



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

Public Session Agenda – Wednesday, February 21, 2018

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

PUBLIC SESSION AGENDA

1.0 Opening

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

2.0 Delegations/Presentations to the Board

- 2.1 Inspire Award Presentations (*first meeting of each month*)
- 2.2 Delegations
- 2.3 Presentations
 - 2.3.1 Welcome Centre – *G. Truffen, D. Barnes*
 - 2.3.2 Aldershot Initiatives – *T. Blackwell* *see Report 18032 on page 78*
- 2.4 Acknowledgement by the Chair of Delegations and Presentations

3.0 Consent Agenda Items

- 3.1 Approval of Consent Agenda Action Items
 - 3.2.1 Minutes of the Halton District School Board Meeting, February 7, 2018 *page 2*
- 3.2 Receipt of Consent Agenda Information Items
 - 3.2.2 Order Paper *page 7*
 - 3.2.3 Capital Update (*S. Miller*) – *Report 18028* *page 12*
 - 3.2.4 Budget Development Annual Report (*L. Veerman*) – *Report 18029* *page 24*
 - 3.2.5 School Generated Funds Annual Report (*L. Veerman*) – *Report 18030* *page 61*
 - 3.2.6 EDC By-law Timelines (*L. Veerman*) – *Report 18031* *page 67*

4.0 Ratification/Action

- 4.1 Approval of Business Transacted in Private Session
- 4.2 **For Action: February 21, 2018**
 - 4.2.1 Milton #10 Boundary (*J. Newton*) – *Report 18020* *page 71*

5.0 Communication to the Board

- 5.1 Student Trustee Reports
- 5.2 **For Action: March 7, 2018**
 - 5.2.1 Audit Committee Recommendations (*J. Gray*) – *Report 18037* *page 76*
 - 5.2.2 Trustee Correspondence (*A. Collard*) – *Report 18038* *page 77*
 - 5.2.3 Aldershot Initiatives (*T. Blackwell*) – *Report 18032* *page 78*
- 5.3 **For Information: February 21, 2018**
 - 5.3.1 Primary Core French Update (*T. Salmini*) – *Report 18034* *page 104*
 - 5.3.2 French Immersion Update (*D. Boag*) – *Report 18033* *page 108*
- 5.4 Notice(s) of Motion
- 5.5 Director's Report
- 5.6 Communication from the Chair
- 5.7 Committee Reports
- 5.8 Trustee Questions and Comments

6.0 Adjournment

- 6.1 Motion to Adjourn

Halton District School Board

Public Session: Wednesday, February 7, 2018 – 7 p.m.

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

Regrets: D. Metropolitansky

1 Opening

1.1 Call to Order

A. Grebenc called the meeting to order at 6:09 p.m.

M18-0022 R. Papin / J. Gray

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

Carried Unanimously.

The Board rose from Private Session at 7:03 p.m.

The Chair called the Public Session to order at 7:15 p.m.

A. Grebenc recognized Halton's rich history and modern traditions of many First Nations and Métis. On behalf of the Board, the Chair acknowledged and thanked the Mississaugas of the New Credit First Nation for sharing their traditional territory.

M18-0023 K. Amos / J. Oliver

Be it resolved that the Halton District School Board approve the agenda as distributed.

Carried Unanimously.

1.2 Declarations of Possible Conflict of Interest

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

2 Delegations/Presentations to the Board

2.1 Inspire Awards

The Chair called upon Trustees to present the following awards:

Natalie Shaw, Gary Allan High School (Milton)

Ghuftram Al-Bander, Robert Bateman High School

Gina Van Raalte, Parent, George Kennedy Public School

The following award recipients had their presentations at another location:

Rachelle MacLeod, Irma Coulson Public School

Cargill Cocoa Plant, Georgetown (nominated by Harrison Public School)

Kara McPherson, Parent, Robert Little Public School

Tracey Tucker, Parent, Tiger Jeet Singh Public School

Jenny Flannagan, Volunteer, JM Denyes Public School

2.2 Delegations

There were no delegations.

2.3 Presentations

There were no presentations.

2.4 Acknowledgement by the Chair re: Delegations and Presentations

The Chair offered congratulations to all Inspire Award recipients.

3 Consent Agenda Items

3.1 Approval and Receipt of the Consent Agenda Items

Trustees asked questions regarding the Capital Update (Report 18016 Revised), and.

M18-0024 R. Papin / L. Reynolds

Be it resolved that the Halton District School Board approve the Consent Agenda Action items (January 24, 2018 minutes) and receive the Consent Agenda Information Items for February 7, 2018.

Carried Unanimously.

4 Ratification / Action

4.1 *Approval of Business Transacted in Private Session*

M18-0025 K. Graves / D. Danielli

Be it resolved that the Halton District School Board approve the matters from Private Session, February 7, 2018 re: Property Matters. **Carried Unanimously.**

M18-0026 K. Graves / A. Collard

Be it resolved that the Halton District School Board receive, at minimum semi-annually, a report on the status of present and future property holdings. The report shall include currently owned or leased sites not used primarily as schools, and all planned future sites. **Carried Unanimously.**

4.2 *For Action: February 7, 2018*

There were no items for action on this agenda.

5 Communication to the Board

5.1 Student Trustee Reports

M. Mansoor spoke to the upcoming Student Senate meeting, the distribution efforts for the video promoting Student Senate and the role of Student Trustee, and the upcoming OSTA/AECO conference in Ottawa next week.

5.2 *For Action: February 21, 2018*

5.2.1 Milton #10 Boundary

J. Newton and G. Truffen spoke to Report 18020, and responded to trustee questions.

5.2.2 Trustee Conference Attendance

A. Grebenc spoke to Report 18024, and responded to trustee questions. A. Collard noted the Trustee Leadership account for this purpose, and the recommendation was modified to reflect this.

M18-0027 A. Grebenc / J. Gray

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

M18-0028 D. Danielli / A. Collard

Be it resolved that the Halton District School Board use a portion of the "Trustee Leadership Account" to cover the accommodation costs for Andréa Grebenc to attend the Human Rights, Ethical Leadership, and Good Governance Program for Ontario School Board Trustees, offered by the Ministry of Education to be held February 14-15, 2018 (up to a maximum of \$350.00). **Carried Unanimously.**

5.3 *For Information: February 7, 2018*

5.3.1 Annual Accessibility Plan

M. Zonneveld spoke to Report 18025, highlighting accommodation plans for the Self-Contained Gifted program in Oakville. He responded to trustee questions including considering how the recommendation came about, if the methodology could be considered in other communities.

5.4 *Notice(s) of Motion*

A. Collard indicated she would be bringing a motion to write a letter of support to Bill 191.

5.5 *Director's Report*

S. Miller referred to C. Ruddock to speak to the Friday deadline for public health suspensions for students whose immunization records are not up to date. The list, accurate as of Friday, February 2 was at 1172 students. During the past week significant efforts have been undertaken by principals to reduce the number of students who could, under the direction of Public Health, be suspended as of this Friday. This year reflects four-years of data, rather than the usual one-year capture. J. Gray asked if the communication shared with parents could be shared with trustees.

S. Miller spoke to a matrix highlighting the recommendations arising from the Administrative Review.

S. Miller introduced a video produced by the Board's Communications staff promoting Halton District School Board students and graduates who will be participating in the 2018 Winter Olympics.

S. Miller asked D. McFadden to share the recognition for the Halton District School Board, chosen by Forbes Media as one of the top 300 employers in Canada, ranking as number 84 on the list.

S. Miller offered congratulations to Peter Marshall, Principal of Boyne Public School, recognized as one of Canada's Top Principals.

5.6 *Communications from the Chair*

A. Grebenc commented on correspondence from MPP Indira Nadoo Harris, asking it to be appended to the minutes. She also commented on the recent HSTS meeting, and spoke to her presentation to the provincial budget committee held recently in Hamilton. She asked for additional comments to be included in the written submission.

5.7 *Committee Reports*

T. Ehl Harrison commented on activities at the Committee of the Whole, including the presentation from Lesley Mansfield from the Halton Learning Foundation. She referenced the reporting template for trustees to report their conference attendance. T. Ehl Harrison also commented on the cancellation of next week's Committee of the Whole meeting.

A. Collard spoke to this week's SEAC meeting.

A. Harvey Hope spoke to discussions at Joint Health and Safety, including awareness regarding concussions and parking lot safety.

J. Gray spoke to next week's Audit Committee meeting.

5.8 *Trustee Questions and Comments*

D. Danielli thanked her colleagues for their participation in the recent OPSBA symposium. She spoke to her attendance at the Holocaust Conference, last weekend. She shared a certificate presented by the Simon Wiesenthal Centre recognising the Board for its demonstration of leadership, and participating in the International Holocaust Remembrance Day.

J. Oliver asked for the Board's consideration when LB Pearson and Robert Bateman High Schools are closed, to keep the names of these great Canadians in mind for future schools.

J. Gray spoke to the celebratory hallway at Georgetown District High School recognizing the tremendous commitment and dedication of parents who have supported students.

R. Papin spoke to the opportunity to honour the shared history, the legacies and contributions of black Canadians during February's Black History Month.

A. Harvey Hope thanked her colleagues for their support during the recent time of loss in her family.

6 **Adjournment**

M18-0029 J. Gray / K. Amos

Be it resolved that the Board adjourn at 8:36 p.m.

Carried Unanimously.

Recorder's Signature:

Chair's Signature:

Ministry of Education

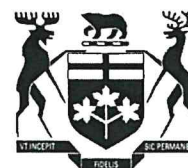
Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
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Ontario

January 30, 2018

Dear Chairs,

I would like to start by thanking each and every one of you for your hard work, commitment and passion to educate our children. I also want to thank you for all that you do, day in and day out, to create strong learning environments that put our children on a path to success. I am very honoured to serve the people of Ontario as the Minister of Education, in addition to remaining the Minister Responsible for Early Years and Child Care.

I am proud to see how tirelessly each and every one of our partners is working to ensure that all Ontario students can achieve their full potential. As a mother, I certainly understand the challenges of raising and educating children in our modern world.

As the new Minister of Education, I look forward to continuing our important work together — with our many partners across the province — to support a full continuum of learning for children, from birth to adulthood. And I am committed to our government's goal of making sure all children, teachers and staff have the supports and resources they need to succeed in the classroom and in the world.

Over the past few years, our government has engaged across the province, both inside and outside the education system. Time and again, we've heard that student achievement is inextricably linked to well-being and equity. And time and again, we've heard that we need to do more to ensure that our graduates are not just equipped for the workforce, but are ready to contribute as compassionate, thoughtful, resilient citizens. This feedback continues to inform our collective vision for public education.

As Chairs of our publicly funded school boards, you play a vital role in shaping how this collective vision is realized. I look forward to working with you to support school and system leaders, including directors and trustees, to ensure continued progress on embedding student achievement, well-being and equity at the core of everything we do, while ensuring that our work together is coherent and appropriately paced.

The path forward for each board will be different, depending on the unique contexts and challenges that each of you faces in the communities you represent. I value the importance of the local autonomy of our school boards and I am committed to continue to work with you to provide the flexible supports needed to make a difference for your students. I would also like to re-emphasize my appreciation for your hard work and collaboration with regard to executive compensation. We have achieved so much together and I will continue to rely on your expertise in the months ahead.

Without question, this is an exciting time for the early years, kindergarten to Grade 12 and beyond. I want to thank you for all that you do. With your help, the graduation rate has reached a historic level, and our publicly funded education system continues to be among the best in the world. Our mutual commitment to child care and the early years has helped more children access affordable, quality and responsive licensed child care.

As Ontarians, we celebrate and embrace our diversity; it makes us a stronger society. Together, we are helping to create a publicly funded education system that will be one of most inclusive and accepting in the world.

These and other milestones are a testament to the hard work and collaboration of educators, staff, leaders, parents, students, communities and other partners. I look forward to continuing our commitment to collaborative professionalism, which will help ensure that our children, students and adult learners get the tools, knowledge, and skills they need to succeed, now and in the future.

Thank you for your passion and dedication to ensuring our children get the best possible start in life. You have my commitment to work with you in the days ahead.

Sincerely,

A handwritten signature in black ink, reading "Indira Naidoo-Harris". The signature is written in a cursive, flowing style.

Indira Naidoo-Harris
Minister of Education
Minister Responsible for Early Years and Child Care

**Halton District School Board
ORDER PAPER – PUBLIC SESSION
Wednesday, February 21, 2018**

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

Motion #	Resolution	Responsibility
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 HDSB 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 HDSB 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
M15-0071	Be it resolved that HDSB 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 DSB and the Halton Catholic DSB; and THAT the cost of undertaking a bell time analysis study be provided to trustees for approval.	SO/Business
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
M16-0045	Be it resolved that the Halton District School Board authorize staff to work with the City of Burlington and Nelson User Group to develop a fundraising plan as outlined in the HDSB Community Funding of Facility Enhancements Administrative Procedure regarding proposed enhancements to the sports facilities at Nelson High School.	SO/ Facility Services

Motion #	Resolution	Responsibility
M16-0097	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.	Chair, Trustees <i>Deferred to November 2016</i>
M16-0099	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.	Policy, By-law & Governance Committee
M16-0111	<ol style="list-style-type: none"> 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 & 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 HDSB appoint the architectural firm of Hossack and Associates Architects Inc. to prepare the design and tender documents for the proposed new elementary school, ERA 118 (Oakville NE #2 PS) to be built in the Oakville area for September 2018. In the event Ministry approval is not received for this project all expenses incurred for design and development of tender documents be funded through Close the Gap.	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 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
M17-0021	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 THAT the HDSB reformat and direct the Board's existing policies under either the "Framework" or "Governance" categories of the current governance structure.	Chair/Trustees
M17-0059	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. 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.	Chair of the Board
M17-0088	Be it resolved that the Halton District School Board close Robert Bateman High School, effective June 30, 2020. <ol style="list-style-type: none"> a) Effective September 1, 2019, the Halton District School Board revise the existing catchment area for Robert Bateman HS to redirect English program students entering Grade 9 to Nelson HS; 	Director of Education

Motion #	Resolution	Responsibility
	b) Effective September 1, 2020, the HDSB revise the existing catchment area for Robert Bateman HS to redirect the Grade 10, 11 and 12 English program students to Nelson HS.	
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.	Director of Education
M17-0092	Be it resolved that, effective September 1, 2018, the HDSB revise the existing Dr. Frank J. Hayden Secondary School French Immersion program boundary, to redirect students entering Grade 9 French Immersion to MM Robinson HS. Grade 10, 11, and 12 FI students will be grandparented at Dr. Frank J. Hayden Secondary School until graduation.	Director of Education
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.	Director of Education
M17-0097	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	Director of Education
M17-0103	Be it resolved that the Halton District School Board authorize staff to proceed with the selection process for an architectural firm(s) to prepare the design details and project manage the facility modifications needed to address the Burlington Secondary Program and Accommodation Review (PAR) outcomes for MM Robinson and Nelson High Schools.	Facility Services
M17-0133	Be it resolved that the Halton District School Board appoint the firm of Snyder Architects Inc. as the architect for the transition of educational programs project into Nelson High School and MM Robinson High School as per their response to RFP-17-258	Facility Services
M17-0136	Be it resolved that the Halton District School Board direct the Director of Education to undertake a school boundary review for the new Milton SW #10 ps, with an expected completion date of no later than February 2018.	Director of Education
M17-0169	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 Public Education Symposium (including the pre-symposium) to be held January 25-27, 2018 (maximum of \$7,700). Upon return from this symposium, trustees who attended will share the highlights of the symposium with all trustees. 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 26-27, 2018 (maximum of \$5,500). Upon return from this symposium, trustees who attended will share the highlights of the symposium with all trustees. 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 Director(s) and the OPSBA Central West Regional VP/Chair to attend the 2018 OPSBA AGM in Niagara Falls from May 31 - June 3, 2018, at a cost up to a maximum of \$1,600 per participant. Upon return from the AGM the OPSBA Director(s) and/or OPSBA	

Motion #	Resolution	Responsibility
	Central West Regional VP/Chair will share the highlights of the AGM with all trustees. 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 one Student Trustee Co-Mentor to accompany the Student Trustees to the OSTA/AECO conference in Ottawa from February 15-18, 2018, at a cost up to a maximum of \$1,600. Upon return from the conference, the Student Trustee Co-Mentor that attended will share the highlights of the conference with all trustees.	
M17-0181	Be it resolved that the Halton District School Board authorize staff to tender and award the 2017-2018 Facility Services Projects, Operations and Maintenance, either individually or combined, as outlined in Report 17134.	Superintendent of Facility Services
M17-0184	Be it resolved that the Halton District School Board approve the continuation of the Close the Gap program, as outlined and THAT specific projects be undertaken as follows, funded subject to these cost estimates and budget availability: <ul style="list-style-type: none"> • air conditioning and electrical upgrades to second and third floor area of schools, \$5,180,000 • Support for installation of elevators to address building accessibility, \$6,000,000 • Support the development and installation of a turf field at White Oaks SS, \$1,200,000 	Superintendent of Facility Services
M18-0007	Be it resolved that the Halton District School Board accept the tender from Golden Gate Contracting Inc. in the amount of \$689,861 as contained in Tender No. RFT 17-286 for the construction and renovation of a parent and child centre at Oakwood Public School in Oakville, Ontario; and that the budget be approved as presented in Private Session Report 18010.	Superintendent of Facility Services
M18-0009	Be it resolved that the Halton District School Board authorize the Director to proceed with hiring a parliamentarian to review the Board’s revised by-laws, and to coordinate with legal counsel for a similar review of the by-laws with an expenditure of approximately \$5,000.	Director of Education
M18-0010	Be it resolved that the Halton District School Board authorize the Director to proceed with a review of the draft Fundraising Policy by legal counsel, no later than mid-February with an expenditure of approximately \$2,000.	Director of Education

PENDING REPORTS – February 21, 2018

Motion & Date	Resolution	Presentation Date
M12-0088	Be it resolved that the HSDB direct the Director to provide a full and complete list of all policies and administrative procedures noting : <ul style="list-style-type: none"> 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)

Motion & Date	Resolution	Presentation Date
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
M17-0096	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
M17-0171	Be it resolved that the Halton District School Board refer the Student Trustee draft policy for discussion at a future Standing Committee re: Policy, By-law & Governance at Committee of the Whole.	January/February 2018

Halton District School Board

Report Number: 18028

Date: February 6, 2018

FOR INFORMATION

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

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

RE: Capital Update with Financials for February 2018

As per the schedule to report on capital projects, find attached the chart showing recent activities in this regard for the month of February.

On a quarterly basis the Capital Update report includes a financial summary of budget and expenditures for projects in process. The timeframe for expenses on capital projects are on average two years. The timeframe may be longer due to the project size, complexity and external factors such as municipal approvals.

Once the Ministry of Education approves funding to address accommodation pressures the capital project budget is established which included the awarded construction tender price. Architectural and consultant fees, permits, infrastructure costs and land improvement.

Percentage paid in the Capital Financial report represents construction costs incurred and processed compare to the total expected tender cost. Accruals are included only at the Halton District School Board's year end. Expenses are not incurred uniformly during construction.

Respectfully Submitted

David Boag
Associate Director

Stuart Miller
Director of Education

Capital Projects

Updated: February 6, 2018

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			
NEW SCHOOL CONSTRUCTION											
Milton SW #1 HS (Hossack & Assoc. Arch)	1200	no	Feb 26, 2018 (tentative)	Sept. 2018 (tentative)	June 2018 (tentative)	Oct. 2019 (tentative)	June 2018 (tentative)	September 2018 (tentative)	TBA	TBA	Rezoning underway. Land acquisition in process. Finalizing building layout & costs with our Architect.
Milton SW #10 PS (Hossack & Assoc. Arch.)	776	Own	March 20, 2017	Oct 31, 2017	July 17, 2017	November 3, 2017	Sept 12, 2017	Oct 3, 2017	October, 2017	Aug 31, 2018	Foundations 95% complete. Underground plumbing 90% complete. Block masonry underway. Site service underway (catch basins, etc.). School includes Child Care.
Milton SW #11 PS. School includes Child Care.		no								September 2020 (tentative)	Received Ministry approval. Finalizing location. School includes Child Care.
NE Oakville #2 PS (Hossack & Assoc. Arch.)	776	no	March 2018 (tentative)	September 2018 (tentative)	April 2018 (tentative)	September 2018 (tentative)	August 2018 (tentative)	August 2018 (tentative)	October 2018	August 2019	Received Ministry approval. Working with Architect on site layouts. School is a repeat of Milton SW #10. School includes Child Care.
ADDITION, RENOVATIONS and OTHER											
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 location of potential building sites.
Brant Hill PS (Snyder & Assoc. Arch)	2 Preschool Rooms	Own	NA	NA	April 2018 (tentative)	June 2018 (tentative)	May 2018 (tentative)	June 2018 (tentative)	June 30, 2018	Aug 31, 2018	Design is 90% complete.
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	March 2018	Interior finishing work is underway. Revised completion date is March 2018.
Frontenac PS	1 Toddler + 1 Preschool rooms	Own								September 2019 (tentative)	Received Ministry approval & funding.
GDHS Additions & Reno's 2010 (Snyder & Assoc.)	150	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	All as-built drawings submitted to the Town. Phase 3 complete. Still need to work out land deal with the HCDSB to receive final sign off.
Harrison PS (NGA Architects)	Woodview Program	Own	NA	NA	Dec 20, 2017	March 2018 (tentative)	late-January 2018 (tentative)	mid-February 2018 (tentative)	March Break 2018	June 2018	Tender closes Feb 13th. Abatement of renovation area scheduled to be completed over March break. Renovations to follow.
Oakwood PS (Grguric Architects)	2 Child Care rooms	Own	NA	NA		January 30, 2018	Sept 18, 2017	October 4, 2017	Feb 12, 2018	May 15, 2018	Golden Gate Contracting was awarded contract. On site start up meeting scheduled for February 20th.
PAR - M.M. Robinson HS (Snyder Architects)	NA	Own	April 2018 (tentative)	June 2018 (tentative)	June 2018 (tentative)	July 2018 (tentative)	September 2018 (tentative)	September 2018 (tentative)	October 2018 (tentative)	August 2019	Received Ministry approvals & funding. Working with Architect on design layouts.
PAR - Nelson HS (Snyder Architects)	NA	Own	April 2018 (tentative)	June 2018 (tentative)	June 2018 (tentative)	July 2018 (tentative)	July 2018 (tentative)	August 2018 (tentative)	September 2018 (tentative)	Spring 2020	Received Ministry approvals & funding. Working with Architect on design layouts.
PORTABLES (NEO Architecture Inc.)											
Oodenawi	6	NA	NA	NA	February 9, 2018 (tentative)					24-Aug-18	Proceeding with the building permit application only. Location on site has been confirmed.

HALTON DISTRICT SCHOOL BOARD

APPENDIX B - SUMMARY OF CAPITAL PROJECTS IN PROGRESS (Presented Quarterly)

as at: December 31, 2017 (expenditures paid to date - cash basis)⁷

School & Project Description	Tender Board Report	Budget ¹	Actual Expenses to Date (From Board Financial System) ²	Remaining anticipated costs ³	Total Actual and Projected Expenses	Projected Budget Variance (Over)/ Under	Projects in close-out stage. Anticipated completion date.	Approved Construction Tender Price (excl. tax) ⁴	Construction Tender Actual costs to date (excl. tax) ⁵	% Completed Based on Amount Paid per Construction Tender ⁶	Comments
New School Construction											
Dr. Frank J Hayden SS	11125	\$ 31,641,482	\$ 31,304,865	\$ 134,344	\$ 31,439,209	202,273	TBD	\$ 26,748,370	\$ 26,311,115	98%	School opened Sept 2013 (gradual opening)
Martin Street PS ⁸	16083	\$ 14,763,596	\$ 14,007,900	\$ 478,890	\$ 14,486,790	\$ 276,806	TBD	\$ 12,536,000	\$ 12,313,759	98%	
Milton #10 Elementary School ⁹	17112	\$ 19,493,921	\$ 1,173,702	\$ 18,320,219	\$ 19,493,921	\$ -	TBD	\$ 16,758,298	\$ 440,566	3%	Tender closed October 3, 2017
Milton SW #1 High School ⁹	N/A	N/A	\$ 657,482	\$ 601,447	\$ 1,258,929	N/A	TBD	N/A	N/A	N/A	School under design
Addition and Renovation Projects											
Craig Kielburger SS	16182	\$ 7,223,199	\$ 3,670,916	\$ 3,552,283	\$ 7,223,199	\$ -	TBD	\$ 5,393,000	\$ 2,465,519	46%	Tender closed November 1, 2016
Oakwood P.S. (Child and Family)	N/A	N/A	\$ 154,412	\$ 22,436	\$ 176,848	N/A	TBD	N/A	N/A	N/A	Tender closed October 4, 2017

Notes:

1. Budget - Project Budget including items such as construction costs (General Contractor) and soft costs (architect fees, permits, first time equipping, EDC eligible site prep etc.) but excluding land costs.
2. Actual expenses to date - actual expenditures made through the Board financial accounting system on an cash basis as at the date of the report.
3. Remaining Anticipated Costs - the amount of expenses not yet paid.
4. Approved Construction tender price - the price agreed to pay the General Contractor (based on the tender). This amount does not include soft costs.
5. Construction tender actual costs to date - the amount billed by the General Contractor and paid as at the date of the report. This amount does not include soft costs. The amount paid to date is based on construction draws certified by the Architect and represents the % of construction completed as at the draw date.
6. % Complete - the percentage of the total construction tender price paid to date. This percentage does not include soft costs.
7. Cash basis - expenses are recognized when paid.
8. Martin Street PS - expenses are being tracked for 2 components: Abatement/Demolition and New School Construction. Refer to specific project details for additional information.
9. On November 21, 2016, the Ministry of Education announced Capital Funding for the construction of Milton #10 elementary and Milton SW #1 high school. Refer to specific project details for additional information.

HALTON DISTRICT SCHOOL BOARD
DR. FRANK J. HAYDEN H.S. - CAPITAL COST BUDGET

as at: December 31, 2017

Budget Category	Budget	Expensed 2010-11	Expensed 2011-12	Expensed 2012-13	Expensed 2013-14	Expensed 2014-15	Expensed 2015-16	Expensed 2016-17	Expensed 2017-18	Actual Expenses to December 31, 2017	* Remaining Anticipated Cost	Total Actual and Projected Expense	* Project Budget Variance (Over)/ Under
Construction: revised tender	\$ 26,748,370	\$ -	\$ 13,808,927	\$ 11,890,937	\$ 679,872	\$ (166,999)	\$ -	\$ 148,178	\$ (49,800)	\$ 26,311,115	\$ 106,293	\$ 26,417,408	\$ 330,962
Construction (EDC Eligible)	\$ (1,605,673)	\$ -	\$ (1,605,673)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (1,605,673)	\$ -	\$ (1,605,673)	\$ -
Total construction	\$ 25,142,697	\$ -	\$ 12,203,254	\$ 11,890,937	\$ 679,872	\$ (166,999)	\$ -	\$ 148,178	\$ (49,800)	\$ 24,705,442	\$ 106,293	\$ 24,811,735	\$ 330,962
HST on construction net of rebate ¹	\$ 543,082	\$ -	\$ 263,591	\$ 256,844	\$ 14,685	\$ (3,607)	\$ -	\$ 3,201	\$ (1,076)	\$ 533,638	\$ 2,296	\$ 535,934	\$ 7,148
Total construction - including HST net of rebate	\$ 25,685,779	\$ -	\$ 12,466,845	\$ 12,147,781	\$ 694,557	\$ (170,606)	\$ -	\$ 151,379	\$ (50,876)	\$ 25,239,080	\$ 108,589	\$ 25,347,669	\$ 338,110
Consultants fees, Permits and Administration	\$ 2,104,756	\$ 1,549,546	\$ 180,632	\$ 216,667	\$ 19,902	\$ 54,372	\$ 34,234	\$ 27,154	\$ -	\$ 2,092,507	\$ -	\$ 2,092,507	\$ 12,249
Land Improvements - (Incl EDC Eligible)	\$ 2,202,277	\$ 319,316	\$ 1,681,476	\$ (768)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000,004	\$ -	\$ 2,000,004	\$ 202,273
Capital Other (incl Furniture & Equipment)	\$ 1,528,670	\$ (10,000)	\$ 1,251	\$ 979,058	\$ 514,121	\$ 275,431	\$ 110,414	\$ (931)	\$ -	\$ 1,869,344	\$ 25,755	\$ 1,895,099	\$ (366,429)
Infrastructure	\$ 120,000	\$ -	\$ -	\$ 88,122	\$ 5,800	\$ 10,008	\$ -	\$ -	\$ -	\$ 103,930	\$ -	\$ 103,930	\$ 16,070
TOTAL COST	\$ 31,641,482	\$ 1,859,862	\$ 14,340,204	\$ 13,430,840	\$ 1,234,380	\$ 169,205	\$ 144,648	\$ 177,802	\$ (50,876)	\$ 31,304,865	\$ 134,344	\$ 31,439,209	\$ 202,273

* Overall, the project is expected to be completed within budget. Savings from the budgeted amount in the Land Improvements (EDC Eligible) account of \$202,273 are expected to be realized.

1. Harmonized Sales Tax (HST) is 13% in Ontario. HDSB receives a rebate of 83.3846% on HST paid.

HALTON DISTRICT SCHOOL BOARD
MARTIN STREET P.S. - CAPITAL COST BUDGET
as at: December 31, 2017

Budget Category- Abatement/Demolition of Existing School *	Budget	Expensed 2014-15	Expensed 2015-16	Expensed 2016-17	Expensed 2017-18	Actual Expenses to December 31, 2017	Remaining Anticipated Cost	Total Actual and Projected Expense	* Project Budget Variance (Over)/ Under
Construction: per tender	\$ 401,000	\$ -	\$ 401,000	\$ -	\$ -	\$ 401,000	\$ -	\$ 401,000	\$ -
Construction contingency (N/A)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total construction	\$ 401,000	\$ -	\$ 401,000	\$ -	\$ -	\$ 401,000	\$ -	\$ 401,000	\$ -
HST on construction net of rebate 1	\$ 8,662	\$ -	\$ 8,662	\$ -	\$ -	\$ 8,662	\$ -	\$ 8,662	\$ -
Total construction - including HST net of rebate	\$ 409,662	\$ -	\$ 409,662	\$ -	\$ -	\$ 409,662	\$ -	\$ 409,662	\$ -
Consultants fees, Permits and Administration	\$ 14,845	\$ -	\$ 22,232	\$ -	\$ -	\$ 22,232	\$ -	\$ 22,232	\$ (7,387)
Contingency	\$ 50,000	\$ -	\$ 5,151	\$ -	\$ -	\$ 5,151	\$ -	\$ 5,151	\$ 44,849
Capital Other (incl Furniture & Equipment)	\$ 9,515	\$ -	\$ 8,894	\$ -	\$ -	\$ 8,894	\$ -	\$ 8,894	\$ 621
TOTAL COST	\$ 484,022	\$ -	\$ 445,939	\$ -	\$ -	\$ 445,939	\$ -	\$ 445,939	\$ 38,083

Ministry approval received December 9, 2015 up to but not exceeding the amount of \$637,420 to match preferred bidder provided copies of final invoices associated with this approval are submitted to the Ministry.

Budget Category- Construction of New School	Budget	Expensed 2014-15	Expensed 2015-16	Expensed 2016-17	Expensed 2017-18	Actual Expenses to December 31, 2017	Remaining Anticipated Cost	Total Actual and Projected Expense	* Project Budget Variance (Over)/ Under
Construction: per tender	\$ 12,135,000	\$ -	\$ 1,323,584	\$ 10,555,616	\$ 33,559	\$ 11,912,759	\$ 222,241	\$ 12,135,000	\$ -
Construction (15 year land improvements)	\$ -	\$ -	\$ -	\$ (487,047)	\$ -	\$ (487,047)	\$ -	\$ (487,047)	\$ 487,047
Construction (incl EDC Eligible)	\$ (310,000)	\$ -	\$ -	\$ (399,630)	\$ -	\$ (399,630)	\$ -	\$ (399,630)	\$ 89,630
Total construction	\$ 11,825,000	\$ -	\$ 1,323,584	\$ 9,668,939	\$ 33,559	\$ 11,026,082	\$ 222,241	\$ 11,248,323	\$ 576,677
HST on construction net of rebate 1	\$ 255,420	\$ -	\$ 28,589	\$ 208,849	\$ 725	\$ 238,163	\$ 4,800	\$ 242,963	\$ 12,456
Total construction - including HST net of rebate	\$ 12,080,420	\$ -	\$ 1,352,173	\$ 9,877,788	\$ 34,284	\$ 11,264,245	\$ 227,041	\$ 11,491,286	\$ 589,133
Consultants fees, Permits and Administration	\$ 933,620	\$ 34,901	\$ 518,847	\$ 226,391	\$ 30,977	\$ 811,116	\$ 21,952	\$ 833,068	\$ 100,552
Land Improvements - (Incl EDC Eligible)	\$ 588,629	\$ 13,322	\$ 44,049	\$ 953,384	\$ -	\$ 1,010,755	\$ 25,000	\$ 1,035,755	\$ (447,125)
Capital Other (incl Furniture & Equipment)	\$ 609,905	\$ 1,099	\$ 6,209	\$ 331,356	\$ 107,931	\$ 446,595	\$ 204,897	\$ 651,492	\$ (41,587)
Infrastructure	\$ 67,000	\$ -	\$ 29,250	\$ -	\$ -	\$ 29,250	\$ -	\$ 29,250	\$ 37,750
TOTAL COST	\$ 14,279,574	\$ 49,322	\$ 1,950,528	\$ 11,388,919	\$ 173,192	\$ 13,561,961	\$ 478,890	\$ 14,040,851	\$ 238,723

* Overall, the project is expected to be completed within budget. Since the project is still in progress, we have included the actual and projected expenses to reflect the budget although we estimate there will be variances within expenditure categories prior to the completion of the project. As we continue to provide updates to the Board, we will reflect the actual variance amongst expenditure categories accordingly.

1. Harmonized Sales Tax (HST) is 13% in Ontario. HDSB receives a rebate of 83.3846% on HST paid.

HALTON DISTRICT SCHOOL BOARD
MILTON #10 ELEMENTARY - CAPITAL COST BUDGET
(Includes Child Care and Child and Family Program Centres)

as at: December 31, 2017

Budget Category	Budget	Expensed 2015-16	Expensed 2016-17	Expensed 2017-18	Actual Expenses to December 31, 2017	* Remaining Anticipated Cost	Total Actual and Projected Expense	* Project Budget Variance (Over)/ Under
Construction: per tender	\$ 16,758,298	\$ -	\$ -	\$ 440,566	\$ 440,566	\$ 16,317,732	\$ 16,758,298	\$ -
Construction: reduction in tendered contingency	\$ (100,000)	\$ -	\$ -	\$ -	\$ -	\$ (100,000)	\$ (100,000)	\$ -
Construction (15 year land improvements)	\$ (890,105)	\$ -	\$ -	\$ -	\$ -	\$ (890,105)	\$ (890,105)	\$ -
Construction (EDC Eligible)	\$ (146,829)	\$ -	\$ -	\$ -	\$ -	\$ (146,829)	\$ (146,829)	\$ -
Total construction	\$ 15,621,364	\$ -	\$ -	\$ 440,566	\$ 440,566	\$ 15,180,798	\$ 15,621,364	\$ -
HST on construction net of rebate ¹	\$ 337,424	\$ -	\$ -	\$ 9,516	\$ 9,516	\$ 327,908	\$ 327,908	\$ -
Total construction - including HST net of rebate	\$ 15,958,788	\$ -	\$ -	\$ 450,082	\$ 450,082	\$ 15,508,706	\$ 15,949,272	\$ -
Consultants fees, Permits and Administration	\$ 1,085,013	\$ 113,395	\$ 516,097	\$ 39,395	\$ 668,887	\$ 416,126	\$ 1,085,013	\$ -
Land Improvements - (Incl EDC Eligible)	\$ 1,407,679	\$ 11,626	\$ 36,722	\$ 6,385	\$ 54,733	\$ 1,352,946	\$ 1,407,679	\$ -
Capital Other (Incl Furniture & Equipment)	\$ 970,441	\$ -	\$ -	\$ -	\$ -	\$ 970,441	\$ 970,441	\$ -
Infrastructure	\$ 72,000	\$ -	\$ -	\$ -	\$ -	\$ 72,000	\$ 72,000	\$ -
Total Cost	\$ 19,493,921	\$ 125,021	\$ 552,819	\$ 495,862	\$ 1,173,702	\$ 18,320,219	\$ 19,484,405	\$ -

* Overall, the project is expected to be completed within budget. Since the project is still in progress, we have included the actual and projected expenses to reflect the budget although we estimate there will be variances within expenditure categories prior to the completion of the project. As we continue to provide updates to the Board, we will reflect the actual variance amongst expenditure categories accordingly.

1. Harmonized Sales Tax (HST) is 13% in Ontario. HDSP receives a rebate of 83.3846% on HST paid.

HALTON DISTRICT SCHOOL BOARD
MILTON SW #1 HIGH SCHOOL - CAPITAL COST BUDGET
as at: December 31, 2017

Budget Category	Budget	Expensed 2016-17	Expensed 2017-18	Actual Expenses to December 31, 2017	* Remaining Anticipated Cost	Total Actual and Projected Expense	* Project Budget Variance (Over)/ Under
Construction: per tender	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Construction (15 year land improvements)	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Construction (EDC Eligible)	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Total construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
HST on construction net of rebate ¹	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Total construction - including HST net of rebate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants fees, Permits and Administration	*	\$ 474,954	\$ 110,830	\$ 585,784	\$ 546,353	\$ 1,132,137	*
Land Improvements - (Incl EDC Eligible)	*	\$ 34,712	\$ 36,986	\$ 71,698	\$ 55,094	\$ 126,792	*
Capital Other (incl Furniture & Equipment)	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Infrastructure	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Total Cost	\$ -	\$ 509,666	\$ 147,816	\$ 657,482	\$ 601,447	\$ 1,258,929	\$ -

* On November 21, 2016, the Ministry of Education announced Capital Funding for the construction of Milton SW#1 high school. In October 2016, the Board approved the appointment of Hossack & Associates Architects Inc. to prepare the design and tender documents through report 16128. Preliminary expenses to date are for Design Consultant work by Hossack and Associates relating to the construction as well as preliminary expenses relating to the purchase and preparation of the site. As we continue to provide updates to the Board, we will reflect the actual status of the project accordingly.

1. Harmonized Sales Tax (HST) is 13% in Ontario. HDSB receives a rebate of 83.3846% on HST paid.

HALTON DISTRICT SCHOOL BOARD
CRAIG KEILBURGER S.S. ADDITION - CAPITAL COST BUDGET
as at: December 31, 2017

Budget Category	Budget	Expensed 2015-16	Expensed 2016-17	Expensed 2017-18	Actual Expenses to December 31, 2017	* Remaining Anticipated Cost	Total Actual and Projected Expense	* Project Budget Variance (Over)/ Under
Construction - per tender- Price 1 (Addition)	\$ 5,093,000	\$ -	\$ 1,634,743	\$ 830,776	\$ 2,465,519	\$ 2,687,948	\$ 5,153,467	\$ (60,467)
Construction - per tender- Price 2 (Greenhouse)	\$ 300,000	\$ -	\$ -	\$ -	\$ -	\$ 300,000	\$ 300,000	\$ -
Construction (15 year land improvements)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Less: Bleachers added to contract through Change Order but funded through Renewal Funding	\$ -	\$ -	\$ -	\$ (60,467)	\$ (60,467)	\$ -	\$ (60,467)	\$ 60,467
Total construction	\$ 5,393,000	\$ -	\$ 1,634,743	\$ 770,309	\$ 2,405,052	\$ 2,987,948	\$ 5,393,000	\$ -
HST on construction net of rebate ¹	\$ 116,489	\$ -	\$ 35,310	\$ 16,639	\$ 51,949	\$ 64,540	\$ 116,489	\$ -
Total construction - including HST net of rebate	\$ 5,509,489	\$ -	\$ 1,670,053	\$ 786,948	\$ 2,457,001	\$ 3,052,488	\$ 5,509,489	\$ -
Consultants fees, Permits and Administration	\$ 506,103	\$ 211,854	\$ 174,764	\$ (17,848)	\$ 368,770	\$ 137,333	\$ 506,103	\$ -
Land Improvements - (Incl EDC Eligible)	\$ 68,848	\$ 21,455	\$ 21,896	\$ (6,640)	\$ 36,711	\$ 32,137	\$ 68,848	\$ -
Capital Other (incl Furniture & Equipment)	\$ 1,120,508	\$ 799,351	\$ 6,492	\$ 2,299	\$ 808,142	\$ 312,366	\$ 1,120,508	\$ -
Infrastructure	\$ 18,251	\$ -	\$ 292	\$ -	\$ 292	\$ 17,959	\$ 18,251	\$ -
Total Cost	\$ 7,223,199	\$ 1,032,660	\$ 1,873,497	\$ 764,759	\$ 3,670,916	\$ 3,552,283	\$ 7,223,199	\$ -

* Overall, the project is expected to be completed within budget. Since the project is still in progress, we have included the actual and projected expenses to reflect the budget although we estimate there will be variances within expenditure categories prior to the completion of the project. As we continue to provide updates to the Board, we will reflect the actual variance amongst expenditure categories accordingly.

1. Harmonized Sales Tax (HST) is 13% in Ontario. HDSB receives a rebate of 83.3846% on HST paid.

HALTON DISTRICT SCHOOL BOARD
OAKWOOD P.S. (CHILD AND FAMILY PROGRAM) - CAPITAL COST BUDGET
as at: December 31, 2017

Budget Category	Budget	Expensed 2016-17	Expensed 2017-18	Actual Expenses to December 31, 2017	* Remaining Anticipated Cost	Total Actual and Projected Expense	* Project Budget Variance (Over)/ Under
Construction: per tender	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Construction (15 year land improvements)	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Construction (EDC Eligible)	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Total construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
HST on construction net of rebate 1	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Total construction - including HST net of rebate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants fees, Permits and Administration	*	\$ 48,078		\$ 48,078	\$ 17,659	\$ 65,737	*
Land Improvements - (Incl EDC Eligible)	*	\$ 6,385	\$ 12,374	\$ 18,759	\$ -	\$ 18,759	*
Capital Other (incl Furniture & Equipment)	*	\$ 87,575		\$ 87,575	\$ 4,777	\$ 92,352	*
Infrastructure	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -
Total Cost	\$ -	\$ 142,038	\$ 12,374	\$ 154,412	\$ 22,436	\$ 176,848	\$ -

* On January 20, 2017 the Ministry of Education (Early Years Division) announced Capital Funding for the renovation of available space at Oakwood P.S. to create a Child and Family Program . Preliminary expenses to date are for Design Consultant work by Griguric Architects Inc. and Arcadis Canada Inc. relating to the construction as well as preliminary expenses relating to the preparation of the site as well as the asbestos abatement that was completed in August. The tender for construction closed on October 4, 2017 and as a result additional funding was requested from the Ministry to complete the project. Final approval to proceed with tender acceptance from the Ministry was received on December 22, 2017. At the January 10, 2018 Board meeting, report 18010 was presented and the Board approved the motion to accept the tender and approve the Budget for the Oakwood P.S. project. As we continue to provide updates to the Board, we will reflect the actual status of the project accordingly.

1. Harmonized Sales Tax (HST) is 13% in Ontario. HDSB receives a rebate of 83.3846% on HST paid.

**Halton District School Board
Appendix C – Build Capacity Summary
As at December 31, 2017**

Build Capacity

Funding for major construction projects (new schools and additions) is based on a calculated benchmark cost based on pupil places being constructed. In cases where the final costs of the project are less than the calculated benchmark allocation, the excess funding is considered "Build Capacity" for the Board (or Ministry committed funds available for reassignment). In other words, the excess funding is not taken away from the Board; it can be reassigned to future Board construction projects. This reassignment requires Ministry approval and cannot be considered until the original project is 100% complete and the costs are final. Reassignment of "Build Capacity" can also be accessed with Ministry approval in the case of cost overruns on current construction projects.

The actual "Build Capacity" amount is not recorded in the financial records of the Board and is not finalized until actual expenditures have been incurred. The Board and Ministry of Education track all capital construction projects as well as the "Build Capacity" through the use of a Ministry spreadsheet called the Capital Analysis and Planning Template (CAPT). If the final cost of the project is less than the approved Ministry funding, the surplus is tracked in the CAPT and is not recorded in the board's financial statements.

Build capacity is restricted in the case of FDK (Full Day Kindergarten) funding in that excess FDK funding can only be used for future FDK construction projects.

As at December 31, 2017, the estimated "Build Capacity" per HDSB CAPT would be:

Ministry Funded Build Capacity:

Funding Category	Total Build Capacity Amount	Projects Contributing to Build Capacity*	Amount per Project
Capital Priorities	\$ 8,387,665.00	Alton Village P.S.	\$ 216,809.00
		Anne J. MacArthur P.S	\$ 2,670,150.00
		Forest Trail P.S. Addition	\$ 1,429,558.00
		Irma Coulson P.S.	\$ 733,652.00
		Pilgram Wood P.S. Addition	\$ 418,692.00
		Boyne P.S.	\$ 984,088.00
		Alton Village P.S. Addition	\$ 166,840.00
		Previously classified LTF (Pre-2010: NPP, Growth etc. relating to multiple sites)	\$ 974,435.00
		Construction in Progress projects *	\$ 793,441.00

* The total Build Capacity for the Capital Priorities projects with construction still in progress are estimated amounts at December 31, 2017 pending confirmation and receipt of final expenditures.

HALTON DISTRICT SCHOOL BOARD
APPENDIX D - SUMMARY OF THE CLOSING THE GAP PROGRAM (Presented Quarterly)
as at: December 31, 2017 (expenditures paid to date - cash basis)⁴

Summary of Available Funding:

Approved Funding Available for Program	\$ 18,717,891	(Chart 1 below)
Funding pending Ministry transfer approval	\$ 9,974,435	(Chart 1 below)
Subtotal of Available Funding	\$ 28,692,326	
Funding Allocated/spent to date	\$ (28,525,465)	(Chart 2 below)
Balance available for future Closing the Gap projects	\$ 166,861	

Chart 1: Total Funding Available for Program:

Board Report/ Other	Available Funding	Funding source		
		Accumulated Surplus ³	Proceeds of Disposition (POD)	NPP Build Capacity ⁴
Report 12136 (2011/2012 Year-end surplus)	\$ 1,000,000	\$ 1,000,000		
Report 13167 (2012/2013 Year-end surplus)	\$ 6,562,128	\$ 6,562,128		
Report 14180 (2013/2014 Year-end surplus)	\$ 867,445	\$ 867,445		
May 7, 2014 - Ministry approval letter ¹	\$ 4,223,000		\$ 4,223,000	
May 25, 2015 - Ministry approval letter ¹	\$ 5,000,000		\$ 5,000,000	
Lease to Brant Haven homes	\$ 46,578			\$ 46,578
Report 15163 (2014/2015 Year-end surplus)	\$ 1,018,740	\$ 1,018,740		
Subtotal - Approved available funding	\$ 18,717,891	\$ 9,448,313	\$ 9,223,000	\$ -
Report 16088 ²	\$ 9,974,435		\$ 9,000,000	\$ 974,435
Total Available Funding	\$ 28,692,326	\$ 9,448,313	\$ 18,223,000	\$ 974,435

Notes:

- Projects must meet Ministry guidelines for Tangible Capital Assets in order to be funded using Proceeds of Disposition
- At the Board meeting of June 1, 2016, Trustees approved Report 16088 (Board motion M16-0096) to transfer additional funds to the Closing the Gap program. An approval request was sent to the Ministry on July 27, 2016. Ministry approval for the transfer has not yet been received pending receipt of the project list. **Per Ministry memo 2015:B13, if POD funds are spent on "renewal" type projects, project specific Ministry approval to proceed is not required.**
- At the Board meeting of September 21, 2016, Trustees approved Report 16122 (Board motion M16-0132) and report 16128 (Board motion M16-0133) to appoint Hossack and Associates Architects to complete the design and tender documents for both NE Oakville #2 elem and Milton SW#1 HS pending Ministry approval of funding. In the event funding approval is not received and the projects do not proceed, these costs will be covered using Closing the Gap funding (Accumulated Surplus portion). On November 21, 2016, the Ministry approved funding for the construction of Milton SW#1 HS through the Capital Priorities process.
- Subsequent to the transfer request being sent to the Ministry as detailed in note #2 above, the Craig Keilberger S.S. Addition project tender closed resulting in additional funding being required. The approval to proceed request was sent to the Ministry requesting use of the Capital Priorities Build Capacity however, the Ministry requested that this be changed to the outstanding NPP Build Capacity. On January 25, 2017, the Ministry approved the use of \$1,693,799 in NPP Build Capacity to fund the CKSS Addition project (including Greenhouse). The NPP Build Capacity available has been reduced from the amount in report 16088 to reflect the new amount available of \$974,435 pending Ministry Approval.

Chart 2: Approved Projects to be funded by the Program:

School & Project Description	Board Report ⁵	Budget Estimate ¹	Actual Expenses to Date (From Board Financial System) ²	Remaining anticipated costs ³	Total Actual and Projected Expenses	Funding Source				Comments	
						Accumulated Surplus	Proceeds of Disposition (POD)	NPP Build Capacity	Other		Total Amount to be Funded
MM Robinson SS Lifeskills and Elevator	12136	\$ 675,000	\$ 672,411		\$ 672,411	\$ 672,411				672,411	Projects complete
Eastview PS Lifeskills and contingency	13050	\$ 244,000	\$ 209,542		\$ 209,542	\$ 209,542				209,542	Project complete
CH Norton PS Lifeskills	13051	\$ 230,000	\$ 229,999		\$ 229,999	\$ 229,999				229,999	Project complete
Digital Surveillance Cameras (Multiple sites)	13098	\$ 919,950	\$ 875,683		\$ 875,683	\$ 829,105		\$ 46,578		875,683	Projects complete
Craig Keilberger SS Centre Renovations	14102	\$ 190,000	\$ 188,593		\$ 188,593	\$ 188,593				188,593	Project complete
Robert Bateman SS Lifeskills	14097	\$ 250,000	\$ 248,920		\$ 248,920	\$ 248,920				248,920	Project complete
Classroom Projection Equipment (Multiple sites)	14199 Revised	\$ 100,000	\$ 99,196		\$ 99,196	\$ 99,196				99,196	Project complete
Library Services (Multiple sites)	14199 Revised	\$ 500,000	\$ 497,633	\$ 2,367	\$ 500,000	\$ 500,000				500,000	
Special Education Rooms (Multiple sites)	14199 Revised	\$ 600,000	\$ 506,100	\$ 93,900	\$ 600,000	\$ 148,750	\$ 451,250			600,000	WOSS Spec Ed reno - \$451,250 to date
Specialty Classrooms (Multiple sites)	14199 Revised	\$ 600,000	\$ 157,735	\$ 442,265	\$ 600,000	\$ 600,000				600,000	
Electrical Upgrade and Air Conditioning (Secondary)	14199 Revised	\$ 3,600,000	\$ 1,183,232	\$ 2,416,768	\$ 3,600,000	\$ 3,600,000				3,600,000	
Electrical Upgrade and Air Conditioning (Elementary)	14199 Revised	\$ 4,700,000	\$ 2,252,229	\$ 2,447,771	\$ 4,700,000	\$ 4,700,000				4,700,000	
NSEC accessible/gender neutral washrooms	17067	\$ 80,000	\$ 15,496	\$ 64,504	\$ 80,000	\$ 80,000				80,000	
Frontenac PS elevator	17068	\$ 1,000,000	\$ 148,289	\$ 851,711	\$ 1,000,000	\$ 1,000,000				1,000,000	
IT Infrastructure - Computer Infusion	17107	\$ 541,121	\$ 541,121	\$ -	\$ 541,121	\$ 541,121				541,121	
IT Infrastructure - Wireless Access Points	17107	\$ 2,000,000	\$ 882	\$ 1,999,118	\$ 2,000,000	\$ 2,000,000				2,000,000	
Electrical Upgrade and Air Conditioning (2nd/3rd storey)	17144	\$ 5,180,000	\$ -	\$ 5,180,000	\$ 5,180,000	\$ 5,180,000				5,180,000	
Elevator Installation - (Multiple sites)	17144	\$ 6,000,000	\$ -	\$ 6,000,000	\$ 6,000,000	\$ 1,900,676	\$ 3,291,750	\$ 807,574		6,000,000	
White Oaks S.S. - artificial turf field	17144	\$ 1,200,000	\$ -	\$ 1,200,000	\$ 1,200,000	\$ 1,200,000				1,200,000	
Total Estimated Project Costs		\$ 28,610,071	\$ 7,827,061	\$ 20,698,404	\$ 28,525,465	\$ 9,448,313	\$ 18,223,000	\$ 807,574	\$ 46,578	\$ 28,525,465	

Notes:

1. Budget Estimate- Project Budget estimate from Board Report including all eligible costs such as construction costs (General Contractor) and soft costs (architect fees, permits, equipment).
2. Actual expenses to date - actual expenditures made through the Board financial accounting system on an cash basis as at the date of the report.
3. Remaining Anticipated Costs - the amount of expenses that have not yet occurred.
4. Cash basis - expenses are recognized when paid.

Halton District School Board

Report Number: 18029
Date: February 5, 2018

FOR INFORMATION

TO: The Chair and Members of the Halton District School Board
FROM: L. Veerman, Superintendent of Business Services and Treasurer
RE: **2018/2019 Budget Development**

Background

This report is intended to present the 2018/2019 Budget Development Schedule and the Board's Budget Objectives.

Reporting

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 2018/2019 budget must be submitted prior to the end of June 2018.

Provincial Perspective

Provincial Economic Statement

On November 24, 2017, Minister of Finance, Charles Sousa presented the 2017 Ontario Economic Outlook and Fiscal Review to the Legislature. This report provided an update on the economic assumptions included in the 2017 Ontario Budget based on the most current information available. The impacts of these changes were applied to the government's revenue and expenditure projections, which revised the anticipated financial results for the current fiscal year. The following are excerpts from the document:

Ontario's economy continues to grow despite an uncertain global environment. Over the past three years, Ontario's economy has grown faster than Canada's and those of all other G7 countries. With a growing economy and a balanced budget, our government is creating more opportunities for people and businesses in Ontario. Independent economists project that Ontario's economy will continue to grow over the next two years. The Ministry of Finance is forecasting growth of 2.8 per cent in Ontario's real GDP in 2017, which is higher than the 2017 Budget assumption of 2.3 per cent. The government is continuing to project a balanced budget in 2017-18 and ongoing balance in 2018-19 and 2019-20, unchanged from the 2017 Budget forecast.

Chapter I:

Building Fairness for Ontario Families -Improving Youth Well-Being and Achievement

As Ontario continues to strive for excellence in the education system, there is more work to do to ensure that all students succeed. Children who have strong relationships and a positive sense of self are in a better position to reach their full potential. That is why the government is moving forward with an increased focus on student and youth well-being.

Focusing on Well-Being

The Province is committed to programs, both inside and outside the classroom, to help improve students' well-being. The 2017 Budget committed to spending \$49 million over three years to develop and strengthen programs that improve students' cognitive, emotional, social and physical development. In September 2017, the Province announced investments in the following new and expanded programs:

Halton District School Board

- *Funding for active transportation, including walking school buses and bike-to-school programs that create more physical activity opportunities for students;*
- *Doubled funding for school boards to support local well-being priorities, including school breakfast programs, bullying prevention, recreational activities and staff professional development; and*
- *Increased funding for School Mental Health ASSIST, a provincial support team that provides leadership, resources and other support to help boards promote student mental health and well-being across Ontario.*

Helping Student Achievement

Ontario's school curriculum is being updated to improve student achievement in core skills and increase focus on transferable life skills. Provincial assessment practices will be reviewed to ensure that they are culturally relevant, measure a wider range of learning, and better reflect student well-being and equity. To better communicate all aspects of student achievement, new report cards are being developed and will be sent to parents starting in the next school year.

Reducing Class Sizes

This year, full-day kindergarten classes, which are supported by a teacher and an early childhood educator, are capped at 30 students and average no more than 26 students per class within each school board. Support is also being provided to ensure that for students in Grades 4 to 8, all school boards have average class sizes of fewer than 25 students.

Ensuring Equity and Inclusion

Ontario is making the education system fairer and more inclusive for all students by identifying and eliminating systemic barriers, as well as better supporting students in their future pathways. The Province committed over \$7 million in 2017–18 for the implementation of Ontario's Education Equity Action Plan, a roadmap to identifying and eliminating discriminatory and systemic practices, barriers and biases from schools and classrooms. Key areas of action include:

- *Introducing a renewed approach to Grade 9, enabling all students to better explore pathways to work, college, apprenticeship and university;*
- *Identifying and addressing disparities in suspension, expulsion and exclusion rates among certain student populations;*
- *Ensuring that school and classroom practices reflect and respond to the diversity of all students and staff, so that they reflect the needs and realities of all students; and*
- *Ensuring that the diversity of the teachers, staff and school system leaders in Ontario schools reflects the diversity of their students through recruitment, hiring and promotion of educators and school and system leaders.*

Helping Parents and Children by Enhancing Autism Supports

Ontario has significantly expanded a range of dedicated supports in schools for students with Autism Spectrum Disorder (ASD), including:

- *Specialized training of over 30,000 educators in applied behaviour analysis methods to support students with ASD;*
- *Dedicated transition teams for students with ASD receiving intensive support transitioning from community services into full-time school; and*
- *New after-school skills development programs.*

Through these investments, the number of students with ASD attending postsecondary has increased by four times since 2009. But more needs to be done to support students, families and educators. That is why Ontario is improving school-based supports for students with ASD by launching a new pilot project for the 2017–18 school year. The pilot is

Halton District School Board

available in 18 school boards and aims to improve the experiences of children and their families. Through training and professional expertise, the pilot will also work to improve the capacity of school teams to provide skilled support to students with ASD.

Improving Access to Services for Children with Special Needs

Ontario is working to develop services and supports for children and youth with special needs to ensure they get timely and effective services as they transition to adulthood. This year, the Province announced an investment of up to \$31 million to support the construction of a new facility for Grandview Children's Centre in Durham Region. This new facility will create more treatment space, shorten wait times and help ensure families get access to the care they need sooner.

The Province supports 21 Children's Treatment Centres and helps more than 76,000 children and youth receive rehabilitation services such as physiotherapy, occupational therapy and speech language therapy.

Supporting Education in Rural and Northern Ontario

From April to June 2017, the government held provincewide consultations to seek input on how to strengthen education in rural and northern Ontario. In response to feedback from students, parents, educators and communities, the government took immediate action by boosting key supports, including a new \$20 million Rural and Northern Education Fund. This fund will help students by enhancing programming such as French immersion, arts education and guidance counselling, and by improving student access through options such as late bus runs and mobile e-learning through tablets or Wi-Fi.

Additionally, the government is overhauling the process that school boards use to review schools for potential closure to allow for further community consultation. It will provide supplementary funding of \$1.2 million to encourage school boards to share space with each other and community partners to maintain a presence in communities.

Investing In Education Infrastructure

Across the province, Ontario is investing almost \$16 billion in capital grants over 10 years in new and improved schools, which will help deliver high-quality programs and increase student achievement and well-being. These capital investments are essential to address enrolment growth, renovate schools in poor condition and ensure students across the province have fair access to quality education infrastructure.

In September, students returned to class in new or renovated learning spaces in more than 50 schools in communities across the province. These investments will provide students with a better place to learn and grow for this school year and for years to come.

Revenue – Grants for Student Needs (GSN)

The Ministry of Education allocates funding to school boards using a model referred to as Grants for Student Needs (GSN) that is based on enrolment and the needs of students in each board. In 2017/2018, the HDSB projected to receive in excess of 92% (approximately \$677 million) of total operating revenue from GSN funding. Specific funding allocation details are normally provided to Boards following the provincial budget. In the past few years this information has been made available in late March or early April. The timing of these funding announcements present challenges for boards in the province given that certain major decisions such as staffing need to be made in advance of final budget discussions.

2018/2019 Education Funding Consultation

In 2014, the Ministry of Education released *Achieving Excellence: A Renewed Vision for Education in Ontario* with the intention of taking our publicly funded education system from great to excellent. Underlying the four goals of the reviewed vision, and the many aspirations we commonly share, is the necessity for fiscally sustainable education funding.

Halton District School Board

On October 10, 2017, the Ministry sent an invitation to school boards to attend the Ministry of Education's regional symposium. This engagement was to allow school boards the opportunity to provide input on the GSN and other education funding sources for the 2018/2019 school year. The focus of the Ministry is to ensure education funding is effective, transparent and aligned with the needs of the communities with shared goals of Achieving Excellence, Ensuring Equity, Promoting Well-Being and Enhancing Public Confidence. A copy of this guide is included as Appendix A.

A summary of the feedback received during the consultation session will be distributed to school boards.

In addition, the Ontario Public School Boards' Association (OPSBA) submitted a Brief to the Ministry of Education summarizing feedback received with respect to 2018/2019 Education Funding. The Brief provides recommendations/rationale for Key/Areas and Funding Lines of Advocacy. A copy of the OPSBA Brief is included as Appendix B.

Board Perspective

Objectives of Budget Development Process

The key objective of the Budget Development Process is to align the allocation of resources with the Operational 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.

Multi-Year Plan 2016-2020 and Operational Plan

The Multi-Year Plan Mission, Vision, Values and Goals were approved by Trustees on June 15, 2016 (Board Report 16102). Following an assessment of system priorities and areas for growth, Administrative Council developed targets to measure the success of the goals in the Multi-Year Plan. These targets were incorporated into the 2017/2018 Operational Plan and will be updated/revised to continue into the 2018/2019 school year. The budget development process will align the allocation of resources in order to support these plans.

Enrolment

The Halton District School Board is projected to continue with modest enrolment growth into 2018/2019. This will be primarily as a result of new residential development in Milton and north Oakville. In addition to the operational impact on the budget, this growth will continue to put pressure on the capital expenditures of the board.

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 that we inspire and support learning; create safe, healthy and engaging environments; and provide opportunities for challenge and choice.

Respectfully submitted,

*L. Veerman,
Superintendent of Business and Treasurer*

*S. Miller,
Director of Education*

Halton District School Board

Timelines for 2018/2019 Budget Development

February/March/April 2018

Budget Development Report

Trustee Budget Meeting(s)

- Discussion re: Alignment of Financial Resources
 - Multi-Year Plan
 - Annual Operational Plan
 - Special Education Plan
- Review of Budget Parameters
 - Preliminary Enrolment 2018/2019
 - Revenue Assumptions
 - Expenditure Assumptions
 - Salary and Benefits
 - Non-salary expenditures
 - Review details of 2018/2019 GSN
 - Overview of Grant Revenue Calculation (based on GSN release)
 - Review Expenditures to ensure alignment with GSN
- Review of Accountability and Reporting Requirements
- Review Trustee Issues/Input
- Review/Implement process for Stakeholder Input
- Presentation/review with SEAC
- Update on status of Special Education Plan

May 2018

Trustee Budget Meeting(s)

- Review draft budget
- Review initiatives/financial constraints
- Update on Staffing
- Update on Trustee Input
- Update on Stakeholder Input
- Update on Communication Plan

May/June 2018

Trustee Budget Meeting(s)

- On-going review of draft budget; initiatives/financial constraints
- Update on Staffing
- Update on Trustee Input
- Update on Stakeholder Input
- Update on Communication Plan
- Continue to discuss restraint measures if required

Board Meeting

- Budget finalized

Budget filed with Ministry

2018-19 Education Funding Engagement Guide

Contents

- Introduction 5**
- 2017-18 Funding Highlights 6**
- About this Engagement 8**
- Other Engagements 9**
- Learning Opportunities Grant (LOG) 11**
 - Demographic Allocation..... 11
- Pupil Accommodation Review Guideline (PARG) / Community Planning and Partnerships Guideline (CPPG) 13**
- Early Years Capital 15**
 - Accommodation Costs 15
- Indigenous Education 16**
 - Enveloping the Per-Pupil Amount (PPA) Allocation of the Indigenous Education Grant 16
 - Updates to the Lead Position in 2017-18..... 16
 - Class Size Benchmarks for Indigenous Languages & Indigenous Studies Programs..... 16
- Accountability Measures and Technical Updates 18**
 - Expanding the New Teacher Induction Program (NTIP) 18
 - NTIP Allocation..... 18
 - Leads 19
 - EPOs 20
 - Identifying Efficiencies and Reinvestments 20
- Conclusion..... 21**
- Resources 22**
 - Appendix A – The Ontario First Nation, Métis, and Inuit Education Policy Framework..... 23
 - Appendix B - Leads and Coordinators..... 24
 - Appendix C - EPO Tables 26

Ontario's publicly funded education system is recognized as one of the best in the world. Thanks to partnerships with communities and families, graduates become personally successful, economically productive and actively engaged citizens.

The Province's unprecedented investments in education have raised the high school graduation rate to a historic new high of 86.5 per cent. More students than ever before are obtaining a high school diploma and gaining the skills and experience required for the jobs of tomorrow.

As Minister, I want to take this opportunity to express my sincere gratitude to all of our partners in the education sector for coming together to discuss funding for the 2018-19 school year.

By working together, Ontario will continue to cultivate and develop a high-quality teaching profession and strong leadership at all levels of the system. Our education system will continue to promote success for all. It will be responsive, accessible, and integrated from early learning and child care to adult education.

This year, we will continue to focus on equity and accountability, but as always, remain committed to expanding the conversation based on your feedback. I am confident that together we can develop innovative ideas to build on our success. I encourage those who are interested to submit their feedback either in person or in writing.

Thank you once again for everything you do on behalf of Ontario's students and their families.

Sincerely,

A handwritten signature in black ink, appearing to read 'MH' with a stylized flourish at the end.

Mitzie Hunter, MBA
Minister

Each year, as we work to address the funding challenges and opportunities for Ontario's students and their families, the ministry benefits from the expertise and insight of our partners. I truly appreciate the collaborative approach that is demonstrated by the sector during these engagements.

I am proud of the work we do each year to ensure education funding is effective, transparent and aligned with the needs of our communities. By staying focused on our shared goals of [Achieving Excellence, Ensuring Equity, Promoting Well-Being and Enhancing Public Confidence](#), we can continue to provide a high-quality system that benefits everyone.

This year, we have once again developed this engagement guide to assist with our conversations. I encourage you to share your ideas in person at the sessions or in writing. I look forward to reading all of the incredible feedback we will receive and continuing to strengthen our partnerships.

Thank you again for your dedication and hard work on behalf of Ontario's students and their families.

Sincerely,

A handwritten signature in cursive script that reads "Bruce Rodrigues".

Bruce Rodrigues
Deputy Minister of Education

Introduction

An education system that is sustainable, responsible, transparent, and returns good value for public money inspires public confidence and contributes to positive student outcomes. By working with our education partners, Ontario is committed to ensuring that our publicly funded education system is accountable and efficient.

The annual education funding engagement is part of the Ministry of Education’s ongoing commitment to work with the education community to review and improve current funding mechanisms.

The Education Funding Engagement Guide sets out specific priorities for discussion, including funding through the Grants for Student Needs (GSN), however as always, we remain open to conversations beyond the themes outlined in this guide.

The GSN provides the financial foundation for the delivery of education programs and services to the students of Ontario. The ministry recognizes that conditions vary widely across Ontario. This is why local school boards have flexibility in how they use some GSN funding, within the overall accountability framework.

GSN funding can be broadly categorized into four areas of support:

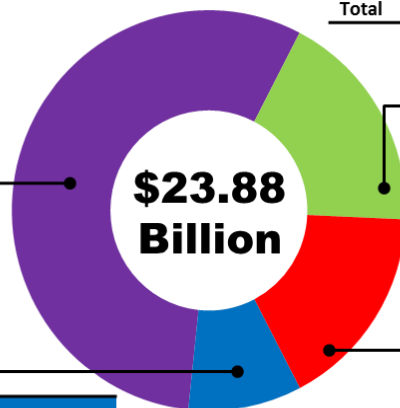
GSN 2017-18

Funding for classrooms	
Pupil Foundation Grant	\$10,806.4M
Continuing Education and Other Programs Grant	\$142.4M
Cost Adjustment & Qualifications and Experience Grant	\$2,302.6M
Total	\$13,251.4M

Funding for specific education priorities	
Special Education Grant	\$2,855.7M
Language Grant	\$765.0M
Indigenous Education Grant	\$66.3M
Learning Opportunities Grant	\$763.5M
Safe & Accepting Schools Supplement	\$48.1M
Total	\$4,498.6M

Funding for a locally managed system	
Geographic Circumstances Grant	\$205.1M
Declining Enrolment Adjustment	\$17.3M
School Board Administration and Governance Grant	\$612.6M
Debt Service	\$457.7M
Student Transportation Grant	\$919.6M
Total	\$2,212.3M

Funding for schools	
School Foundation Grant	\$1,468.3M
School Facility Operations and Renewal Grant	\$2,413.7M
Total	\$3,881.9M



Note: School authorities funding (\$3.4 million) are included in the total, but not in the pie chart. Figures may not add due to rounding.

1. **Funding for classrooms** focuses on providing classroom resources;
2. **Funding a locally managed system** aims to ensure board leadership carries out focused activities to support alignment of resources which help schools and students strive to achieve excellence;
3. **Funding for schools** provides the resources to ensure schools have the leadership they need and are clean, well-maintained and efficient facilities for learning; and
4. **Funding for specific education priorities** speaks mainly to the *Achieving Excellence* goal of addressing priority areas of equity and well-being by, for example, meeting special education needs.

2017-18 Funding Highlights

In 2017-18, the ministry is allocating a projected \$23.88 billion through the GSN. In addition, the ministry will also be providing \$140.4 million in funding outside of the GSN through transfer payments known as Education Programs – Other (EPO). For more information, please see [Memorandum 2017:B03 – 2017-18 School Year Education Programs – Other \(EPO\) Funding](#).

The 2017-18 GSN also reflects the implementation of the labour agreements ratified over spring 2017, as well as regular updates. Some key updates for 2017-18 include:

Local Priorities Funding

As a result of the education sector labour discussions, the ministry is establishing a Local Priorities Fund (LPF) of \$223.2 million in 2017-18 to address a range of priorities including more special education staffing to support children in need, "at -risk" students and adult education.

Class Size Investments

The government has committed to invest in reducing class size in FDK (\$16.7 million) and Grades 4 to 8 (\$39.6 million).

Plan to Strengthen Rural and Northern Education

Starting in September 2017, the ministry is investing an additional \$20 million through the Rural and Northern Education Fund as an enhancement to the GSN. This funding will be dedicated for school boards to further improve education for students from rural communities.

The ministry also committed to fully review and update the pupil accommodation process and to provide increased funding for co-operation between school boards including planning and building joint-use schools.

Indigenous Education

The ministry is enveloping the Per-Pupil Amount (PPA) allocation of the Indigenous Education Grant, and is updating the rules around the hiring of the full-time Indigenous lead.

The ministry is also changing the name of the First Nation, Métis, and Inuit Education Supplement and its allocations as per the figure below:

Former Title	New Title (2017-18)
First Nation, Métis and Inuit Education Supplement	→ Indigenous Education Grant
Native Languages Allocation	→ Indigenous Languages Allocation
First Nation, Métis and Inuit Studies Allocation	→ Indigenous Studies Allocation

School Foundation Grant (SFG)

The government is making additional investments in supports for school administration through the SFG:

- Multi-Building Adjustment
- French-Language Board Adjustment
- Campus Definition Change

These changes are projected to result in a net investment in the GSN of approximately \$4.6 million in 2017-18, while the total SFG is projected to be \$1.47 billion.

For more information on the 2017-18 GSN, please refer to the [technical guide](#).

About this Engagement

We are providing this Engagement Guide in advance of face-to-face discussions to ensure our partners have sufficient time to consider the details of the specific areas for which we are seeking feedback. Engagement sessions will take place through fall / winter 2017.

The ministry recognizes that there are a number of topics to be covered at the engagement sessions, and there may be times when our stakeholders have more to contribute than the time allows. To this end, we are offering all of our education stakeholders the opportunity to submit further feedback through written submissions, which will be included in the Education Funding 2018-19 Summary Discussion Report.

Discussion summaries of past engagement sessions are available on the [Education Funding page of the ministry website](#).

In order to ensure your feedback is included in the summary, please forward your submission by Friday, December 1, 2017 to:

Dana Skalin
Dana.skalin@ontario.ca

Senior Policy Advisor
Education Funding Branch
Ministry of Education

Other Engagements

Each year, the ministry holds discussions with education partners, outside of the annual funding engagements, to discuss both policy and funding mechanisms. Some of the current discussions follow:

Tuition Agreements

An education services (tuition) agreement provides for the admission of First Nation pupils ordinarily resident on reserve to a publicly funded school on the payment of a fee. Section 188 of the *Education Act* authorizes, but does not require, district school boards to enter into these agreements with the Government of Canada or a First Nation. While some agreements may contain some similar components, individual First Nation communities and school boards develop their own agreements and working relationships. A board may have different agreements with two or more First Nations. Individual First Nations and district school boards decide on the terms of the agreement, within the context of the calculation of fees regulation under the *Education Act*. The ministry, school board representatives and First Nation partners are working together, beginning in fall 2017 to review the process for developing tuition and reverse tuition agreements in order to support First Nation communities and school boards in the negotiation and administration of these agreements.

Student Transportation

In response to the Auditor General's recommendation that the Ministry of Education revisit the current student transportation funding formula, the ministry will proceed with a 12 to 18 month multi-stakeholder engagement to solicit input and feedback to renew the vision of student transportation in Ontario. This renewed vision will focus on how transportation services can best support the goals of the education system. The renewed vision will also provide guidance for future policy development on matters such as funding and accountability. The ministry is working with the executive co-leads to determine the engagement process and timeline. More details will be communicated in the coming months.

Early Years Capital Funding Benchmarks

The Ministry of Education is committed to creating more accessible, affordable, high-quality early years programs for families. Ontario has committed to creating access to 100,000 new licensed child care spaces for children aged 0 to 4 over the next five years. To determine capital funding for school-based early years projects, the ministry is currently using the full-day kindergarten (FDK) elementary school capital benchmarks along with a site-specific geographic adjustment factor (GAF). Some school boards have told us that the current requirements are not always suitable for early years projects. To help address this issue, the ministry is establishing an expert panel on Early Years Capital Standards in Schools, comprised of representatives from school boards, municipalities and early years operators which will provide advice and recommendations to the government on capital funding methodology for school-based early years projects, as well as best practices for the optimization of early years capital design, planning, and construction in schools across Ontario.

Benefits Technical Advisory Committee

A Technical Advisory Committee (TAC) will be established to discuss a go-forward approach to funding benefits within the GSN. The TAC will review all benefits, including Statutory, Health, Life, and Dental. The TAC will include school business officials and financial experts from the Trustee Associations. The TAC will convene in the fall of 2017.

Learning Opportunities Grant (LOG)

The Learning Opportunities Grant (LOG) provides funding for a range of programs to help students who are at a greater risk of poor academic achievement.

The LOG provides funding for a range of programs to help students who are at a greater risk of poor academic achievement.

The total LOG is projected to be \$763.5 million in 2017-18.

The Learning Opportunities Grant comprises:

1. Demographic Allocation – \$358.2 million,
2. Mental Health Leaders Allocation – \$8.9 million,
3. Local Priorities Fund - \$223.2 million,
4. School Authorities Amalgamation Adjustment – \$0.6 million,

5. Literacy and Math Outside the School Day Allocation – \$17.5 million,
6. Student Success, Grades 7 to 12 Allocation – \$60.6 million,
7. Grade 7 and 8 Literacy and Numeracy and Student Success Teachers – \$22.1 million,
8. School Effectiveness Framework Allocation – \$18.6 million,
9. Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation– \$8.3 million,
10. Specialist High Skills Major (SHSM) Allocation – \$18.7 million,
11. Outdoor Education Allocation – \$17.1 million; and

12. Library Staff Allocation– \$9.8 million

Allocations 5 -11 are currently enveloped under the Student Achievement Envelope.

Boards may use the allocations in the Student Achievement Envelope for these programs only; however, there is some flexibility in how boards may use the funds, as long as the funds in total are spent on the seven programs in the envelope.

The Library Staff Allocation (#12) of LOG is enveloped separately from the Student Achievement Envelope, as library staff funds must be spent on library staff.

Considerations

1. Should all of the allocations in LOG be enveloped?
2. Are there any other components of LOG that need to be updated, and how?

Demographic Allocation

The largest portion of LOG funding is flowed through the Demographic Allocation, which provides funding based on social and economic indicators that are associated with students having a higher risk of academic difficulty. This allocation supports boards in offering a wide range of locally determined programs for these high risk students.

Allocation Method

Funding for the Demographic Allocation provides a greater share of funding to boards with the largest number of students at risk because of social and economic factors or because the students have arrived in Canada recently.

The following socio-economic indicators have been derived from 2006 Census data:

Indicator	Description (2006 Census)	Weight
Low Income	Percentage of school-aged children in households with income below the low income cut-off (LICO) point.	50%
Recent Immigration	Percentage of school-aged children who immigrated to Canada between 2001 and 2006.	25%
Low Parental Education	Percentage of the adult population having less than a high school diploma or equivalent.	12.5%
Lone Parent Status	Percentage of school-aged children in a household led by a single parent.	12.5%

The Demographic Allocation is calculated as follows:

$$\text{School LOG Funding} = \text{School Funding Units} \times \text{Funding Unit Value}$$

$$\text{Funding Unit Value} = \frac{\text{Total Funding Available}}{\text{Total Funding Units}}$$

Considerations

1. Are the socio-economic indicators included in the calculation for the Demographic Allocation appropriate?
2. Is the indicator weighting for the Demographic Allocation appropriate?

Pupil Accommodation Review Guideline (PARG) / Community Planning and Partnerships Guideline (CPPG)

As part of the province's [Plan to Strengthen Rural and Northern Education](#) the ministry committed to strengthening its PARG and to support improved co-ordination of community infrastructure planning, which includes revising the CPPG.

The plan responds to feedback received during the government's rural engagement in spring 2017 and aims to better support:

- Quality rural education;
- Sustainable use of school space in rural communities; and
- Decision-making around school closures.

The ministry's proposed revisions to the PARG aim to create a stronger, more collaborative process that better promotes student achievement and well-being and better recognizes the impact of school closures on rural communities. The ministry proposes to achieve this by considering the elements below.

Revising Pupil Accommodation Review (PAR) timeframes:

- Extending the current minimum PAR timeframe beyond five months;
- Eliminating the minimum modified PAR timeframe of three months; and/or
- Further extending time-frames under specific circumstances, such as if new closure recommendations are added mid-way through the accommodation review process.

Introducing minimum requirements for the initial staff report by requiring school boards to include:

- At least three accommodation options (a recommended option, an alternative option and a status quo option).
- Information on how accommodation options will impact:
 - School board budget;
 - Student programming /achievement;
 - Student well-being; and
 - Community and/or economic impact.

Promoting community input in the PAR processes by requiring:

- School boards to invite elected municipal representatives and municipal staff to a meeting to discuss the initial staff report;
- School boards to disclose municipal participation / non-participation in PAR and Community Planning and Partnership (CPP) processes;
- A broader role for trustees throughout the PAR process, beyond ad hoc membership of Accommodation Review Committees, hearing public delegations and making the final decision; and
- A participatory role for secondary student representatives in PARs involving secondary schools.

Reforming the PAR administrative review process by:

- Extending the timeframe to submit an administrative review petition from 30 to 60 calendar days; and
- Reviewing the signature thresholds and requirements for launching an administrative review request.

Developing ministry supports, such as:

- A PAR toolkit to standardise type and format of initial staff report information;
- A template for use by community partners to engage boards with proposed alternatives to school closures or other proposals for community use of schools; and
- New support for the review and validation of initial staff report information and community proposals by independent third parties.

The ministry is also supporting improved co-ordination of community infrastructure planning by working with partner ministries and key stakeholders on the following three initiatives:

- 1) Building upon the Ministry of Municipal Affairs' ongoing integrated local planning work to better facilitate local relationships and partnerships, including between school board and municipal governments, particularly in rural and northern communities.
- 2) Revising the CPPG to:
 - Better align with integrated local planning processes;
 - Encourage joint responsibility for integrated community planning, with a focus on communication between school boards, municipal governments and community partners about boards' capital plans;
 - Highlight the potential for community use of open and underutilized schools; and
 - Require that boards disclose municipal participation and non-participation in CPPG meetings.
- 3) Continuing its ongoing work with the Ministry of Infrastructure to support delivery of recommendations in *Community Hubs in Ontario: A Strategic Framework and Action Plan*, for example, by providing information to support:
 - The Community Hubs Mapper (<http://gis.communityhubsontario.ca/>)
 - The Community Hubs Surplus Property Transition Initiative (<https://www.ontario.ca/page/community-hubs-0#section-0>)

Considerations

1. Do you think the ministry's proposed revisions to the PARG will create a stronger, more collaborative process?
 - a. If not, why? Are there other elements the ministry should consider?
 - b. If yes, do you have suggested improvements or comments on the elements being proposed?
2. Do you think the above measures to support improved coordination of community infrastructure planning will work to promote sustainable use of school space in communities??
 - a. If not, why? Are there other elements the ministry should consider?

- b. If yes, do you have suggested improvements or comments on the elements being proposed?
3. When making decisions about school infrastructure within communities, what measures could be helpful to fostering collaboration and cooperation between municipalities and school boards?

Early Years Capital

Accommodation Costs

Ontario schools have been prioritized as preferred early years locations, which can increase pressure on schools to address accommodation costs and sustainability for early years providers in schools. The ministry wants to ensure that we proactively address concerns which may arise when locating programs in schools, including accommodation costs and a potential lack of consistent and long-term sustainability for their occupancy.

Early years providers face a wide range of accommodation costs depending on the school board from which they lease.

The ministry is establishing a working group on Early Years Accommodation Costs in Schools, comprised of representatives from school boards, municipalities and early years operators which will provide advice and recommendations on early years accommodation cost transparency and methodology in schools. They will also provide advice to address sustainability issues for early years providers in schools. Feedback provided from our education partners, through the GSN engagement, will be shared with the group.

Considerations

1. What operational costs should be included when calculating accommodation costs in schools? What shouldn't be included?
2. How can access and affordability to programs be improved?
3. What initiatives or policies should the ministry consider as it develops accommodation costs strategies for early years programs?

Indigenous Education

Enveloping the Per-Pupil Amount (PPA) Allocation of the Indigenous Education Grant

In 2017-18, the ministry is enveloping all of the PPA Allocation of the Indigenous Education Grant to ensure this funding is used to support programs and initiatives aimed at improving Indigenous student achievement and well-being and improving the knowledge and awareness of all students about First Nation, Métis and Inuit traditions, cultures and perspectives.

Considerations

1. Is the envelope effective in assisting boards to support programs and initiatives aimed at improving Indigenous education?

Updates to the Lead Position in 2017-18

All boards must allocate at least 1.0 FTE for the dedicated Indigenous Education Lead position. The Lead must be hired full-time and must be dedicated only to this role. Exceptions may be determined by the ministry in collaboration with school boards for geographic reasons (northern and rural boards). The Lead will work closely with senior board administration to implement the *Ontario First Nation, Métis, and Inuit Education Policy Framework* (2007) (Framework). Each school board will also be required to identify a Supervisory Officer who is accountable for the implementation of the Framework, and has oversight for the work of the Lead if s/he is not a Supervisory Officer.

Considerations

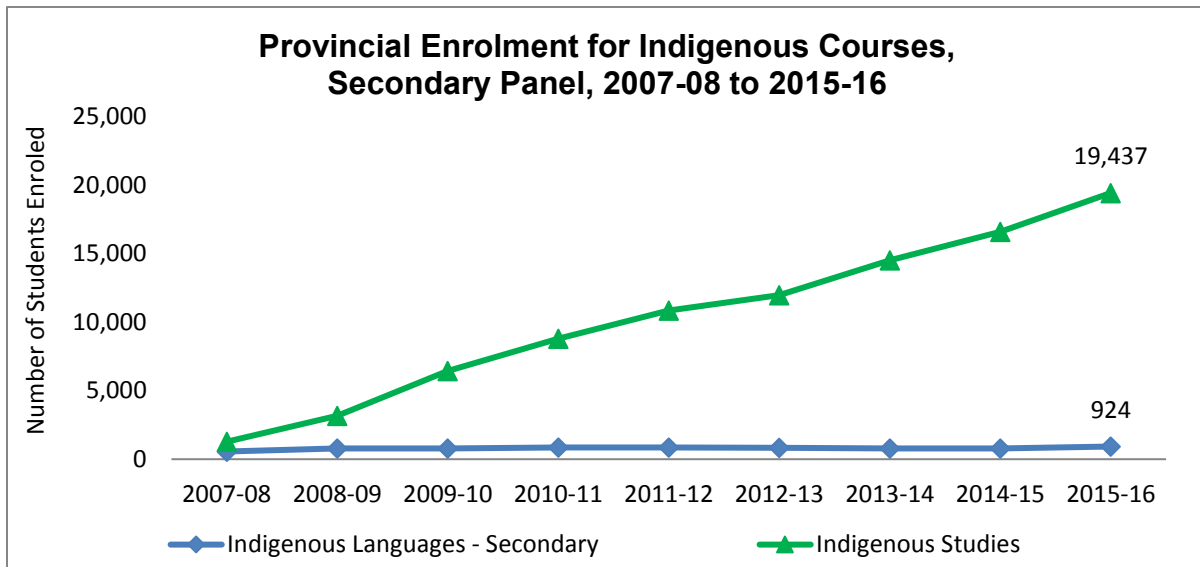
1. How successful has your lead been at working with the community?
2. What aspects of the Framework (See *appendix A*) have benefited from hiring a dedicated Lead?
3. Is the Lead's name and contact information publicly available on your board's website?

Class Size Benchmarks for Indigenous Languages & Indigenous Studies Programs

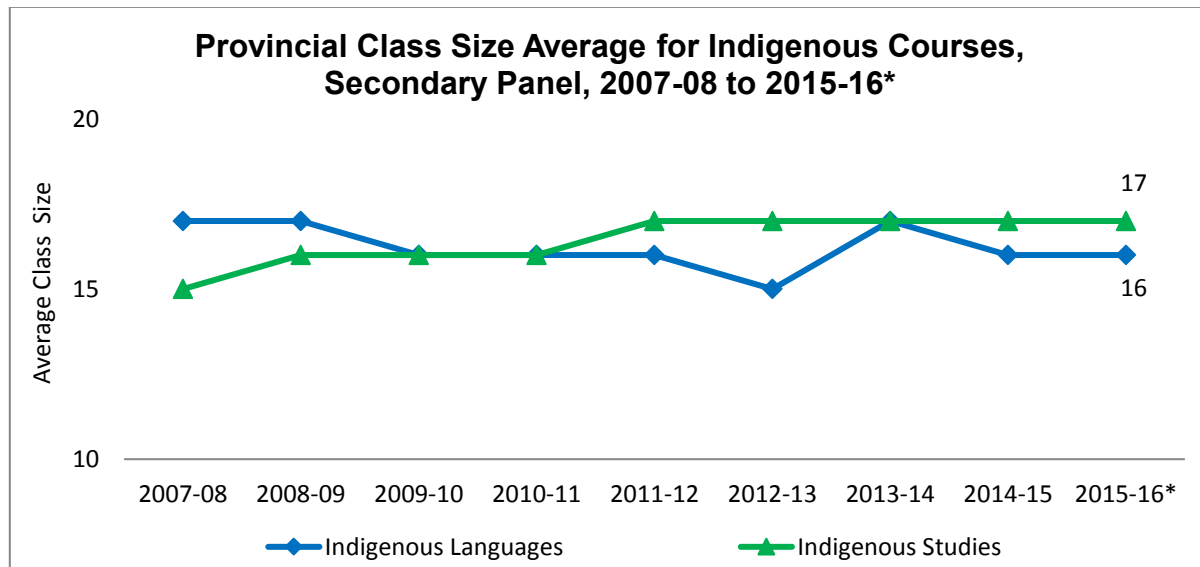
The Indigenous Education Grant was introduced in order to support broad Indigenous education and learning outcomes. Additional funding was introduced by the ministry for Indigenous Languages and Indigenous Studies to encourage school boards to offer these courses despite limited enrolment. Initially, the funding was scaled to an average class size of 8. With enrolment in these courses having increased significantly, in 2011-12 the funding benchmarks were revised to recognize an average class size of 12. While the Indigenous Languages and Indigenous Studies allocations are scaled to fund an incremental average class size of 12 pupils, the ministry does not dictate a minimum class size of 12.

Boards have the flexibility to make decisions about program delivery and staffing to meet the needs of their students and local priorities. As such, boards may organize these classes as deemed appropriate, with the expectation that some classes may be larger and others smaller than the stipulated average. Further, school boards are

funded to deliver a range of compulsory and elective courses. Pages 51 and 52 of the Ministry of Education’s 2017-18 Education Funding Technical Paper outline the formula used to calculate funding for these courses.



Source: Education Finance Information System (EFIS) 2007-08 to 2015-16



Source: As reported by schools in the Ontario School Information system (OnSIS), 2007-08 to Preliminary 2015-16.

*Data for 2015-16 is preliminary and subject to change.

Notes: Data includes only classes where all students in the class are being taught an Indigenous Language/Indigenous Studies course.

Considerations

1. Should class size funding benchmarks for Indigenous Languages be changed?
 - a. If yes, what should the new benchmark be, and why?
 - b. If no, why?
2. Should class size funding benchmarks for Indigenous Studies be changed?
 - a. If yes, what should the new benchmark be, and why?
 - b. If no, why?

Accountability Measures and Technical Updates

Expanding the New Teacher Induction Program (NTIP)

NTIP supports the growth and professional development of new teachers. It is a step in a continuum of professional learning for teachers to support effective teaching, learning, and assessment practices. It provides another full year of professional support allowing new teachers to continue developing the requisite skills and knowledge that will support increased success as teachers in Ontario.

By helping new teachers achieve their full potential, the NTIP supports Ontario's vision of achieving high levels of student performance and consists of the following induction elements:

- Orientation for all new teachers to the school and school board
- Mentoring for new teachers by experienced teachers
- Professional development and training in areas such as:
 - Literacy and Numeracy strategies, Student Success, Safe Schools, and Politique d'aménagement linguistique in French-language boards
 - Classroom management, effective parent communication skills, and instructional strategies that address the learning and culture of students with special needs and other diverse learners.

As of 2009-10, beginning Long Term Occasional (LTO) 97-day teachers were included in the induction elements of the NTIP.

For the purposes of the NTIP, a “beginning 97-day LTO teacher” is defined as a certified occasional teacher who is in his or her first long-term assignment, of 97 or more consecutive school days as a substitute for the same teacher.

Ontario Regulation 274/12 requires first year LTO teachers with 4 month (80 day) assignments to have an Occasional Teacher evaluation. These teachers, even though they are also beginning and teaching in the classroom, are not currently eligible to receive support through the NTIP as they fall below the current NTIP definition of 97 days.

Considerations

1. In order to close the support gap, should “4 month (80 day) LTO’s” be eligible to participate in the induction portion of NTIP?
 - a. Why or why not?

NTIP Allocation

In 2017-18, school boards will receive funding for the NTIP Allocation that is the lesser of \$50,000 per board plus \$1,490.49 multiplied by the number of teachers on Rows 0, 1, and 2 of a board's Teacher Qualifications and Experience Grid with movement in 2016-17, or a board's expenditure for NTIP in 2017-18. Boards are expected to use NTIP funding for eligible NTIP expenditures and are required to meet NTIP requirements according to legislation and the New Teachers Induction Program: Induction Elements Manual.

Considerations

1. Should boards have the flexibility to use NTIP funding to support teachers in their first 5 years with assignments outside NTIP's current mandatory eligibility?
 - a. Why or why not?
 - b. If yes, what type of teachers should be eligible to participate?
 - i. teachers with multiple LTO contracts
 - ii. daily occasional teachers and teachers on short-term contracts
2. Should boards have the flexibility to use NTIP funding to direct extra support to FLL/FSL teachers, who are in such high demand that they often land permanent work immediately following graduation?

Leads

Currently, various Leads are funded by the ministry through different mechanisms, and carry with them different levels of accountability. Some leads are dedicated roles, or enveloped, or funded at the Supervisory Officer (SO) level or calculated using Average Daily Enrolment (ADE). See *appendix B for full details on Leads*.

Title	Notes
Mental Health Lead	Enveloped. Funded through GSN, one per board.
School Effectiveness Lead	Enveloped under the School Effectiveness Framework Allocation. Funded through the GSN.
Student Success Lead	Partially enveloped under the Student Achievement Envelope. Dedicated. Funded through GSN, one per board.
Indigenous Education Lead	Dedicated. Enveloped. Funded through GSN, one per board. Boards must also identify a Supervisory Officer to oversee work if the Lead is not at the SO level.
Technology Enabled Learning and Teaching Contact	One contact per board, funded through GSN as part of the larger School Board Administration and Governance Grant, but the role itself is not enveloped.
Community Use of Schools: Outreach Coordinator	Funded through EPO, minimum one per board, not dedicated, coordinators may have duties outside this role. Enveloped as part of the specific list of items eligible under the transfer payment agreement.
Early Years Lead	Funded through EPO to support a minimum of 1.0 FTE, at the SO level, one per board. Part of the larger Early Years Strategy envelope.

Considerations

1. Should all leads be dedicated? (Meaning they can only be leads and unable to carry another role as teacher, principal etc.)
2. Should all leads be limited to a FTE that can only be held by one individual? (no part-time job sharing)

3. Should funding for all leads be enveloped?
4. Are there additional leads that the ministry should consider funding directly?
5. Are all leads currently fully utilized?

EPOs

The ministry continues to evaluate opportunities to streamline and strategically bundle additional EPO programs into the GSN. This will be done with the intent of reducing administrative burden and aligning program implementation with ministry priorities, while ensuring strong accountability and value for money. *See appendix C for the full list.*

Considerations

1. Which EPOs, if any, should be moved into the GSN?
 - a. How could accountability for those grants be ensured?
2. Which grants should be moved out of the GSN?
 - a. How could accountability for those grants be ensured?
3. Should additional portions of the GSN be enveloped?
 - a. If so, which areas and why?

Identifying Efficiencies and Reinvestments

There has been over a decade of significant investments by the province in public education. Total operating funding has increased by \$9.4 billion (66 per cent) since 2002-03. Per-pupil funding has increased by 68 per cent over the same period. The ministry continued this investment despite a period which saw significant enrolment decline.

In 2016-17, enrolment in Ontario schools returned to a position of overall growth, and provincial demographic projections of the school aged population suggest continued growth in the coming years. However, enrolment patterns vary across the province. Currently, 39 of 72 boards have declining enrolment from the previous school year.

Going forward, program funding in the education sector will need to continue to be managed carefully, while ensuring reinvestments are supporting every child and reaching every student.

Considerations

1. What are the areas where there is potential to find new efficiencies and savings?
2. Where might reinvestments be most effective in supporting ongoing efficiencies or improving programs?

Conclusion

Through this Funding Engagement Guide, the ministry is seeking to speak to all of our education stakeholders to hear their views, ideas and concerns about future directions for education funding in Ontario.

Input from the sector is important for many reasons – not least that it highlights the local achievement, innovation and creativity that is a hallmark of public education throughout our province.

The ministry welcomes your feedback, your leadership, and your ongoing partnership.

Thank you.

Resources

More detail about GSN funding may be found on the [Education Funding, 2017-18 page of the ministry website](#). The documents there include:

- 2017-18 Education Funding: A Guide to the Grants for Student Needs;
- Technical Paper 2017-18;
- School Board Funding Projections for the 2017-18 School Year;
- 2017-18 Education Funding: Discussion Summary;
- Memorandum 2017: B04 – Grants for Student Needs Funding for 2017-18; and
- Memorandum 2017: B10 – Updates to the Grants for Student Needs Funding for 2017-18.

Additional resources include:

- Further information about EPO allocations may be found in [Memorandum 2017: B03 – 2017-18 School Year Education Programs – Other \(EPO\) Funding](#); and
- The [Plan to Strengthen Rural and Northern Education](#).

Appendix A – The Ontario First Nation, Métis, and Inuit Education Policy Framework

Ontario's Indigenous Education Strategy is helping First Nation, Métis, and Inuit students achieve their full potential. The Framework is a key part of the strategy and aims to:

- Increase the capacity of the education system to respond to the learning and cultural needs of First Nation, Métis, and Inuit students;
- Provide quality programs, services, and resources to help create learning opportunities for First Nation, Métis, and Inuit students that support improved academic achievement and identity building;
- Provide a curriculum that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students, and that also contributes to the education of school board staff, teachers, and elected trustees; and
- Develop and implement strategies that facilitate increased participation by First Nation, Métis, and Inuit parents, students, communities, and organizations in working to support academic success.

Appendix B - Leads and Coordinators

Mental Health Leads

In 2014-15, the ministry began providing funding through the GSN to support the salary and benefits costs of a Mental Health Leader position in each school board. In 2017-18, these positions will be funded at \$123,112.71 per board. In addition, one Mental Health leader will be funded and shared by all four isolate boards. This funding will be enveloped to ensure that each board has at least one Mental Health Leader.

School Effectiveness Leads

The School Effectiveness Framework supports elementary schools and boards in assessing school effectiveness so that plans for improvement can be put in place. In each school board, School Effectiveness Leads are responsible for the organization, administration, management, and implementation of the Framework. In 2017-18, each board receives a base amount of \$176,992 plus an additional \$176,992, if the elementary ADE of the board is greater than 85,000, plus a per-pupil release time amount of \$2.78, calculated using total elementary and secondary ADE.

Student Success Leads

In 2017-18, \$60.6 million is being provided for the Student Success, Grade 7 to 12 Allocation to assist students who may not otherwise achieve their educational goals. This funding is to be used to enhance preparation of students for passing the Grade 10 literacy test, and to increase opportunities for students to participate in successful school-to-work, school-to-apprenticeship, or school-to-college program pathways. In 2017-18, the ministry is providing each board with \$176,992 for a dedicated leader to assist schools in developing programs to improve student success.

Indigenous Education Leads

In 2017-18, all boards must allocate at least 1.0 FTE for the dedicated Lead position at a rate of at least \$84,083.77. The Lead must be hired full-time and must be dedicated only to this role of the Lead. Exceptions may be determined by the ministry in collaboration with school boards for geographic reasons (northern and rural boards). The Lead will work closely with senior board administration to implement the Framework. Each school board will also be required to identify a Supervisory Officer who is accountable for the implementation of the Framework, and has oversight for the work of the Lead if the Lead is not a Supervisory Officer.

Community Use of Schools: Outreach Coordinators

Funding is allocated to enable school boards to hire Outreach Coordinators who help ensure the effectiveness of the Community Use of Schools program at the local level through activities such as program coordination, outreach, information sharing, and data collection. The Community Use of Schools program helps all schools offer affordable access to indoor and outdoor school space to not-for-profit groups outside of school hours.

Early Year Leads

Funding will be allocated to school boards to support a minimum of 1.0 FTE of the Early Years Lead position, funded at the Supervisory Officer level. The primary role of this

position is to provide system-wide leadership for the *Ontario Early Years Policy Framework*.

Technology Enabled Learning and Teaching Contact

In 2017-18, \$7.6 million in funding will provide each school board with one Technology Enabled Learning and Teaching Contact (TELT) to support the transformation of learning and teaching in the physical and virtual environment. The funding is based on a fixed amount of \$105,000 for each board and will cover salaries, benefits and travel costs.

Appendix C - EPO Tables

Programs for 2017-18	Amount (\$M)
Autism Supports and Training	3.0
Autism: Supporting Transition to the New Ontario Autism Program	8.9
Board Leadership Development Strategy and Mentoring for All Fund	4.8
Community Use of Schools: Outreach Coordinators	6.4
Community Use of Schools: Priority Schools	7.5
Early Year Leads Program	8.9
Equity and Inclusive Education - Parent Engagement	0.9
Focus on Youth Program	8.0
French-Language eLearning Strategy	0.2
French-Language School and Student Support Grades 7 to 12	0.03
Gap Closing in Literacy Grades 7-12	1.7
Indigenous Four Directions	0.2
Indigenous Learning and Leadership Gatherings	0.3
Indigenous Re-engagement	0.1
Indigenous Support and Engagement Initiative	1.9
International Education	0.4
Managing Information for Student Achievement (MISA)	1.4
Politique d'aménagement linguistique (PAL) Initiatives	0.1
Professional Development	3.5
Re-engagement (12 & 12+)	1.2
Renewed Math Strategy K-12	55.0
Special Education - French-Language District School Boards	5.0
Specialist High Skills Major (SHSM)	6.6
Student Engagement	1.6
Support French Language Literacy Strategies	0.2
Supporting Implementation of Policies and Programs	0.4
Supporting Implementation of Revised Kindergarten Program and the Addendum to Growing Success	0.5
Teacher Learning and Leadership Program (TLLP)	4.4
Tutors in the Classroom	1.2
Well-Being: Safe, Accepting and Healthy Schools and Mental Health	6.4
Total	140.4



**ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION**

Leading Education's Advocates

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Laurie French
President

W.R. (Rusty) Hick
Executive Director

January 16, 2018

To: Ann Hoggarth, MPP (Barrie), Chair- Standing Committee on Finance and Economic Affairs
Eric Rennie, Clerk - Standing Committee on Finance and Economic Affairs

Re: OPSBA 2018 Pre-Budget Consultation Submission

The Ontario Public School Boards' Association (OPSBA) represents public district school boards and public school authorities across Ontario. Together our members serve the educational needs of almost 70% of Ontario's elementary and secondary students. The Association advocates on behalf of the best interests and needs of the public school system in Ontario. OPSBA believes that the role of public education is to provide universally accessible education opportunities for all students regardless of their ethnic, racial or cultural backgrounds, social or economic status, individual exceptionality, or religious affiliation.

This document has been also shared with the Ministry of Education as part of our Association's submission to their 2018-19 Education Funding Engagement Guide / Grants for Student Needs (GSN) consultation. Our consultation process included receiving input from trustees, senior OPSBA staff, our Policy Development Work Team, and our Indigenous Trustees Council. In addition, we routinely seek feedback from the Senior Business Officials within our member boards and review funding related advocacy letters and individual submissions from member boards. We continue to request the re-establishment of the Local Priorities Grant to allow school boards the flexibility to support specific local board initiatives and funding challenges.

We believe our recommendations and funding concerns should be discussed among the committee members as they conduct their pre-budget consultations.

Sincerely,

Laurie French
President of the Ontario Public School Boards' Association

OPSBA would like to identify several areas of advocacy that have been expressed to us through our consultation with school boards and school authorities:

Key Areas/Funding Lines of Advocacy

Funding Line / Advocacy	Recommendation / Rationale
<p>Local Priorities Grant</p>	<p>Boards continue to stress the need for local flexibility in order to balance their operating budgets and meet local unique cost pressures and needs. Boards also emphasized that they did not support any additional enveloping of current funding in the GSN.</p> <p>OPSBA recommends that the ministry re-establish the Local Priorities Grant. This local priority funding allotment could be used to support specific local board initiatives and funding challenges.</p> <p>Boards support transparency and accountability and see the re-establishment of this fund as an opportunity to engage with communities and build public confidence.</p>
<p>Special Education Grant</p>	<p>Special Education continues to be an area in which boards request more supports and resources given the complexities of student needs. This is even more significant where community services and supports are not readily available or easily accessible.</p> <p>OPSBA and its member boards continue to monitor and track the impact of the phased-in Differentiated Special Education Needs Amount (formerly High Needs Amount) to ensure adequate supports and services for all special education students. OPSBA recommends the ministry assist school boards to continue to help parents/communities understand the funding elements of special education.</p> <p>Boards indicated that Special Incidence Portion (SIP) claims are not fully funded. OPSBA recommends this be investigated by the ministry.</p> <p>It is overwhelmingly agreed that more funding needs to be directed to special education supports and programs.</p>

<p>Children and Youth Mental Health</p>	<p>OPSBA continues to support Ontario's 10-year Comprehensive Mental Health and Addictions Strategy. There needs to be a continued focus on maintaining and expanding the resources and supports to children and youth that are the primary focus of the strategy in years 1 to 3. In addition, OPSBA has and will continue to provide feedback to the consultation regarding the province's Well-Being Strategy for Education.</p> <p>OPSBA recommends the ministry:</p> <ul style="list-style-type: none">• continue to provide funding to effectively implement Mental Health Literacy supports for K-12, incorporating on-going training for all staff working directly with children and youth in schools;• continue to ensure that in years 4-10 of the government's comprehensive strategy, the gains and funding for children and youth mental health are sustained and expanded as required;• maintain the increased ASSIST coaching support to continue to support all school boards with mental health leads;• provide funding support for school-wide promotion of positive social and emotional development to strengthen mental health literacy among children and youth themselves;• provide a core of sustainable funding to Kids Help Phone for children and youth mental health;• provide an increase in the number of mental health workers, registered nurses in schools and community supports for sufficient pathways to care across the province, especially in northern and remote areas; and• continue to support Working Together for Kids Mental Health in all communities in the province <p>All boards have taken Syrian refugees (and other newcomer students) into their communities. These students often arrive with very high needs that are taking a toll on existing resources. It is recommended that dedicated funding be developed outside of the special education envelope that reflects the on-going specialized needs of refugees.</p>
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School Board Administration and Governance Grant	<p>Boards continue to express concern about pressures caused by increased demands for data and information from administrative staff. There is a need to assess the sufficiency of administrative funding. On two specific matters:</p> <p>OPSBA recommends that additional funds be directed to this line to deal with the impact of the <i>Broader Public Sector Executive Compensation Act</i> and the frameworks that have been created. This will result in funding changes for Directors of Education and Superintendents.</p> <p>OPSBA recommends an increase in the allotment for trustee compensation. We have provided specific feedback to the government through the governance consultation.</p>
Professional Development	<p>Boards highlighted the need for funding of professional development related to new initiatives such as the early learning curriculum and grade 9 de-streaming. Professional development funding should be aligned with new initiatives.</p>
Capital Funding	<p>OPSBA recommends the ministry review the current education development charges regulation to allow boards more flexibility in terms of capital funding. OPSBA recently sent a letter to the Minister of Education asking her to conduct a provincial review of Education Development Charges, to convene a working group to review the current regulation and suggest changes to make it fairer for those boards with pockets of growth that are being unfairly penalized.</p> <p>In terms of overall capital and renewal funding there are school board(s) dealing with very unique circumstances and as a result are challenged with capital and renewal costs related to their aging schools. Many schools have serious and urgent needs that are impacting the ability to meet current program requirements including funding to adapt or change classrooms that are no longer relevant or being used. Action must be taken to best serve the interests of students.</p> <p>OPSBA recommends the ministry continue to consult with school boards regarding capital funding especially in view of developments with respect to community hubs.</p>

<p>School Facility Operations and Renewal Grant</p>	<p>Many boards have noted their struggles with the complete elimination in top-up funding and delays caused by the current PARG review. This has caused additional pressures on school board operating budgets.</p>
<p>Utilities</p>	<p>OPSBA is concerned about cost pressures as a result of an expected increase in rates related to Ontario Power Generation (OPG) and generally increasing transmission & distribution rates.</p>
<p>New Generation Education</p>	<p>OPSBA recommends the continued investment through the technology & learning fund to enrich the classroom experience for students through access to tools and software, and to strengthen professional learning for educators who will use technology and digital resources to enhance student engagement, learning and achievement. These monies and future investments will allow school boards to ensure that technology in schools is current and relevant for the various student pathways.</p> <p>Regarding broadband, OPSBA recommends the government continue the work of its Broadband Modernization Program to ensure there is equity of access for all school boards across the province.</p> <p>OPSBA recommends that action and funding be based on a well-articulated vision rather than a “pilot project” approach and that the ministry coordinate efforts with other ministries to ensure an accessible, equitable technology infrastructure across the province.</p>
<p>French As A Second Language (FSL)</p>	<p>OPSBA is currently leading the FSL Labour Market Partnership Project to research and provide workable solutions for FSL teacher supply and demand issues. OPSBA continues to recommend that the government undertake a comprehensive provincial review of FSL opportunities with a focus on teacher availability issues in an effort to alleviate significant school board pressures and to more accurately reflect the current reality of parent/guardian choice in a plurilingual society.</p> <p>School boards have been struggling with providing opportunities for student and parent choice for FSL options that the Ministry still categorizes as "optional." Issues relate to:</p>

	<ul style="list-style-type: none">• significant accommodation pressures causing multiple boundary changes leading to a lack of predictability for families;• inability to recognize French Immersion as a rationale for Capital projects;• significant transportation costs not recognized for this "optional program";• a lack of sufficient numbers of qualified French teachers at both the elementary and secondary level as well as French language ECE's and support staff;• limiting Core French to only 600 hours of instruction which begins in Grade 4 rather than starting earlier in Grade 1;• maintaining English track viability in dual track schools; and• relocating English track students out of neighbourhood schools to accommodate French immersion <p>These issues are leading school boards to make decisions that limit access to the programs that parents want for their children and creating unnecessary tension between parents and school boards. This is leading to solutions that no one wants, (e.g. caps, lotteries, changes to the percentage of instructional time for French Immersion classes), but have become necessary for the benefit of all students and their families.</p>
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Halton District School Board

Report Number: 18030
Date: February 5, 2018

FOR INFORMATION

TO: The Chair and Members of the Halton District School Board
FROM: L. Veerman, Superintendent of Business Services and Treasurer
RE: **Summary of School Generated Funds – 2016/2017**

Background

The Halton District School Board recognizes that schools and school councils raise funds to supplement student programs and for specific student activities. The Board has a responsibility to ensure that all school generated funds are collected in accordance with board policies/procedures, municipal, provincial, federal laws and regulations. This responsibility includes ensuring all funds are adequately protected, they are controlled through proper accounting procedures and accountability for the funds is maintained.

The Administrative Procedure – School Generated Funds and School Council Funds provides appropriate guidance, authority and protection to school staff and fundraising volunteers by identifying specific direction for the administering, recording and reporting of school generated funds. In addition, Halton District School Board elementary and secondary schools have implemented the Student Fees Administrative Procedure to ensure equity of access to programs and services while maintaining quality and breadth of programming choices.

This report summarizes school generated revenues and expenditures for the year ended August 31, 2017.

Rationale

For the year ended August 31, 2017, the Halton District School Board recorded school generated revenues of \$21.3 million (rounded) and related expenditures of \$20.5 million (rounded). Additional information has been attached as follows:

- Appendix A – Summary of School Generated Funds by Category
- Appendix B – Category Structure for School Generated Funds

School generated funds revenues and expenses represent approximately 2.8% of the total Board's revenue and expenses annually. Schools are permitted to carry forward a surplus of funds up to a maximum of \$30 per student without approval. Surpluses exceeding this limit must be explained with a documented surplus plan that is approved by the School Superintendent. The carry forward is usually as a result of a timing difference between the collection of funds and the outlay of expenditures, e.g., end of year fun fairs in May and June, transition activities that occur in the summer in preparation for the following school year. Examples of items/rationale for carry forward of funds include:

- Fundraising for outside play structures, greenery, shade structures, outdoor signage, and/or other capital purchases
- Supplemental technology such as Chromebooks, data projectors, I-pads, Smartboards
- Library/Learning Commons upgrades to furnishings and learning resources
- Upgrades to gymnasiums (sound systems, projectors, screens)
- French immersion resources
- Specialized classroom resources (sensory rooms, media room, music room)
- Breakfast/snack program carryovers
- Guest speakers and/or other events
- Field trips
- Timing delays between purchase of items through Purchasing Services and reimbursement from the School or School Council bank account.

Halton District School Board

The 2016/17 year had additional increases in carry forward requests resulting from the school generated funds accounting system conversion in April/May 2017. Schools typically increase their spending during these months in preparation for the coming school year. In 2017, several schools had to defer spending decisions until their accounting records were converted and they were up-to-date in transaction recording. These delays resulted in several schools not being able to make procurement decisions until it was too late in the school year to guarantee receipt of items and payment before the summer break.

During the accounting system conversion, consideration time and attention was devoted to the standardization of the school generated funds chart of accounts. Revenues and expenditures, particularly in the secondary panel, had not always followed consistent category mapping in prior years. As a result, the 2016/2017 financial information reflects realignment amongst the categories since prior years' information was not restated. The 2016/2017 year was also free from labour disruption, so several schools undertook overnight field trips which had not been offered during 2015/16. Other schools saw increased participation in fundraising activities such as food sales and fun fairs.

Online Payments

The use of the Online Payment Software has reduced the volume of cash handling in schools. For the first 4 months of the 2017/2018 school year, over \$5 Million in credit card transactions occurred and approximately 43,000 Halton District School Board students (73%) are registered to make online payments in the new School Cash Online program. For the 2016-2017 year, over \$8.5 Million was collected online from over 236,600 transactions.

Respectfully submitted,

*L. Veerman,
Superintendent of Business and Treasurer*

*S. Miller,
Director of Education*

Halton District School Board

Summary of School Generated Funds (including School Councils)

		Year Ended				
		2016/2017	2015/2016	2014/2015	2013/2014	2012/2013
Balance, Beginning of Year	\$	5,419,531	5,313,458	5,193,899	5,071,092	5,210,335
Receipts By Category (1)						
Athletics		1,909,521	1,731,564	1,801,057	1,847,904	1,519,145
Charity		308,515	294,357	291,866	335,282	258,000
Extracurricular		2,910,755	2,304,321	2,221,466	2,182,467	1,936,306
Field Trips		5,389,135	4,757,319	4,921,702	5,106,105	3,903,519
Food & General Fundraising		6,956,185	6,182,924	6,717,787	6,064,727	5,405,746
Fundraising - Capital		49,848	175,525	129,875	67,047	220,850
Fundraising - Curricular/ Enhancements (2)		1,630,567	1,351,233	1,377,134	1,166,404	1,342,600
Grants		695,162	601,863	554,817	335,397	460,414
Other(Non-Student, Temporary)		1,504,226	1,563,110	1,603,681	1,414,316	795,253
Summary of Receipts		21,353,914	18,962,216	19,619,385	18,519,649	15,841,832
Disbursements By Category (1)						
Athletics		1,889,266	1,813,292	1,933,808	2,102,017	1,585,095
Charity		323,305	302,980	311,357	333,811	262,092
Extracurricular		2,875,745	2,642,361	2,536,254	2,449,598	2,074,940
Field Trips		5,506,431	4,920,478	5,068,718	5,185,333	4,064,972
Food & General Fundraising		6,433,771	4,815,436	5,258,596	4,336,289	3,795,307
Fundraising - Capital		326,584	664,344	587,434	670,266	978,157
Fundraising - Curricular/ Enhancements (2)		1,619,738	1,666,092	1,621,778	1,526,973	1,890,134
Grants		628,397	603,941	500,756	279,151	455,308
Other(Non-Student, Temporary)		934,930	1,427,219	1,681,125	1,513,404	875,071
Summary of Disbursements		20,538,167	18,856,143	19,499,826	18,396,842	15,981,075
Receipts Less Disbursements		815,747	106,073	119,559	122,807	(139,243)
Balance, End of Year	\$	6,235,278	5,419,531	5,313,458	5,193,899	5,071,092

The terms "school generated funds" and "school council funds" refer to funds raised to benefit students in the school. Funds are generated in schools from a number of different sources and used in a number of different ways. The Administrative Procedure applies to all funds that are received, raised, or collected in the name of the school or school activity. These funds are under the direction and control of the school Principal. Generally, this will mean all funds available to the school other than funds provided by the approved budget of the board. The Board is required to ensure that these funds are properly administered and transactions are accurately recorded. This Administrative Procedure is not mandatory for Home and School Associations.

(1) A summary of HDSB Standard Category Structure For School Generated Funds (per Administrative Procedure) is attached. **Note:** The categories have not been audited to ensure that all receipts/disbursements are recorded in the appropriate/consistent category across all schools in the district.

Details by category not readily available at the board consolidated level.

(2) Effective September 2010, HDSB implemented a "Student Fees" Administrative Procedure which eliminated fees for standard course materials and/or consumables.

Halton District School Board

Summary of School Generated Funds (including School Councils) - Secondary

	Year Ended				
	<u>2016/2017</u>	<u>2015/2016</u>	<u>2014/2015</u>	<u>2013/2014</u>	<u>2012/2013</u>
Balance, Beginning of Year	\$ 1,983,201	1,966,542	2,148,093	2,136,782	2,353,022
Receipts By Category (1)					
Athletics	1,783,618	1,561,226	1,600,090	1,686,395	1,384,600
Charity	88,171	89,705	84,264	106,839	80,254
Extracurricular	2,271,834	1,712,544	1,572,218	1,551,176	1,472,557
Field Trips	1,431,738	1,217,744	1,112,525	1,435,856	969,966
Food & General Fundraising	967,745	1,031,250	1,116,781	1,099,030	757,909
Fundraising - Capital	23,710	82,290	31,269	21,135	39,073
Fundraising - Curricular/ Enhancements (2)	1,077,623	892,342	893,725	794,048	895,841
Grants	231,222	207,528	226,215	96,801	122,562
Other(Non-Student, Temporary)	546,241	497,237	387,922	432,137	197,022
Summary of Receipts	8,421,902	7,291,866	7,025,009	7,223,417	5,919,784
Disbursements By Category (1)					
Athletics	1,710,442	1,583,137	1,677,770	1,883,640	1,402,893
Charity	98,982	97,776	92,659	103,845	75,965
Extracurricular	2,150,179	1,919,031	1,689,939	1,726,729	1,526,956
Field Trips	1,469,135	1,210,442	1,136,966	1,391,606	1,010,429
Food & General Fundraising	808,263	791,460	1,001,381	628,108	602,510
Fundraising - Capital	106,242	145,536	92,453	122,395	203,820
Fundraising - Curricular/ Enhancements (2)	913,104	888,089	840,930	787,984	896,411
Grants	205,166	206,256	173,661	84,814	126,372
Other(Non-Student, Temporary)	330,242	433,480	500,801	482,985	290,668
Summary of Disbursements	7,791,755	7,275,207	7,206,560	7,212,106	6,136,024
Receipts Less Disbursements	630,147	16,659	(181,551)	11,311	(216,240)
Balance, End of Year	\$ <u>2,613,348</u>	<u>1,983,201</u>	<u>1,966,542</u>	<u>2,148,093</u>	<u>2,136,782</u>

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Details by category not readily available at the board consolidated level.

(2) Effective September 2010, HDSB implemented a "Student Fees" Administrative Procedure which eliminated fees for standard course materials and/or consumables.

Halton District School Board

Summary of School Generated Funds (including School Councils) - Elementary

		Year Ended				
		2016/2017	2015/2016	2014/2015	2013/2014	2012/2013
Balance, Beginning of Year	\$	3,436,330	3,346,916	3,045,806	2,934,310	2,857,313
Receipts By Category (1)						
Athletics		125,903	170,338	200,967	161,509	134,545
Charity		220,344	204,652	207,602	228,443	177,746
Extracurricular		638,921	591,777	649,248	631,291	463,749
Field Trips		3,957,397	3,539,574	3,809,177	3,670,249	2,933,553
Food & General Fundraising		5,988,440	5,151,675	5,601,006	4,965,697	4,647,836
Fundraising - Capital		26,138	93,235	98,606	45,912	181,777
Fundraising - Curricular/ Enhancements (2)		552,944	458,891	483,409	372,356	446,760
Grants		463,940	394,335	328,602	238,596	337,851
Other(Non-Student, Temporary)		957,985	1,065,873	1,215,759	982,179	598,231
Summary of Receipts		12,932,012	11,670,350	12,594,376	11,296,232	9,922,048
Disbursements By Category (1)						
Athletics		178,824	230,154	256,038	218,377	182,201
Charity		224,323	205,204	218,698	229,966	186,127
Extracurricular		725,566	723,331	846,315	722,869	547,984
Field Trips		4,037,296	3,710,036	3,931,752	3,793,727	3,054,545
Food & General Fundraising		5,625,508	4,023,977	4,257,215	3,708,181	3,192,796
Fundraising - Capital		220,342	518,807	494,981	547,871	774,337
Fundraising - Curricular/ Enhancements (2)		706,634	778,003	780,848	738,989	993,722
Grants		423,231	397,685	327,095	194,337	328,935
Other(Non-Student, Temporary)		604,688	993,739	1,180,324	1,030,419	584,403
Summary of Disbursements		12,746,412	11,580,936	12,293,266	11,184,736	9,845,051
Receipts Less Disbursements		185,600	89,414	301,110	111,496	76,997
Balance, End of Year	\$	<u>3,621,930</u>	<u>3,436,330</u>	<u>3,346,916</u>	<u>3,045,806</u>	<u>2,934,310</u>

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**HDSB Standard Category Structure for School Generated
& School Council Funds**

CATEGORY	DEFINITION	EXAMPLES
Athletics	Money received to offset the cost for buses, referees, tournament fees, uniforms; money disbursed for those items; fundraising specific to athletic teams or events.	Team sports (Football, Hockey, Basketball, Volleyball); intramural house league teams; inter-school tournaments; referee fees; OFSAA costs; buses for track meets / relays / cross country meets
Charity	Money raised for and disbursed to an external registered charity.	Terry Fox, World Vision, United Way, Halton Learning Foundation, Heart & Stroke
Extra Curricular	Money collected and distributed to cover costs of clubs, non-athletic co-curriculars and optional school spirit items; fundraising specifically for a single extracurricular event.	Band, Choir, Clubs, Drama/Musical Performances; School Spirit Wear (not gym clothes, which are athletic); Yearbook; Commencement /Graduation, Student Parliament; Environment Club; Link Crew
Field Trips	All money fundraised or collected to support the cost of off-site activities or in-school presentations, including admissions, transportation and accommodations.	Field trips: Science Centre, ROM, Metro Zoo Presentations: Scientists in Schools, musical performers, traveling theatre troupes Excursions: all out-of-province travel; all travel involving overnight accommodation
Food & Fundraising	<p>Money collected by the sale of food directly for student consumption and money spent on the goods being sold. Profits may offset expenses in all other areas except Non-Student.</p> <p>All money raised/received from, and all expenses related to, products sold or activities that are intended to generate profits and be beneficial to the entire school as opposed to a specific area (e.g. athletics, extra-curriculars).</p> <p>Separate subcategories (capital, curricular) are required to record the cost of the items purchased in those areas.</p>	<p>SEC: Cafeteria, Food Schools, catering</p> <p>ELEM: Milk, Pizza, Sub Days, Popcorn</p> <p>Dance-A-Thon, Raffles, Fall Fair events, Gift Card Sales, Fruit/Muffin Mix, Cheese, Wrapping Paper sales, car washes, magazine drives.</p> <p>Fundraising Category may be subcategorized into specific events; expenses come out of the subcategories or may be a subcategory called "event expense".</p>
Capital	All money raised/received from, and all expenses related to, products sold or activities that are intended to generate profits to be specifically used to purchase capital items or support school infrastructure.	<p>Money raised to offset purchases of computers, furniture or equipment ordered through the Board's Purchasing Department.</p> <p>Money raised to offset purchases of landscaping, painting, or structural modifications ordered through the Board's Facility Services Department.</p>
Curricular	All money raised/received from, and all expenses related to, products related to classroom learning.	Library book fairs
Grants	Money received from third parties for a specific purpose, the detailed use of which must be reported.	Parent Involvement Policy, Halton Food for Thought, TD Friends of the Environment
Other: Non-Student & Temporary Clearing	<p>All money raised/received for and spent on items that do not directly benefit students.</p> <p>Expenses that will be reimbursed by HDSB or School Council, who will claim the expense in their financial statements, and offsetting income.</p>	<p>Inflows: HST rebate, photographer commissions.</p> <p>Outflows: Bank charges, cheque printing fees, Volunteer Appreciation</p>

Halton District School Board

Report Number: 18031
Date: February 14, 2018

FOR INFORMATION

TO: The Chair and Members of the Halton District School Board
FROM: L. Veerman, Superintendent of Business
 Stuart Miller, Director of Education
RE: Undertaking of a New Education Development Charge By-law

Background

Education Development Charges (EDCs) are used to fund the acquisition of school sites and related costs to accommodate growth-related pupil needs. 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 Development Charges Amending By-law, 2014, which amended the Education Development Charges By-law, (2013) of the Board.

	Residential Development	Non-Residential Development
\$ per residential unit (as defined in the EDC By-law)	\$2506 per residential unit	
\$ per sq. ft. of gross floor area or \$ per sq. m. of gross floor area (as defined in the EDC By-law)		\$ 0.6 9 per sq. ft. or \$7.43 per sq. m.

As a result of discussions with Watson & Associates Economists Ltd. (W&A) in 2015, it was confirmed both 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.

	June 4, 2014 EDC By-Law	June 3, 2015 New Charge
Charge on residential development	\$3380.00 per residential unit	\$3969.00 per residential unit
Charge on non-residential development	\$0.87 per square foot (\$9.36 per square metre) of gross floor area	\$1.02 per square foot (\$10.98 per square metre) of gross floor area

Halton District School Board

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. 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:

- The 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:

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

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 was to address the ongoing and continued increases in site acquisition costs in Halton.

As a result of these discussions, it was confirmed by 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. As a result of the site valuation review, the charges needed to be again increased so that the Board could collect the appropriate amount of funds that are required to finance the cost of site acquisitions. The Board adopted an amendment to the EDC By-Law on June 21, 2017 which was revised as follows:

	March 1, 2016 Amended Charge	June 26, 2017 New Charge
Charge on residential development	\$3714.00 per residential unit	\$ 4,364.00/unit
Charge on non-residential development	\$.93 per square foot (\$10.01 per square metre) of gross floor area	\$ 1.11/sq.ft, or \$ 11.95/sq.m

Halton District School Board

Discussion

An EDC By-law has a lifespan of up to five years, at which time a new EDC By-law is required that reflects current financial, enrolment growth and economic conditions. Each EDC By-law may be amended to adjust the EDC rates on an annual basis, within its five year lifespan, if unexpected changes occur in the cost of land, cost of servicing of the land, or speed of enrolment growth.

The Board's current EDC By-Law expires on June 19, 2018 and a new by-law is required to replace it prior to that date. In order to prepare a new By-law, a Background Study is required.

An EDC Background Study examines and analyzes existing and future enrolment growth, development growth, existing school facilities, current and future financial conditions, current and future land costs and servicing of that land, and stakeholder input. Through this analysis, a recommendation regarding new rates for Education Development Charges is provided to the Board for review. If approved, this recommendation is then implemented through the adoption of an EDC By-law.

In August 2017, Watson and Associates Economists Ltd. (W&A) being the successful bidder for a joint HCDSB and HDSB Request for Proposal (RFP), was awarded the task of preparing a Background Study and prepare the EDC By-law that would enable each Board to collect appropriate EDCs to fund the acquisition of school sites during the next five years.

On October 25, 2017, W&A presented an outline of what EDCs were; the requirements for the adoption of a new EDC By-law, including a review of EDC policies; and the preparation of a Background Study. Some tentative timelines were also provided.

The following chart identifies the timelines for various staff and statutory public meetings for the Boards.

DATE	FORUM	ACTIONS
October 2017	Trustee Meeting	Info Session – EDC By-law Discussion
February/March 2018	Stakeholder Meeting(s)	Info Session – Background Report Presentation
March 2018	Ministry Submission	Submit Draft Background Report to Ministry of Education
March/April 2018	Notification	EDC Background Study Public Meeting Notification
April 2018	Public Meeting	EDC Background Study Public Meeting & EDC Policy Review public meeting.
May 2018	Board Meeting	Comments and Delegations received
May 2018	Board/Public Meeting	Action Report – 2018 EDC By-law Consideration
May 2018	Notification	Notice of Passing of 2018 EDC By-law
June 2018	-	2018 EDC By-law rates come into effect

It should be noted that legislation states that a School Board must conduct a review of its EDC policies prior to renewing their EDC by-law. This will be presented and discussed at the April public meeting.

Halton District School Board

Conclusion

As per past practice in EDC By-law development, to ensure consistency, HCDSB and HDSB have undertaken a joint EDC study that will ultimately lead to the implementation of a new EDC By-law for each Board in June 2018.

Respectfully submitted,

*L. Veerman,
Superintendent of Business*

*Stuart Miller
Director of Education*

Halton District School Board

Report Number: 18020

Date: January 29, 2018

FOR DECISION

TO: The Chair and Members of the Halton District School Board
FROM: J. Newton, Superintendent of Education
S. Miller, Director of Education
RE: **Establishment of School Boundaries – Milton #10 Public School**

Background:

The following motion was unanimously approved by the Board on September 20, 2017:

Be it resolved that the Halton District School Board direct the Director to undertake a school boundary review for the new Milton #10 Public School, with an expected completion date of no later than February 2018.

In September 2017, the Board approved a recommendation ([Report 17099](#)) to proceed with a boundary review for Milton #10 Public School. The Milton #10 Public School boundary review was undertaken as a result of the Board's Long Term Accommodation Plan (LTAP) which identified a need for a new elementary school to meet the growing enrolment pressures in south west Milton. 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 10c and detailed in Report 18020, effective September 2018.

Boundary Review

The procedure for the boundary review of the Milton #10 Public School area was implemented as per the Halton District School Board Administrative Procedure: [School Boundary Reviews \(2016\)](#)

A Boundary Review Steering Committee (BRSC) was established to lead the school boundary review process. This committee consisted of Milton Family of Schools Superintendent (Jacqueline Newton), Superintendent of Education and Co-Chair (Gord Truffen), General Manager of Planning (Domenico Renzella), Senior Planner (Michelle D'Aguiar), Planning Assistant (Mitchell Gundy), the Trustee for the affected areas (Kim Graves) and a Trustee from outside the affected areas and Co-Chair (Donna Danielli). The Boundary Review Steering Committee (BRSC) initially met on October 16, 2017 and continued with meetings until January 16, 2018. A timeline of the process for the Milton #10 Public School Boundary Review is outlined in Appendix 1: [Milton #10 Boundary Review](#)

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 Public School, Boyne Public School, PL Robertson Public School and Tiger Jeet Singh Public School.

The BRC meetings were held in the library at Boyne Public 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.

Halton District School Board

The BRC had five meetings in the time period between October 24, 2017 and January 16, 2018. 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 distances for each school, etc.; and
- 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
- Proximity to schools with opportunities for walk-to schools being maximized, school routes safe, and natural boundaries incorporated into the proposed options

The BRC used the criteria as described in the HDSB Administrative Procedure: *School Boundary Reviews (refer to Appendices)*. The BRC initially reviewed five (5) scenarios, as developed by the Boundary Review Steering Committee. Over the course of the following weeks, numerous other scenarios were generated and assessed as per the established criteria. A total of twenty two (22) scenarios were considered by the BRC. The pros and cons of each scenario was documented to encourage dialogue as noted in the minutes of each meeting and posted on the Board's website within 48 hours following each meeting.

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 (1e, 8c, 10a and 10c) were selected for the public information and feedback as outlined in Appendix 2: [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. The 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 -- [Milton #10 Public School Boundary Review](#). A banner was also posted near the front entrance of each of the four elementary schools stating that "This school is under a Boundary Review. Refer to website for details www.hdsb.ca"

On Tuesday, January 9, 2018, a Public Information Meeting was held at Boyne Public School. Invitations were provided for all families in the affected Milton elementary schools and sent through

Halton District School Board

Synvoice emails. A copy of the [News Release: Public Information Invitation](#) was also posted on the Board website. The HDSB twitter feed also posted the invitation for all Milton residents.

Approximately 40 people attended the January 9, 2018 Public Information Meeting. The audience also included the steering committee, several Milton administrators including the principal of Milton #10 Public School, two Town of Milton Councillors and Director Stuart Miller. The slide deck was also posted on the Board's website [Public Information Evening Slide Presentation](#).

At this meeting, Board staff and school representatives of the BRC shared information on the process, the recommended scenarios, responded to questions regarding 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 15, 2018 using the [Public Information Feedback Form](#). The BRC received 42 responses to share with the Boundary Review Committee [Milton Boundary Review Feedback January 16, 2018](#).

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 16, 2018 at Boyne Public 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 two scenarios for the Board Report -- Scenario 10a and Scenario 10c.

In the Board's previous boundary review for Martin Street Public School in 2016-2017, a robust discussion focused 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. The Martin Street Public School Boundary Review Committee hoped that the upcoming Boundary Review study for the new Milton #10 school to open in September, 2018 would address some of the accommodation pressures in these schools. The current Milton #10 Boundary Review Committee did address this focus within the recommended scenarios.

To this end, the Boundary Review Steering Committee (BRSC) carefully studied the BRC recommendations, revisited the process and recommended to the Director that Scenario 10a and Scenario 10c met the criteria with optimal balance and viability for all the affected schools in the study. The BRSC felt that these scenarios 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.

Subsequently, the Director and Administrative Council reviewed the recommendations from the Boundary Review Steering Committee. The rationale for Scenario 10c is as follows:

- addresses most of the criteria identified during the boundary review process;
- one of the four scenarios identified by the BRC and one of the two preferred options of the BRSC (10a and 10c)
- provides a balance of overall enrolment across schools in study area;
- attempts to keep families together regardless of program;
- provides room for growth at all affected schools; and
- addresses the warrant and recommendation in the Board motion.

Ultimately, the Director recommended the Halton District School Board adjust the boundaries for the elementary schools in Milton as outlined in **Scenario 10c** effective September 2018. While Milton #10 Public School is projected to open at 90% of OTG capacity and total capacity is projected to be exceeded by 2020 with either scenario 10a or 10c, the natural boundaries in 10c are more palatable for walk to school potential.

Halton District School Board

Furthermore, with the Ministry's announcement on January 19, 2018 to fund the building of Milton #11 Public School for September 2019, the enrollment pressures at Milton #10 Public School will be addressed in this future boundary review study.

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: [Milton #10 Boundary Review](#)

Appendix 2: [Final Four Scenarios](#) (1e, 8c, 10a, 10c)

[Scenario 1e](#)

- Milton #10 Public School opens K to grade 7 with the English program in September 2018 with grade 8 in September 2019.
- Milton #10 Public School will have the FI program phased in starting with grade 2 in September 2018. One grade will be added per subsequent year.
- Current FI students will remain at Anne J. MacArthur Public School and PL Robertson Public School.

Impact of Scenario 1e

- Anne J. MacArthur Public School enrolments decrease.
- No significant relief in enrollment pressures at Boyne Public School, PL Robertson Public School or Tiger Jeet Public School.

[Scenario 8c](#)

- Milton #10 Public School opens K to grade 7 with the English program in September 2018 with grade 8 in September 2019.
- Milton #10 Public School will have the FI program phased in starting with grade 2 in September 2018. One grade will be added per subsequent year.
- Current FI students will remain at Anne J. MacArthur Public School and PL Robertson Public School.

Impact of Scenario 8c

- Anne J. MacArthur Public School enrolments decrease.
- No significant relief in enrollment pressures at Boyne Public School, PL Robertson Public School or Tiger Jeet Public School.

[Scenario 10a](#)

- Milton #10 Public School opens K to grade 7 with the English program in September 2018 with grade 8 in September 2019.
- Milton #10 Public School will have the FI program phased in starting with grade 2 in September 2018. One grade will be added per subsequent year.
- Boyne Public School and Anne J. MacArthur Public School decrease in enrollments.
- Milton #10 Public School is projected to open at 90% of OTG capacity and total capacity is projected to be exceeded by 2020.

Halton District School Board

Impact of Scenario 10a

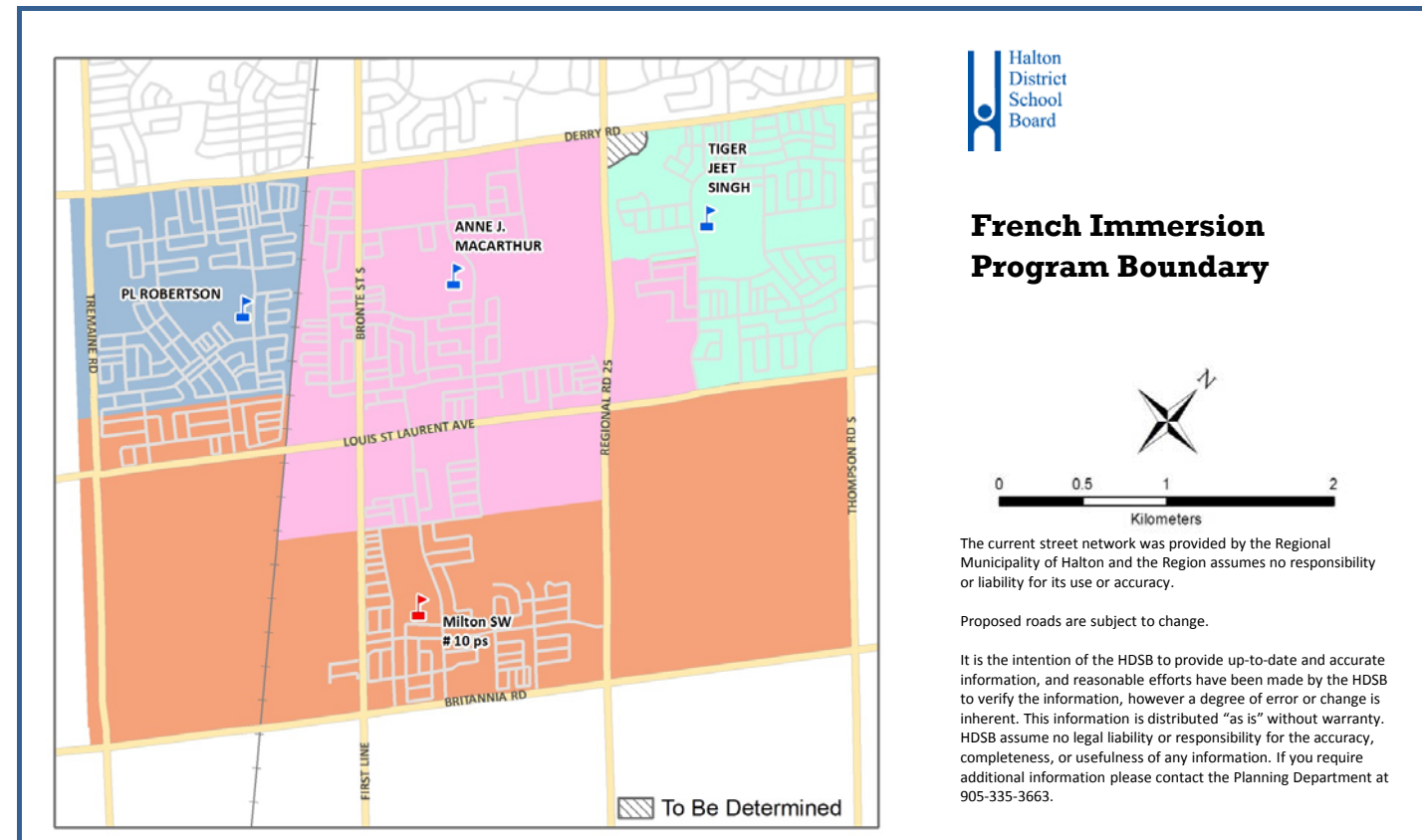
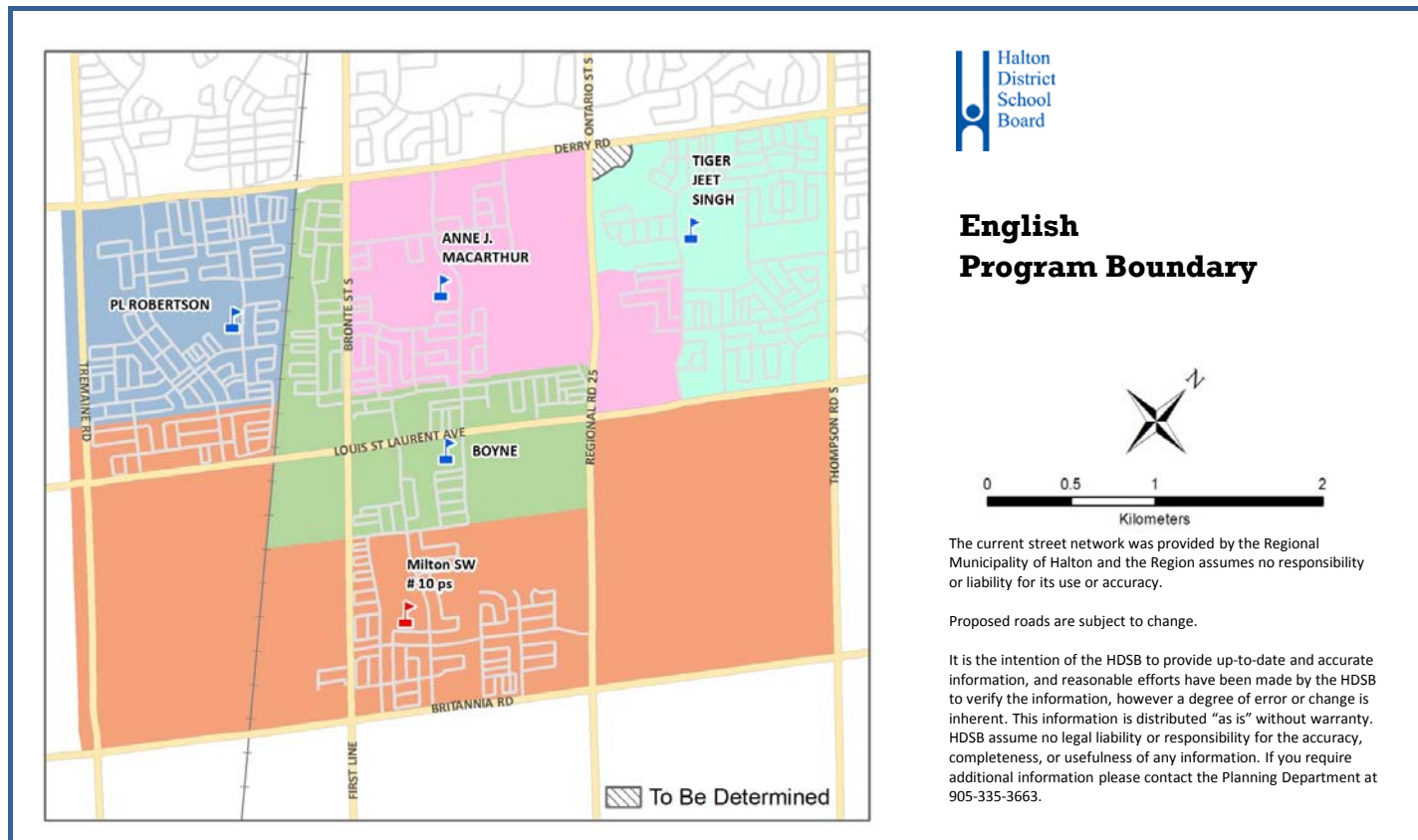
- Milton #10 Public School is projected to open at 90% of OTG capacity and total capacity is projected to be exceeded by 2020.
- Tiger Jeet Singh Public School and PL Robertson Public School continue to have enrollment pressures.

Scenario 10c

- Milton #10 Public School opens K to grade 7 with the English program in September 2018 with grade 8 in September 2019.
- Milton #10 Public School will have the FI program phased in starting with grade 2 in September 2018. One grade will be added per subsequent year.
- Boyne Public School and Anne J. MacArthur Public School decrease in enrollments.

Impact of Scenario 10c

- Milton #10 Public School is projected to open at 90% of OTG capacity and total capacity is projected to be exceeded by 2020.
- Tiger Jeet Singh Public school and PL Robertson Public School continue to have enrollment pressures.
- Milton #10 Public School is projected to open at 90% of OTG capacity and total capacity is projected to be exceeded by 2020.
- There appears to be more natural walking boundaries with this scenario compared to scenario 10a.



	Program	OTG	T. Port	T. Cap.	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Anne J. MacArthur PS	ENG	839	18	1253	486	517	503	478	442	420	393	367	365	361	360	
	FI				360	423	457	507	541	549	552	522	527	524	524	
	SC-SPED				7	7	7	7	7	7	7	7	7	7	7	7
	Total				853	947	967	992	990	976	952	897	898	892	891	
	Shortage of Pupil Places	-14	-108	-128	-153	-151	-137	-113	-58	-59	-53	-52				
Percent Utilization	102%	113%	115%	118%	118%	116%	113%	107%	107%	106%	106%					
Boyne PS	ENG	776	18	1190	1097	741	758	834	888	886	885	895	909	917	920	
	SC-SPED				19	19	19	19	19	19	19	19	19	19		
	Total				1116	760	777	853	907	905	904	914	928	936	939	
	Shortage of / Available Pupil Places				-340	16	-1	-77	-131	-129	-128	-138	-152	-160	-163	
	Percent Utilization	144%	98%	100%	110%	117%	117%	118%	120%	121%	121%					
PL Robertson PS	ENG	818	12	1094	823	796	769	745	704	673	620	586	582	575	574	
	FI				238	263	293	298	313	316	324	327	322	316	319	
	SC-SPED				8	8	8	8	8	8	8	8	8	8	8	
	Total				1069	1067	1070	1051	1025	997	953	921	911	898	901	
	Shortage of / Available Pupil Places	-251	-249	-252	-233	-207	-179	-135	-103	-93	-80	-83				
Percent Utilization	131%	130%	131%	128%	125%	122%	116%	113%	111%	110%	110%					
Tiger Jeet Singh PS	ENG	896	12	1172	831	796	785	763	729	707	674	651	645	644	636	
	FI				301	322	334	350	351	356	357	365	359	356	353	
	SC-SPED				6	6	6	6	6	6	6	6	6	6	6	
	Total				1138	1124	1125	1119	1086	1069	1037	1021	1010	1005	995	
	Shortage of Pupil Places	-242	-228	-229	-223	-190	-173	-141	-125	-114	-109	-99				
Percent Utilization	127%	125%	126%	125%	121%	119%	116%	114%	113%	112%	111%					
Milton #10 SW PS	ENG	761	12	1037	0	640	858	945	1222	1490	1933	2370	2692	2948	3216	
	FI				0	31	66	91	135	186	265	357	429	465		
	SC-SPED				0	16	16	16	16	16	16	16	16	16		
	Total				0	687	940	1052	1373	1692	2214	2743	3105	3393	3697	
	Available / Shortage of Pupil Places	761	74	-179	-291	-612	-931	-1453	-1982	-2344	-2632	-2936				
Percent Utilization	0%	90%	123%	138%	180%	222%	291%	360%	408%	446%	486%					
Study Total		4090	72	5746	4176	4584	4879	5067	5382	5638	6060	6496	6853	7124	7422	

Purpose: A suggestion by the Boundary Review Committee.

Notes

Anne J. MacArthur PS

- The English catchment expands to include the area east of Regional Road 25 and north of Louis St. Laurent Blvd.
- FI catchment is bounded by the CNR tracks, Whitlock Avenue, Reg. Road 25, Derry Road and includes the area east of Reg. Rd 25.
- Anne J. MacArthur PS enrolments are projected to be near OTG capacity.
- 2 to 7 portables are projected to be required for the next ten years.

Boyne PS

- Boyne catchment is bounded by CNR tracks, Whitlock Avenue, Reg. Rd 25 and Anne J MacArthur PS Eng catchment.
- Boyne PS enrolment is projected to increase near 120% of OTG capacity.
- FI to attend Anne J. MacArthur PS.
- 1 to 7 portables are projected to be required for the next ten years.

P.L. Robertson PS

- No change to the current boundaries or projections.
- The school will require 4 to 11 portables for the next ten years.

Tiger Jeet Singh PS

- The boundary south of Louis St. Laurent Blvd. will be directed to Milton #10 SW ps. Currently there are no students that reside in this area. No change to the current projections.
- The school will require 4 to 10 portables for the next ten years.
- Development south of DerryRoad and east of Regional Road 25 catchment to be determined. Development projections removed from Tiger Jeet Singh PS.

Milton #10 SW ps

- English boundary to include the areas bounded by P. L. Robertson catchment, Whitlock Avenue, Louis St. Laurent Blvd, Thompson Road, Britannia Road, Tremaine Road.
- FI boundary mirrors the English boundary.
- Milton #10 SW ps is projected to open at 90% of OTG capacity. Total capacity is projected to be exceeded by 2020.

New - To Be Determined Area

- New students as a result of development in this area not included in projections. School to be determined at a later date.

Halton District School Board

Report Number: 18037

Date: February 14, 2018

FOR DECISION

TO: The Chair and Members of the Halton District School Board
FROM: J. Gray, Chair, Audit Committee
RE: **Recommendations (for Board Approval) from February 13, 2018
Audit Committee Meeting**

RECOMMENDATION:

Be it resolved that the Halton District School Board authorize the appointment of the external audit firm, Deloitte LLP, to perform the annual financial statement audit of the 2017/2018 fiscal year.

Background:

This report identifies the recommendations approved by the Audit Committee at the February 13, 2018 Audit Committee meeting that require Board of Trustee approval.

Annual Financial Statement Audit

Ontario Regulation 361/10 s. 9 (4) 1, states the following:

An audit committee of a board has the following duties related to the board's external auditor:

- 1. To review at least once in each fiscal year the performance of the external auditor and make recommendations to the board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.*

Following a procurement process for the selection of external auditors, the external audit firm, Deloitte LLP, was the successful proponent for appointment of a 5 year term beginning in the 2017/2018 fiscal year.

The Audit Committee has reviewed the performance of the external auditor for the 2016/2017 year and is satisfied with Deloitte's performance. The fee for the 2017/2018 HDSB year-end financial statement audit is quoted at \$67,000 + HST.

Respectfully submitted,

*Jeanne Gray
Chair, Audit Committee*

Halton District School Board

Report Number: 18038

Date: February 14, 2018

FOR DECISION

TO: The Chair and Members of the Halton District School Board
FROM: A. Collard, Trustee, Burlington Ward 5
RE: **Correspondence in Support of Education Act Amendment re: FASD**

Background:

Bill 191 (The Education Amendment Act (Fetal Alcohol Spectrum Disorder), 2017) is currently awaiting second reading in Provincial Parliament. This Bill ensures the provision of support for students with Fetal Alcohol Spectrum Disorder (FASD), and collaboration with parents and FASD Support Groups. The official text of Bill is included below in Report 18038.

RECOMMENDATION:

Be it resolved that the Board of Trustees authorize the Chair to write a letter to the Minister of Education in support of Bill 191, The Education Amendment Act (Fetal Alcohol Spectrum Disorder), 2017 copying all Ontario MPPs and school boards.

Rationale

The Centers for Disease Control (CDC) website describes Fetal Alcohol Spectrum Disorder as “a group of conditions that can occur in a person whose mother drank alcohol during pregnancy. These effects can include physical problems and problems with behaviour and learning. Often, a person with an FASD has a mix of these problems.”

According to the CDC, the rate of FASD incidence is estimated to be between 2% and 5% of the population. Some of the symptoms a person with an FASD might have include “*poor coordination, hyperactive behaviour, difficulty with attention, poor memory, difficulty in school (especially with math), learning disabilities, speech and language delays, intellectual disability, poor reasoning and judgement skills, vision or hearing problems, and problems with the heart, kidneys, or bones*”.

More information can be found on the [FASD homepage of the CDC website](#)

Bill 191 2017

An Act to amend the Education Act in relation to Fetal Alcohol Spectrum Disorder (FASD)

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

1 The Education Act is amended by adding the following Part:

PART XIII.2 FETAL ALCOHOL SPECTRUM DISORDER (FASD)

Board activities

320.1 (1) Every board shall promote awareness and understanding of Fetal Alcohol Spectrum Disorder (FASD), including best practices to support pupils who may have FASD.

Collaboration

(2) Every board shall facilitate collaboration with parents and FASD Support Groups in undertaking the promotion under subsection (1).

Commencement

2 This Act comes into force on September 1, 2018.

Short title

3 The short title of this Act is the Education Amendment Act (Fetal Alcohol Spectrum Disorder), 2017.

EXPLANATORY NOTE

The Bill amends the Education Act to provide for board activities to promote awareness and understanding of Fetal Alcohol Spectrum Disorder (FASD), including best practices to support pupils who may have FASD.

Respectfully submitted,

*Amy Collard,
Trustee, Burlington Ward 5*

Halton District School Board

Report Number: 18032

Date: February 12, 2018

FOR DECISION

TO: The Chair and Members of the Halton District School Board
FROM: Terri Blackwell, Superintendent of Education (Coordinating PAR Implementation)
Stuart Miller, Director of Education
RE: PAR Implementation: Aldershot High School Focus Exploration

Background

During the 2016-2017 school year, the Board engaged in a Program and Accommodation Review (PAR) to address enrolment challenges and equity of opportunity for students in Burlington secondary schools. Given the enrolment challenges at Aldershot High School, the Board of Trustees put forth and unanimously carried a motion to develop a concept at Aldershot High School to increase enrolment as well as furthering the HDSB's Multi-Year Plan goal "to use innovative approaches to student accommodation that reflect the changing needs within our communities".

The following Board motion M17-0096 was carried unanimously by the Board on June 7, 2017:

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.

Further to the motion, the Board of Trustees directed that a committee 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, comprised of a variety of stakeholders ([Appendix A](#)), was formed in the fall 2017. The committee was tasked with investigating and considering the viability of generated themes and/or innovative approaches.

RECOMMENDATION

Be it resolved that the Halton District School Board develop and implement an Innovation-STEM (I-STEM) program option at Aldershot High School effective September 2019 beginning with students entering Grade 9.

Rationale

The HDSB is committed to advancing innovative practices in all schools in alignment with a focus on student achievement and well-being. STEM is an acronym used to represent Science, Technology, Engineering and Math. Innovation through STEM is at the centre of the Aldershot I-STEM Conceptual Framework ([Appendix B](#)) for this optional program. This program will enhance learning opportunities and support the development of global competencies ([EduGAINS, 2017](#)) also referred to as transferable skills (i.e., Critical Thinking and Problem Solving; Innovation, Creativity, and Entrepreneurship; Self-Directed Learning; Collaboration, Communication, and Citizenship). Continuing to create community and post-secondary partnerships in support of experiential learning opportunities are essential elements of this framework.

Current educational research acknowledges the need to recognize societal changes and how education addresses this landscape. "The emergence of new technologies is disrupting how businesses operate and interact with their customers, how people work and the careers they pursue, and even how citizens relate to their governments. More and more, personal and national success depends on effective science, technology, engineering and mathematics (STEM) education." ([The Evolution of STEM Education, 2017](#)).

Halton District School Board

The I-STEM concept was refined through a consultation process which includes generating ideas, drawing on pedagogy (research and practice of teaching and learning) and looking at themes. Many of the generated ideas are reflected in the I-STEM Program Framework ([Appendix B](#)). The Program Framework graphic draws attention to the process elements of the program. Students will be engaged in a variety of learning processes (e.g., Project-Based Learning, Design Thinking, Entrepreneurship and Partnerships). The outer ring of the framework reflects HDSB’s current working definition of innovation as *“the capacity to enhance concepts, ideas, or products to contribute new-to-the-world solutions to complex economic, social, and environmental problems”*. The connectedness of the framework includes explicit connections to critical thinking and creativity in that “critical thinking and creative thinking work together to create innovation in the Design Thinking process. These thinking processes all work together to bring forth creative innovation and problem solving” ([Design Thinking blog, 2014](#)).

I-STEM:

- is responsive to idea generation (spark), educational research with respect to teaching and learning (pedagogy) and a design process used to develop a concept ([Appendix C](#)),
- is reflective of the criteria established by the Aldershot Focus Exploration Committee ([Appendix C](#)),
- is an iteration of the ideas generated from the Suggestion Box ([Appendix D](#)), Open House and online survey ([Appendix E](#)), and Student Focus Groups ([Appendix C](#)),
- supports the mission, vision and values articulated in the Halton District School Board [Multi-Year Plan 2016-2020](#),
- provides further opportunity for post-secondary/community partnerships and experiential learning,
- is innovative in concept and in program development and implementation; and
- is an enhancement to the OSSD; it does not replace the OSSD.

Consultation

Following the decision by the Board, it was determined that a committee would be formed to engage in the work leading to this recommendation. The Aldershot Focus Exploration Committee included:

- 2 students from Aldershot H.S.,
- 2 teaching staff from Aldershot H.S.,
- 2 parents from Aldershot H.S., the Principal and Vice Principal of Aldershot H.S.,
- Trustee for Aldershot H.S.,
- Superintendent for Aldershot H.S.,
- Superintendent of Secondary Program,
- Superintendent of Innovation,
- Superintendent of Community Partnerships and,
- PAR Coordinating Superintendent

In early September 2017, the senior staff, principal of Aldershot H.S. and Trustee of Aldershot H.S. met to develop a timeline for consultation. At this early meeting, prior to Aldershot’s inaugural School Council meeting, it was established that a Suggestion Box be created to generate ideas and engage stakeholders in the process as an impetus for the first Exploration Committee Meeting. The following consultation processes, with input from the Aldershot Focus Exploration Committee, subsequently evolved to elicit input from stakeholders.

Dates (2017-2018)	Consultation Process	Stakeholders
Sept. 21 - Oct. 20	Online Suggestion Box (Appendix D)	students, parents/guardians, staff, and community members from Halton and beyond
Oct. 24	Exploration Committee Meeting #1	Focus Exploration Committee

Halton District School Board

Dates (2017-2018)	Consultation Process	Stakeholders
Nov. 13	Open House to share themes and gather community input (Appendix E)	students, parents/guardians, staff, and community members from Halton and beyond
Nov. 13 - Nov. 27	Online “Add Your Thoughts” Survey to gather input on generated themes	students, parents/guardians, staff, and community members from Halton and beyond
Nov. 20 - Nov. 23	Student Focus Groups (Appendix G)	HDSB students
Dec. 7	Exploration Committee Meeting #2	Focus Exploration Committee
Dec. 14	Design Workshop with post secondary advisory group (Appendix H)	Representatives from McMaster University, Mohawk College, University of Guelph, Board staff, Aldershot Administrators
Jan. 9	Exploration Committee Meeting #3	Focus Exploration Committee

Since the approved recommendation in June 2017, Board staff have:

- engaged with parents/community members/organizations/businesses (e.g., [Sustainable Hamilton Burlington](#), Mercedes-Benz, etc.)
- connected with post secondary representatives (i.e., McMaster University, Mohawk College, University of Guelph),
- visited regional innovation facilities (i.e., TechPlace, iHub),
- explored other school Boards re: magnet/theme/alternate programs (e.g., STEM program in WECD SB, Research Department review of provincial programs),
- contributed prior learning from school visits of technology schools in the U.S. (i.e., [Belton New Tech High](#), [Richard J. Lee Elementary School](#), [New Tech High](#), [Coppell High School](#), [High Tech High](#)), and
- investigated/researched current educational/innovative trends connected to generated themes ([Appendix I](#)).

This learning is not limited to the scope of the recommendation and is part of the HDSB’s commitment to the vision articulated in the HDSB Multi-Year Plan: “Every student will explore and enhance their potential, passions, and strengths to thrive as contributing global citizens”.

Communication

A coordinated communication strategy was developed to provide updates, opportunities and information sharing in a variety of formats throughout this concept development. [Appendix F](#) highlights the engagement process for idea generation, sharing of themes and opportunities for stakeholder input.

Members of the Aldershot Focus Exploration Committee were also actively engaged in communicating with their respective stakeholders.

Future Considerations

Scope and Scale

The I-STEM program will open to all interested Grade 9 students in September, 2019. Subsequent years will see the program extend to Grades 10, 11 and 12, respectively.

Research Department staff will support the measurement of program effectiveness with respect to both achievement and engagement. Moreover, sustainability and scaling will be both monitored and

Halton District School Board

evaluated. Research regarding implementation and scaling across a system highlights the need for staff to be provided with opportunities to collaborate with others.

As part of the exploration process, staff visited The Educational Research & Innovation Hub housed within a school in the District School Board of Niagara, and have explored similar educational spaces (e.g., d.school at Stanford University). As part of the budget request for I-STEM, the opportunity to create an innovative HUB space within Aldershot High School exists. Initial thinking includes the design of a flexible, multi-dimensional learning space (e.g., working with others, places for working alone, pods for quiet conversation, stand up tables) for students modeled from current trends in incubators, accelerators, and co-working spaces. This space would be used for staff professional development within and outside of the school day, as well as for the potential inclusion of community partnerships. This will be further developed upon approval of I-STEM by the Board.

Budget

The approximate costs to implement the program have been initially explored to include:

- Facility enhancements (\$1.4 M)
- Professional learning/Staffing support (\$100 000)
- Learning resources (\$200 000)

It should be noted that these investments/start up costs (\$1.7 M) will also support the students and staff of Aldershot High School who are in the regular program (e.g., English, French Immersion). Additionally funding for learning resources and continued professional learning in subsequent implementation years (i.e., the expansion to Grades 10, 11 and 12) will be required, to a far lesser extent.

Transportation will not be provided for this program option.

Marketing/Communication

This program opportunity will be shared not only with students in our feeder schools but also through social media, community newspapers and other marketing strategies in order to attract students within and outside of Halton. This communication strategy will be undertaken by the HDSB Communications Department.

Implementation

The initial implementation phase of the I-STEM program will run from Board approval through the 2019-2020 school year ([Appendix C](#)). Successive phases of implementation will be required as the program builds in Grades 10, 11 and 12. This includes a commitment to support the professional co-learning for staff, resources (e.g., fiscal and human), and further engagement from post-secondary/community partners.

Conclusion

Enrolment challenges at Aldershot High School was the impetus for this program exploration. While enrolment will be measured as part of the Board's Long Term Accommodation Plan (LTAP), it is just as important to measure the impact of I-STEM on Aldershot's enrolment trends and projections. If this magnet program results in overall school enrolment growth, then it could be expanded and scaled accordingly.

The I-STEM program also provides the Halton District School Board with an opportunity to explore and implement a thematic approach to a secondary school. It further allows for an evaluation of I-STEM's efficacy and its possible expansion to other regions of the Board. Teaching and learning is an ever-evolving process. This endeavour in part reflects the nature of this evolution.

Overall, this concept exploration has provided opportunities for a variety of stakeholders to partner with the Halton District School Board and learn from and with one another. As identified in [Appendix H](#) and by members of the Aldershot Focus Exploration Committee, there is a desire to further engage a larger stakeholder group and interested potential partners in continuing the iterative design process to support

Halton District School Board

the Program Development and Implementation Stages upon the support of the Board for this magnet program.

The I-STEM program recognizes the pace of the evolution of technology and the importance of providing further opportunities for our students to develop global competencies, key characteristics of innovative thinkers and problem solvers. Locally and nationally, the current vision of STEM-based learning is that “students graduate with doors open to diverse careers, with the capacity to be active and informed citizens, and with the full range of skills needed to navigate an increasingly complex and demanding world” ([Canada 2067 STEM Learning Framework, 2017](#)). Our students have much to offer as contributing global citizens.

Respectfully submitted,

*Terri Blackwell
Superintendent of Education*

*Stuart Miller
Director of Education*

Halton District School Board

APPENDIX A

Aldershot High School Focus Exploration Committee

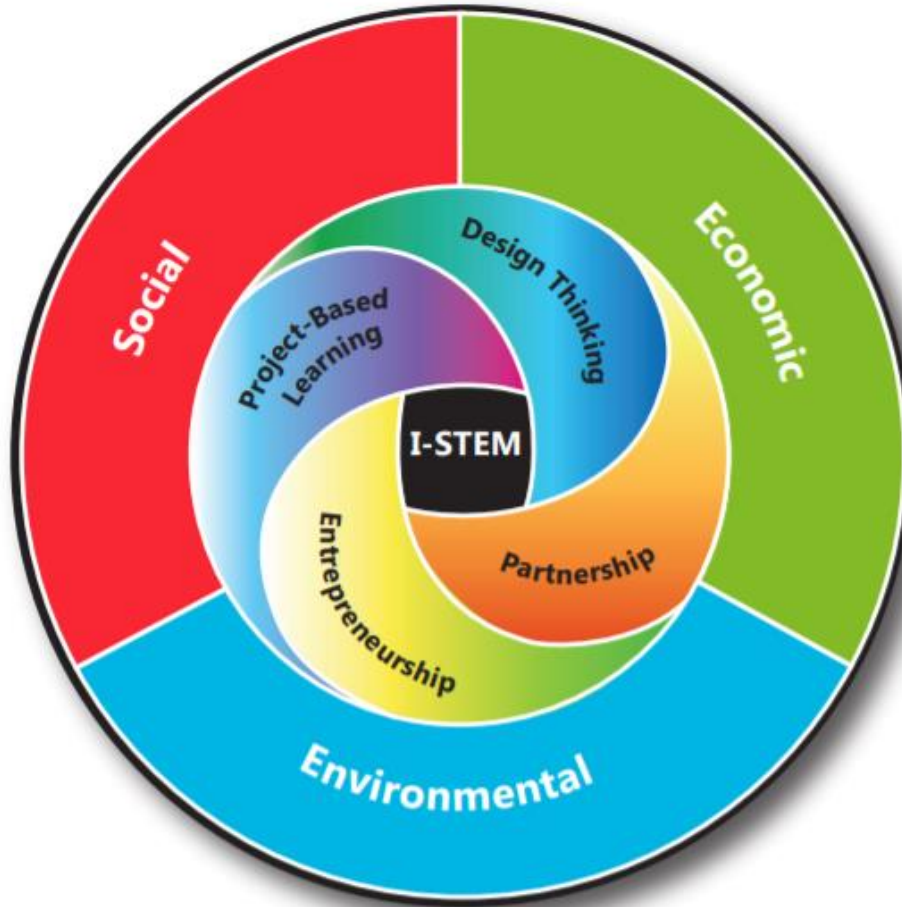
A committee will be established in the fall of 2017 to investigate the concept of a specialty focus for Aldershot High School including but not limited to a theme, magnet, incubator and/or alternative school concepts. The committee will be comprised of a variety of stakeholders from the Aldershot school community, central board staff in addition to School Program staff.

Committee Member(s)	Position/Stakeholder Group
K. Hale, A. Stevens	Student(s) Aldershot High School
K. Berglund, S. Cussons	School Council Chair or designate Aldershot High School
K. Sagar, W. Richardson	Teaching Staff Aldershot High School
M. McLellan, L. Botelho, P. Dawson*	Administration Aldershot High School
G. Truffen	Superintendent of Education - Aldershot Family of Schools
L. Reynolds	Trustee Aldershot High School
J. Newton	Superintendent of Innovation
J. Hunt-Gibbons	Superintendent of Secondary Program**
T. Blackwell	Coordinating Superintendent - PAR Implementation
J. Pennyfather	Superintendent of Education - Partnerships

Note: **School Program and Research Department staff support as needed

*Effective February 5, 2018, L. Bothelo moved to Nelson H.S. as Vice Principal and P. Dawson placed as Vice Principal at Aldershot H.S. As such, P. Dawson joined the Exploration Committee once this decision was announced.

Aldershot I-STEM Conceptual Framework



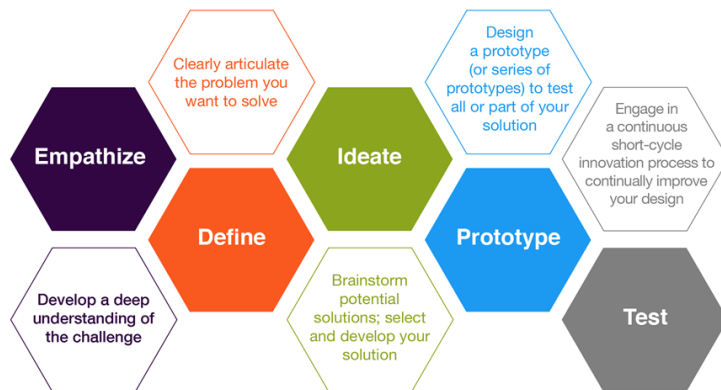
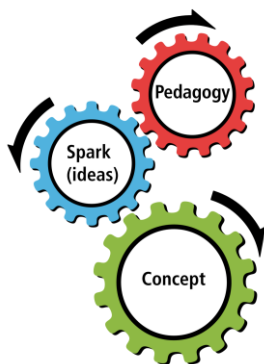
I-STEM
... a global skills learning hub

Concept Criteria, Concept Development and Implementation

In the recommendation of a concept, the follow criteria were considered:

- Student interest/engagement - Reach of potential students (from Halton and beyond)
- Increase of overall enrolment (Grades 9 - 12)
- Alignment with Ontario Curricula and Multi-Year Plan
- Equitable (7 Equity Lenses)
- Staffing considerations
- Pedagogically sound
- Continuity of regional and specialized programs within Burlington
- Viable numbers to support existing English and French programs
- Cost effectiveness of program development
- Fiscally responsible (e.g., facilities)
- Program contributions to outcomes for students (e.g., Ministry of Education's [Global Competencies](#))

Concept Development



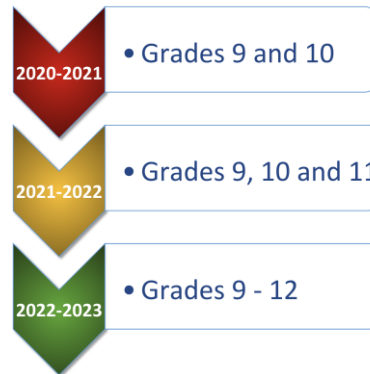
Design Thinking Process
(source: d.school, Stanford University)

Implementation

Concept, Planning, Development



Program Implementation Phases



Halton District School Board

Appendix D

Suggestion Box



Frequently identified themes generated from the Suggestion Box (alphabetical)

- Culinary
- Entrepreneurship/Business Innovation Hub
- Environmental/Eco Focus
- Health and Wellness
- High Performance Athletic Program
- Innovation/Technology Hub
- Post-Secondary Partnerships Opportunities
- Project Based/Problem Based Learning
- School for Visual and Performing Arts
- Skilled Trades
- Social Justice / Social Entrepreneurship
- STEM/STEAM/STREAM



Additional themes generated from the Suggestion Box (alphabetical)

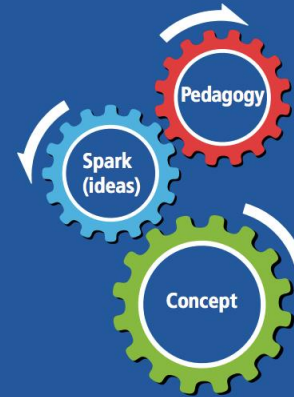
- | | |
|---|---|
| <ul style="list-style-type: none">● Alternative Calendar School● Financial Literacy● German/Mandarin Studies● Gifted High School● International Baccalaureate● Live at School (Boarding) | <ul style="list-style-type: none">● Political Science● School for Human Arts● Self-Paced Learning● Sewing● Skills for Life● Students who Learn Differently |
|---|---|

There were 216 submissions via the Suggestion Box. The HDSB Research Department analysed the responses and generated 15 themes. These themes were used to create the Open House Brochure and shared publicly for further input.

Open House Brochure



Aldershot Focus Exploration Innovative High School Concept



Guide to the Open House Monday, November 13, 2017 (5 - 7 p.m.)

Aldershot High School, 50 Fairwood Place West, Burlington

Welcome to the Open House

- The format will be an “open house” with stations sharing themes identified to date.
- An overview will be provided at 5 p.m. and repeated at 6 p.m.
- Board staff will be available to share information, answer questions and gather input.

Input Opportunities

As well as providing input at the stations, an online survey may be completed during the Open House or anytime before Monday, November 27, 2017.

Refer to additional information about the online survey on the back page.

Concept Development & Timelines



The Halton District School Board is exploring possible theme/magnet/incubator programs that:

- are in alignment with our Multi-Year Plan and the Ontario curriculum expectations,
- increase student enrolment, and
- enhance student choice.

The potential start date for this concept will be September 2019.

Additional information regarding the PAR Implementation process and the Aldershot Exploration Committee are available on the Halton District School Board website at www.hdsb.ca.

Halton District School Board

Appendix E (Continued) - Open House Brochure

Background

The Exploration Committee has received more than 200 suggestions for an innovative high school concept. These have been submitted through an online public input process and categorized into themes. A brief overview of the 15 themes generated through public input is provided.

The HDSB staff has been researching and exploring unique program concepts provincially, nationally and internationally. This information, coupled with public input processes will be considered to recommend a unique and innovative concept. The final recommendation to the Board of Trustees will be a concept developed from one of these themes, a morphing of multiple themes or a yet to be developed theme as a result of continued input, ideas, and research.

Themes

Entrepreneurship/Business Innovation Hub

- innovative business ventures that raise money for local/national/international charities
- integrated learning for entrepreneurs and inventors and business applications, with possible community business mentorship
- Dragons' Den model for learning

Innovation/Technology Hub

- centre for applied science and technology: schools work with industry partners to prepare for careers in technology/business
- creativity with an emphasis on critical thinking, innovative technologies, global perspectives, and leadership development
- graphic design and animation

Health and Wellness

- human health and global stewardship focusing on physical and mental health
- community hub promoting opportunities for health, for self and others via sports, diversity, the Arts, as well as family, early (pediatric) and late (geriatric) life skills

Social Justice/Social Entrepreneurship

- tackle social problems through the lens of sustainability through design projects, research orientation and problem solving
- develop creative solutions to real world issues through the lens of social justice and global citizenship

Post-Secondary Partnerships Opportunities

- opportunities with STEM and/or innovation hubs at surrounding universities/colleges
- partnerships with colleges/universities in the health sciences areas given the aging population and a growing career base for graduates in the health field
- gap year (after Grade 12) with colleges

Environmental/Eco Focus

- environmental education (ecology, sustainable food, conservation, etc.)
- exploring solutions to climate change through science, engineering and math
- authentic learning to promote sustainability, alongside community partners
- learning outdoors

Halton District School Board

Appendix E (Continued) - Open House Brochure

Themes

STEM/STEAM/STREAM Science Technology Robotics Engineering Arts

- potential partnerships for innovative problem solving and project development skills, focusing on business development
- work collaboratively to design and build solutions to emergent global issues through advanced coding, app design, engineering and technology

Financial Literacy

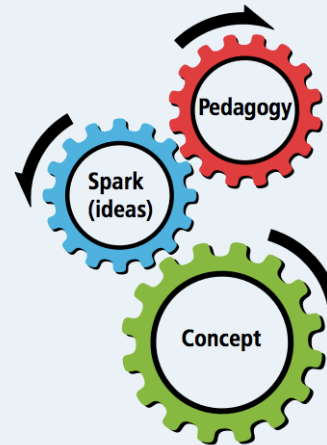
- topics/courses on home ownership, renovations, maintenance, and mortgage debt
- learn about owning a home (maintenance, debt to equity, title insurance, etc.) and empower students to negotiate mortgages, renovate and more

Students Who Learn Differently

- mastery learning program
- utilize a blended curriculum that encourages learning with clinical needs
- school for students with ADHD
- focus on one subject at a time - like summer school

Alternative Calendar School

- year-round schooling
- late start with/without co-op
- full-year timetable (no semesters)
- altered timetable for high performers
- 4 day school week with longer days
- compressed school day
- longer lab classes and shorter lessons for other subjects



Project Based/Problem Based Learning

- learning centred on the investigation and resolution of messy, real-world problems that connect what students are learning to their own lives and important issues in the world
- solving problems through the creation of an innovative product, service or solution

School for Human Arts

- develop empathy and leadership through awareness of happenings going on in the world (war, hunger, wealth distribution, etc.)
- learn about Human Rights, Community Studies, Indigenous issues, Politics, Current Affairs, Art Studies, Social Media, elderly issues, disabilities, etc.

Live at High School

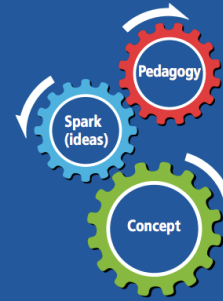
- for students to acquire skills of living on their own for post-secondary school, provide a boarding/residence option
- boarding opportunity for students studying in HDSB schools from abroad

Halton District School Board

Appendix E (Continued) - Open House Brochure



Aldershot Focus Exploration Innovative High School Concept



More Themes...

High Performance Athletic Program

- focus on individual sports of interest through a mixture of class time and training time (both sport specific and weight training)
- support competitive, provincial and national level athletes, with or without flexible hours to accommodate daytime training schedules

School for Visual and Performing Arts

- school that focuses on music, dance, drama, visual and graphic arts
- opportunity for those who enjoy or have a passion for the Arts, or want to go on to have a career in the field, to explore and develop in a variety of the Arts
- developing creativity through the Arts

How to complete the online survey

The Halton District School Board has created a survey for you to provide input on the themes identified. We encourage parents/guardians, students and community members from Halton and beyond to give their input as it will further inform the Exploration Committee.

- All responses will remain anonymous.
- The order in which the themes appear in the survey is alphabetical.

The HDSB has sent an email to parents/guardians of all current elementary and secondary students, as well as staff, with a link to the survey.

Members of the public can complete the survey directly at: www.hdsb.ca (search: "Aldershot Exploration").

If you would like to complete the survey at the Open House, please visit the survey table.

The survey is available from Monday, November 13 to Monday, November 27, 2017.

Questions?

The HDSB provides a Frequently Asked Questions section on the Board website www.hdsb.ca (search: "PAR Implementation").

If you have any other questions, please contact us via email at PARImplementation@hdsb.ca.

Halton District School Board

Appendix F

Communication

All communications regarding the Aldershot Focus Exploration are listed below by date:

Timeline 2017-18	Communication
Sept. 1	PAR Implementation HDSB webpage established for Aldershot Focus Exploration including FAQs, Updates and Opportunities, Committee Agendas and Records of Action
Sept. 6	PAR Implementation Board Meeting Update #1
Sept. 15 - Oct. 20	HDSB Twitter/Facebook/Instagram Ad promoting Suggestion Box
Sept. 21	PAR Implementation HDSB website Update #1
Sept. 21	Newspaper Ad (<i>Seeking Your Ideas/Suggestion Box</i>) Metroland papers
Sept. 21 - Oct. 20	Online Suggestion Box open
Oct. 24	Aldershot Focus Exploration Committee Record of Action - Meeting #1
Nov. 1	PAR Implementation Board Meeting Update #2
Nov. 1	Syner email to HDSB Staff, Parents/Guardians re: Open House
Nov. 1	News Release re: Open House
Nov. 1 - 13	HDSB Twitter/Facebook/Instagram Ad promoting Open House
Nov. 2	Newspaper Ad (<i>Let's Talk: You're invited to an Open House for an innovative high school concept</i>) appeared in Metroland papers and the Hamilton Spectator
Nov. 13	Open House at Aldershot High School to review themes to date
Nov. 13-27	<i>Add Your Thoughts</i> Survey re: themes to date available at Aldershot Focus Exploration webpage and at the Open House
Nov. 14	PAR Implementation HDSB website Update #2
Dec. 7	Aldershot Focus Exploration Committee Record of Action - Meeting #2
Jan. 9	Aldershot Focus Exploration Committee Record of Action - Meeting #3
Jan. 10	PAR Implementation Board Meeting Update #3

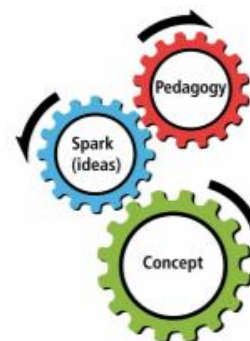
Halton District School Board

Appendix G

Aldershot High School Focus Exploration: Summary of Student Focus Group Results

Introduction

The purpose of these focus groups is to gather student input from across the Halton District School Board to explore various innovative high school concepts.



Methodology

Between November 20-23, 2017 the Halton District School Board's Research Department conducted student focus groups in five secondary schools:

- Aldershot High School
- Dr. Frank J. Hayden Secondary School
- Georgetown District High School
- Iroquois Ridge High School
- Milton District High School

Participation

Student focus group activities were conducted with students currently enrolled in Grade 10 Civics (CHV20) or Careers (GLC20) classes. The rationale for selecting students in these courses is twofold:

- CHV/GLC are Open level courses which bring together students from a variety of pathways to learn with and from one another; and
- by Grade 10, many students have a sense of what they would like to get out of their high school experience.

Ten classes participated in focus group activities:

School	Class	Participation
Aldershot H.S.	1 Careers	30 students
Dr. Frank J. Hayden S.S.	1 Civics	22 students
	1 Civics	20 students
Georgetown District H.S.	1 Grade 9 Essential **	13 students
	1 Civics	14 students
	1 Civics	26 students
Iroquois Ridge H.S.	1 Careers	20 students
	1 Civics	16 students
Milton District H.S.	1 Civics	16 students
	1 Civics	17 students

** Note: Students in a Grade 9 essential course participated to potentially include additional pathways.

Focus Group Activities and Facilitation

At the start of each focus group session, a member of the Board's Research Department asked the class:

- *How would you describe your ideal high school experience?*

To stimulate students' thinking about schooling, each class was shown the first minute of the video

Halton District School Board

[*The Future of Our Schools: An Urgency For Change*](#)¹.

This was followed by a brief overview of four focus group questions - each designed to dig deeper into the query:

1. What would you learn about in your ideal high school?
2. How would you want to learn in your ideal high school?
3. Describe the skills you want to develop in your ideal high school.
4. What does your ideal school day look, sound, and feel like?

Students were divided into table groups comprised of 4-8 students. Each group was given markers and a piece of chart paper with one of the four questions written in the center.

- Each group was given 7-8 minutes to discuss the question and write their comments on the chart paper.
- Questions and responses were rotated to another group for further idea collection.
- Where possible, table groups were facilitated by the Research Department and volunteer staff (e.g., classroom teachers, department heads, student teachers, educational assistants).
- After groups had a chance to respond to all 4 questions, a class discussion followed in most classes, facilitated by the Research Department and the classroom teacher.
- Smaller focus groups followed with volunteer students, to review and probe responses to each question. These were facilitated by a member of the Research Department.



Data Analysis

Data analysis is a process of moving up “from the empirical trenches to a more conceptual overview of the landscape” (Miles & Huberman, 1994).

For each of the four questions, themes emerged from the raw data based on frequency of responses, intensity of expression, and importance to the overall purpose of the study.

¹ https://www.youtube.com/watch?time_continue=2&v=8_R55Z0OWQU

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Summary of Results

1. What do students really want to learn about?

“If we learn about history, why don’t we learn about the future?”

“Many of our subjects are outdated and look backwards rather than to our future.”

“... the real world (outside of school) sounds so exciting and full of opportunities to be creative - but that feels so far away from where we are.”

Learning for the Future

The vast majority of students, across all sites, expressed deep interest in pursuing learning that would enable them to flourish in the future (e.g., career, family, health, personal finance).

Many students recommended that career-based learning be embedded in all curricula rather than a stand-alone course in Grade 10.

Technology

Several students expressed a desire to learn about and with technology. Some examples of technology-related learning ideas include:

- a course to learn how to be successful in online learning environments
- computer coding, graphic design, engineering, animation, automotive, business

Some students had difficulty articulating what ‘technology-related learning’ means to them; however, they seemed to understand that it was an important ingredient for future career success.



Business and Entrepreneurship

Many students shared a keen interest in entrepreneurship. Students suggested a theme-based school program to attract those involved in [DECA](#) (leadership in business club). DECA is currently offered in some schools as an extracurricular club with links to business courses. Students also shared their interests to partner with local, national and international business to enhance their learning and employment prospects (e.g., Amazon™, Google™).

Global Citizenship

Students, primarily from Iroquois Ridge and Milton District, acknowledged the importance of being aware of and understanding the wider world - and their place within it. They highlighted cultural competency, geographic education, human rights education, solving ‘real world issues’ (e.g., hunger, poverty) and communicating in different languages as key areas of interest.

Financial Literacy

Across all school sites and programs, students identified financial literacy to be a significant gap in their school learning. Students expressed their lack of knowledge of banking and budgeting, paying taxes, buying a car, mortgages, credit cards, purchasing insurance, paying bills, how to write a cheque, investing money, and/or planning for retirement.

Halton District School Board

Well-Being, Mindfulness, & Healthy Relationships

Well-being, mindfulness, and healthy relationships were described as “things we hear said a lot, but we don’t learn much about.” Many students, across genders, asked for a more explicit focus in schools on healthy mindsets, stress relief, spiritual connectedness, and relationships with self and others.

Visual and Performing Arts

Specialized programming (e.g., whole school focus) was viewed as beneficial to accommodate students who excel in the Arts (music, drama, visual art). One student shared that he does not feel comfortable/safe in his school to attend a drama/dance class; however, he, and other students, indicated that they would travel to a “School of the Arts” to be with others who also appreciate/ excel in the Arts.

Athletic Performance

Some students shared that they spend more time out of schools for extracurricular sports (school, regional teams) than they do in class. For this reason, they felt that schooling should be more flexible in providing different opportunities for athletes to be successful. Some ideas included:

- granting phys. ed./ leadership credits for participating on school/regional teams;
- having online courses more accessible for students to complete academics outside of the school day.

2. How do students want to learn?

“We need to learn how to learn.”

“I want to stop writing notes and get my hands dirty doing something!”

“I live on a farm and do math everyday: I measure feed and medicine. There’s counting, weighing ... why can’t this count?” (toward math/science credits)

In the field, on the job training

A majority of students, in all sites, requested more opportunities to ‘try on’ experiences for future careers. Learning is seen as more relevant when it is done in the field and students can see (and feel) how knowledge can be applied.



Some suggested ‘on the job’ experiences include:

- co-op programs starting in Grade 9 (link in-class learning to out-of-school experiences);
- earning credits toward post-secondary diploma/certificate;
- becoming career “specialists” by the end of high school; and/or
- offer co-op placements in sectors where jobs are available.

Halton District School Board

Relevance

Students expressed that they want teachers/schools to make explicit connections between classroom learning (math, science, English) and the world around them. For example, some students said they would be more engaged in subjects like math, science, English, if they were expressly linked to “real world problems”.

Learning with Technology

Students recognize that their learning is enhanced when they access different technologies (e.g., reliable access to the internet, smart devices, virtual reality experiences, online lessons accessible from anywhere, communicating through technology, eLearning courses, language/translation apps).

However, many students feel that schools and classrooms inhibit their learning because different technologies are not available (e.g., connectivity issues, updated software/apps, tablet desks) and/or their teachers do not understand the technologies well.

Pace of Learning

There was some acknowledgement that students learn slower/faster than the pace set by teachers in classrooms. Self-paced learning that would enable students to work ahead to gain credits or take more time to process curriculum was viewed by some as a reasonable request and a more “modern way to do school.”

Student Choice (in final evaluation)

Students expressed a strong desire to have more control and flexibility with respect to how they are evaluated. For example:

- choice to show their learning in different ways (e.g., explaining/applying concepts face to face with their teacher) vs. formal written examination;
- opportunities to personalize weightings of exams and performance tasks based on their strengths.

Interactions

Opportunities to interact with and learn from various perspectives and experiences of others was viewed by some students as a more engaging way to learn (when compared to one teacher). Valued learning opportunities included opportunities for further interaction such as class seminars, structured debates, guest speakers, and meeting with experts ‘in the field’ (e.g., through field trips, co-op activities).

Note: Not all students wanted to change the traditional, teacher-centered approach to learning. Some students shared that they need in-class routine, structures and clear evaluation expectations to be successful.

Halton District School Board

3. What skills do students want to develop?

“We need help figuring out our natural skills.”
“Why do we talk about the future like it’s so far away? We are the future and need to learn skills for the future now.”

Practical Life Skills (to transition to adulthood)

Students want to develop a variety of practical life skills while in school. Some of these needs include:

- mental math, keyboarding, cursive writing, how to write a signature;
- swimming, driving, self defense, first aid, basic automotive skills (how to change a tire);
- cooking (nutrition), gardening, family planning, parenting;
- financial literacy: living independently, budgeting, paying taxes, mortgages.



Interpersonal Skills

Many students indicated that they would like to increase their proficiency in speaking and working with others, including:

- using technology to communicate and collaborate (with people in different locations);
- learning to interact respectfully with people of various cultural backgrounds (cultural competency); and/or
- face-to-face communication skills (striking up conversations, interview skills, large group discussion skills, “creating good vibes”).

Coping Skills

- Skills to manage stress and anxiety caused by school demands, busy schedules, relationships;
- Well-being skills (total mental relaxation; introspection; mindfulness, mediation skills);
- How to deal with death and loss; how to grieve.

Skills for School Success

Some students felt that sometimes schools (teachers) assume that students already have skills in place to be successful (achieve) in school. More explicit attention to skill development in the following areas were highlighted: Developing a work ethic, paraphrasing, writing research papers, study skills, time management, organization, critical thinking skills (in all courses), presentation and discussion skills.

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4. How do students describe their ideal school (day)?

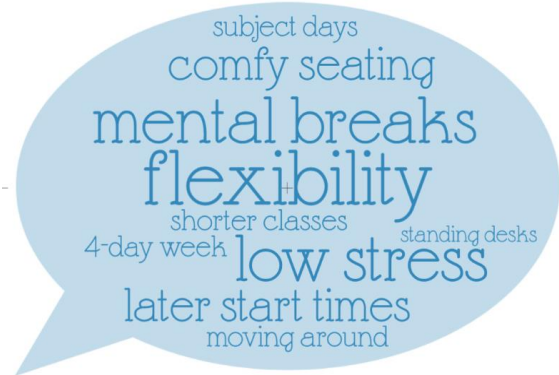
“Schools should be built around the students, not the adults.”

“School should be a place where we want to come, not a place we have to go.”

Greater Flexibility

Students provided various suggestions to “break the everyday monotony of school,” such as:

- Students have the option/flexibility to leave class to complete work elsewhere in the school (e.g., a learning cafe, library, calm room); *“classrooms can be too distracting for me to focus.”*
- Self-paced learning options.



Alternative Schedules/Calendar

Students, across all sites, surfaced various options to (re)design the school day and school calendar. Some frequent suggestions across all sites include:

- later start times, end at normal time (many students too tired to learn in early a.m.),
- classes could be shorter and more focused - too much “dead time” in class when nothing seems to be happening,
- have subject-specific days (e.g., math Monday, history Tuesday, etc.),
- incorporate a study period for all grades (not only seniors) in addition to lunch period,
- 4-day school week (5th day, Wednesday or Friday an optional “seek help” day at school).
- redesign the school year (take longer breaks at different times: e.g., 1 month summer, 2 weeks fall, 3 weeks spring).

Note: Not all students wanted to change the current school day/calendar. *“School is like my job. I have to learn to be at a certain place by a certain time each day.”*

Classroom Arrangement/Composition

Students were very passionate about describing their ideal classrooms, particularly around:

- *Seating:* chairs should not all be facing the front (does not support peer interactions), desks and chairs are not comfortable (consider: swivel chairs, standing desks, bean bag chairs)
- *Movement:* increase students’ activity levels while in class, no prolonged sitting.
- Classrooms should be thoughtfully designed: colourful, modern, bright, clear of clutter, equipped with technology, with different zones to interact and/or focus on work.

School Environment

Students contributed a variety of expectations and ideas around how their schools (as a whole) should appear, sound, and feel:

- Colourful, bright, energetic, having whole school activities, spirit days, fun evening events, opportunities for interactions between grades, clean, more involved staff.
- No bells, cafeteria food affordable for all.

Halton District School Board

Social-Emotional Considerations

School should provide more social-emotional support throughout the day, such as:

- Designated areas of the school for students to destress, quiet zones, calm rooms (not to be confused with prayer rooms), access to counselling (no waiting long period for appointments).
- Greater availability/accessibility of guided spiritual activities (meditation), stress balls/tools, mental breaks during classes.
- Overall, school should help to lower student stress, not increase it.

In my ideal school...

- ... I would never get bored.
- ... I would have no homework.
- ... I would have phys-ed all day.
- ... I would be more focused.
- ... I would have access to technology (tablet desks).
- ... I would feel confident at all times.
- ... I would get fed healthy food.
- ... I would be stress free.
- ... school work wouldn't feel like work.
- ... I would want to return every single day.
- ... I would be happier (than I am now).
- ... I would enjoy my teenage-hood.
- ... I would specialize in the field I want to go into (graphic design) and have more opportunities to take initiative and develop my leadership/communication skills.
- ... I would have immersive (hands on) experiences.
- ... I wouldn't have to memorize information, but learn how to do things.
- ... I would only learn things that I will use every day in life.

Halton District School Board

Appendix H

Innovative High School Concept Design Workshop Summary

Workshop Organizer and Summary Author:

- Elizabeth Kurucz, Associate Professor, Leadership and Organizational Management, College of Business and Economics, University of Guelph

Workshop Facilitator:

- Dave Heidebrecht, Manager, Office of Community Engagement, McMaster University

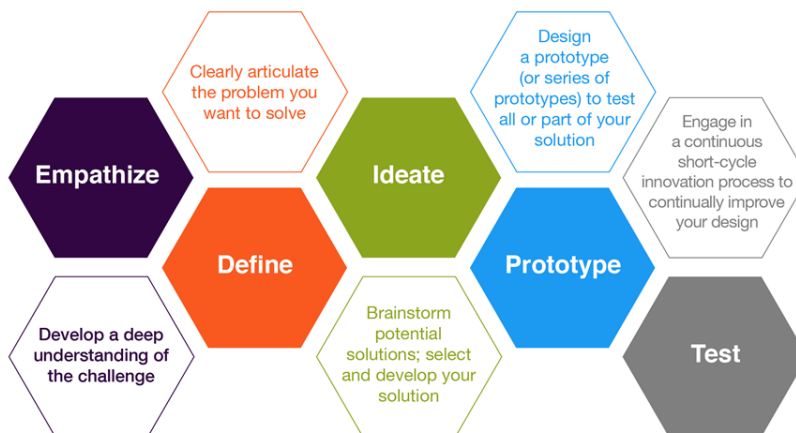
Workshop Participants:

- Maria McLellan, Principal - Aldershot High School
- Paul Dawson, Vice Principal - Aldershot High School (effective February 2018)
- John Pennyfather, Superintendent of Education-Community Partnerships
- Julie Hunt-Gibbons, Superintendent of Education - Secondary Program
- Jacqueline Newton, Superintendent of Education - Innovation
- Gord Truffen, Superintendent of Education - Information Services/Aldershot
- Terri Blackwell, Superintendent of Education - Coordinating Superintendent Program and Accommodation Review Implementation
- David Boag, HDSB Associate Director of Education
- Jim Vanderveken, Dean, Centre for Community Partnerships and Experiential Learning, Mohawk College
- Kate Whelen, Senior Manager, Academic Sustainability Programs, McMaster University

The Human Centred Design Process Overview:

Human centred design is a creative approach to problem solving. The focus of this iterative process is to understand the people you are trying to reach and then to design from their perspective. This will allow you to identify the true problem you are trying to solve in order to develop a solution that is innovative and meets criteria of desirability, feasibility and viability.

The following is a summary of outputs from the design thinking process engaged in December 14, 2017:



(d.school, Stanford University)

STEP 1 - EMPATHIZE

REFLECTION QUESTION:

Considering the inputs on adolescent and other relevant stakeholders, what are the key things we should keep in mind when designing from the perspective of the people we are trying to reach?

Halton District School Board

PROCESS SUMMARY:

This exercise focused on reviewing data that the HDSB Exploration Committee gathered from October-November 2017. The workshop participants were asked to consider this data for how they allow us to better understand the people we are trying to reach. Prior to this paired dialogue we also discussed the need to create a design based on the most recent neuroscience research on the adolescent brain. Features of adolescence that are viewed as problems in our current education system can help to reveal design flaws. When developing this innovative concept we need to build on these key features of adolescence as strengths in order to develop an effective design (i.e., novelty seeking, social engagement, increased emotional intensity, creative exploration, need for purpose).

STEP 2 - DEFINE THE PROBLEM

REFLECTION QUESTION:

Considering the multiple perspectives that have been shared, how can we co-define the problem?

PROCESS SUMMARY:

This exercise focused on:

- 1) building on ideas generated in the process of empathizing in Step 1 and;
- 2) engaging the perspectives of participants in the workshop to identify what problem we are trying to solve with this design. In order to do this, participants were asked to challenge their own underlying assumptions about the problem and consider different possibilities expressed by others.

STEP 3 - IDEATE

REFLECTION QUESTION:

Considering the problem we have co-defined, what proposed concepts appear to address the problem and how?

PROCESS SUMMARY:

This exercise focused on:

- 1) building on ideas generated in the process of defining the problem in Step 2 and;
- 2) generating a list of concepts that would address these problems and how they would do so.

STEP 4 - PROTOTYPE

REFLECTION QUESTION:

Considering the ideas we have identified as addressing the co-defined problem, how can we describe a prototype concept in terms of the 'what' and 'how'?

PROCESS SUMMARY:

This exercise focused on further refining concepts brainstormed in the ideation stage to develop a more clear prototype of 'what' the concept would look like and 'how' it would address the problem.

Note: Ideas were offered in the large group as suggestions to be further developed by the Exploration Committee.

STEP 5 - TEST

REFLECTION QUESTION:

What other stakeholders do we need to include in order to test the prototype concept for its ongoing development and refinement?

PROCESS SUMMARY:

This exercise focused on how we will evaluate the desirability, feasibility and viability of the prototype, more specifically:

Halton District School Board

- 1) Desirability tests whether the innovation solves the right problem i.e. a problem defined by empathizing with the people we are trying to reach with our design;
- 2) Feasibility tests how we can build this innovation to make our school system healthier and stronger i.e. how does this innovation leverage our current capabilities or require the development of new capabilities in areas where we are already strong?;
- 3) Viability tests whether the innovative concept has long-term sustainability (i.e. does it fit with the long-term trends and changes coming down the road in the education sector)?

A robust innovative design exists at the intersection of these three features. Developing the innovative concept is an iterative process with regular, ongoing experimentation and developmental evaluation integral to continuously refine and advance the model so that it is effective.

Next Steps: If the concept is accepted by the HDSB, continue the iterative design process to support the Program Development and Implementation Stage with a larger stakeholder group.

Appendix I

Commitment to Research and Exploration

Throughout the exploration processes, staff have continued to explore “What’s out there?”. The links shared indicate further fact finding in relation to the ideas/themes put forward by stakeholders. This information informed the work of the committee, as well as the decision making process and will be drawn upon to further develop the approved concept.

MaRS - [Entrepreneurial Thinking Toolkit](#) and <https://www.marsdd.com/>

Vector Institute (part of MaRS) <http://vectorinstitute.ai/#Opportunities>

McMaster Innovation Park <https://mcmasterinnovationpark.ca/>

Mohawk College - [Joyce Centre for Partnership and Innovation](#)

Innovation Factory <http://innovationfactory.ca/>

The Centers for Applied and Science Technology (CAST) - [CAST Factsheet](#)

University of Waterloo - [Waterloo Institute for Social Innovation](#)

Deeper Learning - [Deepening Understanding of Deeper Learning](#)

The Learning Partnership - [Student Programs](#)

XQ Super School - [Overview](#) and [Innovative Schools](#)

Entrepreneurship and STEM Education - [Entre-Ed](#)

Government of Canada - [Incentives for Innovation Article](#)

d.school at Stanford - [An Educator’s Guide to Design Thinking](#)

Buck Institute for Education - [Project Based Learning](#)

STEAM Centre - <https://www.steameducation.ca/>

Simon Fraser University - [High School Partnership](#)

IncubatorEDU - <http://incubatoredu.org/>

Start Up - <http://www.catapultideas.com/>

Harvard Business Review - [What your innovation process should look like](#)

Transformative Learning Experiences - <https://www.pltw.org/our-programs>

Centres for Applied Science and Technology - <https://schools.saisd.net/page/027.homepage>

Let’s Talk Science - [Outreach](#)

Lockheed Martin - [STEM Education](#)

Engineers Canada - [STEM Education Research Funding](#)

Digital Media Academy - <http://flanagandma.wixsite.com/fhsdma>

Halton District School Board

WRDSB - [Innovate Program](#)
World Economic Forum - [8 Digital Skills We Need](#)
Future City Education - <https://futurecity.org/>
Young Entrepreneurs - [Make your Pitch](#)
EdX Course - [Becoming An Entrepreneur!](#)
High Tech High - <https://www.hightechhigh.org/>
How Schools Can Successfully Partner with Local Businesses
<http://asiasociety.org/education/how-schools-can-successfully-partner-local-businesses>
EdTech Magazine - [Texas School District Partners with UT San Antonio to Launch STEM School Technology Magnet Schools](#) - [Richardson West Arts and Technology Magnet](#)
Sustainable Hamilton Burlington <https://sustainablehamiltonburlington.ca/>
Rothman i-Think initiative - [Innovation, Creativity, Entrepreneurship \(ICE\)](#)
Science Alberta Foundation - <https://mindfuel.ca/>
Hatch Canada - <https://hatchcanada.com/>
YRDSB - [Arts Program](#)
TDSB - [Etobicoke School of the Arts](#)
TiE Young Entrepreneurs - <http://vancouver.tie.org/about-tye/>
University/College Partnerships - [Universities and Colleges](#)
HPEDSB - [eXplore](#) <http://www.hpedsb.on.ca/community-families/find-a-school/programs/explore/>
Alternative approaches to post secondary acceptance - [Admissions Revolution Article](#)
Individualized Education - [Templestowe College](#) and via [youtube](#)
Social Entrepreneurship - [School for Social Entrepreneurs](#)
Surrey Academy of Innovative Learning - [Programs: STEM/STEAM/STEAMX](#)
PDSB - [Glenforest STEM](#)
Design Thinking:Tools at Schools - [1. Project Introduction](#), [2. Research and Big Ideas](#), [3.Scale Modeling](#), [4.Rendering \(3D\)](#), [5.Prototyping](#), [6.Final Project Launch](#)
Hamilton Health Sciences - [Discovery Days](#)
Columbia International School - <http://www.cic-totalcare.com/>
Discovery Education - [Bringing Engineering to Life in High School](#) and [STEM and STEAM](#)
Canada 2067 - [STEM learning research](#)
International Journal of STEM Education - [Assessing the STEM landscape: the current instructional climate survey and the evidence-based instructional practices adoption scale](#)
Creative Learning Exchange - [National \(US\) STEM Standards](#)
Partnership for 21st Century Learning - [The 4Cs Research Series](#)
International Journal of Education in Mathematics, Science and Technology - [Modeling Successful STEM High Schools in the United States: An Ecology Framework](#)
SAGE Journals (AERA Open) - [The Impact of Inclusive STEM High Schools on Student Achievement](#)
Education Week - [Teaching STEM and Programming: No experience needed](#)
International Journal of STEM Education - [A conceptual framework for integrated STEM education](#)
Ireland's STEM Education Policy Statement 2017-2026 (Policy Statement) - [STEM Education Implementation Plan](#)
Australia's Education Council - [National STEM School Education Strategy](#)
Science Foundation Arizona - [STEM Implementation Guide](#)

Halton District School Board

Report Number: 18034
Date: February 14, 2018

FOR INFORMATION

TO: The Chair and Members of the Halton District School Board
FROM: T. Salmini, Superintendent of Education
S. Miller, Director of Education
RE: **Primary Core French**

Background

At the Board Meeting on Nov 20, 2013, the process for Primary Core French implementation was prescribed by Board motion including an annual review of its implementation. This report supports last year's report and provides an overview of the implementation process and teacher feedback on the impact of the program on student learning.

In 2014, the Halton District School Board commenced the Primary Core French Program. This program is an adapted version of the French as a Second Language: Core French Grades 4-8 Policy Document (2013), and reflects consultation with other boards within the province. The program offers primary students 40 minute of Core French instruction per week (resulting from a reduction of minutes in other subjects). As of September 2017, all Halton schools now offer Grade 1 Primary Core French. In September of 2020, all schools will have Primary Core French in Grades 1, 2 and 3. The following table outlines the phases of implementation across the district.

Year 1- 2014-/015	Year 2- 2015/2016	Year 3- 2016/2017	Year 4-2017/2018
Frontenac Captain R. Wilson Irma Coulson Florence Meares West Oak Escarpment View Charles R. Beaudoin Emily Carr EW Foster John W. Boich Falgarwood Martin Street Clarksdale Maple Grove George Kennedy Tom Thomson Heritage Glen Silver Creek Mohawk Gardens Palermo Bruce T Lindley Sheridan Maplehurst Oakwood	King's Road Brookdale Robert Baldwin Paul A Fisher Gladys Speers Tiger Jeet Singh Ryerson New Central Boyne Tecumseh River Oaks Robert Little Alexander's Oodenawi Park	Bruce Trail Central PS Chris Hadfield Dr. Best Eastview Glenview Harrison James W Hill JM Denyes Montclair Orchard Park Pilgrim Wood PL Robertson Post Corners	Alton Village Brant Hills C.H. Norton John T. Tuck Lakeshore Pauline Johnson Sir E. MacMillan Rolling Meadows Anne J. MacArthur Brookville Sam Sherratt Hawthorne Village Ethel Gardiner Joseph Gibbons Joshua Creek Kilbride Limehouse Mckenzie Smith-Bennett Abbey Lane Glen Williams W.H. Morden Pineview

Depending on when schools began offering Grade 1 Primary Core French, the number of minutes in Junior French will vary from school to school. In the 2020/2021 school year when all schools will

Halton District School Board

offer Primary Core French from Grades 1-3 and Core French from grades 1-8, the instructional minutes will be as follows:

Gr. 1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8
40 mins	40 mins	40 mins	120 min	160 mins	200 mins	200 mins	200 mins

The following [document](#) outlines current instructional minutes based on the year of implementation.

The School Programs Department supported the implementation of this program with a full day of teacher release for each school. The session offered an overview of the program, an exploration of the resources to support the program, and support with respect to assessment and evaluation for a Listening and Speaking program.

All schools were provided with the following:

- HDSB Primary Core French Program Outline
- Primary Core French Lesson Overview and Program Resources shared folder
- Trousse Pour La Communication Orale 1 (Scholastics Resource 1/school)
- Differentiated Activity Cubes (1 set/school)

Teacher Feedback

Grade 4 Core French teachers at the first 24 schools offering the program were asked to complete the following survey:

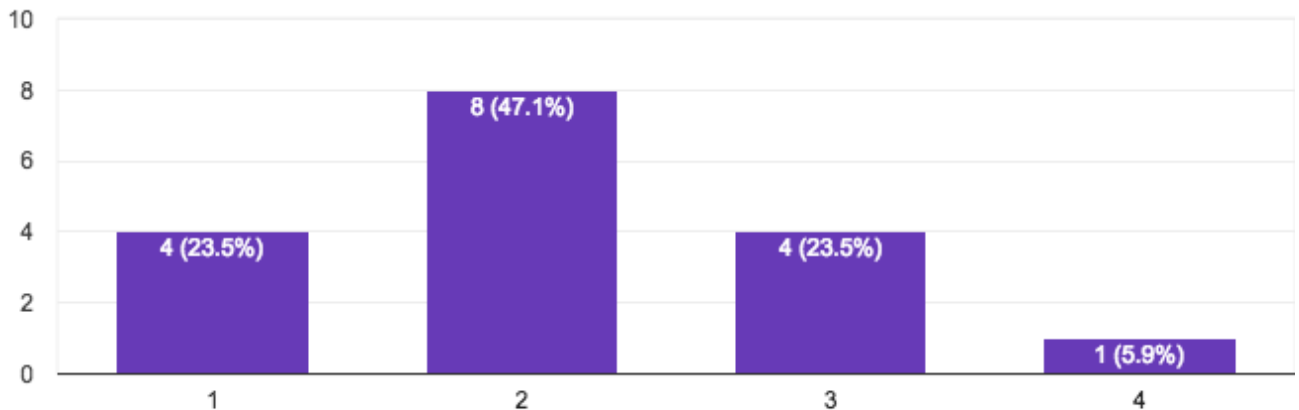
“As a classroom teacher of Grade 4 Core French you are now teaching students who have had 3 years Primary Core French. Please think about you current Grade 4 students who have received three years of Primary Core French. Compared to students who have not received Primary Core French, to what extent to you agree or disagree with the following statements using the scale of:

1-Strongly Agree 2-Agree 3- Disagree 4- Strongly Disagree”

Of the 24 schools, 17 responded with the following:

Primary Core French has had a positive impact on student understanding

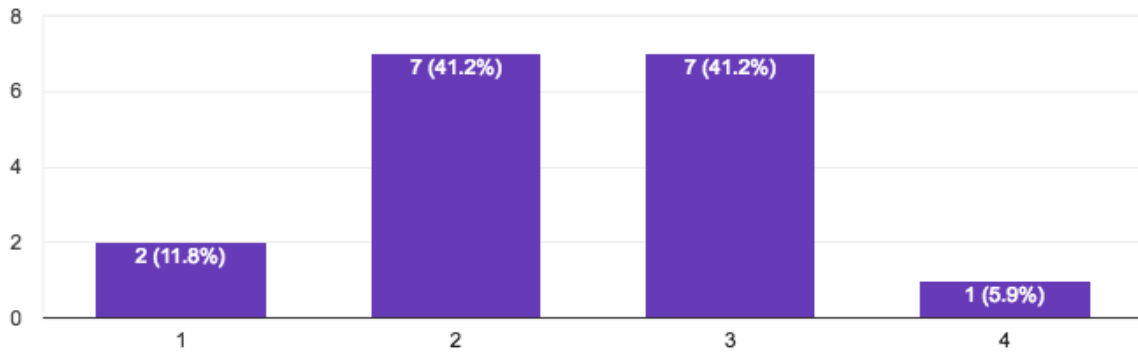
17 responses



Halton District School Board

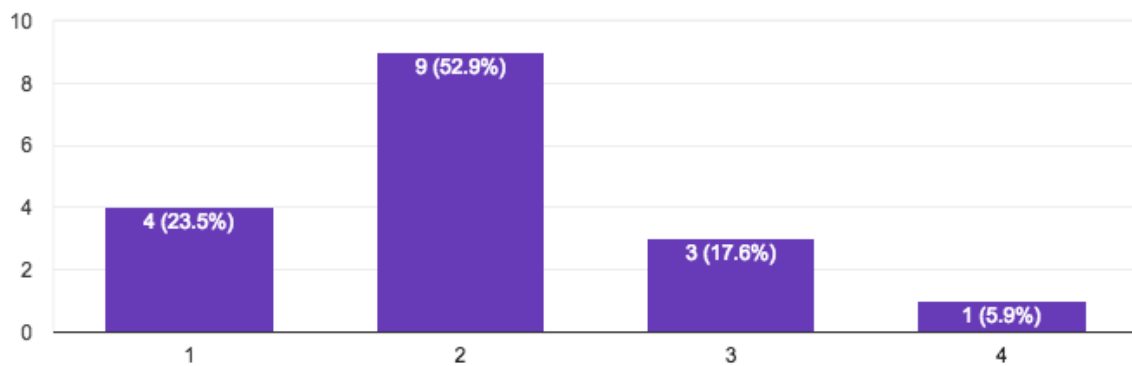
Primary Core French has had a positive impact on student speaking skills

17 responses



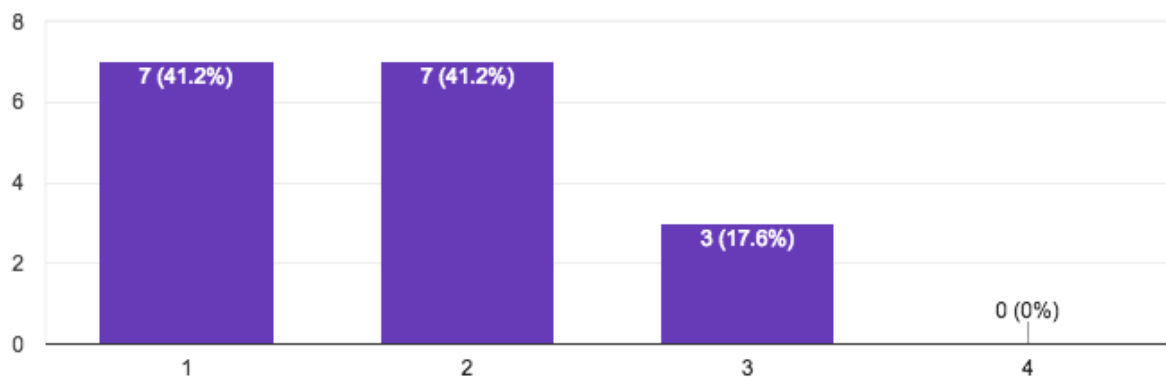
Primary Core French has had a positive impact on student listening skills.

17 responses



Primary Core French has resulted in greater awareness of basic vocabulary

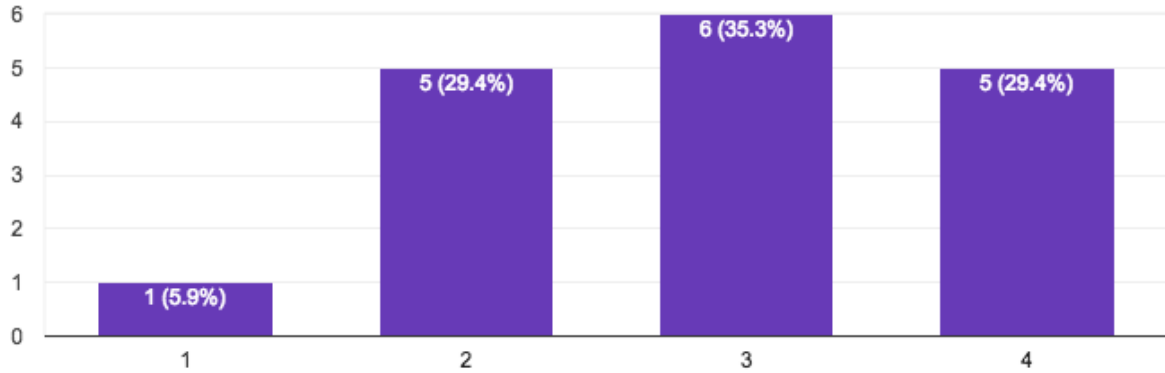
17 responses



Halton District School Board

Primary Core French has had a positive impact on student ability to learn to Read and Write in Core French

17 responses



The results of the survey indicate that grade 4 Core French teachers believe that the program has been most successful in helping young students to develop listening skills in French and an awareness of basic French vocabulary. Anecdotal feedback also indicates that teachers believe that the program has been a positive experience for most students. It also notes that many students have developed a comfort and appreciation for the French language in the primary years setting the stage for more intensive French instruction in the junior and intermediate years.

“Grade 4 students are comfortable in French class, and their prior learning (i.e., 3 years) is evident.”

“Although primary students only have French once per week, it changes the dynamic of the whole school. Students from grades 1 to grade 8 speak French to me in the hallway.”

“The oral nature helps to make it a positive experience for the children.”

Respectfully submitted,

*Tina Salmini
Superintendent of Education*

*Stuart Miller
Director of Education*

Halton District School Board

Report Number: 18033
Date: February 15, 2018

FOR INFORMATION

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

FROM: D. Boag, Associate Director
Stuart Miller, Director of Education

RE: **Implementation of New French Immersion Model - Update**

Background:

The Halton District School Board has been experiencing challenges in both English and French Immersion programs as a result of the significant uptake into French Immersion during the past several years. Specifically, this increased uptake has caused French teacher recruitment and hiring challenges and also has created unusually small cohorts in English programs in many schools offering both English and French Immersion programs. These issues are described in detail in Board reports 16019 and 16155 shared previously with the Board of Trustees.

The Program Viability Committee was established in March 4, 2015 to study this issue. The committee met on an ongoing basis and consulted broadly with a variety of stakeholders during a period of approximately 15 months prior to bringing a recommendation to the Board. At the June 15, 2016 Board Meeting, the Board supported a model change in the French Immersion program. This decision resulted in a change from a Grade 1 entry into French Immersion with a 50% French intensity in Grades 1 to 8 to a Grade 2 entry into French Immersion with an increase of intensity to 100% French in Grade 2, 80% French in Grade 3, followed by 50% French in Grades 4 to 8. The model change was to take effect for the cohort of students entering Grade 2 in September 2018.

One of the key benefits of this model change was that it would give parents an additional year to better understand their child as a learner and make a more informed decision about entry into French Immersion. In addition, the model change was anticipated to reduce uptake into French Immersion, thus addressing both the small English cohort size issue in the English program, and improve recruitment and hiring of French teachers for French Immersion programs.

This report provides an update on French Immersion uptake, based on initial numbers for students entering French Immersion in Grade 2 for the school year 2018-2019.

French Immersion Uptake Analysis

Under the previous model, French Immersion uptake has increased over time. During the last four years of the previous model, uptake on average has been 36.5% from Kindergarten to Grade 1 as shown in the following table.

French Immersion Uptake from SK to Grade 1 FI by School Type

SK Year	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Uptake (SK-Gr 1)	27%	28%	29%	31%	33%	36%	37%	36%	37%	36%

Preliminary French Immersion uptake into the new French Immersion model (from Grade 1 to Grade 2) has been calculated based on French Immersion registration data as of February 1, 2018. The uptake is calculated to be approximately 30% as shown below.

Halton District School Board

Projected Uptake in French Immersion to Grade 2 for September 2018

	2017-18 Enrolment (Grade 1)
Total Number of Grade 1 Students for February 2018	4133
Students Registered in French Immersion for September 2018 (as of Feb 1st)	1252
Grade 1 - 2 French Immersion Uptake	30%

Projected French Immersion Uptake By Community

Community	Projected Uptake
Burlington	26.4%
Halton Hills	17.2%
Milton	26.6%
Oakville	40.3%

This data is likely to fluctuate for the remainder of this school year due to new students to the Board, students who leave the Board, and families that have changed their mind about French Immersion. Student enrolment numbers will be monitored throughout the spring.

Impact on Small English Cohorts in Dual Track Schools

For the past several years there have been a number of schools that have been monitored closely because they have had a history of small numbers of students in their primary English program, because of the significant uptake into French Immersion coming out of Kindergarten. It was not uncommon to have cohort sizes of three to seven students per grade in some schools causing class building challenges and the potential of triple grading. The uptake and size of resulting English program cohorts for these schools has been examined and their projected Grade 2 English cohort sizes range from 12-23 in these same schools. The average Grade 1 English class sizes for five of these dual track schools that were monitored annually was 7.4. The projected average class size for these same schools for Grade 2 next year is 16.8. Actual class sizes will vary but it appears numbers will increase enough to provide schools with the flexibility required for class building and avoiding triple grade splits.

Summary

Registrations into French Immersion as of the February 1, 2018 registration deadline are indicating an approximate uptake of 30%. This represents a reduction in uptake of about 6.5% of the total Grade 1 cohort for the 2017-2018 school year. This reduction in uptake should help reduce some of the French staffing and recruitment challenges as well as provide more viable English program numbers in dual track schools. The new FI model will be reviewed regularly going forward to monitor uptake, attrition, program effectiveness and student achievement.

Respectfully submitted,

*David Boag
Associate Director*