



# Halton District School Board

## HALTON DISTRICT SCHOOL BOARD

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

Meeting will be livestreamed from [www.hdsb.ca](http://www.hdsb.ca)

### Public Session Agenda – Wednesday, June 21, 2017

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

## PUBLIC SESSION AGENDA

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### 1.0 Opening

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

### 2.0 Communication to the Board

- 2.1 Presentations
  - 2.1.1 Maggi Djurdjevic –Nominator for Jamie Mitchell, Dr. Frank J. Hayden Secondary School  
*Certificate of Achievement Recipient, Prime Minister's Award for Teaching Excellence*
  - 2.1.2 Inspire Awards
    - o Reg Farnand, Orchard Park Public School
    - o David Buehler, Centennial Public School
    - o Caroline Koekkoek, Student Services
    - o Barbara Butler, Lakeshore Woods
    - o Irma Coulson Breakfast Program Team
    - o Debbie McClure – Centennial Public School
    - o Tanya Strus - Post's Corners Public School
    - o Ruth Parent - Georgetown District High School
    - o Jon Newcombe - Georgetown District High School
  - 2.1.3 Lesley Mansfield, *Halton Learning Foundation*
- 2.2 Delegations
  - 2.2.1 Amy D'Souza, *PAR Integration*
- 2.3 Acknowledgement of Delegations by Chair

### 3.0 Ratification/Action

- 3.1 Minutes of the Regular and Special Board Meetings
  - 3.1.1 Halton District School Board Meeting, June 7, 2017 page 2
- 3.2 Approval of Business Transacted in Private Session
- 3.3 Order Paper page 15
- 3.4 **Action Items**
  - 3.4.1 Education Development By-law – *Report 17061 – (L. Veerman, D. Renzella)* page 22
  - 3.4.2 Long-Term Accommodation Plan – *Report 17062 Revised – (L. Veerman, D. Renzella)* page 38
  - 3.4.3 Special Education Plan – *Report 17037 Revised – (M. Zonneveld)* page 52
  - 3.4.4 Annual Operational Plan – *Report 17038 Revised – (D. Boag)* page 57
  - 3.4.5 2017-18 Budget – *Report 17074 – (L. Veerman)* page 64
  - 3.4.6 Summer Authority – *Report 17079 – (S. Miller)* page 69
  - 3.4.7 Board By-laws: Consent Agenda – *Report 17066 Revised – (A. Collard)* page 70
  - 3.4.8 Audit Committee Report – *Report 17086* page 75

### 4.0 Communication to the Board

- 4.1 Student Trustee Reports
- 4.2 Information Items (*including Notices of Motion and future action items*)
- 4.3 **For Action: September 6, 2017**

**4.4 For Information: June 21, 2017**

- 4.4.1 Truth and Reconciliation Annual Report – *Report 17080 – (R. Eatough)* page 91
- 4.4.2 Capital Priorities Update – *Report 17081 – (L. Veerman, D. Renzella)* page 96
- 4.4.3 Bell Time Revision – *Report 17070 Revised, Report 17087 – (L. Veerman)* p114
- 4.4.4 Capital Update – *Report 17082 – (G. Cullen)* page 115
- 4.4.5 Program and Accommodation Implementation – *Report 17083 – (D. Boag)* page 118
- 4.4.6

4.5 Committee Reports

4.6 Director’s Report

4.7 Communications from the Chair

4.8 Trustee Questions and Comments

**5.0 Adjournment**

5.1 Motion to Adjourn

## Halton District School Board

Public Session: Wednesday, June 7, 2017 – 7 p.m.

Present: K. Amos, A. Collard, D. Danielli, A. Grebenc, T. Ehl Harrison, A. Harvey Hope, J. Gray, K. Graves, J. Oliver, R. Papin, L. Reynolds, Z. Haj Ali, D. Metropolitan

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### 1. Opening

#### 1.1 Call to Order

K. Amos called the meeting to order at 6:03 p.m.

M17-0085 T. Ehl Harrison / R. Papin

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

The Board rose from Private Session at 7 p.m.

The Chair called the Public Session to order at 7:11 p.m.

M17-0086 T. Ehl Harrison / D. Danielli

Be it resolved that the Halton District School Board amend the agenda to move the Student Trustee report prior to the Action items, and that the agenda be approved as amended. **Carried Unanimously.**

K. Amos recognized the Board meeting was being held on the traditional territory of the First Peoples.

#### 1.2 Declarations of Possible Conflict of Interest

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

### 2. Communication to the Board

#### 2.1 Presentations

There were no presentations.

#### 2.2 Delegations

The Chair called on the following delegates to speak to the Burlington Program and Accommodation Review (PAR).

- Perry Mason
- Tony Brecknock
- Deborah Ruse
- Cindy Tifford
- Teresa Hunter
- Meredith Marchand

#### 2.3 Acknowledgement of Delegations

The Chair thanked the delegates.

### 3. Ratification/Action

#### 3.1 Approval of the Minutes

M17-0087 J. Gray / A. Grebenc

Be it resolved that the minutes for the Halton District School Board meeting of May 31, 2017 be approved as amended. **Carried Unanimously.**

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

There was no business to be transacted from Private Session.

#### 3.3 Order Paper

The Chair called attention to the Order Paper.

#### **4. Communication to the Board**

##### **4.1 Student Trustee Report**

Z. Haj Ali and D. Metropolitansky spoke to initiatives underway for the upcoming school year including a revisit of the policy that sets out the provision for voting on the student trustee elections, potentially looking at online voting. They also highlighted the initiative to put forward student trustee representatives on Board committees, and increasing communication amongst student senators through the creation of “presidents’ committees”

A. Harvey Hope asked if the student trustees could help increase awareness for students as to who the student senators are at Halton’s schools.

##### **4.2 Action Items**

###### **4.2.1 Burlington Program and Accommodation Review: Director’s Report**

The Chair called attention to Report 17075 and provided introductory comments. She introduced Parliamentarian James Lochrie who assisted with the order of business.

A. Collard asked to be recognized by the Chair to introduce a motion separate from the report. The Chair indicated it was her preference to deal with the recommendations in the report prior to introducing new concepts related to the agenda item.

A. Collard challenged the Chair on her ruling.

K. Amos restated her rationale; A. Collard suggested subsequent motions could be contrary, and wanted an opportunity to discuss her motion prior to a decision pre-empting that discussion.

K. Graves reminded trustees that a motion in the affirmative sustains the ruling of the Chair.

T. Ehl Harrison and D. Danielli asked for clarification on the process, confirming that if the Chair allows the substitute motion on the floor, discussion could occur on both recommendations (original and substitute) and the substitute motion would require a vote first. Depending on the outcome of the vote on the substitute motion, a vote would then revert to the original motion.

A. Collard withdrew the challenge to the Chair.

L. Reynolds asked if the substitute motion was contrary to the original, and would that mean the substitute motion could be ruled out of order, or be subject to a potential challenge. Parliamentarian J. Lochrie indicated the substitute motion could be ruled by the chair as out of order, and that ruling could be challenged by a trustee.

The Chair invited the Director to make introductory remarks.

S. Miller spoke briefly about the process, identifying the underutilization issue as outlined in the Long-Term Accommodation Plan for the the past four years. He highlighted the two criteria (of five) that instigated the PAR – utilization rates, and enhancement of program delivery and learning opportunity. He stated it was incumbent on him as Director to present options to the trustees in response to this issue. He indicated it has been a difficult, arduous, long and emotional process for communities as well as trustees. He spoke to the direction in policy and process, obliging him to bring options to the trustees.

S. Miller thanked the PAR members for their countless hours of work. He spoke to the final recommendation being different than the first. He indicated it was

expected the recommendation would garner disagreement, as it should, stating if it didn't get that response, it would be a sad commentary in itself.

S. Miller commented that all Burlington schools are great; all Halton schools are great, but the purpose of the PAR and resulting recommendation was to address the unfunded pupil places in Burlington. S. Miller indicated it was unfortunate the process has pitted community against community, but he could not walk away from the Director's obligation or duty to present a final recommendation and to present it to the board of trustees. He offered assurances on behalf of all staff, who will work to make things better for students in Burlington, enhancing equity of opportunity, stating students in any Halton school will have the same opportunities in any other Halton schools.

S. Miller concluded his remarks by acknowledging the decision tonight was an example of the democratic process at work.

M17-0088 R. Papin / L. Reynolds

Be it resolved that the Halton District School Board close Robert Bateman High School, effective June 30, 2019.

- a) Effective September 1, 2018, the Halton District School Board revise the existing catchment area for Robert Bateman High School to redirect English program students entering Grade 9 to Nelson High School
- b) Effective September 1, 2019, the Halton District School Board revise the existing catchment area for Robert Bateman High School to redirect the Grade 10, 11 and 12 English program students to Nelson High School.

A. Collard indicated her intent to introduce a substitute motion. She provided context to the motion, as follows:

*Whereas, the Executive Summary for Report 17075 maintains that 'It is expected the recommendations and the subsequent transition of the students it causes will result in stability for these schools and provide all students a greater breadth of program and opportunities'; and*

*Whereas, closing Robert Bateman High School will not result in stability nor will it provide all students at Aldershot or Burlington Central High Schools a greater breadth of program and opportunities; and*

*Whereas, moving the International Baccalaureate program - a program in which students are segregated for their grade 11 and 12 courses - from Robert Bateman High School to Burlington Central High School will not provide students at Burlington Central High School a greater breadth of program and opportunities in the grades where the greatest breadth of program is required; and*

*Whereas, the close proximity of Robert Bateman High School and Nelson High School provides an opportunity to create a partnership between these two schools which would provide all students at these two schools a greater breadth of program and opportunities; and*

*Whereas, the Federal Government has recognized an ongoing shortage of Canadians entering the skilled trades and have recently created 'Express Entry' for potential immigrants who are qualified in the skilled trades, and that the Provincial Government has committed \$160B in infrastructure spending in the next ten years which will require workers in the skilled trades; and*

*Whereas, Robert Bateman High School has many skilled trades programs in place and has the space to increase these program offerings...*

M17-0089 A. Collard / A. Grebenc

Therefore, be it resolved, that a partnership between Robert Bateman High School and Nelson High School be explored with the goal of providing stability for these two schools as well as providing all students at these two schools a greater breadth of program and opportunities; and

Be it resolved that all regional programs currently offered at Robert Bateman High School continue to be offered at Robert Bateman High School; and

Be it resolved that partnerships with community agencies who may wish to use the unique facilities at Robert Bateman High School be explored

L. Reynolds expressed concern at the Chair's ruling to allow the substitute motion on the floor, suggesting it was contrary to the intent of the original motion. Parliamentarian J. Lochrie indicated a substitute motion can be moved and seconded to allow discussion on the motion at the same time as the original motion, however when voting occurs, the substitute motion would have to be dealt with first, and if defeated then the vote would be called on the main (original) motion.

L. Reynolds challenged the Chair on her ruling to allow the substitute motion. She also asked legal counsel Brad Teichman and the Parliamentarian J. Lochrie to speak to whether a contrary motion is allowed as a substitution.

B. Teichman indicated an amendment to an existing motion can be introduced, but cautioned if a substitute motion is solely to defeat the initial recommendation, then the trustee moving the substitute motion has the option to vote "no" on the initial motion rather than introduce a substitute motion. He indicated it is the Chair's decision to determine whether a substitute motion is contradictory to the main motion.

K. Graves reiterated that a motion in the affirmative upholds the decision of the Chair.

K. Amos stated her rationale, indicating while she believes there are components of the substitute motion that may be viewed as contrary, there are other aspects of the motion that bear discussion.

The vote to the Challenge to the Chair was called:

K. Amos	yes	D. Danielli	no
A. Collard	yes	R. Papin	no
J. Gray	yes	L. Reynolds	no
J. Oliver	yes	K. Graves	no
A. Grebenc	yes		
A. Harvey Hope	yes	Student Trustee Z. Haj Ali	no
T. Ehl Harrison	yes	Student Trustee D. Metropolitan	no

**Chair's Ruling Sustained.**

A. Collard spoke to her motion.

K. Graves indicated her desire to have the Board address the motions in the report.

L. Reynolds expressed her concern that the substitute motion does not resolve the issue instigating the PAR.

A. Grebenc indicated her desire to see further investigation on the concepts outlined in the substitute option.

R. Papin indicated her belief the substitute motion does not answer the mandate of the PAR.

D. Danielli asked for information regarding the partnerships that have come forward with an expression of interest. S. Miller indicated there has been very little or no interest, despite efforts to make contact with many organizations.

A. Harvey Hope asked A. Collard for clarification on the intent of her substitute motion.

J. Gray asked for clarification regarding utilization, suggesting the Nelson would not be over-utilized with Bateman consolidated into Nelson High School.

L. Reynolds spoke to comments regarding the loss of use of the Central pool, suggesting the Board would still have use of the pool. She also spoke to the estimated operating costs to continue to operate Robert Bateman, funds that could be directed elsewhere including Nelson High School.

K. Amos spoke to the challenges of school closures, citing experiences in Oakville with respect to secondary schools.

K. Graves expressed support for the concept of innovation, but expressed concern with the segregation of campuses and the direction of the substitute motion.

A. Harvey Hope asked for information regarding the merits of merging the two campuses and expressing concern with the timing of the transition plan, particularly construction of facilities at the receiving school. G. Cullen spoke to the construction of new facilities; M. Zonneveld spoke to the transition plans for students.

T. Ehl Harrison commented on the utilization overall in Burlington. She also asked about the cultural transition for students moving schools, and the role of the integration team in dealing with school names and transitions.

A. Collard added her comments regarding utilization, ideally at 90% for secondary schools. She also spoke to the development of community hubs in Hamilton and encouraging partnerships for school utilization. She spoke to the attributes of Robert Bateman High School.

R. Papin expressed her belief that partnerships, while valuable, do not increase the number of pupils. If it did, then partnership could be considered between LB Pearson High School and MM Robinson High School.

L. Reynolds indicated her support for the movement of IB to Burlington Central High School.

K. Amos spoke to the dual campus approach, including Hamilton's merger involving elementary schools and White Oaks Secondary School. She spoke to operating costs and provincial funding.

Student Trustee D. Metropolitansky also provided her perspective regarding the International Baccalaureate program, indicating choice within a program is important.

D. Danielli asked the Director of Education how the recommendations served Halton students. S. Miller reflected on the belief in composite schools, equity of opportunity and community schools, all benefiting students in their educational choices.

L. Reynolds commented on the provincial government's funding support cited in A. Collard's motion, suggesting there are no guarantees that funding will occur.

A. Harvey Hope asked what funds would be accessed for implementation of the PAR recommendations. L. Veerman indicated a number of sources, including provincial funding, would be considered. A. Harvey Hope indicated her concerns regarding timing of construction, asking what reporting mechanisms would be provided to the Board during implementation.

J. Oliver commented on creating smooth transitions and safe and welcoming environments, specifically comments from delegates and through email regarding Nelson High School. She commented on the disservice to the students, staff and communities which include compassionate and adaptable students at Nelson. S. Miller indicated there has been no evidence of these comments either within the school or on social media;

M17-0090 A. Grebenc / R. Papin

Be it resolved that the Halton District School Board extend beyond 10 p.m.  
**Carried Unanimously.**

A. Collard spoke to the program offerings at the dual campus at White Oaks Secondary School and how it would compare to Robert Bateman High School. She also spoke to the operational costs that would occur with additional facilities and space at Nelson High School.

J. Gray reviewed her list of core principles including whether a decision is good for students, provides access to programs, enhanced learning, subject specialists, and provides a school within their community. She indicated it was her belief the recommendations met that criteria. Additionally, she cited fiscal responsibility, better utilization, accommodation costs, and confirmed the provision of “better” facilities for CPP students.

A. Collard expressed her concern regarding the creation of new facilities, whether there would be room for OYAP and SHSMs. S. Miller indicated the intent is to offer OYAP and SHSM programs where the students are going, but there will be a broader range of opportunities with those programs already offered at the school. J. Hunt Gibbons added further comments regarding OYAP and SHSMs.

A. Grebenc spoke to the transition of CPP students currently in their seventh year, confirming they would receive their employability skills certificate. Questions were posed about making the transition earlier but in same individualized way.

M. Zonneveld indicated they were aware this may be a request, and will address those issues as they arise. He indicated his department will be developing plans now to ensure smooth transitions and still achieve the employability certificates.

J. Oliver confirmed students would allowed to return for a year, should the students and parents feel it was in the student’s best interest.

A. Harvey Hope confirmed the donations referenced in the delegations was now the property of the Halton District School Board, and can be moved as part of the transition planning pending approval of the recommendation. J. Oliver expressed her appreciation for this information as well.

R. Papin spoke to the most empty pupil places being in south Burlington. She indicated LB Pearson High School is the sole small school in north, and asked what efforts were underway to adapt the cultures in the receiving schools (should the motions proceed) as soon as possible.

S. Miller indicated this would be the work of the transition teams, under the direction of a coordinating superintendent. He indicated an afternoon meeting with the administrators of all Burlington schools had discussed ways to plan for these transitions.

A. Collard asked how students in their second year of two-year SHSM would be accommodated, particularly if the student wasn’t able to continue because the new school wasn’t offering that SHSM. J. Hunt Gibbons indicated the intention is to provide continuity for students in their receiving schools, or contingency planning should this not be possible.

With the speakers list exhausted, the vote was called on the substitute motion.

M17-0089 A. Collard / A. Grebenc

Therefore, be it resolved, that a partnership between Robert Bateman High School and Nelson High School be explored with the goal of providing stability for these two schools as well as providing all students at these two schools a greater breadth of program and opportunities; and

Be it resolved that all regional programs currently offered at Robert Bateman High School continue to be offered at Robert Bateman High School; and

Be it resolved that partnerships with community agencies who may wish to use the unique facilities at Robert Bateman High School be explored

A. Grebenc	yes	K. Amos	no
A. Harvey Hope	yes	D. Danielli	no
A. Collard	yes	R. Papin	no
		J. Gray	no
		L. Reynolds	no
		K. Graves	no
		T. Ehl Harrison	no
		J. Oliver	no
Student Trustee Z. Haj Ali			no

**Defeated 8-3.**

With the substitute motion defeated, the Board called a brief recess before dealing with the original motion.

M17-0088 R. Papin / L. Reynolds

Be it resolved that the Halton District School Board close Robert Bateman High School, effective June 30, 2019.

- a) Effective September 1, 2018, the Halton District School Board revise the existing catchment area for Robert Bateman High School to redirect English program students entering Grade 9 to Nelson High School;
- b) Effective September 1, 2019, the Halton District School Board revise the existing catchment area for Robert Bateman High School to redirect the Grade 10, 11 and 12 English program students to Nelson High School.

J. Oliver spoke to her support of the recommendation and outlined her rationale as it pertains to the values outlined in the Halton District School Board Multi-Year Plan. She questioned what would occur if parents chose to transition earlier.

A. Collard indicated her desire to see an amendment pushing the dates back a year.

A. Harvey Hope expressed her support for the date changes.

T. Ehl Harrison indicated her support, commenting on the efforts required for transition planning including hearing the student voice among others.

J. Gray expressed her concern regarding parents who may choose to seek optional attendance in advance of the dates. R. Papin also expressed her concerns regarding student movement in advance of implementation.

J. Oliver spoke to her support to the amendment.

M17-0088(a) A. Collard / A. Harvey Hope

Be it resolved that the motion be amended to change the implementation dates to 2020; 2019; 2020 respectively. **Carried Unanimously.**

With the approval of the amendment, discussion on the main motion, as amended was entertained.

A. Collard spoke to the recommendation suggesting she had initially thought about deferring this pending investigation of partnerships, however instead asked trustees to seriously consider the impact of closure of this school.

L. Reynolds indicated she was initially concerned in October about the lack of the student voice (Grade 7-8), however believed this recommendation is not impacted by that limitation. She spoke to equity of program and challenges addressed in Director's Report and what is in the best interests of students.

The vote on the motion as amended was called.

M17-0088 R. Papin / L. Reynolds

Be it resolved that the Halton District School Board close Robert Bateman High School, effective June 30, 2020.

- a) Effective September 1, 2019, the Halton District School Board revise the existing catchment area for Robert Bateman High School to redirect English program students entering Grade 9 to Nelson High School;
- b) Effective September 1, 2020, the Halton District School Board revise the existing catchment area for Robert Bateman High School to redirect the Grade 10, 11 and 12 English program students to Nelson High School. **Carried 10-1.**

Because a unanimous vote was not achieved, a recorded vote was required. The dissenting vote was cast by A. Collard.

M17-0091 J. Oliver / L. Reynolds

Be it resolved that the Halton District School Board close Lester B. Pearson High School, effective June 30, 2018.

- a) Effective September 1, 2018, the Halton District School Board revise the existing catchment area for Lester B. Pearson High School to redirect students to M.M. Robinson High School.

A. Grebenc spoke to her experience as an LB Pearson High School student, compared to the student enrolments the school currently has. She commented on creative problem-solving, but realizes the opportunity for program enhancement occurs with 1000 students or more.

R. Papin indicated her intent to bring a substitute motion moving the magnet school to LBP vs. Aldershot. The Chair ruled the substitute out of order as it was contrary to the original motion.

Discussion ensued on the main motion.

A. Harvey Hope asked if there was enough of a draw on the current enrolment at Dr. Frank J. Hayden Secondary School to address or alleviate enrolment pressures.

J. Oliver expressed her support for the recommendation, citing the values outlined in the Halton District School Board Multi-Year Plan.

T. Ehl Harrison asked for information regarding the impact of optional attendance on the schools impacted by this recommendation.

A. Collard asked for information about the impact to MM Robinson High School if the decision to close LB Pearson High School is not made. She also questioned the growing enrolment at Dr. Frank J. Hayden Secondary School, and in north Burlington in general.

A. Grebenc expressed concern about the experience for LB Pearson High School students and implementation plans to assist them in the move to MM Robinson High School.

R. Papin expressed her viewpoints on the process, discussions and debate regarding the recommendation.

M17-0091 J. Oliver / L. Reynolds

Be it resolved that the Halton District School Board close Lester B. Pearson High School, effective June 30, 2018.

- a) Effective September 1, 2018, the Halton District School Board revise the existing catchment area for Lester B. Pearson High School to redirect students to M.M. Robinson High School.

Because a unanimous vote was not achieved, a recorded vote was required.

R. Papin	no	K. Amos	yes
T. Ehl Harrison	no	D. Danielli	yes
A. Collard	no	J. Gray	yes
		L. Reynolds	yes
		K. Graves	yes
		A. Grebenc	yes
		A. Harvey Hope	yes
		J. Oliver	yes
Student Trustee D. Metropolitansky			yes
Student Trustee Z. Haj Ali			yes

**Carried 8-3.**

M17-0092 K. Graves / A. Grebenc

Be it resolved that, effective September 1, 2018, the Halton District School Board revise the existing Dr. Frank J. Hayden Secondary School French Immersion Program boundary, to redirect students entering Grade 9 French Immersion to M.M. Robinson High School. Grade 10, 11 and 12 FI students will be grandparented at Dr. Frank J. Hayden Secondary School until graduation.

A. Collard expressed concern about students who may not make the move to MM Robinson High School for the FI program, suggesting it may not solve the enrolment issue at Dr. Frank J. Hayden Secondary School.

A. Harvey Hope commented on the different styles of schools represented by Dr. Frank J. Hayden and MM Robinson High Schools.

L. Reynolds asked for additional information regarding the plans for ongoing monitoring of the enrolments at Dr. Frank J. Hayden and others as listed in the report.

The vote on the motion was called.

M17-0092 K. Graves / A. Grebenc

Be it resolved that, effective September 1, 2018, the Halton District School Board revise the existing Dr. Frank J. Hayden Secondary School French Immersion Program boundary, to redirect students entering Grade 9 French

Immersion to M.M. Robinson High School. Grade 10, 11 and 12 FI students will be grandparented at Dr. Frank J. Hayden Secondary School until graduation.

Because a unanimous vote was not achieved, a recorded vote was required.

A. Harvey Hope	no	K. Amos	yes
A. Collard	no	D. Danielli	yes
		R. Papin	yes
		J. Gray	yes
		L. Reynolds	yes
		K. Graves	yes
		A. Grebenc	yes
		T. Ehl Harrison	yes
		J. Oliver	yes
Student Trustee D. Metropolitansky			yes
Student Trustee Z. Haj Ali			yes

**Carried 9-2.**

M17-0093 L. Reynolds / . Grebenc

Be it resolved that, effective September 1, 2018, the Halton District School Board revise the English program boundaries for Burlington Central High School to include the complete catchment area for Tecumseh Public School, redirecting Grade 9 English program students to Burlington Central High School. Grade 10, 11 and 12 English program students currently attending Nelson High School from this catchment area will be grandparented until graduation.

L. Reynolds indicated her support of the motion, specifically efforts to keep the student cohort together.

A. Harvey Hope confirmed optional attendance would be considered for those who want to move earlier.

R. Papin indicated her support of the motion.

The vote on the motion was called.

M17-0093 L. Reynolds / . Grebenc

Be it resolved that, effective September 1, 2018, the Halton District School Board revise the English program boundaries for Burlington Central High School to include the complete catchment area for Tecumseh Public School, redirecting Grade 9 English program students to Burlington Central High School. Grade 10, 11 and 12 English program students currently attending Nelson High School from this catchment area will be grandparented until graduation.

**Carried Unanimously.**

M17-0094 K. Graves / J. Oliver

Be it resolved that, effective September 1, 2018, the Halton District School Board designate the English and French Immersion catchment areas for the “Evergreen Community” to M.M. Robinson High School.

A. Harvey Hope expressed concern regarding the timing of the development and whether students would be more likely to want to walk to Dr. Frank Hayden Secondary School. She asked if the situation would be monitored.

K. Graves commented on the similarities to development in Milton, and inquired about the timing of the Burlington development.

J. Oliver asked if there was any room for flexibility in the timing for implementation.

A. Collard indicated her intent to bring a motion to defer this item to a future date.

M17-0095 A. Collard / A. Grebenc

Be it resolved that the Board defer the aforementioned motion.

Because a unanimous vote was not achieved, a recorded vote was required.

A. Collard	yes	K. Amos	no
J. Oliver	yes	D. Danielli	no
A. Grebenc	yes	K. Graves	no
A. Harvey Hope	yes	T. Ehl Harrison	no
		R. Papin	no
		L. Reynolds	no
		J. Gray	no
Student Trustee D. Metropolitan			no
Student Trustee Z. Haj Ali			no

**Defeated 7-4.**

M17-0094 K. Graves / J. Oliver

Be it resolved that, effective September 1, 2018, the Halton District School Board designate the English and French Immersion catchment areas for the "Evergreen Community" to M.M. Robinson High School. **Carried 10-1.**

Because a unanimous vote was not achieved, a recorded vote was required. A dissenting vote was cast by A. Collard.

M17-0096 L. Reynolds / R. Papin

Be it resolved that the Halton District School Board investigate and explore opportunities to develop Aldershot High School as a magnet school or a themed school, with a report brought back to the Board of Trustees no later than February 2018.

M17-0096(a) T. Ehl Harrison / D. Danielli

Be it resolved that the motion be amended to read: "*Be it resolved that the Halton District School Board investigate and explore **a range of opportunities for Aldershot High School, including but not limited to, a magnet school, a themed school, an alternative school, and/or an incubator school** with a report brought back to the Board of Trustees no later than February 2018.*"

Trustees discussed the terminology used in the amended motion, and whether community hubs should be considered.

M17-0096(a) T. Ehl Harrison / D. Danielli

Be it resolved that the motion be amended to read: "*Be it resolved that the Halton District School Board investigate and explore **a range of opportunities for Aldershot High School, including but not limited to, a magnet school, a themed school, an alternative school, and/or an incubator school** with a report brought back to the Board of Trustees no later than February 2018.*" **Carried 10-1.**

Because a unanimous vote was not achieved, a recorded vote was required. A dissenting vote was cast by R. Papin.

The vote was called on the amended motion.

M17-0096 T. Ehl Harrison / D. Danielli

Be it resolved that the Halton District School Board investigate and explore a range of opportunities for Aldershot High School, including but not limited to, a magnet school, a themed school, an alternative school, and/or an incubator school with a report brought back to the Board of Trustees no later than February 2018. **Carried Unanimously.**

Z. Haj Ali and D. Metropolitansky left the meeting at 12:21 a.m.

T. Ehl Harrison indicated her intent to bring a motion regarding consultation

M17-0097 T. Ehl Harrison / R. Papin

Be it resolved that, as part of implementation of any PAR-related changes, the Board direct the Director that the responsible Superintendent develop and deliver a consultation and communications plan to engage with affected and interested stakeholders in an early and ongoing way.

**Carried Unanimously**

M17-0098 J. Oliver / A. Collard

Be it resolved, that the Director conduct a needs assessment or a gap analysis to determine the need for a project manager in support of the Superintendent of Education who will lead the PAR implementation; and that the Director report back to the Board of Trustees no later than October 2017. **Carried Unanimously.**

A. Collard indicated her intent to bring a motion re: marketing schools. She withdrew her motion pending discussion at Committee of the Whole on June 14.

A. Collard also indicated her intent to bring a motion regarding maintaining the gifted cohort at one high school within Burlington. The Chair questioned whether the motion was operational in nature, and therefore out of order. S. Miller indicated this implication would be removed from the list of implications contained in the report and considered by Student Services staff with a report coming back to the Board. A. Collard withdrew her motion due to the removal of the implication from the report.

K. Graves asked that the commitment from the Director of Education to address the gifted cohort, with the report returning to the Board, be noted in the minutes.

## **5. Communication to the Board**

### **5.1 Information Items (including Notices of Motion)**

There were no Notices of Motion.

#### **For Action June 21, 2017**

There were no items listed for discussion prior to action on June 21.

#### **For Information: June 7, 2017**

There were no items listed for information on the June 7 agenda.

### **4.1 Committee Reports**

There were no Committee Reports.

4.2 Director's Report

S. Miller expressed his appreciation to trustees for their work this evening and throughout the PAR process.

4.3 Communications from the Chair

The Chair also expressed her appreciation to staff and community in their efforts on the PAR.

4.4 Trustee Questions and Comments

A. Harvey Hope spoke to the potential to have a debrief of the process.

J. Gray thanked staff and colleagues as well as J. Lochrie (parliamentarian) and Brad Teichman (legal counsel).

J. Gray spoke to the Georgetown Relay for Life.

A. Grebenc provided a shout-out to participants of the Rolling Meadows Public School Hack-a-thon.

A. Harvey Hope spoke to the success of the OTHS Rugby team.

K. Amos shared communication from the Ontario Youth Advocate. She thanked those still in attendance at this time of the night.

**Adjournment**

M17-0099 J. Oliver / J. Gray

Be it resolved that the Board adjourn at 12:51 p.m. **Carried Unanimously.**

Recorder's Signature:

Chair's Signature:

**Halton District School Board  
ORDER PAPER – PUBLIC SESSION  
Wednesday, June 21, 2017**

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

<b>Motion #</b>	<b>Resolution</b>	<b>Responsibility</b>
M12-0204	Be it resolved that.... the Board develop a governance process to monitor School Generated Funds including School Council Funds and school businesses, and refer this item to the Policy, By-law & Governance Committee.	Policy, By-law & Governance Committee
M13-0073	Be it resolved that in recognition of the role of SEAC and the motions passed at the SEAC Meeting of April 2, 2013 and conversations at the table this evening, that the Halton District School Board defer the Assessment of Gifted Entry/Gifted Screening Process Review, and that the Board direct the Director to: 1. develop and implement a consultation plan to seek input from SEAC, parents of gifted students, teachers and school staff on improving our gifted assessment process.	Director of Education
M13-0171	Be it resolved that the Halton District School Board approve a structure for Board policy that includes governance policies and framework policies as per the appendices to Report 13083.	Policy, By-law & Governance Committee
M13-0172	Be it resolved that the Halton District School Board approve a structure for admin procedures and supporting guidelines, implementation handbooks, and protocols as contemplated in Report 13083.	Director of Education
M14-0158	Be it resolved that the Halton District School Board consider the following option related to the establishment of a second entry point (Grade 5) for French Immersion: Option C (Defer the decision on second FI entry point): Defer the decision regarding a second FI entry point until we have implemented Primary Core French.	Director of Education
M15-0026	Be it resolved that the Halton District School Board approve the approach to Close the Gap initiative as outlined in Report 14199; and THAT specific projects be undertaken as follows, funded subject to these cost estimates and budget availability: 1. Support for installation of classroom projection equipment (IT Plan), \$100,000 2. Library Services, \$500,000 over 2 years 3. Special Education rooms, \$600,000 over 2 years 4. Specialty Classrooms, \$600,000 over 2 years 5. Electrical upgrade and air conditioning in secondary schools, second and third floor areas, \$3,600,000 6. Electrical upgrade and air conditioning in elementary schools, second and third floor areas, \$4,700,000	SO/ Facility Services
M15-0071	Be it resolved that Halton District School Board support HSTS utilizing a third-party consultant to undertake a bell time analysis study for elementary and secondary schools, in order to find route efficiencies and determine the financial impacts or cost savings, and; THAT prior to the analysis being undertaken, study parameters will be established jointly by the Halton District School Board and the Halton Catholic District School Board; and THAT the cost of undertaking a bell time analysis study be provided to trustees for approval.	SO/Business

Motion #	Resolution	Responsibility
M13-0274 to M13-0287	<p>Be it resolved that effective in the 2014-15 school year, the Halton District School Board introduce 40 minutes/week of Primary Core French beginning in Grade 1 in 24 Halton District School Board schools, with a commitment for a full roll-out by 2017-18, with an annual review of the roll-out to be brought back to trustees each year, AND THAT schools selected for the initial phase of this program represent a variety of school organizations (K-8, K-6, Dual Track, Single Track English, large and small enrolments) across the four geographic areas within the Halton District School Board, (Halton Hills, Milton, Oakville, Burlington).</p> <p>THAT students in these schools will receive the following minutes of Core French instruction between Grades 1- 8:</p> <p>40 minutes / week                      Grades 1-3  120 minutes / week                      Grades 4  160 minutes/ week                      Grade 5  200 minutes / week    Grades 6-7-8 (Appendix 5)</p> <p>THAT no later than June 2018, the Board will assess the impact of this Primary Core French experience in relation to student engagement, student attitude, English proficiency and the impact on Gr.1 French Immersion uptake associated with these schools.</p> <p>THAT under the leadership of the System Principal for French Second Language, School Programs and Human Resources, the Halton District School Board will develop a long-term recruitment and staff development plan to ensure the Halton District School Board hires and retains the highest quality French teachers available and that this plan is shared with the Board of Trustees.</p> <p>THAT the Halton District School Board continues to provide staff development programs that include teaching strategies, modifications and accommodations to address students with diverse learning needs and students who arrive in Halton without prior experiences in either French Immersion and Core French.</p> <p>THAT the Halton District School Board develop and implement a 5-year plan whereby all Halton District School Board elementary schools with Intermediate Divisions have one classroom dedicated for the teaching of Grade 7-8 Core French (Appendix 6), whereas if it will not require additional portables.</p> <p>Be it resolved that effective in the 2014-15 school year, wherein a triple grade configuration has been possible (due to 23 or fewer students enrolled in three consecutive grades), the School Superintendent will assess the impact on the learning environment and opportunities for students and will consider and recommend for Board approval one of the following strategies;</p> <p>staff as a Gr. 1-2 blended class; staff as a Gr. 1-2-3 blended class; redirect the Grade 1 students to a neighbouring school for their program</p> <p>AND Wherein a triple grade configuration has been possible (due to 23 or fewer students enrolled in three consecutive grades for two consecutive years) the School Superintendent will consider and may recommend for Board approval a boundary review.</p> <p>Be it resolved that effective in the 2014-15 school year the HDSB: establish and communicate a consistent Grade 1 French Immersion February registration deadline for current Halton District School Board</p>	Director of Education

Motion #	Resolution	Responsibility
	<p>families, with a review of the effects of this procedure be undertaken by September 2014.</p> <p>allow students who have not been in Senior Kindergarten within the Halton District School Board, register in Grade 1 French Immersion up to the first week of school.</p> <p>communicate and implement the assessment and admission procedure for students with French proficiency arriving in Halton after the registration deadline.</p> <p><b>All elementary schools that offer Gr. 1 programming must host a Gr. 1 Information Evening that includes information about English program, French Immersion program and Special Education placements. If the home school does not offer French Immersion, the school their students would be directed to for French Immersion cannot host their Gr. 1 Information Evening at the same time. The Special Education presentation is to be scripted by the Board's Special Education department, to include a description of all elementary Special Education placements.</b></p>	
M15-0139	<p>Whereas the work of the National Truth and Reconciliation Commission (TRC) regarding residential schools in Canada concluded its work in June 2015, resulting in 94 far reaching Calls to Action, including a number specifically focused on education;</p> <p>Be it resolved that the Halton District School Board:</p> <ul style="list-style-type: none"> <li>i) Commit that all students graduate with knowledge of residential schools and their effects on Aboriginal communities in Canada and see themselves as contributors to reconciliation.</li> <li>ii) (At least) Annually during a Board meeting recognize the history of our area and give respect and honour to its First Peoples, by including in the Chair's welcome, "We would like to acknowledge that we are on the traditional territory of First Peoples."</li> </ul>	Director of Education / School Operations
M16-0045	<p>Be it resolved that the Halton District School Board authorize staff to work with the City of Burlington and Nelson User Group to develop a fundraising plan as outlined in the HDSB Community Funding of Facility Enhancements Administrative Procedure regarding proposed enhancements to the sports facilities at Nelson High School.</p>	SO/ Facility Services
M16-0097	<p>Be it resolved that the Halton District School Board create an ad hoc committee to create a public awareness campaign, "Fix the Finances", to raise awareness about how the HDSB is financed and repercussions of funding reductions and create an action plan to return to the Board for approval by the October 19 Board meeting.</p>	Chair, Trustees <i>Deferred to November 2016</i>
M16-0099	<p>Be it resolved that Halton District School Board refer to the Policy, By-law and Governance Committee, the creation of a policy that incorporates the concepts regarding internal processes and public concerns identified in the administrative procedure.</p>	Policy, By-law & Governance Committee
M16-0111	<ol style="list-style-type: none"> <li>1. Be it resolved that the Halton District School Board adopt Option 6, Grade 2 Entry to the French Immersion program at 100% intensity in existing single &amp; dual track schools, as outlined in Report 16096.</li> <li>2. Be it resolved that this model begin in Grade 2 of school year 2018/19. Entry into Grade 1 of our current FI model will cease after the 2016/17 school year and the 2017/18 Grade 1 cohort will</li> </ol>	Director of Education

Motion #	Resolution	Responsibility
	<p>be English program only.</p> <p>3. Be it resolved that students enrolled in our current FI model be grand-parented and allowed to complete elementary school in the current model.</p>	
M16-0132	<p>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 that Ministry Approval is not received for this project all expenses incurred for design and development of tender documents be funded through Close the Gap.</p>	Facility Services
M16-0133	<p>Be it resolved that the Halton District School Board appoint the architectural firm of Hossack and Associates Architects Inc. to prepare the design and tender documents for the proposed new secondary school, SRA 104 (Milton SW #1 HS) to be built in Milton area for September 2019. In the event that Ministry Approval is not received for this project all expenses incurred for design and development of tender documents be funded through Close the Gap.</p>	Facility Services
M16-0153	<p>Be it resolved that the Halton District School Board undertake a Program and Accommodation Review for all secondary schools located in the City of Burlington:</p> <ul style="list-style-type: none"> <li>• Aldershot High School,</li> <li>• Burlington Central High School,</li> <li>• Dr. Frank J. Hayden Secondary School,</li> <li>• Lester B. Pearson High School,</li> <li>• Nelson High School,</li> <li>• M.M. Robinson High School and</li> <li>• Robert Bateman High School</li> </ul> <p>AND THAT, a Program and Accommodation Review Committee (PARC) be formed, in accordance with the Board's Policy; and THAT, the staff recommended Option 19 be provided to the PARC for further review and to develop any other options, in accordance with the Board's Policy; and</p> <p>THAT the parents/guardians, staff and school council members of the affected schools be informed of the decision to form a Program and Accommodation Review Committee within five (5) business days of the approval of a PAR; and,</p> <p>THAT within five business days of the approval of a PAR, a written notice is to be provided to the Ministry of Education, City of Burlington, Region of Halton, Halton Catholic District School Board, Conseil Scolaire Viamonde, Conseil Scolaire de District Catholique Centre-Sud, Ministry of Education and community partners; and</p> <p>THAT, Trustees authorize the Director to tender for a third-party consultant to facilitate the PAR process, in terms of the Program and Accommodation Review Committee and all public meetings.</p>	Director of Education
M16-0184	<p>Be it resolved that the HDSB use a portion of the "Reserve Account for Trustee Professional Development" to cover the registration costs for the Trustees to attend the OPSBA Public Education Symposium (incl. the pre- symposium), January 19-21, 2017 (max of \$7,700). Upon return from this conference, trustees who attended will provide the Board with an update.</p>	Chair/ Trustees

Motion #	Resolution	Responsibility
	<p>Be it resolved that the HDSB use a portion of the "Reserve Account for Trustee Professional Development" to cover the registration costs for the Trustees to attend the Ontario Public School Board Association Labour Relations Symposium (including the pre-symposium) to be held in Toronto from April 6-7, 2017 (maximum of \$5,500). Upon return from this conference, trustees who attended will provide the Board with an update.</p> <p>Be it resolved that the HDSB use a portion of the "Board Leadership and Team Development" account to cover the registration and accommodation costs for the OPSBA HDSB Director(s) and the OPSBA Central West Regional VP/Chair to attend the 2017 OPSBA AGM in Collingwood from June 8-11, 2017, at a cost up to a maximum of \$1,600 per participant. Upon return from the conference the OPSBA Director(s) and/or OPSBA Central West Regional VP/Chair will provide the Board with an update.</p> <p>Be it resolved that the HDSB use a portion of the "Board Leadership and Team Development" account to cover the accommodation and transportation costs for the Student Trustee Mentor (or the Student Trustee Mentor alternate if the Student Trustee Mentor is unable to attend for any reason) to accompany the Student Trustees to the OSTA/AECO conference in Ottawa from February 16-19, 2017, at a cost up to a maximum of \$1,600. Upon return from the conference, the Student Trustee Mentor or Student Trustee Mentor Alternate will provide the Board with an update.</p>	
M17-0021	<p>Be it resolved that the HDSB undertake a review of the existing Executive Limitations, Governance Process and Board-Director Relationship policies with a view to rescinding or revising them under the current governance structure, and</p> <p>THAT the HDSB reformat and direct the Board's existing policies under either the "Framework" or "Governance" categories of the current governance structure.</p>	Chair/Trustees
M17-0036	<p>Be it resolved that the Halton District School Board adjust the boundaries for the elementary schools in Milton as outlined in Scenario 12b and detailed in Report 17022, effective September 2017.</p>	Planning
M17-0059	<p>Be it resolved that the Board of Trustees obtain a written legal opinion from Miller Thomson regarding the proposed changes to the Director's Job Description, and Executive Limitations and Delegation of Authority Policies and that Miller Thomson be provided with copies of the current and proposed Director's Job Description, and Executive Limitations and Delegation of Authority Policies, and the Director of Education's Contract, and be given the opportunity to confer with the Board of Trustees to discuss their findings.</p> <p>Be it further resolved that the decision regarding the changes to the Director's Job Description, and Executive Limitations and Delegation of Authority Policies be deferred until such time as the legal opinion has been obtained and any recommendations resulting from it have been discussed by the Board of Trustees and the Director of Education.</p>	Director
M17-0081	<p>Be it resolved that the Halton District School Board approve the construction of two accessible/gender neutral washrooms at the New Street Education Centre (Report 17067).</p>	Superintendent of Facility Services

<b>Motion #</b>	<b>Resolution</b>	<b>Responsibility</b>
M17-0082	Be it resolved that the Halton District School approve the construction of an addition at Frontenac PS to house an elevator (Report 17068)	Superintendent of Facilities
M17-0083	Be it resolved that the Halton District School Board approve the extension of the Banking Services Agreement with the Royal Bank of Canada (RBC) from September 1, 2017 to August 31, 2022.	Superintendent of Business
M17-0096	Be it resolved that, as part of implementation of any PAR-related changes, the Board direct the Director that the responsible Superintendent develop and deliver a consultation and communications plan to engage with affected and interested stakeholders in an early and ongoing way	

### **PENDING REPORTS – June 21, 2017**

<b>Motion &amp; Date</b>	<b>Resolution</b>	<b>Presentation Date</b>
M12-0088	Be it resolved that the Halton District School Board direct the Director to provide a full and complete list of all HDSB policies and administrative procedures noting : a) whether or not the policy/administrative procedure has been adopted by board motion, b) the date that the policy/admin procedure was last reviewed, c) the date that the policy/administrative procedure is next scheduled to be reviewed and d) whether or not the policy/admin procedure suggests an impact to roles and/or responsibilities of trustees or board of trustees (directly or through referenced policy/admin procedure).	June / Sept. 2012 Review of policies undertaken (on-going)
M16-0112	Be it resolved that an annual report be added to the report schedule (starting in 2018), outlining the percentage/number of Gr. 1 students in each elementary school registered for French Immersion or English programs for the following year, and that this report highlight any schools where fewer than 20 students have registered for the Gr. 2 English program and any schools where registration percentages for FI have increased from prior years, and provide an action plan to address the enrolment in those schools. This report will be brought to the Board of Trustees prior to staffing deadlines.	2018 Interim report proposed February/March 2017
M17-0088	Be it resolved that the Halton District School Board close Robert Bateman High School, effective June 30, 2020. a) Effective September 1, 2019, the Halton District School Board revise the existing catchment area for Robert Bateman High School to redirect English program students entering Grade 9 to Nelson High School; b) Effective September 1, 2020, the Halton District School Board revise the existing catchment area for Robert Bateman High School to redirect the Grade 10, 11 and 12 English program students to Nelson High School.	June 2020  September 2019  September 2020
M17-0091	Be it resolved that the Halton District School Board close Lester B. Pearson High School, effective June 30, 2018. a) Effective September 1, 2018, the Halton District School Board revise the existing catchment area for Lester B. Pearson High School to redirect students to M.M. Robinson High School.	June 2018

<b>Motion &amp; Date</b>	<b>Resolution</b>	<b>Presentation Date</b>
M17-0092	Be it resolved that, effective September 1, 2018, the Halton District School Board revise the existing Dr. Frank J. Hayden Secondary School French Immersion Program boundary, to redirect students entering Grade 9 French Immersion to M.M. Robinson High School. Grade 10, 11 and 12 FI students will be grandparented at Dr. Frank J. Hayden Secondary School until graduation.	September 2018
M17-0093	Be it resolved that, effective September 1, 2018, the Halton District School Board revise the English program boundaries for Burlington Central High School to include the complete catchment area for Tecumseh Public School, redirecting Grade 9 English program students to Burlington Central High School. Grade 10, 11 and 12 English program students currently attending Nelson High School from this catchment area will be grandparented until graduation.	September 2018
M17-0094	Be it resolved that, effective September 1, 2018, the Halton District School Board designate the English and French Immersion catchment areas for the “Evergreen Community” to M.M. Robinson High School.	September 2018
M17-0095	Be it resolved that the Halton District School Board investigate and explore a range of opportunities for Aldershot High School, including but not limited to, a magnet school, a themed school, an alternative school, and/or an incubator school with a report brought back to the Board of Trustees no later than February 2018.	February 2018
M17-0097	Be it resolved, that the Director conduct a needs assessment or a gap analysis to determine the need for a project manager in support of the Superintendent of Education who will lead the PAR implementation; and that the Director report back to the Board of Trustees no later than October 2017.	October 2017

# Halton District School Board

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Report Number: 17061

Date: April 25, 2017

**FOR DECISION (June 21)**

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

FROM: L. Veerman, Superintendent of Business  
S. Miller, Director of Education

RE: **Education Development Charge By-law Amendment (2017)**

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## **Warrant**

This report provides information regarding the need to amend the current EDC By-law as a result of changes to some of the assumptions included in the EDC By-law Background Study that were initially used to calculate the current Education Development Charge. As well, the report includes proposed changes to the EDC By-law, resulting in increased levies for residential and non-residential development in Halton Region.

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## **RECOMMENDATIONS:**

***Be it resolved that no further public meeting is required in regard to the Education Development Charges By-Law Amendment; and***

***THAT the Halton District School Board enact an Education Development Charge By-Law amendment to apply to the Region of Halton; and***

***THAT the amending EDC By-Law be in the form attached to Report 17061, and that it amend the Board's EDC By-Law 2013 in the following respects:***

- ***in Section 9, substitute \$4364.00 as the education development charge applicable to each dwelling unit in a residential development;***
  - ***in Section 12, substitute \$1.11 as the education development charge per square foot of gross floor area applicable to non-residential development.***
- 

## **Background**

Education Development Charges are the primary source of funding for the acquisition and preparation of school sites and related costs to accommodate growth-related pupil needs within a Board's jurisdiction. These costs are typically not covered by the Ministry of Education.

These are levies that are applied to all new residential and non-residential development, with certain exceptions. The existing by-law recovers 85% of education land costs (i.e. the purchase price of school sites and associated costs) from residential development and 15% from non-residential development.

On June 19, 2013 the Board adopted a jurisdiction wide 2013 EDC By-law under the legislative authority of the Education Act, R.S.O., 1990 c.E.2, which was undertaken jointly with the Halton Catholic District School Board. The 2013 EDC By-law had an effective implementation date of June 24, 2013 and may be in effect for no more than five (5) years. In 2014, Board staff undertook a review of the EDC By-Law 2013, as a result of concerns regarding increasing land acquisition costs. On June 4, 2014, the Board passed Education

# Halton District School Board

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Development Charges Amending By-law, 2014, which amended the Education Development Charges By-law, (2013) of the Board.

As a result of discussions with Watson & Associates Economists Ltd. (W&A) in 2015, it was confirmed both the boards experienced higher site acquisition costs than were initially identified in the 2013 EDC By-law Background Study, and updated to include the negotiated site purchases in Milton and North Oakville in 2014. An appraisal study was undertaken by Cushman & Wakefield Limited to review valuations of future school sites the HDSB will acquire.

As a result of the site valuation review, the EDCs at the time needed to be increased so the Board collects the appropriate amount of funds required to finance the cost of site acquisitions. Watson & Associates Economists Ltd. updated the calculation model. As a result, the Board of Trustees approved an amendment to the EDC By-law on June 3, 2015.

	<b>June 4, 2014: EDC By-Law</b>	<b>June 3, 2015: Proposed New Charge</b>
Charge on residential development	\$3380.00 per residential unit	\$3969.00 per residential unit
Charge on non-residential development	\$0.87 per square foot; or (\$9.36 per sq. metre) of gross floor area	\$1.02 per square foot; or (\$10.98 per square metre) of gross floor area

Both the HDSB and HCDSB 2015 EDC By-law amendments were appealed by BILD to the Ontario Municipal Board, citing concerns with the methodology used by the boards' consultant in developing the rates. A mediation was held by the OMB in February 2016 in an attempt to resolve the issues before going to a full OMB hearing. Respective staff from the Boards, legal counsel and W&A, met with BILD representatives.

The results of the mediation were as follows:

- methodology used in the respective Boards' EDC By-law amendments will be modified, resulting in a new residential rate of \$3,714 per unit and a non-residential rate of \$0.93 per square foot.
- BILD will agree to the new methodology when the Boards are calculating future EDC by-law amendments
- the EDC By-law will be amended by the OMB as of March 1, 2016 to reflect the new rates.
- the HDSB and HCDSB will not be required to refund any portion of the EDCs collected.
- the next EDC By-law amendments for the respective school boards will not take effect prior to December 1, 2016.

Trustees approved the aforementioned mediation settlement on February 17, 2016. As a result the EDCs were revised as follows:

	<b>June 3, 2015: Amended Charge</b>	<b>March 1, 2016: New Charge</b>
Charge on residential development	\$3969.00 per residential unit	\$3714.00 per residential unit
Charge on non-residential development	\$1.02 per square foot; or (\$10.98 per square metre) of gross floor area	\$.93 per square foot; or (\$10.01 per square metre) of gross floor area

# Halton District School Board

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## Rationale

The legislation provides the Board the opportunity to amend its EDC By-law annually, based on increasing site acquisition and site preparation costs. One of the conditions of the OMB mediation as approved by both boards, was that no amendments to the EDC By-law would take effect prior to December 1, 2016. As a result, staff from HDSB and HCDSB met with Watson & Associates Economists Ltd. (W&A) in the fall of 2016 for the purpose of completing the annual review of the 2013 EDC By-Law. More specifically, it is to address the ongoing and continued increases in site acquisition costs in Halton.

As a result of these discussions, it was confirmed with W&A that both boards are experiencing higher site acquisition costs than were initially identified in the 2013 EDC By-law Background Study and updated to include the negotiated site purchases in Milton and North Oakville in 2016. An appraisal study was undertaken by Cushman & Wakefield Limited to review valuations of future school sites that the HDSB will acquire.

As a result of the site valuation review, the current charges need to be increased so the Board collects the appropriate amount of funds required to finance the cost of site acquisitions. Watson & Associates Economists Ltd. has updated the model (*Appendix A*). The new proposed levies are as follows:

	<b>March 1, 2016 EDC By-Law</b>	<b>Proposed New Charge</b>
Charge on residential development	\$3714.00 per residential unit	\$4364.00 per residential unit
Charge on non-residential development	\$0.93 per square foot (\$10.01 per square metre) of gross floor area	\$1.11 per square foot (\$11.95 per square metre) of gross floor area

A board seeking to amend its EDC By-Law is not required to secure Ministry approval or hold a public meeting; however, paragraph 6.2 of the EDC Guidelines issued by the Business Services Branch of the Ministry encourages a board to hold at least one public meeting prior to passing an amending By-Law. As such, that public meeting requirement will be held on Wednesday, May 3, 2017, at 7 p.m. as part of the regular Board meeting.

The Board's solicitor has recommended a notice of the meeting be published 20 days prior to the meeting. A notice of the meeting (*Appendix B*) has been published in local newspapers, and notifications have been sent to every person and organization that has given the secretary of the board a written request for notice of any amendments to the EDC By-Law and has provided a return address.

Adoption of the By-Law amendment is scheduled for June 21, 2017, following an additional opportunity during the public meeting of the Board for the public to provide input to the amendment prior to its adoption.

The Halton Catholic District School Board is having its public meeting and presentation of the amendment on May 2, 2017, with adoption of the amendment on June 20, 2017.

## Conclusion

Board staff has undertaken a review of the EDC By-law 2013 (as amended), as a result of concerns regarding increasing land acquisition costs.

# Halton District School Board

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Cushman & Wakefield Limited has undertaken a review of valuations of future school sites. This information has been utilized by Watson & Associates Economists Ltd. to recalculate the EDC levies.

A public meeting has been scheduled as part of the regular Board meeting on May 3, 2017 to present the proposed changes. The By-law amendment adoption is scheduled for June 21, 2017. This will allow the public additional opportunity to provide input to the amendment prior to its adoption.

*Respectfully submitted,*

*L. Veerman,  
Superintendent of Business*

*S. Miller,  
Director of Education*

**HALTON DISTRICT SCHOOL  
BOARD**

**CONSIDERATION OF AN  
EDUCATION DEVELOPMENT  
CHARGE AMENDMENT**

**BACKGROUND REPORT**

April 11, 2017



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 **Planning for growth**

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# **1. EDUCATION DEVELOPMENT CHARGE AMENDMENT**

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# 1. EDUCATION DEVELOPMENT CHARGE AMENDMENT

## 1.1 The Education Development Charge Amendment Process

Education Development Charges (EDC's) are a revenue source, for school boards that qualify, to purchase and develop land for growth related schools. EDC's are based on a formulaic approach which focuses on three main areas – enrolment forecasting to determine need, the number of school sites necessary to accommodate that need and a determination of the estimated costs. The *Education Act* and Ontario Regulation 20/98 provide the direction, methodology and guidelines necessary for a school board to pass an EDC by-law.

The *Education Act* stipulates that an EDC by-law can have a maximum term of 5 years and that school boards can amend their by-laws within that period, should they choose to do so. Under the *Education Act*, a Board can amend a by-law only **once** in a **one year** period if the amendment would;

- A. Increase the quantum of the charge.
- B. Remove or reduce the scope of an exemption.
- C. Extend the term of the by-law.

It is the Halton District School Board's (HDSB) intention to amend its current Education Development Charge by-law. The amendment would serve to increase the quantum of the charge to reflect the increasing costs related to the purchasing of land for new school sites in the Region of Halton.

## 1.2 BACKGROUND

The Halton District School Board's current and in-force EDC by-law was originally passed in June of 2013 and is applicable to the Region of Halton. The charge at the time of passage was \$2,691 per residential dwelling unit and \$0.69 per square foot of gross floor area (GFA) for non-residential development. The residential and non-residential allocation at the time of passage was 85% of the costs charged to residential development and 15% to non-residential development. The original by-law was amended in June of 2014 and the amending by-law had a residential charge totaling \$3,380 per residential dwelling unit – an increase of \$689 over the previous charge. The amended non-residential EDC was \$0.87 per square foot of GFA, an increase of \$0.18 over the previous charge.

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In 2015, the Board passed an additional amendment to its EDC bylaw and the charges increased for both the residential and non-residential component. The residential charge was \$3,969 per unit and the non-residential charge was \$1.02 per square foot of GFA – a 17% increase over the 2014 charges. The 2015 amending bylaw was appealed to the Ontario Municipal Board by a developer organization (BILD) and a revised EDC was settled upon through OMB mediation. The new amended EDC which went into effect on March 1, 2016 resulted in a residential charge of \$3,714 per unit and a non-residential charge of \$0.93 per square foot of GFA. These are the existing and in-force EDC rates for the HDSB that currently apply to the Region of Halton.

The price of land in Halton Region has continued to increase significantly since the last amendment process and current land values continue to outpace the appraisals and escalation assumptions contained in the EDC Background Study. To keep pace with rising land costs, board staff proposed that a further amendment to the EDC by-law be considered. To that end, the Board engaged the appraisal firm of Cushman & Wakefield to re-evaluate the EDC eligible school sites and provide updated appraisals. The updated appraisals confirmed the increase in land values and the HDSB began the process of amending its EDC by-law.

### **1.3 THE PROCESS**

The EDC amendment is being proposed to revise/adjust the land values used in the 2015 EDC amending by-law to better reflect the actual cost of land in the Region of Halton. Amending the current bylaw would help ensure that the Board has sufficient revenues to purchase future school sites and mitigate future deficits.

In the amendment process, it is important to note that there are no changes or revisions made to the inherent assumptions or calculations on which the original study is based and which the Minister of Education has approved (ie. enrolment projections from new development and the number of required school sites). The Ministry of Education's EDC Guidelines state that, "The EDC Regulation specifies that adjustments to the original calculation are to be made by a board amending the quantum of the EDC. This provision requires boards to make 'necessary modifications' to the application of section 7 of the EDC Regulation when determining an amended EDC."

When revising land costs in the EDC amendment process, school boards typically have two options available to them; they can use historical purchases as a basis or use a qualified appraiser

to provide updated current values. In this case, the Board engaged the same valuation firm that completed the original appraisals as part of the 2013 EDC Study and each subsequent amendment. Cushman & Wakefield re-appraised all the sites contained in the 2013 study (with the exception of sites that had been purchased or in respect of which option agreements setting out a purchase price had been entered into).

The appraisal report prepared by Cushman & Wakefield has an effective date of April 1, 2017 and contains the methodologies, approach and background to the new appraised land values. A table has been provided that outlines the average per acre acquisition costs by municipality from 2013 to the most current appraisals in 2017. Appraisals were completed on a site by site basis and per site values can be found in both the appraisal report as well as in the updated Ministry forms found at the end of this document.

Municipality	2013 EDC Bylaw	2014 EDC Amendment	2013-14 Difference	2015 Amendment	2014-15 Difference	2017 Proposed Amendment	2015-17 Difference
Oakville	\$ 900,000	\$ 1,250,000	39%	\$ 1,440,000	15%	\$ 2,115,000	47%
Milton	\$ 725,000	\$ 950,000	31%	\$ 1,050,000	11%	\$ 1,420,000	35%
Halton Hills	\$ 625,000	\$ 625,000	0%	\$ 950,000	52%	\$ 1,235,000	30%

The average per acre value for the EDC eligible sites that were appraised in the 2013 EDC Background Study was approximately \$750,000 per acre with site values ranging from \$625,000 per acre in Halton Hills to \$900,000 per acre in Oakville. The new appraised land values used for the 2017 EDC Amendment analysis averaged approximately \$1.6 million per acre – an increase in the average per acre price of approximately 112%. In addition, the per acre site values in the 2017 appraisals ranged from \$1.2 million to \$2.1 million. Since the 2015 amendment, land values in Oakville have increased by just below 50% while Milton increased by 35% and Halton Hills by 30%.

In addition to providing updated land values, the appraiser also reviewed the land escalation factor assumptions that are used to index the price of land for appraised sites. The annual land escalation factor in the 2015 amendment analysis was 6% per annum and the valuation firm increased the escalation rate to 10% for the 2017 amendment analysis.

Another component of the EDC Amendment process, is the reconciliation of the EDC reserve fund. The EDC reserve fund balance must be updated to reflect any expenditures or collections that have been made since the last amending by-law came into force. The Board's Finance and

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Planning Departments provided an updated reserve fund balance based on actual expenditures and collections that the Board has made since the last amendment in 2015. This estimate is based on both the Ministry of Education Appendix D1/D2 submissions (which track all EDC collections and expenditures) to August 31 2016 and Board records and estimates from September 2016 to May 2017.

The Board's EDC reserve fund balance, for the purposes of calculating an amended EDC rate has been estimated at **\$-39,485,913** (ie. a deficit of \$39,485,913).

The final step in the process is to make adjustments to the residential and non-residential development forecast to account for the actual collections/expenditures that have taken place since the original bylaw and for which the reserve fund balance has been adjusted. The actual number of residential building permits and square footage of non-residential permits for which EDC's have been paid, have been removed from the original EDC forecasts. According to Board and municipal records and estimates, the consultant concluded that a total of approximately 13,251 residential permits and 8,858,957 square feet of non-residential space permits have been issued for which EDC's have been collected since the inception of the bylaw. The original EDC forecast in 2013 had projected a total of 82,659 residential permits and 56,902,759 square feet of non-residential space permits over the 15 year forecast period. Therefore, the new adjusted residential units for the purposes of calculating the amending EDC rate are 69,409 and the new adjusted non-residential square foot forecast is 48,043,802 (both are for the remainder of the forecast period, now 11 years). This information is outlined in Form H1 at the end of this document.

## **1.4 FINDINGS**

The EDC is meant to recover funds to pay for the **total growth-related net education land costs**. These total growth-related education land costs include the costs to acquire land, provide services to the land and all associated study and financing costs. The increase in the price of land and the revisions made to the estimated costs in the EDC has resulted in the total growth-related education land costs increasing.

***The total growth-related education land costs in the proposed EDC amendment total \$356,379,027.***

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Based on the above findings, the proposed new residential charge is **\$4,364** per dwelling unit compared with the existing charge of \$3,714. The increase in the charge is \$650 for the residential component. For the non-residential component, the new proposed charge is **\$1.11** per square foot of gross floor area. This is an increase of \$0.18 from the existing non-residential charge of \$0.93 per square foot.

A revised Form G and Form H1 can be found at the end of this document. Form G identifies the Board's EDC eligible school sites and the revised education land costs. Form H1 summarizes the total costs, allocations between residential and non-residential development, the adjusted residential units and non-residential square footage and the quantum of each charge.

The Halton District School Board will hold a public meeting to consider the proposed amendments and inform the public on May 3, 2017 at 7PM and will consider passage and adoption of the Education Development Charge Amendment at a separate Board meeting on June 21, 2017 at 7PM at the Board's offices. Official notice of the proposed amendment has been provided by the Board.

Halton District School Board  
 Education Development Charges Submission - 2017 Amendment  
 Form G - Growth-Related Net Education Land Costs

ELEMENTARY PANEL

Review Area	Site Status (Optioned, Purchased, Reserved, Etc.)	Proposed Year Of Acquisition	Site Location/ Facility Type	Net Growth- Related Pupil Place Requirements	Proposed School Capacity	Percent of Capacity Attributed to Net Growth- Related Pupil Place Requirements	Total Number of Acres Required (Footnote Oversized Sites) *	Acreage To Be Funded in EDC By-Law Period	Cost Per Acre	Education Land Costs	Eligible Site Preparation Costs	Land Escalation Costs	Financing Costs	Total Education Land Costs
ERA104	-	-	Accommodated In Existing Facilities	32						\$ -	\$ -	\$ -		
ERA107	-	-	Accommodated In Existing Facilities	12						\$ -	\$ -	\$ -		
ERA109	-	-	Accommodated In Existing Facilities	116						\$ -	\$ -	\$ -		
ERA111	-	-	Accommodated In Proposed Lakeshore Woods <sup>1</sup>	29						\$ -	\$ -	\$ -		
ERA113	-	-	Accommodated In Existing Facilities	-						\$ -	\$ -	\$ -		
ERA114	-	-	Accommodated In Existing Facilities	-						\$ -	\$ -	\$ -		
ERA118	PURCHASED	2015	New North Oakville #1	704	704	100.00%	7.00	7.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ERA118	PURCHASED	2017	New North Oakville #2	704	704	100.00%	8.00	8.00	\$ -	\$ -	\$ 1,354,467	\$ -	\$ 206,655	\$ 1,561,122
ERA118	TBD	2018	New North Oakville #3	704	704	100.00%	8.00	8.00	\$ 2,115,000	\$ 16,920,000	\$ 1,388,328	\$ 1,692,000	\$ 3,051,501	\$ 23,051,829
ERA118	TBD	2021	New North Oakville #4	704	704	100.00%	8.00	8.00	\$ 2,115,000	\$ 16,920,000	\$ 1,495,078	\$ 1,692,000	\$ 3,067,789	\$ 23,174,867
ERA118	TBD	2027	New North Oakville #5	522	704	74.15%	8.00	5.93	\$ 2,115,000	\$ 12,545,795	\$ 1,285,597	\$ 1,254,580	\$ 2,301,705	\$ 17,387,677
ERA119	-	-	Accommodated In Existing Facilities	294						\$ -	\$ -	\$ -		
ERA120	TBD	2022	New Milton ES #16	516	704	73.30%	8.00	5.86	\$ 1,420,000	\$ 8,326,364	\$ 1,123,220	\$ 832,636	\$ 1,568,785	\$ 11,851,005
ERA121	TBD	2017	New Milton ES #11	704	704	100.00%	8.00	8.00	\$ 1,420,000	\$ 11,360,000	\$ 1,354,467	\$ -	\$ 1,939,879	\$ 14,654,346
ERA121	-	-	Accommodated In Existing Facilities	125						\$ -	\$ -	\$ -		
ERA122	TBD	2020	New Milton ES #14	704	704	100.00%	8.00	8.00	\$ 1,420,000	\$ 11,360,000	\$ 1,458,613	\$ 1,136,000	\$ 2,129,091	\$ 16,083,704
ERA122	TBD	2022	New Milton ES #15	704	704	100.00%	8.00	8.00	\$ 1,420,000	\$ 11,360,000	\$ 1,532,455	\$ 1,136,000	\$ 2,140,357	\$ 16,168,812
ERA122	TBD	2023	New Milton ES #18	704	704	100.00%	8.00	8.00	\$ 1,420,000	\$ 11,360,000	\$ 1,321,431	\$ 1,136,000	\$ 2,108,161	\$ 15,925,592
ERA122	TBD	2025	New Milton ES #19	704	704	100.00%	8.00	8.00	\$ 1,420,000	\$ 11,360,000	\$ 1,650,286	\$ 1,136,000	\$ 2,158,335	\$ 16,304,621
ERA122	-	-	Accommodated In Existing Facilities	111						\$ -	\$ -	\$ -		
ERA123	-	-	Accommodated In Existing Facilities	154						\$ -	\$ -	\$ -		
ERA124	Site H2	2017	New Halton Hills ES #1	704	704	100.00%	8.00	8.00	\$ 1,090,000	\$ 8,720,000	\$ 1,354,467	\$ -	\$ 1,537,087	\$ 11,611,554
ERA124	TBD	2023	New Halton Hills ES #2	704	704	100.00%	8.00	8.00	\$ 1,235,000	\$ 9,880,000	\$ 1,570,766	\$ 988,000	\$ 1,897,814	\$ 14,336,580

Halton District School Board  
 Education Development Charges Submission - 2017 Amendment  
 Form G - Growth-Related Net Education Land Costs

ELEMENTARY PANEL

Review Area	Site Status (Optioned, Purchased, Reserved, Etc.)	Proposed Year Of Acquisition	Site Location/ Facility Type	Net Growth- Related Pupil Place Requirements	Proposed School Capacity	Percent of Capacity Attributed to Net Growth- Related Pupil Place Requirements	Total Number of Acres Required (Footnote Oversized Sites) *	Acreage To Be Funded in EDC By-Law Period	Cost Per Acre	Education Land Costs	Eligible Site Preparation Costs	Land Escalation Costs	Financing Costs	Total Education Land Costs
ERA124	-	-	Accommodated In Existing Facilities	156						\$ -	\$ -	\$ -		
ERA127	PURCHASED	2017	New Milton ES #9	704	704	100.00%	8.00	8.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ERA127	PURCHASED	2017	New Milton ES #10	704	704	100.00%	8.00	8.00	\$ -	\$ -	\$ 1,354,467	\$ -	\$ 206,655	\$ 1,561,122
ERA127	TBD	2017	New Milton ES #12	704	704	100.00%	8.00	8.00	\$ 1,420,000	\$ 11,360,000	\$ 1,354,467	\$ -	\$ 1,939,879	\$ 14,654,346
ERA127	TBD	2018	New Milton ES #13	704	704	100.00%	8.00	8.00	\$ 1,420,000	\$ 11,360,000	\$ 1,388,328	\$ 1,136,000	\$ 2,118,368	\$ 16,002,696
ERA127	TBD	2022	New Milton ES #17	704	704	100.00%	8.00	8.00	\$ 1,420,000	\$ 11,360,000	\$ 1,532,455	\$ 1,136,000	\$ 2,140,357	\$ 16,168,812
ERA127	-	-	Accommodated In Existing Facilities	88										
<b>Total:</b>				<b>13,419</b>	<b>12,672</b>		<b>143.00</b>	<b>138.80</b>		<b>\$ 164,192,159</b>	<b>\$ 22,518,892</b>	<b>\$ 13,275,216</b>	<b>\$ 30,512,418</b>	<b>\$ 230,498,685</b>

1 Lakeshore Woods has been identified as an EDC eligible site in the Board's previous EDC bylaw.

Halton District School Board  
 Education Development Charges Submission - 2017 Amendment  
 Form G - Growth-Related Net Education Land Costs

SECONDARY PANEL

Review Area	Site Status (Optioned, Purchased, Reserved, Etc.)	Proposed Year Of Acquisition	Facility Type	Net Growth- Related Pupil Place Requirements	Proposed School Capacity	Percent of Capacity Attributed to Net Growth- Related Pupil Place Requirements	Total Number of Acres Required (Footnote Oversized Sites)	Acreage To Be Funded in EDC By-Law Period	Cost Per Acre	Education Land Costs	Eligible Site Preparation Costs	Land Escalation Costs	Financing Costs	Total Education Land Costs
SRA101	-	-	Accommodated In Existing Facilities	80						\$ -	\$ -	\$ -		
SRA103	TBD	2017	New North Oakville Secondary School #1	1229	1250	98.32%	15.00	14.75	\$ 2,270,000	\$ 33,477,960	\$ 2,496,959	\$ -	\$ 5,488,786	\$ 41,463,705
SRA104	-	-	Accommodated In Existing Facilities	214						\$ -	\$ -	\$ -		
SRA105	TBD	2017	New Milton Secondary School #1	1250	1250	100.00%	15.00	15.00	\$ 1,420,000	\$ 21,300,000	\$ 2,539,625	\$ -	\$ 3,637,273	\$ 27,476,898
SRA105	-	-	Accommodated In Existing Facilities	489						\$ -	\$ -	\$ -		
SRA106	TBD	2018	New Milton Secondary School #2	699	1250	55.92%	15.00	8.39	\$ 1,420,000	\$ 11,910,960	\$ 1,455,662	\$ 1,191,096	\$ 2,221,108	\$ 16,778,826
SRA107	-	-	Accommodated In Existing Facilities	216						\$ -	\$ -	\$ -		
<b>Total:</b>				<b>4,177</b>	<b>3,750</b>		<b>45.00</b>	<b>38.14</b>		<b>\$ 66,688,920</b>	<b>\$ 6,492,246</b>	<b>\$ 1,191,096</b>	<b>\$ 11,347,167</b>	<b>\$ 85,719,429</b>

**Halton District School Board  
 Education Development Charges Submission - 2017 Amendment  
 Form H1 - EDC Calculation - Uniform Residential and Non-Residential**

**Determination of Total Growth-Related Net Education Land Costs**

Total:	Education Land Costs (Form G)	\$	316,218,114
Add:	EDC Financial Obligations (Form A2)	\$	39,485,913
<b>Subtotal:</b>	<b>Net Education Land Costs</b>	<b>\$</b>	<b>355,704,027</b>
Less:	Operating Budget Savings		
	Positive EDC Reserve Fund Balance		
<b>Subtotal:</b>	<b>Growth-Related Net Education Land Costs</b>	<b>\$</b>	<b>355,704,027</b>
Add:	EDC Study Costs	\$	675,000
<b>Total:</b>	<b>Growth-Related Net Education Land Costs</b>	<b>\$</b>	<b>356,379,027</b>

**Apportionment of Total Growth-Related Net Education Land Costs**

Total Growth-Related Net Education Land Costs to be Attributed to Non-Residential Development (Maximum 40%)	15%	\$	53,456,854
Total Growth-Related Net Education Land Costs to be Attributed to Residential Development	85%	\$	302,922,173

**Calculation of Uniform Residential Charge**

Residential Growth-Related Net Education Land Costs	\$	302,922,173
Net New Dwelling Units (Form C)		69,409
Uniform Residential EDC per Dwelling Unit	\$	4,364

**Calculation of Non-Residential Charge - Board Determined GFA**

Non-Residential Growth-Related Net Education Land Costs	\$	53,456,854
GFA Method:	Non-Exempt Board-Determined GFA (Form D)	48,043,802
	Non-Residential EDC per Square Foot of GFA	\$ 1.11



Halton  
District  
School  
Board

## Notice of Proposed Amendment to Education Development Charges By-law

### Meeting to be held on May 3, 2017 at 7 p.m. Halton District School Board, J.W. Singleton Centre, 2050 Guelph Line, Burlington

Take notice that the Halton District School Board (the "Board") proposes to amend the Halton District School Board Education Development Charges By-law, 2013 (the "2013 By-law"), which came into effect on June 24, 2013.

The schedule of education development charges now imposed by the 2013 By-law is as follows:

**Charge on residential development: \$3,714.00 per dwelling unit**  
**Charge on non-residential development: \$0.93 per square foot (\$10.01 per square metre) of gross floor area**

The proposed amending By-law will increase the charge on residential development to \$4,364.00 per dwelling unit and the charge on non-residential development to \$1.11 per square foot (\$11.95 per square metre) of gross floor area. The increase is due to an increase in the education land costs incurred by the Board over those estimated when the 2013 By-law was passed.

The 2013 By-law applies to all lands in the Regional Municipality of Halton. Accordingly, a key map showing the location of the land subject to the 2013 By-law is not provided as part of this notice.

AND TAKE NOTICE that on May 3, 2017, at 7 p.m. the Halton District School Board will hold a public meeting to consider the proposed amendments and to inform the public generally about the Board's education development charge proposal. Any person who attends the meeting may make a representation to the Board in respect of the proposed amendments. The Board will also consider any written submissions. All submissions received in writing and those expressed at the public meeting will be considered prior to the enactment of an amendment to the 2013 By-law.

At its meeting of June 21, 2017, the Board will consider the adoption of a By-law that will amend the 2013 By-law.

Should an amending By-law be passed on such date, collection of education development charges pursuant to the 2013 By-law, as amended, will commence on June 26, 2017.

A copy of the proposed amending By-law, the education development charge background study prepared in connection with the 2013 By-law, and information concerning the proposed amendment are available on request during regular business hours at the Board's administrative offices, 2050 Guelph Line, Burlington, Ontario, and on the Board's website at [www.hdsb.ca](http://www.hdsb.ca).

If a person wishes to address the Board at the May 3, 2017 public meeting, they are required to register as a delegate using the Board's Online Delegation Request Form ([www.hdsb.ca](http://www.hdsb.ca)) on or before noon, May 1, 2017. Any written submissions on the proposed amending By-law should be submitted by noon, May 2, 2017 to Gail Gortmaker, Manager, Office of the Director of Education, Halton District School Board at (905) 335-3663 ext. 3296

All submissions received in writing and those opinions expressed at the public meeting will be considered prior to a decision by the Board to amend the 2013 By-law.

Any comments or requests for further information regarding this matter may be directed to Domenico Renzella, General Manager of Planning, Halton District School Board at (905) 335-3663 ext. 3375 [renzellad@hdsb.ca](mailto:renzellad@hdsb.ca)

# Halton District School Board

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**Report Number:** 17062 REVISED  
**Date:** April 24, 2017  
**FOR DECISION**

**TO:** The Chair and Members of the Halton District School Board  
**FROM:** L. Veerman, Superintendent of Business  
S. Miller, Director of Education  
**RE: Long Term Accommodation Plan – 2016/2017**

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## **Warrant**

The 2016/2017 Long Term Accommodation Plan (LTAP) provides enrolment projections for the years 2017 to 2026 for each Elementary and Secondary Review Area (ERA and SRA) in the Board as well as for each elementary and secondary school within the system. The basis of this plan is to identify new capital project initiatives for the Board from 2018/2019 to 2021/2022 in preparation for any potential updates as required by the Ministry of Education for the Capital Priorities funding requests. The 2016/2017 LTAP identifies issues related to enrolment that are occurring in various review areas throughout the Board, including suggested strategies to address these issues, such as boundary studies.

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## **RECOMMENDATIONS:**

***Be it resolved that the Halton District School Board approve the 2016/2017 Long Term Accommodation Plan (LTAP); and***

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

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## **Background**

The 2016/2017 Long Term Accommodation Plan (LTAP) provides enrolment projections for the years 2017 to 2026 for each Elementary and Secondary Review Area (ERA and SRA) in the Board as well as for each elementary and secondary school within the system. The 2016/2017 LTAP also identifies accommodation pressures resulting from these enrolment projections and strategies to address them. Note that hard copies have been distributed to Trustees and Senior Staff and an electronic copy has been posted on the Board's website at <https://www.hdsb.ca/our-board/Pages/Publications/Long-Term-Accommodation-Plan.aspx>.

The basis of this plan is to identify new capital project initiatives for the Board from 2017/2018 to 2021/2022 in preparation for any potential updates as required by the Ministry of Education for the Capital Priorities Template. The LTAP also provides the opportunity to identify the school boundary study initiatives that are to be undertaken as a result of ongoing capital initiatives, and to address accommodation pressures due to new residential development, changing demographics, and program pressures. The plan identifies review areas and schools where enrolment issues are projected to occur within the immediate future and the need to undertake associated boundary studies.

The adoption of the Program Viability recommendations regarding the French Immersion program in the elementary level will commence in the 2017/2018 school year.

# Halton District School Board

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The elimination of the Grade 1 French Immersion program will have an immediate impact on schools, where in some cases schools (single track FI schools) will experience accommodation relief, while others will have accommodation pressures.

At this time the long term impact on enrolments is difficult to determine, given that no trends have been yet established as to parents/guardians choice regarding enrolling their children into the Grade 2 FI program. Therefore, long term elementary enrolment projections may fluctuate until such time as these trends have been established.

On June 7, 2017 the Board adopted a number of recommendations as result of the Program and Accommodation Review (PAR) for Burlington Secondary Schools, which have been incorporated in the 2016/2017 LTAP. The recommendations that were approved are as follows:

1. *The Halton District School Board will close Robert Bateman High School, effective June 30, 2020.*
  - a) *Effective September 1, 2019, the Halton District School Board will revise the existing catchment area for Robert Bateman High School to redirect English program students entering Grade 9 to Nelson High School.*
  - b) *Effective September 1, 2020, the Halton District School Board will revise the existing catchment area for Robert Bateman High School to redirect the Grade 10, 11 and 12 English program students to Nelson High School.*
2. *The Halton District School Board will close Lester B. Pearson High School, effective June 30, 2018.*
  - a) *Effective September 1, 2018, the Halton District School Board will revise the existing catchment area for Lester B. Pearson High School to redirect students to M.M. Robinson High School.*
3. *Beginning September 1, 2018, the Halton District School Board will revise the existing Dr. Frank J. Hayden Secondary School French Immersion program boundary, to redirect students entering Grade 9 French Immersion to M.M. Robinson High School. French Immersion students in Grade 10, 11 and 12 will be grandparented at Dr. Frank J. Hayden Secondary School until graduation.*
4. *Beginning September 1, 2018, the Halton District School Board will revise the English program boundaries for Burlington Central High School to include the complete catchment area for Tecumseh Public School, redirecting Grade 9 English program students to Burlington Central High School. Grade 10, 11 and 12 English program students currently attending Nelson High School from this catchment area will be grandparented until graduation.*
5. *Beginning September 1, 2018, the Halton District School Board will designate the English and French Immersion catchment areas for the Evergreen Community” to M.M. Robinson High School. [The Evergreen Community is located in north Burlington and currently has no residential development.]*
6. *The Halton District School Board will investigate and explore a range of program opportunities for Aldershot High School. These may include a magnet school, a themed school, an alternative school, and/or an incubator school. A report regarding these program opportunities will be presented to the Board of Trustees by February 2018.*

# Halton District School Board

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## Summary

The 2016/2017 LTAP verifies and continues with the implementation of new school capital projects as outlined in the approved 2015/2016 LTAP, and the Capital Priorities submission to the Ministry of Education, as revised.

The following provides an update on existing and proposed projects:

- As a result of Ministry of Education Funding approvals, a new 762 OTG Martin Street PS rebuild (ERA 119) has been identified to open for the 2017/2018 school year.
- As a result of Ministry of Education Funding approvals, Craig Kielburger SS has been identified to have a 10-classroom addition to open during the 2017/2018 school year.
- As a result of Ministry of Education Funding approvals, Milton SW #10 ps (ERA 121) in the Boyne Secondary Plan has been identified to open for 2018/2019, subject to municipal approvals and issuance of building permits;
- As a result of Ministry of Education Funding approvals, Milton SW #1 hs (SRA 104) in the Boyne Secondary Plan has been identified to open for 2019/2020, pending the purchase of the identified school site, and subject to municipal approvals and issuance of building permits;
- Oakville NE #2 ps (ERA 118) in the North Oakville Community continues to be identified to open for 2018/2019, subject to funding from the Ministry of Education and along with municipal approvals/issuance of building permits;
- Milton SW #11 ps (ERA 121) in the Boyne Secondary Plan area has been identified to open for 2020/2021 subject to funding from the Ministry of Education and pending the purchase of a suitable site, along with municipal approvals/issuance of building permits;
- Oakville SW #1 ps (ERA 111) in the Lakeshore Woods Community is subject to the Board decision to undertake a Pupil Accommodation Review (i.e. school closures/consolidations) (ERA 112). However, the need to undertake a PAR will be subject to a report being presented to trustees early in the 2017/2018 school year regarding the need for an elementary school in Lakeshore Woods;
- As a result of the approved recommendations from the Burlington PAR, renovations/additions to the existing M.M. Robinson HS (SRA 100) facility have been identified with an expected completion for the 2018-2019 school year;
- As a result of the approved recommendations from the Burlington PAR, renovations/additions to the existing Nelson HS (SRA 100) facility have been identified with an expected completion for the 2019-2020 school year;
- NE Oakville #1 hs (SRA 108) in the North Oakville Community has been identified to open for 2020/2021, subject to funding from the Ministry of Education and pending the purchase of a suitable site, along with municipal approvals/issuance of building permits.

A description of the accommodations challenges and enrolment issues follows.

## **BURLINGTON:**

### **Elementary Review Areas**

#### **1. ERA 100: Aldershot Elementary, Glenview, King's Road, Maplehurst Public Schools**

The OTG utilization within this review area will range from 68% to 75% over the next 10 years. Currently there are approximately 508 empty pupil places, which will increase to 537 in 2017 and drop back down to 429 by 2026 with the addition of development from the North Aldershot Area (north of Highway 403).

King's Road PS is currently exhibiting a utilization rate of 68% and is projected to increase to 81% by 2025. Maplehurst PS will continue to have utilization rates between 69% and

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81% over the next 10 years. Enrolment at Glenview PS is projected to continue to grow to the point where it will slightly exceed OTG building capacity from 2023; however, it will remain within the OTG and portable capacity up to 2025.

Aldershot Elementary PS is currently exhibiting a utilization rate of 53% of the elementary school's OTG capacity, which will continue to remain in the range of 42% to 53% utilization rate over the next 10 years.

## **2. ERA 101: Burlington Central Elementary, Central, Lakeshore and Tom Thomson Public Schools**

This is a mature and stable review area, which includes the downtown core of Burlington. The OTG utilization for this review area is in the range of 92% to 96% over the next ten years. Projected enrolment at Tom Thomson PS is identified to be within its OTG and portable capacity over the next 10 years.

Enrolment at Lakeshore PS is currently at 68% OTG utilization and is projected to increase and remain within the 78% to 84% range from 2018 to 2026. Central PS is projected to have stable OTG utilization of 88% to 94% over the next 10 years.

The elementary section of Burlington Central Elementary PS currently exhibits a utilization rate of 76%, and is expected to remain within the 77% to 82% range from 2020 to 2026.

## **3. ERA 102: John T. Tuck, Pauline Johnson, Ryerson and Tecumseh Public Schools**

This review area will experience a slight decline in enrolment over the next 10 years resulting in an OTG utilization rate range from 86% to 81%. Ryerson PS is currently exhibiting the lowest utilization of pupil places within this review area with the enrolment at 41% of the school's OTG capacity. Gifted placements were phased in at the school, however, the OTG utilization will remain between 43% and 46% over the next 10 years. It should also be noted that the school hosts regional and special education programs/placements, which result in a low ratio of students for certain classrooms in the building.

Tecumseh PS is currently exhibiting a utilization rate of 58%, and is projected to decline to 51% utilization by 2026. At the same time, enrolment at John T. Tuck PS is projected to continue to exceed OTG capacity, resulting in utilization rates ranging from 142% in 2016 to 126% in 2026. The school will be within OTG building and portable capacity due to class organizations. Pauline Johnson PS is projected to exceed OTG capacity over the next 10 years; however, enrolment will be within OTG and portable capacity for this period. Utilization rates for the school will be stable between 112% and 119% over the next 10 years.

Given the imbalance of enrolments within the schools, consideration should be given to undertaking a boundary review for all elementary schools in ERA 102.

## **4. ERA 103: Frontenac, Mohawk Gardens and Pineland Public Schools**

Enrolments in this area are projected to result in an overall OTG utilization rate decline from 82% to 71% over the next 10 years. It is projected that there will be 564 empty pupil places in this review area by 2026. Phased single track FI implementation is currently underway at Pineland PS, with an expected phasing completion for 2019/2020. As a result of the single track FI implementation and change in FI program delivery model to grade 2 entry, enrolments at Pineland PS will decline in utilization from 115% in 2016 to 62% by 2026. Frontenac PS's enrolment is projected to increase from the current utilization of 63%

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OTG capacity to 79% by 2026; while Mohawk Gardens PS enrolment is projected to increase from the current utilization rate of 69% to 75% by 2021 and then decline to 70% by 2026.

## **5. ERA 104 & 105: Brant Hills, Bruce T. Lindley, C.H. Norton, and Paul A. Fisher Public Schools**

This review area will continue to exhibit a gradual decline in enrolment over the next 10 years. The utilization of facilities will decline from 78% in 2016 to 75% in 2026. It is projected that there will be 415 empty pupil places within this review area by 2026. Brant Hills PS enrolment is currently at 65% OTG utilization and is projected to increase in enrolment slightly to 71% by 2026. Paul A. Fisher PS is currently at 62% OTG utilization and will decline to 56% OTG utilization by 2026. Bruce T. Lindley PS will see a gradual decline in OTG utilization from 91% in 2016 to 85% in 2026. C.H. Norton PS will exhibit an OTG utilization range of 82% to 87% over the next 10 years.

## **6. ERA 106: Clarksdale, Dr. Charles Best, Rolling Meadows, and Sir E. MacMillan Public Schools**

Projections indicate the enrolments will increase slightly in this review area for the next ten years. The OTG utilization rate will range from 82% to 89% over the next ten years. By 2025, it is projected that there will be approximately 261 empty pupil places in this review area. To address accommodation issues from new development in the Alton West subdivision a school boundary review was completed in February 2017, with the redirection of new students to Clarksdale PS and Rolling Meadows PS. As a result, projected enrolments will increase for Clarksdale from 79% OTG utilization in 2016 to 99% by 2026; and Rolling Meadows PS will range in OTG utilization between 83% and 93%.

Dr. Charles Best PS is currently exhibiting an OTG utilization rate of 87%, and is projected to decrease to 77% by 2019, and remain at or near that range from 2020 to 2026. Sir E. MacMillan PS is currently exhibiting an OTG utilization rate of 82% and is projected to decrease to 75% utilization by 2026.

## **7. ERA 107: Charles R. Beaudoin, Florence Meares Public Schools**

It is projected the overall utilization rate will decline from 103% in 2016 to 79% by 2026. Long term projections indicate that enrolments at Charles Beaudoin PS would continue to decline from 110% in 2016 to 74% by 2026. Florence Meares PS is currently exhibiting an OTG utilization rate of 97%, which is expected to decline to 84% by 2026.

## **8. ERA 108: Alexander's, John William Boich and Orchard Park Public Schools**

The three schools in this review area will continue to exceed OTG utilization for the next two years; however, the schools will be within OTG building and portable capacity for this period. By 2026 it is projected that the utilization rate will be 76% within this review area.

## **9. ERA 109: Alton Village Public School**

Alton Village PS was opened in September 2012 and currently has 9 portables on site. A 5-classroom addition has completed for 2016/2017 to meet accommodation pressures at the school. The OTG and portable capacity are projected to be exceeded for certain years from 2022 to 2025. The potential for additional portables to accommodate students may need to be investigated at that point.

## **10. ERA 110: Kilbride Public School**

Enrolment projections indicate a stable review area. Kilbride PS is projected to have an OTG utilization rate in the range of 61% to 74% over the next 10 years.

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## **Secondary Review Areas**

### **1. SRA 100 and SRA 101**

The approved recommendations to close Robert Bateman HS (effective June 30, 2020) and Lester B. Pearson HS (effective June 30, 2018), along with the associated redirection of students; as well as other program and boundary redirections to other schools, will impact the utilization of space in Burlington secondary schools.

Enrolment projections indicate the utilization of space in SRA 100 secondary schools is currently at 65% in 2016. Currently there are approximately 2152 available secondary pupil places in SRA 100. Following the closure of Lester B. Pearson HS, utilization is projected to increase to 74% in the review area for 2018. At that point, the number of available pupil places is expected to decrease to 1391. Following the closure of Robert Bateman HS utilization is expected to increase to 103% with a shortage of 121 pupil places for 2020. By 2026, there is expected to be a shortage of 69 pupil places in SRA 100.

With the redirection of students, M.M. Robinson HS is expected to increase in utilization from 53% in 2016 to 109% in 2026. With the redirection of students, Nelson HS is expected to increase in utilization from 75% in 2016 to 109% in 2026. Utilization at these schools do not reflect potential changes to the OTG that may occur through renovations and/or additions to accommodate students from school closure. OTG utilization for the secondary portion of Aldershot HS will remain within the 78% to 88% range over the next 10 years. The secondary portion of Burlington Central HS is projected to increase in OTG utilization from 69% in 2016 to 92% by 2026.

In reviewing SRA 101, it is projected that Dr. Frank J. Hayden Secondary School will increase in OTG utilization from 129% in 2016 to 135% by 2018, then declining to 106% by 2026. There are decisions that could be made by the School Principal, when the need arises, to potentially increase classroom availability to address immediate accommodation needs.

Overall in SRA 100 and SRA 101, there are 1810 available pupil places with a combined OTG utilization rate of 75% in 2016. By 2026, the OTG utilization in all Burlington secondary schools (SRA 100 and SRA 101) is projected to be 103%, with a shortage of approximately 139 pupil places.

## **OAKVILLE**

### **Elementary Review Areas**

#### **1. ERA 111: Elementary school in Lakeshore Woods Community**

All students within this area currently attend schools outside of the review area. As of October 31, 2016, there are 546 students in ERA 111 that are accommodated at Gladys Speers PS (ERA 112), Eastview PS (ERA 112), Pine Grove PS (ERA 112), Frontenac PS (ERA 106), Pineland PS (ERA 106) and Mohawk Gardens PS (ERA 106).

The 2012/2013 LTAP identified the opportunity to develop an elementary school within the Lakeshore Woods community in order to address this issue as well as potentially alleviating accommodation pressures at Pine Grove PS at that time. Development of this project would be subject to the outcome of the Program and Accommodation Review (PAR) and funding approvals from the Ministry of Education. A Preliminary Director's Report was presented to trustees in May 2013, recommending the initiation of a PAR for ERA 111 and ERA 112. However, this item was referred back to Program and Accommodation Review, subject to the Board making a request for a new elementary

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school through the Ministry of Education's Capital Priorities program. An application was made as part of the Ministry's requests for Capital Priorities in October 2013. The Ministry did not approve the request and confirmed that the Board needed to undertake a PAR prior to any future submission of capital requests to the Ministry. They also indicated that the completion of a PAR would not necessarily result in capital approvals for a new school.

As a result, it appears the Board would need to initiate and complete a PAR for ERA 111 and ERA 112 prior to the Board submitting a capital request from the Ministry of Education for a new school in the Lakeshore Woods Community.

However, the need to undertake a PAR will be subject to a report being presented to trustees early in the 2017/2018 school year regarding the need for an elementary school in Lakeshore Woods

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

This review area will continue to see enrolment being close to capacity for the next 10 years. The utilization is projected to be at 90% in 2026. Oakwood PS enrolment is currently at 50% of its OTG capacity. An Ontario Early Years Centre/Family Centre is currently being developed within existing space at the school, which will decrease the OTG slightly. As a result of projected growth from residential intensification in the Kerr Street Village area, the OTG utilization for Oakwood PS is projected to increase gradually to 71% by 2026.

WH Morden PS is projected to be within OTG building and portable capacity over the next ten years. It is projected enrolment at Pine Grove PS will continue to decrease during the next 10 years from 124% in 2016 to 87% by 2026.

It should be noted for the 2017/2018 school year, Oakwood PS will have a Grade 6 English program class in order to provide accommodation relief to WH Morden PS for one year. As well, in order to provide additional accommodation relief to WH Morden PS, Pilgrim Wood PS's Grade 5 gifted class will remain at the school for Grade 6 for the 2017/2018 school year only.

During the 10 year period, OTG utilization at Brookdale PS will decrease from 79% in 2016 to 69% in 2026, and OTG utilization at Gladys Speers PS will increase from 98% in 2016 to 104% by 2018, then decreasing to 83% by 2026. OTG utilization at Eastview PS is projected to increase from 81% in 2016 to 86% by 2017, then decreasing to 74% by 2026.

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

The review area is generally a mature community with OTG utilization projected to continue to be above 100% up to 2026. E.J. James PS, James W. Hill PS and New Central PS enrolments are projected to continue to exceed OTG capacity for the next 10 years resulting in the placement of portables on site. Conversely, Maple Grove PS enrolments are projected to decrease from 103% utilization in 2016 to 97% utilization by 2026.

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

The review area is currently exhibiting some accommodation pressures with an OTG utilization rate at 108% in 2016. All three schools currently have portables on site in order

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to accommodate students. Over time, enrolment within this review area will decline to the point that by 2026 the OTG utilization rate will be at 99%. Emily Carr PS and Palermo PS are currently exhibiting an OTG utilization of 110% and 108% respectively, with both schools exceeding OTG capacity until 2021. Captain R. Wilson PS is projected to increase in OTG utilization from 105% in 2016 to 114% by 2025. Additional portables can be placed at the three schools to accommodate enrolment over the next 10 years.

It should be noted with proposed intensification in the Palermo Village (Dundas Street and Regional Road 25), there will be sufficient capacity to accommodate enrolment growth from this area (at this time the number of high density units are not known). Also within ERA 114, the Merton lands are being considered for future residential development and a draft plan of subdivision for lands within the Merton lands was submitted. The draft plan was subject to an OMB hearing. The Town of Oakville reached a settlement in the OMB Case with the developer, Bronte Green, in November 2016. The settlement permits Bronte Green to build a community with a mix of single family homes, townhouses and high density residential units. A public elementary school site has been identified. The OMB has not yet released its written decision.

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

Projections suggest overall OTG utilization rate in this review area will decline from 104% in 2016 to 90% by 2026. The OTG utilization at Heritage Glen PS is projected to decrease from 96% in 2016 to 79% in 2023, then increase to 86% in 2026. Enrolments at West Oak PS will continue to be within OTG building and portable capacity over the next 10 years. The change in FI program delivery to grade 2 entry will result in the OTG utilization at Forest Trail PS declining from 118% in 2016 to 83% by 2026.

The OTG utilization at Pilgrim Wood PS is currently at 91% and is projected to decline to 85% by 2026. As mentioned, the current 2016/2017 Grade 5 gifted class will remain at Pilgrim Wood PS for Grade 6 for the upcoming 2017/2018 school year only, in order to provide accommodation relief to WH Morden HS.

Overall, Abbey Lane PS enrolments are projected to decline to the point that by 2026 the OTG utilization will be at 74%; however the school hosts special education programs/ placements, that result in a low ratio of students for certain classrooms in the building, which may impact the classroom utilization at the school. Moreover, a proposal has been submitted to redevelop the Glen Abbey Golf Course into residential development, although whether this proceeds is dependent on the Town of Oakville's position, and in all likelihood OMB approval.

## **6. ERA 116: Montclair, Munn's, Post's Corners, River Oaks, and Sunningdale Public Schools**

The Board received funding approval from the Ministry of Education with respect to the new Odenawi PS (ERA 118), which was opened for the 2015/2016 school year. As a result of the new school being opened, the OTG utilization in the review area will remain below 100% up to and including 2019. River Oaks PS and Munn's PS will continue to accommodate students from developments in North Oakville if no other school is opened in ERA 118.

The removal of Grade 1 FI from Munn's PS reduces accommodation pressures at that school and is projected to be within OTG and portable capacity over the next 10 years.

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River Oaks PS is projected to exceed OTG and portable capacity by 2021, if no other school is opened in ERA 118.

Post's Corners PS is projected to have stable enrolment from 84% to 93% over the next 10 years. Sunningdale PS is projected to decrease in enrolment from 98% OTG utilization to 80% OTG utilization by 2026 due the removal of Grade 1 FI. Montclair PS is projected to decrease from 84% in 2016 to 66% by 2026.

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

The area contains mature neighbourhoods south of Upper Middle Road and growth neighbourhoods north of Upper Middle Road (Joshua Creek community). The OTG utilization is projected to decline from 97% in 2016 to 85% utilization by 2026. Joshua Creek PS will continue to require portables until 2018 due to enrolments exceeding OTG capacity. Falgarwood PS enrolments are projected to remain increase slightly from 78% in 2016 to 86% by 2026. Sheridan PS enrolments are projected to increase from 96% in 2016 to 108% by 2020, then decrease to 104% by 2026.

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

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

For Oodenawi PS, OTG utilization and portable capacity would be exceeded by 2021. Projections indicate that a new school (Oakville NE #2 ps) would be required for the 2018/2019 school year as there would be sufficient demand as a result of the Oodenawi PS being over OTG building and portable capacity. The new school will provide accommodation relief to River Oaks PS and Munn's PS which are both continuing to accommodate students from north of Dundas Street. The timing of the new school is subject to Ministry funding, and obtaining the associated municipal approvals/issuance of building permits. If the school were to be approved and opened for the 2018/2019 school year, a school boundary review would need to be initiated in the fall of 2017.

## **Secondary Review Areas**

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

SRA 102 enrolments are projected to remain relatively stable with OTG utilization ranging from 107% to 122% over the next 10 years. The major pressure will be the accommodation of the secondary school students generated from development in North Oakville. Currently, North Oakville students are directed to White Oaks SS which, based on projections, could exceed OTG building and portable capacity by 2020. However, there are decisions that could be made by the School Principal that could potentially increase classroom availability and defer any accommodation issues.

Iroquois Ridge HS and Abbey Park HS enrolments are also projected to exceed OTG building and portable capacity by 2016 and 2017 respectively, although the decisions made by the School Principal could potentially increase classroom availability, which could defer accommodation issues.

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Oakville Trafalgar HS are projected to remain within OTG building and portable capacity for the next 10 years. Thomas A. Blakelock HS is projected to have OTG utilization between 76% and 87% over the next 10 years.

The opening of Garth Webb SS in SRA 103 in September 2012 provided accommodation relief to Abbey Park HS and White Oaks SS (located in SRA 102). Projections indicate that the school's enrolment could exceed OTG building and portable capacity from 2018 to 2024. There are, however, decisions that could be made by the School Principal, when the need arises, that could potentially increase classroom availability and defer any accommodation issues.

Within SRA 108 there are 2 designated secondary school sites. As a result, Oakville NE #1 hs is required to meet the ongoing accommodation pressures at White Oaks SS, Iroquois Ridge HS and to accommodate projected growth from North Oakville. The 2016/2017 LTAP identifies the need for Oakville NE #1 hs by 2020. The timing of the new secondary school is subject to Ministry funding, accessing/acquiring the respective school site in a timely manner, and obtaining the associated municipal approvals/issuance of building permits.

## **MILTON**

### **Elementary Review Areas**

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

The Board received Capital Priorities funding approval for a new Martin Street PS (753 OTG) to be rebuilt on the site. The school was initially projected to open during the 2015/2016 school year, however, as a result of an architectural review (i.e. tear down school/relocate students temporarily or build on the site and keep Martin Street PS open), school opening is anticipated for September 2017. A boundary review was completed in March 2017 to establish school boundaries for the rebuilt Martin Street PS as well as relieve accommodation pressures in existing area schools. Overall OTG utilization within this review area is projected to increase from 83% in 2016 to 103% in 2026.

Students at Martin Street PS are temporarily being accommodation at Boyne PS until the rebuilt is complete, which will be ready for the start of 2017/2018 school year. With the approved new boundary for the school, Martin Street PS currently is projected to have a utilization rate of 91% OTG utilization by 2019.

E.W. Foster PS, Sam Sherratt PS and W.I. Dick PS are projected to be within the OTG and portable capacity for the next 10 years. The OTG utilization at J.M. Denyes PS is projected to increase from 64% in 2016 to 78% by 2026.

The OTG utilization of Robert Baldwin PS is projected to increase from 94% in 2016 to 134% by 2026. W.I. Dick PS is projected to increase from 99% OTG utilization to 115% in 2026. Both these schools will accommodate new students from the Milton Heights development, and will remain within OTG building and portable capacity over the next 10 years.

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

Multiple additions have taken place over the last few years to increase capacity in this review area. The addition of 9 JK/SK classrooms at Bruce Trail PS has increased the

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school's OTG from 598 to 850 pupil places. The 5 JK/SK classroom addition at Hawthorne Village PS has increased the OTG capacity from 575 to 723, while the OTG capacity at Tiger Jeet Singh PS increased from 782 to 896 as a result of a 3-classroom JK/SK addition. Overall, enrolment in this review area will continue to exceed OTG capacity for the next ten years; although, OTG utilization will decline from 136% in 2016 to 110% in 2026. All schools within this review area are projected to be within OTG building and portable capacity for the next 10 years. Therefore, any accommodation issues in these schools will continue to be addressed by adding more portables to respective school sites. Alternatively, some of these schools (i.e. Tiger Jeet Singh PS and Hawthorne Village PS) could be included as part of the boundary reviews for future elementary schools planned for the Boyne Community.

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

In 2015/2016, the opening of Boyne PS (ERA 127) provided accommodation relief to Anne J. MacArthur PS and P.L. Robertson PS.

In addition, the school boundary review completed in March 2017 for the new Martin Street PS will provide additional accommodation relief to Anne J. MacArthur PS with the redirection of some FI students to the newly rebuilt school. Anne J. MacArthur PS is projected to decline in OTG utilization to 103% in 2017, then increase to exceed OTG building and portable capacity by 2025. The school should be included in boundary reviews for future elementary schools planned for the Boyne community.

Enrolments at Escarpment View PS will decline to below OTG by 2023. Enrolments at P.L. Robertson PS are projected to be within OTG and portable capacity for the next 10 years.

### **4. ERA 123: Brookville Public School**

This is largely a rural review area with limited new development. Enrolment projections indicate that enrolment will decline in this review area. Brookville PS enrolments are projected to decline from an OTG utilization rate of 99% to 89% over the next 10 years.

### **5. ERA 127: Boyne Public School**

The Halton District School Board has requested 6 elementary school sites, including the completed Boyne PS, and one secondary school site within the secondary plan. One elementary school site has been identified for the Milton Education Village (located west of Tremaine Road).

The Ministry of Education announced funding for Milton SW #10 ps, which is scheduled to open for 2018/2019. It is expected that a boundary review will be initiated in the Fall of 2017 to determine the boundary of this new school.

Students at Martin Street PS are temporarily being accommodated at Boyne PS until the end of the 2016/2017 school year. Enrolments at Boyne PS are projected to exceed OTG and portable capacity by 2017.

The 2016/2017 LTAP also identifies the need to open an elementary school (Milton SW #11 ps) in 2020/2021. The school is anticipated to have a 776 OTG pupil place capacity. The new school would provide accommodation to students generated from the Boyne Community. The timing of the new schools are subject to intensity and timing of development, as well as Ministry funding, accessing/acquiring the respective school site in

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a timely manner, and obtaining the associated municipal approvals/issuance of building permits.

## **Secondary Review Areas**

### **1. SRA 104 and SRA 105**

Due to new development, secondary schools in Milton will continue to face accommodation pressures. A 10 classroom addition is scheduled to open in 2017/2018 to accommodate the high number of students at Craig Kielburger SS. The school currently has 18 portables on site.

In addition, the Ministry of Education announced funding for the 1200-pupil place Milton SW #1 hs, which will be the third secondary school in Milton. With the construction of the new secondary school in 2019, overall OTG utilization will decrease from 120% in 2018 to 104% by 2026. The timing of the new school is subject to accessing/acquiring the respective school site in a timely manner, and obtaining the associated municipal approvals/issuance of building permits. Board staff is working with developers and a local landowner to secure the site. As well, Board staff is working with the Town of Milton, Region of Halton and Halton Conservation to coordinate and secure all the necessary planning and site servicing approvals in order to proceed with building permit approvals.

## **HALTON HILLS**

### **Elementary Review Areas**

#### **1. ERA 124: Ethel Gardiner, Joseph Gibbons, Park, Silver Creek, Stewarttown Public Schools**

Long range enrolment projections show a stable review area with a mix of mature, declining communities (downtown Georgetown, north of Maple Drive/17 Side Road) and growth neighbourhoods (Georgetown South). Overall OTG utilization is projected to be in the range of 91% to 94% over the next 10 years. Town Council approved expansion of the urban boundary west of Eighth Line to Trafalgar Road, north of 10 Side Road (Vision Georgetown).

Preliminary background studies indicate that 6671 residential units are projected, with the accompanying population projected at approximately 19000 by 2031. It should be noted that Board staff have identified the need for approximately 3 elementary school sites and 1 secondary school site and these have been requested to be included in the secondary plan. A secondary plan has not yet been finalized and approved by the Town, but a 2021 time frame for commencement of development is anticipated.

Ethel Gardiner PS will continue to require portables over the next 10 years as the OTG utilization will be at 137% by 2026. Silver Creek PS enrolment will continue to decline and by 2026, the OTG utilization is projected to be at 68%. Enrolment at Joseph Gibbons PS is projected to increase slightly from 61% in 2016 to 71% by 2026. The 10 year projections for Park PS show enrolment projected to decrease slightly from 73% OTG utilization to 68% by 2026. Stewarttown PS is projected to decrease from 112% OTG utilization to 93% by 2026.

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

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

Enrolment projections indicate a stable review area with mature communities that have some infill development in the Norval hamlet and neighbourhoods around Mountainview Road North and north of the CN Railway. It is projected that there will be approximately 428 empty pupil places within this review area by 2026. Enrolment at Harrison PS exhibit an OTG utilization rate of 63% in 2016, and is projected to decrease to 53% by 2026. Enrolment at Centennial PS is projected to decrease from 88% in 2016 to 77% by 2026 while enrolment at George Kennedy PS is projected to decrease from 83% in 2016 to 74% by 2026.

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

This review area contains the Acton urban area, several hamlets and rural residential areas. It currently exhibits an OTG utilization of 83% and is projected to decrease to 68% by 2026, with 608 available pupil places. Glen Williams PS, McKenzie-Smith Bennett PS, Pineview PS and Robert Little PS are projected to decline in enrolment to between 65-69% by 2026. Limehouse PS is projected to see a decline in enrolment to 76% OTG utilization by 2026.

### **Secondary Review Area**

#### **1. SRA 107**

OTG utilization for Acton District HS is projected to decline from 68% OTG utilization in 2016 to 57% by 2026, with 281 empty pupil places.

Georgetown District HS (GDHS) is near OTG building capacity, with a 93% utilization rate, and is projected to decline to a utilization rate of 80% by 2026.

The need for a secondary site within the Vision Georgetown area has been identified; however, the timing of the school will be contingent upon when new residential development begins and the ability for the existing school (GDHS) to accommodate those students moving forward. A secondary plan has not yet been finalized and approved by the Town, but a 2021 timeframe for commencement of development is anticipated.

### **Conclusions**

Through the 2016 round of Capital Priorities funding submissions, the Board has received funding approval for two projects: Milton SW #10 ps and Milton SW #1 hs. The Ministry has announced the submission of Capital Priorities by September 8, 2017. Along with the capital projects verification, the 2016/2017 LTAP also identifies issues related to enrolment that are occurring in various review areas throughout the Board. Tables in the LTAP identify future Board initiatives, including capital projects and school boundary studies.

The LTAP continues to be a fluid document, which is reviewed annually in order to monitor enrolments, addresses provincial policy initiatives, and implement new capital projects accordingly.

Once approved by the Board, the 2016/2017 LTAP will be forwarded to the Ministry of Education. As well, the Ministry of Education adopted the Community Planning and Partnerships Guideline in order to encourage school boards to reach out to community organizations to share planning information (i.e. LTAP). This information will allow school boards and other entities to work together to the benefit of boards, students and the community, and to optimize the use of public assets owned by school boards. As a result the Ministry wants school boards to focus on opportunities to share facilities with community

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partners when building new schools and undertaking significant renovations, when considering the use of unoccupied space in schools and when considering properties associated with schools that may close and sites that may be considered for future disposition.

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

*Respectfully submitted,*

*L. Veerman,  
Superintendent of Business Services*

*S. Miller,  
Director of Education*

# Halton District School Board

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**Report Number:17037 REVISED**

Date: June 15, 2017

**FOR DECISION**

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

FROM: M. Zonneveld, Superintendent of Education, Student Services  
S. Miller, Director of Education

RE: **Special Education Plan Amendments (2017)**

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**RECOMMENDATIONS:**

***Be it resolved that the Halton District School Board approve the Special Education Plan 2017-2018 as amended.***

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**Background**

The Ministry of Education requires boards to annually update, submit to the Ministry, and make available to the public, a report on the programs and services offered in the area of special education. Our Board has continued to refer to this report as the Special Education Plan (referred in this report as “the plan”). Each year a review of the plan is conducted by Student Services Department staff and the Special Education Advisory Committee (SEAC), and appropriate areas of the plan are modified to reflect changes made in programs and services. Other areas of the plan are refined to continue to provide more clarity for parents and the public about special education programs and services available in the Halton District School Board. The current Special Education Plan 2016-17 is posted on the Board website.

This year only a modest review of the plan was needed as a very extensive one was conducted the year before. The updated 2017-18 Special Education Plan is [linked](#) to this report. The summary of the amendments to the plan for 2017-18 initially presented in March are outlined below. Additional amendments are listed in *Appendix 1*:

<b>AMENDMENTS</b>	
Table of Contents	Updated once all edits and formatting are complete
<b>PAGE</b>	<b>REVISION</b>
Various	Typos, capitalization, punctuation, date changes and minor wording edits Update various links throughout Plan
<b>GLOSSARY OF TERMS</b>	
	<b>School Resource Team (SRT)</b> – added “Speech-Language Pathologist, ABA Facilitator
<b>INTRODUCTION</b>	
7	Update the HDSB approval plan date when finalized
<b>STANDARD 3</b>	
16	<b>The Principal and Vice Principal of Special Education</b> – 6 <sup>th</sup> bullet, removed “Safety and Well Being” replaced with “Safe and Inclusive Schools”. Added “Education” at end of bullet.

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<b>STANDARD 3 (cont'd)</b>	
16	<b>The Senior Managers of Special Education</b> – 6 <sup>th</sup> bullet, removed “Classes” and replaced with “Centres”. 10 <sup>th</sup> bullet, removed “consultation”. Removed last sentence of bullet “(SSLI Student Support Leadership Initiative, YODA – Youth Overcoming Depression and Anxiety, Suicide, Violence, etc.)”.
17	<b>Roles and Responsibilities – The Senior Managers of Special Education</b> – 2 <sup>nd</sup> bullet, removed “secondary” replaced with “elementary”. 3 <sup>rd</sup> bullet – added “ABA Facilitators”.
19	<b>Student Services Department chart</b> - updated
<b>STANDARD 4</b>	
20	<b>Student Registration Process – Other</b> – added word “developmental”
24	<b>Problem Solving Pathway</b> – added “Speech-Language Pathologist” to School Resource Team. Removed “ABA Trainers” and replaced with “ABA Facilitators”, added “BMS Trainers”
<b>STANDARD 5</b>	
32	<b>Identification, Reviews, Waivers</b> – Chart to be updated in August 2017”
<b>STANDARD 6</b>	
33	<b>Identification vs. Diagnosis</b> – re-written to accurately capture the meaning of Diagnosis under RHRA Act.
36	<b>Specialized Assessments</b> – added “ABA Facilitators”
38	<b>iv) Child and Youth Counsellors (CYCs)</b> – re-written to accurately capture current practice
39	<b>Applied Behaviour Analysis (ABA Facilitators)</b> – re-written to accurately reflect ABA Facilitator profile and processes.
39	<b>Dispositions of Assessments and Reports</b> – re-written to accurately capture current process
42	<b>Speech-Language Assessments</b> – average wait time changed from 6 to 8 months (chart)
<b>STANDARD 7</b>	
45	<b>Specialized Health Support Services</b> – Speech-Language Pathology removed “Halton Peel” and “HPPSLP”
<b>STANDARD 9</b>	
56	<b>Behaviour Resource Centres –BRC (Grade 1-8*)</b> –re-written to accurately reflect current practice
57	<b>Learning Disabilities (Grade 4-8)</b> – added “suitable for this class” <b>Life Skills (Grades 4-8)</b> – removed “program” and replaced with “class”
61	<b>Elementary Programs and Placements Chart</b> – updated Communication Program grade range to reflect current placements. Removed “JK-3” replaced with “JK-4”
<b>STANDARD 12</b>	
68	<b>Special Education Staff Chart</b> - updated
71	<b>Educational Assistants</b> – added “the level of support their child will receive”.

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73	<b>Applied Behavioural Analysis (ABA) Facilitator</b> – removed “Trainers” added “and utilizes Behavioural Principals. Added sentence “They also support students and schools as a member of Area Multi-Disciplinary Support Teams (MDST)”
73	<b>Behaviour Management Systems (BMS) Trainer</b> – added descriptor <b>Understanding and Managing Aggressive Behaviour (UMAB) Trainer</b> – added “and Behaviour Management System Trainers” <b>Child and Youth Counsellors (CYCs)</b> – re-written to accurately reflect current practice <b>School Social Workers</b> – re-written to accurately reflect current practice
<b>STANDARD 15</b>	
81	<b>Suggestions for Parents/Guardians with Accessibility Concerns</b> – 10 <sup>th</sup> paragraph. Sentenced added at the end “These charts will be updated by the Facilities Department in the near future.
<b>STANDARD 17</b>	
90	<b>Special Education Advisory Committee Members List</b> – updated
<b>STANDARD 18</b>	
92	<b>Service Coordination in Halton</b> – removed “Halton Children’s Mental Health Advisory Committee” replaced with “Halton Prevention and Intervention Committee”.
94	<b>Care, Treatment, Custody and Correction Programs Contact Information</b> - updated
<b>APPENDICES</b>	
	<b>IPRC Waiver Letter</b> - added
	<b>SEAC Motions-</b> to be updated
	<b>2016-2017 Budget Development</b> - removed
	<b>Majority Report</b> – to be updated
	<b>Summary of Amendments–</b> to be updated

The March report was presented to trustees as an initial draft according to the new schedule outlined in the Board Planning and Preparation Schedule administrative procedure. Any changes resulting from the development of the 2017-2018 budget, as well as any program and service developments through the spring, are reflected in *Appendix 1*.

At its February 7, 2017 meeting, SEAC members voted to approve this draft of the 2017-2018 Special Education Plan. The revised plan is expected to be completed and posted on the Board website by July 31, 2017.

*Respectfully submitted,*

*Mark Zonneveld,  
Superintendent of Education - Student Services*

*S. Miller,  
Director of Education*

## Special Education Plan updates - June 1, 2017

### **Standard 5: The Identification, Placement, and Review Committee (IPRC) Process and Appeals**

#### **Access to Special Education Classes - pg. 32**

If the School Resource Team feels that a regular class placement with any of the three levels of Resource Support is not able to meet the student's needs, it may recommend the IPRC consider changing the student's placement to a Self-Contained – Partial Integration or Self-Contained – Full Time placement. Following this recommendation, parents/guardians will be asked to complete a Request for Self-Contained Class Location. The principal will forward this on to the Instructional Program Leader responsible for that school.

Following the recommendation by SRT for a self-contained class, Board staff will recommend a class location taking into account input provided by parents/guardians on the Request for Self-Contained Class Location. **This Location form is not part of the referral process for students in Gifted classes or Community Pathways Programs, where the number of schools offering the classes are limited within each area of the board. It is expected that the parents are fully involved in the transition planning process in all cases.** Parents/guardians are invited to visit the recommended self-contained class. Following the visit, parents/guardians confirm their desire to proceed to IPRC or may request to return to SRT for further discussion. After the IPRC makes its decision regarding identification and placement of the student, an IEP is developed/updated to support the transition to the new class.

#### **Standard 12: Special Education Staff**

Chart updated, pg 70/71:

- 4.1 Senior Manager of Professional Services - edited to reflect additional position. Changed from 5 to 6
- 8 Student Services Project Lead -removed

#### **Standard 15: Accessibility of School Buildings**

Pg. 82

- removed link and sentence "The extensive report is posted on the board website". This report is no longer available on hdsb.ca

#### **Updated to Appendices - pg. 97**

##### **Appendix J**

##### **Change in Gifted Screening Assessment Tool**

The board is changing the assessment tool used for screening Gr 4 students during the 2017/18 school year. The OLSAT and Naglieri assessments will be replaced by the Canadian Cognitive Abilities Test (CCAT 7). The criteria for determining giftedness will

remain the same, however the process and timelines need to be revised. This will be done as quickly as possible and shared with SEAC and the Board of Trustees before being reflected in Appendix J of the Special Education Plan.

## **Appendix L**

-Updated SEAC Motions 2016/2017

### **New Appendix - after O**

#### Autism Class Pilot

The board will engage in a pilot for an Autism Class Pilot in two small class settings. This pilot program will be designed in the early part of the 2017/18 school year, including student profile, selection criteria, startup process, instructional program design, development of measurement criteria and methodologies, budget, staff hiring and training, facility design and modification, equipment and materials, and student transition planning.

The class will begin during the 2017/18 school year and run until June 2019. Evaluation of the program and student progress will be ongoing, with recommendations developed in the spring of 2019 regarding continuation, expansion, modifications or other possible outcomes.

# Halton District School Board

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**Report Number: 17038 REVISED**

Date: June 15, 2017

**FOR DECISION**

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

FROM: David Boag, Associate Director  
Stuart Miller, Director of Education

RE: **Operational Plan 2017-18**

## **Warrant**

Ontario's school boards are required by legislation to develop and have in place a multiyear plan for three or more years. According to Section 169(1) of the Ontario Education Act, multi-year plans must be aimed at achieving the following goals:

- promoting student achievement and well-being
- ensuring effective stewardship of the board's resources
- delivering effective and appropriate education programs to its pupils

The plan must cover three or more years with annual reviews of progress and opportunities to update the plan. This report provides an overview of the Operational Plan for the 2017-18 school year.

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## **RECOMMENDATION:**

***Be it resolved that the Halton District School Board approve the Operational Plan for 2017-18, as outlined in Report 17038 (Revised).***

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## **Background:**

The Multi-Year Plan Mission, Vision, Values and Goals were approved by the Board of Trustees on June 15, 2016 (Report 16102). Each year, an Operational Plan is developed that provides key suggested strategies to support the attainment of goals outlined in the Multi-Year Plan.

The Operational Plan is typically developed using the previous year's plan as a starting point. The report presented in March showcased the 2017-18 strategies derived from the 2016-17 plan, and noted with a "strike-out" if they had already been completed, will be discontinued or significantly changed.

The timing of this report coming to the Board is new this year as per the Board Planning and Preparation Schedule administrative procedure. The March report was presented to trustees as an initial draft of the Operational Plan. Changes resulting from decisions made during the development of the 2017-2018 budget are reflected in *Appendix A* in this report.

*Respectfully submitted,*

*David Boag*  
*Associate Director*

*Stuart Miller*  
*Director of Education*

## APPENDIX A: OPERATIONAL PLAN: 2017-2018

### STUDENTS

MYP Goal 2016-2020	MYP Targets 2016-2020	Key Strategies for 2017/18	Responsibility
<p><b>Every student will be intellectually engaged in their learning and socially engaged in their school.</b></p>	<p>By 2020,</p> <ul style="list-style-type: none"> <li>➤ the proportion of Senior Kindergarten students reaching reading level 5 will increase by 8%</li> <li>➤ the proportion of students achieving provincial standard on the Grade 3 EQAO Reading assessment will increase by 5%</li> <li>➤ the proportion of students achieving provincial standard on the Grade 6 EQAO Mathematics assessment will increase by 14%</li> <li>➤ the proportion of Applied course final grades meeting the provincial standard (70%) will increase by 5%</li> <li>➤ the proportion of secondary students reporting being intellectually engaged will increase by 10%</li> <li>➤ the proportion of elementary students reporting being intellectually engaged will increase by 5%</li> </ul>	<ul style="list-style-type: none"> <li>• all elementary classrooms will have comprehensive literacy programs</li> <li>• all schools with primary divisions will use literacy assessment resources for early intervention to support literacy development</li> <li>• all elementary schools will use data to guide literacy instruction</li> <li>• all schools with Kindergarten will implement K-1 monitoring strategies and participate in teacher networking for learning and monitoring</li> <li>• all elementary schools will focus on Literacy Monitoring for individual student progress</li> <li>• all schools with Kindergarten will participate in a collaborative teacher inquiry on K-1 transition planning</li> <li>• all elementary schools will have a Lead Teacher or Math Coach model to support professional learning in mathematics</li> <li>• all schools will focus on tiered intervention for struggling students</li> <li>• all schools will monitor individual student progress in mathematics via Math Monitoring meetings</li> <li>• principal learning teams will focus on monitoring for effective mathematics instruction and student growth (e.g., Monitoring Rounds)</li> <li>• School Programs and Student Services departments will participate in a collaborative inquiry project (i.e., Supporting Students with Learning Disabilities in Math )</li> <li>• Applied Institutes will be offered to all Grade 9 &amp; 10 teachers of all Applied Level courses</li> <li>• the Provincial Renewed Math Strategy will be implemented in secondary schools</li> <li>• subsidized Intermediate Applied Part 1 &amp; 2 AQ courses will be offered to secondary teachers</li> <li>• teacher collaborative inquiries specific to achievement in Applied courses will occur</li> <li>• a Growing Success PD learning menu will be developed for administrator use</li> <li>• Administrator guides with strategies and look-fors in Applied classes will be developed</li> <li>• teachers' repertoire of differentiated pedagogical strategies (e.g., direct instruction, inquiry based learning and problem based learning, etc.) will be enhanced by on-going professional development</li> <li>• Grade 9 &amp; 10 students in Applied courses will be invited to participate in Board wide "super field trips"</li> <li>• Applied Institutes, PD, learning menus, and super field trips will focus on real world connections: experiential learning &amp; outdoor education</li> <li>• teachers of Applied courses will use flexible learning spaces and innovative practices</li> <li>• administrators will participate in principal learning teams (e.g., knowledge building)</li> </ul>	<p>Salmini</p> <p>Hunt-Gibbons</p> <p>Salmini Hunt-Gibbons</p>

		<ul style="list-style-type: none"> <li>staff will be offered Information and Communication Technology (ICT) Lead Learner workshops and Technology Enabled Teaching &amp; Learning sessions</li> </ul>	
<p><b>Every student will be supported by evidence-based instructional strategies, resources and interventions differentiated to their strengths and needs.</b></p>	<p>By 2020,</p> <ul style="list-style-type: none"> <li>the gap in achievement will be narrowed by 25% for students with special education needs in all EQAO assessments</li> <li>the proportion of students reporting “the teacher knows me as a learner” will increase by 10%</li> <li>the proportion of students reporting “knowing themselves as learners” will increase by 10%</li> </ul>	<ul style="list-style-type: none"> <li>all students from Kindergarten to age 21 will use student profile and pathway planning tools to better understand themselves as learners</li> <li>system-wide “Learn, Grow, Succeed Three” monitoring strategy</li> <li>all elementary and secondary teachers will learn how to use All About Me and MyBlueprint in their classroom</li> <li>professional development in supporting students with Learning Disabilities, Assistive Technology training and collaborative inquiries to support students with Learning Disabilities in Mathematics and strategies to support continued implementation of the Employability Skills Certificate and Community Skills Certificate</li> <li>Innovation and Technology Symposiums will be offered to staff to increase their understanding and skills in teaching and learning with technology</li> <li>All staff will be trained in Behaviour Management Systems (year two of training)</li> <li>Collaborative Problem Solving and Restorative Practices training will be offered</li> <li>Welcome Centre services will be increased to include specific supports for newcomers with experiences of trauma, and limited or no prior schooling</li> </ul>	<p>Zonneveld Salmini Hunt- Gibbons</p>
<p><b>Every student will learn in an inclusive and caring environment that promotes their well-being.</b></p>	<p>By 2020,</p> <ul style="list-style-type: none"> <li>the proportion of students reporting a sense of belonging will increase by 10%</li> <li>the proportion of students reporting “a sense of personal well-being” will increase by 10%</li> </ul>	<ul style="list-style-type: none"> <li>all schools will have a Healthy Schools Plan as per the Ontario Well-Being Strategy</li> <li>the OPHEA Healthy Schools certification will be offered to all schools</li> <li>schools will be invited to implement Mental Health modules, including Mentally Healthy Classrooms and Trauma Informed Classrooms</li> <li>inclusive design will be incorporated into teacher practice to ensure students see themselves reflected in their learning</li> <li>all staff will be provided with professional development on strategies to support student well-being, equity and inclusion</li> <li>Close the Gap - facility projects include the learning environment for students</li> </ul>	<p>Zonneveld Eatough Pennyfather</p>
<p><b>Every student will learn in a respectful culture of high expectations that values diversity, and will see themselves reflected in their learning.</b></p>	<p>By 2020,</p> <ul style="list-style-type: none"> <li>the proportion of students reporting they “feel safe at school” will increase by 5%</li> </ul>	<ul style="list-style-type: none"> <li>create Well-Being teams in all schools to holistically and proactively create inclusive teaching approaches to ensure positive mental health, safe and inclusive schools and equitable classroom approaches</li> <li>all students will be engaged in learning about First Nations, Métis, Inuit perspectives, histories, culture, traditions.</li> <li>students will have opportunities to learn about and apply their understanding of world views and perspectives representative of a diversity of social identities and groups</li> <li>Welcome Centre processes for initial transition of newcomer students and families into school with ongoing settlement and programming supports Grades 1-12 will be expanded.</li> </ul>	<p>Zonneveld Podrebarac Eatough</p>

## STAFF

MYP Goal 2016-2020	MYP Targets 2016-2020	Key Strategies for 2017/18	Responsibility
<p><b>All staff will contribute to collaborative and inclusive learning environments to enhance innovative practices and build a strong learning organization.</b></p>	<p>By 2020,</p> <ul style="list-style-type: none"> <li>➤ the proportion of system leaders who report being “proficient” in the areas of performance management, progressive discipline and equitable recruitment practices will increase by 10%</li> <li>➤ 100% of central HDSB departments (academic and corporate) will create cross departmental teams that result in enhanced service to the system</li> </ul>	<ul style="list-style-type: none"> <li>● a training program will be developed and offered to staff on performance management, progressive discipline and equitable recruitment and selection</li> <li>● baseline data will be collected using the new engagement tool</li> <li>● a cross departmental project team will be developed to study enrolment. Participants will include Planning, Facilities, School Operations, Human Resources and Financial Services</li> <li>● Secondary Program/Facilities will study significant program areas e.g. Tech, Arts (Music, Drama, Visual Art), Science, Physical Education and Family Studies <b>to identify best practices in maintenance and operation.</b></li> <li>● Diverse collaborative teams will be created to examine innovative and ingenious approaches including:               <ul style="list-style-type: none"> <li>○ Professional Learning Canvas for Innovation &amp; Ingenuity portfolio (includes ‘think tanks’, Online Meet Ups, Book Studies, social media networking, collaborative forum, ‘try it’ launches)</li> <li>○ #Observechallenge time release for staff learning visits to observe innovation in action</li> <li>○ Positive Learning Spaces for school communities (alternative furniture, learning zones, out of the box environments)</li> <li>○ The SHIFT is Halton’s podcast &amp; blog demonstrated open space for sharing innovative practices</li> <li>○ investigating community partnerships that support innovative practices (coordinator/consultant)</li> </ul> </li> </ul>	<p>McFadden</p> <p>Boag McFadden</p> <p>Hunt- Gibbons Cullen</p> <p>Newton</p>
<p><b>All staff will use data to inform actions, validate decision-making and allocate resources.</b></p>	<p>By 2020,</p> <ul style="list-style-type: none"> <li>➤ the proportion of HDSB staff reporting human resources practices to be effective and responsive to their needs will increase by 10%</li> <li>➤ 100% of HDSB teachers will use Individual Education Plans and/or Student Profile tools to individualize assessment and instruction of students</li> <li>➤ 90% of all funds received through schools will be</li> </ul>	<ul style="list-style-type: none"> <li>● all HDSB employees will have the opportunity to evaluate the responsiveness and effectiveness and customer service of HR using a survey to be developed using the new engagement tool</li> <li>● Develop and implement a response plan to improve HR practices based on feedback from the staff stakeholder engagement feedback</li> <li>● IEP Review will be conducted to determine more effective and efficient ways to develop, communicate and implement IEPs</li> <li>● assess current practices in order to identify opportunities to increase the functionality and usage of cashless system</li> <li>● enhance marketing and promotion of the benefits of using an online payment system and ensure staff are provided with appropriate training and on-going support</li> </ul>	<p>McFadden</p> <p>Zonneveld</p> <p>Veerman</p>

	collected through a Board approved online system		
<b>All staff will engage in learning, and model a culture of equity and inclusion in support of student well-being.</b>	<p>By 2020,</p> <ul style="list-style-type: none"> <li>➤ 100% of staff will be provided with learning opportunities and resources to build awareness to sustain a culture of equity and inclusion</li> <li>➤ positive learning climate in elementary schools will increase by 8% as reported by students</li> </ul>	<ul style="list-style-type: none"> <li>● all Human Resources materials will be reviewed for compliance with the government's inclusivity initiatives targeting gender identification information</li> <li>● professional learning and networking opportunities for all school and system-based administrators, new teachers, and teacher leads related to faith accommodations, gender identity and gender</li> <li>● professional learning provided to school and system administrators about Truth and Reconciliation to assist with leading this learning with staff and students at the school level</li> <li>● engage staff who identify as Indigenous to help inform and deliver upon initiatives related to First Nation, Métis and Inuit Education</li> <li>● Implement Positive Learning Climate Steering Committee's training plan by offering summer institutes and implementing NTIP PD opportunities on positive classroom management techniques</li> </ul>	<p>McFadden Eatough</p> <p>Podrebarac</p>

## SYSTEM

MYP Goal 2016-2020	MYP Targets 2016-2020	Key Strategies for 2017/18	Responsibility
<p><b>We will engage stakeholders using strategies to build relationships and enhance confidence in our public education system.</b></p>	<p>By 2020,</p> <ul style="list-style-type: none"> <li>➤ 100% of stakeholders will have the opportunity to provide feedback to the HDSB using a new community engagement process/tool</li> </ul>	<ul style="list-style-type: none"> <li>● design a comprehensive stakeholder engagement tool with the support of HDSB Research Department</li> <li>● implement stakeholder engagement tool</li> <li>● consultation and collaboration with community partners and service providers to inform and shape our direction for continuous improvement</li> </ul>	<p>Boag Blackwell</p>
<p><b>We will provide and maintain facilities that are safe, accessible and engaging learning environments.</b></p>	<p>By 2020,</p> <ul style="list-style-type: none"> <li>➤ the accessibility of HDSB schools will increase by 15%</li> <li>➤ the HDSB will achieve a minimum overall average utilization rate of 90% of the total capacity for schools by panel in each municipality</li> </ul>	<ul style="list-style-type: none"> <li>● update Accessibility for Ontarians with Disabilities Act (AODA) compliance inventory and prioritize projects</li> <li>● Phase 1 &amp; 2 of 'Close the Gap' facility enhancements to include AODA items</li> <li>● monitor enrolments annually through the Long Term Accommodation Plan (LTAP) and undertake school boundary reviews and/or Program and Accommodation Reviews in order to maximize utilization of school facilities</li> </ul>	<p>Eatough Cullen  Cullen Veerman</p>
<p><b>We will optimize resources and technology through innovative and creative opportunities and partnerships.</b></p>	<p>By 2020,</p> <ul style="list-style-type: none"> <li>➤ 100% of learning environments will be "technology enabled"</li> <li>➤ the HDSB will review the condition of all schools and upgrade facilities to provide equity of opportunity for students</li> <li>➤ the HDSB will experience a 5% increase in our formal community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>● ensure connectivity is accessible in all of our buildings</li> <li>● schools will have the necessary equipment to enhance learning for staff and students</li> <li>● schools will receive instruction on safe use of technology and digital citizenship</li> <li>● consultant review of school conditions to determine a baseline for use in the Close the Gap and Renewal priority setting.</li> <li>● Conduct an audit of current community partnerships and communicate the availability of opportunities to Halton Leaders</li> <li>● continue to engage with community partners at the school and system level</li> <li>● Invite partnerships through local facility projects and new construction.</li> </ul>	<p>Truffen  Cullen  Pennyfather Cullen Veerman</p>
<p><b>We will advance a culture of respect for all students, staff,</b></p>	<p>By 2020,</p> <ul style="list-style-type: none"> <li>➤ the proportion of staff who report HDSB as an inclusive, caring and respectful</li> </ul>	<ul style="list-style-type: none"> <li>● respond to data collected from staff voice (survey, focus group, Human Resources statistics) with intentional strategies to increase opportunities and equity of outcomes as</li> </ul>	<p>McFadden</p>

<b>families and community.</b>	organization will increase by 10%	well as increase support toward improved levels of reporting sense of respect and inclusion for all staff. <ul style="list-style-type: none"> <li>engage newcomer parents/guardians through volunteer opportunities at the Welcome Centre and support for school-based engagement and leadership opportunities</li> </ul>	Eatough
<b>We will use innovative approaches to student accommodation that reflect the changing needs within our communities.</b>	By 2020, <ul style="list-style-type: none"> <li>the HDSB will develop and implement a collaborative process for designing innovative learning environments</li> <li>the HDSB will review partnership opportunities to provide alternative student accommodation opportunities</li> </ul>	<ul style="list-style-type: none"> <li>All renovated school facilities will have Innovation Team input into the scope and design prior to project undertaking</li> <li>Enrollment projection process will be reviewed to help address the rapidly changing demographics of the board and Region.</li> <li>Staff will review current partnerships and investigate new alternatives</li> </ul>	Cullen Newton  Boag McFadden  Hunt-Gibbons Veerman Boag

# Halton District School Board

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Report Number: 17074  
Date: May 25, 2017

**FOR DECISION**

TO: The Chair and Members of the Halton District School Board  
FROM: Lucy Veerman, Superintendent of Business Services  
Stuart Miller, Director of Education  
RE: **2017/2018 Operating Budget and Capital Budget**

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## **Warrant**

The Education Act requires all School Boards in Ontario to approve an annual balanced budget within the definitions set by the Ministry of Education regulations. The [2017/2018 Operating and Capital Budget](#) included in this report meets this requirement.

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## **Recommendation**

***Be it resolved that the Board of Trustees approve the 2017/2018 Halton District School Board PSAB Operating Budget in the amount of \$739,795,875 and that the Superintendent of Business Services and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix A.***

***Be it resolved that the Board of Trustees approve the 2017/2018 Halton District School Board PSAB Capital Budget in the amount of \$51,523,829 and that the Superintendent of Business Services and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix B.***

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## **Background**

The fiscal year for all School Boards in Ontario is in alignment with the school year and runs from September 1 to August 31. According to Ministry of Education reporting and accountability requirements, a School Board's budget must be submitted to the Ministry by the end of June preceding the start of the fiscal year in question. Consequently, the 2017/2018 budget will be submitted prior to the end of June 2017.

Beginning in 2010, all school boards were required to convert to a PSAB (Public Sector Accounting Board) basis of accounting. This results in a new definition of balanced budget including the requirement to approve a capital budget in addition to an operating budget. The PSAB standards follow more closely private sector finance and expenditure principles including, but not limited to, a statement of amortization, deferred capital contributions and future liabilities (retirement gratuities).

The following appendices provide information regarding the 2017/2018 Budget:

Appendix A - 2017/2018 Operating Budget: Summary of Revenues and Expenditures

Appendix B - 2017/2018 Capital Budget: Summary of Revenues and Expenditures

## **Rationale**

The Halton District School Board has always been financially responsible with a clear focus on providing the system with the resources and supports necessary to ensure we inspire and support learning; create safe, healthy and engaging environments; and provide opportunities for challenge and choice. The budget presented for the 2017/2018 school year continues this approach.

In 2017/2018, the Halton District School Board welcomes approximately 64,300 students in 86 elementary and 18 secondary schools. This enrolment projection results in an overall increase of 2.1% as compared to the 2016/2017 school year. Enrolment growth will continue to be experienced in Milton (756 students), Oakville (865 students) for the 2017/2018 school year.

# Halton District School Board

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This is as a result of new residential development and a younger demographic in these communities. Burlington and Halton Hills will experience a decline in growth, with enrolment projected to decrease by 311 students. As we move forward, overall enrolment in HDSB is projected to increase marginally into 2026. This will be primarily as a result of new residential development in Milton and Oakville.

The Ministry of Education allocates funding to School Boards using a model that is based on enrolment and the needs of students in each board. For 2017/2018, the HDSB expects to receive 90.6% (approximately \$677 million) of total operating revenue from the Ministry of Education. On April 12, 2017, the Ministry of Education released information with respect to education funding for 2017/2018. The 2017/2018 Grants for Student Needs (GSN) supports the education sector's continued focus on key student achievement goals. The level of funding demonstrates the government's sustained commitment to investing in education, despite declining enrolment (provincially) and a challenging fiscal situation.

The key objective of the Budget Development Process is to align the allocation of resources with the Strategic Plan of the Board, the Multi-Year Plan, and the Special Education Plan, identify school based staffing requirements, identify budget challenges and opportunities, and gather input from the various stakeholder groups. Updates on the Budget Development Process were presented to the Trustees in April and May 2017. In addition, communication and stakeholder input was requested via HDSB website. All budget development documentation was posted on the HDSB website; invitation for parental and community input was made available using Checkbox Software on HDSB website. This opportunity for input was communicated using news releases to parents/school councils and newspaper advertisements in all local newspapers.

The Halton District School Board is committed to every student. The 2017/2018 Budget Development process included challenges resulting from an increase in operational pressures (such as utility costs, fuel, facility maintenance etc.); increased demand in resources to support student achievement; Ministry of Education redistribution of the Special Education Grant (Differentiated Special Education Needs Amount); and a per pupil level of funding that is significantly below the provincial average. Despite these challenges, we were able to increase our staffing complement and allocate additional resources to support the Multi-Year Plan.

In addition to the information included as part of this report, a document providing details of the 2017/2018 operating and capital budgets is appended and will be posted on the HDSB website.

## **Conclusion**

The 2017/2018 Operating and Capital Budgets of the Halton District School Board have been developed with the vision that every student will explore and enhance their potential, passions, and strengths to thrive as contributing global citizens.

*Respectfully submitted,*

*Lucy Veerman  
Superintendent of Business Services and Treasurer*

*Stuart Miller  
Director of Education*

**Halton District School Board  
Draft 2017/2018 Budget  
Summary of Revenue**

	Draft Budget 2017/2018	Budget 2016/2017	Increase/ (Decrease)
<b>Revenue</b>			
<b>Provincial Grants - Grants for Student Needs</b>	(677,453,349)	(645,324,505)	(32,128,844)
<b>Provincial Grants - Other</b>	(2,122,327)	(1,837,374)	(284,953)
<b>Federal Grants &amp; Fees</b>	(283,393)	(263,992)	(19,401)
<b>School Generated Funds</b>	(19,000,000)	(19,000,000)	-
<b>Investment Income</b>	(1,250,000)	(1,250,000)	-
<b>Other Fees &amp; Revenues</b>			
Tuition Fees	(6,583,000)	(6,086,720)	(496,280)
Rental Income	(1,522,725)	(1,439,545)	(83,180)
Cafeteria Income	(90,000)	(60,000)	(30,000)
Miscellaneous Income	(399,591)	(95,442)	(304,149)
Education Development Charge (EDC)	(12,000,000)	(9,600,000)	(2,400,000) *
<b>Other Fees &amp; Revenues Subtotal</b>	<b>(20,595,316)</b>	<b>(17,281,707)</b>	<b>(3,313,609)</b>
<b>Amortization of Deferred Capital Contributions</b>	<b>(28,211,674)</b>	<b>(27,089,003)</b>	<b>(1,122,671)</b>
<b>Total Revenue</b>	<b>(748,916,059)</b>	<b>(712,046,581)</b>	<b>(36,869,478)</b>
Transfer to/(from) Accumulated Surplus	9,120,184	7,224,267	1,895,917 **
<b>Total Revenue Net of Transfer to Accumulated Surplus</b>	<b>739,795,875</b>	<b>704,822,314</b>	<b>34,973,561</b>
<b>Total Expense</b>	<b>739,795,875</b>	<b>704,822,314</b>	<b>34,973,561</b>

\* Revenue adjustments per PSAB requirement

\*\* Additional information included on *Transfer to/from Accumulated Surplus per Ministry Compliance Definition*

**Halton District School Board**  
**Draft 2017/2018 Budget**  
**Summary of Operating Expense by Ministry Category**

	Draft Budget 2017/2018	Budget 2016/2017	Increase/ (Decrease)
<b>Instruction</b>			
Classroom Teachers	382,605,591	363,410,104	19,195,487
Supply Staff	18,125,698	14,456,564	3,669,134
Educational Assistants	43,851,263	41,273,523	2,577,740
Early Childhood Educators	14,998,827	14,095,366	903,461
Textbooks and Supplies	20,436,447	20,280,923	155,524
Computers	2,892,041	3,701,518	(809,477)
Professionals, Paraprofessionals & Technical	22,675,157	22,081,656	593,501
Library and Guidance	13,794,594	13,479,128	315,466
Staff Development	4,201,840	3,697,530	504,310
Department Heads	823,271	797,720	25,551
Principals and Vice-Principals	27,877,801	26,800,826	1,076,975
School Office	17,639,166	16,704,132	935,034
Coordinators and Consultants	7,761,286	7,257,473	503,813
Continuing Education	2,330,374	2,281,963	48,411
<b>Instruction Total</b>	<b>580,013,356</b>	<b>550,318,426</b>	<b>29,694,930</b>
<b>Administration</b>			
Trustees	324,651	324,263	388
Director and Supervisory Officers	2,777,608	2,618,484	159,124
Board Administration	12,347,519	11,782,077	565,442
Amortization - Administration	125,688	125,581	107
<b>Administration Total</b>	<b>15,575,466</b>	<b>14,850,405</b>	<b>725,061</b>
<b>Transportation</b>			
Pupil Transportation	16,669,735	15,454,025	1,215,710
Transportation - Provincial Schools	220,150	203,364	16,786
<b>Transportation Total</b>	<b>16,889,885</b>	<b>15,657,389</b>	<b>1,232,496</b>
<b>Pupil Accommodation</b>			
School Operations and Maintenance	60,264,992	57,860,376	2,404,616
School Renewal	3,116,454	3,116,454	-
Amortization - Pupil Accommodation	28,644,519	27,535,330	1,109,189
Other Pupil Accommodation	13,347,024	14,108,732	(761,708)
<b>Pupil Accommodation Total</b>	<b>105,372,989</b>	<b>102,620,892</b>	<b>2,752,097</b>
<b>Other Expense</b>			
Recoverable Projects and EPO's	1,900,790	831,813	1,068,977
Provision for Contingencies	500,000	1,000,000	(500,000)
Permanent Financing of NPF	543,389	543,389	-
School Generated Funds	19,000,000	19,000,000	-
<b>Other Expense Total</b>	<b>21,944,179</b>	<b>21,375,202</b>	<b>568,977</b>
<b>Grand Total</b>	<b>739,795,875</b>	<b>704,822,314</b>	<b>34,973,561</b>

**Halton District School Board  
Draft 2017/2018 Budget  
Capital Budget**

	Capital Expense	Ministry Approved Capital Financing				Board Allocated Capital Funding	Total Financing
		Ministry Funded	Education Development Charges	Proceeds of Disposition	Total Financing per EFIS	Accumulated Surplus	
<b>New Schools - Land</b>	1,085,000	-	1,085,000	-	1,085,000	-	1,085,000
<b>Existing Schools (Additions) Building, Equipment and Land Prep*</b>	28,016,382	27,516,382	-	500,000	28,016,382	-	28,016,382
<b>Child Care/Child and Family Centre **</b>	3,529,190	3,529,190	-	-	3,529,190	-	3,529,190
<b>School Renewal</b>	6,717,757	6,717,757	-	-	6,717,757	-	6,717,757
<b>School Condition Improvement</b>	12,175,500	12,175,500	-	-	12,175,500	-	12,175,500
	<b>51,523,829</b>	<b>49,938,829</b>	<b>1,085,000</b>	<b>500,000</b>	<b>51,523,829</b>	<b>-</b>	<b>51,523,829</b>

\* Includes expenditures for Ministry approved projects - New Martin Street P.S., Craig Kielburger S.S. addition, Milton #10 Elementary and Milton SW #1 Secondary.

\*\* This represents the Ministry funding provided for both a Child Care Program and Child and Family Program at Milton #10 Elementary

# Halton District School Board

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Report Number: 17079

Date: June 15, 2017

**FOR DECISION**

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

FROM: Stuart Miller, Director of Education

RE: **Director's Summer Authority**

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## Recommendation

***Be it resolved that the Halton District School Board delegate authority during the summer months of 2017 to the Director of Education with regard to awarding tenders for capital projects, or other emergent business matters as required.***

***Be it resolved that the Director of Education report on any capital projects awarded, or other decisions made through delegated authority, to the Board at the end of Summer 2017.***

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## Background

During the summer months, in the absence of regularly scheduled Board meetings, the Halton District School Board has delegated authority to the Director of Education for emergent matters including issues related to construction where timing is critical. It is recommended the Board authorize the same practice for the summer months of 2017.

The following criteria has been established for matters under delegated authority to the Director of Education:

- Award tenders for projects based on the following:
  1. the project is planned and listed in the LTAP;
  2. the required funding for the project has been confirmed by the Ministry of Education;
  3. the project is within budget;
  4. the delay in starting the project could result in a delay in the planned opening.
  5. the Director shall notify trustees electronically prior to authorizing any tender approvals.
  
- Make decisions on emergent business, with:
  1. timely electronic notification from the Director of Education to trustees.

Any decisions made under this authority will be presented to the Board at the end of the summer.

*Respectfully submitted,*

*Stuart Miller  
Director of Education*

# Halton District School Board

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**Report Number: 17066**

**Date: May 24, 2017**

**FOR DECISION**

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

**FROM:** A. Collard, Policy, By-law & Governance Committee Chair

**RE: Revisions to Meetings By-law**

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**RECOMMENDATION:**

***Be it resolved that the Halton District School Board approve the Meetings By-law, as amended and appended to Report 17066.***

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**Background**

The proposed Meetings By-law includes a Consent Agenda as a portion of the regular Meeting Agenda. The purpose of a Consent Agenda is to deal with matters that are usually considered routine in nature in an expedient manner. A trustee may request that an item be removed from the Consent Agenda if discussion is required.

The items included in the Consent Agenda include Meeting Minutes, Committee of the Whole Recommendations, Order Paper, Director's Monitoring Reports, Inspire Awards Reports, Administrative Procedures Review Report, Portable Inspections Report and other periodic information reports.

Other minor wording changes to the by-law include the electronic distribution of agenda packages and the approval of meeting minutes.

These changes are intended to make our meetings more efficient.

*Respectfully submitted,*

*A. Collard, Chair  
Policy, By-law & Governance Committee*

**Topic:** Meetings  
**Effective:** June 2017  
**Reviewed:** April 2017  
**Revision Date:** September 2018

**GENERAL**

1. The regular meetings of the Halton District School Board shall be held on the first and third Wednesdays of each month, September through June, with public session commencing at 7 p.m., except when the first or third Wednesday falls during a school vacation period. In such cases, a regular meeting of the Board may be rescheduled.
2. All meetings of the regular Board in public session:
  - a) shall be video-voice recorded; and
  - b) may be transmitted electronically.
3. No person may speak at a meeting of the Board, except as recognized by the Chair.
4. Decorum at Board meetings will be strictly upheld. All persons attending meetings of the Board shall show respect for others in their language and conduct. The Chair shall expel any person who interrupts or disrupts a meeting of the Board, as per s.207(3) of the Education Act.

**COMMITTEE OF THE WHOLE IN PRIVATE SESSION**

5. All meetings of the Board and its committees shall be open to the public, except where matters listed in s.207(2) of the Education Act are to be discussed, at which point the Board may resolve itself into “Committee of the Whole Board in Private Session” (hereinafter referred to as “Private Session”).
6. Private Session shall precede public session. Where additional time is required to complete the business of the Private Session agenda, the Board can by resolution go back into Private Session following the Public Session of the Board meeting.
7. Trustees may vote to make recommendations to the Board on matters brought before them in Private Session, and any such recommendations will be brought forward at a meeting of the Board in Public Session for a vote in Public Session.
8. Private session will be chaired by the Vice Chair of the Board or in the absence of the Vice Chair an alternate, who will bring forward any recommendations arising out of private session for a vote in public session.
9. Audio or video recording devices may not be used at any private session meeting of the Board.

**NOTICE OF MEETINGS**

10. The Director of Education or delegate shall notify the local news media of all meetings of the Board.

11. Written, printed **or electronic** notice of all regular meetings of the Board, together with the agenda and reports referenced in the agenda, shall be delivered **in the trustee's preferred format** by the Director of Education or delegate to the address of each member of the Board at least ninety-six (96) hours before the time of the meeting.

#### **TRUSTEE ATTENDANCE**

12. The onus for reporting notices of regret shall be on individual Trustees, who must advise the Director's Office prior to the meeting if regrets are to be noted in the minutes.
13. In accordance with the Education Act, s.228 (1), " A member of a Board vacates his or her seat if he or she... (b) absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the Board".

#### **MEETING AGENDAS**

14. The Public Session agenda for each meeting shall be the responsibility of the Chair in consultation with the Vice-Chair and the Director of Education and/or delegate. The Private Session agenda for each meeting shall be the responsibility of the Vice-Chair in consultation with the Chair and the Director of Education and/or delegate.
15. The Public Session agenda for regular meetings of the Board shall be in the form as shown in Appendix "A" attached hereto. The Private Session agenda for regular meetings of the Board shall be in the form as shown in Appendix "B" attached hereto.
16. ***The Public Session Agenda contains a Consent Agenda section for regular items that are reviewed by the board but that do not usually require debate. Any item may be extracted from the Consent Agenda for further discussion at the request of a trustee. Extracted items will be reviewed immediately following the consent agenda.***

#### **RIGHT OF DIRECTOR TO ADD AN ITEM**

17. Notwithstanding anything to the contrary contained in the by-laws, whenever in the opinion of the Director of Education there is a matter that requires action as a matter of urgency, such matter shall be added to the agenda of any meeting regardless of whether prior notice has been given.

#### **RECESS and ADJOURNMENT OF MEETINGS**

18. At any time during a meeting, the Chair of the meeting may at their discretion, declare a temporary recess.
19. The Chair shall call for a motion to adjourn the Board meeting at such time as the business of the agenda has been completed, which if approved by a majority shall close the meeting.
20. In the event that the business of the agenda has not been completed by 10 p.m., the Chair shall call for a motion to extend the meeting past 10 p.m. as soon as is practical.
21. If a motion to extend past 10 p.m. is not moved, or is moved but does not receive support from the majority of Trustees present, the Chair will call for a motion to recess the meeting, with the remainder of the unfinished agenda items to be continued at another date and time.

**CANCELLATION OF MEETINGS**

22. Where the amount of business is insufficient to warrant a regular meeting of the Board; or in the event of inclement weather or emergency, the Chair, in consultation with the Vice-Chair and the Director of Education or delegate, may cancel the meeting. If after reasonable efforts the Chair cannot be reached, the Vice-Chair, in consultation with the Director or delegate may cancel a meeting.
23. Where the amount of business is insufficient to warrant a regular meeting, the Director will give notice of the cancellation of a meeting in the same manner as the notice of regular meeting of the Board.
24. In the event of a cancellation due to inclement weather or an emergency, the Director of Education or delegate will notify Trustees by telephone and/or e-mail, and a notice of cancellation shall be posted on the Board website and at the meeting place.

**TRUSTEE MOTIONS**

25. A Trustee wishing to make a motion at a Board meeting shall do so in accordance with the following procedure:
- a) Written text of the motion along with an explanatory rationale shall be delivered to the Secretary of the Board in writing by no later than noon on Thursday of the week prior to the meeting at which it will appear under Future Action items on the agenda.
  - b) At the subsequent meeting, the motion will be considered as an action item for a vote.
  - c) Notwithstanding (a) and (b), a Trustee may bring a motion related to any item on the action agenda without prior notice.
  - d) A Trustee may also make a motion at a Board meeting without prior notice, provided a two-thirds majority of those present, or quorum, whichever is greater, waive the requirements of (a) and (b) above.
  - e) A Trustee may make a Notice of Motion in writing at a Board meeting. The Trustee will then follow the procedure outlined in (a) and (b) above.

**MINUTES**

26. Minutes of the meetings of the Halton District School Board shall be kept in accordance with the provisions s.198(1)(a) of the Education Act, and shall be received **and approved** by Trustees at the next regular Board meeting.
27. Minutes of the Board meetings will include:
- a) the date, time, and place of the meeting;
  - b) the signatures of the Secretary and Chair of the Board;
  - c) actions approved by the Board;
  - d) statements for the record, upon request by an individual Trustee, provided the request is received prior to the comments being made;
  - e) the attendance of Trustees, including absences with notice of regrets, absences without notice, and the time of arrival and departure of Trustees not in attendance for the entire duration of a meeting;
28. A copy of the draft minutes will be included in the agenda package. Any amendments to the agenda package will be noted in a revised package posted to the website as Revised.

## PROPOSED PUBLIC SESSION AGENDA

APPENDIX "A"

## BOARD PUBLIC SESSION MEETING AGENDA

- 1.0 Opening
  - 1.1 Welcome
    - 1.1.1 Call to Order and Attendance
    - 1.1.2 Motion to Move into Committee of the Whole (Private Session)
    - 1.1.3 Committee of the Whole (Private Session) Rises
    - 1.1.4 Acknowledgement of Traditional Lands
  - 1.2 Approval of Agenda
  - 1.3 Declarations of Possible Conflict of Interest
- 2.0 Delegations/Presentations to the Board
  - 2.1 Inspire Award Presentations (first meeting of every month)
  - 2.2 Delegations/Presentations
  - 2.3 Chair's Acknowledgement of Delegations/Presentations
- 3.0 Consent Agenda \*
  - 3.1 Approval of Consent Agenda Action Items when applicable
    - 3.1.1 Draft Minutes of the Regular and Special Meetings **for approval**
    - 3.1.2 Recommendations from Committee of the Whole **for approval**
  - 3.2 Receipt of Consent Agenda Information Items when applicable
    - 3.2.1 Order Paper
    - 3.2.2 Inspire Awards Report
    - 3.2.3 Director's Monitoring Reports
    - 3.2.4 Administrative Procedures Review Report
    - 3.2.5 Portable Inspection Report
    - 3.2.6 Other Periodic Information Reports
- 4.0 Ratification / Action
  - 4.1 Approval of Business Transacted in Private Session
  - 4.2 Action Items
    - 4.2.1 (topic)
- 5.0 Communication to the Board
  - 5.1 Student Trustee Reports
  - 5.2 For Action (date):
    - 5.2.1 (topic)
  - 5.3 For Information (date):
    - 5.3.1 (topic)
  - 5.4 Notice(s) of Motion
  - 5.5 Director's Report
  - 5.6 Communications from the Chair
  - 5.7 Committee Reports
  - 5.8 Trustee Questions and Comments
- 6.0 Adjournment
  - 6.1 Motion to Adjourn

*\*Items may be extracted from the Consent Agenda at the request of a trustee. These items will be reviewed immediately following the Consent Agenda.*

# Halton District School Board

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**Report Number: 17086**

**Date: June 15, 2017**

**FOR DECISION**

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

**FROM:** Jeanne Gray, Audit Committee Chair  
Lucy Veerman, Superintendent of Business Services  
Stuart Miller, Director of Education

**RE: External Audit and Regional Internal Audit Plans**

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**Warrant:**

This report provides recommendations to the Board with respect to duties of the Audit Committee related to the board's external and internal audit plan.

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**Recommendations:**

***Be it resolved that the Halton District School Board approve the audit plan (attached as Appendix A) for the fiscal year ending August 31, 2017, prepared by the Board's external auditors, Deloitte LLP.***

***Be it resolved that the Halton District School Board approve the 2017/2018 Internal Audit Plan (attached as Appendix B), prepared by the Regional Internal Audit Manager.***

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**Background:**

Ontario Regulation 361/10, initially approved in 2010, applies to Audit Committees established by district school boards under subsection 253.1 (1) of the Education Act. The following sections are applicable to the recommendations:

External Audit Plan, Paragraph 9(4) (2.1):

- To make recommendations to the board on the content of the external's auditor's audit plan and on all proposed major changes to the plan.

Internal Audit Plan, Paragraph 9(3) (2):

- To make recommendations to the board on the content of annual or multi-year internal audit plans and on all proposed major changes to plans.

**Rationale:**

**External Audit Plan**

The Board's external auditors, Deloitte LLP, presented their audit plan for the year ending August 31, 2017 at the April 13, 2017 Audit Committee meeting and the Audit Committee approved the following motion:

***"Be it resolved that the Audit Committee receive the 2016/2017 External Audit Plan and recommend it to the Board of Trustees for approval.***

**Regional Internal Audit Plan**

The Regional Internal Audit Manager presented their 2017/2018 Internal Audit Plan at the April 13, 2017 Audit Committee meeting and the Audit Committee approved the following motion:

# Halton District School Board

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*“Be it resolved that the Audit Committee recommends that the 2017/2018 Regional Internal Audit Plan which includes audits of Board Sponsorships, Partnerships and Donations, and Insurance Program Administration, and follow-up reviews on IT Strategy and Entity Level Assessment be approved by the Board of Trustees.*

Note: The HDSB 2017/2018 Internal Audit Plan will be presented to the Audit Committee at the September 2017 Audit Committee Meeting.

*Respectfully submitted,*

*J. Gray  
Audit Committee Chair*

*L. Veerman  
Superintendent of Business*

*Stuart Miller  
Director of Education*



## **Halton District School Board** 2017 Audit service plan

For the year ended August 31, 2017  
Presented to the audit committee  
April 13, 2017



Deloitte LLP  
1005 Skyview Drive  
Suite 200  
Burlington ON L7P 5B1  
Canada

Tel: 905-315-6770  
Fax: 905-315-6700  
[www.deloitte.ca](http://www.deloitte.ca)

April 6, 2017

To the Chairman and Members of the  
Audit Committee of Halton District School Board  
Halton District School Board  
J.W. Singleton Education Centre  
2050 Guelph Line  
Burlington ON L7R 3Z2

**2017 Audit service plan**

Dear audit committee members:

We are pleased to provide you with our audit service plan for Halton District School Board and its related entities ("the School Board") for the year ending August 31, 2017. This document describes the key features of our plan including our audit scope and approach, our planned communications with you, our team and an estimate of our fees.

Our commitment to you is straightforward: we will provide you with outstanding professional services delivered by an experienced and dedicated team of specialists. Our professionals will continue providing you with best practices and insights to face the increasingly complex array of issues and challenges encountered by companies like the School Board.

We look forward to discussing our audit service plan with you and answering any questions you may have.

Yours truly,

A handwritten signature in black ink that reads "Deloitte LLP". The signature is written in a cursive, flowing style.

Chartered Professional Accountants  
Licensed Public Accountants

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# Our audit explained

## Audit scope and terms of engagement

We have been asked to perform an audit of the School Board's consolidated financial statements (the "consolidated financial statements") in accordance with the Financial Administration Act supplemented by the Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act ("Financial Reporting Framework") as at and for the year ending August 31, 2017. Our audit will be conducted in accordance with Canadian generally accepted auditing standards ("Canadian GAAS").

The terms and conditions of our engagement are described in the master service agreement, which will be sent separately in the near future. Our service agreement should be signed on behalf of the board and management.



## Materiality

We are responsible for providing reasonable assurance that your Consolidated financial statements as a whole are free from material misstatement.

Materiality levels are determined on the basis of 2% of total expenses.

We will inform the audit committee of all uncorrected misstatements greater than a threshold of 5% of materiality and any misstatements that are, in our judgment, qualitatively material. In accordance with Canadian GAAS, we will ask that any misstatements be corrected.

## Audit risks

Through our preliminary risk assessment process, we have identified audit risks. These risks and related audit responses are discussed in the Audit risks section of this report.

**Fraud risk**

We will develop our audit strategy to address the assessed risks of material misstatement due to fraud. Determining this strategy will involve:

1. Asking people involved in the financial reporting process about inappropriate or unusual activity.
2. Testing a sample of journal entries throughout the period as well as adjustments made at the end of the reporting period.
3. Identifying and obtaining an understanding of the business rationale for significant or unusual transactions that are outside the normal course of business.
4. Evaluating whether your accounting policies may be indicative of fraudulent financial reporting resulting from management’s effort to manage earnings.
5. Evaluating whether the judgements and decisions related to management estimates indicate a possible bias.
6. Incorporating an element of unpredictability in selecting our audit procedures.

We will also ask the audit committee for their views about the risk of fraud, whether they know of any actual or suspected fraud affecting the School Board and their role in the oversight of management’s antifraud programs.

If we suspect fraud involving management, we will immediately inform the audit committee of our suspicions and discuss the nature, timing, and extent of audit procedures necessary to complete the audit.

**Complete engagement reporting**

**Audit reporting**

Under Canadian GAAS, we are required to communicate certain matters to the audit committee. The primary reports and formal communications through which we will address these matters are:

- This Audit Service Plan
- Year End Communication, and
- Our Auditor’s Report on the consolidated financial statements.

**Business Insights**

We will provide you with insights into the condition of your business and offer meaningful suggestions for improvement.



**Audit fees**

The quoted fees for the 2017 audits and other related work, excluding applicable taxes, are as follows:

Audit	Current year	Previous year
School Board’s statutory audit (including Pre and Post Audit Committee Reports, school visits and Management Letter)	\$61,000	\$61,000
The Fast Track – Community Centre for Skills, Development and Training audit	\$15,000	\$15,000
Seven month stub period report	\$7,350	\$7,350
<b>Total</b>	<b>\$83,350</b>	<b>\$83,350</b>

# Audit risks

During our risk assessment, we identified some audit risks that will require special audit consideration. These risks, together with our planned responses, are described below.

The following tables set out the audit risks that we identified during our preliminary planning activities, including our proposed response to each risk. Our planned audit response is based on our assessment of the likelihood of a risk's occurrence, the significance should a misstatement occur, our determination of materiality and our prior knowledge of the School Board.

## Revenue recognition\*

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### Audit risk

Under Canadian GAAS, we are required to evaluate the risk of fraud in revenue recognition. We have evaluated the revenue transactions, and we have concluded that the significant risk is that revenue may have been recorded in the incorrect period.

This represents a fraud risk for the 2017 audit.

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### Our proposed audit response

- We will test cut-off, completeness and accuracy by obtaining confirmation of the 2017 revenues.
  - We will review agreements with third parties.
  - We will review grant stipulations.
  - We will review related disclosure.
- 

## Management override of controls\*

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### Audit risk

Management is in a unique position to override internal controls, which could allow manipulation of the accounting records that could result in consolidated financial statements that are materially misstated.

This represents a fraud risk for the 2017 audit.

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### Our proposed audit response

- We will discuss fraud with management.
  - We will test the appropriateness of journal entries recorded in the general ledger and other adjustments made in the preparation of the financial statements.
  - We will evaluate the business rationale for any significant unusual transactions.
  - We will determine whether the judgments and decisions related to management estimates indicate a possible bias, which will include performing retrospective analysis of significant accounting estimates.
-

### School Generated Funds and School Council Funds\*

#### Audit risk

There is an increased risk of misstatement of School Generated Funds and School Council Funds due to the large volume of cash collected. This represents a fraud risk for the 2017 audit.

#### Our proposed audit response

- We will select a sample of schools to audit and perform substantive tests of details to obtain assurance over assets, liabilities, revenues and expenses.

### Accounts payable and accrued liabilities

#### Risk identified

Accounts payable and accrued liabilities may be understated due to improper cut-off.

#### Our proposed audit response

- We will test disbursements subsequent to year-end to determine the reasonableness of accounts payable and accrued liabilities.
- We will test the supporting assumptions and underlying data for accruals.
- We will review the outcome of prior year estimates and accruals.

### Employee future benefits

#### Risk identified

Employee future benefits liabilities and expenses may be understated.

#### Our proposed audit response

- We will review the actuarial report including assumptions and data upon which estimates are based.
- We will ensure proper disclosure in the financial statements.

### Payroll

#### Risk identified

Payroll expense is not accurately recorded.

#### Our proposed audit response

- We will review and test internal controls related to the payroll cycle.
- We will detail test payroll transactions for appropriate pay in accordance with employment agreements and other relevant documentation.

\*significant risk

As we perform our audit procedures, we will inform you of any significant changes to the audit risks discussed above and the reasons for those changes.

# Appendix 1 – Communication requirements

Required communication	Reference
<b>Audit service plan</b>	
1. Our responsibilities under Canadian GAAS, including forming and expressing an opinion on the financial statements	CAS <sup>1</sup> 260.14
2. An overview of the overall audit strategy, addressing: <ul style="list-style-type: none"> <li>a. Timing of the audit</li> <li>b. Significant risks, including fraud risksNames, locations, and planned responsibilities of other independent public accounting firms or others that perform audit procedures in the audit</li> </ul>	CAS 260.15
3. Significant transactions outside of the normal course of business, including related party transactions	CAS 260 App. 2, CAS 550.27
<b>Enquiries of those charged with governance</b>	
4. How those charged with governance exercise oversight over management’s process for identifying and responding to the risk of fraud and the internal control that management has established to mitigate these risks	CAS 240.20
5. Any known suspected or alleged fraud affecting the School Board	CAS 240.21
6. Whether the School Board is in compliance with laws and regulations	CAS 250.14
<b>Year-end communication</b>	
7. Fraud or possible fraud identified through the audit process	CAS 240.40-.42
8. Significant accounting policies, practices, unusual transactions, and our related conclusions	CAS 260.16 a.
9. Alternative treatments for accounting policies and practices that have been discussed with management during the current audit period	CAS 260.16 a.
10. Matters related to going concern	CAS 570.23
11. Management judgments and accounting estimates	CAS 260.16 a.
12. Significant difficulties, if any, encountered during the audit	CAS 260.16 b.

<sup>1</sup> CAS: Canadian Auditing Standards – CAS are issued by the Auditing and Assurance Standards Board of CPA Canada

Required communication	Reference
13. Material written communications between management and us, including management representation letters	CAS 260.16 c.
14. Other matters that are significant to the oversight of the financial reporting process	CAS 260.16d.
15. Modifications to our opinion(s)	CAS 260.A18
16. Our views of significant accounting or auditing matters for which management consulted with other accountants and about which we have concerns	CAS 260.A19
17. Significant matters discussed with management	CAS 260.A.19
18. Matters involving non-compliance with laws and regulations that come to our attention	CAS 250.23
19. Significant deficiencies in internal control, if any, identified by us in the conduct of the audit of the Consolidated financial statements	CAS 265
20. Uncorrected misstatements and disclosure items	CAS 450.12-13
21. Any significant matters arising during the audit in connection with the School Board’s related parties	CAS 550.27

# Appendix 2 – Group audit and timing

This calendar indicates our various procedures and meetings as planned throughout the year:

<b>Procedures</b>	<b>Timing</b>
Presentation of audit plan to the Audit Committee	April 13, 2017
Seven month stub period report	Week of May 1, 2017
Interim audit	Week of May 29, 2017
School Generated Funds/School Council Funds audit	Tentatively week of September 18, 2017
Fast Track – Community Centre for Skills, Development and Training audit	Tentatively week of September 18, 2017
Year-end audit	Tentatively October 16-27, 2017
<b>Meetings with the Audit Committee to:</b>	
Issuance of draft consolidated financial statements to the Audit Committee	Tentatively November 9, 2017
Review the result of our audit and provide audit report	Tentatively November 9, 2017



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**INTERNAL  
AUDIT TEAM**  
West of Central Region

**MEMO**

**TO:** Halton District School Board Audit Committee  
**FROM:** Jenny Baker, Regional Internal Audit Manager  
**DATE:** 13 April 2017  
**SUBJECT:** 2017-18 Internal Audit Plan

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During the spring of 2016, the Regional Internal Audit Manager facilitated a risk assessment discussion with the Director and the Superintendent of Business Services and a risk presentation to Board Leaders. These sessions resulted in the development of a two year audit plan which was presented last April. During March 2017, discussions were held with the Superintendent of Business Services to identify if there were any changes in the risk profile or any new or emerging risks impacting Board operations and processes which Board Management wanted reflected in the 2017-18 regional internal audit plan. The result of the planning session proposes the delay of the audit of compliance to the Broader Public Sector Procurement Directive until 2018-19, the deletion of a special education audit due to the Board's ongoing special education review and the scheduling of the following two projects.

**Recommendation:**

*Be it resolved that the Audit Committee recommends that the 2017-18 Regional Internal Audit Plan which includes audits of Board Sponsorships and Insurance Program Administration, and follow-up reviews on IT Strategy and the Entity Level Assessment to be approved by the Board of Trustees.*

**For 2017-18**

**1. Board Sponsorships**

"The Board has an objective to create the opportunity for the highest quality education possible for all students in Halton and has identified that partnerships and sponsorships may mutually benefit education, the community and business and provide opportunities for increased community participation in the education process."<sup>1</sup>

An Administrative Procedure has been in place since 2002 to address the administration of corporate partnerships, sponsorships and donations where the Board

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<sup>1</sup> HDSB Administrative Procedure 'Corporate Partnerships, Sponsorships, Donations' effective September 2002

is the recipient. However this Procedure does not extend to situations where the Board is the donor. Therefore an assessment is proposed to determine whether Board sponsorships established for specific programs and services are being delivered. This audit addresses operational and reputational risk.

## **2. Insurance Program Administration**

The Board participates in a number of initiatives that contribute to the prevention, reduction and mitigation of a multitude of risks to students and school board staff, property and reputation.

The proposed objective of this assessment is to determine whether Boards programs and insurance coverage adequately mitigates the risks that confront school board staff today.

## **3. Audit Follow up Reviews**

- I. IT Strategy
- II. Entity level Assessment

### **For 2018-19 – Topics Identified For Discussion Only**

#### **1. Compliance to the Broader Public Sector (BPS) Procurement Directive**

The objectives of the audit will be to assess whether HDSB has developed procurement policies and administrative procedures for purchasing which determine how the requirements of the Broader Public Sector Procurement Directive, effective April 1, 2011 have been put into operation; and whether the Board acquires goods and services through an open, fair and transparent process with consideration for quality, cost effectiveness, and timeliness of delivery.

#### **2. Attendance Support Program**

It is recognized that rising employee absences impacts student achievement and well-being and operating costs. RIAT proposes to utilize business intelligence software and data visualization to present information about employee absences that assists Board leadership in confirming whether effective mitigation strategies to address absenteeism are in place or can be strengthened.

### **3. Privacy**

Concerns over the privacy of personal private information (PPI) have progressed from limited to pervasive in almost all industries. PPI as a whole is exposed to a variety of vulnerabilities, including loss, misuse and unauthorized distribution. Stakeholders of the Board expect that the privacy of student and staff information is adequately protected.

The objective of the audit will be to provide assurance of the adequacy and effectiveness of information management and privacy practices in place to protect PPI as it is collected, processed and stored and to support compliance to both Board policy and legislative requirements.

### **4. Audit Follow up Reviews**

- i. Information Technology, Back up Disaster and Recovery
- ii. Information Technology Vulnerability and Security Assessment

# Halton District School Board

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Report Number: 17080

Date: June 13, 2017

## FOR INFORMATION

TO: The Chair and Members of the Halton District School Board  
FROM: Rob Eatough, Superintendent of Education  
Stuart Miller, Director of Education  
RE: **Truth and Reconciliation Commission (TRC) Update 2017**

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### Warrant

Trustees with the Halton District School Board approved the following motion at its June 24, 2015 meeting in response to the work of the National Truth and Reconciliation Commission (TRC) regarding "Indian Residential Schools" in Canada.

Board Motion M15-0139 was carried unanimously:

Be it resolved that the Halton District School Board:

- i) *Commit that all students graduate with knowledge of residential schools and their effects on Aboriginal communities in Canada and see themselves as contributors to reconciliation.*
- ii) *(At least) Annually during a Board meeting recognize the history of our area and give respect and honour to its First Peoples, by including in the Chair's welcome, "We would like to acknowledge that we are on the traditional territory of First Peoples."*
- iii) *Correspond with the Ministry of Education, urging collaboration with Aboriginal communities and the Ontario Public School Board Association to include treaty education, the history and legacy of residential schools and the impact of the Indian Act in curriculum in a way that gives voice to First Peoples. Recognizing that this will take time, also requesting that the Ministry immediately provide school boards with resources to develop and share best practices.*

### Background:

In June 2015, National Truth and Reconciliation Commission (TRC) concluded its review of residential schools in Canada. The first paragraph of the Summary of the Final Report of the Truth and Reconciliation Commission, Honouring the Truth, Reconciling for the Future reads: "For over a century, the central goals of Canada's Aboriginal policy were to eliminate Aboriginal governments; ignore Aboriginal rights; terminate the Treaties; and, through a process of assimilation, cause Aboriginal peoples to cease to exist as distinct legal, social, cultural, religious, and racial entities in Canada. The establishment and operation of residential schools were a central element of this policy, which can best be described as "cultural genocide." The Commission concluded it is important to establish and maintain a mutually respectful relationship between Aboriginal and non-Aboriginal peoples but for that to happen there needs to be change, as outlined in the 94 calls to action ([T&RC's calls to action](#)), including a number specifically focused on education.

# Halton District School Board

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The 'Calls to Action' most focused on education include:

## Professional Learning and Training for Public Servants

*#57 - We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.*

## Education for Reconciliation

*#62 - We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms. iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.*

*#63 - We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including: i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. iii. Building student capacity for intercultural understanding, empathy, and mutual respect. iv. Identifying teacher-training needs relating to the above.*

## Update on 2016/17 school year commitments of the Halton District School Board

**i) Commit that all students graduate with knowledge of residential schools and their effects on Aboriginal communities in Canada and see themselves as contributors to reconciliation.**

- #57, #62, #63 Canadian World Studies and Social Sciences Program Lead spring meeting focused on TRC learning with Eddy Robinson who facilitated a simulation exercise to demonstrate the realities of the multi-generational trauma and systemic impact on contemporary Indigenous communities and individual lives - on reserve and in urban centres.
- #57, #62, #63 NTIP teachers, facilitators and mentors engaged in Treaty Creation and Treaty Relationship learning facilitated by Darren Thomas.
- #57, #62, #63 School Administrators and School Operations Superintendents engaged in learning about Residential Schools during the November Family of Schools (FOS) meetings.

School administrators, a teacher lead from their school, k-12 curriculum IPLs, and school operations Superintendents engaged in the TRC Blanket exercise

# Halton District School Board

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simulation. Each school was provided with the resources to lead this activity with their staff in their school.

HDSB goal is to have all school staff engage in the TRC Blanket exercise simulation by June 2107.

- #57, #62, #63 PSSP department members and PIC members participated in the TRC Blanket Exercise simulation.
- #57 Hawthorne Village hosted grade 7 student and community evening to demonstrate their inquiry learning about Indigenous Peoples' rights and realities. Students offered the Mayor of Milton their requests from the TRC - to have council meetings open with a land acknowledgement and to have plaques placed throughout the community to recognize the significant places and spaces for Indigenous peoples throughout their history on the land in Milton.
- #57 Joseph Gibbons hosted second annual Indigenous Awareness day for whole school with Elders and local (parent) knowledge keepers to lead the learning.
- #62, #63 We are Treaty People resource kit professional learning sessions for elementary teams facilitated by Elder from Mississaugas of the New Credit First Nation.
- #62, #63 Secondary student and staff workshops and assemblies on Residential Schools and their effects with Elders and knowledge keepers (Milton, Aldershot, Acton, Bruce Trail)
- #57, #62, #63 Frontenac P.S. staff visit to Mohawk Institute - Residential School in Brantford
- #62, #63 Professional Learning Sessions with elementary teams using We are Treaty People kits facilitated by Elder from Mississaugas of the New Credit First Nation.
- #62, 63 Aldershot and Garth Webb classes visit Mississaugas of the New Credit First Nation and host knowledge keepers into classrooms all year.
- #62, #63 Aldershot staff visit Mississaugas of the New Credit First Nation on PD Day.
- #57, 62,63 Hawthorne Village playground installation of Turtle Island designed in consultation with Halton IEAC, students, School Council, Board staff and school administrators and teacher leaders. Ribbon cutting expected for end of June or September. Elder and knowledge keepers will conduct community teachings about the elements of the [installation](#).
- #57, #62, #63 Joshua Creek Community day of recognizing the history of Canada with emphasis on TRC. Student and Staff learning as preparation to the event with knowledge keepers and Elders sharing teachings at the school wide day event.
- #57, #62, #63 Centennial Public School celebrated 50th year anniversary with the installation of a plaque at the entrance of the school to acknowledge the ancestral land and traditional territory.
- #62, #63 school based learning for students, community and staff across the system (see Our Voices highlights video). [Long version](#) and [Short Version](#)

# Halton District School Board

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- #57, #62, #63 Canada 150 grant funded Our Voices Conference: Before and Beyond Canada 150 focusing on the TRC's calls to action for education.

***ii) (At least) Annually during a Board meeting recognize the history of our area and give respect and honour to its First Peoples, by including in the Chair's welcome, "We would like to acknowledge that we are on the traditional territory of First Peoples."***

- #57, #62, #63 Halton IEAC approved Land acknowledgement printed and framed on canvases and delivered to each school to be hung in a central, publicly accessible space.
- #57, #62, #63 A Google presentation slide is available to all HDSB staff with the Land acknowledgement is accessed system wide for use in classrooms, schools and board wide events.
- #57, #62, #63 Many schools now include an honouring and acknowledgement of the land to begin events and in opening exercises. HSPA and FOS meetings begin with honouring and acknowledgment of the land Google presentation slide. Specific resources for deepening and sharing the learning about the territory and traditional lands was also shared at HSPA and FOS meetings as well as sent to all administrators in an email to coincide with the delivery of the land acknowledgement canvases.
- #57, #62, #63 Welcome Centre settlement orientation to Ontario school program begins with the HDSB acknowledgment of the Land and Territory with explanation of the meaning, relationships and significance of First Nations, Metis and Inuit peoples in the context of Canadian history and contemporary identity.
- #62, #63 Ontario Ministry of Indigenous Relations and Reconciliation ((MIRR) announced Treaty recognition week in November (6th - 12th). HDSB recognized this by promoting the use of [Canada's History webinar resources](#) in schools with staff and students and community.
- #62, #63 Resource materials created and shared with all educators in a shared Google Drive to support the use and understanding of the land acknowledgement.
- #57 #62, #63 All schools received 2 plaqued Treaty Maps of Ontario - English and French - to hang in publicly accessible spaces such as entrance areas.

***iii) Correspond with the Ministry of Education, urging collaboration with Aboriginal communities and the Ontario Public School Board Association to include treaty education, the history and legacy of residential schools and the impact of the Indian Act in curriculum in a way that gives voice to First Peoples. Recognizing that this will take time, also requesting that the Ministry immediately provide school boards with resources to develop and share best practices.***

- #62, #63 Provided teachers with funding to purchase related resources for their classrooms to teach TRC.
- #62, #63 Created and distributed TRC reading bundles to all schools - differentiated by division

# Halton District School Board

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- #57, 62, 63 Funding to purchase resources from 'Good Minds' for all teachers participating in the Educators Equity conference in May (Our Voices). Local Knowledge Keeper opened and closed the conference.
- #62, 63 Additional purchase and distribution of 'We are All Treaty People' and 'Nation to Nation' kits from the Union of Ontario Indians.
- #62, #63 Education Officer from the Ministry of Education filmed Aldershot teacher for the Provincial vignettes project to highlight the learning and leadership in the classroom in response to TRC's recommendations. Multiple HDSB staff and students were filmed for this project.
- #62, #63 Board purchase of Google Expedition Kits to bring VR experience for classroom and staff viewing of 'Highway of Tears' documentary featuring the history and present state of Murdered and Missing Indigenous women and girls.
- #62, #63 Schools to pilot draft Social Studies curriculum documents in the fall of 2017 and participate in TARO collaborative inquiry for developing local contextual resources to support the curriculum.

## **Summary:**

In her letter to the Minister of Education in September 2015, the Chair of the Halton District School Board states the *"Board believes all students have a right to grow and learn in an educational environment that foster equity and inclusive education, and is a place where all students see themselves and their unique identities reflected and celebrated."*

Significant actions have been initiated over the past year, in order to ensure the work of the TRC is honoured and implemented across the Halton District School Board.

*Respectfully submitted,*

*R. Eatough  
Superintendent of Education*

*Stuart Miller  
Director of Education*

# Halton District School Board

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Report Number: 17081

Date: June 15, 2017

**FOR DECISION**

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

FROM: L. Veerman, Superintendent of Business  
S. Miller, Director of Education

RE: **Ministry of Education Request for  
Capital Project Funding Submissions (2017)**

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## **Warrant**

During the spring of each year, the Ministry of Education issues a memorandum regarding the Capital Priorities (CP) program. Through this program, schools boards are requested to submit funding requests for capital projects that need to be completed within in the next four year timeframe. On June 12, 2017, the Ministry of Education released [Memorandum 2017:B07 - Request for Capital Priorities Project Funding Submissions](#) requesting funding submissions for capital projects that are required to open no later than the 2020-2021 school year.

This report presents the memo and that a list of Capital Priorities will be presented to the Board at the September 6, 2017 Board meeting.

## **Background**

[2017 Capital Priorities Program Highlights/Summary Points](#)

Ministry of Education [Memorandum 2017:B07 - Request for Capital Priorities Project Funding Submissions](#) (refer to the appendices) was issued on June 12, 2017 highlights specific points to be considered by boards in approval of their capital priorities submission.

Memorandum 2017:B07 Highlights/Summary Points:

- *The submission deadline for all capital funding requests is **September 8, 2017**.*
- *The 2017 Capital Priorities projects are required to open no later than the 2020-2021 school year.*
- *School boards may apply for capital funding support for the creation of new or renovated licensed child care spaces and child and family program in schools as part of a larger school capital project.*
- *The ministry will include joint-use school participation among its criteria in reviewing all project submissions.*
- *The ministry has capital funding to support the replacement of existing space for community partners in situations where the space will be lost due to the board's pupil accommodation activities.*

The Memorandum indicates that the projects eligible for funding through the Capital Priorities program must meet one or more of the categories described below:

1. **Enrolment Pressure:** *Projects will accommodate pupils where enrolment is currently or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).*

# Halton District School Board

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2. **School Consolidations:** *Projects that support the reduction of excess capacity in order to decrease operating and renewal costs and address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects linked to an accommodation review must have a final trustee decisions on the outcome of the pupil accommodation review by **September 29, 2017**.*
3. **Facility Condition:** *Projects will replace schools that have higher renewal needs than the cost of constructing an appropriately sized new facility.*
4. **French language accommodations:** *Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered eligible if the school board can demonstrate that there is a sufficient French-language population not being served by an existing French-language school facility.*

It was noted projects matching the following descriptions should not be submitted as Capital Priorities:

- *Projects related to only addressing an accommodation pressure of a specialized or alternative program such as French Immersion;*
- *Projects for additional child care or child and family program space that is not associated with a priority school project;*
- *Projects for new, non-replacement space to support a community partner;*
- *Projects that have been previously funded by either the ministry or the school board; and*
- *Projects that should be funded through renewal funding, including program enhancements and projects related to only addressing current and/or proposed changes to the Accessibility for Ontarians with Disabilities Act (AODA).*

Boards can submit up to ten projects to the Ministry of Education as a part of the Capital Priorities program for 2017. The increase in the project submission limit from 8 in 2016 is due to the completion of the School Consolidation Capital (SCC) program.

It should be noted that funding requests for school-based “stand-alone” child care and/or child and family program capital projects will be submitted to the Ministry of Education through the Early Years Capital Program (EYCP), as described in [Memorandum 2017:B06 Request for Early Years Capital Program \(EYCP\) Funding Submissions](#). Requests through the Capital Priorities program must be for child care and/or child and family capital projects associated with a school capital project.

## 2016 Capital Priorities Funding Submissions

The Ministry last requested submission of Capital Priorities from school boards by July 16, 2016. As a result, the Board approved the capital priorities (as identified in Table 1) on June 15, 2016, and the associated business cases were submitted to the Ministry. The Ministry of Education assessed projects based on factors indicated from Ministry of Education memorandum 2016:B11. Projects to accommodate students due to enrolment pressures were based on the capital projects initiatives for 2017/2018 to 2019/2020, as outlined in the Board-approved 2015-2016 Long Term Accommodation Plan.

Announcement of funding approvals was released on October 28, 2016, and the projects that received funding approval are noted in Table 1. The Ministry funded 51 Capital Priority projects in the province, including 28 new schools and 23 major additions and renovations, which total \$474 million.

# Halton District School Board

**TABLE 1 – July 2016 HDSB Capital Priority Submission**

Priority	Project Name	Completed for School Year	2016 Funding Approval
1	Milton SW #10 ps (ERA127) – 776 OTG	2018/2019	Yes
2	Oakville NE #2 ps (ERA118) – 776 OTG	2018/2019	No
3	Milton SW #1 hs (SRA104) – 1200 OTG	2019/2020	Yes
4	Brookville PS (ERA123) – 420 OTG	2019/2020	No
5	Robert Little PS (ERA126) – 400 OTG	2019/2020	No

In addition, capital funding support for the creation of new childcare spaces or child and family support program in schools associated with a 2016 Capital Priorities request were also requested by the Ministry through a joint submission with the local Consolidated Municipal Service Manager (CMSM)/District Social Services Administration Board (DSSAB). In joint submissions, priority rankings were assigned by the school board and CMSM/DSSAB separately, as the ranking by the local CMSM/DSSAB will take into consideration projects with co-terminus school boards as well. The joint priority list of projects that was submitted to the Ministry of Education on July 15, 2016 for child care centres and child/family support programs as well as Ministry approved projects are indicated in Table 2.

**TABLE 2 - July 2016 Joint submissions for new childcare spaces or child and family support program in schools**

Joint Priority	Project Name	Completed for School Year	2016 Funding Approval
1	Milton SW #10 ps (ERA127) – Child Care and Ontario Early Years Centre (OEYC)	2018/2019	Yes
2	Oakwood PS (ERA18) – Ontario Early Years Centre (OEYC)	2018/2019	Yes
3	Oakville NE #2 ps (ERA118) – Child Care and Ontario Early Years Centre (OEYC)	2018/2019	No
7	Robert Little PS (ERA126) – Ontario Early Years Centre (OEYC)	2019/2020	No

# Halton District School Board

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## 2016-2017 Long Term Accommodation Plan

Capital project initiatives due to enrolment pressures are identified through the annually-released Long Term Accommodation Plan.

The 2016-2017 Long Term Accommodation Plan (LTAP) has been presented for information to the Board of Trustees in Report 17062 on May 3, 2017. Following which feedback from members of the public was sought regarding the LTAP, including the accommodation issues and strategies identified in the report. Report 17073 presented the feedback from members of the public. The decision of the Board of Trustees to approve the 2016-2017 LTAP is anticipated at the June 21, 2017 Board Meeting. The LTAP included proposed capital project initiatives for the Board for the 2018/2019 to 2021/2022 time frame (Table 3a, 3b).

**TABLE 3a - 2016-2017 LTAP Elementary Capital Project Initiatives**

Proposed Capital Projects	Completed for School Year
Oakville NE #2 ps (ERA 118) – 776 OTG	2018/2019
Milton SW #11 ps (ERA 127) – 776 OTG	2020/2021
Oakville SW #1 ps (ERA 111) – 740 OTG	TBD

**TABLE 3b - 2016-2017 LTAP Secondary Capital Project Initiatives**

Proposed Capital Projects	Completed for School Year
Oakville NE #1 hs (SRA 108) – 1200 OTG	2020/2021

## Burlington Secondary School Program and Accommodation Review (PAR)

On June 7, 2017, the Board of the Trustees approved Report 17075. To accommodate students from closed schools, renovations and additions will need to be completed at M.M. Robinson HS prior to September 2018 and Nelson HS prior to September 2020.

## Child Care and/or Child Care and Family Capital Projects

The Capital Priorities program will continue to accept capital funding requests for child care and/or child and family capital projects that are associated with a school capital project (i.e., new school build). As mentioned, “stand-alone” child care and/or child and family program capital projects **will not** be submitted for funding through the upcoming Capital Priorities program.

They have stated that as part of the Capital Priorities submission of business cases, the Board must submit complete and submit a *Joint Submission –Capital Funding for Child Care and Child and Family Programs*. These joint submission must be completed in conjunction with the local CMSMs or in our case the Region of Halton. Joint prioritization is no longer a requirement under the 2017 Capital Priorities program. Board staff are expected to meet with the Region of Halton and our coterminous Board to review child care and child care and family support program projects shortly, with a final decision expected prior to the submission deadline on September 8, 2017.

# Halton District School Board

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## **Conclusion**

Board staff will, during the summer, assess the requirements for Capital Priorities submission, and prepare the associated business cases. A Board report, outlining the priorities will be submitted to trustees for a decision at the September 6, 2017 meeting, in order that staff can submit the Capital Priorities business cases prior to the September 8, 2017 Ministry deadline.

*Respectfully submitted,*

*L. Veerman,  
Superintendent of Business*

*S. Miller,  
Director of Education*

Ministry of Education

**Office of the ADM**

Capital and Business Support Division  
900 Bay Street  
20th Floor, Mowat Block  
Toronto ON M7A 1L2

Ministère de l'Éducation

**Bureau du sous-ministre adjoint**

Division du soutien aux immobilisations et  
aux affaires  
900, rue Bay  
20<sup>e</sup> étage, Édifice Mowat  
Toronto ON M7A 1L2



**2017: B7**

**MEMORANDUM TO:** Directors of Education  
Children's Service Leads, Consolidated Municipal Service  
Managers (CMSMs) and District Social Service  
Administration Boards (DSSABs)

**FROM:** Josh Paul  
Assistant Deputy Minister  
Capital and Business Support Division

**DATE:** **June 12, 2017**

**SUBJECT:** **Request for Capital Priorities Project Funding  
Submissions**

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On behalf of the ministry team, I am writing to announce the launch of the 2017 Capital Priorities program. The Capital Priorities program provides school boards with an opportunity to identify their most urgent and pressing pupil accommodation needs. The ministry has allocated just over \$3 billion in capital funding through the Capital Priorities program since it began in 2011. The Capital Priorities program serves as the primary means for funding capital projects that address school boards' pupil accommodation needs including enrolment pressures, supporting the consolidation of underutilized facilities, providing facilities for French-language rights holders in under-served areas, and replacing facilities in poor repair.

### **Highlights/Summary Points**

- The submission deadline for all capital funding requests is **September 8, 2017**.
- The 2017 Capital Priorities projects are required to open no later than the 2020-2021 school year.
- School boards may apply for capital funding support for the creation of new or renovated licensed child care spaces and child and family program in schools as part of a larger school capital project.
- The ministry will include joint-use school participation among its criteria in reviewing all project submissions.

- The ministry has capital funding to support the replacement of existing space for community partners in situations where the space will be lost due to the board's pupil accommodation activities.

## **Project Submissions**

### **Capital Priorities**

As with previous rounds of the Capital Priorities program, funding for Capital Priorities projects will be allocated on a business case basis for new schools, retrofits, and additions that need to be completed by the 2020-2021 school year. School boards are required to identify their ten highest and most urgent Capital Priorities and submit the associated business cases through the School Facilities Inventory System (SFIS) in order to be considered for funding approval.

With this spring's announcements of School Consolidation Capital funding approvals, the ministry completes its commitment to invest \$750 million to support improved utilization of school space through the reduction of surplus capacity. The ministry will continue to support consolidation projects through its annual Capital Priorities program.

The ministry is increasing its submission limit to ten projects to compensate for the completion of the School Consolidation Capital program which will have no further intakes.

School boards are required to submit their completed Capital Priorities business cases by **September 8, 2017**. The ministry **will not** accept business cases after this date.

### **Child Care Centres in Schools**

In Memo **2017:B06 Request for Early Years Capital Program Funding Submissions**, the ministry announced details of the 2017-18 Early Years Capital Program (EYCP) in support of the government's Renewed Early Years and Child Care Policy Framework. The Framework aims to ensure that all children and families have access to a range of high-quality, inclusive, and affordable early years and child care programs and services that are responsive to the needs of families. This plan will create access to licensed child care for 100,000 more children aged 0 to 4 years old over the next five years. To support this commitment, the government is investing up to \$1.6 billion in capital funding for child care capital builds and retrofits to support the creation of licensed child care spaces in schools, the broader public sector, and community locations for children aged 0-4 years.

With support from their local Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSAABs), school boards have an opportunity to request capital funding support for the creation of new child care spaces or child and family program projects that are associated with a larger school capital project through this round of the Capital Priorities program.

For child care spaces and child and family programs associated with a Capital Priorities project request, school boards must submit a request for capital funding support for these projects by completing and attaching a *Joint Submission - Capital Funding for Child Care and Child and Family Programs* to their Capital Priorities business case. Please see memo **2017:B06 Request for Early Years Capital Program Funding Submissions** for additional details.

School boards are required to submit their completed Early Years Joint Submissions by **September 8, 2017**. The ministry **will not** accept Early Years Joint Submissions after this date.

### **Joint-Use Capital Projects**

The ministry encourages all school boards to consider collaborative capital project arrangements between school boards. This includes maximizing the opportunities of co-location, particularly in rural, northern and small communities.

In the current 2016-17 school year, the ministry has committed dedicated funding to assist school boards in pursuing joint-use school opportunities between boards. This funding is being allocated:

- to support boards with facilitation and joint planning towards the potential development of joint-use school proposals (the Joint-Use Schools Seed Funding Program), and
- on studies being commissioned by the ministry to highlight joint-use experiences and develop a joint-use toolkit that can be used to assist boards in developing joint-use schools. The ministry expects to receive these studies this Fall.

Since 2013, the ministry has prioritized joint-use projects as part of the Capital Priorities program, however, while there are approximately 4,900 schools in Ontario, only 37 are currently joint-use arrangements.

Therefore, going forward, the ministry will be reviewing all capital proposals submitted by boards for ministry funding for new schools, additions or consolidation projects to ensure joint-use opportunities between boards have been explored before funding is granted.

School boards seeking Capital Priorities funding approval must:

- Document efforts made to explore joint-use opportunities for each capital project funding request as part of the business case submissions;
- Demonstrate a willingness to participate with co-terminous school boards in joint-use school opportunities;
- For joint-use school proposals, both boards must include the project as part of their Capital Priorities submission; and
- For joint-use school proposals, explain the role of the joint-use school on expected improvements to student programming and operational efficiency.

## Joint-Use Seed Funding Program

The Joint-Use Schools Seed Funding program is available to school boards to encourage the development of more joint-use schools between two or more school boards. Successful applicants will receive \$20,000 in operating funding, per school board, to support the development of a joint-use school project. The ministry will accept applications at any time throughout the year.

## **Community Hub Projects**

In addition to partnerships with other school boards, the ministry also encourages school boards to consider collaborative capital project arrangements between school boards and community partners. New community partners must provide any required capital funding for the project, and the project must not result in any additional operating costs for the school board.

The Replacement Space Funding is available to fund the capital costs of relocating an existing community hub from one school (operating or non-operating) to another school in circumstances where the original school is:

- To be closed or sold, or
- Facing accommodation pressure.

In situations where the original school is facing accommodation pressure, Replacement Space Funding will be restricted to schools where the footprint of the original school cannot be expanded.

Funding will be allocated on a business case basis, jointly submitted by both the school board and the community partner. Boards are to submit supplemental documents with their Capital Priorities Business Case including a description of the community partner and their services, an explanation of the capital requirements and capital cost estimate, and a commitment from the community partner to provide operating funding for the space (include amount).

Community partners that align with the priorities and goals of the ministry (e.g. child and family programs, child mental health, French language services, post-secondary programs, etc.) will be prioritized. Any community partner that provides competing educational services is not eligible for Replacement Space Funding.

## **Eligibility and Evaluation Criteria**

As in previous rounds of Capital Priorities, school boards are to submit business cases through the School Facilities Inventory System (SFIS) system. School boards will be able to access the Capital Priorities submission templates in SFIS beginning June 22, 2017. School boards can save their work in progress; however, once school boards submit their business cases, their submissions will be locked from further editing. School boards will only be able to modify their business cases by requesting that their Capital Analyst (Appendix A) unlock the submission.

## Eligible Project Categories

Projects eligible for funding consideration for this round of the Capital Priorities program must meet one or more of the following category descriptions:

- 1) Enrolment Pressure: Projects will accommodate pupils where enrolment is currently or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).
- 2) School Consolidations: Projects that support the reduction of excess capacity in order to decrease operating and renewal costs and address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects linked to an accommodation review must have a final trustee decisions on the outcome of the pupil accommodation review by **September 29, 2017**.
- 3) Facility Condition: Projects will replace schools that have higher renewal needs than the cost of constructing an appropriately sized new facility.
- 4) French-language Accommodation: Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered eligible if the school board can demonstrate that there is a sufficient French-language population not being served by an existing French-language school facility.

Projects matching the following descriptions should not be submitted as Capital Priorities:

- Projects related to only addressing an accommodation pressure of a specialized or alternative program such as French Immersion;
- Projects for additional child care or child and family program space that is not associated with a priority school project;
- Projects for new, non-replacement space to support a community partner;
- Projects that have been previously funded by either the ministry or the school board; and
- Projects that should be funded through renewal funding, including program enhancements and projects related to only addressing current and/or proposed changes to the *Accessibility for Ontarians with Disabilities Act (AODA)*.

If a school board has previously submitted a project for Capital Priorities or School Consolidation Capital funding and did not receive ministry funding, please refer to the ministry's comments when considering whether or not to re-submit the project. Please contact your Capital Analyst (Appendix A) for further clarification.

## **Project Evaluation**

The ministry will assess all proposed projects using project-specific quantitative and qualitative measures depending upon the category of project.

For Accommodation Pressures and French-Language Accommodation projects:

- Assessments will be based on school-level capacity ratings, historical enrolment trends, enrolment forecasts, and geographic distribution of students; and
- Primary consideration will be given to projects in areas where accommodation needs are currently high with secondary consideration to projects in areas where accommodation needs are expected to be high in the next five to ten years.

For Facility Condition and School Consolidation projects:

- Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost; and
- Priorities will be given to projects with the highest expected Internal Rate of Return. This will be calculated using the expected cost of the project compared to the expected savings resulting from the project.

In addition to project specific assessments, the following school board performance measures will also be considered for all Capital Priorities project categories:

- School board's demonstrated willingness to participate with co-terminous school boards in joint-use school opportunities;
- School board's ability to build to ministry benchmark costs as evidenced by past projects;
- School board's ability to deliver projects within target timeframes as evidenced by past projects;
- School board's history of meeting the ministry's capital accountability measures (Appendix B);
- Enrolment and utilization trends for projects of the school board which have previously been funded; and
- Number of projects the school board currently has underway and the status of these projects in relation to approved funding and opening dates.

The ministry will expect that school boards will explore various options before submitting their business cases for a specific option. School boards must be able to identify the cost differentiation and considerations of various options.

## **Capital Analysis and Planning Template**

The Capital Analysis and Planning Template (CAPT) is an essential tool for understanding school boards' capital financial position. An approved CAPT is necessary before the ministry is able to sufficiently assess the existing capital activity of a school board. As a result, school boards will not be considered for new capital project funding approval if the ministry does not have an approved CAPT consistent with the school board's 2015-16 Financial Statement.

## **Ministry Contact**

### ***Capital Priorities Program***

If you have any Capital Priorities program questions, or require additional information, please contact the Capital Analyst assigned to your school board (Appendix A) or:

Paul Bloye, Manager, Capital Policy and Programs Branch at 416-325-8589 or at [Paul.Bloye@Ontario.ca](mailto:Paul.Bloye@Ontario.ca)

or

Mathew Thomas, Manager, Capital Policy and Programs Branch at 416-326-9920 or at [Mathew.P.Thomas@ontario.ca](mailto:Mathew.P.Thomas@ontario.ca).

### ***Child Care and Child and Family Program***

If you have any child care and child and family program questions, or require additional information, please contact Jeff O'Grady, Acting Manager, Capital Policy and Programs Branch at 416-325-2027 or at [Jeff.OGrady@ontario.ca](mailto:Jeff.OGrady@ontario.ca).

### ***Communications Protocol***

School boards are reminded to follow the ministry's communications protocol requirements for all ministry funded major capital construction projects as outlined in Appendix C.

Should you have any questions related to the communication requirements, please contact:

Dylan Franks, Senior Information Officer, Communications Branch at 416-325-2947 or [Dylan.Franks@ontario.ca](mailto:Dylan.Franks@ontario.ca).

We look forward to working with you to identify and develop your future capital projects.

*Original signed by:*

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

Appendices:

Appendix A: List of Ministry Capital Analysts  
Appendix B: Capital Approval Process Chart  
Appendix C: Communications Protocol Requirements

c.c. Senior Business Officials  
Superintendents and Managers of Facilities  
Managers of Planning  
Early Years Leads  
CAOs of Consolidated Municipal Service Managers  
CAOs of District Social Service Administration Boards  
Steven Reid, Director, Field Services Branch, Ministry of Education

## Appendix A: List of Ministry Capital Analysts

DSB	District School Board	Capital Analyst	Email	Phone
1	DSB Ontario North East	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
2	Algoma DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
3	Rainbow DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
4	Near North DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
5.1	Keewatin-Patricia DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
5.2	Rainy River DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.1	Lakehead DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.2	Superior Greenstone DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
7	Bluewater DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
8	Avon Maitland DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
9	Greater Essex County DSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
10	Lambton Kent DSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
11	Thames Valley DSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
12	Toronto DSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
13	Durham DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
14	Kawartha Pine Ridge DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
15	Trillium Lakelands DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
16	York Region DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
17	Simcoe County DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
18	Upper Grand DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
19	Peel DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
20	Halton DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
21	Hamilton-Wentworth DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
22	DSB Niagara	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
23	Grand Erie DSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
24	Waterloo Region DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
25	Ottawa-Carleton DSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
26	Upper Canada DSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
27	Limestone DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
28	Renfrew County DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
29	Hastings & Prince Edward DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
30.1	Northeastern CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
30.2	Nipissing-Parry Sound CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
31	Huron Superior CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
32	Sudbury CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
33.1	Northwest CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
33.2	Kenora CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
34.1	Thunder Bay CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297

<b>DSB</b>	<b>District School Board</b>	<b>Capital Analyst</b>	<b>Email</b>	<b>Phone</b>
34.2	Superior North CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
35	Bruce-Grey CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
36	Huron Perth CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
37	Windsor-Essex CDSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
38	London DCSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
39	St. Clair CDSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
40	Toronto CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
41	Peterborough VNCCDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
42	York CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
43	Dufferin Peel CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
44	Simcoe Muskoka CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
45	Durham CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
46	Halton CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
47	Hamilton-Wentworth CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
48	Wellington CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
49	Waterloo CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
50	Niagara CDSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
51	Brant Haldimand Norfolk CDSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
52	CDSB of Eastern Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
53	Ottawa CSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
54	Renfrew County CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
55	Algonquin & Lakeshore CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
56	CSP du Nord-Est	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
57	CSP du Grand Nord de l'Ontario	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
58	CS Viamonde	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
59	CÉP de l'Est de l'Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
60.1	CSCD des Grandes Rivières	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
60.2	CSC Franco-Nord	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
61	CSC du Nouvel-Ontario	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
62	CSDC des Aurores boréales	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
63	CSC Providence	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
64	CSDC Centre Sud	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
65	CSDC de l'Est ontarien	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
66	CÉC du Centre-Est	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018

## Appendix B: Capital Approval Process Chart

Capital Construction Approval Process Updated May 11, 2017		New Schools*		Additions*		Major Retrofits*		Early Years** (Child Care, Child & Family, FDK)
		Repeat Design	New Design	>50% or >\$3.0M	<50% and <\$3.0M	>50% or >\$3.0M	<50% and <\$3.0M	Individual Projects <\$250K
Pre-Design	Facility Space Template	Complete template with most recent adaptation (<5 years)	Board to submit template before hiring architect	Board to submit template before hiring architect	Not Required	Board to submit template before hiring architect	Not Required	Not Required
	Project Manager	Board to appoint a Project Manager (either internal staff or external resource). Board to notify Ministry of name and contact info.						
	Ministry Approval	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Not Required	Ministry must approve scope of project based upon submitted Space Template	Not Required	Not Required
	GOAL	Board to retain an architect.						
Pre-Tender	Independent Cost Consultant Report	Board to submit final cost of recent adaptation (<5 years)	Board to submit an Independent Cost Consultant Report before issuing tender	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Not Required
	Approval to Proceed (ATP) Request	Board's senior business official to submit the ATP Request Form confirming total estimated project costs does not exceed board's identified funding, including a floor plan approval letter for the child care component.						Not Required
	Capital Analysis & Planning Tool (CAPT)	Board to confirm that data entered in the CAPT for the requested project is in line with the data provided through the ATP Request Form.						Not Required
	Ministry Approval	Ministry's approval required before proceeding to tender. Approval based on identification of sufficient funding.						Not Required
	GOAL	Board to proceed to tender.						
Post-Tender	Tender exceed approved funding amount	Board to either identify additional funding available or make design changes to reduce the project cost. In either case, the board must demonstrate to the Ministry that sufficient funding is available to complete the project.						
	Tender meet approved funding amount	Board to accept tender bid. Important to ensure all project costs are identified and considered.						
Notes:	<ul style="list-style-type: none"> <li>Ministry approvals are not required for retrofits that are 100% funded through School Condition Improvement and Early Years Funding less than \$250K.</li> <li>Consultant to review the design, provide costing analysis and advice, and report on options to ensure cost containment. To be based on drawings that are at least 80% complete.</li> <li>50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility).</li> <li>* If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education must be submitted as part of the ATP request.</li> <li>** If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education is still required.</li> </ul>							
Definitions:	<b>Addition:</b> Expansion of the gross floor area of a facility, including child care and child and family program rooms. <b>Major Retrofit:</b> Major structural renovation or reconstruction of the existing building envelop, including child care and child and family program rooms. It does not include expansion of the existing gross floor area. Any project that does expand the gross floor area, but is funded with Ministry funds or >\$1M in Accumulated Surplus is treated as a Major Retrofit.							

## **Appendix C: Communications Protocol Requirements: Public Communications and Events**

All public announcements regarding capital investments in child care, child and family program and/or the publicly funded education system are joint communications opportunities for the provincial government, the school board, the Consolidated Municipal Service Manager/District Social Services Administration Board (CMSM/DSSAB), and community partners.

### ***Public Communications***

School boards, CMSMs/DSSABs, and community partners should not issue a news release or any other media-focussed public communication regarding major capital construction projects without publicly recognizing the Ministry of Education's role in funding the project. In addition, school boards, CMSMs/DSSABs, and community partners should contact the Ministry of Education to receive additional content for the media-focussed public communications, such as quotes from the minister(s).

The Ministry of Education may also choose to issue its own news release about various project milestones in addition to those prepared by school boards, CMSMs/DSSABs, and community partners. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and community partners will be contacted to get quotes, as appropriate.

The intent of this protocol is to secure as much attention and media coverage for these events as possible. By doing so, we hope to help promote the role of all involved, including the Ministry of Education, school boards, CMSM/DSSABs, and community partners in bringing exciting new capital projects to benefit local communities.

### ***Major Announcements and Events***

**Important:** For all new school openings, or openings of major additions which includes child care and/or child and family programs and/or community hubs, the Minister of Education and the Minister Responsible for Early Years and Child Care must be invited as early as possible to the event. Invitations should be sent to [information.met@ontario.ca](mailto:information.met@ontario.ca). Where appropriate, the ministry's Regional Manager, Field Services Branch, in your area should be copied.

School boards, CMSMs/DSSABs, and community partners are not to proceed with their public events until they have received a response from the office of the Minister of Education or the office of the Minister Responsible for Early Years and Child Care regarding the invitation. School boards, CMSMs/DSSABs, and community partners will be notified within 15 business days of their opening event as to the ministers' attendance. Please note that if the date of your event changes at any time after the ministers have received the invitation, please advise us of the change at the same email address above.

If the Minister of Education or the Minister Responsible for Early Years and Child Care is unavailable, the invitation may be shared with a government representative who will contact your school board, CMSM/DSSAB, and/or community partner to coordinate the details (e.g., a joint announcement).

Note: School boards, CMSMs/DSSABs, and community partners are not expected to delay their announcements to accommodate the ministers or a Member of Provincial Parliament (MPP). The primary goal is to make sure that the ministers are aware of the announcement opportunity.

### ***Other Events***

For all other media-focussed public communications opportunities that are not major events, such as sod turnings for example, an invitation to your local event must be sent to the Minister of Education and the Minister Responsible for Early Years and Child Care by email (see above) with at least three weeks' notice. Again, please send a copy to the ministry's Regional Manager, Field Services Branch, in your area, where appropriate. Please note that if the date of your event changes at any time after the ministers have received the invitation, please confirm the change at the same email address above.

School boards, CMSMs/DSSABs, and community partners are not expected to delay these "other" events to accommodate the ministers. Only an invitation needs to be sent; a response is not mandatory to proceed.

This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance with existing processes.

### ***Acknowledgement of Support***

You must acknowledge the support of the Government of Ontario in media-focussed communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to, any report, announcement, speech, advertisement, publicity, promotional material, brochure, audio-visual material, web communications or any other public communications. For minor interactions on social media, or within social media such as Twitter, etc. where there is a tight restriction on content, government acknowledgement is not required. The same applies to reactive communications (e.g., media calls); however, if possible, such an acknowledgement is appreciated.

### ***Signage***

For all capital construction projects that exceed \$100,000, school boards will be required to display signage at the site of construction that identifies the support of the Government of Ontario. Signage will be provided to school boards by the Ministry of Education. School boards are then responsible for posting the signage in a prominent location. This should be done in a timely manner following the receipt of the signage. All signage production costs will be covered by the Ministry of Education, including the cost of distributing the signage to school boards.

# Halton District School Board

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**Report Number: 17070 -REVISED**  
Date: June 12, 2017

**FOR INFORMATION**

**TO:** The Chair and Members of the Halton District School Board  
**FROM:** Lucy Veerman, Superintendent of Business Services  
Stuart Miller, Director of Education  
**RE:** **Revisions to Request for School Bell Time Changes**

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**Background:**

At the May 17 Board meeting, trustees were presented with the HSTS Annual School Hour Report (2017-18 School Year). Report 17070 summarized the requests for school bell time changes to take effect for the 2017/2018 school year.

There is one change, highlighted in ***bold italics*** on the revised chart (below). It incorporates transportation efficiencies by a minor change to bell times at WH Morden Public School.

School	Current Hours	Proposed Hours	Reason	Explanation
Palermo PS	9:15 – 3:45	8:55 – 3:15	Principal request	Principal requested the school day be shortened by 10 minutes and the start/end
<b><i>W.H. Morden PS</i></b>	<b><i>8:20 – 2:50</i></b>	<b><i>8:15 – 2:35</i></b>	<b><i>Route efficiencies</i></b>	<b><i>School day shortened by 10 minutes. In order to accommodate and achieve routing efficiencies/address driver shortage; start time was also backed up by 5 minutes.</i></b>
Craig Kielburger SS	8:10 – 2:35	8:05 – 2:38	Principal Request	Principal requested 8 minute later dismissal time. HSTS proposing to make up the 8 minutes by adding 5 minutes in the morning and 3 minutes in the afternoon. To add all 8 minutes in the afternoon would result in additional bus routes.
Martin Street PS	9:15 – 3:35	9:15 – 3:35	School Re- opening/ boundary changes/route efficiencies	School is re-opening with significant boundary/program changes. Given this an earlier start/dismissal time cannot be accommodated without significant financial impacts which would include school hour changes to other school communities. This time will also allow for run sharing opportunities with Holy Rosary CES
Oodenawi PS	9:15 – 3:45	9:15 – 3:35	Principal request/Route efficiencies	The Principal requested the school day be shortened by 10 mins which also allows for sharing opportunities

*Respectfully submitted,*  
*Lucy Veerman, Superintendent of Business Services*  
*Stuart Miller, Director of Education*

# Halton District School Board

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**Report Number: 17087**

Date: June 20, 2017

**FOR INFORMATION**

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

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

**RE: School Bell Time Change – Boyne Public School**

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**Background:**

Attached is a report from Halton Student Transportation Services (HSTS) requesting Administrative Council consider a change in school bell times for Boyne Public School based on routing efficiencies. This information was not available at the time the “Annual School Hour Report (Report 17070)” was presented to the Board.

**Conclusion:**

Jacqueline Newton has discussed this recommended change with Peter Marshall, Principal of Boyne Public School. His comments are as follows:

*As a school, we would advocate for a change in school hours in order to support our supervision schedule, our student arrival times at home, our professional development plan, our after school events and our projected increased growth for next year*

Administrative Council has reviewed and this recommendation and support the change in school bell times.

*Respectfully submitted,*

*J. Newton  
Superintendent of Education*

*L. Veerman  
Superintendent of Business*

*Stuart Miller  
Director of Education*



Serving the Halton Community

Report # 2017-08

TO: Stuart Miller, Director of Education  
Jacqueline Newton, Superintendent of Education  
Lucy Veerman, Superintendent of Business

FROM: Karen Lacroix, General Manager

DATE: June 19, 2017

RE: 2017-18 School Hours – Boyne P.S.

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**Background:**

Each year Halton Student Transportation Services (HSTS) performs an in-depth school hour impact study. This includes a review of existing school start and end times to determine whether adjustments to these times will eliminate bus routes, thereby reducing costs to the HSTS member Boards. In addition, as outlined in the Procedure HS-3-015 School Bell Time Review, schools may request a change in the school start and end times. All requests for school hour changes are incorporated as part of the school hour impact study.

The annual transportation planning process involves a review of the following areas:

- Approved boundary changes
- New school openings
- Existing routing/timing problems
- New housing developments
- Policy changes
- Policy exceptions (new and/or removed)
- New programs/initiatives

All of the above factors are taken into account along with consideration to principal requests which are supported by the Superintendent of Education. Historically, school hour requests have been approved if the school hour change does not result in additional costs to any of the member Boards or if the requested change results in cost savings to any member board due to improved efficiencies to the HSTS transportation system. Once this review process is complete and the report presented and endorsed by each boards' Administrative Councils, the school hours are finalized for the upcoming school year.

Due to the ongoing growth in student population, along with boundary and program changes within the Town of Milton a review of Boyne P.S. route efficiencies did not take place until the week of June 12, 2017. Through the annual efficiency review it was determined that HSTS staff could reduce the need for an additional four (4) bus routes if the school hours at Boyne P.S. were changed as outlined below:

Current Hours:	Proposed Hours:
9:15 a.m. – 3:35 p.m.	8:55 a.m. – 3:15 p.m.

**Conclusion:**

If the proposed school hours are approved it will not only result in routing efficiencies but will also assist with end of day supervision at the school. The Boyne community will continue to grow over the next school year. We anticipate there will be a need to add buses throughout the 2017-18 school year to address the ongoing growth in student population at Boyne P.S. and, when Boyne has reached capacity and students are redirected, at Anne J. MacArthur P.S.

Respectfully submitted,

A handwritten signature in black ink that reads "Karen Lacroix". The signature is written in a cursive style with a prominent initial "K" and a decorative flourish at the end.

Karen Lacroix  
General Manager

# Halton District School Board

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Report Number: 17082  
Date: June 13, 2017

## **FOR INFORMATION**

**TO:** The Chair and Members of the Halton District School Board  
**FROM:** Gerry Cullen, Superintendent of Facility Services  
**RE:** **Capital Update for period ending May 31, 2017**

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### **Background:**

As per the monthly schedule to report on capital projects, please find attached the chart showing recent activities for the period ending May 31, 2017.

*Respectfully submitted,*

*Gerry Cullen  
Superintendent of Facility Services*

*Stuart Miller  
Director of Education*

Capital Projects											Updated: June 6, 2017
Bolted notes indicate changes.											
School & Project Description	Pupil Places	Site Owned	Permit Status				Construction Status		Start Date (Tentative)	Completion Date	Update Comments
			Site Plan (SPA)		Bldg. (BPA)		Tender				
			Submt'd	Rec'd	Submt'd	Rec'd	Issue	Closing			
<b>NEW SCHOOL CONSTRUCTION</b>											
Martin Street (Snyder Architects Inc.)	762	Own	Feb 05, 2016 (2nd sub.)	Dec 5, 2016	Feb 17, 2016	Jun 01, 2016 (partial)	April 7, 2016	April 28, 2016	Jun 1, 2016	Aug 2017	2nd floor flooring & 2nd floor millwork <b>100%</b> complete; 1st floor flooring <b>75%</b> complete; cap flashing <b>99%</b> complete; mechanical & electrical finishing <b>ongoing</b> ; 1st floor millwork <b>80%</b> complete; <b>external curbs/sidewalks are in place, fine grading of parking lot underway; kindergarten pen installation underway; occupancy schedule for June 9th; substantial completion June 30th.</b>
Milton SW #1 HS (Hossack & Assoc. Arch)	1200	no	<b>July 2017 (tentative)</b>	<b>March 2018 (tentative)</b>	<b>December 2017 (tentative)</b>	<b>March 2018 (tentative)</b>	<b>June 2018 (tentative)</b>	delayed TBA	delayed TBA	delayed TBA	Developers are delayed on the zoning and plan of subdivision. Requires a 4 month approval process.
Milton SW #10 PS (Hossack & Assoc. Arch.)	776	no	March 20, 2017	May 31, 2017 (tentative)	May 2, 2017 (tentative)	<b>June 2017 (tentative)</b>	<b>July 2017 (tentative)</b>	<b>August 2017 (tentative)</b>	<b>August 2017 (tentative)</b>	Aug 2018	Cost consultant report under review for Ministry approval prior to tender.
NE Oakville #2 PS (Hossack & Assoc. Arch.)	776	no								Aug 2018	Architects office is developing drawings using the HDSB design guidelines.
<b>ADDITION AND RENOVATIONS</b>											
Administrative Building Accommodation Study (Snyder Architects Inc.)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			Consultant evaluating opinions for location of potential accommodations - ongoing.
Craig Kielburger SS (CS&P Architects)	231pp incl. Greenhouse	Own	July 9, 2016	December 20, 2016	October 18, 2016	February 2017	Oct 15, 2016	Nov 1, 2016	Feb 1, 2017	Nov 18, 2017 (tentative)	Construction on schedule for completion date of October 31, 2017.
GDHS Additions & Reno's (Snyder & Assoc.) Percon Constr. (Gen. Cont.)	150pp	Own	Jan 29, 2010 Phase 2		Sept 9, 2010	Dec 6, 2010 Phase 2	Mar 9, 2016	Jun 9, 2009	Jul 9, 2009	Aug 10, 2015	<b>All as-built drawings submitted to the Town.</b> Phase 3 complete. Still need to work out land deal with the HCDSB to receive final sign off.
Oakwood PS	none	Own					May 31, 2017 (tentative)	Jun 16, 2017 (tentative)	Jul 1, 2017	Aug 25, 2017	Architect appointed. Abatement work planned for the summer. Construction to be completed by December 31, 2017.
<b>PORTABLES (NEO Architecture Inc.)</b>											
Abbey Lane	1	Forest Trail	NA	NA	<b>June 9, 2017 (tentative)</b>	<b>July 4, 2017 (tentative)</b>	<b>June 2, 2017 (RFT 17-219)</b>	<b>June 20, 2017</b>	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Abbey Park HS	3	T.Thomson &Munn's	NA	NA	<b>June 9, 2017 (tentative)</b>	<b>July 4, 2017 (tentative)</b>	<b>June 2, 2017 (RFT 17-219)</b>	<b>June 20, 2017</b>	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Boyne PS	2	Alex. &EJJ	NA	NA	<b>June 9, 2017 (tentative)</b>	<b>July 4, 2017 (tentative)</b>	<b>June 2, 2017 (RFT 17-219)</b>	<b>June 20, 2017</b>	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Bruce Trail	2	CRB & new lease	NA	NA	<b>June 9, 2017 (tentative)</b>	<b>July 4, 2017 (tentative)</b>	<b>June 2, 2017 (RFT 17-219)</b>	<b>June 20, 2017</b>	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Captain R Wilson	3	Forest Tr, Post's Crs, Munn's	NA	NA	<b>June 9, 2017 (tentative)</b>	<b>July 4, 2017 (tentative)</b>	<b>June 2, 2017 (RFT 17-219)</b>	<b>June 20, 2017</b>	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Emily Carr	2	Orch. Park, JWBoich	NA	NA	<b>June 9, 2017 (tentative)</b>	<b>July 4, 2017 (tentative)</b>	<b>June 2, 2017 (RFT 17-219)</b>	<b>June 20, 2017</b>	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Ethel Gardiner	2	R. Little & new lease	NA	NA	<b>June 9, 2017 (tentative)</b>	<b>July 4, 2017 (tentative)</b>	<b>June 2, 2017 (RFT 17-219)</b>	<b>June 20, 2017</b>	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Garth Webb SS	2	Forest Trail	NA	NA	<b>June 9, 2017 (tentative)</b>	<b>July 4, 2017 (tentative)</b>	<b>June 2, 2017 (RFT 17-219)</b>	<b>June 20, 2017</b>	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Gladys Speers	2	Pine Grove	NA	NA	<b>June 9, 2017 (tentative)</b>	<b>July 4, 2017 (tentative)</b>	<b>June 2, 2017 (RFT 17-219)</b>	<b>June 20, 2017</b>	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Hawthorne Village	2	Sam Sherratt	NA	NA	<b>June 9, 2017 (tentative)</b>	<b>July 4, 2017 (tentative)</b>	<b>June 2, 2017 (RFT 17-219)</b>	<b>June 20, 2017</b>	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.

## Capital Projects

**Updated: June 6, 2017**

**Bolded notes indicate changes.**

School & Project Description	Pupil Places	Site Owned	Permit Status				Construction Status		Start Date (Tentative)	Completion Date	Update Comments
			Site Plan (SPA)		Bldg. (BPA)		Tender				
			Submt'd	Rec'd	Submt'd	Rec'd	Issue	Closing			
Irma Coulson	1	Sam Sherratt	NA	NA	June 9, 2017 (tentative)	July 4, 2017 (tentative)	June 2, 2017 (RFT 17-219)	June 20, 2017	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
James W Hill	2	Forest Trail	NA	NA	June 9, 2017 (tentative)	July 4, 2017 (tentative)	June 2, 2017 (RFT 17-219)	June 20, 2017	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Maple Grove	2	EJJ & Pine Grove	NA	NA	June 9, 2017 (tentative)	July 4, 2017 (tentative)	June 2, 2017 (RFT 17-219)	June 20, 2017	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
New Central	1	Pine Grove	NA	NA	June 9, 2017 (tentative)	July 4, 2017 (tentative)	June 2, 2017 (RFT 17-219)	June 20, 2017	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Odenawi	5	Pineland & Forest Tr.	NA	NA	June 9, 2017 (tentative)	July 4, 2017 (tentative)	June 2, 2017 (RFT 17-219)	June 20, 2017	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
P.L. Robertson	1	new lease	NA	NA	June 9, 2017 (tentative)	July 4, 2017 (tentative)	June 2, 2017 (RFT 17-219)	June 20, 2017	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Pauline Johnson	1	Alexander's	NA	NA	June 9, 2017 (tentative)	July 4, 2017 (tentative)	June 2, 2017 (RFT 17-219)	June 20, 2017	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
Sheridan	1	Sunn.	NA	NA	June 9, 2017 (tentative)	July 4, 2017 (tentative)	June 2, 2017 (RFT 17-219)	June 20, 2017	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
W. H. Morden	1	Pine Grove	NA	NA	June 9, 2017 (tentative)	July 4, 2017 (tentative)	June 2, 2017 (RFT 17-219)	June 20, 2017	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.
West Oak	2	Sunn.	NA	NA	June 9, 2017 (tentative)	July 4, 2017 (tentative)	June 2, 2017 (RFT 17-219)	June 20, 2017	July 4, 2017	Aug 25, 2017	Architect appointed, developing drawings & building permit application.

# Halton District School Board

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**Report Number: 17083**

**Date: June 13, 2017**

## **FOR INFORMATION**

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

**FROM:** David Boag, Associate Director  
Stuart Miller, Director of Education

**RE: Program and Accommodation Review Implementation Planning**

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### **Background**

HDSB Trustees approved several recommendations related to the Burlington Secondary School Program and Accommodation Review (PAR) on June 7th (Board Report 17075).

To implement the recommendations and meet the stated timelines in the report, staff have begun planning for implementation. The intent of this report is to provide an update to the Board on immediate actions being taken to support these school consolidation processes with the knowledge that additional process updates will follow throughout the implementation process.

In addition, the original timeline for recommendation #1 in Board Report 17075 was changed from June 30, 2019 to June 30, 2020 which impacts timelines for some program implications. These timeline changes are clarified in Appendix A of this report.

### **Program and Accommodation Review Steering Committee**

To facilitate the implementation of all school consolidation processes, a central Steering Committee has been created consisting of senior administration as well as representation from School Programs, Student Services, Human Resources, Planning and Transportation, Information Services, Communications, Facility Services and Finance. This Steering Committee will meet regularly to support and assist in the coordination of all aspects of the school consolidation processes including staffing, student integration and transitions, school closings and new school reculturing, program changes and facility changes. It will also support the coordination of the Aldershot focus concept exploration. A coordinating Superintendent will chair this committee and lead this work centrally. The Steering Committee will begin its work immediately. A schedule of Steering Committee meetings will be developed and minutes of these meetings will be shared publicly. The Steering Committee may create sub-committees on an as-needed basis during the implementation phase for more in depth study of any particular aspect of the school consolidation processes.

### **Integration Committees**

In addition to the Steering Committee, there will be three School Integration Committees: a Burlington Central High School/International Baccalaureate Committee, a Nelson and Robert Bateman High Schools Committee and a M.M. Robinson and Lester B. Pearson High Schools Committee. The HDSB Program and Accommodation Review Policy outlines the make up and expectations of the Integration committees; each committee must consist of the Superintendent, Principal, Trustee, School Council Chair or designate from each of the affected schools and may include additional members as well. Senior administration is recommending that both students and Special Education Advisory Committee be invited to

# Halton District School Board

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participate on each integration committee and also recommends a relatively consistent approach to membership and operation for each committee. The composition of the committees will be determined during the summer and the committees will be established in fall 2017 once School Council Chairs have been determined.

## **Aldershot High School Focus Exploration Committee**

A committee will be established in the fall of 2017 to investigate the concept of a specialty focus for Aldershot High School including but not limited to a theme, magnet, incubator and/or alternative school concepts. The committee will be comprised of a variety of stakeholders from the Aldershot school community, central board staff in addition to School Program staff. This committee will be tasked with investigating and considering viability of a variety of innovative approaches and making recommendations. The Coordinating Superintendent, Superintendent of Program and/or the Superintendent responsible for Aldershot High School will bring a report to the Board no later than February 2018.

## **Communication**

A communication strategy is being developed to ensure all stakeholders are kept informed throughout the process. The Communications Department is exploring strategies (e.g., News updates, website, Facebook, Twitter, etc.) to share progress during the planning and implementation stages. In addition to communicating to our stakeholder groups, the Board will incorporate opportunities for consultation and input from various stakeholder groups throughout the process. The Board is committed to ensure all stakeholders are kept informed of the implementation timelines and progress, and understand where there are opportunities for involvement and input. Beginning in September, a PAR update standing item will be added to Board meeting agendas on a bimonthly basis.

Recently there has been initial consultation with some of our employee groups around defining the process for the movement of affected staff. Prior to the end of this school year, additional common messaging will go out to all staff at Robert Bateman High School and Lester B. Pearson High School to outline the next steps in the process. Moving forward, ongoing communication will occur with affected staff in all Burlington High Schools so everyone is informed throughout the process.

Administrators of affected schools will play a crucial role in supporting implementation efforts. Initial messaging will be shared with all administrators in Burlington secondary schools to outline next steps in the process. Administrators in both closing schools and new consolidated schools will lead much of this work with staff and students in schools. Administrators are experienced in student transitions, student mentorship/leadership sharing culture within our schools and will be great resources as we begin these discussions.

An email communication is being prepared for all Burlington secondary school families which will be sent out prior to the end of June. It is important to outline for families some initial thinking about next steps and to reassure families that we are moving forward with a student centred focus and are open to their suggestions and input.

## **Capital Needs**

To support facility modifications at any of the consolidated school sites, the Board will initiate a process to acquire an architect this summer. An architect will be appointed by September 2017. This timeline will align with the initiation of school integration committees and conversations about program changes that will necessitate changes to facility. To help

# Halton District School Board

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anticipate program and facility needs in the consolidated schools, modelling exercises will be undertaken starting this summer to look at the new consolidated schools' configurations and the predicted impact on the current facility and the needs for additional instructional, service or other spaces to support students and program.

## **Transitions**

Transitions will be a major component of the work of each Integration Committee, as well as the Steering Committee. In addition to ensuring there are plans for successful student transitions, there may be other needs that surface during the process to support the larger transition processes. For example, additional financial supports may be required on an interim basis to support school closure celebrations or additional human resources support may be required to support unusual class sizes, additional staff time to support the reculturing process at each consolidated school site, etc. The Steering Committee and each individual Integration Committee will assess and provide advice on the need for any additional supports.

## **PAR Committee (PARC) Debrief/Review**

At the conclusion of the PARC process, the Board staff and PARC members committed to a debrief of the PARC process. A survey will be developed and sent to all PARC members before the end of the school year that asks all 14 PARC members for process feedback within the parameters of our Ministry and Board Policies governing the PAR. Additionally, through the survey, all PARC members will be provided an opportunity for a debrief meeting should they desire. Any debrief/review meetings will be conducted in the fall by PARC Chair Superintendent Scott Podrebarac and PARC Ad Hoc Trustee Donna Danielli.

*Respectfully submitted,*

*David Boag  
Associate Director*

*Stuart Miller  
Director of Education*

# Halton District School Board

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## **Appendix A: Changes to Implication Timelines related to Recommendation #1**

The timeline for the closure of Robert Bateman High School and the redirection of its students was changed from June 2019 to June 2020. This change results in a number of program implication changes as well in order to align to this new timeline. While there may be some flexibility in when these program changes occur, the formal closure date of Robert Bateman High School necessitates the following program implications occur no later than the following dates:

- Sept. 2018, LEAP students will be directed to NELHS/MMRHS (based on residence south/north of QEW/403)
- Sept. 2018, Grade 9 Essential program students entering Grade 9 are directed to MMRHS (based on residence north of the QEW/403)
- Sept. 2019, Grade 9 English program students are directed to NELHS
- Sept. 2019, Grade 9 pre IB students are directed to BCHS
- Sept. 2019, Grade 9 Essential program students are directed to NELHS (based on residence south of the QEW/403)
- Sept. 2020, Grade 11 & 12 English program students are directed to NELHS
- Sept. 2020, Grade 11 and 12 IB students are directed to BCHS
- Sept. 2020, Grade 11 & 12 Essential students are directed to NELHS
- Sept. 2020, all CPP program students, Grade 9 to graduation directed to NELHS
- The location(s) of the Secondary Gifted Placement, currently at NELHS, will be studied further and families surveyed prior to determining any location changes