PUBLIC SESSION AGENDA

1.0 Opening
   1.1 Welcome, Call to Order and Attendance
   1.2 Motion to Move into Private Session
   1.3 Rise into Public Session
   1.4 Acknowledgement of Traditional Lands
   1.5 Declarations of Possible Conflict of Interest
   1.6 Approval of the Agenda

2.0 Delegations/Presentations to the Board
   2.1 Inspire Award Presentations (first meeting of each month)
      2.1.1 Matthew Fischer, Student, White Oaks Secondary School
   2.2 Delegations
      2.2.1 Ritika Gogia, NE Oakville Boundary Review, Upper Oaks Community
      2.2.2 Reena Maru, NE Oakville Boundary Review
      2.2.3 Cynthia Cui, NE Oakville Boundary Review
   2.3 Presentations
      2.3.1 Welcome Centre – Gord Truffen, Dean Barnes
   2.4 Acknowledgement by the Chair re: Delegations and Presentations

3.0 Consent Agenda Items
   3.1 Approval of Consent Agenda Action Items
   3.1.1 Minutes of the Halton District School Board Meeting, January 23, 2019
   3.2 Receipt of Consent Agenda Information Items
      3.2.1 Order Paper
      3.2.2 Administrative Procedure Update (S. Miller) – Report 19023
      3.2.3 Board Report Schedule (S. Miller) – Report 19028

4.0 Ratification/Action
   4.1 Approval of Business Transacted in Private Session
   4.2 For Action: February 20, 2019
      4.2.1 Board Policy: Transportation (A. Grebenc) – Report 19017

5.0 Communication to the Board
   5.1 Student Trustee Report
   5.2 For Action: March 6, 2019
      5.2.1 NE Oakville #2 Boundary Study (C. Ruddock) – Report 19024
      5.2.2 By-law Review (A. Collard) – Report 19029
   5.3 For Information: February 20, 2019
   5.4 Notice(s) of Motion
   5.5 Director’s Report
   5.6 Communication from the Chair
      5.6.1 Chair’s Correspondence (Report 19026)
      5.6.2 Public Education Symposium Report
   5.7 Committee Reports
   5.8 Trustee Questions and Comments

6.0 Adjournment
   6.1 Motion to Adjourn
Halton District School Board
Public Session: Wednesday, January 23, 2019 -- 7 p.m.


Regrets:

1 Opening
The Chair called the meeting to order at 6:08 p.m. noting the attendance via phone of D. Danielli and L. Reynolds.

M19-0006 K. Amos / J. Gray
Be it resolved that the Halton District School Board move into Private Session. Carried Unanimously.

The Board rose from Private Session at 6:50 p.m.

The Chair called Public Session to order at 7:02 p.m.

M. Shuttleworth recognized Halton’s rich history and modern traditions of many First Nations and Métis. On behalf of the Board, acknowledgement and thanks was given to the Mississaugas of the Credit First Nation for sharing their traditional territory.

The Chair reminded Trustees of the requirement to declare any potential conflicts of interest.

M19-0007 J. Gray / M. Shuttleworth
Be it resolved that the Halton District School Board approve the agenda as distributed. Carried Unanimously.

2 Delegations/Presentations to the Board
2.1 Inspire Awards
There were no presentations at this meeting.

2.2 Delegations
There were no delegations for this agenda.

2.3 Presentations
The Chair welcomed D. Boag who spoke to Report 19009, Public Confidence Committee work. Following the presentation, D. Boag responded to trustee questions.

2.4 Acknowledgement by the Chair
The Chair acknowledged and thanked presenters.

3 Consent Agenda Items
3.1 Approval and Receipt of the Consent Agenda Items
M19-0008 A. Collard / T. Rocha
Be it resolved that the Halton District School Board approve the Consent Agenda Action items for January 9, 2019. Carried Unanimously.

4 Ratification / Action
4.1 Approval of Business Transacted in Private Session
M19-0009 T. Ehl Harrison / H Gerrits
Be it resolved that the Halton District School Board approve the matters from Private Session respecting Property Matters (19010). Carried Unanimously.

4.2 North Burlington Elementary Boundary Review
The Chair called attention to Report 19006.

M19-0010 A. Collard / A. Grebenc
Be it resolved that the Halton District School Board adjust the elementary school boundaries for the “To Be Determined” Evergreen Community area bounded by Dundas to the south, Tremaine to the east, Hwy #407 to the north, and Appleby Line to the west; whereby, effective immediately, elementary students are directed, to attend John William Boich Public School for Kindergarten to Grade 8 for English and French Immersion programming.
Be it resolved that the Halton District School Board adjust the elementary school boundaries for the new “Alton Developments” located at 4853 Thomas Alton Blvd and 4880 Valera Road whereby, effective immediately, elementary students are directed, to attend Orchard Park Public School for Kindergarten to Grade 8 for English and French Immersion programming. Carried Unanimously.

5 Communication to the Board

5.1 Student Trustee Reports
Kevin Meng and Connor Clark provided an overview of upcoming Student Senate activities, with the next meeting on Tuesday, February 12, 2019.

5.2 For Action: February 6, 2019

5.2.1 Board Policy: Audit
J. Gray spoke to Report 19016 and responded to trustee questions.

M19-0011 J. Gray / K. Amos
Be it resolved that the Halton District School Board suspend the rules to deal with this matter immediately. Carried Unanimously.

M19-0012 J. Gray / A. Collard
Be it resolved that the Halton District School Board approve the Audit and Non-Audit Services Policy as appended to Report 19016. Carried Unanimously.

5.2.2 Board Policy: Transportation
A. Grebenc passed the gavel to speak to Report 19017, and respond to trustee questions.

5.2.3 SEAC Membership
M. Zonneveld spoke to Report 19018.

M19-0013 A. Collard / M. Shuttleworth
Be it resolved that the Halton District School Board suspend the rules to deal with this matter immediately. Carried Unanimously.

M19-0014 J. Oliver / H. Gerrits
Be it resolved that the Halton District School Board approve the following associations as members of the Halton District School Board’s Special Education Advisory Committee (SEAC):

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

Be it resolved that the Halton District School Board approve the recommended appointments of the SEAC association representatives and alternates as indicated.

Be it resolved that the Halton District School Board approve the recommended appointments of the SEAC Members at Large as indicated. Carried Unanimously.

5.2.4 SW Milton #1 High School Update
J. Newton spoke to Report 19020 and responded to trustee questions.

S. Miller asked trustees to comment on the communication needs of the Milton community with respect to this issue. H. Gerrits indicated it was important to communicate this matter separately (boundary review); D. Danielli indicated her agreement.

M19-0015 H. Gerrits / T. Rocha
Be it resolved that the Halton District School Board suspend the rules to deal with this matter immediately. Carried Unanimously.
Be it resolved that the Halton District School Board amend the motion directing staff to undertake a secondary school boundary review for the new Milton SW #1 high school, to reflect the delay in construction timelines, with the boundary review to be completed by the end of June 2020. Carried Unanimously.

5.2.5 SEAC Policy Review

A. Collard spoke to Report 19022 and responded to trustee questions.

Be it resolved that the Halton District School Board suspend the rules to deal with this matter immediately. Carried.

Because the vote was not unanimous, a recorded vote was required. A dissenting vote was cast by L. Reynolds.

Be it resolved that the Halton District School Board engage the services of Miller Thompson and Associates to review the Special Education Advisory Committee (SEAC) Policy for compliance with legislation.

Be it resolved that the Halton District School Board form a subcommittee consisting of trustees, staff and SEAC members, to co-create a SEAC Governance Procedure with an initial report to return to the Committee of the Whole Board no later than the first meeting in April 2019.

Discussion ensued regarding the purpose of a Governance Procedure. After considerable debate, trustees opted to divide the question.

Be it resolved that the Halton District School Board divide the question into two motions. Carried.

Because the vote was not unanimous, a recorded vote was required. Dissenting votes were cast by A. Collard and T. Rocha.

Discussion ensued regarding an amendment to the first part of the motion to seek legal advice with respect to the Governance Procedure.

Be it resolved that the Halton District School Board amend the motion to reflect the following addition: "... and also make recommendations regarding the development of a SEAC Governance Procedure, to return to the Committee of the Whole Board no later than the first meeting in April 2019. Carried Unanimously.

The vote was called on the main motion, as amended.

Given the previous amendment, A. Collard withdrew second portion of the original motion.

5.3 For Information: January 23, 2019

5.3.1 Summary of School Generated Funds

L. Veerman spoke to Report 19008 and responded to trustee questions.

5.3.2 Budget Development Timelines

L. Veerman spoke to Report 19019.
5.3.3 Public Confidence Committee
This report supplemented the presentation made earlier on the agenda.

5.4 Notice(s) of Motion
There were no Notices of Motion. C. Clark left the meeting at 8:31 p.m.

5.5 Director’s Report
S. Miller provided an update on his attendance at the launch of Project Search, an initiative with partnership from Halton Health Care, Oakville Trafalgar Hospital. This project will feature 12 students in their final year at CPP, who will be doing a co-op placement at the hospital, with the hopes the placement will lead to permanent employment for these students.

S. Miller asked D. Boag to speak to changes to the practices in generating EQAO results, removing newcomers and students on alternative curriculums for the results. This proposal would impact Primary, Junior and Literacy Tests. Consultations will be taking place during the next few weeks. D. Boag responded to questions, indicating further details will be coming.

S. Miller also spoke to L. Veerman’s retirement, offering heartfelt congratulations and appreciation to the integrity, experience and dedication she brought to her role in Halton, and education in general.

5.6 Communications from the Chair
A. Grebenc highlighted correspondence included in tonight’s agenda, and spoke to the trustees’ appreciation to L. Veerman for her commitment to the Halton District School Board.

K. Amos added her comments and appreciation.

5.7 Committee Reports
T. Ehl Harrison reminded trustees of the upcoming Trustee Orientation on January 30 at 6 p.m. She also reminded trustees to populate the google doc with upcoming committee agenda items.

J. Oliver provided an update on the recent Accessibility Committee meeting, and last night’s PIC orientation session.

A. Collard added her comments to T. Ehl Harrison request for Committee of the Whole agenda items.

5.8 Trustee Questions and Comments
K. Amos asked for information relating to the Fraser Report. S. Miller indicated information would be shared.

H. Gerrits provided heartfelt accolades to staff and students at Tiger Jeet Singh who recently undertook a “pay it forward” initiative to support Bishop Redding Catholic students.

T. Ehl Harrison congratulated A. Grebenc on the successful completion of a course on Roberts Rules of Order. She also commented on the practice, particularly tonight, regarding suspending the rules, and asked that as by-law discussion proceed, that her colleagues give consideration to the manner in which items come to the Board.

K. Amos asked if any communication has come forward from the Ministry regarding the NE Oakville public school construction approvals. She indicated community members are anxiously awaiting news about the community’s new school. S. Miller indicated there has been no communication from the Ministry.

A. Grebenc asked for an update regarding the cancellation of provincial EPO funding. S. Miller indicated the impact of the cancellation of EPOs for the Halton Board results in a funding loss of approximately $520,000; however, there has been some change in some EPO grants. S. Miller asked J. Hunt Gibbons to speak to the recent invitations to apply for cancelled EPOs. J. Hunt Gibbons spoke to three areas of EPO funding where invitations to complete applications were offered to the Board, after announcements of the EPO funding cancellations.

6 Adjournment
Noting the agenda had been exhausted, A. Grebenc declared the meeting closed at 8:56 p.m.
Halton District School Board
ORDER PAPER PRIVATE SESSION
Wednesday, February 6, 2019

Education Act S.207 (2): Closing of certain committee meetings – A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves:

(a) the security of the property of the board;
(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
(c) the acquisition or disposal of a school site;
(d) decisions in respect of negotiations with employees of the board; or
(e) litigation affecting the board.

Specific matters dealing with any of the above may be ratified in public session of the board, as in the following example:

“Be it resolved that the Halton District School Board approve the resolutions from the Halton District School Board Meeting in Private Session, (insert date here) respecting: (choose from the following) Personnel Matters, Staffing, Negotiations, Property Matters.”

<table>
<thead>
<tr>
<th>Date</th>
<th>Resolution</th>
<th>Public?</th>
<th>Motion #?</th>
<th>Date ratified? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/16/13</td>
<td>Be it resolved that the Halton District School Board be authorized to enter into an Agreement of Purchase and Sale with the City of Burlington, regarding the disposition of the 5.791 acre surplus lands at General Brock High School in exchange for 4.92 acre lands that form part of the Burlington Central HS school site, along with the market value of .871 acres; and the appropriate signing authorities be authorized to execute all documents required to do so.</td>
<td>NO</td>
<td>M13-0237</td>
<td>October 16, 2013 as Property Matters</td>
</tr>
<tr>
<td>04/05/17</td>
<td>Be it resolved that the Halton District School Board be authorized to complete the Offer to Purchase with Mantella Corporation, regarding the disposition of the remaining surplus lands (2.32 acres) located on Stonehaven Drive and adjacent to John William Boich PS for a total value of $3,500,000, net of any usual adjustments and commissions; and that the signing authorities be authorized to execute all appropriate documents.</td>
<td>No</td>
<td>M17-0049</td>
<td>April 5, 2017 read as “Property Matter”</td>
</tr>
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<td>04/05/17</td>
<td>Be it resolved that the Halton District School Board consider previous reports regarding Close the Gap and Facility projects, as authorization under Executive Limitations Policy (II: J) Accommodation/ Capital Projects (item 5), for staff to proceed to tender, (either individually or combined), the 2016-2017 Facility Services Projects.</td>
<td>No</td>
<td>M17-0050</td>
<td>April 5, 2017 read as “Property Matter”</td>
</tr>
</tbody>
</table>
| 06/20/18 | Be it resolved that the Halton District School Board approve compensation increases for the following non-unionized employees as indicated below: MASS, General Managers and other non-union staff:  
- September 1, 2018 - 1%
- February 1, 2019 - 1%
- August 31, 2019 - 0.5%
Senior Staff (Director, Associate Director, Superintendents and Executive Officer)  
- September 1, 2018 - 5% | NO      | M18-0124  | As “Negotiations” |
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<tr>
<td>06/20/18</td>
<td><strong>Be it resolved that the Halton District School Board accept the tender contained in Tender No. RFT 18-111 for the construction of the new Milton SW #1 secondary school in Milton, Ontario, subject to the closing tender price and all additional fees and expenses being within the budget allocation for the project; and Be it resolved that the Halton District School Board approve a budget of $37,610,332.00 for the construction of the Milton SW #1 secondary school. This project is to be financed as follows; by Capital Priorities Funding of $32,555,603.00 as allocated by the Ministry in November 2016; and estimated Educational Development Charges in the amount of $5,054,729.00 (excluding land purchase costs and EDC eligible costs relating to expropriation).</strong></td>
<td>NO M18-0125</td>
<td>As “Property Matters”</td>
</tr>
<tr>
<td>06/20/18</td>
<td><strong>Be it resolved that the Halton District School Board authorize staff to proceed with the approval of an operational agreement with the City of Burlington to allow them to install solar panels on the gym roof of the school building at Dr. Frank J. Hayden for a minimum period of 20 years.</strong></td>
<td>NO M18-0126</td>
<td>As “Property Matters”</td>
</tr>
<tr>
<td>09/05/18</td>
<td><strong>Be it resolved that the Halton District School Board accept a portion of the tender from Everstrong Construction Ltd., in the amount of $5,730,370.00 excluding net HST as contained in Tender No. RFT 18-11 for site preparation for the new Milton SW #1 secondary school. This project work is to be financed through Education Development Charges.</strong></td>
<td>NO M18-0157</td>
<td>Sept.5/18 As &quot;Property Matters&quot;</td>
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<td>10/03/18</td>
<td><strong>Be it resolved that the Halton District School Board approve the use of reserve funds from Proceeds of Disposition (POD) to cover the shortfall for the southwest Milton #1 high school ($6,750,000), and the northeast Oakville #2 elementary school ($2,443,309) for a total of $9,193,309.</strong></td>
<td>NO M18-0181</td>
<td>October 3/18 As “Property Matters”</td>
</tr>
</tbody>
</table>
| 10/03/18   | **Be it resolved that the Halton District School Board approve a budget of $46,642,124.00 for the construction of the southwest Milton #1 High School. This project is to be financed as follows:  
• Capital Priorities Funding of $32,555,603.00 as allocated by the Ministry in November 2016  
• Educational Development Charges of $7,336,521.00 (excluding land purchase costs and EDC eligible costs relating to expropriation)  
Proceeds of Disposition funding in the amount of $6,750,000.00 to cover the budget shortfall, subject to approval from the Ministry of Education.**                                                                                                                                                                                                 | NO M18-0182     | October 3/18 As “Property Matters” |
| 10/03/18   | **Be it resolved that the Halton District School Board accept the tender from Everstrong Construction Ltd., in the amount of $35,956,023.61 plus Net HST for a total of $36,732,673.72, as contained in Tender No. RFT 18-111, for the construction of the new southwest Milton #1 high school.**                                                                                                                                                                                                 | NO M18-0183     | October 3/18 As “Property Matters” |
| 10/03/18   | **Be it resolved that the Halton District School Board accept the tender from Tambro Construction Ltd., in the amount of $18,216,000.00 plus Net HST for a total of $18,609,465.60, as contained in Tender No., RFT 18-174, for the construction of the new northeast Oakville # 2 elementary**                                                                                                                                                                                                                                              | NO M18-0184     | October 3/18 As “Property Matters” |
Be it resolved that the Halton District School Board approve a budget of $21,563,978.00 for the construction of the North East Oakville #2 Elementary School and Child Care Centre. This project is to be financed as follows:

- Capital Priorities Funding of $13,993,074.00
- Full Day Kindergarten Funding of $2,098,154.00
- Child Care Funding of $2,571,270.00 as allocated by the Ministry in November 2016
- Estimated Educational Development Charges of $458,171.00 (excluding land purchase costs and EDC eligible costs relating to expropriation)
- Proceeds of Disposition funding in the amount of $2,443,309.00 to cover the budget shortfall, subject to approval from the Ministry of Education.

Be it resolved that the HDSSB appoint +VG Architects Ltd. To provide architectural services for the proposed new elementary school, ERA 127 (Milton ps #11) for a fixed fee in the amount of $936,321.78 plus net HST for a total of $956,546.33 to be funded from Capital Priorities, Full-Day Kindergarten and Child Care funding, and Educational Development Charges for EDC-eligible related work.

Whereas the Fast Track – Community Centre for Skills Development (the “Centre”) and the Halton DSB have enjoyed a long and productive relationship delivering educational programs and services in the Halton area; AND whereas the Centre is a registered charity, incorporated as a non-share capital corporation; AND WHEREAS since the Centre’s incorporation in 1998 HDSB has been the only voting member of the corporation; AND WHEREAS the Centre has achieved a steady growth in its programs and services, expansion of its community partnerships, and maturity as an organization; AND WHEREAS HDSB recognizes that the Centre is an independent organization with its own goals and objectives; THEREFORE BE IT RESOLVED that the HDSB Board of Trustees hereby authorize the Director of Education on behalf of the Halton District School Board to propose and approve amendments to the Centre’s By-law, effective as of the day before the Centre’s 2019 Annual Meeting, such that:

a) HDSB shall no longer be a member of the Centre;
b) the directors of the Centre shall henceforth be the voting members;
c) HDSB shall no longer have the right to appoint three ex officio directors to the Centre’s Board of Directors;
d) all directors on the Centre’s board of directors shall henceforth be elected by the members.

Be it resolved that Be it resolved that the Halton District School Board, as the expropriating authority, in accordance with the Expropriations Act, hereby provide additional compensation in the amount of $358,000 to Mr. Joseph D’Agostino to reflect the negotiated market value for his expropriated property;
<table>
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<td>(cont’d)</td>
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<td></td>
<td>Further that the interest charges of $58.85 per day be paid by the Board on the additional compensation amount beginning November 5, 2018 until such time that the compensation amount is paid; That the Board also reimburse Mr. D'Agostino for the reasonable legal and appraisal costs that he incurred as a consequence of the expropriation, as required by the Expropriations Act; and THAT the appropriate signing authorities be authorized to execute all documents required to complete this transaction.</td>
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</tbody>
</table>
TO: The Chair and Members of the Halton District School Board
FROM: Stuart Miller, Director of Education
RE: Administrative Procedure Update

Background:
This report is the next regular update of Administrative Council’s ongoing review of all administrative procedures for the 2018-19 school year.

The procedures are appended for your convenience.

<table>
<thead>
<tr>
<th>Admin Procedure Name</th>
<th>Revisions / Additional Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deferred Leave</td>
<td>Date change; minor revisions</td>
</tr>
<tr>
<td>Disability Management Support Program</td>
<td>Date change; minor revisions</td>
</tr>
<tr>
<td>Vendor Performance Management</td>
<td>NEW</td>
</tr>
</tbody>
</table>

Respectfully submitted,

Stuart Miller
Director of Education
INTENDED PURPOSE:
The Halton District School Board recognizes that the quality of educational service is dependent upon the quality of staff and wishes to provide an opportunity for employees to expand their knowledge and understanding through professional activities and recognizes the potential benefits to be derived by employees and the school system from leaves of absence devoted to professional development, and rejuvenation.

To allow for employees to access such leaves, the Halton District School Board offers a Deferred Leave Plan with Salary Holdback for members of the Branch Affiliates (ETFO, OSSTF), members of the Halton Association of Professional Student Services Personnel - OSSTF (PSSP), members of Senior Management and other Administrative Staff (SOs, MASS), 12-month members of the Office/Clerical/Technical Unit – OSSTF (OCTU).

PROCEDURES
Rationale
A Deferred Leave Plan with Salary Holdback will permit members of our staff to financially plan for and take a period of leave from their normal responsibilities. This particular leave plan, while it may provide benefits to the system, will impose no additional costs to the Board. This plan will allow staff time for professional development and rejuvenation, which will assist them in meeting new challenges.

Regulations:
Deferred Salary plans are governed by Canadian Income Tax Regulations (ITA Reg. 6801)

1. Fixed Percentage of Savings: Regulations require a fixed rate of savings throughout the deferral period. An X/Y Plan provides options for determining the period of leave and the period of savings. Under this method, the employee saves for X number of years in order to finance the period of leave. Y equals the number of years of savings plus the year of leave.

   For example, if the employee opts for a 4/5 method, they would save and defer twenty percent (20%) of their salary each year for four (4) years, take a leave of absence in the fifth year, and be paid the amount saved (80% of salary) over a 12 month period. See the Deferred Leave Guide for a complete list of X/Y options.

2. Duration of Leave
The Deferred Leave duration, subject to the approval of the Principal/Supervisor, the appropriate Superintendent and Executive Officer of Human Resources, will be one of the following:
   - a full school year (September to June), or
   - a full semester for Secondary staff, or
   - in extenuating circumstances, a partial year which occurs at a natural break in the school year for Elementary staff and non-teaching staff.
   Note: the minimum allowed under Regulation is 6 consecutive months, except if attending a designated educational institution on a full time basis, in which case the minimum leave would be three consecutive months.
3. The maximum number of years in which salary may be deferred prior to taking the leave of absence is six (6) years.

4. Eligibility
   The employee must be a permanent employee and have a minimum two (2) consecutive years' experience with the Board beyond the identified probationary period at the time of application. In addition, members enrolled in the Teachers’ Pension Plan must be an active member for a minimum of three full years prior to deductions being started.

5. Return from a Leave
   It is expected that an employee who has been on a leave will return to work for at least the same duration of his/her leave before retiring or taking another Deferred Leave.

6. Approval of Applications
   Leaves shall only be approved by the Executive Officer of Human Resources, provided the services of the Board are maintained.

7. Number of Leaves Granted
   a) The number of leaves granted for any one (1) year shall not exceed two per cent (2%) of the membership or two leaves per employee group, whichever is greater, provided this does not prevent the Executive Officer of Human Resources from ensuring the needs of the Board are maintained.
   b) P.S.S.P. – O.S.S.T.F., District 20
      i) The number of leaves granted for any one (1) year shall not exceed one (1) employee for each classification, i.e. one (1) School Child Care Worker, one (1) School Social Worker, one (1) Psycho-educational Consultant, one (1) Speech and Language Pathologist, provided this does not prevent the Executive Officer of Human Resources from ensuring the needs of the Board are maintained.
   c) Maximum Duration of Leaves per Employee
      i) The duration of deferred leaves per employee can be no greater than two years in total during the employee's tenure with the Board.

8. Period of Leave
   The period of leave shall immediately follow the period of savings.

9. Funding and Payment
   a) Prior to becoming entitled to receive, and/or prior to earning an amount of remuneration, the employee must formally contract with the employer that only a part of the remuneration otherwise payable will be paid to the employee in that period and the remainder will be retained by the employer and paid to the employee in a later period.
   b) The amount of salary to be deferred must be fixed over the savings period. Available options are outlined in the Deferred Leave Guide for both full year leaves and single semester leaves. The X/Y method is used to determine the savings rate, which is subject to a maximum rate of 33.33% per annum as stipulated by Regulation.
   c) The portion of the salary that is held back shall be placed in trust with the Halton District School Board with a chartered bank acting as agent. Interest earned thereby shall accrue to the trust less the administration fee of 1%. Throughout the employee’s participation in the plan, the control of the trust shall be vested solely in the Board on behalf of the employee and the Halton District School Board shall be the sole beneficiary of the trust.
   d) During the leave of absence, the sum accumulated in the trust shall be paid to the employee in the same manner as the salary would if the employee were not on leave of absence. Accrued interest, on which income tax will have been paid, will be paid to the employee as a separate arrangement.
   e) Any special pay arrangements must be mutually agreed to between the Board and the employee.
   f) An employee, during the period of deferral, has no access to the deferred monies so long as that employee remains in the leave plan.
f) An employee who, during the period of savings, is granted pregnancy/parental leave and/or adoptive leave, and who by reason thereof receives only a portion of their regular salary, will be required to continue allocating savings to the plan at the same fixed rate that was set out in the agreement based on that portion.

10. Surplus/Redundancy
The terms of the current Collective Agreement or Terms and Conditions of Employment in effect with respect to leaves shall apply to the deferred leave with salary holdback. If an employee is declared redundant before the year of leave, the employee shall receive all monies deposited plus accrued interest subject to arrangements with the Board.

11. Sick Leave Credits
No sick leave credits shall be allocated while the employee is on leave. Any unused sick leave credits in the employee’s sick leave account at the start of the leave period shall be retained and recorded to the employee’s credit on return from the leave for the purpose of sick leave top-up only.

12. Benefits
Employees will be responsible for paying the full cost of any benefit contributions during the period of Deferred Salary Leave.

13. Administration Charges
The Board will incorporate the following administration charges.
  a) Lump Sum Fee: Any change to the original signed contract will result in a $25 charge as determined by the Executive Officer of Human Resources or designate.
  b) A one percent (1%) Administration Fee will be charged by the Board on the interest earned by employees participating in the plan.

14. Pension
  a) Teachers’ Pension Plan
  During the deferred leave, the Board must deduct the regular amount determined by T.P.P. from employees and make payment to the Teachers’ Pension Plan on the salary they would have earned during the leave period.
  
  b) Ontario Municipal Employment Retirement System (O.M.E.R.S.)
  O.M.E.R.S. expects normal payment based on total salary for the first four (4) years. The fifth (5th) year will be treated as “broken service” and it would be the responsibility of the employee to either buy the broken service or not buy it. If the employee decides to buy the broken service, the employee would have to pay both contributions to OMERS (i.e., the employee and Board share).

15. Confirmation of Leave Agreement
For teaching staff, both the Board and the employee shall confirm in writing the acceptance, postponement or cancellation of the leave by February 1 should the leave commence September 1 of the same calendar year or by September 1 should the leave commence February 1 of the following calendar year. In the case of non-teaching staff, the employee shall confirm in writing the acceptance, postponement or cancellation of the leave six (6) months before the date of commencement of the leave. After the confirmation date, it shall be understood that a leave granted and accepted is a leave be taken unless terminated or postponed by the mutual consent of the employee and the Executive Officer of Human Resources. An employee may opt out of the plan and, when doing so, will be entitled to the monies withheld plus interest accrued thereon to the date of withdrawal. However, it should be noted that opting out of the plan or postponement of the leave will result in an additional administrative charge of $25.

16. Termination of Employment
Should the employment be terminated, all monies deposited plus accrued interest shall be refunded to the employee. The principal plus any interest that has not been previously reported
on a T4A will be considered income for income tax purposes. In the event of the employee’s death, any amount of the deferred remuneration that remains unpaid at the time of the employee’s death will be brought into the employee’s income for the taxation year in which the employee died pursuant to the *Income Tax Act*, although the payment will actually be made to the employee’s estate.

17. Seniority
The Deferred Leave with Salary Holdback shall be treated as experience only for seniority purposes with the Board, within the meaning of surplus redundancy clauses in the Collective Agreement, but shall not entitle the employee to an increment for the period of the leave nor will it be allowed when the employee returns.

18. Additional Terms and Conditions
All terms and conditions of the Collective Agreement or of the Terms and Conditions of Employment in force at the time of each step in this plan shall prevail in the implementation of the agreement.

19. No Break in Service
A leave of absence under this plan will not be construed as a break in service but will not count as a year’s working experience towards the calculation of payment for retirement gratuity where applicable.

20. Steps in the Application Process
The employee will forward the application form to the Executive Officer of Human Resources no later than April 30 preceding the school year in which the employee wishes to enter the plan.

If the Executive Officer of Human Resources, in consultation with the Principal and the appropriate Superintendent approves the deferred leave request, the Executive Officer of Human Resources’ decision will be communicated to the employee, Supervisor/ Principal and appropriate Superintendent.

If the deferred leave is approved, both the employee and the Executive Officer of Human Resources will sign a Memorandum of Agreement prior to commencement of the savings portion of the plan.

**NOTE:** The expected timeline from the date of application to the date of approval shall be approximately two (2) months.
Halton District School Board

Administrative Procedure

Topic: Disability Management Support Program
Effective: January 2012
Cross-References: Administrative Procedure: Attendance Management and Support Program; Confidentiality of Medical Records; Individual Work Accommodation (Medical), Absence Reporting
Review Date: January 2018
Revision Date: September 2020
Responsibility: Executive Officer of Human Resources

INTENDED PURPOSE:
It is the expectation of the Halton District School Board that each employee attends work regularly as scheduled and arrives on time; however, the employer understands employees may be unable to attend work due to personal illness or injury. The employer provides sick leave and short term disability leave days to accommodate employees who are medically unable to attend work.

This procedure outlines the process and expectations for the use of sick leave and short term disability leave days, and reporting absences from work.

The Employee Health and Wellness Department will maintain the confidentiality of medical documents, as defined in the Confidentiality of Medical Records administrative procedure, for the purpose of this Disability Management and Support Program administrative procedure.

PROCEDURE:
1.0 Absences

1. An employee that is unable to attend work due to personal illness or injury must notify their immediate supervisor or designate immediately to allow for appropriate coverage. The employee must indicate, in general terms, the reason for the absence (e.g., due to accident, illness, contractual, etc.).

2. Attendance on Professional Activity (PA) days, on days following and/or preceding holidays (e.g., winter break, March break, long weekends, etc.), and on days marked by significant events (e.g., an international sporting event, etc.) is expected. The employer may monitor absences on these specific days, including those that have been booked in advance, and request appropriate medical documentation supporting the absence, if sick leave or short term disability leave days have been accessed.

3. The employer may request an employee to provide medical documentation for any given absence. When the employer directly requests medical documentation, the employer will cover the cost associated with obtaining said documentation upon the provision of an original invoice.

4. Employees are required to enter absences in the Board’s Absence Management system to allow for necessary coverage. The correct absence code and project code, if applicable, must be entered to classify the employee’s absence. For further information refer to the Absence Reporting Administrative Procedure.

Absences of more than ten (10) consecutive working days related to illness or injury:

5. When an employee is aware they are going to be absent for more than ten (10) consecutive working days (for the purpose of this Disability Management and Support Program), the employee will notify their immediate supervisor or designate of the absence immediately indicating, in general terms, the reason for the absence (e.g., due to accident, illness, contractual, etc.).
6. The immediate supervisor or designate shall remind the employee of their responsibility to submit an Abilities Form (see 1.9) directly to the Employee Health and Wellness Department to enable early intervention and to facilitate a safe and timely return to work as necessary.

7. The immediate supervisor or designate must send all medical documentation received directly to Employee Health and Wellness Department Human Resources. **The immediate supervisor should advise the employee that all medical documentation should be sent directly to Employee Health and Wellness.**

8. A member of the Employee Health and Wellness Department or designate may require the employee to provide documentation completed by the appropriate treating medical practitioner that may include the following information:
   i. An Abilities Form, Surgery Form or Pregnancy Form that describes the objective medically-supported restrictions and/or limitations in relation to the essential duties of their position;
   ii. Confirmation that the employee is participating in appropriate treatment to expedite the employee's safe and timely return to work;
   iii. Expected date employee could participate in the Individual Work Accommodation (Medical) process;
   iv. Expected return-to-work date at regular hours and duties and any other information required to safely return the employee to work in a timely manner;
   v. Treating medical practitioner's name, address, phone number and fax number; and/or
   vi. Treating medical practitioner's signature and office stamp.

9. Unless otherwise arranged, this medical documentation must be submitted by the employee or appropriate treating medical practitioner to a member of the Employee Health and Wellness Department or designate within ten (10) working days of the date of the request. If the employee is having difficulty obtaining the appropriate documentation within this timeframe, the employee will discuss the matter directly with a member of the Employee Health and Wellness Department.

10. The employer must exercise discretion in each case in determining whether to ask for a medical Form in accordance with 1.9 of this administrative procedure.

11. In the event that the immediate supervisor or designate believes that medical documentation is required for any absence less than ten (10) consecutive days, they will contact the respective Human Resources Manager prior to making the request to the employee. **If medical documentation is requested by the supervisor, the medical documentation will be submitted directly to Employee Health and Wellness.**

### 2.0 Sick Leave and Short Term Disability Leave Days:

1. As outlined below, an employee may access sick leave or short term disability leave days if they become injured or ill and have unused sick leave or short term disability leave days.

2. An employee may access sick leave or short term disability leave days if they are ill, injured and incapacitated from working or disabled, which is defined as a state of incapacity due to bodily injury, illness or sickness, preventing the employee from working for the employer for remuneration.

3. The employer encourages employees to schedule preventative medical and dental appointments outside of the employee’s regular working hours. However, if the appointment cannot reasonably be scheduled outside of the employee’s regular working hours, then the
employee may access their sick leave or short term disability leave days to attend the appointment.

3.0 Sick leave and short term disability leave days are not payable:
   i. In cases which are compensable by the Workplace Safety & Insurance Board,
   ii. For 12-month employees during scheduled vacation unless the illness requires hospitalization;
   iii. In place of vacation or lieu days or to tend to other personal issues related to family, such as a dependent that is ill or injured, except in the case of approved Personal Business or Emergency Family Illness absences or any other ESA Leaves as defined in the employee’s Collective Agreement/Terms and Conditions of Employment;
   iv. When an employee is on an authorized unpaid leave of absence;
   v. When an employee does not have available sick leave days or short term disability leave days
   vi. While in receipt of full Long Term Disability Benefits;
   vii. When medical documentation sufficient to the Board, has been requested and has not been received. In the event that the employee refuses to provide appropriate medical documentation, the employer may take appropriate disciplinary action; or
   viii. When a reasonable offer of accommodation has been provided and refused by the Employee.

3.1 To be eligible for sick leave or short term disability leave days, the employee must follow the employer’s procedures for reporting absences related to illness or injury and for returning to work.

3.2 The employer will endeavour to accommodate the return to work and placement of employees with a temporary, permanent, and/or partial disability in accordance with the Individual Work Accommodation (Medical) administrative procedure, as well as any applicable statutory obligations.

3.3 Access to sick leave or short term disability leave days may be denied for failure to provide all appropriate medical documentation requested. Appropriate medical documentation refers to, but is not limited to, medically supported restrictions and/or limitations as they relate to the employee’s ability to meet the essential duties of their position. It is the employee’s responsibility to submit appropriate documentation to a member of the Employee Health and Wellness Department or designate, as applicable.

3.4 In order to maintain access to sick leave or short term disability leave days, a member of the Employee Health and Wellness Department or designate may request the employee to attend a Functional Abilities Evaluation (FAE), completed to determine the employee’s restrictions and/or limitations related to the employee’s position and/or to attend an Independent Medical Examination (IME). This will assist in providing return-to-work and/or accommodation options. In requesting the IME, the following protocol will apply:
   i. If a member of the Employee Health and Wellness Department or designate reasonably requires medical information to determine whether an employee is able to return to work or should properly remain off of work a member of the Employee Health and Wellness Department or designate shall so advise the employee in writing and request that such information be provided;
ii. The employee is required to provide the requested medical documentation to a member of the Employee Health and Wellness Department or designate in response to the request;

iii. A member of the Employee Health and Wellness Department or designate will review the documentation provided by the employee. If the member of the Employee Health and Wellness Department or designate is not satisfied with the adequacy of the medical information provided, they will clearly identify in writing to the employee why the information is not adequate;

iv. The employee will be given an opportunity to provide the member of the Employee Health and Wellness Department or designate with further medical information;

v. The member of the Employee Health and Wellness Department or designate will review any further documentation provided by the employee. If the entirety of the medical documentation provided does not reasonably permit the member of the Employee Health and Wellness Department or designate to determine whether the employee should return to work or remain off of work, the employee may be requested to attend an IME and/or FAE; and

vi. If the employee fails to attend the IME and/or FAE or does not, prior to the IME and/or FAE, provide the member of the Employee Health and Wellness Department or designate with further medical information to reasonably permit the member of the Employee Health and Wellness Department or designate to determine whether the employee should return to work or remain off of work, the employee’s access to sick leave or short term disability leave days may be discontinued.

4.0 Responsibilities:

4.1 Employee:

i. Report absences to the Board’s Absence Management system, unless the employee is incapacitated and unable to do so. Failure to report absences at the first opportunity in accordance with these procedures may result in denial of pay sick leave or short term disability leave days.

ii. Indicate, in general terms, the reason for the absence, i.e. due to accident, illness, contractual, etc.

iii. Notify their immediate supervisor or designate of all absences by phone call, preferably; however, email is acceptable. If not immediately available, the immediate supervisor may return the call. The immediate supervisor will make the decision of whom the direct contact for absences will be. Unless previously discussed with the immediate supervisor prior to the absence(s), the employee is to report (call or email) each day of absence.

iv. In cases where the employer is not directly requesting medical documentation but the employee is providing it to obtain a leave, the employee is to assume responsibility for the costs associated with the initial documentation from the appropriate treating medical practitioner in relation to the absence. (Refer to section 1.9 above for appropriate medical forms for medical leave). Costs associated with subsequent request(s) for medical documentation by a member of the Employee Health and Wellness Department or designate, will be borne by the employer, upon submission of an original invoice in accordance with current Board approved procedures for Travel and Expense Procedures see link: https://www.hdsb.ca/our-board/Policy/TravelandExpenseReimbursement.pdf
v. To be eligible for sick leave or short term disability leave days, employees may be required to provide satisfactory medical documentation completed by the appropriate treating medical practitioner, in accordance with 1.9 of this procedure.

vi. Maintain regular contact with the immediate supervisor during their absence when they are unable to perform the essential duties of the position due to disability.

vii. Participate in appropriate treatment, as determined by the treating medical practitioner(s), to ensure a safe and timely return to work.

viii. Participate in the development of their return-to-work plan.

4.2 Immediate Supervisor:

i. Communicate the Disability Support Program and Individual Work Accommodation (Medical) procedures and guidelines to the employee.

ii. Ensure the daily maintenance of accurate, up-to-date records regarding employees’ absences as designated by Human Resources.

iii. Monitor individual employee absenteeism records as designated by Human Resources.

iv. Receive call-ins or return employees’ communication, when necessary, should a message be received from employees, and determine the reason for absence.

v. Ensure employee confidentiality in relation to absences and medical information.

vi. Contact a member of the Employee Health and Wellness Department or designate for assistance when restrictions and/or limitations have been identified.

vii. Forward all medical documentation (if received) directly to the Employee Health and Wellness Department or designate in a secure and confidential manner.

viii. Advise employees of their obligation to provide satisfactory written proof of disability, as required, confirming disability and ensuring continued payment of sick leave or short term disability leave days. Immediate supervisors shall not require an employee to sign a release to authorize collection of medical information.

ix. Participate in the development of the employee’s return-to-work plan, including providing accommodations and/or modifications to the employee’s duties and/or hours, based on recommendations from a member of the Employee Health and Wellness Department or designate.

4.3 Disability Management Coordinator or Designate:

i. Request proof of continuing disability from the employee in the case of absences exceeding ten (10) consecutive working days, at reasonable intervals, in order to maintain sick leave or short term disability leave days or determine if participation in a return to work plan or Individual Work Accommodation (Medical) is appropriate and/or as deemed necessary.

ii. Receive all medical documentation required and provide support to the employee during their time of disability.

iii. Assist the immediate supervisor by maintaining contact with employees with a disability for more than ten (10) consecutive working days, verifying that the employee is under the active care of the appropriate medical practitioner and following an appropriate treatment plan, and advise the immediate supervisor of the expected return-to-work date, when known.

iv. Develop an appropriate return to work plan (including appropriate accommodation and/or modification recommendations) based on the employee’s restrictions and/or limitations.

4.4 Superintendent(s)/ Executive Officer of Human Resources
i. It is the responsibility of the appropriate Superintendent/Executive Officer of Human Resources to administer this procedure and program guidelines.

ii. The appropriate Superintendent/Executive Officer of Human Resources shall review this procedure on a regular basis or as required by legislative change.

For further direction beyond this procedure, refer to the Individual Work Accommodation (Medical) Procedure.

*Note: Refer to specific Collective Agreement language regarding sick day access and appropriate medical forms to be used if applicable.*
Topic: Vendor Performance Management
Effective: March 2019
Revision Date: February 2019
Review Date: March 2021
Responsibility: Superintendent of Business Services, Superintendent of Facility Services

INTENDED PURPOSE:
To set out minimum guidelines for the evaluation of vendors who are providing goods and/or services to the Halton District School Board (the Board) and to provide a means to use these evaluations to continue or discontinue vendor relationships through a Vendor Performance Management Program.

The Vendor Performance Management Program applies to vendors providing goods and services to any department or facility within the Board.

OBJECTIVES:
To ensure the Board is holding its vendors accountable for the contractual obligations, it will monitor the performance of Vendors.

Board staff responsible for managing vendor performance must ensure they are regularly tracking a vendor’s performance; including ensuring timely deliveries and service calls; ensuring quality goods are delivered on time; ensuring milestones are met for projects; ensuring superior workmanship and quality; ensuring appropriate issuance of all necessary paperwork; and ensuring invoices match the contract.

The objectives of this program are to:
- Ensure consistent and transparent Vendor performance through documentation, direct communication, and ongoing feedback;
- Monitor and evaluate a vendor’s performance against contractual requirements and deliverables based on the vendor’s achievement of the principles of Accountability, Transparency, Value for Money, Quality Service Delivery and Process Standardization;
- Establish a framework to assess a vendor’s ability to bid on future work, based on performance evaluation criteria which include past and current performance;

PROCEDURES:
Purchasing Services shall be informed throughout the course of a contract of any performance concerns with the vendor. Departments and schools should not hesitate to contact the Purchasing Department for advice or assistance regardless of the significance of a vendor challenge, or to attend a meeting with the Vendor.
Evaluation of Vendor Performance
Project Evaluator(s) are one or more person(s) from the Board’s department(s), who will be evaluating Vendor performance through the completion of Performance Evaluation Form, as provided in the Vendor Performance Management Guideline.

Performance Evaluation Rubric
Under the direction of Purchasing Services, Project Evaluators shall perform a Vendor Performance Evaluation. Project Evaluators shall assign vendors one of the following ratings to each category set out on the Performance Evaluation Form. A critical aspect of the assessment rating system is the Vendor's resourcefulness in overcoming challenges that arise in the context of contract performance.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>Performance meets contractual requirements and, in some area(s), exceeds requirements to the Board’s benefit.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Performance meets contractual requirements. The contractual performance contains some minor challenges for which proposed corrective actions taken by the Vendor appear satisfactory, or completed corrective actions were satisfactory.</td>
</tr>
<tr>
<td>Cautionary</td>
<td>Performance did not meet-some of the contractual requirements. The contractual performance contains challenges for which proposed corrective actions taken by the Vendor continued to be of concern, or completed corrective actions were below the expectation of the Board.</td>
</tr>
<tr>
<td>Not Satisfactory</td>
<td>Performance does not meet contractual requirements. The contractual performance being assessed reflects a serious challenge for which the Vendor has submitted minimal corrective actions, if any. The Vendor's proposed actions appear only marginally effective or were not fully implemented.</td>
</tr>
</tbody>
</table>

Vendors receiving a Performance Evaluation Form with a rating of “Cautionary or Not Satisfactory” in any category, are required to provide a written response and appropriate corrective action within an acceptable time frame, in accordance with the Terms and Conditions of the solicitation, or at the discretion of the Board. Failure of the vendor do so, in the sole opinion of the Board, may lead to disqualification to bid on future opportunities with the Board.

Impact of Performance Evaluations
1. In addition to the provisions set out in this administrative procedure, the Board, at its sole discretion, may:
   a) Terminate a contract prior to completion of a project or prior to the expiration of a contract period term due to Vendor performance issues or
   b) Take other action, in the Board’s best interest.
2. Performance Evaluation Forms will be used by the Board for consideration of award of solicitations. The Evaluation Forms will be used to:
   a) Determine if a bidder submitting a bid is a responsible bidder, and / or
   b) To evaluate past performance in proposal solicitations.
3. A Vendor who received a Good rating on the Performance Evaluation Form:
   a) Will be considered a responsible bidder for future bid submissions to the Board.
   b) Is eligible for the extension of the multi-year term contract for up to an additional two one (1) year terms, at the discretion of both the Board and the Vendor. Price adjustments for the extension shall be based on one of the following:
      i) Any inflationary contract annual increase either stated in the original solicitation document or stated by the Vendor in their original bid submission; or
ii) The same costs as stated in a firm fixed price multi-year contract;
iii) Where a solicitation document did not state or request any inflationary annual contract increase or where the Vendor is not agreeable to continuing the contract at
iv) their prices within a firm fixed price multi-year contract, the contract extension will not apply and Purchasing Services will move forward with a public solicitation to receive new bids.

4. A Vendor that receives a Satisfactory rating on the Performance Evaluation Form;
   a) Will be considered a responsible bidder for future similar bid submissions to the Board;
   b) Is eligible for the extension of the multi-year term contract for an additional one (1) year term, at the discretion of both the Board and the Vendor. Price adjustments for the extension shall be based on one of the following:
      i) Any inflationary contract annual increase either stated in the original solicitation document or stated by the Vendor in their original bid submission; or
      ii) The same costs as stated in a firm fixed price multi-year contract
      iii) Where a solicitation document did not state or request any inflationary annual contract increase or where the Vendor is not agreeable to continuing the contract at their prices within a firm fixed price multi-year contract, the contract extension will not apply, and Purchasing Services will move forward with a public solicitation to receive new bids.

5. A Vendor that receives a Cautionary rating on the Performance Evaluation Form;
   a) May or may not be considered a responsible bidder for future similar bid submissions to the Board;
   b) Is not eligible for any extension terms within a current multi-year term contract.
   c) May be asked to demonstrate in writing or by other acceptable means that they have corrected all previously documented areas of cautionary or less performance concerns to a standard satisfactory to the Board, prior to awarding any future contracts.
   d) The Board reserves the right, at its sole discretion not to award a contract to any Vendor, that fails to provide satisfactory evidence of correcting any documented past performance concerns by the Board.
   e) A letter will be issued by the Board confirming the disqualification period and setting out the requirements of reinstatement.

6. A Vendor that receives a Not Satisfactory rating on the Performance Evaluation Form, for one or more separate contracts;
   a) Shall not be considered a responsible bidder, and may be sanctioned or limited from bidding with regards to the volume and/or value of further work for a minimum two (2) year period to a maximum of five (5) years, at the discretion of the Board; or
   b) Shall not be considered a responsible bidder and shall be disqualified (barred) for a minimum two (2) year period to a maximum of five (5) years, at the discretion of the Board; and
   c) Is not eligible for an extension term to the current multi-year term contract;
   d) May have their current contract with the Board terminated at any time, due to poor performance; and
   e) Will receive a letter issued by the Board confirming the disqualification period and setting out the requirements of reinstatement.

7. Any bidder that refuses or fails to execute a contract awarded to that bidder by the Board may be subject to a disqualification period, at the sole discretion of the Board.
8. The Board may apply a disqualification period, where it is the best interest of the Board, based on:
   a) Commodity: this will be specific to the commodity of good(s) and/or service or construction evaluation on the applicable performance evaluation; or
   b) All Contracts: this will cover all contracts regardless of the type of good, service or construction evaluated on the applicable performance evaluation.

9. If a bidder has multiple performance evaluation forms on record with the Board. The Board will consider previous performance evaluation form completed for similar contracted goods, service or construction.

10. Where a bidder has a performance evaluation for an unrelated good / service / construction, the Board reserves the right to consider this evaluation amongst other sources in determining if a bidder is responsible.

11. Where a bidder has merged with another company, changed its company or corporate name to avoid negative impacts from past projects, bankruptcy, legal action, or past performance evaluation, the Board reserves the right to consider the most recent evaluation, under the company’s previous name, amongst other sources in determining if a bidder is responsible.

**Vendor Response Process**
The Vendor shall have an acceptable time frame of ten (10) business days to:
   a) Submit a written response to a performance evaluation, utilizing the Board’s response form and/or
   b) Submit a written request to appeal a performance evaluation rating, utilizing the Board’s appeal form.

If no response is received within the specified timeframe the evaluation rating shall be considered final.

**Appeal Process**
Within time frame of ten (10) business days upon receiving an appeal response form with respect to a performance evaluation form, the Board will conduct a review of the appeal and render a decision based on the appeal information provided. The Board may request additional information from the Vendor to conduct a review. Any disqualification period in place, shall be upheld during an appeal under review by the Board. The Board’s decision shall be final and binding on all parties.
TO: The Chair and Members of the Halton District School Board
FROM: S. Miller, Director of Education
RE: Board Report Update

Background:
First introduced in September 2014, this monthly report outlines reports scheduled to come to the Board during the current school year.

The report schedule outlines the planned dates for the remainder of the 2018-19 school year. The document is reviewed periodically at Admin Council with updates provided as required. These updates will help keep Trustees apprised of what reports have been presented, completed, and/or have had to have timelines revised.

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>Admin Procedure Update</td>
<td>ongoing</td>
<td>Stuart Miller</td>
<td>Info</td>
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<td>SEAC Membership</td>
<td>as required</td>
<td>Mark Zonneveld</td>
<td>Info</td>
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<td>2018-19 LTAP Boundary Reviews</td>
<td>September 5</td>
<td>Stuart Miller</td>
<td>completed Action</td>
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<td>Capital Update – with Financials</td>
<td>September 19</td>
<td>Maia Puccetti</td>
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<td>EQAO Update</td>
<td>September 19</td>
<td>D. Boag</td>
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<td>Summer Learning Initiatives</td>
<td>September 19</td>
<td>D. Boag</td>
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<td>PAR Update</td>
<td>October 3</td>
<td>Terri Blackwell</td>
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<td>Ombudsman Report</td>
<td>October 3</td>
<td>David Boag</td>
<td>completed Info</td>
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<td>September Staffing Adjustments</td>
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<td>Debra McFadden</td>
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<td>Trustee Honoraria (Sched.1)</td>
<td>October 17</td>
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<td>Capital Update</td>
<td>October 17</td>
<td>Maia Puccetti</td>
<td>completed Info</td>
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<tr>
<td>Operational Plan Progress Report</td>
<td>October 17</td>
<td>David Boag</td>
<td>completed Info</td>
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<td>French Immersion Enrolment Report</td>
<td>October 17</td>
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<td>School Ground Enhancement Report</td>
<td>October 17</td>
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<td>Community Planning and Partnerships</td>
<td>October 17</td>
<td>Lucy Veerman</td>
<td>completed (Meeting date: November 14) Info</td>
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<td>Confidence in Public Education Report</td>
<td>November 7</td>
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<td>Proposed Solar Initiative</td>
<td>November 7</td>
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<td>Renewal/School Condition Index</td>
<td>November 7</td>
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<td>Capital Update -- with Financials</td>
<td>November 21</td>
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<td>Trustee Expenses</td>
<td>November 21</td>
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<td>Jackie Newton</td>
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<td>November 21/28</td>
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<td>Capital Plans / Priorities</td>
<td>timeline TBD</td>
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<td>Action</td>
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<td>Disposition of Property/Acquisitions</td>
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<td>Lucy Veerman</td>
<td>Action</td>
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<td>Maia Puccetti, Lucy Veerman</td>
<td>Info</td>
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<td>Special Education Review Update</td>
<td>as required</td>
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<td>Info</td>
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<td>Director's Annual Report</td>
<td>December</td>
<td>Stuart Miller</td>
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<td>Close the Gap Update</td>
<td>January 9</td>
<td>Maia Puccetti/Lucy Veerman</td>
<td>completed Info</td>
</tr>
<tr>
<td>PAR Update</td>
<td>January 9</td>
<td>Terri Blackwell</td>
<td>completed Info</td>
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<tr>
<td>Striking Committee/ Appointments</td>
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<td>Annual Report: Food &amp; Beverage Sales</td>
<td>January 23</td>
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<td>Revised Estimates</td>
<td>January 23</td>
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<td>Boundary Review(s)</td>
<td>February 6</td>
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<td>Budget Schedule</td>
<td>February 20</td>
<td>Lucy Veerman</td>
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<td>Welcome Centre Update</td>
<td>February 20</td>
<td>Gord Truffen</td>
<td>Info</td>
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<tr>
<td>Capital Update – with Financials</td>
<td>March 6</td>
<td>Maia Puccetti</td>
<td>Info</td>
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<td>EDC By-law Timelines</td>
<td>March 6</td>
<td>Roxana Negoi</td>
<td>Info</td>
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<td>Administrative Centre Update</td>
<td>February 20</td>
<td>Stuart Miller</td>
<td>Private Session Info</td>
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<td>School Generated Funds</td>
<td>March 6</td>
<td>Roxana Negoi, Stuart Miller</td>
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<td>Annual Portable Inspection Update</td>
<td>March 6</td>
<td>Maia Puccetti</td>
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<td>Operational Plan Update</td>
<td>March 6</td>
<td>David Boag</td>
<td>Info</td>
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<td>School Year Calendar</td>
<td>March 6</td>
<td>David Boag</td>
<td>Info</td>
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<td>REPORT SUBJECT</td>
<td>DATE:</td>
<td>RESPONSIBILITY</td>
<td>COMMENTS</td>
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<td>Innovation Update</td>
<td>March 6</td>
<td>Jacquie Newton</td>
<td>Info</td>
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<td>Spec Ed Review Report w/ recommendations</td>
<td>March 20</td>
<td>Stuart Miller</td>
<td>Info</td>
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<td>Draft Special Education Plan</td>
<td>March 20</td>
<td>Mark Zonneveld</td>
<td>to June for approval</td>
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<td>Gifted Screening</td>
<td>March 20</td>
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<td>Info</td>
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<td>Capital Update</td>
<td>March 20</td>
<td>Facilities</td>
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<td>Draft Op Plan Targets/Strategies</td>
<td>April 3</td>
<td>Stuart Miller</td>
<td>to June for approval</td>
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<td>Rental Rates</td>
<td>April 3</td>
<td>Facilities</td>
<td>Info</td>
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<td>Centre for Skills Dev. &amp; Training Report</td>
<td>April 17</td>
<td>Stuart Miller</td>
<td>Info</td>
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<td>P/VP Placements/Transfer</td>
<td>April 17</td>
<td>Jacquie Newton</td>
<td>Info</td>
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<td>Capital Update – with Financials</td>
<td>April 17</td>
<td>Maia Puccetti/Roxana Negoi</td>
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<td>HLF Annual Report</td>
<td>April Committee</td>
<td>Stuart Miller</td>
<td>to Committee of the Whole</td>
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<td>LTAP</td>
<td>May 1</td>
<td>Roxana Negoi</td>
<td>Action</td>
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<td>School Bell Time Change Requests</td>
<td>May 1</td>
<td>Roxana Negoi</td>
<td>Info</td>
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<tr>
<td>Community Funding - Facility Enhancements</td>
<td>if required</td>
<td>Maia Puccetti / Roxana Negoi</td>
<td>Info</td>
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<td>Transportation/Policy Exemptions</td>
<td>May 15</td>
<td>Roxana Negoi</td>
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<td>Capital Update</td>
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<td>PAR Update</td>
<td>May 15</td>
<td>Terri Blackwell</td>
<td>Info</td>
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<td>Budget</td>
<td>June 5</td>
<td>Roxana Negoi</td>
<td>Action</td>
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<tr>
<td>Boundary Review Report</td>
<td>June 5</td>
<td>John Pennyfather</td>
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<td>Teachers Redundant to Board</td>
<td>if required</td>
<td>Debra McFadden</td>
<td>Info</td>
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<td>Special Education Plan</td>
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<td>Mark Zonneveld</td>
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<td>Operational Plan Targets/Strategies</td>
<td>June 19</td>
<td>Stuart Miller</td>
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<td>EDC By-law</td>
<td>June 19</td>
<td>Roxana Negoi</td>
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<td>Capital Update</td>
<td>June 19</td>
<td>Facilities</td>
<td>Info</td>
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<tr>
<td>LTAP</td>
<td>June 19</td>
<td>Roxana Negoi</td>
<td>Action</td>
</tr>
</tbody>
</table>
TO: The Chair and Members of the Halton District School Board
FROM: A. Grebenc, HSTS Trustee Representative
       Board Chair; Trustee, Burlington Wards 3 & 6
RE: Transportation Policy Updates

RECOMMENDATION:

Be it resolved that the Halton District School Board approve the Transportation Policy as appended to Report 19017.

Background:
The Board’s Transportation Policy was last updated in May 2014. Since that time, language and terminology used in the policy has changed.

Senior admin has made updates to the appended policy to address the name of the Board (Board of Education vs. District School Board), grade and age requirements (K vs. JK/SK, and “age 21” rather than “OAC”), and also to ensure language is consistent with the protected grounds of the Ontario Human Rights Code. Clarity to the appeal process (item 4) has also been updated for consistency with the Halton Student Transportation Services Operating Guidelines.

As per the Board’s Policy Development and Review policy (5.2.3 referenced below), minor revisions to ensure alignment with other policies or legislation may come directly to the Board for approval.

5.2.3 The process of policy review will be initiated by Board motion and will specify one of the following processes:

a) a substantial review and/or revision of an existing policy, including significant modifications to intent or content, will be undertaken by the Director of Education or designated individual(s) or committee, with the policy revisions returning to the Policy, By-law and Governance Committee for consultation before being recommended to the Board. Following recommendation by the Board, the revised policy will be posted on the Halton District School Board website for public input for a period not less than twenty-five (25) calendar days. This period will allow for staff and public input for three consecutive Board meetings, and may be extended/expanded by resolution of the Board. Additional methods of input/consultation may be considered by the Board. Any input received will be presented to the Board for consideration in its approval of the policy.

b) minor revisions reflecting changes to timelines and/or compliancy 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.

Respectfully submitted,

A. Grebenc, HSTS Trustee Representative
Board Chair; Trustee, Burlington Wards 3 & 6
POLICY STATEMENT:
WHEREAS the Halton District School Board, understands that there are conditions which warrant provision of transportation for certain pupils and understands that parents/guardians share in the responsibility for the safety and welfare of their children, and realizes that an appeal process should be available to resolve disagreements.

THEREFORE
1. The Board will provide transportation for registered Halton District School Board pupils who, because of distance from school, enrolment in programs approved for transportation, hazardous walking conditions, physical disabilities or as otherwise determined by Board staff, to get to school safely.

2. Transportation privileges may be withdrawn at any time if student responsibilities are not met.

3. The following distances determine eligibility for home to school transportation:

   **Urban Areas:**
   - Grades K-8: more than 1.6 km
   - Grades 9-age 21: more than 3.2 km

   **Rural Areas:**
   - K-age 21: more than 1.6 km (1 mile) or less based on safety considerations

4. An appeal process will be used for the resolution of disputes regarding transportation eligibility, as outlined by HSTS Operating Guidelines HS-3-014 Process for Appealing Decisions.

5. The Board recognizes it may be necessary to alter transportation services as a result of safety or operational concerns, or in order to accommodate the validated needs of students and/or their parent(s)/guardian(s) because of their identification with a ground or grounds under the Ontario Human Rights Code, (race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability).
FOR DECISION

TO: The Chair and Members of the Halton District School Board
FROM: C. Ruddock, Superintendent of Education
S. Miller, Director of Education
RE: Establishment of School Boundaries – Oakville NE #2 public school

Rationale:
Given the Ministry of Education approval for Oakville NE #2 public school and the growing enrollment pressures in northeast Oakville, the following is presented for the Board’s consideration.

RECOMMENDATION:
Be it resolved that the Halton District School Board adjust the boundaries for the elementary schools in Oakville as outlined in Scenario 14c and detailed in Report 19024, effective September 2020, with some boundaries to be partially implemented as follows:
1. Sunningdale Public School boundary for new students entering Grades 2-8 French Immersion, effective September 2019; and
2. Remaining Kindergarten spots at Oodenawi Public School, as of February 22, 2019, will be filled by students newly registered at Palermo for September 2019 who live within the Oodenawi Public School boundary, as defined in Scenario 14c.

Background:
The following motion was unanimously approved by the Board on September 19, 2018:
Be it resolved that the Halton District School Board direct staff to undertake an elementary school boundary review for the new Oakville NE #2 ps, with an expected completion date of no later than February 2019.

In September 2018, the Board approved a recommendation (Report 18109) to proceed with a boundary review for Oakville NE #2 public school. The Oakville NE #2 ps boundary review was undertaken as a result of the Board’s Long Term Accommodation Plan (LTAP) which identified a need for a new elementary school to meet the growing enrollment pressures in northeast Oakville. The LTAP provides the opportunity to identify the school boundary study processes 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 HDSB has identified the need in the North East Oakville Secondary Plan for a total of six elementary schools (Oodenawi PS, Oakville NE #2 public school, and four more proposed sites). Since 2015, the HDSB has worked through the Ministry’s Capital Priorities Program in an effort to build Oakville NE #2 public school. Specifically, Board staff submitted a business case for Oakville NE #2 on two occasions: July 2015 and July 2016. On both occasions, the Ministry of Education did not grant funding. Nevertheless, in the fall of 2016, in order to expedite the process to build the new school, trustees approved the following:
Be it resolved that the HDSB appoint the architectural firm of Hossack and Associates Architects Inc. to prepare the design and tender documents for the proposed new elementary school, ERA 118 (Oakville NE #2 ps) to be built in the Oakville area for September 2018. In the event Ministry approval is not received for this project, all expenses incurred for design and development of tender documents be funded through Close the Gap.
A third capital submission was completed in September 2017 for Oakville NE #2 ps. On January 31, 2018, the Ministry announced funding approval for Oakville NE #2 ps and childcare facility in the amount of $18,662,448.

Following the Ministry’s approval, the Board issued a tender to prequalified contractors based on a repeat design, used for Viola Desmond Public School (opened September 2018 in Milton). The tendering process closed in September 2018 and the successful contractor selected. However, the Ministry of Education must approve the tender and, due to the increased costs within the construction industry from the time of the Viola Desmond tender to Oakville NE #2 ps, the cost of the same construction project increased by $2.44M. The architect, in consultation with Board staff, have revised the building design and specifications to find some cost-savings. This information was submitted to the Ministry with a revised request for Approval to Proceed in order to award the contract.

Since September 2018, we have worked with the Town of Oakville to ensure site plan approval is attained and the requisite building permits are in place. HDSB staff have also worked to find some cost reductions in the project and have submitted additional information to the Ministry of Education in response to Ministry questions. The Ministry of Education provided final approval for Oakville NE #2 ps on January 29, 2019. Construction is anticipated to begin in late March or early April, subject to the weather.

See Appendix 2 for a comprehensive timeline of the project.

Boundary Review

The procedure for the boundary review of the Oakville NE #2 public school area was implemented as per the Halton District School Board Administrative Procedure: School Boundary Reviews (2016).

A Boundary Review Steering Committee (BRSC) was established to lead the school boundary review process. This committee consisted of Oakville Family of Schools Superintendent (Colette Ruddock), Superintendent of Education and Co-Chair (John Pennyfather), General Manager of Planning (Domenico Renzella), Senior Planner (Laureen Choi), Planning Assistant (Mitchell Gundy), the Trustee for the affected areas (Kelly Amos), and a Trustee from outside the affected areas and Co-Chair (Amy Collard). Additionally, trustee for the holding school Palermo Public School (Joanna Oliver) attended meetings as an observer. The Boundary Review Steering Committee (BRSC) initially met on October 16, 2018 and continued with meetings until January 17, 2019. A timeline of the process for the Oakville NE #2 Public School Boundary Review is outlined in Appendix 1: Oakville NE #2 Boundary Review.

A message was sent to elementary school principals of the potentially impacted schools in Oakville to invite the School Council Chairs or designates, plus an additional school parent/guardian member, to be a part of the Boundary Review Committee (BRC). The two representatives from each of the potentially impacted schools were encouraged to attend all the Boundary Review Committee meetings. These schools included Oodenawi, Post's Corners, River Oaks, Sunningdale, and Munn’s Public Schools.

The BRC was comprised of the parent representatives from each of the potentially impacted schools in Oakville and the members of the BRSC. The Director of Education, Stuart Miller, also attended a BRC meeting. The BRC meetings, held at Oodenawi PS, were also open to the public to attend as observers.

The BRC had five meetings (Appendix 3) in the time period between October 30, 2018 and January 17, 2019. Board staff from the Planning Department, Superintendents and Trustees worked with the BRC parent representatives to provide them with information on each school affected by the boundary review. Some of the data that was examined by the BRC included:

- Enrolment data, on the ground capacity (OTG), % utilization, portable capacity;
- Information on elementary school programs, viable programs, transportation maps walking distances for each school, etc.; and
• A ten year enrolment projection for every impacted school in each scenario proposed, including grade by grade breakdown by program.

The BRC used the criteria as described in the HDSB Administrative Procedure: School Boundary Reviews (refer to Appendices) to assess scenarios. The BRC initially reviewed four (4) scenarios developed by the Boundary Review Steering Committee. During the course of the following meetings, numerous other scenarios were generated and assessed as per the established criteria. A total of twenty (20) scenarios were considered by the BRC. The strengths and areas of concern of each scenario were discussed by the BRC, and attributes of each scenario documented in the meeting notes. The meeting notes, along with the meeting presentation slides and scenarios, were posted on the Board’s website within 48 hours following each meeting on the website tab -- Oakville NE #2 Public School Boundary Review. Throughout the process, the Frequently Asked Q & A section was maintained on the Board website, with questions generated both from discussion at the BRC meetings and those raised by the public directly with Board staff through emails and the HDSB website. Additionally, a banner was posted near the front entrance of each of the five elementary schools stating that “This school is under a Boundary Review. Refer to website for details www.hdsb.ca.

The BRC identified the following three criteria as their priorities in the scenario evaluation process:
• Student experience, specifically avoiding students changing schools more than absolutely necessary;
• Program viability; and
• Balance of overall enrollment.

Additionally, during the course of the BRC meetings, the committee also identified as a priority an attempt to keep families together as much as possible, resulting in grandparenting clauses included in many scenarios.

The BRC used the above criteria to assess the scenarios and selected Scenarios 11a, 14a, 14b, and 15 (Appendix 5) as those that best met these standards to take forward to the Public Information Meeting on January 10, 2019.

On Thursday, January 10, 2019, a Public Information Meeting was held at White Oaks Secondary School. Invitations were emailed to all families in the affected Oakville elementary schools on October 11, December 7, December 18, and January 7. In addition, social media was used to broaden the communication to the community through school Twitter feeds December 17 and January 7; Twitter and Facebook ads January 2-10; and HDSB Twitter and Facebook posts December 17 and January 7. Approximately 100 people attended the January 10, 2019 Public Information Meeting. The attendees also included the Boundary Review Steering Committee, some members of the Boundary Review Committee, several trustees and Director Stuart Miller. The slide deck was posted on the Board’s website: Public Information Evening Slide Presentation.

At this meeting, Board staff, Trustee Collard and a parent representative from the BRC shared information on the process, the recommended scenarios and explained the feedback process. Community attendees were provided the opportunity to visit stations around the room to view the scenarios in closer detail and ask questions of Board staff. The public was asked to provide their insights on a Public Information Feedback Form linked to the Board’s website. In addition, the Feedback Form was emailed to parents/guardians of affected schools, with all feedback to be submitted by noon on January 16, 2019. The Board received 251 responses to share with the Boundary Review Committee: Oakville NE #2 ps Boundary Review Feedback January 17, 2019.

Throughout the process, the BRC worked together to represent the views and perspectives of their school communities and to work towards recommendations to the BRSC that would best ensure student experience (specifically avoiding students changing schools too often and more than absolutely necessary), program viability and balance of overall enrollment.
The BRC had their final meeting on January 17, 2019, at Oodenawi PS. The focus for this evening was to consider the data from the Public Information Feedback Form responses regarding the four proposed scenarios taken to the Public Information Meeting and to make a recommendation of two to three scenarios for the BRSC to consider. After extensive discussion, the BRC concluded that some additional options should be developed and considered by the BRSC. More specifically, they requested that Scenario 11a be slightly amended into Scenario 11b and into Scenario 16, as well as Scenario 15 into Scenario 17. The BRC recommended Scenarios 11b, 16, and 17 (Appendix 6) to the BRSC for further review.

The Boundary Review Steering Committee (BRSC) carefully studied the BRC recommended scenarios (Scenarios 11b, 16 and 17) and determined that these scenarios did not meet the priorities established by the BRC. Specifically, the recommended scenarios resulted in an unnecessary move for students, caused a significant enrollment pressure at one or more schools, and/or created an unviable program offering.

As a result, the BRSC revisited the four preferred scenarios shared at the Public Meeting, along with the BRC recommended scenarios, and determined that a hybrid of Scenario 14b and Scenario 17, now referred to as Scenario 14c (Appendix 4), would best meet the evaluation criteria. The BRSC recommended to the Director that Scenario 14c best meets the criteria with optimal student experience, balance and viability for all the affected schools in the study. As well, this scenario ensures that the greatest number of current Oodenawi students and their siblings remain within walking distance to Oodenawi PS.

Subsequently, the Director and Administrative Council reviewed the recommendation from the Boundary Review Steering Committee. The rationale for Scenario 14c is as follows:

- Addresses most of the criteria identified during the boundary review process;
- Identified as a hybrid version of one of the four scenarios the BRC selected for the Public Information Meeting (14b) and one of the three BRC recommended scenarios (17);
- Provides a balance of overall enrollment across schools in the study area, particularly in Oodenawi PS and Oakville NE #2 ps;
- Attempts to keep siblings together through grandparenting;
- Provides some room for growth at all affected schools, within the context of a new and rapidly growing community; and
- Addresses the warrant and recommendation in the Board motion.

There has been significant consideration for the recommendation within Scenario 14c to move the French Immersion (FI) program from Oodenawi PS to Oakville NE #2 ps. The rationale for this recommendation is as follows:

- A larger boundary for the FI program creates a more viable program with a greater number of students in the program, such as:
  - Economies of scale for acquisition instructional and library resources;
  - Consolidation of staffing resources (e.g., French teachers with a full teaching assignment of French subjects);
  - Multiple classes of each grade allows for flexibility and balance in building classes;
  - Probability of combined classes across all the grades is reduced;
  - Even with attrition out of the program, commonly seen as students move into junior and senior grades, grade cohorts maintain a minimum number of classes;
  - Vitality of French language and culture in the school community.
- A process detailed in the HDSB elementary teachers’ collective agreement allows for teachers to move with the program and thus has the potential to provide continuity for students in the FI program;
- French Immersion resources purchased for the program at Oodenawi PS will move to Oakville NE #2 ps, thereby eliminating start-up costs typically associated with a new program;
• Students in the FI track will move as a cohort to NE Oakville #2 ps and students in the English track will remain together as a cohort at Oodenawi PS;
• French Immersion is an optional program and transportation can be a consideration when selecting the program; and
• Students within the English track should be given first consideration for a walk-to school.

The Director recommends the Halton District School Board adjust the boundaries for the affected elementary schools in Oakville as outlined in Scenario 14c, effective September 2020, with some boundaries to be partially implemented as follows:

- Sunningdale PS boundary only for new students entering Grades 2 - 8 French Immersion, effective September 2019; and
- Remaining Kindergarten spots at Oodenawi PS, as of February 22, 2019, will be filled by students newly registered at Palermo PS for September 2019 who live within the Oodenawi PS boundary, as defined in Scenario 14c.

While Oakville NE #2 public school is projected to open at 79% of OTG capacity and total capacity is projected to be exceeded by 2024, the Board’s 2017-18 Long Term Accommodation Plan (LTAP) foresees Oakville NE #3 PS opening in September 2021. The 2018-19 LTAP, to be published in May 2019, will likely reflect a later date based on current delays in submissions for capital projects to the Ministry of Education. Oakville NE #3 PS will provide an additional opportunity to examine the enrollment pressures and accommodation needs in North Oakville through a future boundary review study.

Board staff will continue to monitor enrollment projections and accommodation pressures in Oakville through the annual review of the Long Term Accommodation Plan.

Respectfully submitted,

Colette Ruddock
Superintendent of Education - Oakville Family of Schools

Stuart Miller
Director of Education
### Appendix 1: Oakville NE #2 Boundary Review

### Appendix 2: Timeline of Oakville NE#2 ps Project

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2015</td>
<td>Board staff first submitted a business case for Oakville NE #2 ps to the Ministry of Education’s Capital Priorities Program. The Board was not granted funding from the Ministry of Education.</td>
</tr>
<tr>
<td>July 2016</td>
<td>2nd Capital Submission for Oakville NE #2 ps. The Board was not granted funding from the Ministry of Education.</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>In order to expedite the process to build the new school, trustees approved the motion directing staff to prepare design and tender documents in anticipation of Ministry funding approval.</td>
</tr>
<tr>
<td>September 2017</td>
<td>3rd Capital Submission for Oakville NE #2 ps.</td>
</tr>
<tr>
<td>January 31, 2018</td>
<td>The Ministry announced funding approval for Oakville NE #2 ps and childcare facility in the amount of $18,662,448.</td>
</tr>
<tr>
<td>March 7, 2018</td>
<td>Facility Template was submitted to the Ministry of Education. This included sketches identifying that the new school is a repeat design of Viola Desmond elementary, with the only change being that the child care centre would be right sized to meet Ministry Guidelines.</td>
</tr>
<tr>
<td>March 29, 2018</td>
<td>A Cost Consultant Report was submitted to the Ministry, identifying that the proposed new school would be built within the Ministry benchmarks.</td>
</tr>
<tr>
<td>May 2, 2018</td>
<td>Approval to Proceed request was submitted to the Ministry, including the cost consultant’s report.</td>
</tr>
<tr>
<td>June 15, 2018</td>
<td>The Ministry granted an Approval to Proceed to tender for the Oakville NE #2 ps, which included a condition that they will not provide additional funding to cover the costs in excess of the approved project funding.</td>
</tr>
<tr>
<td>August 14, 2018</td>
<td>HDSB released the tender for the new school to prequalified contractors.</td>
</tr>
<tr>
<td>August 15, 2018</td>
<td>HDSB applied to the Town of Oakville for a building permit.</td>
</tr>
<tr>
<td>September 11, 2018</td>
<td>The Oakville NE #2 ps tender closed. The lowest bid coming in $2,443,000 over the Ministry’s project funding.</td>
</tr>
<tr>
<td>October 1, 2018</td>
<td>Board staff sent a letter to the Ministry requesting Approval to Proceed with the tender and a request for an additional amount of $2,433,309 to address the funding gap.</td>
</tr>
<tr>
<td>October 23, 2018</td>
<td>Board staff sent a letter to the Ministry requesting Approval to Proceed to tender, with a commitment that the Board would use its Proceeds of Disposition funds to cover the overage in the tender price, which the Ministry confirmed that they would not fund.</td>
</tr>
</tbody>
</table>
November 2018
Board staff submitted cost reductions in the project, along with additional information, to the Ministry of Education in response to Ministry questions.

December 2018
The Board received site plan approval from the Town of Oakville. Once the Ministry of Education gives final approval for Oakville NE #2, the Board is ready to begin construction.

December 10, 2018
Revised Approval to Proceed was sent to the Ministry showing pledged savings in the tender price in the amount of $800,000.

January 9, 2019
Tender expiry date (120 days from the closing date of the tender). Board staff requested the contractor extend the deadline for the tender. The contractor granted a 30-day extension.

January 29, 2019
The Ministry of Education provided Approval to Proceed for the Award of the Construction Contract. Construction is anticipated to begin in late March/early April, subject to the weather.

Appendix 3: BRSC / BRC Meeting Schedule
October 30, 2018  •  BRSC Meeting – 5:00-7:00
                    •  BRC Meeting – 7:00-9:00 – Meeting 1
November 15, 2018 •  BRSC Meeting – 5:00-7:00
                    •  BRC Meeting – 7:00-9:00 – Meeting 2
November 29, 2018 •  BRSC Meeting – 5:00-7:00
                    •  BRC Meeting – 7:00-9:00 – Meeting 3
December 13, 2018 •  BRSC Meeting – 5:00-7:00
                    •  BRC Meeting – 7:00-9:00 – Meeting 4
January 10, 2019  •  BRSC Meeting – 5:00-7:00
                    •  Public Information Meeting – 7:00-9:00
                    •  WOSS Cafetorium
January 17, 2019  •  BRSC Meeting - 5:00-7:00
                    •  BRC Meeting – 7:00-9:00 - Meeting 5
January 28, 2019  •  Report & Recommendation(s) shared with Admin Council
February 6, 2019  •  Final Report & Director’s Recommendation(s) shared with Board
February 20, 2019 •  Board vote on Director’s Recommendation(s)

Appendix 4: Recommended Scenario 14c
Scenario 14c
- Scenario 14c is similar to Scenario 14b but the Oodenawi PS ENG boundary includes the area bounded by Ironside to the north, North Park to the south, George Savage (backyard lot line) to the west and Carding Mill to the east;
- Oakville NE #2 ps is a dual track school (opens 2020/2021 as a K-7 ENG and Gr. 2-6 FI school with Gr. 7 and 8 FI added each subsequent year);
- Oodenawi becomes a single track ENG school by 2022/2023 and ENG boundary is reduced;
Halton District School Board

- Sunningdale PS boundary expanded to include the areas: north of Dundas between Sixteen Mile Creek and Neyagawa; north of Burnhamthorpe between Neyagawa and Trafalgar; and south of Dundas to River Glen between Sixteen Mile Creek and Munn’s Creek;
- River Oaks PS boundary includes the areas: north of Burnhamthorpe between Neyagawa and Trafalgar; south of Burnhamthorpe between Fourth Line and Neyagawa; north of Dundas and west of Neyagawa; and north of Dundas between Trafalgar and Eighth Line;
- Projections include all ENG students currently at Oodenawi PS to stay at Oodenawi PS until graduation;
- No changes for Munn’s PS and Post’s Corners PS;
- Creation of To Be Determined (TBD) area and development removed from the study totals.

Impact of Scenario 14c
- Enrollment is balanced amongst most of the schools, in particular the two north Oakville schools: Oodenawi PS and Oakville NE #2 ps. Sunningdale PS is under-utilized;
- Oakville NE #2 ps does not surpass its total OTG capacity until 2024 and River Oaks PS in 2026. The Board’s capital priorities list and Long Term Accommodation Plan identifies Oakville NE #3 to be built prior to both schools reaching its OTG capacity;
- Students north of Dundas St and east of Trafalgar Rd remain at River Oaks PS, thereby minimizing their number of transitions until Oakville NE #3 PS opens;
- Grandparenting ENG students in Oodenawi PS keeps families together and minimizes their transitions;
- Students transitioning from Oodenawi PS FI to Oakville NE #2 ps FI who live within the Sunningdale PS boundary may choose to remain with their cohort or attend Sunningdale PS through optional attendance;
- Implementation of Sunningdale PS boundary for September 2019 only for new students in Gr 2 - 8 eliminates an unnecessary transition for those students;
- A larger boundary for the Oakville NE #2 ps FI program creates a more viable program with a greater number of students in the program;
- A process detailed in the elementary teachers’ collective agreement allows for teachers to move with the program and thus may provide continuity for students in the FI program at Oakville NE #2 ps;
- French Immersion resources purchased for the program at Oodenawi PS can move to Oakville NE #2 ps, thereby eliminating start-up costs typically associated with a new program;
- Students in the FI track will move as a cohort to Oakville NE #2 ps and most students in the English track will remain together as a cohort at Oodenawi PS;
- French Immersion, as an optional program, requires transportation for some students;
- Oodenawi PS boundary is a 100% walk-to for students.

Appendix 5: Four Scenarios for Public Information Feedback (11a, 14a, 14b and 15)

Scenario 11a
- Oakville NE #2 ps is a single track ENG school (opens 2020/2021 as a JK-7 ENG school);
- Oodenawi PS ENG and FI boundaries are reduced;
- Sunningdale PS boundary expanded to include the areas: north of Dundas between Sixteen Mile Creek and Neyagawa; north of Burnhamthorpe between Neyagawa and Trafalgar; and south of Dundas to River Glen between Sixteen Mile Creek and Munn’s Creek;
- River Oaks PS boundary includes the areas: north of Burnhamthorpe between Neyagawa and Trafalgar; south of Burnhamthorpe between Fourth Line and Neyagawa; and north of Dundas St and east of Trafalgar Rd;
Halton District School Board

- Projections include younger siblings of Grade 8 ENG students not moving due to boundary changes and younger siblings of Grade 6 to 8 FI students not moving from Oodenawi PS due to boundary changes for 2020/2021;
- No changes for Munn’s PS and Post’s Corners PS;
- Creation of “To Be Determined” (TBD) area and development removed from the study totals.

Impact of Scenario 11a
- Significant decrease in the size of the Oodenawi PS ENG and FI boundary;
- Enrollment is balanced among the schools, in particular the two north Oakville schools: Oodenawi PS and Oakville NE #2 ps;
- Oakville NE #2 ps does not surpass its total OTG capacity until 2024 and River Oaks PS in 2026;
- Students north of Dundas St and east of Trafalgar Rd remain at River Oaks PS, thereby minimizing their number of transitions until Oakville NE #3 PS opens;
- Some students who currently walk to Oodenawi PS for ENG will be sent by bus to Oakville NE #2 ps;
- Oodenawi PS FI program viability possibly compromised due to small FI numbers;
- Grandparenting siblings of students in Gr 7 FI and Gr 8 FI / ENG in Oodenawi PS keep families together, although only until the eldest child graduates;
- Students at Oodenawi PS in both the ENG and FI track split as a cohort across three schools;
- Oodenawi PS boundary is a 100% walk-to for students.

Scenario 14a
- Oakville NE #2 is a dual track school (opens 2020/2021 as a JK-7 ENG and 2-6 FI school);
- Oodenawi becomes a single track ENG school by 2022/2023 and ENG boundary is reduced;
- Sunningdale PS boundary expanded to include the areas: north of Dundas between Sixteen Mile Creek and Neyagawa; north of Burnhamthorpe between Neyagawa and Trafalgar; and south of Dundas to River Glen between Sixteen Mile Creek and Munn’s Creek;
- River Oaks PS boundary includes the areas: north of Burnhamthorpe between Neyagawa and Trafalgar; south of Burnhamthorpe between Fourth Line and Neyagawa; and north of Dundas St and east of Trafalgar Rd;
- Projections include younger siblings of Grade 8 ENG students not moving due to boundary changes for 2020/2021;
- No changes for Munn’s PS and Post’s Corners PS;
- Creation of To Be Determined (TBD) area and development removed from the study totals.

Impact of Scenario 14a
- Enrollment is balanced amongst most of the schools; however, Oakville NE #2 ps bears more of the enrollment pressure than Oodenawi PS and Sunningdale PS is under-utilized;
- Oakville NE #2 ps surpasses its total OTG capacity in 2023 and River Oaks PS in 2026;
- Students north of Dundas St and east of Trafalgar Rd remain at River Oaks PS, thereby minimizing their number of transitions until Oakville NE #3 PS opens;
- Students north of North Park Blvd, and in close proximity to Oodenawi PS, are transported to Oakville NE #2 ps;
- Grandparenting siblings of students in Gr 8 ENG in Oodenawi PS keep families together, although only until the eldest child graduates;
- Students transitioning from Oodenawi PS FI to Sunningdale PS are split from their cohort;
- A larger boundary for the Oakville NE #2 ps FI program creates a more viable program with a greater number of students in the program;
Halton District School Board

- A process detailed in the elementary teachers’ collective agreement allows for teachers to move with the program and thus may provide continuity for students in the FI program at Oakville NE #2 ps;
- French Immersion resources purchased for the program at Oodenawi PS can move to Oakville NE #2 ps, thereby eliminating start-up costs typically associated with a new program;
- Most students in the FI track will move as a cohort to Oakville NE #2 ps and most students in the English track will remain together as a cohort at Oodenawi PS;
- French Immersion, as an optional program, requires transportation for some students;
- Oodenawi PS boundary is a 100% walk-to for students.

Scenario 14b
- ENG and FI boundary maPS are identical to Scenario 14a maPS;
- Oakville NE #2 is a dual track school (opens 2020/2021 as a JK-7 ENG and 2-6 FI school);
- Oodenawi becomes a single track ENG school by 2022/2023 and ENG boundary is reduced;
- Sunningdale PS boundary expanded to include the areas: north of Dundas between Sixteen Mile Creek and Neyagawa; north of Burnhamthorpe between Neyagawa and Trafalgar; and south of Dundas to River Glen between Sixteen Mile Creek and Munn's Creek;
- River Oaks PS boundary includes the areas: north of Burnhamthorpe between Neyagawa and Trafalgar; south of Burnhamthorpe between Fourth Line and Neyagawa; and north of Dundas St and east of Trafalgar Rd;
- Projections include younger siblings of Grade 8 ENG students not moving due to boundary changes for 2020/2021;
- Creation of To Be Determined (TBD) area and development removed from the study totals.

Impact of Scenario 14b
- Enrollment is balanced amongst most of the schools; however, Oakville NE #2 ps bears more of the enrollment pressure than Oodenawi PS and Sunningdale PS is under-utilized;
- Oakville NE #2 ps surpasses its total OTG capacity in 2023 and River Oaks PS in 2026;
- Students north of Dundas St and east of Trafalgar Rd remain at River Oaks PS, thereby minimizing their number of transitions until Oakville NE #3 PS opens;
- Students north of North Park Blvd and in close proximity to Oodenawi PS are transported to Oakville NE #2 ps;
- Grandparenting ENG students in Oodenawi PS keePS families together and minimizes their transitions;
- Students transitioning from Oodenawi PS FI to Oakville NE #2 ps FI but live within the Sunningdale PS boundary may choose to remain with their cohort or attend Sunningdale PS through optional attendance;
- A larger boundary for the Oakville NE #2 ps FI program creates a more viable program with a greater number of students in the program;
- A process detailed in the elementary teachers’ collective agreement allows for teachers to move with the program and thus may provide continuity for students in the FI program at Oakville NE #2 ps;
- French Immersion resources purchased for the program at Oodenawi PS can move to Oakville NE #2 ps, thereby eliminating start-up costs typically associated with a new program;
- Students in the FI track will move as a cohort to Oakville NE #2 ps and most students in the English track will remain together as a cohort at Oodenawi PS;
- French Immersion, as an optional program, requires transportation for some students;
- Oodenawi PS boundary is a 100% walk-to for students.
Scenario 15
- Oakville NE #2 is a dual track school (opens 2020/2021 as a JK-7 ENG and 2-6 FI school);
- Oodenawi becomes a single track ENG school by 2022/2023 and ENG boundary is reduced;
- Sunningdale PS boundary expanded to include the areas: north of Dundas between Sixteen Mile Creek and Neyagawa; north of Burnhamthorpe between Neyagawa and Trafalgar; and south of Dundas to River Glen between Sixteen Mile Creek and Munn’s Creek;
- River Oaks PS boundary includes the areas: north of Burnhamthorpe between Neyagawa and Trafalgar; south of Burnhamthorpe between Fourth Line and Neyagawa; and north of Dundas St and east of Trafalgar Rd;
- Projections include younger siblings of Grade 8 ENG students not moving due to boundary changes for 2019;
- Creation of To Be Determined (TBD) area and development removed from the study totals;
- Natural Heritage System (NHS) is used as a boundary for Oodenawi PS (Town of Oakville’s land use designation where no development will occur).

Impacts of Scenario 15
- Enrollment is balanced amongst most of the schools; however, Oodenawi PS bears more of the enrollment pressure than Oakville NE #2 ps and Sunningdale PS is under-utilized;
- Oakville NE #2 ps and River Oaks PS surpass its total OTG capacity in 2026;
- Students north of Dundas St and east of Trafalgar Rd remain at River Oaks PS, thereby minimizing their number of transitions until Oakville NE #3 PS opens;
- ENG students north of North Park Blvd, and in close proximity to Oodenawi PS, attend Oodenawi PS;
- Grandparenting siblings of students in Gr 8 ENG in Oodenawi PS keep families together and minimizes their transitions;
- Students transitioning from Oodenawi PS FI to Oakville NE #2 ps FI but live within the Sunningdale PS boundary may choose to remain with their cohort or attend Sunningdale PS through optional attendance;
- A larger boundary for the Oakville NE #2 ps FI program creates a more viable program with a greater number of students in the program;
- A process detailed in the elementary teachers’ collective agreement allows for teachers to move with the program and thus may provide continuity for students in the FI program at Oakville NE #2 ps;
- French Immersion resources purchased for the program at Oodenawi PS can move to Oakville NE #2 ps, thereby eliminating start-up costs typically associated with a new program;
- Students in the FI track move as a cohort to Oakville NE #2 ps and most students in the English track will remain together as a cohort at Oodenawi PS;
- French Immersion, as an optional program, requires transportation for some students;
- Oodenawi PS boundary is a 100% walk-to for students.

Appendix 6: BRC Recommended Scenarios (11b, 16 and 17)

Scenario 11b
- Scenario 11b similar to Scenario 11a, with the exception that younger siblings of Grade 7 FI and Grade 8 ENG and FI who stayed in September 2020, remain at Oodenawi PS and are not removed from Oodenawi’s enrollment numbers once older sibling graduates
- Oakville NE #2 is a single track ENG school (opens 2020/2021 as a JK-7 ENG school)
- Oodenawi ENG and FI boundaries are reduced;
- Sunningdale PS boundary expanded to include the areas: north of Dundas between Sixteen Mile Creek and Neyagawa; north of Burnhamthorpe between Neyagawa and Trafalgar; and south of Dundas to River Glen between Sixteen Mile Creek and Munn’s Creek;
- River Oaks PS boundary includes the areas: north of Burnhamthorpe between Neyagawa and Trafalgar; south of Burnhamthorpe between Fourth Line and Neyagawa; and north of Dundas St and east of Trafalgar Rd;
- Creation of To Be Determined (TBD) area and development removed from the study totals

Impact of Scenario 11b
- Significant decrease in the size of the Oodenawi PS ENG and FI boundary;
- Enrollment is balanced among the schools, in particular the two north Oakville schools: Oodenawi PS and Oakville NE #2 ps;
- Oakville NE #2 ps does not surpass its total OTG capacity until 2024 and River Oaks PS in 2026;
- Students north of Dundas St and east of Trafalgar Rd remain at River Oaks PS, thereby minimizing their number of transitions until Oakville NE #3 PS opens;
- Some students currently walk to Oodenawi for ENG will be sent by bus to Oakville NE #2 ps;
- Oodenawi PS FI program viability possibly compromised due to small FI numbers;
- Grandparenting siblings of students in Gr 7 FI and Gr 8 FI / ENG in Oodenawi PS keep families together and minimizes transitions for these students;
- Students at Oodenawi PS in both the ENG and FI track split as a cohort across three schools;
- Oodenawi PS boundary is a 100% walk-to for students.

Scenario 16
- Scenario 16 is similar to Scenario 11a with the inclusion of the area north of North Park Blvd remain in Oodenawi PS for ENG and FI;
- Area east of Trafalgar and north of Dundas ENG students go to Oakville NE #2 ps (FI students in this area continue at Munn’s);
- Oakville NE #2 ps is a single track ENG school;
- Sunningdale PS boundary expanded to include the areas: north of Dundas between Sixteen Mile Creek and Neyagawa; north of Burnhamthorpe between Neyagawa and Trafalgar; and south of Dundas to River Glen between Sixteen Mile Creek and Munn’s Creek;
- River Oaks PS boundary includes the areas: north of Burnhamthorpe between Neyagawa and Trafalgar; south of Burnhamthorpe between Fourth Line and Neyagawa; and north of Dundas St and east of Trafalgar Rd;
- Projections include younger siblings of Grade 7 FI and Grade 8 ENG and FI students not moving from Oodenawi PS due to boundary changes in 2020/2021;
- Create To Be Determined (TBD) area and removed from the study.

Impact of Scenario 16
- Significant decrease in the size of the Oodenawi PS ENG and FI boundary;
- Enrollment is balanced amongst some of the schools; however, Oodenawi PS bears more of the enrollment pressure than Oakville NE #2 ps and River Oaks PS is under-utilized;
- Oakville NE #2 ps does not surpass its total OTG capacity until 2024;
- Enrollment at Oodenawi remains high with addition of all students north of North Park Blvd;
- Students north of Dundas St and east of Trafalgar Rd at Oakville NE #2 ps, possibly resulting in an additional transition for these students when Oakville NE #3 PS opens;
- Some students currently walk to Oodenawi for ENG will be sent by bus to Oakville NE #2 ps;
- Oodenawi PS FI program viability possibly compromised due to small FI numbers;
- Grandparenting siblings of students in Gr 7 FI and Gr 8 FI / ENG in Oodenawi PS keep families together and minimizes transitions for these students;
Halton District School Board

- Students at Oodenawi PS in both the ENG and FI track split as a cohort across three schools;
- Oodenawi PS boundary is a 100% walk-to for students.

**Scenario 17**
- Scenario 17 is similar to Scenario 15, with the inclusion of the area east of Trafalgar and north of Dundas ENG students at Oakville NE #2 ps (FI students in this area continue at Munn's);
- Oakville NE #2 ps is a dual track school;
- Oodenawi becomes a single track ENG school by 2022/2023 and ENG boundary is reduced;
- Sunningdale PS boundary expanded to include the areas: north of Dundas between Sixteen Mile Creek and Neyagawa; north of Burnhamthorpe between Neyagawa and Trafalgar; and south of Dundas to River Glen between Sixteen Mile Creek and Munn’s Creek;
- River Oaks PS boundary includes the areas: north of Burnhamthorpe between Neyagawa and Trafalgar; south of Burnhamthorpe between Fourth Line and Neyagawa;
- Projections include younger siblings of Grade 7 FI and Grade 8 ENG and FI students not moving from Oodenawi PS due to boundary changes in 2020/2021;
- Create To Be Determined (TBD) area and removed from the study.

**Impact of Scenario 17**
- Enrollment not balanced among schools: Oodenawi PS and Oakville NE #2 ps have significant enrollment pressures; Sunningdale PS and River Oaks PS are under-utilized;
- Oakville NE #2 ps surpasses its total OTG capacity until 2022;
- Students from the area east of Trafalgar and north of Dundas attend Oakville NE #2 ps, possibly resulting in an additional transition for these students when Oakville NE #3 PS opens;
- Students north of North Park Blvd, and in close proximity to Oodenawi PS, attend Oodenawi PS;
- Grandparenting siblings of students in Gr 8 ENG in Oodenawi PS keep families together and minimizes their transitions;
- Students transitioning from Oodenawi PS FI to Oakville NE #2 ps FI but live within the Sunningdale PS boundary may choose to remain with their cohort or attend Sunningdale PS through optional attendance;
- A larger boundary for the Oakville NE #2 ps FI program creates a more viable program with a greater number of students in the program;
- A process detailed in the elementary teachers’ collective agreement allows for teachers to move with the program and thus may provide continuity for students in the FI program at Oakville NE #2 ps;
- French Immersion resources purchased for the program at Oodenawi PS can move to Oakville NE #2 ps, thereby eliminating start-up costs typically associated with a new program;
- Students in the FI track move as a cohort from Oodenawi PS to Oakville NE #2 ps and most students in the English track will remain together as a cohort at Oodenawi PS;
- French Immersion, as an optional program, requires transportation for some students;
- Oodenawi PS boundary is a 100% walk-to for students.
Halton District School Board

Report Number: 19029
Date: February 14, 2019

FOR DECISION

TO: The Chair and Members of the Halton District School Board
FROM: T. Ehl Harrison, Vice-Chair
A. Collard, Policy, By-law and Governance Committee Chair

RE: By-law Review

Background:
Recent discussions by Halton District School Board of Trustees has resulted in consensus to move to a meeting structure that will have issue-based discussions at the once-a-month Committee of the Whole meetings, rather than at specific standing committees.

To facilitate this change, Trustee A. Collard, as Policy, By-law and Governance Committee Chair, worked with Trustees M. Shuttleworth and T. Rocha to review and revise the by-law that referenced standing committees.

Additionally, in the recent legal review of the Board’s by-laws and policies, this by-law as well as the two by-laws dealing with Delegations, and Naming Schools, were identified as not being by-laws, but more appropriately labelled as Board policies.

To that end, at the February 13, 2019 Committee of the Whole meeting, Trustees reviewed the revised draft by-law dealing with the Board’s committee structure. Subsequently, the recommendation from Committee of the Whole is to forward the draft document on committee structure, as well as the current by-laws for Delegations, and Naming Schools, to legal counsel for review and revision in the context of the Board’s policy and procedure format.

RECOMMENDATION:
Be it resolved that Halton District School Board forward the revised draft “Committees of the Board” by-law, as well as the current “Delegations”, and “Naming Schools” by-laws, to Miller Thomson for review and revision in context of the Board’s new policy and procedure format, with revisions returning to Committee of the Whole in April 2019.

Respectfully submitted,

T. Ehl Harrison, Vice-Chair
A. Collard, Chair, Policy, By-law and Governance Committee
PART VI: COMMITTEES OF THE BOARD

The Board may from time to time approve the formation of any of the following types of committees:

COMMITTEE OF THE WHOLE

Meeting Format

1. Committee of the Whole shall meet in public, except where matters listed in s.207(2), s. 207 (2.1) or s.281.3 (10) of the Act are to be discussed. Committee of the Whole incorporates topics identified by the Director of Education, the Board, or individual Trustees that may arise.
2. The Vice-Chair of the Board shall be the chair and the Chair of the Board shall be the vice-chair of the Committee of the Whole Board.
3. The agendas for Committee of the Whole Board shall be the responsibility of the Vice-Chair of the Board. They shall consider the established priorities, topics that overlap multiple committees, and any urgent business arising when setting the schedule.
4. The Vice-Chair of the Board shall pass the gavel to the applicable Committee Chair as appropriate throughout the meeting.
5. The Vice-Chair of the Board shall be responsible for ensuring an Order Paper is maintained detailing actions arising from Committee of the Whole Board including the person(s) responsible and the anticipated date of completion.
6. The Vice-Chair of the Board shall facilitate reporting to the Board during Committee Reports. Action items requiring Board approval will be brought to the Board for consideration according to the Board’s bylaws.
7. All related materials such as agendas, minutes and reports shall be circulated in accordance with the Board’s bylaws.
8. The Director of Education or designate shall attend all meetings of the Committee of the Whole, except for meetings concerning the Director of Education’s employment or performance.
9. The Director of Education shall appoint staff as required to provide resource or administrative support, information and expertise to the Committee of the Whole Board.
10. Meetings shall be scheduled as required, usually on the second Wednesday evening of the month lasting approximately three hours. Meetings will be held at the Halton District School Board Head Office. Wherever possible, informal comments and questions will be fielded from the public to increase public confidence and understanding of the Board’s initiatives and achievements.

Decision Making

1. Agenda priorities for the year shall be determined in an inclusive manner ensuring all Trustees have the opportunity for input and feedback.
2. There shall be a balance of agenda items reflecting system priorities and timelines ensuring the most immediate agenda items are dealt with in a timely manner.
3. Agenda items will have a corresponding time allotted to them, which will be based upon the anticipated length of the discussion. Time will be monitored to ensure that Trustees have sufficient time to make comments and ask questions.
4. Questions from the public will also be considered as time permits. Members of the public will be permitted one question at a time, up to two minutes per question. If there is insufficient time for all questions, they can be submitted and will be addressed at the next meeting or via email.
5. In the interest of developing recommendations to the Board that foster the broadest possible support and make efficient use of Board meetings, a consensus model of decision making shall be utilized.

STANDING COMMITTEES

1. Standing Committees provide a public forum for Trustees to discuss items of interest, including long standing and ongoing issues and opportunities related to the decision-making responsibilities of the Board, in a setting that is less formal than a Board meeting.
2. Standing Committees may be struck as required.
3. All Trustees and Student Trustees are members of the Standing Committees.
4. Chairs and vice-chairs (or co-chairs) for a Standing Committee shall be elected for a one year term at the first meeting of Committee of the Whole Board following the Board’s inaugural or annual organizational meeting or when the need for a Standing Committee has arisen. Multiple concurrent terms as chair or vice-chair are possible.
5. No committee may bind or speak for the Board.
6. Each Standing Committee may have a terms of reference that supplement these by-laws to guide them.
7. All questions related to the activities of a Standing Committee should be directed to the applicable Standing Committee chair(s) or the Vice-Chair of the Board.
8. From time to time sub-committees may be formed to facilitate additional, in-depth discussion about a specific topic. These committees will be scope and time limited and will report back to the Standing Committees on a regular basis. Chairs, vice-chairs and/or co-chairs will be determined at the first meeting of the sub-committee.

STATUTORY COMMITTEES
1. The following Committees, their membership and mandate are defined pursuant to legislation or Ministry of Education policy.
   - Audit Committee
   - Director’s Performance Review Committee (DPR)
   - Parent Involvement Committee (PIC)
   - Pupil Accommodation Review Committee (PARC)
   - Special Education Advisory Committee (SEAC)
   - Student Discipline Committee
   - Supervised Alternative Learning (SAL)

STRIKING COMMITTEE
1. The Striking Committee, comprised of the Chair, Vice-Chair and Director of Education, shall make recommendations to the Board regarding Trustee representation on the committees listed above.
2. In formulating its recommendation to the Board, the Striking Committee will collaborate with Trustees and take into consideration their interests, knowledge and skills while also considering geographic balance, continuity of membership, time commitments and potential conflicts of interest.
3. The Striking Committee shall ensure that each Trustee, except the Chair who is an ex-officio member of all Board committees, is appointed to at least one committee, or alternatively appointed as a Board representative on at least one community or external organization.
4. The Striking Committee shall bring its report to the Board for approval by no later than the first Board meeting in January of each year, and may bring further recommendations regarding additional committee appointments for approval throughout the year as required.
5. The Striking Committee will not recommend the appointment of any Trustee to a committee or position against their expressed objection.

AD-HOC AND ADVISORY COMMITTEES
Ad-Hoc Committees
1. Trustees may, from time to time, form working groups known as ‘Ad Hoc Committees’ to address specific issues, which may result in a report or recommendation to Committee of the Whole Board or to the Board.
Advisory Committees

1. The Board may from time to time form Advisory Committees for a short or a long term objective, where it would benefit from the expertise and/or experience of participants of non-Trustees.

Trustee Representation on Ad-Hoc or Advisory Committees

1. Where Trustee representation is not set out in other policies and/or procedures, the selection of Trustee(s) will include:
   - Fair sharing of opportunities
   - Tracking of opportunities and assignments (who volunteered, who was selected and why, notations of special requirements such as regional representation)
   - Ongoing learning and succession planning
   - Transparency in the selection process; criteria to be shared in advance and applied consistently.

2. In the event that multiple Trustees express interest, the Chair will engage all interested parties in a conversation to identify the representative(s).

RESIGNATION

1. A member or an appointee of a committee may resign from a committee by indicating their intent to do so in writing, and submitting their written resignation to the Chair of the Board as well as to the chair of the committee from which they intend to resign.

DISSOLUTION

1. Subject to the requirements of law, a committee shall be dissolved:
   a) at any time upon resolution of the Board; or
   b) in the case of an Ad Hoc or Advisory Committee, upon delivery of a final report to the Board; or
   c) in any event, at the end of the term of office for the Board.
TO: Members of the Halton District School Board

FROM: Andréa Grebenc, Chair of the Board
       Trustee, Burlington Wards 3 and 6

RE: Chair’s Correspondence

Periodically, the Chair receives correspondence addressed to the Board. To share this with Trustees, correspondence will be appended to a Board Report, with a report created as required when correspondence has been received.

Correspondence appended to this report includes a letter to the Minister of Education from the Thames Valley District School Board.

Respectfully Submitted

Andréa Grebenc
Chair, Halton District School Board
Burlington Trustee, Wards 3 & 6
2019 January 22

Honourable Lisa Thompson
Minister of Education
Honourable Lisa MacLeod
Minister of Children
Ministry of Education
Community and Social Services
Mowat Block, 22nd Floor
Hepburn Block, 6th Floor
900 Bay Street
80 Grosvenor Street
Toronto, ON M7A 1L2
Toronto, ON M7A 1E9

Dear Minister Thompson and Minister MacLeod:

I am writing to express serious concerns for students with special needs who access occupational therapy, physiotherapy and speech-language pathology at school through Thames Valley Children’s Centre (TVCC), formerly the School Health Support Services provided by the Local Health Integration Network (LHIN). In addition, I would ask that you urgently address the long waiting lists by increasing funding for this program.

Members of the Special Education Advisory Committee (SEAC) of the Thames Valley District School Board (TVDSB) have been regularly consulted over the last 5 years as part of the provincial Special Needs Strategy. Some of our members and special education staff invested heavily in advising the process and identifying issues and needs, and our membership has participated actively in providing input as requested.

Having an inter-ministry approach with seamless transitions and integrated services has long been a vision for families and service providers to enhance the experience and outcomes for children and youth with complex special needs. Meeting the physical, medical, educational needs of students receiving services for complex conditions is important for their well-being and success at school. SEAC participated in the Special Needs Strategy with the expectation streamlining the services would greatly improve access to timely and appropriate services leading to improved access to learning, curriculum and improved student outcomes.

Last year we learned that the rehabilitation therapy services, occupational therapy, physiotherapy and speech-language pathology, provided through the School Health Support Services would be transitioned from the LHIN to the TVCC. With the reduction in the number of providers, and streamlining of referrals, it was hoped that more children/students would have access to timely service. At our January meeting, we learned that the transition had occurred and that there were over 3700 students from Grey-Bruce, Huron-Perth, London- Middlesex and Oxford Elgin on the program. We were very concerned to learn that more than half of these students are on a wait list for services. We also heard that there is no new funding to address the wait lists and hundreds of students will continue to wait for vital services. Members expressed their frustration with the length and number of students being put on a waitlist and noted that many essential needs/services for these students are not being met.
At the January 8, 2019 SEAC meeting, the following motion was moved and carried:

SEAC members direct the Chair to send a letter to the Minister of Education and the Minister of Children, Community and Social Services with concerns about the long wait lists and inadequate funding for therapy services for students with special needs. SEAC members are very concerned that many students will face long delays, or may never receive vital therapies that would assist in accessing curriculum and being successful in school.

This letter is a request that the two Ministries look at the wait lists for rehabilitation therapy services for students and immediately increase funding allocated to the programs. Thank you for consideration of this request.

Yours sincerely,

Joyce Bennett
Chair of SEAC

cc: L. Elliott, Director of Education
    R. Culhane, Associate Director
    J. Pratt, Associate Director
    A. Canham, Superintendent of Student Achievement
    Chairs of All School Board Special Education Advisory Committees
Summary:

OPSBA's 2019 Public Education Symposium (PES) is the premier professional learning event of the year for school board trustees and offers outstanding keynote speakers who are experts in their field, dynamic, stimulating and interactive sessions, opportunities to discuss the future of education and time to network with colleagues across the province. Trustees, Directors of Education, supervisory officers and student trustees are warmly encouraged to attend PES 2019.(OPSBA.org)

During the event, Trustee Collard was elected as a member/representative for the Central West Region of the OPSBA Education Program Workgroup. Normally elections take place at the Annual General Meeting at the end of the school year, but a vacancy had opened up after the October 22, 2018 municipal election.

http://www.opsba.org/SiteCollectionDocuments/PES2019_FinalProgram.pdf