### Recommendations

- Explore Community Planning and Partnership and/or alternative Board use opportunities to share space in Brookville PS.
- Explore opportunities to convert/consolidate empty classrooms to increase the utilization in Brookville PS. Submission of a business case to the Ministry of Education to reduce the excess pupil places ("right-size" the school).

### Past Actions

**2018** French Immersion entry changed from Gr. 1 to Gr. 2



# Enrolment Overview

## ENROLMENT, UTILIZATION, AND SPACE STATISTICS

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Current 2022	Intermediate		Medium Term			Long Term									
						2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
Brookville	420	0	4	512	380	374	382	362	351	335	335	310	308	302	295	293	290	286	283	282
	<i>Percent Utilization</i>				90%	89%	91%	86%	84%	80%	80%	74%	73%	72%	70%	70%	69%	68%	67%	67%
	<i>Available classrooms (+/-)</i>				2	2	2	3	3	4	4	5	5	5	5	6	6	6	6	6
ERA 123 Total	420	0	4	512	380	374	382	362	351	335	335	310	308	302	295	293	290	286	283	282
	<i>Percent Utilization</i>				90%	89%	91%	86%	84%	80%	80%	74%	73%	72%	70%	70%	69%	68%	67%	67%
	<i>Available classrooms (+/-)</i>				2	2	2	3	3	4	4	5	5	5	5	6	6	6	6	6

## Enrolment Summary

This ERA has the following characteristics:

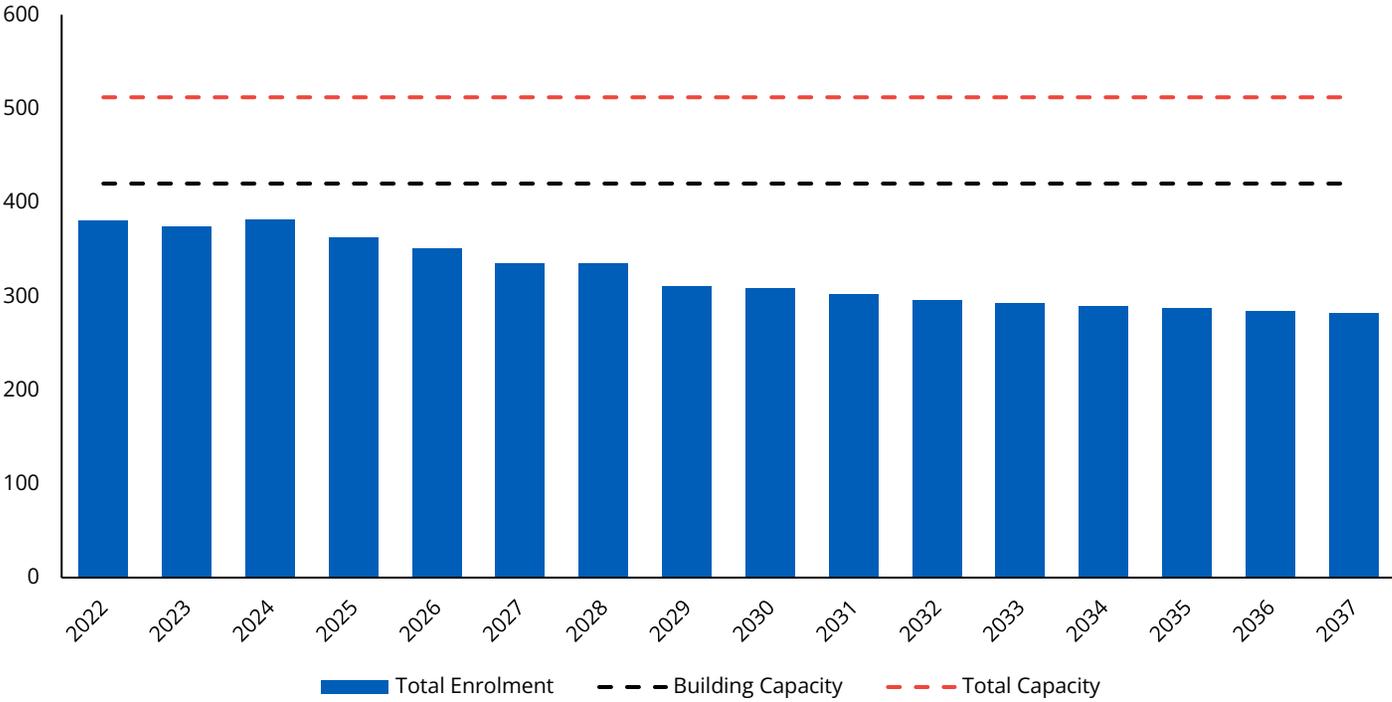
- Current utilization is 90% and is projected to decrease under 70% utilization by 2034.
- Small rural community school.
- Enrolments are projected to decrease to under 300 students by 2032.
- There has been an increase (+3%) in Junior Kindergarten enrolment trends over the last three years, which is above the Regional average (+2%) and above the Town of Milton average (+1%). JK projections in rural areas are difficult to project, as birth data for rural areas covers several school catchments. Planning tracks JK enrolments by use of three averages.

## Accommodation Plans and Considerations

Enrolments are projected to decline. If the trend continues, the decline in enrolment will require exploration of initiatives to address underutilized space at schools. If the trend continues to where a school's enrolment declines to under 65% utilization, consideration will be given to explore of initiatives to address underutilized space,

It is recommended that staff continue to monitor development activity and explore opportunities to improve school building utilization either through right sizing, partnerships, pupil accommodation reviews, or any combination thereof.

# Three Year Historical Junior Kindergarten Enrolment Trends



ERA 123

**+3%**

Milton

Halton Region

**+1%**

**+2%**

## Active Residential Development

Density	Unit Type	# of Units
Low Density	Single Family, Semi	0
Medium Density	Towns, Stacked Towns	0
High Density	Condo, Apartment	0

## Forecasted Residential Development

Development Type	Development Name	# of Units
N/A	N/A	N/A



## Brookville



### FACILITY

<b>Year Built</b>	1960
<b>Additions</b>	1965, 1966, 1985
<b>Site Size</b>	3.8 Ha/ 9.5 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	420
<b>Max. Capacity</b>	512
<b>FCI (Assess. Yr.)</b>	22% (2018) ●

### PROGRAMS

**ENG**

K - 8

### PARTNERSHIPS

#### Partner TBD

Looking to explore Community  
Planning and Partnership opportunities

Note: Programs shown are available as of October  
of the year of the LTAP and are subject to change.

# Facility Key Performance Indicators



**Number of Schools with Outdoor Learning**

ERA 123  
**1/1**

HDSB  
**80/87**  
Board Target  
**87/87**



**Average Building Accessibility**

ERA 123  
**100%**

HDSB  
**98%**  
Board Target  
**100%**



**Average Number of Students Per Hectare**

ERA 123  
**99**

HDSB  
**209**  
Rec'd. Max  
**247**



**Average Carbon Footprint (GHG - kg CO<sub>2</sub>e/ m<sup>2</sup>)**

ERA 123  
**29**

HDSB  
**24**  
Board Target  
**22**



**Average Amount of Air Conditioned Space per School**

ERA 121  
**36%**

HDSB  
**88%**  
Board Target  
**100%**

**FCI** **Average Facility Condition Index**

ERA 123  
**22%**

HDSB  
**15%**  
Board Target  
**15%**

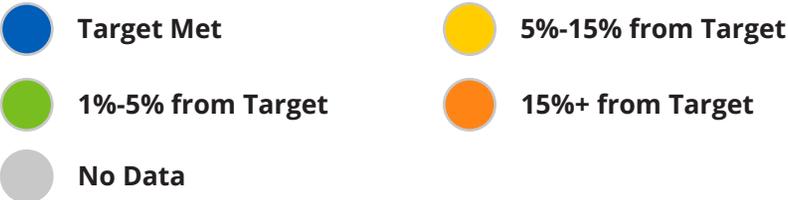
# ERA 123 Facility Condition Summary

The school facilities in this ERA have the following characteristics:

- Higher FCI compared to the Board’s average, in FAIR condition (Between 10% - 30%).
- Accessibility requirements are met.
- Air Conditioning classroom enhancements are partially complete, and are planned for completion to be in alignment with the goals and objectives of the Board.

## Key Performance Indicator Scorecard

KPI CATEGORY	2022 RATING	PREVIOUS	TREND
Average FCI			-
Average Number of Students per Hectare			+
Average Building Accessibility			
Average Amount of Air Conditioned Space			
Average Carbon Footprint (GHG)			+
Number of Schools with Outdoor Learning			=



# ERA 123 Summary of Accommodation Issues and Recommended Actions

## Immediate Term (2023-2024)

N/A

## Medium Term (2025-2027)

**Name:** Brookville PS Surplus Space  
**Type:** Surplus Space Consolidation, Capital Priorities Program Funding  
**Issue:** Declining enrolment, <75% utilization within five years.  
**Proposed Action:** Initiate a feasibility study to reduce surplus space and find alternative uses that align with community needs.

**Target Year:** TBD (Event Based)

## Long Term (2028+)

N/A



# ERA 127

## Boyne

### Area Overview

This review area includes the following communities: Milton Education Village, Walker, Ford, Cobban, and Bowes. The area contains new communities and includes the Mattamy National Cycling Centre and 16 Mile Creek Tributaries. This ERA is located in the southern area of The Town of Milton and shares a border with the City of Burlington to the west.

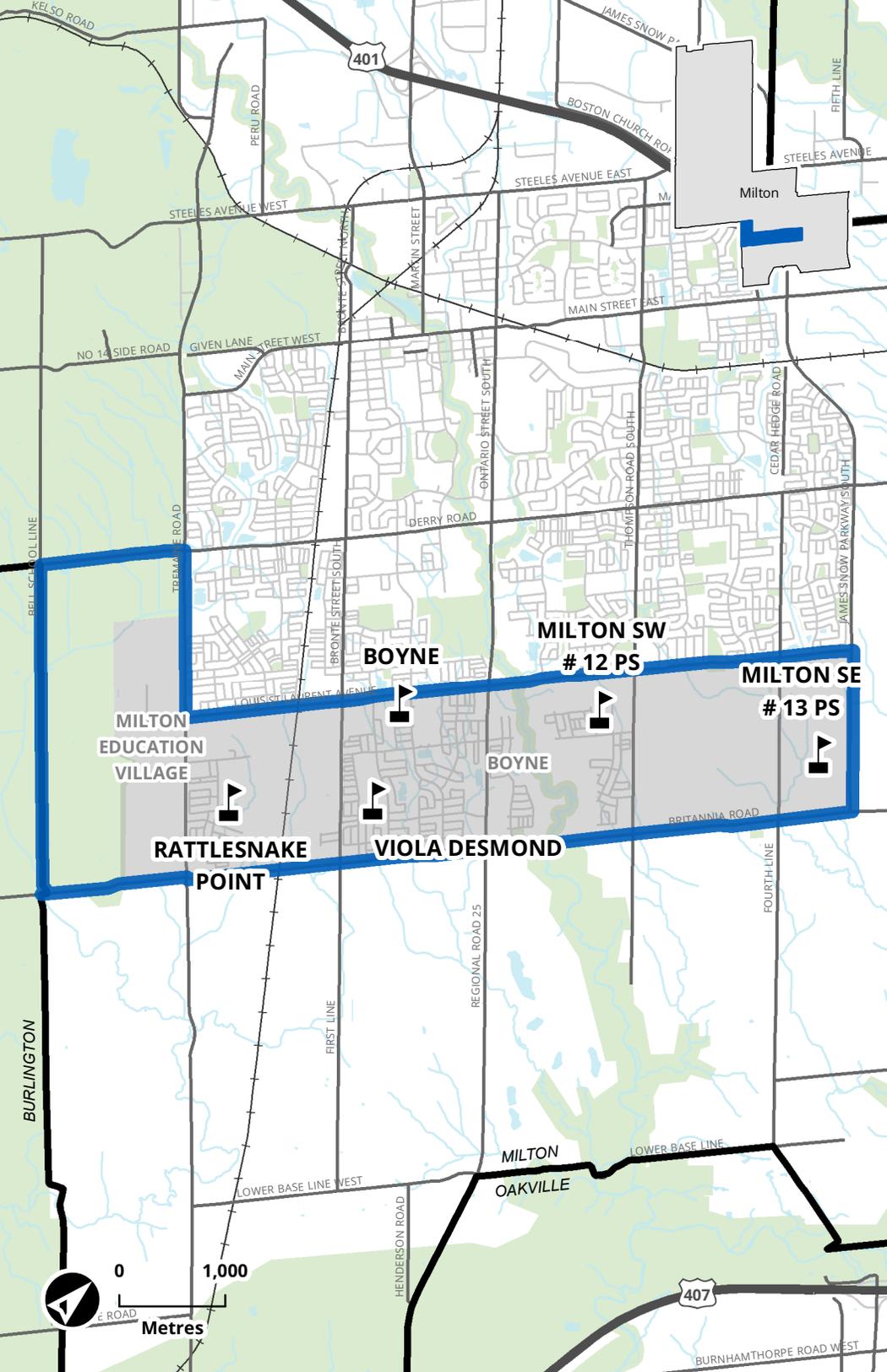
Contained in this ERA are new growth communities which began development in 2015. There are three schools in this ERA with the Boyne PS built in 2015, Viola Desmond PS built in 2018 and Rattlesnake Point PS built in 2022. There are four proposed schools, one of which is currently under construction (Milton SW #12 PS) with a tentative opening date of September 2024, and another school (Milton SE #13 PS) is Ministry funded.

### Recommendations

- Initiate Boundary Review for Milton SE #13 PS. Establish future holding areas for future expansion lands and explore opportunities to address accommodation pressures and redistribution of new growth.
- Monitor development in Britannia Corridor Secondary Plan to determine timing of Capital Priorities submissions to the Ministry of Education. This area is being held in Milton SW #12 PS for the initial stages.
- Initiate a study of accommodation needs for the Milton Education Village.
- Monitor development to determine the timing of Milton SE #14 PS.

### Past Actions

- 2023** Milton SW #12 PS FI redirection from Rattlesnake Point PS to Irma Coulson PS (spring 2023)
- 2022** Rattlesnake Point PS opens, Milton SW #12 PS redirected to rattlesnake Point PS until future opening
- 2021** Rattlesnake Point PS and Milton SW #12 PS boundary review process is completed
- 2020** Temporary redirection to offset overutilization at Viola Desmond are implemented through to 2022 (spring 2020)
- 2018** French Immersion entry changed from Gr. 1 to Gr. 2



# Enrolment Overview

## ENROLMENT, UTILIZATION, AND SPACE STATISTICS

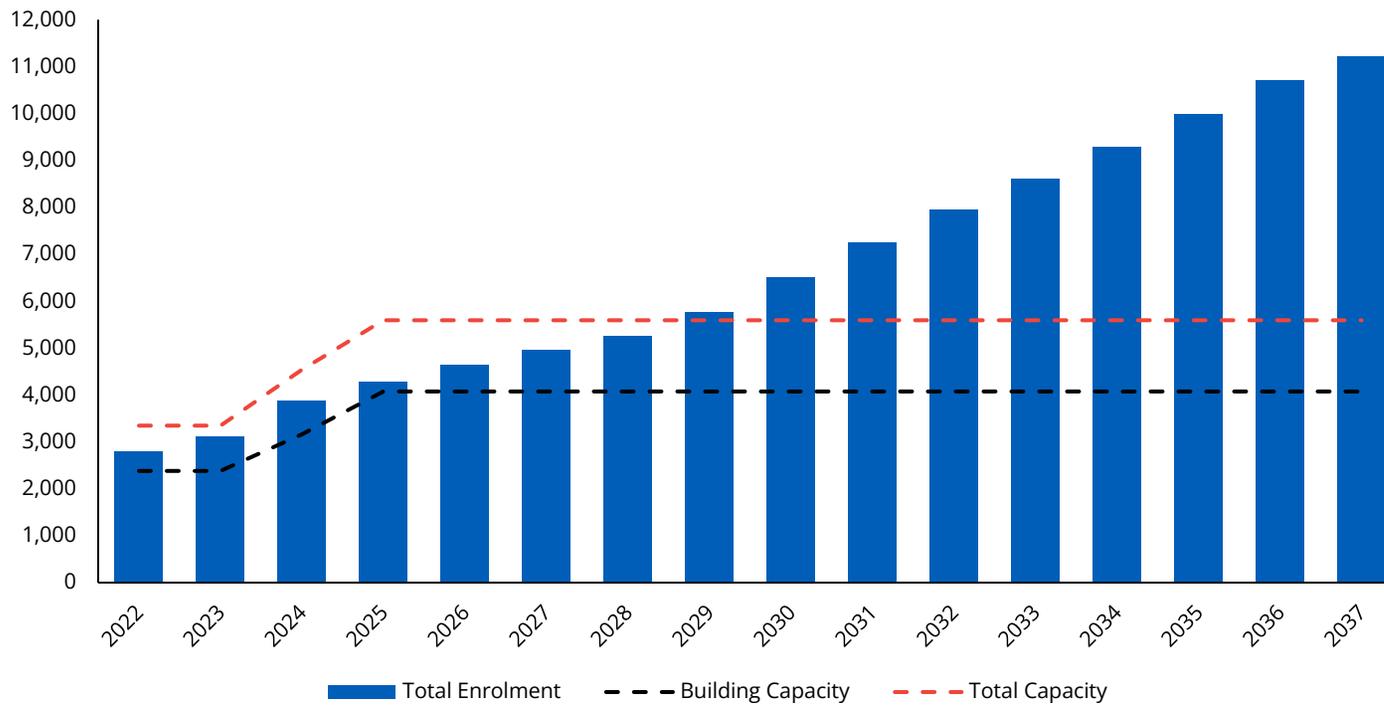
School	Building Capacity	Current Portables	Max Portables	Total Capacity	ENROLMENT, UTILIZATION, AND SPACE STATISTICS															
					Current 2022	Intermediate 2023 2024		Medium Term 2025 2026 2027			Long Term 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037									
Boyne	776	15	18	1,190	1,052	1,017	1,020	1,052	1,092	1,136	1,165	1,161	1,163	1,134	1,104	1,079	1,056	1,040	1,033	1,025
	Percent Utilization				136%	131%	131%	136%	141%	146%	150%	150%	150%	146%	142%	139%	136%	134%	133%	132%
	Available classrooms (+/-)				-12	-10	-11	-12	-14	-16	-17	-17	-17	-16	-14	-13	-12	-11	-11	-11
Rattlesnake Point	884	0	6	1,022	590	940	732	915	1,001	1,018	1,002	998	998	1,002	996	991	989	993	997	993
	Percent Utilization				67%	106%	83%	104%	113%	115%	113%	113%	113%	113%	113%	112%	112%	112%	113%	112%
	Available classrooms (+/-)				13	-2	7	-1	-5	-6	-5	-5	-5	-5	-5	-5	-5	-5	-5	-5
Viola Desmond	721	18	18	1,135	1,146	1,142	1,158	1,157	1,116	1,163	1,201	1,272	1,250	1,246	1,232	1,214	1,184	1,170	1,162	1,152
	Percent Utilization				159%	158%	161%	160%	155%	161%	167%	176%	173%	173%	171%	168%	164%	162%	161%	160%
	Available classrooms (+/-)				-18	-18	-19	-19	-17	-19	-21	-24	-23	-23	-22	-21	-20	-20	-19	-19
Milton #12	778	0	18	1,192	0	0	956	1,151	1,432	1,634	1,887	2,320	3,097	3,854	4,603	5,323	6,049	6,780	7,504	8,045
	Percent Utilization				0%	0%	123%	148%	184%	210%	243%	298%	398%	495%	592%	684%	778%	871%	965%	1034%
	Available classrooms (+/-)				34	34	-8	-16	-28	-37	-48	-67	-101	-134	-166	-198	-229	-261	-292	-316
Milton #13	916	0	6	1,054	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Percent Utilization				0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Available classrooms (+/-)				40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
ERA 127 Total	4,075	33	66	5,593	2,788	3,100	3,866	4,275	4,641	4,951	5,255	5,751	6,508	7,236	7,935	8,607	9,278	9,983	10,696	11,215
	Percent Utilization				117%	130%	122%	105%	114%	122%	129%	141%	160%	178%	195%	211%	228%	245%	262%	275%
	Available classrooms (+/-)				-18	-31	-31	-9	-25	-38	-51	-73	-106	-137	-168	-197	-226	-257	-288	-310

## Enrolment Characteristics

This ERA has the following characteristics:

- Current utilization is 117% and is projected to increase above total utilization by 2029.
- Contains newly established communities and new growth communities with exponential student growth.
- Milton Education Village is held in Rattlesnake Point PS and Viola Desmond PS. A school is planned for this area but has not been submitted to the Ministry of Education Capital Priorities submission. This will occur when there is a more defined timing on development in this area and if it is required.
- Starting in September 2024, the new Milton SW #12 public school will be operational. Until its opening, students residing in the school's catchment area will be attending Rattlesnake Point PS.
- All school enrolments remain above utilization. Should this continue a boundary change may be required. At this time planning will monitor.
- JK enrolments have increased by 10% over the last three years. This appears to be a result of new development. JK stabilizes in the shorter term but will increase with new development.
- Viola Desmond PS will continue to remain above total capacity but decline. Eventually, enrolments will increase with new development east of Bronte St South.
- Milton SW #12 PS is a holding school for Milton SE# 13 PS and will reach total capacity by 2026, requiring relief from the opening of Milton SE #13.
- Milton SE#13 PS will be a holding school for the initial stages of the Britannia east/west secondary plans, where units have not been included in projections at this time given the lack of information on unit types and distribution.

## Three Year Historical Junior Kindergarten Enrolment Trends



ERA 127

**+10%**

Milton

Halton Region

**+1%**

**+2%**

### Accommodation Plans and Considerations

Enrolments in this ERA are projected to increase as new development progresses and families into the new communities. Future growth is expected in the Milton Education Village, where one school site is reserved, Britannia Corridor Secondary Plan, where seven school sites are reserved, and east of the tributary where two schools are funded and one school site is reserved. Staff will continue to monitor development activity and timing, the changing student accommodation landscape of the Boyne community, and move forward in the acquisition of school sites and apply for new school funding through the Ministry of Education’s Capital Priorities Program.

When the Milton SE #13 PS boundary study is initiated, programs and boundaries for Viola Desmond, Milton SW #12 PS, and Rattlesnake Point PS will be reviewed to determine if additional re-balancing is required between the schools, focusing on future growth areas and programs. This will be especially important as trends are stabilizing with two consecutive years of full in-person learning.

As of September of 2023, new registrations within the current catchment of Viola Desmond PS will be redirected to Boyne PS. Staff will continue to monitor development activity and program accommodation.

### Active Residential Development

Density	Unit Type	# of Units
Low Density	Single Family, Semi	3,011
Medium Density	Towns, Stacked Towns	3,304
High Density	Condos, Apartments	4,250

### Forecasted Residential Development

Development Type	Development Name	# of Units
Secondary Plan	Milton Education Village	TBD
Potential Development		3,805

# ERA 127 School Profiles

## FACILITY

## PROGRAMS

## PARTNERSHIPS

### Boyne



<b>Year Built</b>	2015
<b>Additions</b>	N/A
<b>Site Size</b>	2.8 Ha / 8 Ac
<b>Adjacent to Park</b>	No
<b>Capacity</b>	776
<b>Max. Capacity</b>	1190
<b>FCI (Assess. Yr.)</b>	N/A ●

**ENG**

K - 8

**CP**

**LS**

### Viola Desmond



<b>Year Built</b>	2017
<b>Additions</b>	N/A
<b>Site Size</b>	2.7 Ha / 6.7 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	721
<b>Max. Capacity</b>	1135
<b>FCI (Assess. Yr.)</b>	N/A ●

**ENG**

K - 8

**LS**

**FI**

2 - 8

#### Milton Community Resource Centre

Child care centre attached to school for child care and EarlyOn child and family care

### Rattlesnake Point



<b>Year Built</b>	2022
<b>Additions</b>	N/A
<b>Site Size</b>	2.8 Ha / 6.9 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	908
<b>Max. Capacity</b>	1046
<b>FCI (Assess. Yr.)</b>	N/A ●

**ENG**

K - 8

**LS**

**KELLP**

#### Parkview Children's Centre

Before and after school child care centre attached to school

**Milton SW #12 PS**



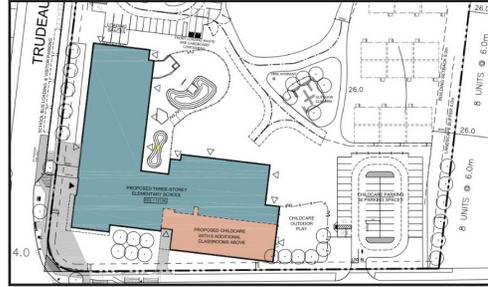
<b>Year Built</b>	2023
<b>Additions</b>	N/A
<b>Site Size</b>	3.1 Ha / 7.7 Ac
<b>Adjacent to Park</b>	No
<b>Capacity</b>	778
<b>Max. Capacity</b>	1192
<b>FCI (Assess. Yr.)</b>	N/A ●

- ENG**  
K - 8
- FI**  
2 - 8

**Partner TBD**

Before and after school child care centre attached to school

**Milton SE #13 PS**



<b>Year Built</b>	2025/2026
<b>Additions</b>	N/A
<b>Site Size</b>	2.8 Ha / 6.9 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	916
<b>Max. Capacity</b>	1054
<b>FCI (Assess. Yr.)</b>	N/A ●

**Partner TBD**

Before and after school child care centre attached to school

Note: Programs shown are available as of October of the year of the LTAP and are subject to change.

# Facility Key Performance Indicators



**Number of Schools with Outdoor Learning**

ERA 127	HDSB
<b>3/3</b>	<b>80/87</b>
	Board Target
	<b>87/87</b>



**Average Building Accessibility**

ERA 127	HDSB
<b>100%</b>	<b>98%</b>
	Board Target
	<b>100%</b>



**Average Number of Students Per Hectare**

ERA 127	HDSB
<b>391</b>	<b>209</b>
	Board Target
	<b>247</b>



**Average Carbon Footprint (GHG - kg CO<sub>2</sub>e/ m<sup>2</sup>)**

ERA 127	HDSB
<b>13</b>	<b>24</b>
	Board Target
	<b>22</b>



**Average Amount of Air Conditioned Space per School**

ERA 127	HDSB
<b>100%</b>	<b>88%</b>
	Board Target
	<b>100%</b>

**FCI** **Average Facility Condition Index**

ERA 127	HDSB
<b>---</b>	<b>15%</b>
	Board Target
	<b>15%</b>

# ERA 127 Facility Condition Summary

The school facilities in this ERA have the following characteristics:

- Accessibility requirements are met to meet Board targets, and are in general conformity with the in-effect Building Code requirements for accessibility.
- Air Conditioning requirements have been met in alignment with the goals and objectives of the Board. Both new facilities (Milton #12 PS and Milton #13 PS) will be fully air conditioned.

## Key Performance Indicator Scorecard

KPI CATEGORY	2022 RATING	PREVIOUS	TREND
Average FCI			
Average Number of Students per Hectare			-
Average Building Accessibility			
Average Amount of Air Conditioned Space			
Average Carbon Footprint (GHG)			
Number of Schools with Outdoor Learning			=



# ERA 127 Summary of Accommodation Issues and Recommended Actions

## Immediate Term (2023-2024)

**Name:** Milton SE #13 PS New School and Viola Desmond Community Integration Boundary Review

**Type:** Boundary Review

**Issue:** New boundaries needed for Milton #13 PS, which will temporarily hold at Milton #12 PS until school construction is completed. Integrate Viola Desmond PS students who are currently being redirected to Boyne PS due to accommodation pressures.

**Proposed Action:** Initiate boundary review to establish Milton SE #13 catchment area and to integrate students back into the Viola Desmond PS catchment. This may include an exploration of French Immersion program distribution in the area for ERA 127 schools.

**Target Year:** 2024/2025

## Medium Term (2025-2027)

N/A

## Long Term (2028+)

**Name:** Britannia Secondary Plan Elementary School Sites

**Type:** Capital Priorities Program Funding

**Issue:** Seven new schools are required to accommodate the development. **Proposed Action:** Initiate study to review school projections and determine accommodation needs. Business cases will be required to be submitted to the Ministry of Education for Capital Priorities Funding.

**Target Year:** TBD (Event Based)

**Name:** Milton Education Village PS New School

**Type:** Capital Priorities Program Funding

**Issue:** To accommodate new development in the Milton Education Village neighbourhood.

**Proposed Action:** Submit a business case to the Ministry of Education for Capital Priorities Program funding. If funded, a boundary review will be initiated.

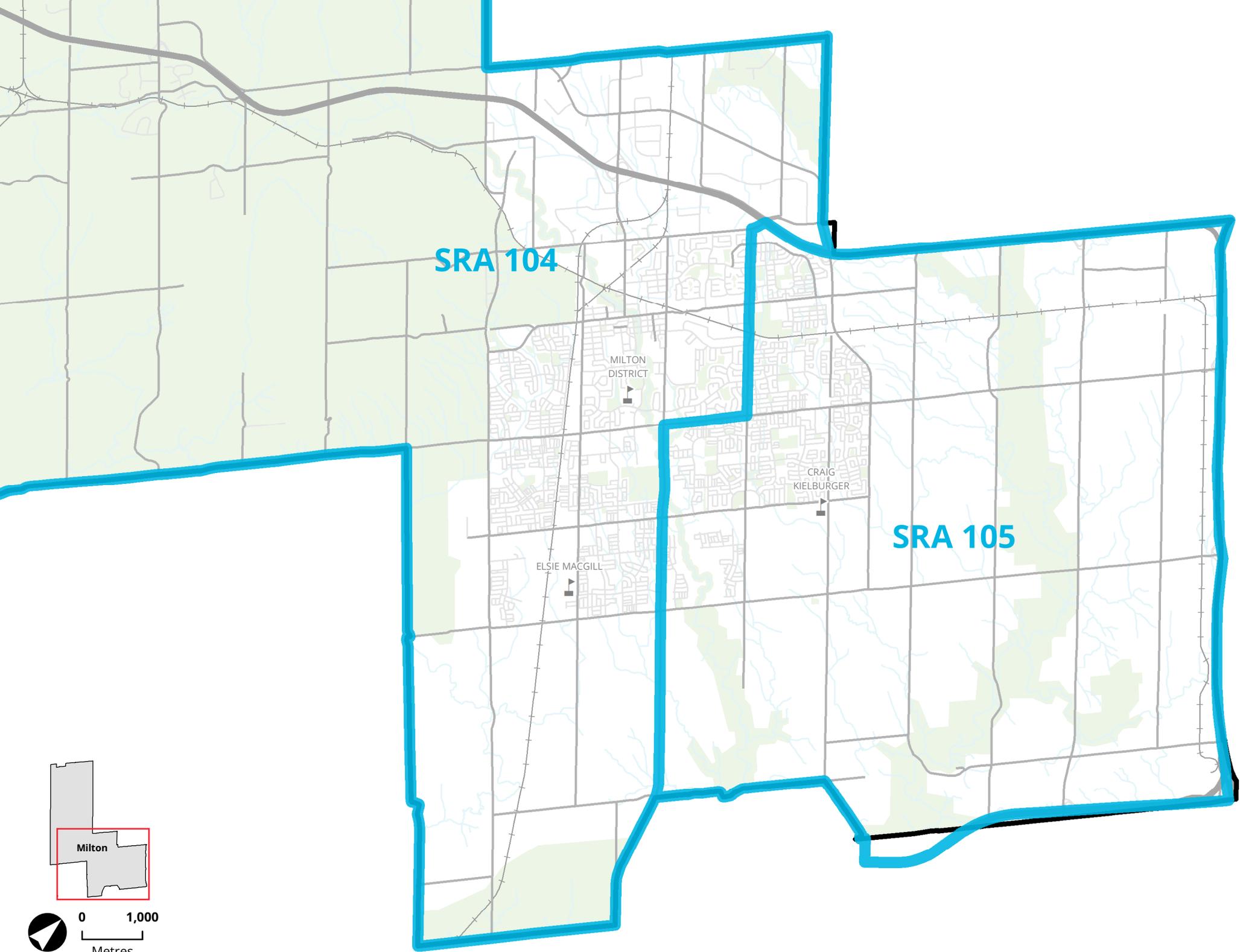
**Target Year:** TBD (Event Based)

**Name:** Milton SE #14 PS and #15 PS New Schools

**Type:** Capital Priorities Program Funding

**Issue:** To accommodate new development in the Bowes neighbourhood. **Proposed Action:** Submit a business case to the Ministry of Education for Capital Priorities Program funding. If funded, a boundary review will be initiated.

**Target Year:** TBD (Event Based)



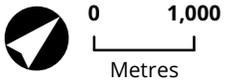
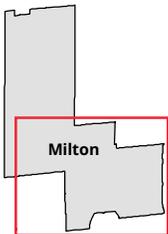
**SRA 104**

MILTON DISTRICT

CRAIG KIELBURGER

ELSIE MACGILL

**SRA 105**



# 6.3

## Secondary Review Areas





# SRA 104

## Milton West

### Area Overview

There are two secondary schools in this secondary review area (SRA). Milton District HS is located north of Derry Road in an established community, and Elsie MacGill SS is located south of Derry Road in a new community. Derry Road is a significant transportation corridor that identifies the north and south parts of the Town of Milton. These schools service elementary review areas (ERAs) 119, 121, and parts of 120, 123, and 127. Schools in this SRA offer regional programs such as I-STEM, Advance Placement, Community Pathway Programs, and Secondary Gifted Placement.

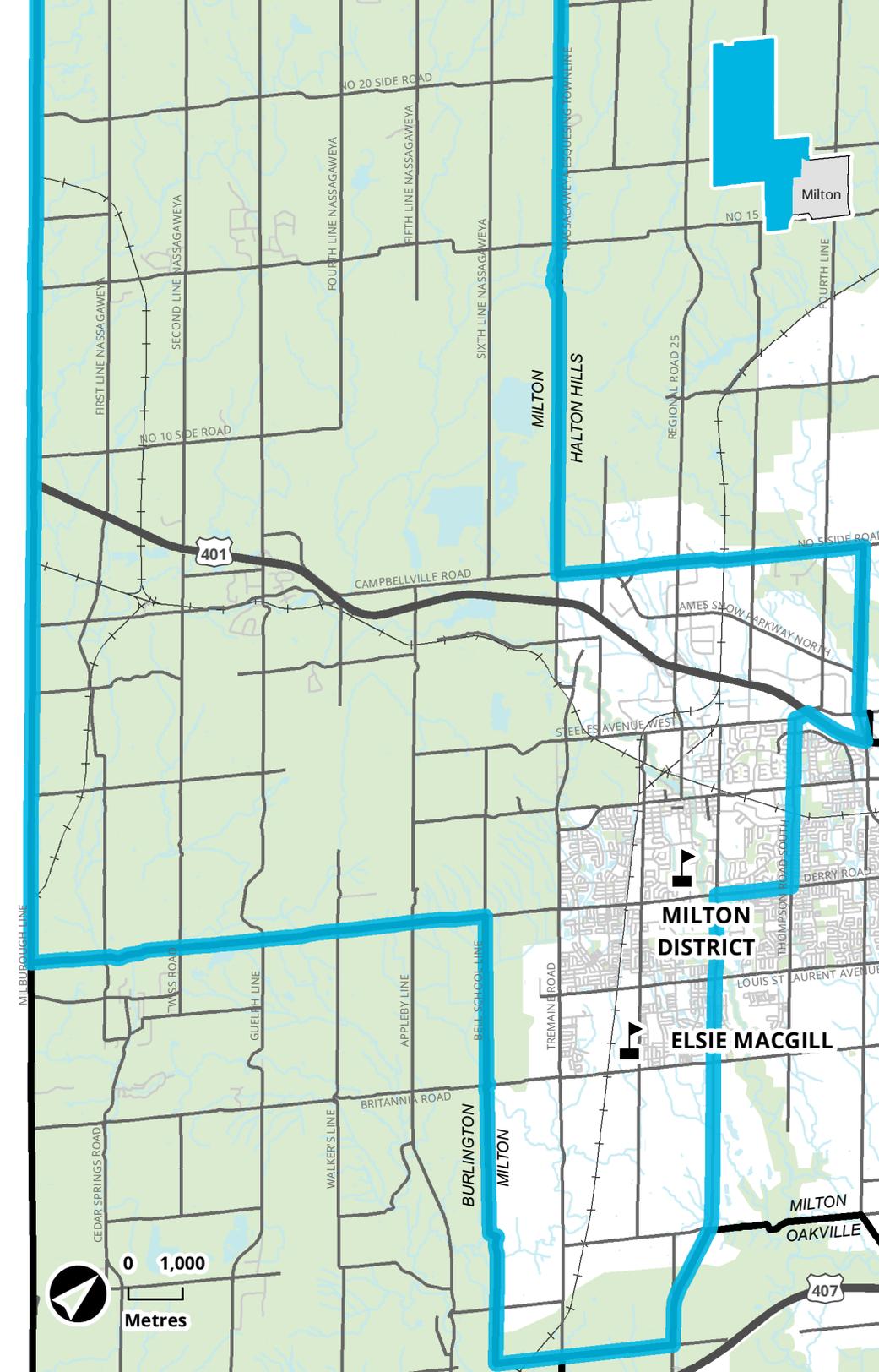
The two schools in this SRA present a range of school ages from Milton District HS, built in 1959 to Elsie MacGill SS, built in 2021.

### Recommendations

- Portables are projected to be required in all schools over the next 15 years. Staff will continue monitoring building utilization and classroom loading to redistribute growth where needed.
- Resubmit the Milton District HS business case, which includes an addition, major renovations, and child care in the next Capital Priorities Program.
- Seek to increase temporary capacity at both secondary schools to accommodate ongoing student growth.
- Review program distribution.

### Past Actions

- 2021** Elsie MacGill SS opens with Grade 9. One grade is to be added in consecutive years (winter 2021)
- 2021** FI boundary alignments in rural Milton
- 2020** Elsie MacGill SS boundary review completed, impacting Milton District HS and Craig Kielburger SS boundaries



# Enrolment Overview

## ENROLMENT, UTILIZATION, AND SPACE STATISTICS

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Current 2022	Intermediate		Medium Term			Long Term									
						2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
Elsie MacGill	1089	0	12	1,341	494	848	1219	1427	1465	1488	1486	1496	1453	1420	1412	1396	1401	1414	1414	1407
	Percent Utilization				45%	78%	112%	131%	134%	137%	136%	137%	133%	130%	130%	128%	129%	130%	130%	129%
	Available classrooms (+/-)				26	10	-6	-15	-16	-17	-17	-18	-16	-14	-14	-13	-14	-14	-14	-14
Milton District	1053	10	10	1263	1658	1754	1651	1562	1476	1421	1462	1493	1491	1466	1432	1388	1342	1326	1328	1325
	Percent Utilization				157%	167%	157%	148%	140%	135%	139%	142%	142%	139%	136%	132%	127%	126%	126%	126%
	Available classrooms (+/-)				-26	-30	-26	-22	-18	-16	-18	-19	-19	-18	-16	-15	-13	-12	-12	-12
SRA 104 Total	2142	10	22	2604	2152	2602	2870	2989	2941	2909	2948	2989	2944	2886	2844	2784	2743	2739	2742	2732
	Percent Utilization				100%	121%	134%	140%	137%	136%	138%	140%	137%	135%	133%	130%	128%	128%	128%	128%
	Available classrooms (+/-)				0	-20	-32	-37	-35	-33	-35	-37	-35	-32	-31	-28	-26	-26	-26	

## Enrolment Summary

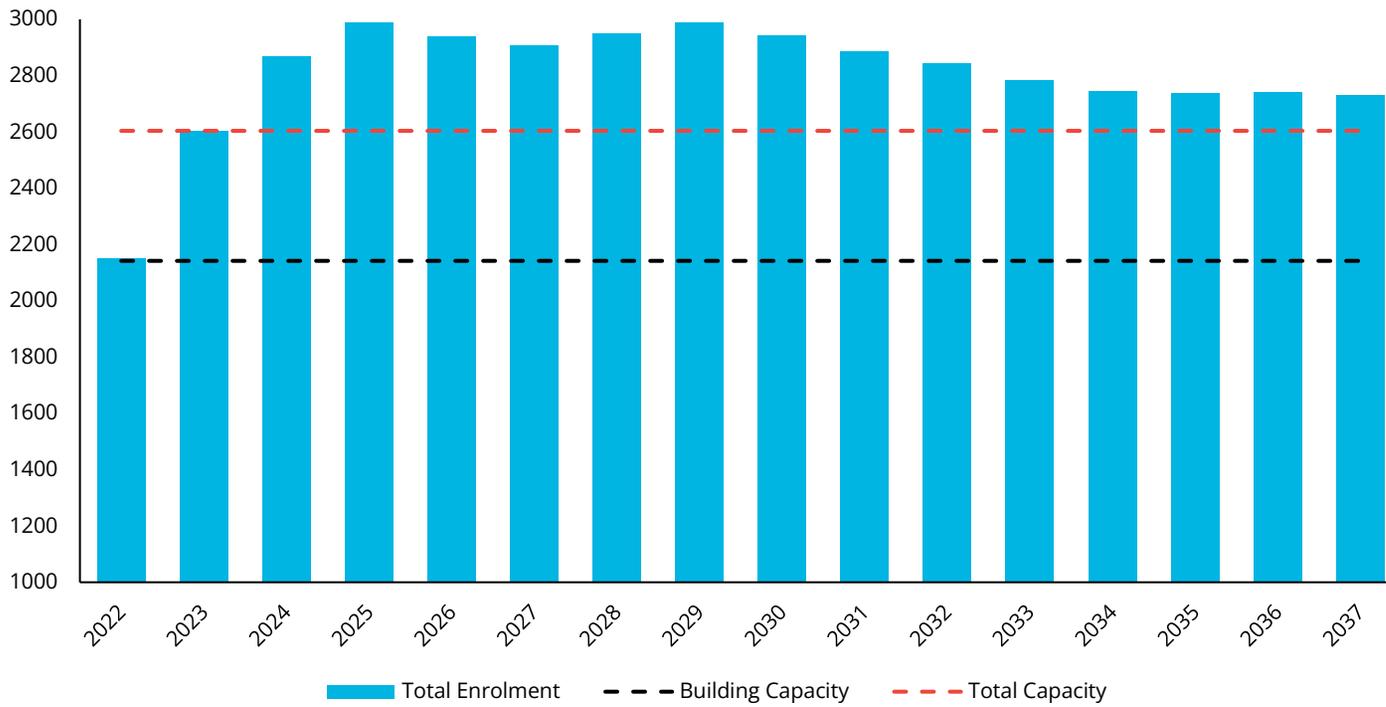
This SRA has the following characteristics:

- Current utilization of 100% and projected to increase to over 140% utilization by 2025.
- A blend of established, maturing, and new communities with stable, declining, and growing student enrolments.
- Both secondary schools are projected to reach maximum capacity within the next 3 years. This will be attenuated by the 23:1 loading required by the Ministry, necessitating some intervention to accommodate students over the long-term until the fourth secondary school opens in Milton.
- At the moment there are opportunities for improvement on retention rates for the feeder elementary schools. If improved significantly, additional accommodation will be needed more expeditiously.

## Accommodation Plans and Considerations

Enrolment will increase as a result of new development, and the increase in retention of Grade 8 to Grade 9 students. New development located in Boyne and planned development located in Milton Heights are included in projections. As planning advances for the Milton Education Village yields will be incorporated into future LTAPs which it anticipates to increase utilization for the SRA. It is recommended that staff continue to monitor the progress of studies in this SRA, and the submission of development applications to explore opportunities for improved school building utilization. Planning will be recommending an addition to Milton DHS to be ranked number 1 project in the next round of the Capital Priorities programs.

With the opening of Elsie MacGill SS in 2021/2022 and the offering of regional programs such as I-STEM and Advance Placement, the Grade 8 to Grade 9 retention rate is anticipated to increase in this SRA. The Board will continue to monitor changing trends.



## Five Year Change in Grade 8 - 9 Retention

SRA 104

**+10%**

Milton

Halton Region

**+14%** **+5%**

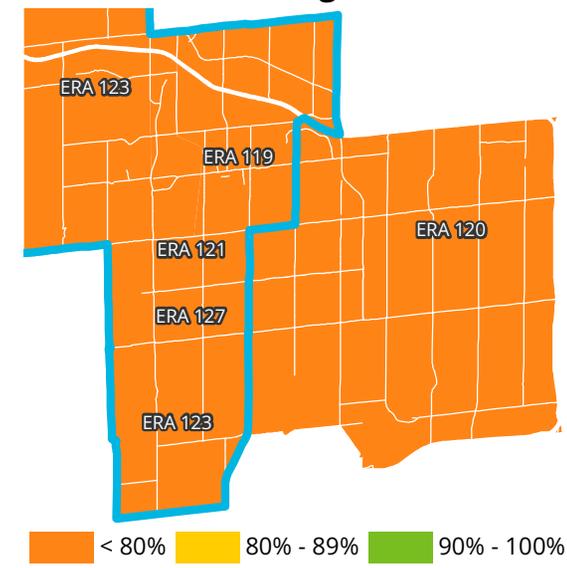
## Historical Grade 8 - 9 Retention

ERA	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	5 Year Retention Rate Change
ERA 119	88%	90%	81%	80%	73%	75%	67%	79%	82%	80%	5%
ERA 120	76%	61%	65%	55%	52%	52%	52%	60%	62%	66%	13%
ERA 121	69%	58%	54%	63%	51%	50%	59%	58%	62%	71%	21%
ERA 123	88%	91%	82%	74%	85%	84%	71%	71%	91%	77%	-6%
ERA 127	-	-	-	-	35%	32%	31%	46%	50%	63%	31%

Grade 8 to Grade 9 retention rates in this SRA are below the municipal and regional retention rates but have seen an increase over the past five years. Projections assume retention rates will remain at approximately 70% retention for most schools. The following schools have had consistent Grade 8 to Grade 9 retention rates over the past five years;

- Lower than 80% - Anne J. MacArthur PS (ERA 121), Boyne (ERA 127), Brookville PS (ERA 123), Escarpment View PS (ERA 121), Martin Street, P.L. Robertson PS (ERA 121), Viola Desmond PS (ERA 127)
- Lower than 50% - Bruce Trail PS (ERA 120), Chris Hadfield PS (ERA 120).

## Five Year Average Retention





**Elsie MacGill**



<b>Year Built</b>	2021
<b>Additions</b>	
<b>Site Size</b>	6.0 Ha/ 14.8 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	1089
<b>Max. Capacity</b>	1341
<b>FCI (Assess. Yr.)</b>	N/A ●

**ENG** 9 - 12
 **CPP**
**ISTEM**
  
**SHSM**

**Milton District**



<b>Year Built</b>	1956
<b>Additions</b>	1964, '67, '79, '93
<b>Site Size</b>	7.0 Ha/ 17.3 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	1053
<b>Max. Capacity</b>	1263
<b>FCI (Assess. Yr.)</b>	3% (2016) ●

**ENG** 9 - 12
 **AP**
**SHSM**
  
**FI** 9 - 12
   
**G** 9 - 12

**Woodview Mental Health & Autism Services**

ECPP Services in surplus classroom space

Note: Programs shown are available as of October of the year of the LTAP and are subject to change.

# Facility Key Performance Indicators



**Number of Schools with Outdoor Learning**

SRA 104	HDSB
<b>2/2</b>	<b>14/16</b>
	Board Target
	<b>16/16</b>



**Average Building Accessibility**

SRA 104	HDSB
<b>100%</b>	<b>100%</b>
	Board Target
	<b>100%</b>



**Average Number of Students Per Hectare**

SRA 104	HDSB
<b>159</b>	<b>202</b>
	Rec'd. Max.
	<b>198</b>



**Average Carbon Footprint (GHG - kg CO<sub>2</sub>e/ m<sup>2</sup>)**

SRA 104	HDSB
<b>36</b>	<b>32</b>
	Board Target
	<b>29</b>



**Average Amount of Air Conditioned Space per School**

SRA 104	HDSB
<b>91%</b>	<b>89%</b>
	Board Target
	<b>100%</b>

**FCI** **Average Facility Condition Index**

SRA 104	HDSB
<b>3%</b>	<b>12%</b>
	Board Target
	<b>15%</b>

# SRA 104 Facility Condition Summary

The school facilities in this SRA have the following characteristics:

- Lower FCI compared to the Board’s average, in GOOD condition (Below 10%).
- Accessibility requirements are met for Milton District, and continue to be enhanced. Elsie MacGill meet all current accessibility standards.
- Air Conditioning classroom enhancements continue to be improved at Milton District to be in alignment with the goals and objectives of the Board. Elsie MacGill is fully accessible.

## Key Performance Indicator Scorecard

KPI CATEGORY	2022 RATING	PREVIOUS	TREND
Average FCI			-
Average Number of Students per Hectare			+
Average Building Accessibility			
Average Amount of Air Conditioned Space			
Average Carbon Footprint (GHG)			+
Number of Schools with Outdoor Learning			=



# SRA 104 Summary of Accommodation Issues and Recommended Actions

## Immediate Term (2023-2024)

**Name:** Milton District HS Accommodation Pressures

**Type:** Capital Priorities Program Funding

**Issue:** Increasing student enrolment and building utilization (>100% utilization).

**Proposed Action:** Submit a business case for Milton District HS, for an addition and childcare, as well as internal renovations to improve the cafeteria and specialized classrooms

**Target Year:** TBD (Event Based)

## Medium Term (2025-2027)

N/A

## Long Term (2028+)

N/A



# SRA 105

## Milton East

### Area Overview

Craig Kielburger SS, built in 2012, is the only school in this secondary review area (SRA). This school services parts of elementary review areas (ERAs) 120 and 127. Craig Kielburger SS offers International Baccalaureate, Locally Developed programs, and Community Pathway Programs.

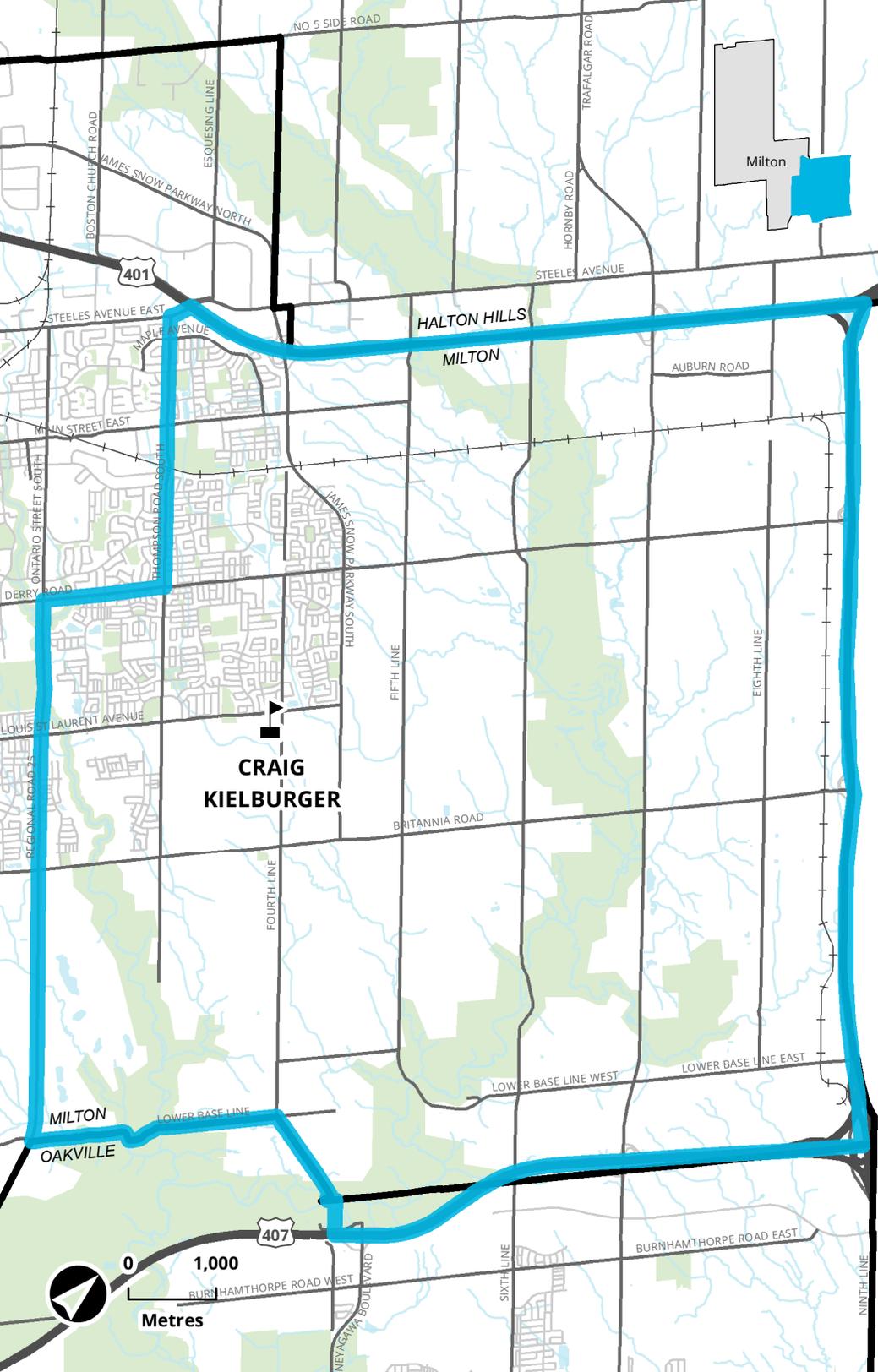
There are two proposed secondary school sites, one in the Trafalgar Corridor Secondary Plan and one in the Britannia Corridor Secondary Plan.

### Recommendations

- Portables are projected to be required in all schools over the next 15 years. Monitor building utilization and classroom loading.
- Initiate planning of Milton SE #4 hs in the Britannia Corridor Secondary Plan to provide relief to Craig Kielburger SS.
- Monitor the progress of the Trafalgar Corridor Secondary Plan and the Britannia Secondary Plan and establish the timing of the proposed secondary school.
- Review program distribution.

### Past Actions

- 2021** Rural Milton/Oakville Cohort Alignment boundary review completed
- 2020** Elsie MacGill SS boundary review completed, impacting Milton District HS and Craig Kielburger SS boundaries
- 2019** Advance Placement and IB program added to Craig Kielburger SS



# Enrolment Overview

## ENROLMENT, UTILIZATION, AND SPACE STATISTICS

School	Building Capacity	Current Portables	Max Portables	Total Capacity	ENROLMENT, UTILIZATION, AND SPACE STATISTICS															
					Current 2022	Intermediate 2023 2024		Medium Term 2025 2026 2027			Long Term 2028 2029 2030 2031 2032 2033 2034 2035 2036 2037									
Craig Kielburger	1383	24	24	1,887	2054	2108	1994	1901	1778	1721	1765	1802	1977	2111	2259	2473	2663	2883	3139	3292
	Percent Utilization				149%	152%	144%	137%	129%	124%	128%	130%	143%	153%	163%	179%	193%	208%	227%	238%
	Available classrooms (+/-)				-29	-32	-27	-23	-17	-15	-17	-18	-26	-32	-38	-47	-56	-65	-76	-83
SRA 105 Total	1383	24	24	1887	2054	2108	1994	1901	1778	1721	1765	1802	1977	2111	2259	2473	2663	2883	3139	3292
	Percent Utilization				149%	152%	144%	137%	129%	124%	128%	130%	143%	153%	163%	179%	193%	208%	227%	238%
	Available classrooms (+/-)				-29	-32	-27	-23	-17	-15	-17	-18	-26	-32	-38	-47	-56	-65	-76	-83

## Enrolment Summary

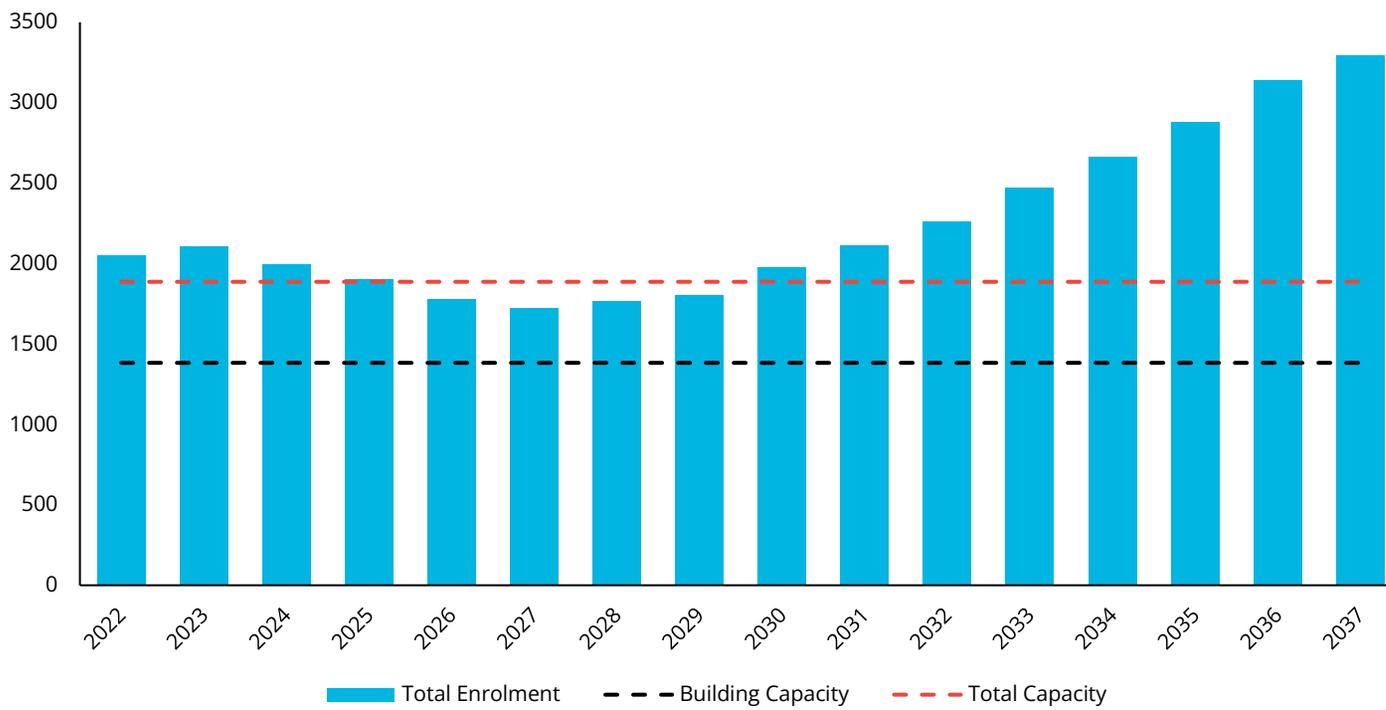
This SRA has the following characteristics:

- Current utilization of 149% and projected to increase with the development of the Trafalgar Corridor and Britannia Secondary Plan.
- A blend of established, maturing, and new communities with stable, declining, and growing student enrolments.
- Craig Kielburger is projected to remain above maximum capacity for the next 3 years. This will be attenuated by the 23:1 loading required by the Ministry, necessitating some intervention to accommodate students over the long-term until the fourth secondary school opens in Milton.

## Accommodation Plans and Considerations

Enrolment will increase as a result of new development, and the increase in retention of Grade 8 to Grade 9 students. New development located in Boyne and planned development located in Trafalgar Corridor are included in projections. As planning advances for the Trafalgar Corridor and Britannia Corridor yields are incorporated into the LTAPs which increases utilization of this SRA. It is recommended that staff continue to monitor the progress of studies in this SRA, and the submission of development applications to explore opportunities to build new secondary schools. One secondary school is reserved in each secondary plan.

Proposed boundary reviews in ERA 120 focused around Tiger Jeet Singh PS may impact Milton District HS catchments. This boundary review will redirect students that are within walking distance to Tiger Jeet Singh PS but currently attend Anne J. MacArthur PS. Anne J MacArthur PS Grade 8 students are directed to Elsie MacGill SS. When this review occurs, secondary school catchment should be included to determine if a split Grade 8 cohort will remain or if there is an opportunity to unify the Grade 8 students at Craig Kielburger SS.



## Five Year Change in Grade 8 - 9 Retention

SRA 105

**+28%**

Milton

Halton Region

**+14%**

**+5%**

## Historical Grade 8 - 9 Retention

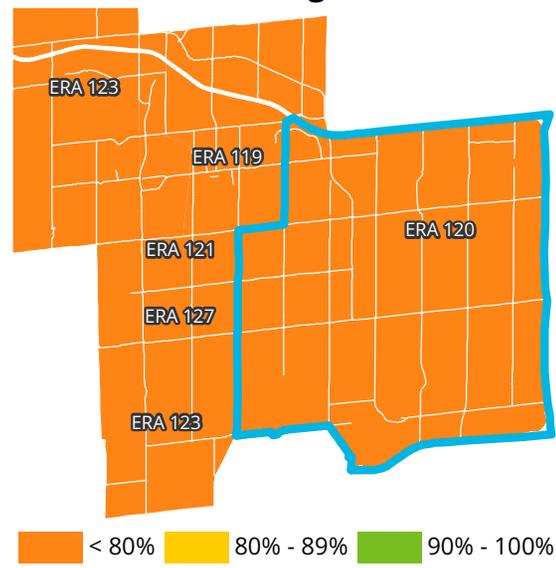
ERA	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	5 Year Retention Rate Change
ERA 120	76%	61%	65%	55%	52%	52%	52%	60%	62%	66%	13%
ERA 127	-	-	-	-	35%	32%	31%	46%	50%	63%	31%

Grade 8 to Grade 9 retention rates in this SRA are above municipal and higher than regional retention rates, they have been increasing over the past five years. Projections assume retention rates will remain consistent for all schools. The following schools have had consistent Grade 8 to Grade 9 retention rates over the past five years;

- Lower than 80% - Tiger Jeet Singh PS (ERA 120)

Regional programs such as International Baccalaureate, Community Pathway Program, and Locally Developed Program, the Grade 8 to Grade 9 retention rate is anticipated to maintain retention rates at Milton secondary schools.

## Five Year Average Retention







FACILITY

<b>Year Built</b>	2012
<b>Additions</b>	2018
<b>Site Size</b>	6.8 Ha/ 16.9 Ac
<b>Adjacent to Park</b>	Yes
<b>Capacity</b>	1383
<b>Max. Capacity</b>	1887
<b>FCI (Assess. Yr.)</b>	0% (2020) ●

PROGRAMS

<b>ENG</b> 9 - 12	<b>IB</b>	<b>LDv</b>
<b>FI</b> 9 - 12	<b>SHSM</b>	<b>ESL</b>
	<b>CPP</b>	<b>LEAP</b>

PARTNERSHIPS

**Milton Sports Dome Inc.**  
Shared turf playfield and dome

Note: Programs shown are available as of October of the year of the LTAP and are subject to change.

# Facility Key Performance Indicators



**Number of Schools with Outdoor Learning**

SRA 105  
**0/1**

HDSB  
**14/16**  
Board Target  
**16/16**



**Average Building Accessibility**

SRA 105  
**100%**

HDSB  
**100%**  
Board Target  
**100%**



**Average Number of Students Per Hectare**

SRA 105  
**298**

HDSB  
**202**  
Rec'd. Max  
**198**



**Average Carbon Footprint (GHG - kg CO<sub>2</sub>e/ m<sup>2</sup>)**

SRA 105  
**20**

HDSB  
**32**  
Board Target  
**29**



**Average Amount of Air Conditioned Space per School**

SRA 105  
**100%**

HDSB  
**89%**  
Board Target  
**100%**

**FCI** **Average Facility Condition Index**

SRA 104  
**0%**

HDSB  
**12%**  
Board Target  
**15%**

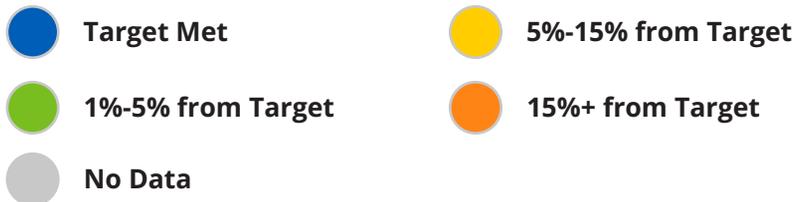
# SRA 105 Facility Condition Summary

The school facilities in this SRA have the following characteristics:

- Lower FCI compared to the Board’s average, in GOOD condition (Below 10%).
- Accessibility requirements are met.
- Air Conditioning classroom enhancements are in alignment with the goals and objectives of the Board.

## Key Performance Indicator Scorecard

KPI CATEGORY	2022 RATING	PREVIOUS	TREND
Average FCI			=
Average Number of Students per Hectare			=
Average Building Accessibility			
Average Amount of Air Conditioned Space			
Average Carbon Footprint (GHG)			+
Number of Schools with Outdoor Learning			=



# SRA 105 Summary of Accommodation Issues and Recommended Actions

## Immediate Term (2023-2024)

**Name:** Milton #4 HS (Britannia Secondary Plan)

**Type:** Capital Priorities Program Funding

**Issue:** A new secondary school is required to accommodate the development of the Britannia secondary plan.

**Proposed Action:** Submit a business case to the Ministry of Education for Capital Priorities Program funding. If funded, a boundary review will be initiated.

**Target Year:** TBD (Event Based)

## Medium Term (2025-2027)

N/A

## Long Term (2028+)

**Name:** Milton #5 HS (Trafalgar Secondary Plan)

**Type:** Capital Priorities Program Funding

**Issue:** New secondary school is required to accommodate the development of the Trafalgar secondary plan.

**Proposed Action:** Submit a business case to the Ministry of Education for Capital Priorities Program funding. If funded, a boundary review will be initiated.

**Target Year:** TBD (Event Based)

# Appendix

**Accessibility:** This KPI measures in general terms, the percentage of square footage that is accessible to those in a wheelchair or other mobility assisted device. The focus for this KPI is the removal of physical barriers to our schools (ramps and elevators). Greater detail around other metrics will be provided through the HDSB Accessibility Plan. The measurements presented in the LTAP do not include the AODA requirements under the most recent Ontario Building Code.

**Advanced Placement (AP):** An enhanced curriculum built into courses to better prepare students for AP exams. AP exams allow high school students who excel on these exams the opportunity to gain university credits.

**Air Conditioning:** As we continue to advance occupant comfort and equity among baseline services we provide in our schools, air conditioning of schools has been a cost intensive effort. We are presenting air conditioning data as a percentage of the net, targeted air-conditioned square footage of each school that has been air conditioned. The Board is prioritizing air conditioning instructional spaces (e.g. classrooms), administrative areas, and common areas (e.g. libraries, resource rooms, etc.) within our facilities.

**Behavior Resource Class (BRC):** For students who have difficulty meeting the expectations of a regular classroom setting. Students reintegrate into a regular classroom setting when appropriate, starting with staff support that is phased out when the student demonstrates success.

**Boundary Reviews:** A formal review process that serves to realign catchment areas to redirect students to other schools and rebalance enrolment and overall utilization. For more information on the process [click here](#).

### **Classrooms (Surplus / Deficit):**

- **Surplus (+):** The number of available classrooms when enrolment is within building capacity.
- **Deficit (-):** The number of classrooms required when enrolment exceeds the building capacity.

**Communication Program (CP):** For students who are in kindergarten to early junior grades and who are severely limited in their communication skills. Students transition from the program when functional communication goals have been addressed, but it is expected that the student will continue to receive support.

**Community Partnership Program:** A Board policy to share space at existing and proposed facilities as well as support planning with community partners regarding land-use and green space/park planning. The policy reflects the Ministry of Education's Community Planning and Partnerships Guideline.

**Community Pathways Program (CPP):** Delivers an individualized alternate curriculum to students with limited cognitive and adaptive skills. Support in communication, functional academics, skills of daily living, social skills, self-regulation, and motor skills are provided to develop independent/semi-independent living skills. Students can earn a Community Skills Certificate or Employment Skills Certificate.

**Community Redirections:** A redirection of new students in a community to schools outside of their local catchment areas, triggered when a particular school or multiple schools have reached capacity and cannot accommodate more students. This often occurs as a result of residential development and growth, and/or when the Board is awaiting the completion of a major school project to alleviate pressures. For further information see [Section 1.8](#).

**Current Portables:** The current number of portables on school sites.

**Development:** Applications circulated by a municipality and received by the Board. Residential units indicated in the development applications have been entered in school projections. There are three residential unit types:

- **Low (density):** Consists of single and semi-detached residences
- **Medium (density):** Consists of townhouse type dwellings
- **High (density):** Consists of apartment-style residences

**Education Development Charges (EDCs):** This funding source is earmarked for the purchase of school sites and funding site preparation works, which serve to address a future accommodation need that are growth related, specifically new development. Funding is generated by imposing a development charge/levy on all new residential and/or non-residential development in the Region of Halton. For further information see [Section 1.5](#).

**Elementary Review Area (ERA):** Elementary Review Areas are developed by Planning staff to analyze community trends on a more detailed scale, rather than if the data were organized municipally or regionally. These geographic areas typically comprised several schools however some ERAs may have no schools.

**Energy Efficiency & Carbon Footprint:** The metric converts gas into equivalent kilowatt hours per metre squared, and is added to the schools electricity consumption. Schools that have a lower  $\text{ekWhr/m}^2$  are generally better energy performers than those with higher numbers. The KPI presented will be the average Carbon Footprint of schools, which is the measure of Greenhouse Gas (GHG) emissions generated by the facilities.

**English Language Learner (ELL):** A student whose first language is a language other than English. This includes a variety of English that is significantly different from the language of instruction in Ontario's schools.

**English Literacy Development (ELD):** Programs for ELLs.

**English Program (ENG):** The principal K-12 English language curriculum which also includes primary and intermediate Core French. This program accounts for approximately 75% of enrolment.

**English as a Second Language (ESL):** Program intended for students whose first language is other than English, or is a variety of English that is significantly different from that used for instruction in Ontario schools.

**Expressive Language and Phonological Awareness Class (ELPHA):** A full-year self-contained placement for Grade 1 students with significant expressive oral language delays who have at least average receptive language (oral language comprehension)/non-verbal cognitive ability. The focus is to develop oral language, phonological awareness, literacy and numeracy abilities within the framework of the Grade 1 curriculum.

**Feasibility Studies:** Studies that are completed to confirm whether a proposed major capital and or accommodation project is feasible, and can be achieved with the Board's resources.

**Facility Condition Index (FCI):** is a standard facility management benchmark that is used to objectively assess the current and projected condition of a building asset. Information on the condition of schools is gathered in five-year cycles. A school with a low FCI rating needs less repair and renewal work than a school with a higher FCI rating. For further information see [Section 1.4](#).

**FCI Assessment Year (FCI Asmt Yr):** Information of the school condition is gathered in five-year cycles. The year indicates the last assessment.

**French Immersion Program (FI):** A French language focused program offered from Grades 2 - 12. At the elementary level the program is full-time self-contained and offers 100% French instruction in Grade 2, 80% in Grade 3, and 50% in Grades 4-8. Secondary level FI students must accumulate a total of 10 immersion credits to receive a Certificate of Immersion Studies upon graduation.

**Gifted (G):** This placement supports students with an unusually advanced

degree of general intellectual ability. At the elementary level the program is offered from grades 1-8 where students are placed in a full-time self-contained class. At the secondary level, gifted students participate in English program courses but are clustered with other gifted students.

**Gifted Secondary Placement:** A congregated grouping of students with an identification of Giftedness at designated secondary (high) schools. Students will be scheduled with non-identified learners in particular courses at the secondary school level. The Ontario curriculum in each of the clustered classes will be differentiated in breadth, depth, and pace from the curriculum being offered in the regular class.

**Holding Area/School:** Where the Board accommodates a student in a school outside of their community until such time a school is opened in their community or within close proximity. Transportation is provided.

**International Baccalaureate (IB):** A two-year diploma program that provides students with an internationally accepted qualification for entry into higher education. Students will also earn the Ontario Secondary School Diploma and may receive credit for courses at some universities. The program is delivered in grade 11-12. A learning program is offered for Grade 9-10 students accepted into IB.

**I-STEM:** A four-year (Grade 9-12) regional program with a focus on innovation through interdisciplinary learning opportunities that connect science, technology, engineering, and math. Students work collaboratively with post-secondary and community partners.

**Kindergarten Expressive Language and Literacy Program (KELLP):** A program for Year 2 Kindergarten students with significant expressive oral language delays. The focus is to develop oral language, phonological awareness, and literacy abilities within the framework of the Kindergarten program. It is an alternate two-day-a-week program with students continuing to attend their home school on the off-days.

**Learning Disability (LD):** Provides students with learning disabilities additional support in the areas of reading/writing, numeracy, technology and learning skills. Appropriate for students experiencing significant difficulties with grade level curriculum for a variety of reasons, and who may have additional exceptionalities in addition to a learning disability.

**Life Skills (LS) :** Supports the learning needs of students who present with significant to severe developmental delays. There is a focus on the development of independence in the skills of daily living, including communication, self-regulation, self-advocacy and social skills. Students may be in this placement full time (self-contained), or may be partially integrated into mainstream classes within the school.

**Locally Developed (LDv):** For students who may be several grade levels behind in literacy and numeracy skills. Students in this program require flexibility and support to meet graduation requirements. The program allows students to complete tasks and homework with assistance, support, and prompting.

**On The Ground (OTG) Capacity (“Capacity”):** Provincially recognized pupil place capacity of the school building, which may include additions or alterations to the school building. This figure is recognized as the operating capacity of the school. This figure does not include portables or portapaks.

**Outdoor Learning:** This KPI indicates schools that have at least one outdoor learning space for use.

**Percent Utilization:** A percentage to denote facility usage based on enrolment divided by capacity e.g. 400 pupils in a 500 pupil place capacity school has a utilization of 80%.

**Portables:** A modular classroom, which by design can be moved and relocated as required. This space is considered not permanent and is excluded from the school’s capacity.

**Program Reviews:** An examination of where and/or how a program is delivered. This can occur in conjunction with a boundary review, a pupil accommodation review, or independently. For further information see [Section 1.8](#).

**Pupil Accommodation Reviews (PAR):** This process is used to reduce surplus pupil places at under-utilized school facilities, projected to remain unused or needed for the long term. This process can lead to school consolidation and closures. For further information see [Section 1.8](#).

**Repurposing:** The on-the-ground capacity of a school can be reduced if the classrooms are converted to an alternative use. Repurposing classroom space can be used in schools with healthy enrolments that continue to have excessive surplus space, similar to Right-Sizing Projects.

**Right-sizing Projects:** This involves identifying opportunities to change the size of the school by decreasing its on-the-ground capacity. By reducing pupil places, the utilization of a school will improve.

**Secondary Plan:** A land-use plan for a particular area of a municipality to undertake the necessary studies and background analysis to support large-scale new development for that area.

**Secondary Review Areas (SRA):** Secondary Review Areas are developed by Planning staff to analyze community trends on a more detailed scale rather than if the data were organized municipally or regionally for secondary schools. These geographic areas typically comprised several schools however some

SRAs may have no schools.

**Specialist High Skills Major (SHSM):** Allows Grade 11-12 students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma. Students gain sector-specific skills and knowledge, and may obtain certifications recognized in those sectors.

**Structured Learning Class (SLC):** Helps students with self-regulation and social interaction skills so they may rejoin a regular classroom setting. The first year takes place in a self-contained classroom. In the second year students are integrated, as appropriate, into regular classroom settings with monitoring and coaching provided.

**Students per Hectare:** As a general measure of student access to green space, students per hectare is provided on a school by school basis.

**Three Year Historical Junior Kindergarten Enrolment Trend:** This is a measurement of Junior Kindergarten enrolment changes for the past three years for ERAs, Municipalities, and the Region. It will indicate if an ERA has the ability to grow or decline. Comparisons to the Municipality and Region are provided. For example, Region (+2%) represents an average increase of 2% in JK enrolments for the entire region over the last three years.

**To Be Determined (TBD):** Refers to accommodation initiatives that the Board intends to undertake, but timing has yet to be finalized for due to a number of factors. These factors may include, but not limited to, any combination of the following: awaiting for enrolments to reach a certain threshold; development proceeding in growth areas; availability of data; outcomes of other boundary reviews; and/or provincial initiatives that affect school accommodation. The project is a future planned, but timing is based on enrollments enrolments meeting a threshold prior to commencing the boundary review.

**To Be Determined Event Based (TBD Event Based):** Refers to accommodation initiatives that the Board may or may not undertake. In the context of timing for accommodation planning initiatives. Refers to projects that will be triggered when an expected event occurs outside of HDSB Board’s control. Typically these triggers can include but are not limited to any combination of the following: Ministry of Education requesting boards to submit capital priority business cases for planned school projects; Ministry awarding funding for a school project; and/or the Board advancing other priorities independently.

**Total Capacity:** The number of students a school site can hold taking into account the capacity of the school building and total portables.

**Total Portables:** The maximum number of portables that can be placed on a school site at the time of publication.

# Appendix B

## Family of Schools Feeder Lists

### Milton English Feeder Flow

Representative of 2023/2024 school year.

#### Grades K-5 English School

E.W. Foster
Sam Sherratt
Robert Baldwin
J. M. Denyes
Bruce Trail
Chris Hadfield
Martin Street
Escarpment View
Hawthorne Village
Irma Coulson
Tiger Jeet Singh
Milton SW #12 ps*
Anne J. MacArthur
Boyne
P.L. Robertson
Viola Desmond
Rattlesnake Point
Brookville

#### Grades 6—8

Sam Sherratt
W.I. Dick
Bruce Trail
Chris Hadfield
Martin Street
Escarpment View
Hawthorne Village
Irma Coulson
Tiger Jeet Singh
Milton SW #12 ps*
Anne J. MacArthur
Boyne
P.L. Robertson
Viola Desmond
Rattlesnake Point
Brookville

#### Grades 9—12

Milton District

Craig Kielburger

Elsie MacGill

Milton District,  
Acton District

#### Notes

\*Students residing Milton SW #12 ps catchment are temporarily redirected to Irma Coulson PS grade 2-8 FI

# Milton French Immersion Feeder Flow

Representative of 2023/2024 school year.



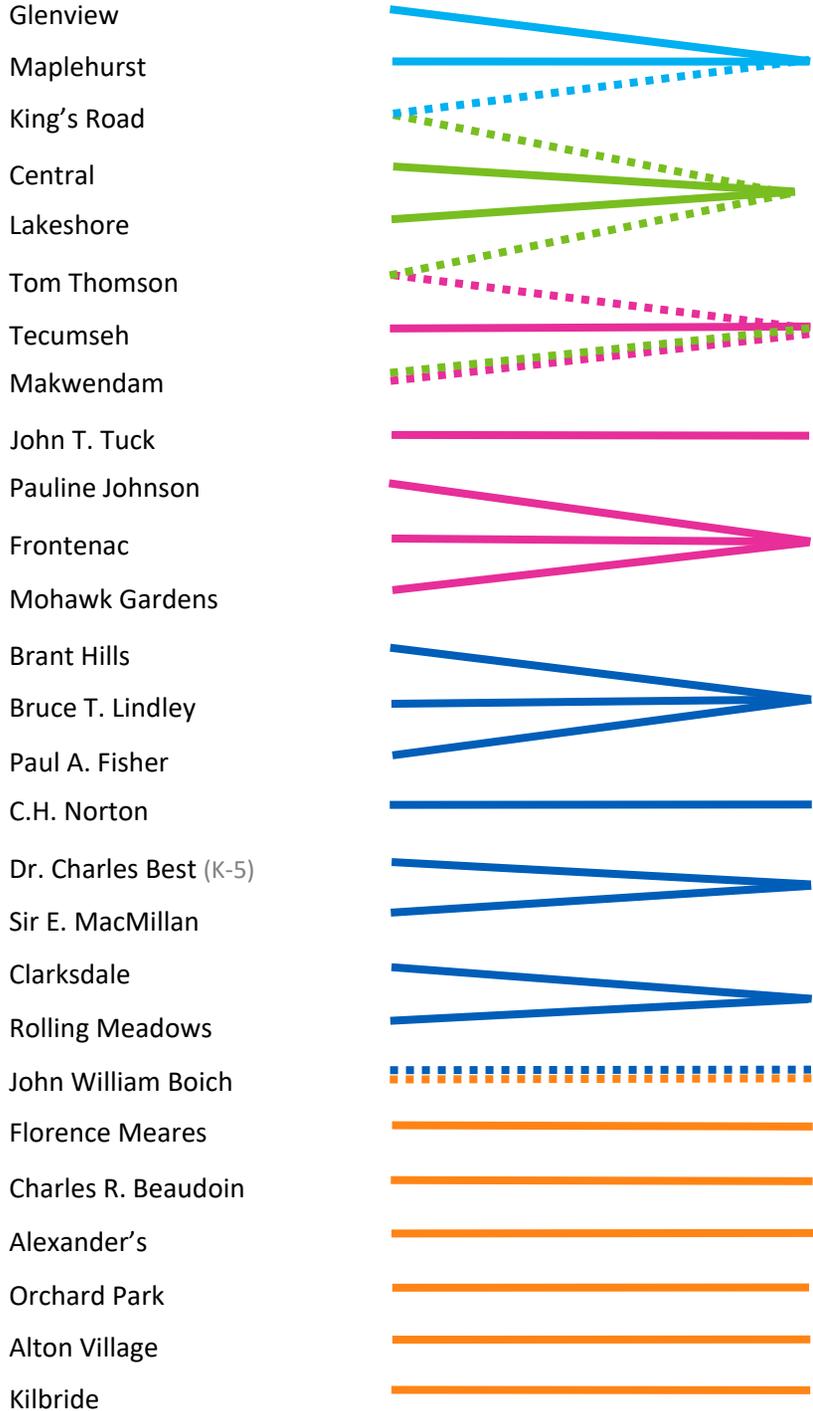
## Notes

\*Students residing Milton Sw #12 ps catchment are temporarily redirected to Irma Coulson PS grade 2-8 FI

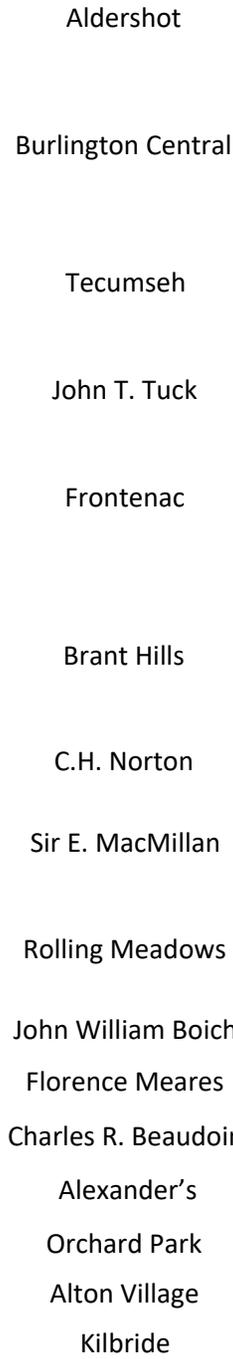
# Burlington English Feeder Flow

Representative of 2023/2024 school year.

## Grades K-6 English School



## Grades 7—8



## Grades 9—12



# Burlington French Immersion Feeder Flow

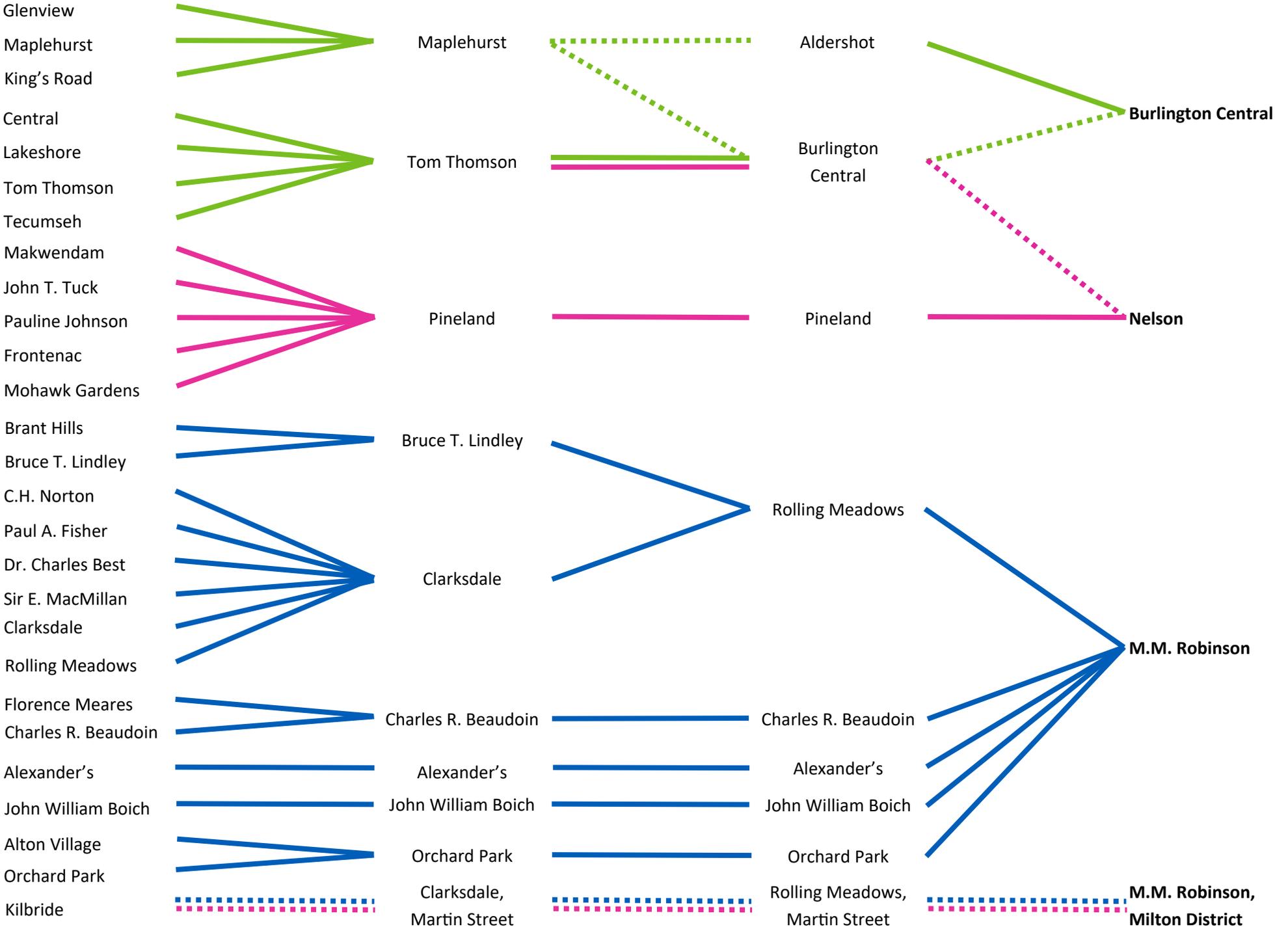
Representative of 2023/2024 school year.

## Grade 1 English School

## Grade 2—Grade 6

## Grades 7—8

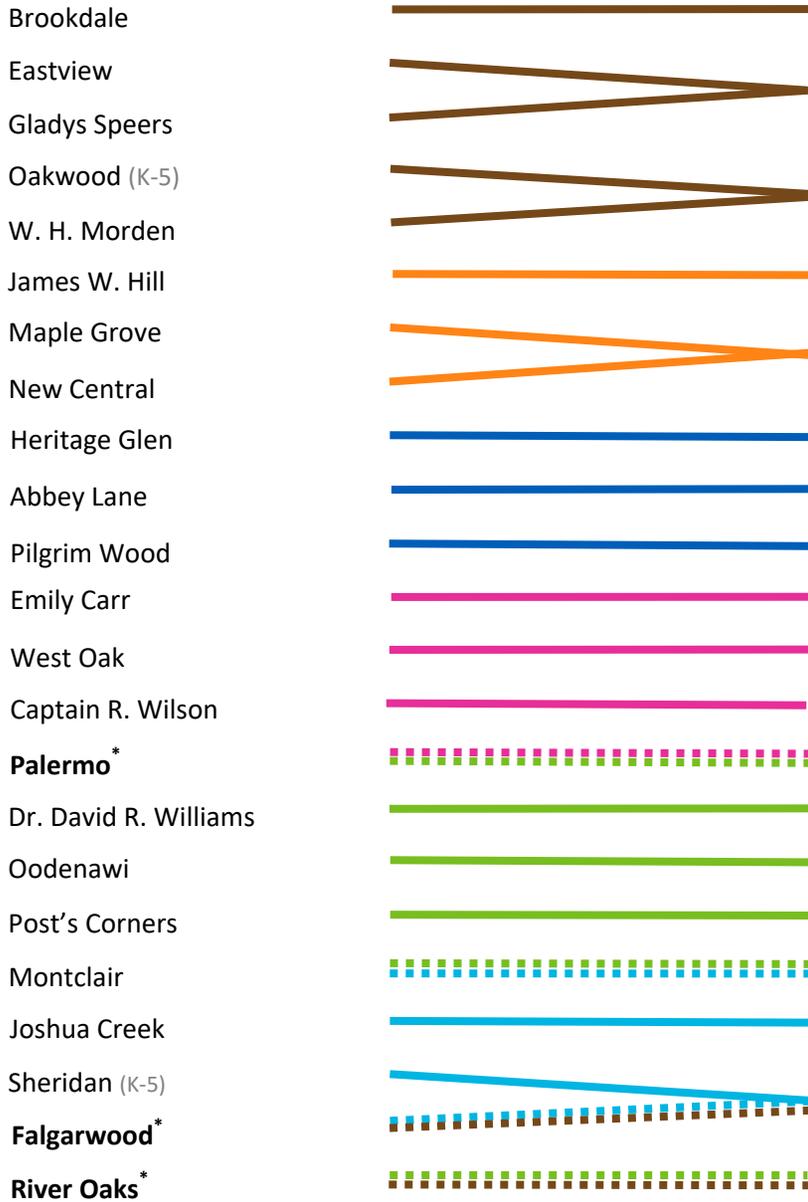
## Grades 9—12



# Oakville English Feeder Flow

Representative of 2023/2024 school year.

## Grades K-6 English School



## Grades 7—8



## Grades 9—12



### Notes

\* Students residing north of Dundas St in the Falgarwood PS, River Oaks PS, Palermo PS, Munn's and Sunningdale PS catchments are temporarily redirected to T.A. Blakelock HS

# Oakville French Immersion Feeder Flow

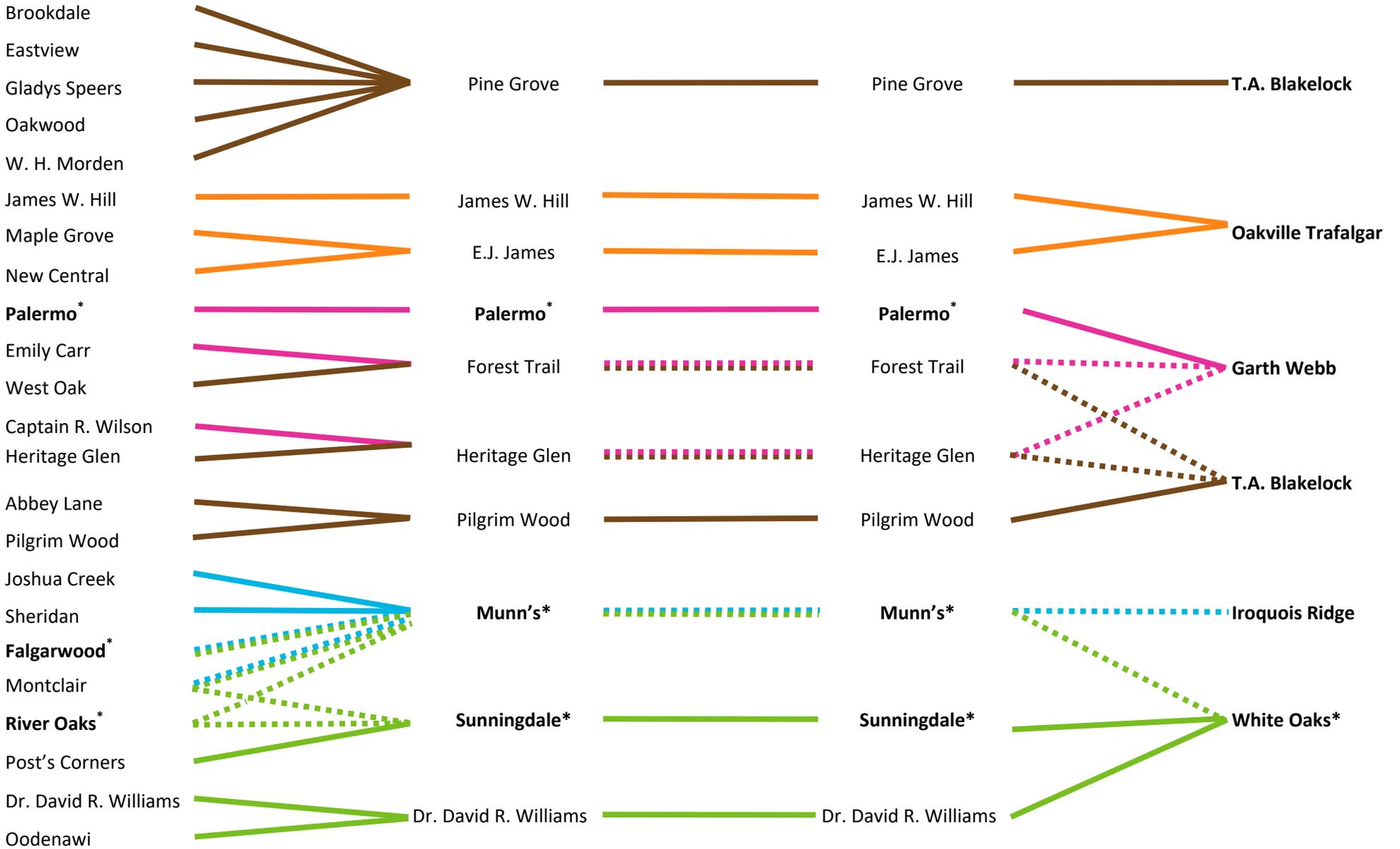
Representative of 2023/2024 school year.

## Grade 1 English School

## Grade 2—Grade 6

## Grades 7—8

## Grades 9—12



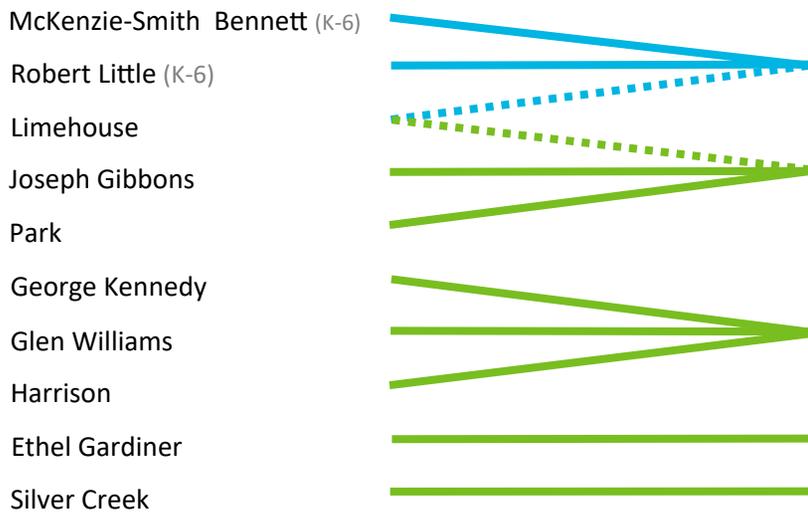
### Notes

\*Students residing north of Dundas St in the Falgarwood PS, River Oaks PS, Palermo PS, Munn's and Sunningdale PS catchments are temporarily redirected to T.A. Blakelock HS

# Halton Hills English Feeder Flow

Representative of 2023/2024 school year.

## Grades K—6 English School



## Pineview



## Grades 6 — 8

Acton Elem (7-8)

Stewarttown

Centennial

Ethel Gardiner

Silver Creek

Stewarttown

## Grades 9—12

Acton District

Georgetown District

Georgetown,  
Acton District,  
Milton District,

# Halton Hills French Immersion Feeder Flow

Representative of 2023/2024 school year.

## Grade 1 English School

## Grade 2—Grade 6

## Grades 7—8

## Grades 9—12

McKenzie-Smith

Bennett

Robert Little

Limehouse

Joseph Gibbons

Park

George Kennedy

Glen Williams

Harrison

Ethel Gardiner

Silver Creek

**Pineview**

Robert Little

George Kennedy

George Kennedy,  
Robert Little,  
Martin Street

Acton Elem

Centennial

Centennial,  
Acton Elem,  
Martin Street,

**Acton District**

**Georgetown District**

**Georgetown,  
Acton District,  
Milton District,**

# Appendix C

## Historical Enrolment

### Total Board Enrolment by Municipality

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Historical Enrolments									
					2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Burlington	20,089	43	278	25,927	18,491	18,513	18,438	18,494	18,410	18,152	18,122	17,843	17,883	17,783
	Percent Utilization				92%	92%	92%	92%	92%	90%	90%	89%	89%	89%
	Available classrooms (+/-)				69	69	72	69	73	84	86	98	96	100
Halton Hills	7,741	10	108	10,009	7,068	6,880	6,757	6,637	6,462	6,337	6,227	6,058	6,028	6,127
	Percent Utilization				91%	89%	87%	86%	83%	82%	80%	78%	78%	79%
	Available classrooms (+/-)				29	37	43	48	56	61	66	73	74	70
Milton	15,789	159	342	22,971	12,682	13,250	13,735	14,382	14,748	15,345	16,118	16,609	16,971	17,531
	Percent Utilization				80%	84%	87%	91%	93%	97%	102%	105%	107%	111%
	Available classrooms (+/-)				135	110	89	61	45	19	-14	-36	-51	-76
Oakville	24,344	152	325	31,169	21,894	22,213	22,597	23,365	23,906	24,521	24,908	24,937	25,152	25,362
	Percent Utilization				90%	91%	93%	96%	98%	101%	102%	102%	103%	104%
	Available classrooms (+/-)				107	93	76	43	19	-8	-25	-26	-35	-44
Total	67,963	364	1,053	90,076	60,135	60,856	61,527	62,878	63,526	64,355	65,375	65,447	66,034	66,803
	Percent Utilization				88%	90%	91%	93%	93%	95%	96%	96%	97%	98%
	Available classrooms (+/-)				340	309	280	221	193	157	113	109	84	50

### Total Board Enrolment by Panel

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Historical Enrolments									
					2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Elementary	48,145	267	889	68,592	42,710	43,529	44,074	44,889	45,109	45,590	46,077	45,653	45,610	45,896
	Percent Utilization				89%	90%	92%	93%	94%	95%	96%	95%	95%	95%
	Available classrooms (+/-)				236	201	177	142	132	111	90	108	110	98
Secondary	19,818	97	164	23,262	17,425	17,327	17,453	17,989	18,417	18,765	19,298	19,794	20,424	20,907
	Percent Utilization				88%	87%	88%	91%	93%	95%	97%	100%	103%	105%
	Available classrooms (+/-)				104	108	103	80	61	46	23	1	-26	-47
Total	67,963	364	1,053	91,854	60,135	60,856	61,527	62,878	63,526	64,355	65,375	65,447	66,034	66,803
	Percent Utilization				88%	90%	91%	93%	93%	95%	96%	96%	97%	98%
	Available classrooms (+/-)				2353	2323	2295	2237	2210	2175	2132	2129	2105	2072

## Elementary Panel Enrolment by Municipality

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Historical Enrolments									
					2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Burlington	14,398	34	227	19,619	13,052	13,119	13,099	13,065	12,932	12,746	12,694	12,345	12,258	12,229
	Percent Utilization				91%	91%	91%	91%	90%	89%	88%	86%	85%	85%
	Available classrooms (+/-)				59	56	56	58	64	72	74	89	93	94
Halton Hills	5,617	10	99	7,894	4,804	4,717	4,656	4,621	4,507	4,417	4,282	4,091	4,064	4,104
	Percent Utilization				86%	84%	83%	82%	80%	79%	76%	73%	72%	73%
	Available classrooms (+/-)				35	39	42	43	48	52	58	66	68	66
Milton	12,264	125	296	19,072	10,325	10,845	11,328	11,877	12,208	12,657	13,162	13,340	13,246	13,325
	Percent Utilization				84%	88%	92%	97%	100%	103%	107%	109%	108%	109%
	Available classrooms (+/-)				84	62	41	17	2	-17	-39	-47	-43	-46
Oakville	15,866	98	267	22,007	14,529	14,848	14,991	15,326	15,462	15,770	15,939	15,877	16,042	16,238
	Percent Utilization				92%	94%	94%	97%	97%	99%	100%	100%	101%	102%
	Available classrooms (+/-)				58	44	38	23	18	4	-3	0	-8	-16
Total	48,145	267	889	68,592	42,710	43,529	44,074	44,889	45,109	45,590	46,077	45,653	45,610	45,896
	Percent Utilization				89%	90%	92%	93%	94%	95%	96%	95%	95%	95%
	Available classrooms (+/-)				236	201	177	142	132	111	90	108	110	98

## Secondary Panel Enrolment by Municipality

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Historical Enrolments									
					2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Burlington	5,691	9	51	6,762	5,439	5,394	5,339	5,429	5,478	5,406	5,428	5,498	5,625	5,554
	Percent Utilization				96%	95%	94%	95%	96%	95%	95%	97%	99%	98%
	Available classrooms (+/-)				11	13	15	11	9	12	11	8	3	6
Halton Hills	2,124	0	9	2,313	2,264	2,163	2,101	2,016	1,955	1,920	1,945	1,967	1,964	2,023
	Percent Utilization				107%	102%	99%	95%	92%	90%	92%	93%	92%	95%
	Available classrooms (+/-)				-6	-2	1	5	7	9	8	7	7	4
Milton	3,525	34	46	4,491	2,357	2,405	2,407	2,505	2,540	2,688	2,956	3,269	3,725	4,206
	Percent Utilization				67%	68%	68%	71%	72%	76%	84%	93%	106%	119%
	Available classrooms (+/-)				51	49	49	44	43	36	25	11	-9	-30
Oakville	8,478	54	58	9,696	7,365	7,365	7,606	8,039	8,444	8,751	8,969	9,060	9,110	9,124
	Percent Utilization				87%	87%	90%	95%	100%	103%	106%	107%	107%	108%
	Available classrooms (+/-)				48	48	38	19	1	-12	-21	-25	-27	-28
Total	19,818	97	164	23,262	17,425	17,327	17,453	17,989	18,417	18,765	19,298	19,794	20,424	20,907
	Percent Utilization				88%	87%	88%	91%	93%	95%	97%	100%	103%	105%
	Available classrooms (+/-)				104	108	103	80	61	46	23	1	-26	-47

# Appendix D

## Enrolment Projections

### Total Board Projections by Municipality

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Historical Enrolments																
					2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	
Burlington	20,089	43	278	25,927	17,783	17,786	17,580	17,312	17,337	17,354	17,526	17,622	17,545	17,479	17,474	17,327	17,200	17,227	17,206	17,157	
	Percent Utilization				89%	89%	88%	86%	86%	86%	87%	88%	87%	87%	87%	86%	86%	86%	86%	86%	85%
	Available classrooms (+/-)				100	100	109	121	120	119	111	107	111	113	114	120	126	124	125	125	127
Halton Hills	7,741	10	108	10,009	6,127	6,179	6,203	6,201	6,197	6,188	6,322	6,450	6,568	6,669	6,785	6,891	7,020	7,098	7,154	7,223	
	Percent Utilization				79%	80%	80%	80%	80%	80%	82%	83%	85%	86%	88%	89%	91%	92%	92%	92%	93%
	Available classrooms (+/-)				70	68	67	67	67	68	62	56	51	47	42	37	31	28	26	26	23
Milton	15,789	159	342	22,971	17,531	18,009	18,674	18,913	19,027	19,139	19,843	20,826	22,168	23,426	24,629	25,825	27,136	28,352	29,565	30,120	
	Percent Utilization				111%	114%	113%	108%	109%	109%	113%	119%	127%	134%	141%	148%	155%	162%	169%	172%	
	Available classrooms (+/-)				-76	-97	-92	-62	-67	-72	-103	-145	-204	-258	-311	-363	-420	-473	-525	-549	
Oakville	24,344	152	325	31,169	25,362	25,504	25,461	25,373	25,326	25,232	25,298	25,365	25,589	25,846	26,023	26,282	26,415	26,527	26,572	26,551	
	Percent Utilization				104%	105%	101%	98%	93%	93%	93%	94%	94%	95%	96%	97%	97%	98%	98%	98%	
	Available classrooms (+/-)				-44	-50	-15	23	77	81	78	75	66	55	47	36	30	25	23	24	
Total	67,963	364	1,053	90,076	66,803	67,478	67,918	67,798	67,887	67,913	68,989	70,263	71,870	73,420	74,911	76,325	77,771	79,203	80,498	81,052	
	Percent Utilization				98%	99%	98%	95%	94%	94%	95%	97%	99%	101%	103%	105%	107%	109%	111%	112%	
	Available classrooms (+/-)				50	21	70	148	197	196	149	93	24	-44	-109	-170	-233	-295	-352	-376	

### Total Board Projections by Panel

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Historical Enrolments															
					2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
Elementary	48,145	267	889	68,592	45,896	45,763	46,266	46,494	46,975	47,403	48,422	49,746	51,200	52,668	54,070	55,363	56,814	58,006	58,996	59,388
	Percent Utilization				95%	95%	96%	97%	98%	98%	101%	103%	106%	109%	112%	115%	118%	120%	123%	123%
	Available classrooms (+/-)				98	104	82	72	51	32	-12	-70	-133	-197	-258	-314	-377	-429	-472	-489
Secondary	19,818	97	164	23,262	20,907	21,714	21,653	21,304	20,912	20,510	20,567	20,517	20,671	20,752	20,842	20,962	20,958	21,197	21,501	21,664
	Percent Utilization				105%	110%	109%	107%	106%	103%	104%	104%	104%	105%	105%	106%	106%	107%	108%	109%
	Available classrooms (+/-)				-47	-82	-80	-65	-48	-30	-33	-30	-37	-41	-45	-50	-50	-60	-73	-80
Total	67,963	364	1,053	91,854	66,803	67,478	67,918	67,798	67,887	67,913	68,989	70,263	71,870	73,420	74,911	76,325	77,771	79,203	80,498	81,052
	Percent Utilization				98%	99%	100%	100%	100%	100%	102%	103%	106%	108%	110%	112%	114%	117%	118%	119%
	Available classrooms (+/-)				50	21	2	7	3	2	-45	-100	-170	-237	-302	-364	-426	-489	-545	-569

## Elementary Panel Projections by Municipality

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Historical Enrolments																
					2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	
Burlington	14,398	34	227	19,619	12,229	12,153	12,085	12,003	12,068	12,147	12,302	12,414	12,347	12,342	12,372	12,287	12,227	12,218	12,167	12,124	
	Percent Utilization				85%	84%	84%	83%	84%	84%	85%	86%	86%	86%	86%	85%	85%	85%	85%	85%	84%
	Available classrooms (+/-)				94	98	101	104	101	98	91	86	89	89	88	92	94	95	97	99	
Halton Hills	5,617	10	99	7,894	4,104	4,169	4,221	4,254	4,279	4,273	4,398	4,498	4,613	4,701	4,759	4,837	4,943	5,014	5,072	5,144	
	Percent Utilization				73%	74%	75%	76%	76%	76%	78%	80%	82%	84%	85%	86%	88%	89%	90%	92%	
	Available classrooms (+/-)				66	63	61	59	58	58	53	49	44	40	37	34	29	26	24	21	
Milton	12,264	125	296	19,072	13,325	13,299	13,810	14,022	14,308	14,509	15,129	16,035	17,247	18,430	19,526	20,568	21,730	22,730	23,685	24,096	
	Percent Utilization				109%	108%	113%	114%	117%	118%	123%	131%	141%	150%	159%	168%	177%	185%	193%	196%	
	Available classrooms (+/-)				-46	-45	-67	-76	-89	-98	-125	-164	-217	-268	-316	-361	-412	-455	-497	-514	
Oakville	15,866	98	267	22,007	16,238	16,143	16,149	16,215	16,320	16,474	16,593	16,799	16,992	17,196	17,412	17,671	17,914	18,044	18,072	18,025	
	Percent Utilization				102%	102%	102%	102%	103%	104%	105%	106%	107%	108%	110%	111%	113%	114%	114%	114%	
	Available classrooms (+/-)				-16	-12	-12	-15	-20	-26	-32	-41	-49	-58	-67	-78	-89	-95	-96	-94	
Total	48,145	267	889	68,592	45,896	45,763	46,266	46,494	46,975	47,403	48,422	49,746	51,200	52,668	54,070	55,363	56,814	58,006	58,996	59,388	
	Percent Utilization				95%	95%	96%	97%	98%	98%	101%	103%	106%	109%	112%	115%	118%	120%	123%	123%	
	Available classrooms (+/-)				98	104	82	72	51	32	-12	-70	-133	-197	-258	-314	-377	-429	-472	-489	

Grades 7 & 8 at Aldershot HS, Burlington Central HS and Acton District HS are included in the Secondary historical enrolments.

## Secondary Panel Projections by Municipality

School	Building Capacity	Current Portables	Max Portables	Total Capacity	Historical Enrolments															
					2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037
Burlington	5,691	9	51	6,762	5,554	5,633	5,495	5,309	5,269	5,207	5,224	5,208	5,198	5,137	5,102	5,040	4,974	5,008	5,040	5,034
	Percent Utilization				98%	99%	97%	93%	93%	91%	92%	92%	91%	90%	90%	89%	87%	88%	89%	88%
	Available classrooms (+/-)				6	3	9	17	18	21	20	21	21	24	26	28	31	30	28	29
Halton Hills	2,124	0	9	2,313	2,023	2,010	1,982	1,947	1,918	1,915	1,925	1,952	1,955	1,968	2,026	2,054	2,077	2,083	2,082	2,080
	Percent Utilization				95%	95%	93%	92%	90%	90%	91%	92%	92%	93%	95%	97%	98%	98%	98%	98%
	Available classrooms (+/-)				4	5	6	8	9	9	9	7	7	7	4	3	2	2	2	2
Milton	3,525	34	46	4,491	4,206	4,710	4,864	4,890	4,719	4,630	4,714	4,791	4,921	4,996	5,103	5,257	5,406	5,622	5,881	6,024
	Percent Utilization				119%	134%	138%	139%	134%	131%	134%	136%	140%	142%	145%	149%	153%	159%	167%	171%
	Available classrooms (+/-)				-30	-52	-58	-59	-52	-48	-52	-55	-61	-64	-69	-75	-82	-91	-102	-109
Oakville	8,478	54	58	9,696	9,124	9,361	9,312	9,157	9,006	8,758	8,705	8,566	8,597	8,650	8,611	8,611	8,501	8,483	8,500	8,527
	Percent Utilization				108%	110%	110%	108%	106%	103%	103%	101%	101%	102%	102%	102%	100%	100%	100%	101%
	Available classrooms (+/-)				-28	-38	-36	-30	-23	-12	-10	-4	-5	-7	-6	-6	-1	0	-1	-2
Total	19,818	97	164	23,262	20,907	21,714	21,653	21,304	20,912	20,510	20,567	20,517	20,671	20,752	20,842	20,962	20,958	21,197	21,501	21,664
	Percent Utilization				105%	110%	109%	107%	106%	103%	104%	104%	104%	105%	105%	106%	106%	107%	108%	109%
	Available classrooms (+/-)				-47	-82	-80	-65	-48	-30	-33	-30	-37	-41	-45	-50	-50	-60	-73	-80

# Appendix E

## School Catchments Across Municipalities

MUNICIPALITIES	DESCRIPTION	STUDENTS AFFECTED
Burlington / Milton	<p><b>Elementary</b>            ENG - Grades JK-8 Kilbride PS            FI - Grades 2-8 Martin St PS</p> <p><b>Secondary</b>            ENG - Grades 9 - 12 Dr. Frank J Hayden SS            FI - Grades 9-12 Milton District HS</p>	40
Halton Hills / Milton	<p><b>Elementary</b>            ENG - Grades JK-8 Martin St PS            FI - Grades 2-8 Martin St PS</p> <p><b>Secondary</b>            ENG - Grades 9-12 Milton District HS            FI - Grades 9-12 Milton District HS</p>	33
Milton / Halton Hills	<p><b>Elementary</b>            ENG - Grades JK-5 Pineview PS, Grades 6-8 Stewart-town PS</p>	7
Halton Hills / Milton	<p><b>Elementary</b>            SPED (Gifted) Jr SPED (Gifted) - Grades 1-4 Sam Sherratt PS, Grades 5-8 Ethel Gardiner PS</p>	1
Halton Hills / Milton	<p><b>Elementary</b>            ENG - Gr. JK-6 Robert Little PS, Gr. 7-8 Acton Elem            FI - Gr. 2-6 Robert Little PS, Gr. 7-8 Acton Elem</p> <p><b>Secondary</b>            ENG - Grades 9-12 Acton District HS            FI - Grades 9-12 Acton District HS</p>	45
Milton / Halton Hills	<p><b>Elementary</b>            ENG - Grades JK-8 Brookville</p>	0

