**HALTON DISTRICT SCHOOL BOARD**

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

*Wednesday, April 6, 2016*

**Public Session: 7 p.m.** *(Private Session precedes Public Session)*

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**PUBLIC SESSION AGENDA**

### 1.0 – Opening

1.1 Welcome, Call to Order and Roll Call

1.2 Approval of the Agenda

1.3 Declarations of Possible Conflict of Interest

### 2.0 – Communication to the Board

2.1 Delegations

2.2 Presentations

2.3 Acknowledgement of Delegations by Chair

### 3.0 – Ratification / Action

#### 3.1 Minutes of the Regular and Special Meetings

3.1.1 Halton District School Board Meeting, March 23, 2016  

#### 3.2 Approval of Business Transacted in Private Session

#### 3.3 Order Paper

#### 3.4 Action Items

3.4.1 Employment Equity Policy (D. McFadden) – Report 16047 Revised  

### 4.0 – Communication to the Board

#### 4.1 Student Trustee Reports

#### 4.2 Information Items *(including Notices of Motion and future actions)*

4.2.1 Notices of Motion

**For Action: April 20, 2016**

4.2.2 Discrimination and Harassment Policy (S. Miller) – Report 16061  

4.2.3 SEAC Membership (M. Zonneveld) – Report 16062  

**For Action: May 4, 2016**

4.2.4 Long Term Accommodation Plan (L. Veerman, D. Renzella) – Report 16057  

**For Information April 6, 2016**

4.2.5 Multi-Year Plan Draft (K. Amos, S. Miller) – Report 16063  

4.2.6 Sick Leave Usage (D. McFadden) – Report 16059  

4.2.7 Elementary School Design Guidelines (G. Cullen) – Report 16060  

4.2.8 Board Report Schedule Update (S. Miller) – Report 16058  

#### 4.3 Committee Reports

#### 4.4 Director’s Report

#### 4.5 Communications from the Chair

#### 4.6 Trustee Questions and Comments

5 mins.

10 mins.

### 5.0 – Adjournment

5.1 Motion to Adjourn
HALTON DISTRICT SCHOOL BOARD
Wednesday, March 23, 2016
7 p.m. – Public Session

MINUTES

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

2.0 -- Communication to the Board
2.1 Presentations
2.2 Delegations
2.3 Acknowledgement of Delegations by Chair

3.0 -- Ratification / Action
3.1 Minutes of the Regular and Special Meetings
   3.1.2 Halton District School Board Meeting, March 2, 2016
3.2 Approval of Business Transacted in Private Session
3.3 Order Paper
3.4 Action Items

4.0 -- Communication to the Board
4.1 Student Trustee Reports
4.2 Information Items (including Notices of Motion and future actions)
   4.2.1 Notices of Motion
   For Action: April 6, 2016
   4.2.2 Employment Equity Policy – Report 16047 – (S. Miller)
   4.2.3 Community-Based Facility Enhancements Policy – Report 16051 (L. Reynolds, A. Collard, K. Graves)
   4.2.4 Elementary Class Size – Report 16055 -- (D. Boag)
   For Information:
   4.2.5 Adult and Continuing Education Hybrid Implementation (D. Boag) – presentation
   4.2.6 Budget Schedule Update (L. Veerman) – Report 16048
   4.2.7 Capital Update (G. Cullen) – Report 16052
   4.2.8 Administrative Procedure Update (S. Miller) – Report 16049
   4.2.9 Board Report Schedule Update (S. Miller) – Report 16050
4.3 Committee Reports
4.4 Director’s Report
4.5 Communications from the Chair
4.6 Trustee Questions and Comments

5.0 -- Adjournment
5.1 Motion to Adjourn
Halton District School Board
Wednesday, March 23, 2016


Regrets:  R. Papin

Agenda Item 1
1.1 Call to Order
K. Amos called the meeting to order at 6:08 p.m. noting the attendance of D. Danielli via phone, regrets from R. Papin and the anticipated arrival via phone of J. Gray. J. Gray joined the meeting at 6:35 p.m.

M16-0048 A. Grebenc / L. Reynolds
Be it resolved that the Halton District School Board move into Private Session.
Carried Unanimously.

The Board rose from Private Session at 7:16 p.m. The Chair called the Public Session to order at 7:26 p.m.

1.2 Approval of the Agenda
M16-0049 A. Grebenc / A. Collard
Be it resolved that the Halton District School Board approve the agenda for March 23, 2016 noting the Elementary Class Size item was for Information.
Carried Unanimously.

1.3 Declarations of Possible Conflict of Interest
The Chair reminded Trustees of the requirement to declare any potential conflicts of interest.

Agenda Item 2
2.1/2.2 Delegations / Presentations
There were no delegations or presentations.

2.3 Acknowledgement of Delegations by the Chair
There were no delegations or presentations.

Agenda Item 3
3.1 Approval of the Minutes
M16-0050 L. Reynolds / K. Graves
Be it resolved that the minutes for the Meeting of the Halton District School Board for March 2, 2016 be approved as distributed.
Carried Unanimously.

3.2 Ratification of Business Transacted in Private Session
M16-0051 K. Graves / A. Grebenc
Be it resolved that the Halton District School Board accept the tender from Kessab General Contracting Co. Ltd. in the amount of $1,818,814.00 as contained in Tender No. RFT 16-11 for Alton Village Public School in Burlington, Ontario, subject to final Ministry approval to proceed; and

Be it resolved that the Halton District School Board approve a budget of $2,271,364.00 for the construction of 5 additional classrooms at Alton Village Public School. This project is to be financed by Capital Priorities funding as allocated by the Ministry of Education in November 2015, and subject to final Ministry approval to proceed.
Carried Unanimously.

M16-0052 K. Graves / A. Collard
Be it resolved that the Halton District School Board ratify the Memorandum of Settlement which was reached with the Elementary Teachers Federation of Ontario – Halton Designated Early Childhood Educators on March 4, 2016, subject to ratification by the Union.
Carried Unanimously.

S. Miller commented on the 72 boards in Ontario striving to reach 473 local deals. Approximately 240 deals have yet to be finalized; which averages to approximately four per school board. S. Miller acknowledged the negotiations teams, the union leaders and the trustees for creating an environment that has positioned the Halton District School Board as being a Board that has reached all its agreements.
3.3 **Order Paper**
The Chair called attention to the Order Paper.

3.4 **Action Items**
There were no items for Action on this agenda.

**Agenda Item 4**

4.1 **Student Trustee Report**
S. Schneider spoke to the recent Student Senate meeting where planning continued for the upcoming Student Symposium slated for late April/early May (date to be determined). The focus of the symposium will be “transitions”: for elementary students the transition to secondary will be featured, and for secondary students, the transition to post-secondary will be discussed.

J. Sahi spoke to the upcoming Student Senate elections, with nominations due this Friday.

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

4.2.1 **Notices of Motion**
There were no Notices of Motion.

**For Action: April 6, 2016**

4.2.2 **Employment Equity Policy**
D. McFadden spoke to Report 16047 and responded to questions. Trustees requested minor changes be highlighted in the report returning to the Board on April 6.

4.2.3 **Community-Based Facility Enhancements Policy**
L. Reynolds, K. Graves, and A. Collard spoke to Report 16051 and responded to questions.

M16-0053 **A. Collard / A. Harvey Hope**
Be it resolved that the Halton District School Board waive the rules to deal with this matter immediately. **Carried Unanimously.**

M16-0054 **L. Reynolds / A. Collard**
Be it resolved that the Halton District School Board’s Community-Based Facility Enhancements Policy, as appended to Report 16051, be posted on the Board’s website for a public input period of not less than 25 days, and any input return to the Board for consideration at the first Board meeting in May 2016. **Carried Unanimously.**

**For Information**

4.2.4 **Elementary Class Size**
D. Boag spoke to Report 16055 and responded to questions regarding soliciting input, class sizes and current structures, as well as options specific to Boyne and Martin Street with the two schools temporarily merged for Martin Street construction initiatives. Further information will return to the Board regarding options.

4.2.5 **Adult and Continuing Education Hybrid Implementation**
D. Boag and Tara Connor presented information on the implementation of the hybrid model for adult and continuing education programs within the Halton District School Board.

4.2.6 **Budget Schedule Update**
L. Veerman spoke to Report 16048 and responded to trustee questions.

4.2.7 **Capital Update**
G. Cullen spoke to Report 16052 and responded to trustee questions.

4.2.8 **Administrative Procedure Update**
S. Miller spoke to Report 16049 and responded to trustee questions.

4.2.9 **Board Report Update**
S. Miller spoke to Report 16050 and responded to trustee questions, indicating items recently completed would be noted on the next iteration. The new administrative procedure regarding special education placements would also be noted.
4.1 Committee Reports
A. Collard commented on the Equity Committee meeting held earlier in the day.

A. Harvey Hope reminded trustees of the Audit Committee meeting scheduled for Tuesday, April 12.

L. Reynolds and T. Ehl Harrison spoke to the “Inspire” Awards promotional pieces, shared with trustees in advance of the meeting. They indicated finalization of the evaluation matrix would occur at the next meeting.

A. Grebenc spoke to the recent Mental Health Steering Committee, highlighting plans for Mental Health Week (May) to support staff and students.

T. Ehl Harrison provided a brief update regarding the efforts of the writing team working on the Multi-Year Plan (mission, vision and values). She indicated a draft of the document would be coming to trustees in near future.

K. Graves highlighted the two March meetings of the Program Viability Committee, where the committee members were involved in a preliminary review of feedback received.

4.2 Director’s Report
S. Miller reiterated appreciation for the work completed by the writing team for the Multi-Year plan. He highlighted upcoming events including the Band Extravaganza Event (March 29-30 at the Burlington Music Centre and Burlington Senior’s Centre); the 27th Annual Halton Skills Competition (April 5 at Robert Bateman High School); and Halton Music Showcase (April 7 at Hamilton Place).

He also complimented the success of the White Oaks Secondary School Debating Team in their efforts at Oxford University, in competition against best schools within Europe, US and Canada.

4.3 Communications from the Chair
K. Amos added her congratulations to the White Oaks Secondary School Debate Team, indicating they were one of the top three teams in Canada before going into international competition. She indicated the team was also featured in a recent Toronto Star article.

4.4 Trustee Questions and Comments
A. Harvey Hope reminded trustees of the Robotics competitions underway at this time of year. She also confirmed the timing for the two-day Multi-Year Plan session (April 10-11 from 9 a.m. to 5 p.m. both days).

A. Grebenc spoke to the desire to see the expansion of a “high performance athletes” program to south Burlington (as currently available at WI Dick Public School).

L. Reynolds spoke to a variety of Healthy Kids Community Challenge initiatives offered in south Burlington schools. She also spoke to an Aldershot High School presentation featuring author Robert Munsch on April 16.

T. Ehl Harrison spoke to comments made during a CBC interview with David Suzuki, challenging people to see a broader view of issues. She challenged trustees to maintain their facilitation and listening skills to seek out information pertaining to a wide variety of views on issues coming before the Board in the future.

Agenda Item 5

M16-0055 A. Harvey Hope / A. Collard
Be it resolved that the Board adjourn at 9:31 p.m. Carried Unanimously
# Halton District School Board

**Wednesday, April 6, 2016**

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

## ORDER PAPER

<table>
<thead>
<tr>
<th>Motion #</th>
<th>Resolution</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>M12-0119</td>
<td>Be it resolved that the new Burlington NE high school (SRA #101 Alton), provide Grade 9 &amp; 10 English programming in 2013-14, add Grade 11 in 2014-15 and add Grade 12 in 2015-16.</td>
<td>Senior Admin</td>
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<td>Be it resolved that the new Burlington NE high school (SRA #101 Alton), provide Grade 9 &amp; 10 French Immersion programming in 2013-14, add Grade 11 in 2014-15, &amp; Grade 12 in 2015-16.</td>
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<td>Be it resolved that Grade 11 and 12 English program students within the SRA #101 (Alton) boundaries, attending Nelson, Robert Bateman, Lester B. Pearson and/or M.M. Robinson High Schools in 2013-14, continue to attend these high schools until graduation and transportation be provided subject to the Board’s Transportation policy.</td>
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<td>Be it resolved that Grade 11 and 12 French Immersion program students within the SRA #101 (Alton) boundaries, attending Nelson and M.M. Robinson High Schools in 2013-14, continue to attend these high schools until graduation and that transportation be provided subject to the ‘French As A Second Language’ policy of the Board.</td>
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<td>Be it resolved that due to the ‘grandfathering’ provision in the Alton Elementary Boundary Review recommendation #4 (see below), the new boundary for French Immersion students residing in north Headon Forest (directing them to M.M. Robinson HS) will begin as of September 2016. Transportation will be provided subject to the ‘French As A Second Language’ policy of the Board.</td>
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<tr>
<td>M12-0204</td>
<td>Be it resolved that…. the Board develop a governance process to monitor School Generated Funds including School Council Funds and school businesses, and refer this item to the Policy, By-law &amp; Governance Committee.</td>
<td>Policy, By-law &amp; Governance Committee</td>
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<td>M13-0073</td>
<td>Be it resolved that in recognition of the role of SEAC and the motions passed at the SEAC Meeting of April 2, 2013 and conversations at the table this evening, that the Halton District School Board defer the Assessment of Gifted Entry/Gifted Screening Process Review, and that the Board direct the Director to: 1. develop and implement a consultation plan to seek input from SEAC, parents of gifted students, teachers and school staff improving our gifted assessment process.</td>
<td>Director of Education</td>
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<tr>
<td>M13-0171</td>
<td>Be it resolved that the Halton District School Board approve a structure for Board policy that includes governance policies and framework policies as per the appendices to Report 13083.</td>
<td>PB&amp;G Committee</td>
</tr>
<tr>
<td>M13-0172</td>
<td>Be it resolved that the Halton District School Board approve a structure for administrative procedures and support guidelines, implementation handbooks, and protocols as contemplated in Report 13083.</td>
<td>Director of Education</td>
</tr>
<tr>
<td>M14-0039</td>
<td>Be it resolved that the Community Funding of Facilities Enhancements be referred to Policy, By-law and Governance Committee for the development of a Framework Policy governing this admin procedure</td>
<td>PB&amp;G Cmte</td>
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<td>M14-0142</td>
<td>Be it resolved that the Director direct staff to conduct a review of the supervision of students who have high safety risks beginning September, 2014; AND THAT the review cover any and all parts of the legal school day, including getting to class, nutrition breaks, recess, etc.; AND THAT the review include the process for training staff, the supervision levels for students, and if students’ safety needs are being appropriately addressed; AND THAT SEAC members be invited to participate in this review.</td>
<td>Director of Education deferred to 2017</td>
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<td>M14-0158</td>
<td>Be it resolved that the Halton District School Board consider the following option related to the establishment of a second entry point (Grade 5) for French Immersion: Option C (Defer the decision on second French Immersion entry point): Defer the decision regarding a second French Immersion entry point until we have implemented Primary Core French.</td>
<td>Director of Education</td>
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<tr>
<td>M15-0015</td>
<td>Be it resolved that the Halton District School Board refer the Trustee Code of Conduct policy to the Policy, By-law &amp; Governance Committee.</td>
<td>PB&amp;G Chair</td>
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<td>M15-0026</td>
<td>Be it resolved that the Halton District School Board approve the approach to the Close the Gap initiative as outlined in Report 14199; and THAT specific projects be undertaken as follows, funded subject to the cost estimates and budget availability: 1. Support for installation of classroom projection equipment (IT Plan), $100,000 2. Library Services, $500,000 over 2 years 3. Special Education rooms, $600,000 over 2 years 4. Specialty Classrooms, $600,000 over 2 years 5. Electrical upgrade and air conditioning in secondary schools, second and third floor areas, $3,600,000 6. Electrical upgrade and air conditioning in elementary schools, second and third floor areas, $4,700,000</td>
<td>Superintendent of Facility Services</td>
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<td>M15-0071</td>
<td>Be it resolved that Halton District School Board support HSTS utilizing a third-party consultant to undertake a bell time analysis study for elementary and secondary schools, in order to find route efficiencies and determine the financial impacts or cost savings, and; THAT prior to the analysis being undertaken, study parameters will be established jointly by the Halton District School Board and the Halton Catholic District School Board; and THAT the cost of undertaking a bell time analysis study be provided to trustees for approval.</td>
<td>Superintendent of Business</td>
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<td>M15-0122</td>
<td>THAT subject to Ministry approval and Board approval of the specific project that the Halton DSB appoint the architectural firm of Hosack and Associates Architects Inc. to prepare the design and tender documents (Phase 2) for the proposed new elementary school, ERA127 (Milton #10) to be built in Milton using the guidelines developed.</td>
<td>Superintendent of Facility Services</td>
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</table>
Be it resolved that effective in the 2014-15 school year, the Halton District School Board introduce 40 minutes/week of Primary Core French beginning in Grade 1 in 24 Halton District School Board schools, with a commitment for a full roll-out by 2017-18, with an annual review of the roll-out to be brought back to trustees each year, and:

(a) THAT schools selected for the initial phase of this program represent a variety of school organizations (K-8, K-6, Dual Track, Single Track English, large and small enrolments) across the four geographic areas within the Halton District School Board, (Halton Hills, Milton, Oakville, Burlington).

(b) THAT students in these schools will receive the following minutes of Core French instruction between Grades 1-8:
   - 40 minutes / week Grades 1-3
   - 120 minutes / week Grades 4
   - 160 minutes/week Grade 5
   - 200 minutes / week Grades 6-8 (Appendix 5)

(c) THAT no later than June 2018, the Halton District School Board will assess the impact of this Primary Core French experience in relation to student engagement, student attitude, English proficiency and the impact on Grade 1 French Immersion uptake associated with these schools.

(d) THAT under the leadership of the System Principal for French Second Language, School Programs and Human Resources, the Halton District School Board will develop a long-term recruitment and staff development plan to ensure the Halton District School Board hires and retains the highest quality French teachers available and that this plan is shared with the Board of Trustees.

(e) THAT the Halton District School Board continues to provide staff development programs that include teaching strategies, modifications and accommodations to address students with diverse learning needs and students who arrive in Halton without prior experiences in either French Immersion and Core French.

(f) THAT the Halton District School Board develop and implement a 5-year plan whereby all Halton District School Board elementary schools with Intermediate Divisions have one classroom dedicated for the teaching of Grade 7-8 Core French (Appendix 6), whereas if it will not require additional portables.

Be it resolved that effective in the 2014-15 school year, wherein a triple grade configuration has been possible (due to 23 or fewer students enrolled in three consecutive grades), the School Superintendent will assess the impact on the learning environment and opportunities for students and will consider and recommend for Board approval one of the following strategies:

- staff as a Grade 1-2 blended class;
- staff as a Grade 1-2-3 blended class;
- redirect the Grade 1 students to a neighbouring school for their program and;

Wherein a triple grade configuration has been possible (due to 23 or fewer students enrolled in three consecutive grades for two consecutive years) the School Superintendent will consider and may recommend for Board approval a boundary review.

Be it resolved that effective in the 2014-2015 school year the Halton District School Board:

a) establish and communicate a consistent Grade 1 French Immersion February registration deadline for current Halton District School Board families, with a review of the effects of this procedure be undertaken by September 2014.

b) allow students who have not been in Senior Kindergarten within the Halton District School Board, register in Grade 1 French Immersion up to the first week of school.

c) communicate and implement the assessment and admission procedure for students with French proficiency arriving in Halton after the registration deadline.

d) All elementary schools that offer Grade 1 programming must host a Grade 1 Information Evening that includes information about English program, French Immersion program and Special Education placements. If the home school does not offer French Immersion, the school their students would be directed to for French Immersion cannot host their Grade 1 Information Evening at the same time. The Special Education presentation is to be scripted by the Board’s Special Education department, to include a description of all elementary Special Education placements.

Be it resolved that the Halton District School Board present the following options for the delivery of French Immersion to the public in the Fall of 2015 for the purpose of receiving feedback, considerations and comments. Feedback will be brought to the Board for consideration in the delivery of French Immersion programming:

1. Option 1: Grade 1 (early) French immersion remains a 50% French 50% English delivery model, but entry to FI would be capped. The method of capping would be determined at a later date.

2. Option 2: Grade 1 (early) French Immersion remains at 50% French and 50% English, however all FI programs would be delivered in single track FI schools. French Immersion would be phased out of dual track schools and no new dual track schools would be considered. The location of the single track schools would be determined at a later date.

3. Option 3: French Immersion would commence at a later entry point (mid entry); Grade 4. This would result in the delivery model of FI moving from a 50% model to at least a 80% French Immersion model. In addition the delivery of FI would occur in dual track schools only.

4. Option 4: French Immersion would commence at a later entry point (mid entry); Grade 4. This would result in the delivery model of FI moving from a 50% model to at least an 80% French Immersion model. In addition the delivery of FI would occur in single track FI schools only.
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| M15-0139  | Whereas the work of the National Truth and Reconciliation Commission (TRC) regarding residential schools in Canada concluded its work in June 2015, resulting in 94 far reaching Calls to Action, including a number specifically focused on education; Be it resolved that the Halton District School Board:  
  i) Commit that all students graduate with knowledge of residential schools and their effects on Aboriginal communities in Canada and see themselves as contributors to reconciliation.  
  ii) (At least) Annually during a Board meeting recognize the history of our area and give respect and honour to its First Peoples, by including in the Chair’s welcome, "We would like to acknowledge that we are on the traditional territory of First Peoples."
  iii) Correspond with the Ministry of Education, urging collaboration with Aboriginal communities and the Ontario Public School Board Association to include treaty education, the history and legacy of residential schools and the impact of the Indian Act in curriculum in a way that gives voice to First Peoples. Recognizing that this will take time, also requesting that the Ministry immediately provide school boards with resources to develop and share best practices.  
  | Director of Education / School Operations                                                                                                           |
| M15-0221  | Be it resolved that the Halton District School Board direct the Chair to write to the Ministry of Municipal Affairs and Housing regarding concerns relating to student and staff safety at schools that host election polling stations; and THAT a request be made that funding be provided for the provision of security guards at each school as is the practice for federal elections; and THAT a copy of this letter be shared with the Halton Catholic District School Board, the Mayors and City Clerks of Burlington, Oakville, Milton and Halton Hills, the Region of Halton, OPSBA and local MPPs.  
  | Chair of the Board                                                                                                                                       |
| M16-0024  | Be it resolved that the Halton District School Board use a portion of the Board Leadership and Team Development account to cover the registration, accommodation and transportation costs for the OPSBA HDSB Director(s) and the OPSBA Central West Regional VP/Chair to attend the 2016 OPSBA AGM in Ottawa, at a cost up to a maximum of $2,100 per participant. Upon return from the conference the OPSBA Director(s) and/or OPSBA Central West Regional VP/Chair will provide the Board with an update.  
  | Chair / Trustees                                                                                                                                             |
| M16-0045  | Be it resolved that the Halton District School Board authorize staff to work with the City of Burlington and Nelson User Group to develop a fundraising plan as outlined in the HDSB Community Funding of Facility Enhancements Administrative Procedure regarding proposed enhancements to the sports facilities at Nelson High School.  
  | Superintendent of Facility Services                                                                                                                        |
| M16-0051  | Be it resolved that the Halton District School Board accept the tender from Kessab General Contracting Co. Ltd. in the amount of $1,818,814.00 as contained in Tender No. RFT 16-11 for Alton Village Public School in Burlington, Ontario, subject to final Ministry approval to proceed; and Be it resolved that the Halton District School Board approve a budget of $2,271,364.00 for the construction of 5 additional classrooms at Alton Village Public School. This project is to be financed by Capital Priorities funding as allocated by the Ministry of Education in November 2015, and subject to final Ministry approval to proceed.  
  | Superintendent of Facility Services                                                                                                                        |
| 16-0052   | Be it resolved that the Halton District School Board ratify the Memorandum of Settlement which was reached with the Elementary Teachers Federation of Ontario – Halton Designated Early Childhood Educators on March 4, 2016, subject to ratification by the Union.  
  | Director of Education                                                                                                                                   |
| 16-0054   | Be it resolved that the Halton District School Board's Community-Based Facility Enhancements Policy, as appended to Report 16051, be posted to the Board’s website for a public input period of not less than 25 days, and any input return to the Board for consideration at the first Board meeting in May 2016.  
<p>| Director of Education                                                                                                                                   |</p>
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<tbody>
<tr>
<td>M11-0213</td>
<td>Be it resolved that the Halton District School Board approve the Operating Plan for any given year prior to approval of the budget for that same year.</td>
<td>Spring Annually</td>
</tr>
<tr>
<td>M11-0216</td>
<td>Be it resolved that the Special Education Plan be brought to the Board in each year prior to approval of the budget for that same year.</td>
<td>Spring Annually</td>
</tr>
<tr>
<td>M12-0088</td>
<td>Be it resolved that the Halton District School Board direct the Director to provide a full and complete list of all HDSB policies and administrative procedures noting: a) whether or not the policy/administrative procedure has been adopted by board motion, b) the date that the policy/administrative procedure was last reviewed, c) the date that the policy/administrative procedure is next scheduled to be reviewed and d) whether or not the policy/administrative procedure suggests an impact to the roles and/or responsibilities of trustees or board of trustees (directly or through referenced policy or admin. procedure).</td>
<td>June / Sept. 2012 Review of policies undertaken (on-going)</td>
</tr>
<tr>
<td>M15-0059</td>
<td>Be it resolved that the Director direct staff to conduct a review of the Educational Assistant allocation process that considers the extent to which the process: • is driven by individual student needs • considers the health, safety, educational and social needs of students • informs and involves parents • involves the Student Services and Equity and Inclusion departments AND THAT recommendations are brought before the Board by February 2016, to be considered for implementation in Spring 2016; AND THAT SEAC members be invited to participate in the review.</td>
<td>February 2016 Deferred to November 2016</td>
</tr>
<tr>
<td>M15-0043</td>
<td>Be it resolved that the Halton District School Board initiate a committee to examine program viability in both the English program and the French Immersion program and to make a recommendation to the Board no later than June 2015. The committee will be chaired by the Associate Director and will be composed of the Superintendent of Program, Superintendent of Student Success, System Principal of French Program, System Principal of School Program, Principals of dual track elementary schools, elementary single track English schools, elementary single track French Schools, French Immersion programs in High School, single track English programs in high schools and three trustees who currently sit on the French advisory committee.</td>
<td>June 2015</td>
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<tr>
<td>M15-0173</td>
<td>Be it resolved that the Halton District School Board approve the timelines for the public/community consultation process (Report 15114) and that the completion of that process will result in a recommendation coming to the Board no later than May 2016 with implementation of September 2017 for any significant changes in the delivery of either French Immersion or English programming.</td>
<td>May 2016</td>
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<tr>
<td>M16-0004</td>
<td>Be it resolved that the Halton District School Board staff review the current internal processes for public complaints in light of the Office of the Ombudsman’s new mandate to investigate public complaints regarding school boards and report back to the Board by the end of the 2015-16 school year.</td>
<td>May/June 2016</td>
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<tr>
<td>M16-0038</td>
<td>Be it resolved that the Halton District School Board’s Discrimination and Harassment Policy, as appended to Report 16026, be posted on the Board’s website for public input for a period not less than 25 days, and any input return to the Board for consideration at the first Board meeting in April 2016.</td>
<td>April 2016</td>
</tr>
<tr>
<td>M16-0054</td>
<td>Be it resolved that the Halton District School Board’s Community-Based Facility Enhancements Policy, as appended to Report 16051, be posted to the Board’s website for a public input period of not less than 25 days, and any input return to the Board for consideration at the first Board meeting in May 2016.</td>
<td>May 2016</td>
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TO: The Chair and Members of the Halton District School Board
FROM: D. McFadden, Executive Officer, Human Resources
S. Miller, Director of Education
RE: Employment Equity Policy

Purpose:
The Halton District School Board’s Policy Development and Review policy identifies the process where legislative and compliance revisions come directly to the Board for consideration. Section 5.2.3 (b) states:

(b) minor revisions reflecting changes to timelines and/or compliance updates, minor wording changes resulting from legislative changes, alignment between other policies, or other causes, shall be undertaken by the Director of Education or designated individual(s), and returned to the Board for approval

The revised policy (appended to this report) reflect minor revisions in the list of Human Rights protected grounds. The list has been updated to reflect the new grounds under the Human Rights Code.

RECOMMENDATION:

Be it resolved that the Halton District School Board approve the Employment Equity Policy as appended to Report 16047.

Respectfully submitted,

D. McFadden,
Executive Officer, Human Resources

S. Miller
Director of Education
INTENDED PURPOSE:
The Halton District School Board recognizes that, consistent with *Ontario Human Rights Code* and the *Canadian Charter of Rights and Freedoms*, our employment practices and procedures at all levels reflect, demonstrate understanding of and respond to our diverse population. The Board is committed to providing a workplace environment that is fair and equitable to all.

PRINCIPLES:
Equitable recruitment, hiring, employment and promotion practices shall be applied to all applicants and employees of the Board including racialized persons, aboriginal people, women, and persons with disabilities as identified by the *Ontario Human Rights Code*. ¹

Systemic barriers, which includes discrimination based on the prohibited grounds as defined in the Code, to recruitment, hiring, employment and promotion practices shall be identified and addressed in the Administrative Procedures. The prohibited grounds, under the Code, include the following:

- age (18 years or more),
- ancestry,
- citizenship
- colour,
- creed (religion)
- disability (includes perceived disability),
- ethnic origin
- family status
- marital status,
- place of origin,
- race,
- record of offences (employment only),
- sex (including pregnancy, gender identity, gender expression),
- sexual orientation.

In keeping with our commitment to hiring the most qualified staff, ongoing emphasis will placed on the development and communication of these principles throughout the Board via administrative procedures.

**Legal References:**
*Ontario Human Rights Code*
*Ontarians with Disabilities Act*
*Integrated Accessibility Standards Regulation 191/112*

**Board References:**
*Equity and Inclusive Education Policy/Administrative Procedure*
*Criminal Background Check Administrative Procedure*
*Discrimination and Harassment Administrative Procedure*
*Disability Management and Return to Work Administrative Procedure*


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

FROM: S. Miller, Director of Education

RE: Discrimination and Harassment Policy -- Feedback

Warrant:
At its February 3, 2016 meeting, the Halton District School Board unanimously approved a motion to authorize the posting of the Board’s Discrimination and Harassment Policy on the Board’s website for public input, for a period of no less than 25 days. Any feedback received was to return to the Board at the first Board meeting in April 2016.

RECOMMENDATION:

Be it resolved that Halton District School Board approve the “Discrimination and Harassment” policy, as appended to Report 16061.

Background:
As directed by Board motion, the draft of the proposed Discrimination and Harassment Policy was posted for public input in February, fulfilling the requirement to subject the draft to public input for a period of three consecutive Board meetings, or no fewer than 25 calendar days.

Trustees have indicated their preference to have any feedback return to the Board in report format at the conclusion of the public input period to allow the Board to consider any further revisions, if required.

This draft policy has generated two responses which have been shared separately with trustees. The policy is appended to this report for trustees’ reference.

Respectfully submitted,

Stuart Miller
Director of Education
DISCRIMINATION AND HARASSMENT

1. POLICY STATEMENT

The Halton District School Board recognizes the need to provide an environment in which employees can work, students can learn, trustees can govern, and volunteers can participate, which

➢ fosters respect for the dignity, worth and well-being of all members of the Board’s community;
➢ provides an opportunity for all individuals to develop their full potential;
➢ is conducive to the pursuit of excellence; and
➢ is committed to ongoing education and awareness of the issues of discrimination and harassment.

The Halton District School Board will not tolerate discrimination or harassment in any workplace of the Board which is contrary to the Human Rights Code, on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, same-sex partner status, disability, age, marital status or family status, and, in the case of employment, record of offences.

In addition, the Halton District School Board also recognizes “Workplace Harassment” as defined in the Occupational Health and Safety Act, which means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.

2. SPECIFIC DIRECTIVES

Comprehensive procedures to address allegations of Discrimination and Harassment can be found in the Administrative Procedure – Discrimination and Harassment. These procedures can be accessed by any worker (including paid, volunteer or Trustee) or student who wishes to address Discrimination or Harassment in any workplace of the Board.

Legal References:
Occupational Health and Safety Act
Human Rights Code

Board References:
Administrative Procedure-Workplace Violence-Domestic Violence,
Administrative Procedure – Discrimination and Harassment
Administrative Procedure: Health and Safety
TO: The Chair and Members of the Halton District School Board

FROM: Mark Zonneveld, Superintendent of Education, Student Services
       Stuart Miller, Director of Education

RE: Special Education Advisory Committee (SEAC) Representative Change

RECOMMENDATION

Be it resolved that the Halton District School Board approve the appointment of Keren Mack as the Halton District School Board SEAC alternate representative for the Autism Ontario Halton Chapter.

Background

The Special Education Advisory Committee may have representation to a maximum of twelve (12) local associations in accordance with Section 2(1) and (2), Regulation 464/97. A local association is defined as:

“local association” means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults. O. Reg. 464/97, s. 1.

Currently, the Halton District School Board’s Special Education Advisory Committee (SEAC) has six associations represented:

- Association For Bright Children
- Autism Ontario Halton Chapter
- Easter Seals Society
- Halton Down Syndrome Association
- Learning Disabilities Association of Halton
- VOICE for Hearing Impaired Children

Representative Changes

Autism Ontario Halton Chapter alternate representative Jess Urcuyo has resigned her seat on SEAC. The association has nominated Keren Mack as their alternate representative.

Respectfully submitted,

Mark Zonneveld,
Superintendent of Education, Student Services

Stuart Miller,
Director of Education
TO: The Chair and Members of the
Halton District School Board

FROM: Lucy Veerman, Superintendent of Business Services
Stuart Miller, Director of Education


Warrant:
The 2015/2016 Long Term Accommodation Plan (LTAP) provides enrolment projections for the years 2016 to 2025 for each Elementary and Secondary Review Area (ERA and SRA) in the Board as well as for each elementary and secondary school within the system. The basis of this plan is to identify new capital project initiatives for the Board from 2017/2018 to 2020/2021 in preparation for any potential updates as required by the Ministry of Education for the Capital Priorities funding requests. The 2015/2016 LTAP identifies issues related to enrolment that are occurring in various review areas throughout the Board, including suggested strategies to address these issues, such as boundary studies.

RECOMMENDATION

Be it resolved that the Halton District School Board approve the 2015/2016 Long Term Accommodation Plan (LTAP); and

THAT staff be directed to submit the updated LTAP to the Ministry of Education and further that all entities identified on Community Planning Partnerships notification be advised that the LTAP has been approved and direct them to the Board’s website to review the electronic document.

The 2015/2016 Long Term Accommodation Plan (LTAP) provides enrolment projections for the years 2016 to 2025 for each Elementary and Secondary Review Area (ERA and SRA) in the Board as well as for each elementary and secondary school within the system. The 2015/2016 LTAP also identifies accommodation pressures resulting from these enrolment projections and strategies to address them. (Note: hard copies have been distributed to Trustees and Senior Staff and an electronic copy will be posted on the Board’s Planning Website http://www.hdsb.ca/AboutUs/Planning/Pages/LongTermAccommodationPlan.aspx).

The basis of this plan is to identify new capital project initiatives for the Board from 2017/2018 to 2020/2021 in preparation for any potential updates as required by the Ministry of Education for the Capital Priorities Template. The LTAP also provides the opportunity to identify the school boundary study initiatives that are to be undertaken as a result of ongoing capital initiatives, and to address accommodation pressures due to new residential development, changing demographics, and program pressures. The plan identifies review areas and schools where enrolment issues are projected to occur within the immediate future and the need to undertake associated boundary studies. The Board is currently undertaking a “Program Viability Review” as it relates to the provision of English and French Programming within the Board. The results of this review and approval of recommendations by the Board could eventually impact the areas where there are enrolment issues, including low English Program enrolment (dual track schools) and empty pupil places.

Summary
The 2015/2016 LTAP verifies and continues with the implementation of new school capital projects as outlined in the approved 2014/2015 LTAP, and the Capital Priorities submission to the Ministry of Education, as revised.
There are however several revisions and additions as follows:

- As a result of Ministry of Education Funding approvals, a new 753 OTG Martin Street PS rebuild (ERA 119) has been identified to open for the 2017/2018 school year.
- As a result of Ministry of Education Funding approvals, Alton Village PS has been identified to have a 5-classroom addition to open for the 2016/2017 school year.
- As a result of Ministry of Education Funding approvals, Craig Kielburger SS has been identified to have a 10-classroom addition to open for the 2017/2018 school year.
- Oakville NE #2 ps (ERA 118) in the North Oakville Community continues to be identified to open for 2018/2019, subject to funding from the Ministry of Education and pending the purchase of a suitable site, along with municipal approvals/issuance of building permits;
- Milton SW #10 ps (ERA 121) in the Boyne Secondary Plan area continues to be identified to open for 2018/2019 subject to funding from the Ministry of Education and pending the purchase of a suitable site, along with municipal approvals/issuance of building permits;
- Milton SW #11 ps (ERA 121) in the Boyne Secondary Plan area has been identified to open for 2020/2021 subject to funding from the Ministry of Education and pending the purchase of a suitable site, along with municipal approvals/issuance of building permits;
- Oakville SW #1 ps (ERA 111) in the Lakeshore Woods Community is subject to the Board decision to undertake a Pupil Accommodation Review (i.e. school closures/consolidations) (ERA 112), funding from the Ministry of Education, along with municipal approvals/issuance of building permits;
- Milton SW #1 hs (SRA 104) has been identified to open for 2019/2020, subject to funding from the Ministry of Education and pending the purchase of a suitable site, along with municipal approvals/issuance of building permits;
- NE Oakville #1 hs (SRA 108) has been identified to open for 2020/2021, subject to funding from the Ministry of Education and pending the purchase of a suitable site, along with municipal approvals/issuance of building permits.

A description of the accommodations challenges and enrolment issues follows.

**BURLINGTON:**

**Elementary Review Areas**

1. **ERA 100: Aldershot Elementary, Glenview, King’s Road, Maplehurst Public Schools**
   The OTG utilization within this review area will range from 66% to 72% over the next 10 years. Currently there are approximately 529 empty pupil places, which will increase to 580 in 2017 and drop back down to 477 by 2025. Aldershot Elementary is currently exhibiting an utilization rate of 55% of the elementary school’s OTG capacity, which will continue to remain in the range of 45% to 52% utilization rate over the next 10 years. King’s Road PS is currently exhibiting a utilization rate of 60% and is projected to remain at or near that range for the next 10 years.

Enrolment at Glenview PS is projected to continue to grow to the point where it will slightly exceed OTG building capacity from 2023; however, it will remain within the OTG and portable capacity up to 2025. The increased enrolment is a result of proposed residential development in the North Aldershot community (north of Highway 403).

2. **ERA 101: Burlington Central, Central, Lakeshore and Tom Thomson Public Schools**
   This is a mature and stable review area, which includes the downtown core of Burlington. The OTG utilization for this review area is in the range of 92% to 95% over the next ten years. Projected enrolment at Tom Thomson PS is identified to be within its OTG and portable capacity over the next 10 years.

Enrolment at Lakeshore PS is currently at 66% OTG utilization and is projected to increase and remain within the 73% to 77% range from 2018 to 2025. The elementary section of Burlington Central currently exhibits a utilization rate of 71%, and is expected to increase to 84% by 2020, then decrease to 79% utilization by 2025. Central PS is projected to decline in enrolment over the next 10 years resulting in an OTG utilization rate decline from 84% in 2015 to 75% by 2025.
3. **ERA 102: John T. Tuck, Pauline Johnson, Ryerson and Tecumseh Public Schools**
   This review area will experience a slight decline in enrolment over the next 10 years resulting in an OTG utilization rate range from 86% to 82%. Ryerson PS is currently exhibiting the lowest utilization of pupil places within this review area with the enrolment at 44% of the school’s OTG capacity. Phase-in of the Primary Gifted program at Ryerson PS will result in an increase in enrolment, although by 2025 the school’s utilization will still be at 49%. It should also be noted that the school hosts regional and special education placements, which result in a low ratio of students for certain classrooms in the building.

   Tecumseh PS is currently exhibiting a utilization rate of 58%, and is projected to increase to 61% in 2016 then decline to 53% utilization by 2025. At the same time, enrolment at John T. Tuck PS is projected to continue to exceed OTG capacity, resulting in utilization rates ranging from 137% in 2016 to 125% in 2025. The school will continue to exceed OTG building and portable capacity in 2016, although due to class organizations, students are accommodated within the existing capacity. Pauline Johnson PS is projected to exceed OTG over the next 10 years; however, enrolment will be within OTG and portable capacity for this period.

4. **ERA 103: Frontenac, Mohawk Gardens and Pineland Public Schools**
   Enrolments in this area are projected to result in an overall OTG utilization rate decline from 82% to 71% over the next 10 years. It is projected that there will be 572 empty pupil places in this review area by 2025. A school boundary review was initiated for this review area in 2014. A final decision regarding the boundary for the schools was finalized in the Fall of 2014, with the decision for the Pineland JK/SK programming confirmed in February 2015. Phase single track FI implementation is currently underway at Pineland PS, with an expected phasing completion for 2019/2020. As a result, enrolments at Pineland PS will continue to exceed OTG capacity over the next 4 years, until 2019 when enrolments are projected to drop below OTG capacity. As a result of the approved boundary changes, Frontenac PS’s enrolment is projected to increase from the current utilization of 60% OTG capacity to 72% by 2025; while Mohawk Gardens PS enrolment is projected to decline from the current utilization rate of 72% of the school’s OTG capacity to 63% by 2025.

   This review area will continue to exhibit a gradual decline in enrolment over the next 10 years. The utilization of facilities will decline from 79% in 2015 to 76% in 2025. It is projected that there will be 392 empty pupil places within this review area by 2025. Brant Hills PS enrolment is currently at 62% OTG utilization and is to remain within the 68% to 73% utilization range over the next 10 years. Paul A. Fisher PS is currently at 64% OTG utilization and will decline to 54% OTG utilization by 2018 and will remain at or near that OTG utilization until 2025. Bruce T. Lindley PS will see a gradual decline in OTG utilization from 95% in 2015 to 89% in 2025. C.H. Norton PS will exhibit an OTG utilization range of 83% to 88% over the next 10 years.

6. **ERA 106: Clarksdale, Dr. Charles Best, Rolling Meadows, and Sir E. MacMillan Public Schools**
   Projections indicate that the enrolments will decline in this review area for the next ten years. The OTG utilization rate will range from 85% in 2015 to 80% in 2025. By 2025, it is projected that there will be approximately 369 empty pupil places in this review area. It is projected that enrolments at Clarksdale PS will remain at or near 83% OTG utilization for the next 10 years. Dr. Charles Best PS is currently exhibiting an OTG utilization rate of 90%, and is projected to decrease to 78% by 2019, and remain at or near that range from 2020 to 2025. Rolling Meadows PS is currently exhibiting an OTG utilization rate of 79% and is expected to remain at or near that range for the next 10 years. Sir E. MacMillan PS is currently exhibiting an OTG utilization rate of 91% and is projected to decrease to 79% utilization by 2025.

7. **ERA 107: Charles R. Beaudoin, Florence Meares Public Schools**
   It is projected that the overall utilization rate will be at 94% by 2025. The phased redirection of the Primary Gifted Program to Ryerson PS will provide the necessary accommodation relief at Charles R. Beaudoin PS for the next three years. Long term projections indicate that enrolments at Charles Beaudoin PS would continue to decline, to the point that portables may not be required at the school by 2018. Florence Meares PS is currently exhibiting an OTG utilization rate of 95%, which is expected to increase and remain within the 99% to 105% range from 2019-2025.
8. ERA 108: Alexander’s, John William Boich and Orchard Park Public Schools
The three schools in this review area will exceed OTG utilization for the next 4 years; however, the schools will be within OTG building and portable capacity for this period. By 2025 it is projected that the utilization rate will be 84% within this review area.

9. ERA 109: Alton Village Public School
Alton Village PS was opened in September 2012 and currently has 9 portables on site. A 5-classroom addition is currently in progress to meet long term accommodation pressures at the school. The addition is scheduled for completion for the 2016/2017 school year, resulting in the school having an OTG of 855 pupil places. Along with the placement of portables on site, the school could accommodate the projected enrolment over the next 10 years.

10. ERA 110: Kilbride Public School
Enrolment projections indicate a stable review area. Kilbride PS is projected to have an OTG utilization rate in the range of 76% to 70% over the next 10 years.

Secondary Review Areas

1. SRA 100 and SRA 101
The opening of the new Dr. Frank J. Hayden Secondary School in September 2013 resulted in the redirection of students from SRA 100. As a result, enrolment projections indicate the utilization of space in SRA 100 secondary schools is currently at 65% in 2015, declining to 60% by 2025. Currently there are approximately 2107 available secondary pupil places in SRA 100, which will increase to 2405 students by 2025. OTG utilization at Lester B. Pearson HS will decline from 65% in 2015 to 50% by 2025; Robert Bateman HS will decline from 60% in 2015 to 50% by 2025; and, M.M. Robinson HS will decline from 54% in 2015 to 46% by 2025. OTG utilization for the secondary portion of Aldershot HS will remain within the 74% to 85% range over the next 10 years. The secondary portion of Burlington Central HS is projected to have an OTG utilization at or near 68% over the next 10 years. Nelson HS is projected to have an OTG utilization in the 74% to 83% range over the next 10 years.

In reviewing SRA 101, it is projected that Dr. Frank J. Hayden Secondary School will continue to grow in enrolment and by 2016 the OTG building and portable capacity could be exceeded, with a utilization rate of 130%. Board staff are currently reviewing the opportunity to place additional portables on site beyond the current capacity of 12. As well, there are decisions that could be made by the School Principal, when the need arises, to potentially increase classroom availability.

Overall for Burlington, by 2025 the OTG utilization is projected to be 74%, with approximately 1920 empty pupil places. It would appear that consideration should be given to undertaking a PAR for all secondary schools in Burlington.

OAKVILLE

Elementary Review Areas

1. ERA 111: Elementary school in Lakeshore Woods Community
All students within this area currently attend schools outside the review area. As of October 31, 2015, there are 582 students in ERA 111 that are accommodated at Gladys Speers PS, Eastview PS, Pine Grove PS, Pineland PS and Mohawk Gardens PS.

The 2012/2013 LTAP identified the opportunity to develop an elementary school within the Lakeshore Woods community in order to address this issue as well as potentially alleviating accommodation pressures at Pine Grove PS in ERA 112. Development of this project would be subject to the outcome of the Program and Accommodation Review (PAR) and funding approvals from the Ministry of Education. A Preliminary Director’s Report was presented to trustees in May 2013, recommending the initiation of a PAR for ERA 111 and ERA 112. However, this item was referred back to Program and Accommodation Review, subject to the Board making a request for a new elementary school through the Ministry of Education’s Capital Priorities program. An application was made as part of the Ministry’s requests for Capital Priorities in October 2013. The Ministry did not approve the request and confirmed that the Board needed to undertake a PAR prior to any future submission of capital requests to the Ministry. They also indicated that the completion of a PAR would not necessarily result in capital approvals for a new school.
As a result, it appears that the Board would need to initiate and complete a PAR for ERA 111 and ERA 112 prior to the Board submitting a capital request from the Ministry of Education for a new school in the Lakeshore Woods Community.

2. **ERA 112: Brookdale, Eastview, Gladys Speers, Oakwood, Pine Grove, W.H. Morden Public Schools**

   This review area will continue to see enrolment being close to capacity for the next 10 years. The utilization is projected to be at 89% in 2025. Oakwood PS enrolment is currently at 45% of its OTG capacity and it is expected to continue at that level until 2021. As a result of projected growth from residential intensification in the Kerr Street Village area, the OTG utilization for Oakwood PS is projected to increase gradually to 53% by 2025.

   At the same time, WH Morden PS is projected to exceed OTG building and portable capacity from 2017 to 2020, which has resulted in Board staff reviewing opportunities/constraints to placing additional portables on site. It is projected that enrolment at Pine Grove PS will continue to exceed its building capacity during the next 10 years, resulting in the need for the placement of portables on site to provide accommodation.

   During the 10 year period, OTG utilization at Brookdale PS will decrease from 78% in 2015 to 57% in 2025, and OTG utilization at Gladys Speers PS will decrease from 95% in 2015 to 79% in 2025. OTG utilization is projected to remain at or near 81% at Eastview PS from 2015 to 2025.

3. **ERA 113 – E.J. James, James W. Hill, Maple Grove and New Central Public Schools**

   The review area is generally a mature community with OTG utilization projected to continue to be above 100% up to 2023. E.J. James PS enrolments are projected to continue to be over OTG building and portable capacity for the next 10 years. Board staff are currently reviewing the opportunities/constraints to adding more than 6 portables on the school site in order to accommodate enrolment in the longer term. James W. Hill PS enrolments are projected to continue to exceed OTG capacity resulting in the placement of portables on site up to and including 2019. New Central PS enrolments are projected to continue to exceed OTG capacity for the next 10 years resulting in the placement of portables on site. Conversely, Maple Grove PS enrolments are projected to decrease from 97% utilization in 2015 to 73% utilization by 2025.

4. **ERA 114 – Captain R. Wilson, Emily Carr and Palermo Public Schools**

   The review area is currently exhibiting some accommodation pressures with an OTG utilization rate at 108% in 2015. All three schools currently have portables on site in order to accommodate students. Over time, enrolment within this review area will decline to the point that by 2025 the OTG utilization rate will be at 89%. Emily Carr PS and Palermo PS are currently exhibiting an OTG utilization of 112% and 110% respectively, with both schools exceeding OTG capacity until 2019. Captain R. Wilson PS is projected to decrease in OTG utilization from 100% in 2016 to 86% by 2025. Additional portables can be placed at the three schools to accommodate enrolment over the next 10 years.

   It should be noted that with proposed intensification in the Palermo Village (Dundas Street and Regional Road 25), there will be sufficient capacity to accommodate enrolment growth from this area (at this time the number of high density units are not known). Also within ERA 114, the Merton lands are being considered for future residential development. Board staff have identified the potential need for an elementary school in this development area. However, the Merton lands are subject to an Ontario Municipal Board hearing currently underway.

5. **ERA 115 – Abbey Lane, Forest Trail, Heritage Glen, Pilgrim Wood and West Oak Public Schools**

   Due to accommodation pressures in this review area, a request for a 6-classroom retrofit/addition to Heritage Glen PS was approved by the Ministry of Education as part of the Capital Priorities announcements in 2014. This request was approved by the Ministry of Education as part of the Capital Priorities announcements. This retrofit/addition was completed for the 2015/2016 school year, increasing the OTG to 780 pupil places. With the addition to the school, projections suggest there will be an overall OTG utilization rate of 94% by 2025 in the review area. The OTG utilization at Heritage Glen PS will remain at or near 96% from 2015 to 2021, and projected enrolments will exceed OTG utilization by 2024. Portables can be placed on site to accommodate enrolments for 2024 and 2025. OTG utilization at Forest Trail PS and West Oak PS currently exceeds OTG utilization; however, the use of portables on site can relieve accommodation pressures over the next 10 years.

   The OTG utilization at Pilgrim Wood PS is currently at 97% and is projected to decline to 89% by 2025. Abbey Lane PS enrolments will continue to decline to the point that by 2025 the OTG utilization will be at 68%.
6. **ERA 116 : Montclair, Munn’s, Post’s Corners, River Oaks, and Sunningdale Public Schools**

The Board received funding approval from the Ministry of Education with respect to the new Oodenawi PS (ERA118), which was opened for the 2015/2016 school year. As a result of the new school being opened, the OTG utilization in the review area will remain in the 93% to 97% range up to and including 2017 when development in North Oakville (ERA118), currently accommodated at River Oaks PS and Munn’s PS, is included. However, the OTG utilization will continue to increase as a result of River Oaks PS and Munn’s PS continuing to accommodate students from north of Dundas Street. Munn’s PS enrolment is projected to exceed OTG and portable capacity by September 2016. Board staff are now reviewing opportunities/constraints to placing additional portables on site at Munn’s PS to address the projected 2016 accommodation constraints. Currently, a maximum of 2 portables are permitted at Munn’s PS. River Oaks PS is projected to exceed OTG and portable capacity by 2022, if no other school is opened in ERA 118.

Sunningdale PS is projected to increase enrolment from 102% OTG utilization to 124% OTG utilization by 2025. The increase in projected enrolment can be accommodated using portables. Montclair PS and Post’s Corners PS is projected to decrease enrolment from near 90% in 2015 to near 80% by 2025.

7. **ERA 117 : Falgarwood, Joshua Creek, and Sheridan Public Schools**

The area contains mature neighbourhoods south of Upper Middle Road and growth neighbourhoods north of Upper Middle Road (Joshua Creek community). The OTG utilization is projected to decline from 99% in 2015 to 78% utilization by 2025. Joshua Creek PS will continue to require portables until 2018 due to enrolments exceeding OTG capacity. Falgarwood PS enrolments are projected to decline over the next ten years with an OTG utilization of 70% by 2025. Sheridan PS enrolments are projected to decline over the next ten years with an OTG utilization of 85% by 2025.

8. **ERA 118 : Oodenawi Public School**

Overall, Board staff has identified the need for 6 elementary schools in the new North Oakville Secondary Plan area. The Ministry of Education has provided funding in the recent Capital Priorities announcements for the new Oodenawi PS, which opened for the 2015/2016 school year. As a result of the boundary review and associated revisions that were approved in February 2015, the new school provides accommodation relief to existing schools (River Oaks PS and Sunningdale PS).

For Oodenawi PS, OTG utilization and portable capacity would be exceeded by 2019. Projections indicate that a new school (Oakville NE #2 ps) would be required for the 2018/2019 school year as there would be sufficient demand as a result of the Oodenawi PS being over OTG building and portable capacity. The new school will provide accommodation relief to River Oaks PS and Munn’s PS which are both continuing to accommodate students from north of Dundas Street. The timing of the new school is subject to Ministry funding, accessing/acquiring the respective school site in a timely manner, and obtaining the associated municipal approvals/issuance of building permits.

**Secondary Review Areas**

1. **SRA 102, SRA 103, SRA 108**

SRA 102 enrolments are projected to remain relatively stable with OTG utilization ranging from 102% to 117% over the next 10 years. The major pressure will be the accommodation of the secondary school students generated from development in North Oakville. Currently, North Oakville students are directed to White Oaks SS which, based on projections, could exceed OTG building and portable capacity by 2022. However, there are decisions that could be made by the School Principal that could potentially increase classroom availability and defer any accommodation issues. Iroquois Ridge HS enrolments are also projected to exceed OTG building and portable capacity by 2015, although the decisions made by the School Principal could potentially increase classroom availability, which could defer accommodation issues.

Abbey Park HS and Oakville Trafalgar HS are projected to remain within OTG building and portable capacity for the next 10 years. Thomas A. Blakelock HS is projected to have an OTG utilization between 81% and 94% over the next 10 years.
The opening of Garth Webb Secondary School in SRA 103 in September 2012 provided accommodation relief to Abbey Park HS and White Oaks Secondary School (located in SRA 102) in the longer term. Projections indicate that the school’s enrolment could exceed OTG building and portable capacity for 2019 and 2020. There are, however, decisions that could be made by the School Principal, when the need arises, that could potentially increase classroom availability and defer any accommodation issues.

Overall, secondary school enrolments in Oakville are projected to continue to increase over the next 10 years. By 2025, the OTG utilization will be at 110%, with a general requirement of 770 pupil places. It is anticipated that a new secondary school will be required in the North Oakville community prior to that date in order to provide accommodation relief to White Oaks SS and Iroquois Ridge HS by 2020.

Within SRA 108 there are 2 designated secondary school sites. As a result, Oakville NE #1 hs is required to meet the ongoing accommodation pressures at White Oaks SS, Iroquois Ridge HS and to accommodate projected growth from North Oakville. The 2015/2016 LTAP identifies the need for Oakville NE #1 hs by 2020. The timing of the new secondary school is subject to Ministry funding, accessing/acquiring the respective school site in a timely manner, and obtaining the associated municipal approvals/issuance of building permits.

MILTON

Elementary Review Areas

1. **ERA 119: Martin Street, WI Dick, Robert Baldwin, J.M. Denyes, EW Foster, Sam Sherratt Public Schools**

   The Board received Capital Priorities funding approval for a new Martin Street PS (753 OTG) to be rebuilt on the site. The school was initially projected to open during the 2015/2016 school year, however, as a result of an architectural review (i.e. tear down school/relocate students temporarily or build on the site and keep Martin Street PS open), school opening is anticipated for September 2017. It should be noted that the primary basis in the Capital Priorities Business Case for the new rebuild (with the additional pupil places), is to accommodate new growth from the Milton Heights area; as well as provide accommodation relief to schools within ERA 119, Escarpment View PS (ERA 121) and potentially Anne J. MacArthur PS (ERA 121). A boundary review will be required to be undertaken in the fall of 2016. Students at Martin Street PS are temporarily being accommodation at Boyne PS until the rebuilt is complete. Overall OTG utilization within this review area is projected to decline from 102% in 2016 to 86% in 2025.

   Enrolments at E.W. Foster PS, Sam Sherratt PS, and W.I. Dick PS are projected to be within the OTG and portable capacity for the next 10 years. The OTG utilization at J.M. Denyes PS is projected to decrease from 60% in 2015 to 53% by 2025. The OTG utilization of Robert Baldwin PS is also projected to decrease from 103% in 2015 to 95% by 2025.

2. **ERA 120 – Bruce Trail, Chris Hadfield, Hawthorne Village, Irma Coulson, Tiger Jeet Singh Public Schools**

   Multiple additions have taken place over the last few years to increase capacity in this review area. The addition of 9 JK/SK classrooms at Bruce Trail PS has increased the school’s OTG from 598 to 850 pupil places. The 5 JK/SK classroom addition at Hawthorne Village PS has increased the OTG capacity from 575 to 723, while the OTG capacity at Tiger Jeet Singh PS increased from 782 to 896 as a result of a 3-classroom JK/SK addition. Overall, enrolment in this review area will continue to exceed OTG capacity for the next ten years. All schools within this review area are projected to be within OTG building and portable capacity for the next 10 years. Therefore, any accommodation issues in these schools, will continue to be addressed by adding more portables to respective school sites. Alternatively, some of these schools (i.e. Tiger Jeet Singh PS and Hawthorne Village PS) could be included as part of the boundary reviews for future elementary schools planned for the Boyne (East) Community.

   It should be noted that Tiger Jeet Singh PS has been impacted by the Boyne PS school boundary review, which resulted in the direction of new residential areas to the new school.

3. **ERA 121 – Anne J. MacArthur, Escarpment View and PL Robertson Public Schools**

   The Ministry of Education provided funding for Boyne PS (located in ERA 127 - Boyne Secondary Plan), which opened for the 2015/2016 school year. A school boundary review was undertaken and completed in February 2015, which resulted in the redirection of a portion of Anne J. MacArthur PS and Tiger Jeet Singh PS catchments to Boyne PS.
As indicated, the Board received Capital Priorities funding approval for a new Martin Street PS (753 OTG) to be rebuilt on the site. One of the factors in the Capital Priorities Business Case for the rebuild is to provide accommodation relief to Escarpment View PS (ERA 121), which currently has 12 portables on site. Enrolments at Escarpment View PS and P.L. Robertson PS are projected to be within OTG and portable capacity for the next 10 years. Anne J. MacArthur PS is projected to exceed OTG and portable capacity by 2020. It should be noted that Escarpment View PS and Anne J. MacArthur PS (FI boundary north of Derry Road) are to be included as part of any future boundary review for the new Martin Street PS.

4. **ERA 123 – Brookville Public School**
This is largely a rural review area with limited new development. Enrolment projections indicate that enrolment will decline in this review area. Brookville PS enrolments are projected to decline from an OTG utilization rate of 96% to 77% over the next 10 years.

5. **ERA 127 – Boyne Public School**
The Halton District School Board has requested 6 elementary school sites, including the completed Boyne PS, and one secondary school site within the secondary plan. One elementary school site has been identified for the Milton Education Village (located west of Tremaine Road). The Ministry of Education announced funding for Boyne PS, which opened in September 2015. Enrolments at Boyne PS are projected to exceed OTG and portable capacity by 2017. In addition, students at Martin Street PS are temporarily accommodated at Boyne PS until the rebuilt is complete for the 2017/2018 school year.

The 2015/2016 LTAP identifies the need to open an elementary school (Milton SW #10 ps) in 2018/2019. The school is anticipated to have a 776 OTG pupil place capacity. The new school would provide accommodation to students generated from the Boyne Community. The need to open an additional elementary school (Milton SW #11 ps) in 2020/2021 is also identified in the 2015/2016 LTAP with an anticipated OTG capacity of 776 pupil places. The timing of the new schools are subject to Ministry funding, accessing/acquiring the respective school site in a timely manner, and obtaining the associated municipal approvals/issuance of building permits.

**Secondary Review Areas**

1. **SRA 104 and SRA 105**
The utilization rate of all secondary schools in Milton is projected to be 169% by 2025, with the need to accommodate an additional 1532 pupils. The existing building and portable capacity of the two secondary schools in Milton would be unable to accommodate these students; therefore, the need for a third secondary school in Milton is justified. Moreover, it is projected that Milton District HS will exceed its OTG building and portable capacity by 2020. Craig Kielburger SS is expected to exceed its OTG building and portable capacity (18 portables) in 2016. There is concern of site constraints in terms of placing any additional portables on site moving forward; Craig Kielburger SS was designed with a number of specialty classes, and there is limited flexibility for the School Principal to increase classroom availability. As a result, a 10 classroom addition to accommodate the high number of students at Craig Kielburger SS is scheduled for 2017/2018.

As a result of ongoing residential and enrolment growth in Milton, including the Boyne Community, the 2015-16 LTAP identifies the need for a new Milton SW #1 hs to be opened in 2019-20. The site is to be located within the Boyne community. The timing of the new school is subject to Ministry funding, accessing/acquiring the respective school site in a timely manner, and obtaining the associated municipal approvals/issuance of building permits.

**HALTON HILLS**

**Elementary Review Areas**

1. **ERA 124 – Gardiner, Joseph Gibbons, Park, Silver Creek, Stewarttown Public Schools**
Long range enrolment projections show a stable review area with a mix of mature, declining communities (downtown Georgetown, north of Maple Drive/17 Side Road) and growth neighbourhoods (Georgetown South). Overall OTG utilization is projected to be in the range of 88% to 91% over the next 10 years. Town Council approved expansion of the urban boundary west of Eighth Line to Trafalgar Road, north of 10 Side Road (Vision Georgetown).
Preliminary background studies indicate that 6671 residential units are projected, with the accompanying population projected at approximately 19000. It should be noted that Board staff have identified the need for approximately 3 elementary school sites and 1 secondary school site and these have been requested to be included in the secondary plan. A secondary plan has not yet been finalized and approved by the Town, but a 2021 time frame for commencement of development is anticipated.

Ethel Gardiner PS will continue to require portables over the next 10 years as the OTG utilization will be at 124% by 2025. Silver Creek PS enrolment will continue to decline and by 2025, the OTG utilization is projected to be at 67%. Enrolment at Joseph Gibbons PS is projected to increase slightly from 64% in 2015 to 73% by 2025. The 10 year projections for Park PS show enrolment projected to decrease slightly from 80% OTG utilization to 72% by 2025.

Georgetown South #3 ps has been identified on the east side of Mountainview Road South. The timing of the new school will likely be associated with the accommodation pressures, resulting from the development of the Vision Georgetown area.

2. **ERA 125 – Centennial, George Kennedy, and Harrison Public Schools**

Enrolment projections indicate a stable review area with mature communities that have some infill development in the Norval hamlet and neighbourhoods around Mountainview Road North and north of the CN Railway. It is projected that there will be approximately 304 empty pupil places within this review area by 2025. Enrolments at Harrison PS currently exhibit an OTG utilization rate of 64% in 2015, and is projected to decrease and remain at or near 53% from 2018 to 2025. Enrolment at Centennial PS is projected to decrease to 81% by 2025 while enrolment at George Kennedy PS is projected to increase from 86% in 2015 to 92% by 2025.

3. **ERA 126 – Glen Williams, Limehouse, McKenzie-Smith Bennett, Pineview, Robert Little Public Schools**

This review area contains the Acton urban area, several hamlets and rural residential areas. It currently exhibits an OTG utilization of 83% and is projected to decrease to 69% by 2025, with 584 available pupil places. Limehouse PS and Pineview PS are projected to see a decline in enrolment to below 60% OTG utilization by 2025. Enrolment at Robert Little PS is projected to decrease from 88% in 2015 to 67% by 2025. Enrolments at Glen Williams PS and McKenzie-Smith Bennett PS are projected to decline to at or near 77% by 2025.

**Secondary Review Area**

1. **SRA 107**

Georgetown District HS is near OTG building capacity, with a 98% utilization rate, and is projected to decline to a utilization rate of 90% by 2025.

OTG utilization for Acton District HS is projected to be in the range of 62% to 76% with a range of 167 to 249 available pupil places over the next 10 years.

The need for a secondary site within the Vision Georgetown area has been identified; however, the timing of the school will be contingent upon when new residential development begins (starting in 2021) and the ability for the existing school (GDHS) to accommodate those students moving forward.

**Conclusions**

The Ministry requested school boards submit their Capital Priorities by July 2015. The Board has received funding approval for two projects: a 5-classroom addition to Alton Village PS and a 10-classroom addition to Craig Kielburger SS.

Along with the capital projects verification, the 2015/2015 LTAP also identifies issues related to enrolment that are occurring in various review areas throughout the Board. Tables in the LTAP identify future Board initiatives, including capital projects and school boundary studies. However, the impending “*Program Viability Review*” recommendations and approval by the Board may result in additional boundary studies and capital initiatives.

The LTAP continues to be a fluid document, which is reviewed annually in order to monitor enrolments, address provincial policy initiatives, and implement new capital projects accordingly.
Once approved by the Board, the 2015/2016 LTAP will be forwarded to the Ministry of Education. As well, the Ministry of Education adopted the Community Planning and Partnerships Guideline (released March 26, 2015) in order to encourage school boards to reach out to community organizations to share planning information (i.e. LTAP). This information will allow school boards and other entities to work together to the benefit of boards, students and the community, and to optimize the use of public assets owned by school boards. As a result the Ministry wants school boards to focus on opportunities to share facilities with community partners when building new schools and undertaking significant renovations, when considering the use of unoccupied space in schools and when considering properties associated with schools that may close and sites that may be considered for future disposition.

As a result, the Board adopted Community Planning and Partnership policies. The Board will share the Long Term Accommodation Plan (LTAP) with community partners (as identified in the policies) so that external entities may have sufficient time to respond to presented opportunities. The Board encourages community partners to provide notification to the board when community partners have proposals or plans to build their own new facilities. Eligible partners can express interest in co-building partnerships to the Board, by way of a letter to the Director of Education. Co-build opportunities with eligible partners will be evaluated on a case-by-case basis.

Respectfully submitted,

(signed)

Lucy Veerman
Superintendent of Business Services

Stuart Miller
Director of Education
TO: The Chair and Members of the
Halton District School Board
FROM: Kelly Amos, Chair, Halton District School Board
Stuart Miller, Director of Education
David Euale, Multi-Year Plan Facilitator
RE: Multi-Year Plan Development and Draft

You will recall at our last strategic planning meeting we created a writing committee to draft new Mission, Vision and Values statements based on the suggestions and ideas raised in our meeting with system partners (Appendix A).

The writing team included:

Kelly Amos, Chair
Kim Graves, Vice-Chair
Richelle Papin, Trustee
Tracey Ehl Harrison, Trustee
David Euale, Facilitator

Stuart Miller, Director
David Boag, Associate Director
Gerry Cullen, Superintendent of Facilities
Debra McFadden, Exec. Officer, HR
Lucy Veerman, Superintendent of Business
Gail Gortmaker, Manager, Director’s Office

The writing team met twice and has drafted a proposal. Among the many concepts influencing our work were the following:

- the Mission and Vision statements need to be clearly articulated;
- the Mission statement should be short and memorable;
- the Vision statement should be a statement about what we hope to achieve for students or learners;
- the word “every” in the previous statement(s) was very important;
- “Learn, Grow, Succeed Together” was important but perhaps needed more explanation;
- the concept of equity needs greater emphasis and updating beyond the expectations of five years ago;
- partnerships are important to the work of the Board; and
- the word “prepare” needs to be explained or enhanced.

The draft of the new Mission, Vision and Values statements is attached (Appendix B).

The writing team welcomes suggestions and comments. It is our hope we will be able to finalize the statements at our two day session, April 10-11, 2016.

Respectfully submitted,

Kelly Amos, Chair
Oakville Trustee, Wards 5&6

Stuart Miller, Director of Education

David Euale, Multi-Year Plan Facilitator
DISCUSSIONS RE: MISSION STATEMENT

Comments regarding OBJECTIVES:

- Most important: “every student”; “committed” (dedication and loyalty); “success”
- Most important word: “Every” – it is every student we serve; that is what we constantly come back to as far as our needs go
  - Committed to achievement and wellness of every student
  - Must address learning – every student
  - Brevity / active words
    - Everybody Learns – or -- Everybody is Learning
- What does commitment look like? What does it mean?
- We will inspire and support learning (student focus); We will prepare students for success
- Is “prepare” the right word? (“prepare students for success”)
- Finish “success” – what is it
- Equity of outcome vs equity of opportunity – is our mandate
- Equitable outcomes is not the same as “outcomes”
- Success – Now? Future? Future includes post secondary, workforce, 21st century skills
- Success is defined now by grad rates, differentiated by student; social/emotional engagement/intelligence
- Is “prepare students for success” enough? Can it be enrich the world or meaningful place in society or active citizenship
- Global citizenship, advocacy for self and others
- Need to convey commitment to every student, meeting their own potential
- Future needs to focus on equitable opportunities; now it is inclusive, engaging, challenge and choice
- Global citizenship, environmental, equity diversity, inclusion – all have to be part of future
- Must look to problem-solving critical thinking, digital citizenship – looking to future
- consider adding: recognizes ideas, initiative, effort and results
- Student focal point needs to be central to learn, grow, succeed, together
- Positive points: encompasses board goals; supports learning; engaging; challenge and choice; safe and inclusive
- Points for change: moving forward and inspiring 21st Century learning; providing opportunities for students
- Consider improvement and development of students’ skills (“fostering”)
- Keep: “every student will learn in a safe, healthy, respectful and inclusive school environment”
- Like “responsibility” – add instill public confidence; clearly indicate fiscal responsibility
- Like relationships being foremost; not just always do… or never do… we do some things better than others
- Need to enhance public confidence
- Go beyond “respond” to demographic needs to being in front of… proactive
- Staff Goal 1: Staff will “deliver” instead of participate in…
- Important: inclusivity, success, commitment to every student, equity, leadership, inspired, safety/wellness, responsible, engaging, challenge and choice, forward thinking, prepared for future; visionary leading change; innovative – deep thinking
- Missing: excellence in achievement – all students reach their hugest potential (is this in the top statement?)
- Whole child approach – family/ village
Comments regarding **WHO IS IMPACTED:**

- Rethink “create” – we work together more than create
- Learning extends beyond the classroom, into community; more explicit in moving beyond the classroom
- Can’t be insular. must be inclusive of community
- Mission/values speaks to all stakeholders… need to define the “we”
- Partnership/community must be considered
- “Together” must include staff, students, parents, families, community
- “Co-own” the learning
- Each student’s potential will be different – personal success
- Broaden school community – partnerships and relationships
- Teachers as “activators”
- Learners as students, teachers, parents, partners
- Needs to define how we guide our board – or direct our board?
- Nothing here about community/partnerships/parents
- relationships should respect all partnerships
- community is missing (x2)
- Important: students, inclusiveness, engagement, diversity, together, future hopes
- Now: permeates all – early years, education and business of education, community, choice (and safety of choice – emotional, physical and intellectual); excellence
- Relationship building – beyond committed to every student (ie: all stakeholders are learners – we are all learners and all families)
- Build public confidence
- What does “together” mean – emphasize it is beyond students, teachers, school
- Relationship building – beyond committed to every student (ie: all stakeholders are learners – we are all learners and all families)
- Under relationships: evidence based relationship vehicles (CPS/Developmental Assets) CRT, School Climate, Restorative Practices

Comments regarding **CHALLENGES:**

- Deeper challenge and choice for the learner (Looks like? Sounds like?)
- “challenge and choice” needs refreshing (“not feeling it”)
- Value added of individual skills
- Could be very different in five years – demographics, resources, technology student/parent voice
- Numbers of students with exceptional needs increasing while funding is decreasing; this impacts teachers and other students in the classroom as well
- Missing 21st Century transferrable skills/values (flexibility, adaptability, collaboration, innovation, resiliency; responsible citizenship, social responsibility; character education/moral compass
- Do we use Responsibility or Accountability? Responsibility is more invitational (moral imperative)
- Reflects choice of equity of outcome
- Belonging and interconnectivity
- Preparing for the unknown
- We will statement needs qualification: “prepare students for success in….” what? (global society, expand the school as integrated with community)
- Reflects choice of equity of outcome
Comments regarding STRATEGIES:

- Separate out the vision and values from mission statement
- Embrace a slogan that lives; global contexts, social justice
  - “comfort the afflicted/afflict the comfortable”
  - “Learn to Change the World” (Harvard)
  - “All Children Thrive” (OKN)
- Do individual school missions dilute the collective vision, mission and values
- Caution around creating a laundry list of terms (items left off, prioritized)
- Important pieces of Mission Statement include:
  - Prepare students for Success
  - Inclusion
  - Engaging
  - Support Learning
  - Inspire
  - Opportunities for Challenge and Choice
- Support learning… that is what this business is all about; leads us to a different mindset, active vs passive
- Need to align language with ministry goals
- Inclusivity is a critical word to use – contributes to wellness, mental health
- Add “welcoming”, “flexibility” to mission statement
- Is “committed” too broad?
- How does the mission statement tie in with the motto – Learn Grow Succeed
- Is the motto still valid or is it tired?
- Does the statement need the name “Halton District School Board”?
- Defines our board because, with changes, it will reflect what we will be doing
- In five years, will we still continue to value and respect relationships, responsibility and ingenuity in a way that is not pejorative
- Inspire, create, provide, prepare – active verbs reflecting student voice, involvement
- Draft statement: “Together we inspire our students to learn, grow and succeed”
- Draft statement: “The Halton District School Board is committed to the success of every student. We will inspire and support learning; create safe, healthy, inclusive and engaging relationships and environments; provide opportunities for challenge and choice”
- Student experiences should be available/experienced equally, equitably across the board
- Globally responsible – be less insular; broader social landscape
- Don’t lose the importance of the relationships
- Don’t love the world “ingenuity” – Innovation instead?
- Meaningful learning – real learning
- Voicing opinions; opportunity to voice
- Positive learning
- Do we create conditions for creativity, innovation and initiative
- Social activism and citizenship – not just academic excellence
- Move past acknowledge and appreciate diversity to intentional and deliberate delivery of equity and inclusion everywhere – needs to be embedded in practice (move beyond the school climate to curriculum)
- Circle reflects inclusion, life… innovate/include/inspire (and excel)
- Spiritual safety and health is important (spirit, body, mind)
- Align words with actions – reword to mean what you say and say what you mean
- Like “relationships” – add empathy; go beyond acknowledge/appreciate diversity; replace with ensure equity; add “work together”
- Consider replacing the values with better descriptors ie: excellence, inspiration, innovate, inclusion, equity? (refer to s.169 Ed Act)
- responsibility should promote social activism and global citizenship
- what does “success” look like: reaching personal potential; enjoying opportunities along the way; constantly evolving/growing
- Providing resources/tools in order to succeed
- promote stewardship
- shows what positive relationships should be
- responds to demographic needs
- fosters creativity (need to expand “foster” identity)
- acknowledges and appreciates diversity
- where do we put equity lenses?
- need to promote stewardship
- Success in future needs to include participant in society, continuous improvement of graduation rates; differentiation amongst students; difference between social/emotional intelligence
- Safety must resonate
- Future direction must reflect building meaningful relationships, advocacy, community, resiliency
- Mental health – students and parents
- Building “assets” (DA) strength-based approach
- Future needs incl.: resiliency, engage more students in the learning (student voice, deeper into curriculum)
- Learning “how” to learn; authentic
- Experimental, experiential learning
- Skills vs. knowledge acquisition
- Looking for career: life skills for all our students
- Independence, self-regulation; collaboration, team work, resilience, initiative
- Needs reference specifically to student voice/needs
- Include “encourage” so they seek the opportunity
- Provide opportunities for voice; give them a voice in their own learning
- Must look to problem-solving critical thinking, digital citizenship – looking to future
- Building capacity across the system needs to be referenced
- Need to see diversity in chosen images and pictures
- Missing: do we really want to say “align words and actions” – if it stays, should it go under responsibility

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**Facilitator’s Observations**

**Structure:**

- The Mission, Vision and Values need to be separated, distinct and titled
- If maintained, the slogan “Learn, Grow, Succeed” must be memorable
- Mission should define who we are (Board, community, etc.) and who we serve
- “Every Student” is an important part of the Mission
- Vision is what we hope to achieve and the structures to achieve it
- In general the existing vision statement “We will_____” remains appropriate and accurate for the operations of Halton District School Board.
- Some updating is necessary to address 2016.
- Values are the foundation of the organization that will enable the vision to be achieved
- Values have not changed but need updating to 2016 (ie acknowledge and appreciate diversity)
Halton District School Board

DRAFT MULTI-YEAR PLAN – Mission, Vision, Values

Mission Statement:
• Together we inspire every student to learn, grow and succeed.

Vision
• Every student will explore and enhance their passions, strengths and potential in safe, healthy, inclusive and engaging learning environments.

Values
RELATIONSHIPS
• Engage partners in areas of common purpose/interest
• Promote consultation, collaboration and cooperation
• Exercise compassion and empathy
• Align words and actions

RESPONSIBILITY
• Measure and report results
• Use resources efficiently and effectively
• Respond to demographic needs
• Interact through strategic and proactive communications
• Model and promote sound environmental practices
• Model and promote social responsibility
• Make timely and informed decisions

INGENUITY
• Foster creativity, innovation and initiative
• Identify, develop, share and implement exemplary practices
• Recognize and acknowledge ideas, efforts and results

EQUITY (new)
• Celebrate and embrace cultural diversity
• Support and nurture diverse learning needs
• Establish responsive practices to address divergent learning needs

Additional items to consider under this heading:
• Equity will guide our decisions and work
• Respect the seven Equity Lenses (explain)
TO: The Chair and Members of the Halton District School Board

FROM: Debra McFadden, Executive Officer of Human Resources
Stuart Miller, Director of Education

RE: Halton DSB Sick Leave Statistics

Rationale
Information regarding usage of sick leave has recently been a topic of newspaper coverage. The attached information regarding Halton’s usage is provided for the information of the Board.

Background
School Boards’ Co-operative Inc. (SBCI) provides an annual report (Absence Study) to participating boards of year to year comparative analysis of sick leave utilization. This report is based on the participating school boards’ submission of transactional data for the school years September 2010 to August 2015.

In the first year reported (2010-2011), sick leave usage within the Halton District School Board exceeded the average by more than 0.5 of a day. In January 2011, the Board instituted the Attendance Management Program, intended to support employees to attend work regularly. This has had a positive effect on our sick leave usage, which is now trending at 8.9 -- well below the 2014-15 average of 10.3 amongst SBCI member boards. Although the sick leave usage of our employees has increased during the reporting periods shown in the attached graphs, this increase is similar to that being experienced throughout the province and the Halton District School Board has largely maintained its relative position in relation to other boards.

The attached graphs pinpoint Halton’s placement within SBCI’s entire book of business as well as providing the average number of sick days used by all employees. It is important to note the total number of participating boards has increased from 48 to 56 boards during this five-year period, also impacting the relative position of our board.

Respectfully submitted,

Debra McFadden
Executive Officer of Human Resources

Stuart Miller
Director of Education
Halton District School Board

5A: Magnitude of Absence Benchmarking Results - All Employees

2010-11

2011-12
TO: The Chair and Members of the
Halton District School Board
FROM: G. Cullen, Superintendent of Facility Services

Background:
As part of the capital project process, the Facility Services department has been developing a new elementary school design guideline. Below highlights the steps in the process:

<table>
<thead>
<tr>
<th>Key Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFP 14-36 –</td>
<td>The architect would review, consult and develop new elementary school design. The architectural services needed for this project were identified in two parts. Phase 1 was the development of new elementary school construction guidelines. Phase 2 is the design and construction of the “new” school using the guidelines to ensure that ability to fund and deliver a school using the new guideline. Upon proof of the concept the guideline will be used to direct future school designs by all architects and consultants.</td>
</tr>
<tr>
<td>issued October 3, 2014</td>
<td></td>
</tr>
<tr>
<td>Report 15094 M15-0122</td>
<td>Board appointment of Hossack &amp; Associates Architects to develop new elementary guidelines</td>
</tr>
<tr>
<td>March 30- June 24, 2015</td>
<td>Consultations with: elementary programs and curriculum, special education, IT &amp; Libraries, Facility Services, Health and Safety, SEAC, Halton Student Transportation Services, Superintendents and the Director</td>
</tr>
<tr>
<td>Report 15122</td>
<td>Information report presented Oct. 7, 2015 meeting. Interim report highlighted the draft guidelines and specific areas of review. Comments were received by Trustees on the draft.</td>
</tr>
</tbody>
</table>

After the presentation of Report 15122 (October 2015), the consultants and staff reviewed trustee comments and addressed specific areas of concern. The document attached represents the conclusion of consultation, evaluation and design elements for a new elementary school. An Executive Summary is attached as Appendix A.

Due to the size of the Elementary School Design Guideline, it is posted electronically for trustees’ review.

Respectfully submitted,

Gerry Cullen
Superintendent of Facility Services

Stuart Miller
Director of Education
Executive Summary

*Elementary School Design Guidelines, March 9, 2016*

The Elementary Design Guidelines were developed by the Facility Services department with the assistance of Hossack & Associates Architects. The Guidelines reflect the Board’s requirements for durable, environmentally sustainable schools, which inspire teaching and learning. The guidelines are intended to produce a design that conforms to the Ministry of Education processes and funding. The development of the Guidelines included input from Elementary programs and curriculum, Special Education, Superintendents, the Director, and departments such as Information Technology, Libraries, Business Services, Health and Safety, SEAC, Halton Student Transportation Services and OCTU.

The Guidelines will be used for the planning, design and construction of new elementary schools going forward. These Guidelines are not intended to restrict creativity in the face of site constraints, changes to programs or curriculum, and specific community partnerships such as day cares and community Hubs.

The Guidelines cover

- Building design
- Site design
- School grounds greening
- Programs and operational spaces
- Architect specifications
- Mechanical systems
- Electrical systems
- Templates and examples

The Guideline document is available electronically.
TO: The Chair and Members of the Halton District School Board
FROM: S. Miller, Director of Education
RE: Board Report Schedule 2015-16

Background
The draft schedule of reports for the current school year was first introduced in September 2014 (Report 14124), with subsequent reports following monthly in order to help facilitate awareness of when reports will come to the Board.

It is our intention to provide an update to this list at regular intervals, to keep Trustees apprised of what reports have been presented, completed, and/or have had to have timelines revised. The first update (Report 15110), was presented in September, with subsequent updates throughout the fall. This report provides the next in the series of updates.

Respectfully submitted,

S. Miller
Director of Education
<table>
<thead>
<tr>
<th>REPORT SUBJECT</th>
<th>DATE:</th>
<th>RESPONSIBILITY</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director’s Summer Authority</td>
<td>September 2</td>
<td>David Euale</td>
<td>completed</td>
</tr>
<tr>
<td>Report Card Update</td>
<td>September 2</td>
<td>David Euale</td>
<td>completed</td>
</tr>
<tr>
<td>Admin Procedure Update</td>
<td>Ongoing</td>
<td>David Euale</td>
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<tr>
<td>Labour Update (Negotiations Summary)</td>
<td>Ongoing</td>
<td>Jeff Blackwell</td>
<td></td>
</tr>
<tr>
<td>Capital Updates</td>
<td>September 16</td>
<td>Gerry Cullen</td>
<td>completed – with financials; subsequent report with Closing the Gap update on September 16</td>
</tr>
<tr>
<td>EQAO – Secondary (Private Session update)</td>
<td>September 16</td>
<td>Stuart Miller</td>
<td>completed</td>
</tr>
<tr>
<td>Summer Learning Initiatives</td>
<td>September 16</td>
<td>David Boag, Tricia Dyson</td>
<td>completed</td>
</tr>
<tr>
<td>Program Viability Committee Consultation</td>
<td>September 16</td>
<td>Stuart Miller</td>
<td>completed</td>
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<td>Full-Day Kindergarten Update</td>
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<td>Closing the Gap Update (Facilities/Proceeds of Disposition)</td>
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<td>PARC Policy (posting)</td>
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<td>Bell Time Interim Report (consultation)</td>
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<td>Annual Report: Food and Beverage Sales</td>
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<td>HLF Fundraising Plan</td>
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<td>P/VP Placements/Transfer</td>
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<td>Financial Statements</td>
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<td>Disposition of Property/Site Acquisitions</td>
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<td>Banking Resolutions</td>
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<td>Capital Update</td>
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<td>Program Viability Committee Report</td>
<td>February 3</td>
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<td>Primary Core French</td>
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<td>School Generated Funds / Student Fees</td>
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<td>School Year Calendar</td>
<td>April 6/20</td>
<td>Stuart Miller</td>
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<td>Multi-Year Plan (Development)</td>
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<td>International Students</td>
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<td>Annual Portable Inspection Update</td>
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<td>Adult &amp; Continuing Ed Hybrid Implementation</td>
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<td>LTAP</td>
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<td>Operational Plan Goal/Strategies 2016-17</td>
<td>April 20</td>
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<td>Special Education Plan</td>
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<td>Halton Learning Foundation Annual Report</td>
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<td>Bell Times – Report</td>
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<td>Community Funding of Facility Enhancements</td>
<td>May 4</td>
<td>Gerry Cullen, Lucy Veerman</td>
<td>(submissions)</td>
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<td>Centre for Skills Development &amp; Training Report</td>
<td>May 18</td>
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<td>Truth &amp; Reconciliation Annual Report</td>
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<td>Rob Eatough</td>
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<td>Secondary Teacher Redundant to Board</td>
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<td>Ombudsman Processes Review</td>
<td>June 1 / 15</td>
<td>David Boag</td>
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<td>Capital Plans / Priorities</td>
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<td>Community Partnership Report (re: LTAP)</td>
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<td>Education Development By-law (tentative)</td>
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<td>Administrative Procedure Review (Information)</td>
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<td>NEW: Determination of Locations for Special Education Classes – June 2016</td>
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<td>ARC Announcements</td>
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<td>Supervision of Students with Safety Risks</td>
<td>Jan. 20/16=&gt;2017</td>
<td>Mark Zonneveld</td>
<td>M14-0142: ... to conduct a review of the supervision of students who have high safety risks beginning Sept. 2014; THAT the review cover any and all parts of the legal school day, including getting to class, nutrition breaks, recess, etc., and include the process for training staff, supervision levels for students, and if students’ safety needs are being appropriately addressed; THAT SEAC members be invited to participate in this review.</td>
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<tr>
<td>Gifted Screening / Assessment Update</td>
<td>Feb. 17/16=&gt;2017</td>
<td>Mark Zonneveld</td>
<td>(see Order Paper – Board Motion M13-0073)</td>
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<tr>
<td>EA Allocation Process</td>
<td>Mar.23=&gt;Nov.2016</td>
<td>Mark Zonneveld</td>
<td>(see Order Paper – Board Motion M15-0059)</td>
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**WORKSHOPS**

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<th>LEAD</th>
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<td>David Boag / Program Dept.</td>
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<td>School Operations</td>
<td>Stuart Miller / School Ops</td>
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<td>Student Services – Special Education</td>
<td>Mark Zonneveld</td>
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