HALTON DISTRICT SCHOOL BOARD
J.W. Singleton Education Centre, 2050 Guelph Line, Burlington, ON

Public Session Agenda – Wednesday, March 1, 2017
Public Session: 7 p.m. (Private Session precedes Public Session)

PUBLIC SESSION AGENDA

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

2.0 Communication to the Board
   2.1 Presentations
   2.2 Delegations
   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, February 15, 2017
   3.2 Approval of Business Transacted in Private Session
   3.3 Order Paper
   3.4 Action Items
      3.4.1 School Boundaries: Martin Street Public School (J. Newton) – Report 17022
      3.4.2 Ontario Financing Authority Debenture Issue (L. Veerman) – Report 17020
      3.4.3 Delegation By-law (A. Collard) – Report 17029 (revised)

4.0 Communication to the Board
   4.1 Student Trustee Reports
   4.2 Information Items (including Notices of Motion and future action items)
      For Action: March 22, 2017
      For Information: March 1, 2017
      4.2.1 Early Development Instrument (EDI) – (T. Blackwell) – Report 17033
      4.2.2 Southwest Milton High School (G. Cullen) – Report 17032

4.3 Committee Reports
4.4 Director’s Report
4.5 Communications from the Chair
4.6 Trustee Questions and Comments

5.0 Adjournment
   5.1 Motion to Adjourn
Halton District School Board
Public Session: Wednesday, February 15, 2017 – 7 p.m.


Regrets:  Z. Haj Ali, D. Metropolitansky

1. Opening
   1.1 Call to Order
       K. Amos called the meeting to order at 6:09 p.m. noting regrets from Z. Haj Ali and D. Metropolitansky.

       M17-0024 A. Grebenc / T. Ehl Harrison
       Be it resolved that the Halton District School Board move into Private Session.  Carried Unanimously.

       The Board rose from Private Session at 7:38 p.m.

       The Chair called the Public Session to order at 7:56 p.m. K. Amos recognized the Board meeting was being held on the traditional territory of the First Peoples.

   1.2 Approval of the Agenda
       M17-0025 J. Gray / J. Oliver
       Be it resolved that the Halton District School Board approve the agenda for February 15, 2017 as distributed.  Carried Unanimously.

   1.3 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 Delegations
       There were no delegations.

   2.2 Presentations
       There were no presentations.

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

3. Ratification/Action
   3.1 Approval of the Minutes
       A. Harvey Hope asked for clarification on Motion M17-0019 from February 1, 2017.

       M17-0026 J. Gray / R. Papin
       Be it resolved that the minutes for the Halton District School Board meeting of February 1, 2017 be approved as amended.  Carried Unanimously.

   3.2 Ratification of Business Transacted in Private Session
       There was no business to be ratified from Private Session.

   3.3 Order Paper
       The Chair called attention to the Order Paper and directed trustee questions for response.

   3.4 Action Items
       There were no Action Items for this agenda.

       L. Reynolds left the meeting at 8 p.m.
4. Communication to the Board

4.1 Student Trustee Report
R. Papin indicated she would be attending the upcoming OSTA/AECO conference.
D. Danielli commented on the change to the Student Senate meeting to February 21, inviting trustees who may be interested in attending.

4.2 Information Items (including Notices of Motion)
There were no Notices of Motion.

For Action: March 1, 2017

4.2.1 School Boundaries: Martin Street Public School
J. Newton spoke to Report 17022 and responded to trustee questions regarding consideration for keeping families and student cohorts together, sustainability of the English program, and additional development in the area.

4.2.2 Ontario Financing Authority Debenture
J. Sweetman, General Manager, Business Services, spoke to Report 17020.

4.2.3 SEAC Committee Representation
M. Zonneveld spoke to Report 17025.

M17-0027 R. Papin / A. Collard
Be it resolved that the Halton District School Board waive the rules to deal with this matter immediately. Carried Unanimously.

M17-0028 A. Collard / J. Oliver
Be it resolved that the Halton District School Board approve the recommended appointment of Melissa Dockeray as an HDSB SEAC representative for Halton Region Easter Seals. Carried Unanimously.

4.2.4 Policy Review:
Director's Job Description, and Executive Limitations/Delegation of Authority
S. Miller spoke to Report 17028 indicating an amendment to the Executive Limitations and Delegation of Authority policy was required to reflect compliance with the Education Act in bringing a recommendation to the Board when teacher termination is based on an unsatisfactory performance appraisal.

M17-0029 A. Collard / R. Papin
Be it resolved that the Halton District School Board waive the rules to deal with this matter immediately. Carried.

D. Danielli and A. Harvey Hope expressed a dissenting vote.

M17-0030 A. Collard / R. Papin
Be it resolved that the Halton District School Board’s draft policies “Director’s Job Description” and “Executive Limitations and Delegation of Authority” (as amended), as appended to Report 17028, be posted on the Board’s website for public input for a period no less than 25 days, and return to the Board for consideration at the first Board meeting in April. Carried.

A. Harvey Hope expressed a dissenting vote.

4.2.5 Delegation By-law
A. Collard spoke to Report 17029. Discussion ensued regarding timing and the intent of “any statement concerning the character or performance of named individuals”. The matter was referred to Committee of the Whole.
For Information: February 15, 2017

4.2.6 International Students
G. Truffen spoke to Report 17024 and presented a brief video highlighting the Board’s opportunities for international students. He responded to trustee questions.

J. Gray left the meeting at 9:30 p.m.

4.2.7 Capital Update with Financials
G. Cullen and J. Sweetman spoke to Report 17022 and responded to trustee questions.

4.2.8 Gifted Accommodation: Oakville
M. Zonneveld spoke to Report 17026, and responded to trustee questions.

4.2.9 Board Report Update
S. Miller spoke to Report 17027, highlighting changes to the schedule since the last iteration.

4.3 Committee Reports
A. Harvey Hope confirmed the Audit Committee meeting at 2 p.m. on February 28.
K. Graves spoke to activities from the recent SEAC meeting, and the potential to have a meeting date change due to conflict with PAR meetings.
A. Grebenc spoke to her attendance at the recent Equity and Inclusive Education Advisory Committee, and commented on the topics discussed.
K. Graves highlighted activities undertaken at Committee of the Whole, and items coming forward within the next few meetings.
T. Ehl Harrison spoke to activities of the Environmental Management Committee. She also spoke to her participation on the Equity and Inclusive Education Committee, and the need for ongoing conversations about tragic events (ie: the recent attacks in Quebec). S. Miller indicated the senior team was looking at mechanisms to facilitate these conversations.
D. Danielli called attention to the upcoming meeting of the Burlington PAR this Thursday.
K. Amos reminded trustees of the upcoming PIC regional meeting, and spoke to the recent HSTS Annual General Meeting.

4.4 Director’s Report
S. Miller also spoke to the launch of the Halton District School Board’s Facebook page as another social media platform to engage and inform our school communities.
S. Miller presented his annual Director’s Report, posted on the Board’s website. A copy will be forwarded to the Minister of Education, educational partners, school administrators and school councils.
S. Miller also spoke to the recent decision of the Halton Catholic District School Board to withdraw from the 40-year partnership with the Halton District School Board in the Halton Secondary School Athletics Association. He spoke to the surprising way in which the decision was communicated, but commented on the positive opportunities that will arise for Halton District School Board students in secondary school athletics. K. Amos asked if the Board could receive a report on the implications of the HCDSB withdrawal from HSSAA.

4.5 Communications from the Chair
The Chair commented on today being National Flag Day in Canada. She also recognized tomorrow as National Read-Aloud Day. K. Amos reminded trustees of next Wednesday’s AGM for the Halton Learning Foundation in Georgetown.
Trustee Questions and Comments

A. Collard asked for information regarding the Board’s practice to “grandparent” students impacted by a recommendation to move students. S. Miller indicated consideration is given to that practice, but is subject to specific circumstances (ie: school size, etc.).

R. Papin expressed her appreciation for her colleagues’ support for her Heart and Stroke campaign. She also acknowledged the efforts of Board staff to implement direct pay deposit for trustees.

A. Collard inquired regarding the catchment area at Pineland Public School and if changes to the FI entrance point would cause reconsideration of the English program at the school.

D. Danielli asked for additional information about the interactivity of the Board’s new Facebook page.

R. Papin commented about the start time of the tour of secondary schools within Burlington, occurring this Thursday.

J. Oliver spoke to hosting the first joint session of Oakville elementary and secondary school councils on February 2. She expressed appreciation for the opportunity to tour Burlington high schools next week.

K. Graves expressed appreciation to the Craig Kielburger SS school council and area municipal councillor for recent discussions on roads and development in the area.

A. Harvey Hope asked for information on the school bus driver shortage, and if progress had been made. She asked if bus passes would be a future discussion item. K. Amos commented about recent discussions related to this issue with the co-terminous board and transportation consortium.

On behalf of L. Reynolds, K. Amos asked for information regarding financial data presented within the SIPSA and how it relates to the PAR. S. Miller indicated this would be further addressed at tomorrow night’s PARC meeting. While financial implications to any Board decision is always a concern, he also reiterated the two specific criteria upon which the PAR was predicated: (1) The school or a group of schools has/have experienced or will experience declining enrolment where On-The-Ground Capacity (OTG) utilization rate is below 65%; and (2) Reorganization involving the school or group of schools could enhance program delivery and learning opportunities. G. Cullen also commented on the FCI (Facility Conditions Index) which will also be discussed at Thursday’s meeting.

Adjournment

M17-0031  R. Papin / T. Ehl Harrison
Be it resolved that the Board adjourn at 10:12 p.m.  Carried Unanimously.
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<tr>
<td>M12-0204</td>
<td>Be it resolved that…. the Board develop a governance process to monitor School Generated Funds including School Council Funds and school businesses, and refer this item to the Policy, By-law &amp; Governance Committee.</td>
<td>Policy, By-law &amp; Governance Committee</td>
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<td>M13-0073</td>
<td>Be it resolved that in recognition of the role of SEAC and the motions passed at the SEAC Meeting of April 2, 2013 and conversations at the table this evening, that the Halton District School Board defer the Assessment of Gifted Entry/Gifted Screening Process Review, and that the Board direct the Director to: 1. develop and implement a consultation plan to seek input from SEAC, parents of gifted students, teachers and school staff on improving our gifted assessment process.</td>
<td>Director of Education</td>
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<td>M13-0171</td>
<td>Be it resolved that the Halton District School Board approve a structure for Board policy that includes governance policies and framework policies as per the appendices to Report 13083.</td>
<td>Policy, By-law &amp; Governance Committee</td>
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<td>M13-0172</td>
<td>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.</td>
<td>Director of Education</td>
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<td>M14-0142</td>
<td>Be it resolved that the Director direct staff to conduct a review of the supervision of students who have high safety risks beginning September, 2014; AND THAT the review cover any and all parts of the legal school day, including getting to class, nutrition breaks, recess, etc.; AND THAT the review include the process for training staff, the supervision levels for students, and if students’ safety needs are being appropriately addressed; AND THAT SEAC members be invited to participate in this review.</td>
<td>Director of Education deferred to February 2017</td>
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<td>M14-0158</td>
<td>Be it resolved that the Halton District School Board consider the following option related to the establishment of a second entry point (Grade 5) for French Immersion: Option C (Defer the decision on second French Immersion entry point): Defer the decision regarding a second French Immersion entry point until we have implemented Primary Core French.</td>
<td>Director of Education</td>
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<td>M15-0026</td>
<td>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</td>
<td>SO/ Facility Services</td>
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<td>5.</td>
<td>Electrical upgrade and air conditioning in secondary schools, second and third floor areas, $3,600,000</td>
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<tr>
<td>6.</td>
<td>Electrical upgrade and air conditioning in elementary schools, second and third floor areas, $4,700,000</td>
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<td>M15-0071</td>
<td>Be it resolved that Halton District School Board support HSTS utilizing a third-party consultant to undertake a bell time analysis study for elementary and secondary schools, in order to find route efficiencies and determine the financial impacts or cost savings, and; THAT prior to the analysis being undertaken, study parameters will be established jointly by the Halton District School Board and the Halton Catholic District School Board; and THAT the cost of undertaking a bell time analysis study be provided to trustees for approval.</td>
<td>SO/Business</td>
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<td>M15-0122</td>
<td>THAT subject to Ministry approval and Board approval of the specific project that the Halton DSB appoint the architectural firm of Hossack and Associates Architects Inc. to prepare the design/tender documents (Phase 2) for the proposed new elementary school, ERA127 (Milton #10) to be built in Milton using the guidelines developed.</td>
<td>SO/ Facility Services</td>
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<td>M13-0274 to M13-0287</td>
<td>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). THAT students in these schools will receive the following minutes of Core French instruction between Grades 1- 8: 40 minutes / week Grades 1-3 120 minutes / week Grades 4 160 minutes/ week Grade 5 200 minutes / week Grades 6-7-8 (Appendix 5) 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. 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. 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.</td>
<td>Director of Education</td>
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| M15-0139 | WHEREAS the work of the National Truth and Reconciliation Commission (TRC) regarding residential schools in Canada concluded its work in June 2015, resulting in 94 far reaching Calls to Action, including a number specifically focused on education; Be it resolved that the Halton District School Board:  
  i) Commit that all students graduate with knowledge of residential schools and their effects on Aboriginal communities in Canada and see themselves as contributors to reconciliation.  
  ii) (At least) Annually during a Board meeting recognize the history of our area and give respect and honour to its First Peoples, by including in the Chair’s welcome, “We would like to acknowledge that we are on the traditional territory of First Peoples.” | Director of Education / School Operations |
<p>| M16-0045 | BE IT RESOLVED that the Halton District School Board authorize staff to work with the City of Burlington and Nelson User Group to develop a | SO/ Facility Services |</p>
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<td>M16-0097</td>
<td>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.</td>
<td>Chair, Trustees Deferred to November 2016</td>
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<td>M16-0099</td>
<td>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.</td>
<td>Policy, By-law &amp; Governance Committee</td>
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| M16-0111      | 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 and dual track schools, as outlined in Report 16096.  
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 be English program only.  
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. | Director of Education |
| M16-0132      | 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 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. | Facility Services |
| M16-0133      | 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. | Facility Services |
| M16-0153      | 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:  
  • Aldershot High School,  
  • Burlington Central High School,  
  • Dr. Frank J. Hayden Secondary School,  
  • Lester B. Pearson High School,  
  • Nelson High School,  
  • M.M. Robinson High School and  
  • Robert Bateman High School  
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 | Director of Education |
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<td>further review and to develop any other options, in accordance with the Board’s Policy; and 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, THAT within five (5) 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 THAT, Trustees authorize the Director to tender for a third-party consultant to facilitate the Program and Accommodation Review process, in terms of the Program and Accommodation Review Committee and all public meetings.</td>
<td>Facility Services</td>
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| M16-0181| Be it resolved that the Halton District School Board accept the tender from Everstrong Construction in the amount of $5,393,000 as contained in Tender No. RFT 16-287 for the Craig Kielburger Secondary School Addition and Greenhouse in Milton, Ontario, contingent on final Ministry of Education approval to proceed.  
Be it resolved that the HDSB request the Ministry of Education approve the reassignment of “Build Capacity” in the amount of $1,500,000 to increase the original November 2015 project funding allocation for the 10 additional classrooms, plus greenhouse at Craig Kielburger SS.  
Be it resolved that the HDSB approve a budget of $7,223,199 for the construction of 10 additional classrooms plus greenhouse at Craig Kielburger SS, contingent on Ministry of Education approval to proceed. This project is to be financed from Capital Priorities funding as allocated by the Ministry of Education in Nov. 2015 ($5,523,199); request to the Ministry of Education for Build Capacity funding ($1,500,000)’ and Accumulated Surplus approved by the Board Nov. 2014 ($200,000). | Chair/ Trustees      |
| M16-0184| Be it resolved that the Halton District School Board 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.  
Be it resolved that the Halton District School Board 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.  
Be it resolved that the Halton District School Board use a portion of the “Board Leadership and Team Development” account to cover the registration and accommodation costs for the OPSBA HDSB | Chair/ Trustees      |
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.

Be it resolved that the Halton District School Board 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.

Be it resolved that the Halton District School Board adjust the elementary and secondary school boundaries for the area bounded by Dundas Street to the south, Walkers Line to the east and Highway 407 to the north and west; whereby, effective immediately, elementary students are directed to attend:

- Clarksdale PS for Kindergarten to Grade 6 and Rolling Meadows PS for Grade 7 and 8 for English programming; and
- Clarksdale PS for Grade 2 to 6 and Rolling Meadows PS for Gr. 7 and 8 for French Immersion programming.

Furthermore, that secondary students be redirected to MM Robinson HS for Grade 9-12 English and French Immersion programming, effective immediately.

Be it resolved that the Halton District School Board 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.

Be it resolved that the Halton District School Board reformat and direct the Board’s existing policies under either the “Framework” or “Governance” categories of the current governance structure.

**PENDING REPORTS – March 1, 2017**  
(items will be shaded when completed)

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| 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) |
| M16-0108      | Be it resolved that the Director be directed to:
|               | 1. Undertake a Strengths, Weaknesses, Opportunities, Threats analysis of the Learning Centre model that includes
<p>|               | October 2016 |</p>
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<td>parent voice (sampled from parents who had children in the program in 2014-15/2015-16), and provide a report by October 2016 which includes a plan for providing service to students who have been referred to the Learning Centre. 2. Provide by March 2017 a report on services provided to all students currently on the waitlist of the Learning Centre.</td>
<td>and March 2017</td>
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<td>M16-0112</td>
<td>Be it resolved that an annual report be added to the report schedule (starting in 2018), outlining the percentage and number of Grade 1 students in each elementary school that have 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 Grade 2 English program and any schools where registration percentages for French Immersion 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.</td>
<td>2018 Interim report proposed February/March 2017</td>
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<td>M16-0144</td>
<td>Be it resolved that the Halton District School Board direct the Director of Education to investigate and undertake a gap analysis on existing procedures dealing with extreme weather, specifically heat guidelines, and report back to the Board with any recommendations by April 2017, if required.</td>
<td>April 2017</td>
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<td>M16-0162</td>
<td>Be it resolved that the Halton District School Board direct the Director to undertake a school boundary review for the new Martin Street Public School with an expected completion date of no later than February 2017.</td>
<td>February 2017</td>
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<td>M17-0022</td>
<td>Be it resolved that the Halton District School Board refer the matter of High Performance Programs to Committee of the Whole for further discussion.</td>
<td>Future Committee of the Whole Meeting</td>
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<td>M17-0030</td>
<td>Be it resolved that the Halton District School Board’s draft policies “Director’s Job Description” and “Executive Limitations and Delegation of Authority” (amended), as appended to report 17028 be posted on the Board’s website for public input for a period of not less than 25 days, and return to the Board for consideration at the first Board meeting in April.</td>
<td>April 2017</td>
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TO: The Chair and Members of the Halton District School Board
FROM: J. Newton, Superintendent of Education
Stuart Miller, Director of Education
RE: Establishment of School Boundaries – Martin Street Public School

Warrant
The following motion was unanimously approved by the Board on November 2, 2016:

Be it resolved that the Halton District School Board direct the Director to undertake a school boundary review for the new Martin Street PS, with an expected completion date of no later than February 2017.

The Martin Street Public School boundary review was undertaken as a result of the rebuild construction of Martin Street Public School. The LTAP identified this rebuild as a 753 on-the-ground (OTG) pupil place capacity school. The LTAP provides the opportunity to identify the school boundary study processes that are to be undertaken as a result of ongoing capital initiatives, and to address accommodation pressures due to new residential development, changing demographics, and program pressures.

RECOMMENDATION:

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.

Background
The procedure for the boundary review of the Martin Street Public School area was implemented as per the Halton District School Board Administrative Procedure: School Boundary Reviews (2016)

A Boundary Review Steering Committee (BRSC) was established to lead the school boundary review process. The committee consisted of Milton Family of Schools Superintendent (Jacqueline Newton), Superintendent of Education and Co-Chair (Gord Truffen), General Manager of Planning (Domenico Renzella), Senior Planner (Laureen Choi), Planning Assistant (Mitchell Gundy), the Trustees for the affected areas (Donna Danielli and Kim Graves), and a Trustee from outside the affected areas and Co-Chair (Jeanne Gray, Halton Hills). The Boundary Review Steering Committee (BRSC) initially met on November 24, 2016 and continued with meetings until January 24, 2017. A timeline of the process for the Martin Street Public School Boundary Review is outlined in Martin Street Boundary Review Timeline.

A message was sent to each elementary school principal in Milton to invite the School Council Chairs or designates plus an additional school parent/guardian member to be a part of the Boundary Review Committee (BRC). The two representatives from each of the potentially impacted schools were encouraged to attend the Boundary Review Committee meetings.
These schools included Anne J. MacArthur PS, Brookville PS, Bruce Trail PS, Chris Hadfield PS, E. W. Foster PS, Escarpment View PS, Hawthorne Village PS, J. M. Denyes PS, Martin Street PS, Robert Baldwin PS, Sam Sherratt PS and W.I. Dick PS.

The BRC meetings were held in the library at Milton District High School. The BRC meetings had parent representatives from each of the potentially impacted schools in Milton. These meetings were also open to the public to attend as observers only.

The BRC had five meetings in the time period between November 24, 2016 and January 24, 2017. Board staff from the Planning Department, Superintendents, and Trustees worked with the BRC parent representatives to provide them with information on each school affected by the boundary review. Some of the data that was examined by the BRC included:

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

Subsequent to every meeting, the presentation slides, minutes and scenarios continued to be posted on the Board’s website Milton Street Public School Boundary Review. The following evaluation criteria were identified during the information process:

- English and French Immersion program viability
- Keeping families together as much as possible
- Multiple student moves for families
- Least disruptive to students
- Transportation factors including school bussing and parking lot traffic in each school community

The BRC used the criteria as described in the HDSB Administrative Procedure: School Boundary Reviews (2016). The BRC initially reviewed six (6) scenarios, as developed by the Boundary Review Steering Committee. During the course of the following weeks, numerous other scenarios were generated and assessed as per the established criteria. A total of seventeen (17) scenarios were considered by the BRC. The pros and cons of each scenario was documented to encourage dialogue as noted in this link Impact Study.

The BRC used the criteria to reduce the number of viable scenarios. Throughout this process BRC school representative members consulted with their School Councils, school communities, school administrators, and Board staff to determine which criteria were held in highest regard. The BRC shared this information and utilized this data to determine the criteria that were deemed to be the most important in measuring the impact and effectiveness of boundary scenarios:

- Proximity to schools (walking distances, safe school routes, natural boundaries)
- Balance of overall enrolment in each school in the review area to maximize student access to programs, resources, and co-curriculars
- Stable, long-term boundaries

The BRC used the criteria to assess the scenarios and decided upon the four (4) that best met these standards. The four scenarios (7, 7a, 12b, 12c – see also Appendix 1) were selected for the public information and feedback as outlined in Four Scenarios for Public Information Feedback.
Throughout the process, a “Question and Answer” icon was maintained on the Board website Frequently asked Q & A. These questions were generated both from discussion at the BRC meetings as well as questions that were raised by the public directly with Board staff including emails and the website. All minutes from each meeting and the various versions of the scenarios developed were posted on the website within 48 hours after the BRC meeting on the website tab -- Martin Street PS Boundary Review A banner was also posted on the front fencing of each of the 12 elementary schools stating “This school is under a Boundary Review. Refer to website for details www.hdsb.ca”

On Tuesday, January 17, 2017, a Public Information Meeting was held at Craig Kielburger Secondary School. Invitations were provided for all families in Milton elementary schools and sent through Synrevoice emails. A copy of the News Release: Public Information Invitation was also posted on the Board website and advertised in the local newspaper, The Milton Reporter. The HDSB twitter feed also posted the invitation for all Milton residents. Approximately 100 people attended the January 17, 2017 Public Information Meeting. The audience also included the steering committee, several Milton administrators including the principal and head secretary from Martin Street Public School, two Town of Milton Councillors, and Director Stuart Miller. The slide deck was also posted on the Board’s website.

At this meeting, Board staff and school representatives of the BRC shared information on the process, the recommended scenarios, their perspectives on the process, and explained the feedback process. The public was asked to provide their insights on a feedback form in paper copy and/or directly on a link provided on the Board’s website. In addition, school communities were asked to complete a feedback form collaboratively. All feedback was to be submitted by January 23, 2017 Public Information Feedback Form. We received 132 responses to share with the Boundary Review Committee Summary of Individual Responses and Summary of Collective Responses.

Throughout the process, the BRC worked together to represent the views and perspectives of their school communities and to work towards recommendations to the BRSC that would best ensure a sustainable, viable community school offering programs for the students within each community.

The BRC had their final meeting on January 24, 2017 at Milton District High School. The focus for this evening was to analyze the data from the Public Information Feedback responses regarding the four scenarios proposed and to recommend a scenario for the Board Report. From the Public Information Feedback responses, an additional scenario was suggested and consequently, Scenario 14 was developed. The impact of Scenario 14 was shared with the Boundary Review Committee and members decided that this scenario did not improve English program viability.

Further discussion ensued regarding the neighbourhood of the James Snow Parkway and Cedar Hedge Road ‘triangle’. Currently, the students in this triangle are bussed to Sam Sherratt Public School for English programming and E.W. Foster Public School (Gr. 1-5) and W.I. Dick Public School (Gr. 6 - 8) for French Immersion programming. While members would have preferred that this neighbourhood attend Bruce Trail Public School due to proximity, this school is over capacity with 12 portables on site and 1092 students as of October 31, 2016 and increasing to 1126 students for the 2017-2018 school year.
Moreover, a majority of this community would in fact be eligible for transportation to Bruce Trail Public School. Therefore, the BRC recommended bussing this neighbourhood to Martin Street Public School.

Another focus of the discussion was on reducing the enrolment pressures at the larger schools in Milton and in particular Escarpment View Public School, Anne J. MacArthur Public School, Tiger Jeet Singh Public School, Boyne Public School, and PL Robertson Public School. It is hopeful that the upcoming Boundary Review study for the new Milton #10 school to open in September, 2018 may address some of the accommodation pressures in these schools.

To this end, the Boundary Review Steering Committee (BRSC) carefully studied the BRC recommendations, revisited the process and recommended to the Director that Scenario 12b met the criteria with optimal balance and viability for all the affected schools in the study. The BRSC felt that this scenario was one that would:

- best meet the core criteria as established by the BRC;
- best respond to the consultation feedback; and,
- would ensure sustainable and viable schools in the study area.

**Scenario 12b – Rationale for Recommendation**

Scenario 12b is being recommended for the following reasons:

- addresses most of the criteria identified during the boundary review process;
- one of the four scenarios identified by the BRC and the preferred option of the BRSC;
- provides a balance of overall enrolment across schools in study area;
- attempts to keep cohorts together;
- provides room for growth at all affected schools; and
- addresses the warrant and recommendation in the Board motion.

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

*Respectfully submitted,*

_Jacqueline Newton_

*Superintendent of Education - Milton Family of Schools*

_Stuart Miller_

*Director of Education*
Appendix 1

Final Four Scenarios (7, 7a, 12b, 12c)

Scenario 7

- Martin Street PS opens in Sept 2017 with JK- Grade 7 English, Grade 2- Grade 7 French Immersion
- Martin Street PS adds Grade 8 English and French Immersion in Sept 2018
- Martin Street PS English and French Immersion eastern boundary is Ontario Street
- Escarpment View Grade 1 English directed to Martin Street PS
- Escarpment View Grade 2 French Immersion directed to Martin Street PS instead of J.M. Denyes PS Grade 2
- Escarpment View Grade 2 French Immersion directed to Martin Street PS instead of Anne J. MacArthur PS Grade 2
- Escarpment View Grade 2 French Immersion directed to Martin Street PS instead of Anne J. MacArthur PS Grade 2
- J.M. Denyes Grade 5 English enter Grade 6 into W.I. Dick Public School instead of Sam Sherratt Grade 6

Impact of Scenario 7

- Martin Street PS English and French Immersion enrolments increases
- Anne J. MacArthur PS French Immersion enrolment decreases
- Sam Sherratt PS enrolment decreases
- W.I. Dick Public School French Immersion enrolment decreases
- W.I. Dick Public School English enrolment increases
- Brookville students wanting French Immersion directed to Martin Street PS

Scenario 7a

- Martin Street PS opens in Sept 2017 with JK- Grade 6 English, Grade 2- Grade 6 French Immersion
- Martin Street PS adds Grade 7 English and French Immersion in Sept 2018
- Martin Street PS adds Grade 8 English and French Immersion in Sept 2019
- remaining points from scenario 7 same for scenario 7a

Impact of Scenario 7a

- Martin Street PS English and French Immersion enrolments increases
- Anne J. MacArthur PS French Immersion enrolment decreases
- Sam Sherratt PS enrolment decreases
- W.I. Dick Public School French Immersion enrolment decreases
- W.I. Dick Public School English enrolment increases
- Brookville students wanting French Immersion directed to Martin Street PS

Scenario 12b

- Martin Street PS opens in Sept 2017 with JK- Grade 6 English, Grade 2- Grade 6 French Immersion
- Martin Street PS adds Grade 7 English and French Immersion in Sept 2018
- Martin Street PS adds Grade 8 English and French Immersion in Sept 2019
- Milton Heights new residential development directed to Robert Baldwin PS for JK-Grade 5
- Milton Heights new residential development directed W.I. Dick Public School for Grade 6- Grade 8
- Milton Heights new residential development directed W.I. Dick Public School for Grade 6- Grade 8
- Martin Street PS English and French Immersion eastern boundary is Ontario Street
- Grade 2 to Grade 6 Students (As of September 2017) in French Immersion residing in the Brookville PS catchment area directed to Martin Street PS
• Grade 2 to Grade 6 Students (As of September 2017) in French Immersion residing in the Escarpment View PS catchment area directed to Martin Street PS
• J.M. Denyes Grade 5 English enter Grade 6 into W.I. Dick Public School
• Sam Sherratt PS, E.W. Foster PS and W.I. Dick Public School ‘triangle’ (James Snow Parkway & Cedar Hedge Road) directed to Martin Street PS

Impact of Scenario 12b
• Martin Street PS English and French Immersion enrolment increases
• Anne J. MacArthur PS French Immersion enrolment decreases
• Robert Baldwin PS enrolment increases
• Sam Sherratt PS enrolment decreases
• W.I. Dick Public School English enrolment increases and French Immersion enrolment decreases

Scenario 12c
• Martin Street PS opens in Sept 2017 with JK-Grade 7 English, Grade 2-Grade 7 French Immersion
• Martin Street PS adds Grade 8 English and French Immersion in Sept 2018
• Milton Heights new residential development directed to Robert Baldwin PS for JK-Grade 5
• Milton Heights new residential development directed W.I. Dick Public School for Grade 6-Grade 8
• Martin Street PS English and French Immersion eastern boundary is Ontario Street
• Escarpment View Grade 1 English directed to Martin Street PS for FI
• Escarpment View Grade 2 French Immersion directed to Martin Street PS instead of Anne J MacArthur PS Grade 2-6
• J.M. Denyes Grade 5 English enter Grade 6 into W.I. Dick Public School instead of Sam Sherratt Grade 6
• Sam Sherratt PS, EW Foster PS and WI Dick Public School ‘triangle’ (James Snow Parkway & Cedar Hedge Road) directed to Martin Street PS

Impact of Scenario 12c
• Martin Street PS English and French Immersion enrolment increases
• Anne J. MacArthur PS French Immersion enrolment decreases
• Robert Baldwin PS enrolment increases
• Sam Sherratt PS enrolment decreases
• W.I. Dick Public School English enrolment increases and French Immersion enrolment decreases
• W.I. Dick Public School English enrolment increases
• Brookville students wanting French Immersion directed to Martin Street PS
• some students will have moved 4 times during their elementary school years due to previous boundary reviews and program decisions
| **Martin Street** | 753 | 0 | 753 | | 267 | 103 | 166 | 198 | 251 | 255 | 270 | 259 | 255 | 261 | 248 | 252 | 248 | 252 | 248 | 252 | 248 | 252 | 248 | 252 | 248 |
| **Anne J. MacArthur** | 830 | 18 | 1251 | | 1035 | 851 | 817 | 777 | 754 | 718 | 685 | 652 | 621 | 592 | 565 | 541 | 519 | 498 | 478 | 459 | 442 | 427 | 413 | 400 |
| **Brookville** | 420 | 4 | 512 | | 416 | 366 | 375 | 383 | 400 | 389 | 393 | 399 | 413 | 407 | 410 | 409 | 408 | 407 | 406 | 405 | 404 | 403 | 402 | 401 |
| **Bruce Trail** | 850 | 16 | 1116 | | 1069 | 1190 | 1140 | 1100 | 1060 | 1020 | 980 | 940 | 900 | 860 | 820 | 780 | 740 | 700 | 660 | 620 | 580 | 540 | 500 |
| **Chris Hadfield** | 500 | 22 | 1099 | | 802 | 812 | 774 | 760 | 753 | 712 | 688 | 685 | 682 | 689 | 686 | 683 | 680 | 677 | 674 | 671 | 668 | 665 | 662 |
| **Escarpment View** | 453 | 14 | 1147 | | 1084 | 1194 | 1147 | 1100 | 1053 | 1006 | 959 | 912 | 865 | 818 | 771 | 724 | 677 | 630 | 583 | 536 | 489 | 442 | 395 |
| **E.W. Foster** | 328 | 12 | 460 | | 416 | 366 | 375 | 383 | 399 | 398 | 399 | 398 | 397 | 396 | 395 | 394 | 393 | 392 | 391 | 390 | 389 | 388 | 387 | 386 |
| **Hawthorne Village** | 733 | 22 | 955 | | 733 | 734 | 735 | 736 | 737 | 738 | 739 | 740 | 741 | 742 | 743 | 744 | 745 | 746 | 747 | 748 | 749 | 750 | 751 | 752 |
| **J.M. Denyes** | 343 | 8 | 421 | | 281 | 311 | 302 | 294 | 287 | 280 | 274 | 268 | 262 | 256 | 250 | 244 | 238 | 232 | 226 | 220 | 214 | 208 | 202 | 196 |
| **Sam Sherratt** | 415 | 10 | 425 | | 264 | 275 | 269 | 262 | 256 | 251 | 246 | 242 | 237 | 232 | 228 | 224 | 220 | 216 | 212 | 208 | 204 | 200 | 196 | 192 |
| **W.I. Dick** | 412 | 3 | 1261 | | 506 | 425 | 432 | 439 | 446 | 453 | 460 | 467 | 474 | 481 | 488 | 495 | 502 | 509 | 516 | 523 | 530 | 537 | 544 | 551 | 558 |

**Note:** Utilization data is approximate and may vary from actual numbers.
### Scenario 7a

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**Utilization**

- **Martin Street**
  - Grade 4-6: 753
  - Percent Realigned: 75%
  - Approx. Number of Students: 753

- **Anne J. MacArthur**
  - Grade 4-6: 830
  - Percent Realigned: 97%
  - Approx. Number of Students: 1018

- **Brookville**
  - Grade 4-6: 420
  - Percent Realigned: 77%
  - Approx. Number of Students: 424

- **Bruce Trail**
  - Grade 4-6: 850
  - Percent Realigned: 97%
  - Approx. Number of Students: 1066

- **Chris Hadfield**
  - Grade 4-6: 500
  - Percent Realigned: 78%
  - Approx. Number of Students: 522

- **Escarpment View**
  - Grade 4-6: 453
  - Percent Realigned: 82%
  - Approx. Number of Students: 567

- **E.W. Foster**
  - Grade 4-6: 328
  - Percent Realigned: 82%
  - Approx. Number of Students: 340

- **Hawthorne Village**
  - Grade 4-6: 733
  - Percent Realigned: 85%
  - Approx. Number of Students: 755

- **J.M. Denyes**
  - Grade 4-6: 343
  - Percent Realigned: 82%
  - Approx. Number of Students: 351

- **Robert Baldwin**
  - Grade 4-6: 426
  - Percent Realigned: 80%
  - Approx. Number of Students: 438

- **Sam Sherratt**
  - Grade 4-6: 415
  - Percent Realigned: 97%
  - Approx. Number of Students: 425

- **W.I. Dick**
  - Grade 4-6: 412
  - Percent Realigned: 82%
  - Approx. Number of Students: 415
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TO: The Chair and Members of the Halton District School Board  
FROM: Lucy Veerman, Superintendent of Business Services  
RE: Ontario Financing Authority Debenture Issue

Warrant:  
The Ontario Financing Authority (OFA) will be issuing a debenture in March 2017. The Halton District School Board meets the requirements identified by the Ministry of Education to transition capital projects to this long-term financing issue. The Ontario Financing Authority provided loan documentation to school boards on February 7, 2017. Boards are to send all approved loan documentation back to the OFA by March 7, 2017 in order to be eligible for the March 14, 2017 debenture issue.

RECOMMENDATION:  
Be it resolved that the Halton District School Board approve Debenture By-law 17020 as attached to Report 17020.

Background:  
The Ministry requires all school boards to participate in long-term financing arrangements through the OFA (Ontario Financing Authority) for capital projects reflected as “Ministry Supported Not Permanently Financed Debt”. Prior to the wrap-up of the capital funding model effective August 31, 2010, the Ministry provided funding to school boards for capital programs such as NPP (New Pupil Places), GPL (Good Places to Learn), PTR (Prohibitive to Repair), etc. Boards are to access long-term financing for these projects up to the maximum principal amount allocated to their board for each program, less any amounts that have been previously long-term financed. Once the long-term financing has been set, the Ministry will reimburse boards for their actual principal and interest costs associated with the long-term financing.

On October 12, 2016, the Ministry announced the date of March 14, 2017 for boards to transition capital projects to long-term financing through the OFA. For the March 2017 issue, the principal amount eligible for long-term financing will reflect the value of work for permanent improvements undertaken prior to August 31, 2016 under eligible capital projects. Only projects substantially completed (95%) by August 31, 2016 are eligible for the financing.

Included in the October 12, 2016 Ministry announcement was confirmation that the March 2017 OFA issue will be the final opportunity for boards to request OFA long-term financing. The Ministry will be finalizing any unspent NPP and GPL capital allocations for applicable boards and converting these allocations to capital grants going forward. Since the Ministry starting financing capital through the OFA in 2006, the Halton District School Board has debentured $263,204,619.
Rationale
New Pupil Places (NPP) Funding was provided to school boards to construct new schools or additions. The funding was available to boards when their total average daily enrolment (ADE) within a panel was greater than the total capacity of schools within the same panel. Through this funding, the Ministry of Education allocated approximately $247,000,000 to the Halton District School Board.

Boards were required to submit a template identifying the total amounts that were eligible to be long-term financed for the March 14, 2017 OFA issue. Based on the criteria established by the Ministry, two projects met the August 31, 2016 criteria of substantial completion. The total eligible for the March 2017 OFA debenture issue is $1,434,441 for the following projects:

- Dr. Frank J. Hayden S.S. $278,288
- Heritage Glen P.S. Renovation $1,156,153 (addition of 6 classrooms)

School boards are required to approve the by-laws, review and verify the loan agreement and other documents, and then sign and return all loan agreement packages to the Ministry and OFA by March 7, 2017 in order to have funds flow from OFA to school boards on March 14, 2017. Documents that will be submitted to the Ministry and OFA include:

- By-Law number 17020
- Loan Agreement
- Schedule A1: Eligible Projects Description
- Certificate of the Director of Education

All of the above documents will be prepared and reviewed through the board’s solicitors. Copies of these documents will be available through the Superintendent of Business Services, upon request.

Analysis:
With the establishment of a process to issue school board debt, backed by the Government of Ontario, through the Ontario Financing Authority, interest costs have dropped to “near” Government of Ontario rates. The March 2016 issue rate was 3.217%. In addition, the annual administrative fee was 2.5 basis points (0.025%) per annum. The interest rate for the March 2017 issue is 3.594%, and includes an administrative fee of 2.5 basis points (0.025%) per annum.

Conclusion:
The Ministry of Education, as part of the annual Grants for Student Needs funding, will provide 100 percent reimbursement for this debenture. Therefore, this additional debt obligation will have minimal impact on the Board’s ability to fund future capital initiatives included in the Long Term Accommodation Plan.

Respectfully submitted,

L. Veerman,
Superintendent of Business and Treasurer

S. Miller
Director of Education
Halton District School Board

BY-LAW NUMBER 17020

A by-law to authorize a loan from the Ontario Financing Authority in the principal amount of $1,434,441.00 pursuant to a loan agreement under section 7 of Ontario Regulation 41/10

WHEREAS subsection 247 (1) of the Education Act R.S.O. 1990, c. E.2, as amended (the “Education Act”) and the regulations made thereunder, provides that, subject to any other provision of the Education Act and, specifically, the regulations made under subsection 247 (3) of the Education Act, a district school board may by by-law borrow money or incur debt for permanent improvements and may issue or execute any instrument prescribed under clause 247 (3) (f) of the Education Act in respect of the money borrowed or the debt incurred;

AND WHEREAS section 7 of Ontario Regulation 41/10 (the “Regulation”), provides that: (1) a board may by by-law borrow money for permanent improvements by way of a loan with an initial maturity of more than one year from the Ontario Financing Authority; and that (2) a board that obtains a loan described in section 7 of the Regulation shall ensure that the proceeds of it are used for permanent improvements;

AND WHEREAS the Halton District School Board, which under the Education Act constitutes a district school board (the “Board”), has undertaken capital projects under the New Pupil Places Program (the “NPP Program”) with respect to instructional spaces at existing elementary or secondary schools, or to construct new elementary or secondary schools for the Board, some of which projects are described in Schedule “A-1” attached to the Loan Agreement, as hereinafter defined (individually a “NPP Eligible Project”, collectively the “NPP Eligible Projects”) and each NPP Eligible Project constitutes a “permanent improvement” as defined in subsection 1(1) of the Education Act. In the event that the Board will borrow the principal amount specified in paragraph 2.1 under the said Loan Agreement in respect of a single NPP Eligible Project, the term “NPP Eligible Projects” means that NPP Eligible Project;

AND WHEREAS the NPP Eligible Projects are collectively referred to as the “Eligible Projects”. In the event that the Board will borrow the principal amount specified in paragraph 2.1 under the said Loan Agreement in respect of a single Eligible Project, the term “Eligible Projects” means that Eligible Project. The NPP Program is referred to as the “Programs”. In the event that the Board will borrow the principal amount specified in paragraph 2.1 under the said Loan Agreement in respect of a single Program, the term “Programs” means that Program;

AND WHEREAS the Board has in part financed the Eligible Projects by way of temporary borrowing from a financial institution or from a restricted purpose revenue account (formerly referred to as a reserve account or a reserve fund account) of the Board and the Board intends to borrow money from the Ontario Financing Authority for the purpose of financing the Eligible Projects on a long-term basis, and in this connection the Board intends to borrow by way of a loan with an initial maturity of more than one year from the Ontario
Financing Authority the principal amount of $1,434,441.00 (the “Loan”) pursuant to a loan agreement in the form attached hereto as Schedule “A” (the “Loan Agreement”) which Loan Agreement constitutes an instrument prescribed under clause 247 (3) (f) of the Education Act and which sets out the terms and conditions on which the Ontario Financing Authority will make the Loan available to the Board;

NOW THEREFORE THE HALTON DISTRICT SCHOOL BOARD ENACTS AS FOLLOWS:

1. The Board hereby authorizes the Loan on the basis that it constitutes a loan under section 7 of the Regulation and authorizes the entering into of the Loan Agreement that is prescribed for the purposes of clause 247(3)(f) of the Education Act.

2. The Board is hereby authorized to enter into the Loan Agreement pursuant to which the Loan will be made available to the Board and the Chair of the Board and the Treasurer of the Board are hereby authorized to execute for and on behalf of the Board the Loan Agreement which provides for instalments of interest only and of combined (blended) principal and interest as hereinafter set forth, substantially in the form of Schedule “A”, with such changes thereto as may be suggested by the Ontario Financing Authority and as such authorized officials of the Board may approve.

3. The Director of Education of the Board, the Treasurer of the Board and any other financial officer of the Board are hereby each individually authorized generally to do all things and execute all other documents, instruments and agreements in the name of the Board in order to give effect to the Loan Agreement.

4. The Loan shall be paid in instalments of interest only and of combined (blended) principal and interest over a 25 year amortization period on the specified dates set out in Schedule “B” to the Loan Agreement with the first interest only payment on May 15, 2017 and thereafter instalments of combined (blended) principal and interest to November 15, 2041 in each of the years during the currency of the Loan as set forth in such schedule with the final payment of combined (blended) principal and interest on March 14, 2042. The Loan shall bear interest at the rate of 3.594% on the outstanding principal amount owing thereunder from time to time from the date thereof, which interest shall be payable in arrears as part of the instalments of interest only and of combined (blended) principal and interest payable on such days in each year of the currency of the Loan as are set out in Schedule “B” to the Loan Agreement.

5. In accordance with the provisions of the Education Act and the regulations made thereunder, during the currency of the Loan, the Board shall provide in its estimates for each fiscal year for the setting aside out of its general revenue in the fiscal year the amount necessary to pay the principal and interest coming due on the Loan in the fiscal year and, on or before each due date in such year, the Board shall pay out of its general revenue the principal and interest coming due on the Loan in the year. Such sums of principal and interest payable on the Loan shall be provided for in accordance with subsection 247(5) of the Education Act. Subject to the foregoing, on or before each due date in each year during the currency of the Loan, the Board shall pay out of its general revenue the amount necessary to pay the specific sums of principal and interest payable on the Loan shown for the respective year as set forth in Schedule “B” to the Loan Agreement; but such amount
shall be paid out of the Board's general revenue only to the extent required after taking into account funds available from other sources.

6. Any amounts payable by the Board in respect of the Loan including interest on overdue principal and interest in respect of the Loan together with fees and other amounts payable by the Board under the Loan Agreement, if applicable, shall be paid out of the Board's general revenue or any other available funds.

7. The proceeds of the Loan shall be used to finance the Eligible Expenditures, as defined in the Loan Agreement, in respect of the Eligible Projects on a long-term basis and for no other purpose except as permitted by the Education Act and the regulations made thereunder.

READ AND FINALLY PASSED this 1st day of March, 2017.
TO:               The Chair and Members of the Halton District School Board

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

RE:               Delegation By-law

**Background:**
The Halton District School Board’s current Delegation Bylaw requires potential delegates to submit their request to delegate eight days prior to the meeting, and to submit verbatim written materials six days prior to the meeting.

The proposed Delegation Bylaw appended to this report, requires potential delegates to submit their request to delegate, including a brief outline, two business days in advance of the meeting. It has also been expanded to include delegations at meetings of Committee of the Whole.

These changes are intended to make our delegation process more transparent and accessible to the public.

Further discussion occurred at the February 22 Committee of the Whole with a minor amendment reflected in the statement “abusive language….derogatory statements” (shown in bold in the attachment).

**RECOMMENDATION:**

*Be it resolved that the Halton District School Board’s Delegation By-law, as amended and appended to Report 17029, be approved.*

Respectfully submitted,

A. Collard,
Policy, By-law & Governance Committee Chair
REQUESTS TO DELEGATE

1. An individual or group may request the opportunity to delegate the Board of Trustees at a Regular or Special Meeting of the Board or at a Meeting of Committee of the Whole. The provisions of this by-law are applicable to both Board and Committee of the Whole meetings.

2. Potential delegates shall submit a Delegation Request Form (see appendix A) by no later than noon, two business days preceding the meeting at which the individual or group intends to delegate. The Delegation Request Form submission timelines will be adjusted for statutory holidays or non-standard meeting days (see appendix A).

   If a delegate requires accommodations to submit their request, they should contact the Director’s Office for assistance. A delegate list will be published on the Board’s website 24 hours in advance of the Board meeting.

3. Potential delegates will be advised by the Chair or Vice Chair (or designate) that their request to present has been accepted or denied as soon after the submission deadline as is practical. A written rationale will be provided to potential delegates whose delegations have been denied, and the Board of Trustees will receive a copy of this rationale.

4. Up to six (6) delegations will be scheduled per meeting. Priority will be given to delegates who intend to address issues that appear on the ‘Ratification/Action’ section of the agenda, giving consideration to delegations with a variety of perspectives on an issue. Delegations will appear on the agenda in the order in which the requests have been received.

5. A request to delegate may be deferred to a subsequent meeting if the number of delegations exceeds the maximum number, or if the topic does not relate to an item on the agenda. The Chair or Vice Chair (as applicable) will notify the delegate of the deferral with an explanation and the Board of Trustees will receive a copy of this notification.

6. Requests to delegate at a Regular or Special Meeting of the Board may be referred to a meeting of Committee of the Whole if the topic of the delegation is not expected to relate to an item on an agenda of a Regular or Special Meeting of the Board in the foreseeable future. The Chair or Vice Chair (as applicable) will notify the delegate of the referral and the Board of Trustees will receive a copy of this notification.

WRITTEN MATERIALS REQUIRED

7. In addition to the Delegation Request Form, delegates may choose to provide supplementary materials to be distributed to Trustees. These materials should be provided to the Director’s Office before 10 am on the day prior to the meeting. The Delegation Request Forms will be posted to the Board’s website, and any optional supplementary materials provided by the delegate(s) will be distributed to Trustees on the day prior to the Board meeting.
ELIGIBILITY TO DELEGATE

8. Where a request to delegate has been accepted, and the delegate is unable to attend the Board meeting for which their delegation has been scheduled, a substitute delegate may be recognized by the Chair or Vice Chair (as applicable).

9. Employees of the Board, or representatives of employee groups shall not utilize delegations to the Board to express their views relative to their employment or professional interests.

10. Individuals or groups who have delegated the Board of Trustees on a topic will be permitted to delegate again on the same topic no sooner than four months after the original delegation unless they are presenting new information.

PRESENTATION OF DELEGATIONS

11. Each delegation shall be allowed up to five (5) minutes for their presentation to the Board. Following each delegation, the Chair or Vice Chair (as applicable) will open the floor to Trustees for up to five (5) minutes for questions of clarification to either the delegate or staff.

12. Any delegate or substitute spokesperson(s) for a delegate is expected to refrain from the use of abusive or derogatory language, or from making any derogatory statement concerning the character or performance of named individuals, including students, staff, citizens, or Trustees of the Halton District School Board. Any delegate who violates this section during their presentation shall be ruled out of order by the Chair or Vice Chair (as applicable) and may be asked to discontinue their presentation.

SPECIAL DELEGATION NIGHT

13. Notwithstanding the other sections of this By-Law, the Chair may, at their discretion, call a Special Delegation Night, specifically for the purpose of hearing delegations on a particular topic, for which all provisions of this By-Law will apply, with the exception that a maximum of twenty-five (25) rather than six (6) delegations will be allowed.
**On-line Delegation Request Form**

Please note: Delegate name(s), association/group, and delegation topic submitted on this form will be published on the Board’s website, and released to the media upon request.

All materials for distribution to trustees must be sent via email or delivered to the Director’s Office, JW Singleton Education Centre, 2050 Guelph Line, Burlington by 10 a.m. on the day preceding the meeting.

The online Delegation Request Form (link above) requests the following information:

- **Full Name:** ___________________________________________________________
- **Address:** _____________________________________________________________
- **Phone Number:** _______________________________________________________
- **Email Address:** _______________________________________________________  
- **Preferred method of contact (email, phone, other):** ________________________
- **Are you representing a group or association?** ____________________________
  If “yes”, please provide the name of the group/association. ___________________
- **Meeting Date for Delegation:** ____________________________________________
  (Delegation Request Forms may be submitted up to three (3) weeks ahead of the meeting):
- **Delegation Topic including report name and/or number, if known:** _____________
- **Brief outline of the purpose of the delegation:** ______________________________
  _______________________________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________
  _______________________________________________________________________
- **Will you be submitting an electronic presentation?** ________________________
- **Will you be submitting a copy of your presentation notes?** _________________
- **Will you be submitting supplementary materials?** _________________________

**TIMELINES FOR DELEGATION REQUESTS:**

<table>
<thead>
<tr>
<th>If the meeting is on a...</th>
<th>...the Delegation Request Form must be submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday (regularly scheduled date)</td>
<td>Monday at noon</td>
</tr>
<tr>
<td>Thursday</td>
<td>Tuesday at noon</td>
</tr>
<tr>
<td>Friday</td>
<td>Wednesday at noon</td>
</tr>
<tr>
<td>Monday</td>
<td>Thursday at noon</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Friday at noon</td>
</tr>
<tr>
<td><strong>Wednesday</strong> (if Monday is a Statutory Holiday)</td>
<td>Tuesday at 9 a.m.</td>
</tr>
</tbody>
</table>

*any other exceptions affecting the schedule will be discussed and established by the Board prior to the meeting.*
TO: The Chair and Members of the Halton District School Board
FROM: Terri Blackwell, Superintendent of Education
Stuart Miller, Director of Education
RE: Early Development Instrument (EDI)

Warrant
The purpose of this report is to provide information and share HDSB results for the 2015 Early Development Instrument (EDI).

Background Information
The Early Development Instrument is a questionnaire completed by kindergarten teachers for children in senior kindergarten. The EDI is intended to measure children's school readiness for school as they transition from kindergarten to grade 1, at a group level. School readiness is a reflection of children’s early years and the family and community factors that shape early childhood development.

The EDI is used to assess child development in five key domains:
- Physical Health & Well-Being assesses physical readiness for school day, physical independence, gross and fine motor skills
  Example: child’s development with respect to physical coordination (moves without running into things or tripping over things)
- Social Competence assesses overall social competence, responsibility and respect, approaches to learning, readiness to explore new things
  Example: child’s ability to follow one-step directions
- Emotional Maturity assesses prosocial and helping behaviour, anxious and fearful behaviour, aggressive behaviour, hyperactivity and inattention
  Example: child’s ability to comfort a child who is crying or upset
- Language & Cognitive Development assesses basic literacy, interest and memory, complex literacy, basic numeracy
  Example: child’s development with respect to reading simple words
- Communication & General Knowledge assesses communication with adults and peers
  Example: child's development with respect to their ability to tell a story

EDI data is gathered every 3 years (i.e., 2003, 2006, 2009, 2012, 2015). This report shares the HDSB results from the 2015 administration of the EDI. Sharing these results with schools, communities and governments helps identify strengths and needs to improve developmental outcomes for our children within a population.

HDSB Results
The total number of children (excluding students with special education needs) measured with the EDI in HDSB in 2015 was 3684. In examining HDSB results, identifying areas of vulnerability and developmental strength are evident in the distribution of EDI scores to understand where our children are with respect to the developmental continuum in each of the five domains. Higher vulnerability indicates a greater percentage of children are struggling.
Halton District School Board

**Figure 1**

<table>
<thead>
<tr>
<th>Most Vulnerable (lowest 10th percentile)</th>
<th>At Risk (11th - 25th percentile)</th>
<th>Developing Well (26th - 74th percentile)</th>
<th>Developing Strongly (top 25th percentile)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Halton DSB (n = 3864)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Health &amp; Well-Being (n = 3861)</td>
<td>17.7%</td>
<td>4.6%</td>
<td>77.7%</td>
</tr>
<tr>
<td>Social Competence (n = 3864)</td>
<td>11.3%</td>
<td>15.7%</td>
<td>73.0%</td>
</tr>
<tr>
<td>Emotional Maturity (n = 3862)</td>
<td>11.9%</td>
<td>16.8%</td>
<td>71.2%</td>
</tr>
<tr>
<td>Language &amp; Cognitive Development (n = 3864)</td>
<td>6.3%</td>
<td>9.9%</td>
<td>83.8%</td>
</tr>
<tr>
<td>Communication Skills &amp; General Knowledge (n = 3863)</td>
<td>9.8%</td>
<td>20.7%</td>
<td>69.5%</td>
</tr>
</tbody>
</table>

**Ontario Cycle 4 (n = 125858)**

| Physical Health & Well-Being (n = 125781) | 16.1% | 4.3% | 79.5% |
| Social Competence (n = 125852)           | 10.7% | 15.6% | 73.7% |
| Emotional Maturity (n = 125515)          | 12.3% | 14.5% | 73.0% |
| Language & Cognitive Development (n = 125705) | 6.7% | 11.2% | 82.0% |
| Communication Skills & General Knowledge (n = 125825) | 10.2% | 15.7% | 74.1% |

**Note:** Distributions may not equal 100% due to missing values in a domain.

**HDSB EDI By the Numbers:**

- **Figure 1** compares Ontario and HDSB results. HDSB has a lower percentage of vulnerable children in three of the five domains (i.e., emotional maturity, language and cognitive development, and communication skills and general knowledge) as compared to the province.
The percentage of children who are vulnerable in one domain is 30.5%.
The percentage of children who are vulnerable in two or more domains is 14.7%.
A gender gap is evident with respect to the percentage of children who are vulnerable across all five domains (boys n=1972; girls n=1892):
- Physical Health and Well-Being: Boys (20.4%), Girls (14.9%)
- Social Competence: Boys (16.2%), Girls (6.1%)
- Emotional Maturity: Boys (17.7%), Girls (5.8%)
- Language and Cognitive Development: Boys (8.1%), Girls (4.3%)
- Communication Skills and General Knowledge: Boys (13.2%), Girls (6.2%)

Compared to non-English language learners (n=3589), English language learners (ELLs; n=275) are more vulnerable across all five domains:
- Physical Health and Well-Being: ELLs (26.8%), non-ELLs (17%)
- Social Competence: ELLs (19.9%), non-ELLs (10.6%)
- Emotional Maturity: ELLs (16.7%), non-ELLs (11.5%)
- Language and Cognitive Development: ELLs (18.8%), non-ELLs (5.3)
- Communication Skills and General Knowledge: ELLs (37.7%), non-ELLs (7.6%)

The vulnerability on one or more domains by municipality is: Oakville (26.5%), Milton (26.6%), Burlington (28.8%), Halton Hills (34.9%)

**Figure 2 (appended)** highlights the variations of vulnerability across neighbourhoods within Halton (includes HCDSB and HDSB students)

**Conclusion**

As a Board, we use this data:
- to identify school communities within the Halton District School Board with higher vulnerability and target supports (e.g., summer learning program);
- to inform improvement planning in schools (student achievement and well-being);
- at the HDSB Welcome Centre to further support newcomers via welcome and settlement services;
- to reflect upon kindergarten learning opportunities in alignment with the program’s four foundational conditions needed for children to grow and flourish (i.e., Belonging, Well-Being, Expression, and Engagement);
- for discussion and action with our community partners (e.g., Our Kids Network), to identify strengths and needs of working with our families; and
- in partnership with our families, to build awareness of key developmental domains for our young children (e.g., Calling All Three-Year Olds, PIC Conference, school-based learning events, etc.).

Respectfully submitted,

Terri Blackwell  
Superintendent of Education

Stuart Miller  
Director of Education
Halton District School Board

Figure 2: Percentage Vulnerable on One or More Domains by Location

- **Gender**
  - Female: 21%
  - Male: 35%

- **Language spoken**
  - English: 26%
  - Non-English: 56%

- **Age – month of birth**
  - Jan-Mar: 22.1%
  - Apr-Jun: 26.7%
  - Jul-Sep: 31.2%
  - Oct-Dec: 36.3%

- **Municipality**
  - Oakville: 26.5%
  - Milton: 26.6%
  - Burlington: 28.8%
  - Halton Hills: 34.9%

Halton EDI 2016
% vulnerable
- 20.5% - 25.0%
- 25.1% - 30.0%
- 30.1% - 41.3%
TO: The Chair and Members of the Halton District School Board
FROM: Gerry Cullen, Superintendent of Facility Services
RE: Sketch Plan – Milton SW #1 Secondary School / SRA 104

Background:
As a result of the need for new pupil places identified in the Long Term Accommodation Plan, a new secondary school is proposed for south west Milton. The new school will consist of 1,200 pupil places to accommodate program needs.

The room loading details for the S/W Milton #1 Secondary School are shown attached in Appendix 1 and indicate that the design is close to, but within, the Ministry benchmark area.

The Board appointed the architectural firm of Hossack & Associates Architects Inc., to create the design details needed for the project (refer to Board motion M16-0133). The sketch plan drawings, of the site plans, elevation, and floor plans are shown in Appendix 2. Please note the dimensions of the property are not finalized and will impact the design and function of the site. The issue is being addressed by our Planning department and the Town of Milton. The resolution of this issue may impact the design and construction schedule.

The site plan application and the building permit submissions will be prepared after Board approval of the Sketch Plan and confirmation of the site issues.

Details of the design will be finalized while the site plan application is being reviewed by the Town of Milton (generally a 4-6 month process).

Respectfully submitted

Gerry Cullen
Superintendent of Facility Services

Stuart Miller
Director of Education
### Table III: Secondary Model Program Sheet

<table>
<thead>
<tr>
<th>Instructional Spaces</th>
<th>#</th>
<th>Size (sq ft)</th>
<th>Floor Area (sq ft)</th>
<th>Load</th>
<th>OTG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>21</td>
<td>704</td>
<td>1,408</td>
<td>21</td>
<td>66</td>
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<tr>
<td>Science Laboratories</td>
<td>9</td>
<td>118</td>
<td>1,256</td>
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<td>76</td>
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<td>Science General (Avg Size)</td>
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<td>-</td>
<td>21</td>
<td>-</td>
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<td>Science Biology (Avg Size)</td>
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<td>Science Chemistry (Avg Size)</td>
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<td>Science Physics (Avg Size)</td>
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<tr>
<td>Total Music / Arts</td>
<td>5</td>
<td>573</td>
<td>6,170</td>
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<td>105</td>
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<tr>
<td>Music, Instrumental Ensemble</td>
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<td>-</td>
<td>21</td>
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<td>Music, Vocal Arts</td>
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<td>1,404</td>
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<td>Music, Theatre Arts</td>
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<td>-</td>
<td>-</td>
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<td></td>
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<tr>
<td>Music, Photography</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>21</td>
<td></td>
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<td>Music, Studio Arts</td>
<td>-</td>
<td>-</td>
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<td>Physical Education</td>
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<td>1,350</td>
<td>2,150</td>
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<td>Business</td>
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<td>Science</td>
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<td>1,395</td>
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<td>Technology Laboratory Large</td>
<td>2</td>
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<td>258</td>
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<td>Technical / Vocational</td>
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<td>Media Arts</td>
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<td>Photography</td>
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<td>-</td>
<td>-</td>
<td>21</td>
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<tr>
<td>Total Space</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Gymnasium</td>
<td>3</td>
<td>1,150</td>
<td>3,450</td>
<td>3</td>
<td>100</td>
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<tr>
<td>Mechanical Spaces</td>
<td>1</td>
<td>58</td>
<td>58</td>
<td>1</td>
<td>10</td>
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<td>Academic Storage</td>
<td>2</td>
<td>144</td>
<td>288</td>
<td>2</td>
<td>56</td>
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<tr>
<td>Meeting Room</td>
<td>1</td>
<td>325</td>
<td>325</td>
<td>1</td>
<td>32</td>
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<tr>
<td>Change Rooms</td>
<td>4</td>
<td>860</td>
<td>3,440</td>
<td>4</td>
<td>140</td>
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<tr>
<td>Gymnasium and Exercise Room</td>
<td>-</td>
<td>1,150</td>
<td>1,150</td>
<td>-</td>
<td>100</td>
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<tr>
<td>Total Campus Space</td>
<td>1</td>
<td>1,602</td>
<td>1,602</td>
<td>1</td>
<td>100</td>
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</tbody>
</table>

### Table IV: Special Education / Resource Room

<table>
<thead>
<tr>
<th>Special Education / Resource Room</th>
<th>#</th>
<th>Area (sq ft)</th>
<th>Floor Area (sq ft)</th>
<th>Load</th>
<th>OTG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success (Spec Ed Support, Self Paced, Credit Recovery, kitchenettes)</td>
<td>1</td>
<td>74</td>
<td>803</td>
<td>1</td>
<td>803</td>
</tr>
<tr>
<td>Community Pathways (incl. Life Skills instruction, kitchenettes &amp; storage)</td>
<td>21</td>
<td>-</td>
<td>-</td>
<td>21</td>
<td>-</td>
</tr>
<tr>
<td>Resource Area - Loaded (400-600 sf)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Resource Area - Unloaded (&gt;600 sf)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Instructional Area Flexibility</td>
<td>-</td>
<td>450</td>
<td>4,840</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Table V: Other Spaces

<table>
<thead>
<tr>
<th>Other Spaces</th>
<th>#</th>
<th>Area (sq ft)</th>
<th>Floor Area (sq ft)</th>
<th>Load</th>
<th>OTG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total GPA &amp; OTG of Instructional Area</td>
<td>8,181</td>
<td>89,042</td>
<td>1,170</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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EXTERIOR PERSPECTIVES 8
DESIGN SUMMARY

Address: Bronte St. S., Milton ON
Pupil Places: 1212
Site Area: approx. 14 - 15 acres (to be confirmed)
Gross Floor Area: Not to exceed 14,974 sq.m. (161,182 sq.ft.)
Schedule: September 2019 opening

- Ground Floor Area: 8,370 sq.m. (90,094 sq.ft.)
- Second Floor Area: 3,362 sq.m. (36,188 sq.ft.)
- Third Floor Area: 2,469 sq.m. (26,576 sq.ft.)
- Sub-Total Floor Area: 14,201 sq.m. (152,858 sq.ft.)

- Second Floor Running Track & Exercise Area: 714 sq.m. (7,685 sq.ft.)
- Total Floor Area: 14,915 sq.m. (160,544 sq.ft.)

- 3 Storey academic wing with south facing views of the escarpment
- co-laborative learning environments comprised of six classrooms clustered around shared Co-Lab / Maker Spaces
- structural steel moment frame & composite beams
- steel floor and roof deck
- 2 storey triple gym with perimeter 2nd floor running track and exercise area
- 2 storey Learning Commons located for future expansion (Community Library)
- 3 storey central Gallery with visual connections to running track and upper corridors
- parking and washrooms to accommodate 12 portable classrooms
- Heat Pump system with heat recovery
- fully air conditioned
EAST ELEVATION

NORTH ELEVATION

WEST ELEVATION

SOUTH ELEVATION
BRONTE STREET SOUTH STREET VIEW

MAIN ENTRANCE

CAFETERIA & CLASSROOM PODS

SOUTH-WEST MILTON #1 SECONDARY SCHOOL