



# Halton District School Board

## HALTON DISTRICT SCHOOL BOARD

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

Wednesday, February 16, 2011

**Public Session: 7 p.m.** (Private Session: 6 p.m.)

### PUBLIC SESSION AGENDA

<b>1.0 – Opening</b>		<i>estimated time</i>	<i>page</i>
1.1	Welcome, Call to Order and Roll Call	2 mins.	
1.2	Approval of the Agenda	3 mins.	
1.3	Declarations of Possible Conflict of Interest	2 mins.	
<b>2.0 – Delegations to the Board</b>			
2.1	Presentations	10 minutes each presentation	
2.2	Delegations	5 minutes each ( <i>info distributed to trustees only</i> )	
2.3	Acknowledgement of Delegations by the Chair		
<b>3.0 – Ratification / Action</b>		<i>estimated time</i>	<i>page</i>
3.1	Minutes of the Regular and Special Meetings	5 mins	
3.1.1	Halton District School Board Meeting, February 9, 2011		page 2
3.2	Approval of Business Transacted in Private Session	3 mins.	
3.3	Order Paper	2 mins.	page 8
3.4	Action Items	10 mins. ea.	
3.4.1	School Year Calendar 2011-12 – <i>Report 11011 (R. Peden)</i>		page 19 (Feb.9/11)
3.4.2	IB Program and Transportation – <i>Report 11032 (A. Collard, D. Bower)</i>		page 10
<b>4.0 – Communication to the Board</b>		<i>estimated time</i>	<i>page</i>
4.1	Student Trustee Reports	5 mins.	
4.2	Information Items (including Notices of Motion and future actions)	10 mins. ea	
	<b>For Action : March 2, 2011</b>		
4.2.1	Growing Success Policy -- <i>Report 11026 (J. Blackwell)</i>		page 11
	<b>For Information:</b>		
4.2.1	Environmental Sustainability Status – <i>Report 11029 (S. Burwell)</i>		page 23
4.2.2	Psychology Wait Times – <i>Report 11030 (D. Boag)</i>		page 29
4.2.3	Education Development Charges – <i>Report 11027 (L. Veerman)</i>		page 31
4.2.4	Capital Update: February 2011 – <i>Report 11031 (G. Cullen)</i>		page 33
4.3	Committee Reports	10 mins.	
4.4	Director’s Report		
4.4.1	Monitoring Reports		
4.4.1.1	Communication & Counsel to the Board – <i>Report 11012</i>		page 38
4.4.2	Other:		
4.4.2.1	Upcoming Items		
	• Good Neighbour Policy (March 2011)		
4.5	Communications from the Chair	5 mins.	
4.6	Trustee Questions and Comments	10 mins.	
<b>5.0 – Adjournment</b>			
5.1	Motion to Adjourn		

## HALTON DISTRICT SCHOOL BOARD

Wednesday, February 9, 2011 (\* date changed due to snow day, February 2, 2011)

7 p.m. – Public Session

### MINUTES

#### *1.0 -- Opening*

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

#### *2.0 – Communication to the Board*

- 2.1 Presentations
- 2.2 Delegations
  - 2.2.1 Denise Hutton, Churchill Estates Transportation
- 2.3 Acknowledgement of Delegations by Chair

#### *3.0 – Ratification / Action*

- 3.1 Minutes of the Regular and Special Meetings
  - 3.1.1 Meeting of the Halton District School Board, January 19, 2011
- 3.2 Ratification of Business Transacted in Private Session
- 3.3 Order Paper
- 3.4 Action Items
  - 3.4.1 Decrease in Walking Distances– Report 11017 (K. Bateman-Olmstead)
  - 3.4.2 Distance Calculations – Report 11018 (K. Bateman-Olmstead)
  - 3.4.3 Transportation Issue – Report 11019 (D. Danielli)
  - 3.4.4 Reporting of Enrolment Data -- Report 11020 (A. Collard)

#### *4.0 – Communication to the Board*

- 4.1 Student Trustee Reports
- 4.2 Information Items (including Notices of Motion and future actions)
  - For Action: February 16, 2011**
    - 4.2.1 SEAC Membership Report – Report 11023 (D. Boag)
    - 4.2.2 School Year Calendar 2011-12 – Report 11011 (R. Peden)
  - For Information**
    - 4.2.3 Full Day Kindergarten Update – Report 11022 (M. Zonneveld)
- 4.3 Committee Reports
- 4.4 Director's Report
  - 4.4.1 Monitoring Reports
  - 4.4.2 Other
    - 4.4.2.1 Upcoming Items
      - Good Neighbour Policy (January 2011)
- 4.5 Communications from the Chair
- 4.6 Trustee Questions and Comments

#### *5.0– Adjournment*

- 5.1 Motion to Adjourn

**Halton District School Board**  
**Wednesday, February 9, 2011**

Present: K. Amos, K. Bateman-Olmstead, D. Bower, A. Collard, D. Danielli, A. Harvey Hope,  
J. Hlusko, K. Lochhead, N. MacNeill (phone), G. Tuck Kutarna, D. Vrooman.,  
J. Earl, H. Khan

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**Agenda Item 1**

1.1 Call to Order

The Chair called the meeting to order at 6:04 p.m.

M11-0013 D. Danielli / K. Bateman-Olmstead

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

**Carried.**

The Board rose from Private Session at 7:10 p.m. Public Session was called to order at 7:32 p.m. There were no declarations of conflict of interest.

1.2 Approval of the Agenda

M11-0014 A. Collard / D. Bower

Be it resolved that the Halton District School Board amend the agenda for Wednesday, February 9, 2011, to move item 3.4.3 to 3.4.1, with all other items renumbered as appropriate, and that the agenda be approved as amended..

**Carried.**

**Agenda Item 2**

The Chair welcomed delegates from Churchill Estates speaking to transportation for Brookville Public School students.

**Agenda Item 3**

3.1 Approval of the Minutes

M11-0015 A. Collard / D. Bower

Be it resolved that the minutes for the Meeting of the Halton District School Board for January 19, 2011 be approved as distributed.

**Carried.**

3.2. Ratification of Business Transacted in Private Session

K. Bateman-Olmstead commented on the following motion, asking for clarification regarding the budget for the project and modifications. G. Cullen commented on modifications to the track facility (grass field and natural track) to accommodate costs.

M11-0016 K. Amos / K. Bateman-Olmstead

Be it resolved that the Halton District School Board accept the tender from Tambro Construction Ltd. In the amount of \$26,267,000.00 (excluding HST), as contained in Tender No. T10-47 for the construction of the SRA 103 (Oakville) Secondary School at 2820 West Oak Trails Blvd. in Oakville, Ontario.

Be it resolved that the Halton District School Board approve a budget of \$30,335,259.00, for the construction of SRA 103(Oakville) Secondary School and that this project be financed by the Education Development Charge Reserve in the amount of \$2,364,172.00, Proceeds of Disposition revenue in the amount of \$8,242,668 (Ministry approved) and through the issuance of long-term debt with NPP (New Pupil Places) Funding in the amount of \$19,728,419.00 (Ministry approved).

**Carried.**

M11-0017 K. Amos / G. Tuck Kutarna

Be it resolved that the Halton District School Board approve the resolutions from the Halton District School Board Meeting in Private Session, February 16, 2011 respecting: Property Matters.

**Carried.**

M11-0018 K. Amos / D. Bower

Be it resolved that the Halton District School Board approve the following Elementary Principal/Vice-Principal Transfers and Appointments as outlined in Report 11013.

**Carried.**

3.3. Order Paper

The Chair called attention to the Order Paper.

3.4. Action Items3.4.1 Transportation Issue

D. Danielli spoke to Report 11019 and, with Superintendent of Business L. Veerman, and Transportation Manager Karen Lacroix, responded to trustee questions.

Discussions regarding an annual review of the exception, and what criteria would constitute rescinding an exception took place. The need for an amendment to identify a review process was debated. Discussion also occurred regarding the criteria by which this exemption would be reviewed.

M11-0019 D. Danielli / A. Harvey Hope

Be it resolved that the Halton District School Board approve an exception to the Halton District School Board Transportation Policy, such that all Brookville Public School students in Grades JK to 8 who live on the East side of Guelph Line between 15th Sideroad and Brookville Public School and who reside in the Churchill Estates subdivision will be transported to school by a bus provided by the Halton District School Board.

M11-0019(a) K. Amos / A. Collard

Be it resolved that the aforementioned motion be amended to add, "*AND THAT the exception remain in effect until significant changes occur to address safety concerns identified in Report 11019.*"

**Carried.**

M11-0019(b) G. Tuck Kutarna / A. Collard

Be it resolved that the aforementioned motion be deferred for three months.

D. Danielli requested recorded vote:

J. Hlusko	no	K. Loughheed	yes
Harvey Hope	no	D. Bower	yes
D. Danielli	no	G. Tuck Kutarna	yes
K. Bateman-Olmstead	no	A. Collard	yes
		N. MacNeill	yes
		K. Amos	yes
		D. Vrooman	Yes
J. Earl	yes		
H. Khan	yes		

**Carried.**

M11-0020 G. Tuck Kutarna / A. Collard

Be it resolved that the Halton District School Board provide transportation for students identified in Report 11019, to and from Brookville Public School until the end of the school year; and  
THAT during this time, the Director of Education bring a report to the Board regarding the criteria applicable to the term “exceptionally hazardous conditions”, including the specific safety criteria applied to non-paved pathways, non visible pathways and pathways through wooded areas.

**Carried.**

J. Hlusko left the meeting at 9:20 p.m. H. Khan left at 9:35 p.m.

3.4.2 *Decrease in Walking Distances.*

K. Bateman-Olmstead spoke to Report 11017 and responded to trustee questions.

M11-0021 K. Bateman-Olmstead / A. Collard

Be it resolved that the Halton District School Board staff provide a report to the Board by no later than March 31, 2011, outlining the cost associated with decreasing the elementary “walk to distance” from 1.6 km to 1.0 km, and the secondary “walk to distance” from 4.0 km to 3.0 km

**Carried.**

3.4.3 *Distance Calculations.*

K. Bateman-Olmstead spoke to Report 11018 and responded to trustee questions.

M11-0022 K. Bateman-Olmstead / D. Danielli

Be it resolved that the Halton District School Board recommend to the Halton Transportation Consortium Management Committee that it implement an adjudication process for disputed walking distances, and that the mechanism include at least one distance calculation method available to the general public in addition to the transportation software currently used by the Consortium.

M11-0023 K. Amos / K. Lochhead

Be it resolved that the Board defer this motion.

**Defeated.**

G. Tuck Kutarna requested the motion be split, with the decision on the second portion of the motion considered first.

M11-0024 A. Harvey Hope / K. Amos

Be it resolved that the Halton District School Board extend the meeting beyond 10 p.m.

**Carried.**

M11-0025 K. Bateman-Olmstead / D. Danielli

Be it resolved that the method used by the Halton District School Board to calculate eligibility for bussing be a method available to the general public.

**Carried.**

Discussion ensued regarding the adjudication process.

M11-0026 K. Bateman-Olmstead / D. Danielli

Be it resolved that the Halton District School Board recommend to the Halton Transportation Consortium Management Committee that it implement an adjudication process for disputed walking distances.

Discussion ensued regarding the need for additional information.

M11-0027 A. Harvey Hope / A. Collard

Be it resolved that the aforementioned motion be referred to a Committee of the Board for further discussion.

**Carried.**

3.4.4 *Reporting of Enrolment Data.*

A. Collard spoke to Report 11020 and responded to trustee questions.

M11-0028 A. Collard / A. Harvey Hope

Be it resolved that the Long Term Accommodation Plan include enrolment projections for English Program and French Immersion Program by school.

**Carried.**

**Agenda Item 4**

4.1 Student Trustee Reports

There was no student trustee report.

4.2 Information Items (including Notices of Motion)

A. Collard and D. Bower brought forward a notice of motion relating to the costs of the IB program, for the February 16, 2011 meeting.

*For Action: February 16, 2011*

4.2.1 SEAC Membership Report

D. Boag spoke to Report 11023 and responded to trustee questions.

M11-0029 D. Bower / A. Collard

Be it resolved that the Halton District School Board waive the rules to deal with this motion this evening.

**Carried.**

M11-0030 D. Bower / A. Collard

Be it resolved that the Halton District School Board approve Vicki Demone as the SEAC Alternate for the Tourette Syndrome Association of Ontario

**Carried.**

4.2.2 School Year Calendar

R. Peden spoke to Report 11011 and responded to trustee questions.

*For Information*

4.2.3 Full Day Kindergarten Update

M. Zonneveld spoke to Report 11022 and responded to trustee questions.

4.3 Committee Reports

D. Vrooman presented the SEAC report on behalf of J. Hlusko.

K. Amos highlighted the dates for upcoming Strategic Planning sessions: Tuesday, March 22; Sunday, March 27; Monday, March 28 and Tuesday, March 29. Further details will follow.

A. Collard reported on today's Wellness Committee meeting, highlighting upcoming events.

D. Bower spoke to March 30 as a tentative date for the trustee communications committee.

A. Collard asked for items for the Program and Accommodation Committee agenda.

D. Danielli reported on the French Advisory Committee; her notes were emailed to trustees.

N. MacNeill spoke to the recent meeting of the Environmental Committee.

4.4 Director’s Report

D. Euale spoke to recent events at Robert Baldwin Public School resulting from a failure in the sewage system.

He also highlighted the Director’s Annual Report, as required by the Education Act, offering his thanks to the Admin Team and Communications staff for their efforts in this regard.

4.4.1 Monitoring Reports

There were no monitoring reports.

4.4.2 Upcoming Items

Items were highlighted on the agenda.

4.5 Communication from the Chair

D. Vrooman commented on recent correspondence.

4.6 Trustee Questions and Comments

D. Danielli offered to share copies of the Free the Children mid-term report. She also talked to recent SEAC training (protocol committee), offering to share the information with her colleagues. She also offered condolences to the family of a PL Robertson Public School student who recently passed away. D. Danielli offered congratulations to staff for their handling of the issue today at Robert Baldwin Public School.

G. Tuck Kutarna spoke to the campaign being run by Food for Thought, asking for consideration by the senior admin team and trustees to support food programs in Halton.

K. Lochhead spoke to a fundraising effort at Burlington Central High School to raise funds for their music department.

A. Collard spoke to the recent success of Toonie Tuesday hosted by the Halton Learning Foundation.

A. Harvey Hope invited trustees to attend a drama presentation at Oakville Trafalgar High School in March.

J. Earl left the meeting at 11:12 p.m.

**Agenda Item 5**

M11-0031 A. Collard / K. Lochhead

Be it resolved that the Halton District School Board reconvene in Private Session.

**Carried.**

M11-0032 A. Collard / D. Bower

Be it resolved that the Halton District School Board adjourn at 11:33 p.m.

**Carried.**

..... Recorder

.....Chair



# Halton District School Board

Wednesday, February 16, 2011

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

## ORDER PAPER

Motion #	Resolution	Responsibility
M07-0056	Be it resolved that when remedies for heavily populated schools are next considered, Post's Corners Public School will be included using policies and practices prevailing at that time.	Senior Admin./ Facility Services
M08-0154	Be it resolved that the Halton District School Board encourage all schools to apply for EcoSchools certification by June 2010, or in the case of new schools not yet built, within two years of opening.	Program
M09-0269	Be it resolved that the Halton District School Board grandfather all French Immersion Graded 7/8 students residing in Clearview, to EJ James Public School for the 2010-11 school year, and Grade 8 students residing in Clearview to EJ James for the 2011-12 school year. Be it resolved that the Halton District School Board bus all FI Grade 7/8 students residing in Clearview to EJ James for the 2010-11 & 2011-12 school years consistent with transportation policy. Be it resolved that the dual track French Immersion program at the new school in Clearview, commencing September 2010 as a Grades 1-6 program, will thereafter grow into a Grade 1-8 program during the next two successive years.	Superintendent of Business
M10-0174	Be it resolved that, pending Ministry approval, the Halton District School Board approve a revision to the approved renovations/additions at Maple Grove Public School in the following two areas: - incorporation of ceramic tiles for hallways and common areas in the new addition, and - an increase in the contingency account related to this project by \$50,000, making the total contingency budget \$100,000 And that these revisions be funded through use of a portion of reserves.	Superintendent of Business
M10-0184	Be it resolved that, pending the sale of the 2.56 acres of land at McKenzie-Smith Bennett Public School, and pending Ministry of Education approval, the Halton District School Board approve outstanding items from the October 16, 2009 Capital Renewal Request List for McKenzie-Smith Bennett Public School, up to a total of \$185,600	Superintendent of Business / Facilities
M11-0010	Be it resolved that the Halton District School Board appeal the notice of intention by the Town of Oakville to designate Linbrook Public School at 1079 Linbrook Road, issued under Section 29, Part IV of the Ontario Heritage Act.	Superintendent of Business / Planning
<b>M11-0011</b>	<b>Be it resolved that the Halton District School Board approve the 2010 Long Term Accommodation Plan (LTAP) as revised, and THAT staff be directed to submit the updated LTAP to the Ministry of Education, City of Burlington, Town of Halton Hills, Town of Milton and the Town of Oakville, Regional of Halton, Halton Catholic District School Board, Conseil Scolaire de District Catholique du Centre-Sud, and Conseil Scolaire de District du Centre Sud-Ouest for information.</b>	<b>Superintendent of Business / Planning</b>
M11-0016	Be it resolved that the Halton District School Board accept the tender from Tambro Construction Ltd. in the amount of \$26,267,000.00 (excluding HST), as contained in Tender No. T10-47 for the construction of the SRA 103 (Oakville) Secondary School at 2820 West Oak Trails Blvd. in Oakville, Ontario. Be it resolved that the Halton District School Board approve a budget of \$30,335,259.00, for the construction of SRA 103(Oakville) Secondary School and that this project be financed by the Education Development Charge Reserve in the amount of \$2,364,172.00, Proceeds of Disposition revenue in the amount of \$8,242,668 (Ministry approved) and through the issuance of long-term debt with NPP (New Pupil Places) Funding in the amount of \$19,728,419.00 (Ministry approved).	Superintendent of Facility Services
M11-0020	Be it resolved that the Halton District School Board provide transportation for students identified in Report 11019, to and from Brookville Public School until the end of the school year; and THAT during this time, the Director of Education bring a report to the Board regarding the criteria applicable to the term "exceptionally hazardous conditions", including the specific safety criteria applied to non-paved pathways, non visible pathways and pathways through wooded areas.  <i>Note: Original motion (M11-0019) deferred for three months.</i>	Superintendent of Business / Director of Education
M11-0021	Be it resolved that the aforementioned motion (M11-0026:...."that the Board recommend to the Halton Transportation Consortium that it implement an adjudication process for disputed walking distances") to a Committee of the Whole Board for further discussion	Trustees
<b>M11-0028</b>	<b>Be it resolved that the Long Term Accommodation Plan include enrolment projections for English Program and French Immersion Program by school.</b>	<b>Planning</b>

Pending Reports: February 16, 2011

**PENDING REPORTS**

*(Items will be shaded when completed, with a check-mark placed beside the presentation date.)*

Motion & Date	Resolution	Presentation Date
M09-0014	Be it resolved that the Director report quarterly to the Board of Trustees regarding implementation, compliance & efficacy of the recommendations/management responses identified in Report 09011, Appendix A. (School Council & School Generated Funds)	<del>April 2010</del> May 2010 ✓ September 2010 ✓ December 2010 ✓ <b>March 2011</b>
M10-0188 M10-0189	<b>Be it resolved that the Halton District School Board establish a “Good Neighbour” Policy for Oakville and other municipalities as deemed appropriate, and that this policy ensure that neighbours living “next to” and “with-in” the direct vicinity of a Public School Site be consulted at the initial stages of any “new school build” and; Be it resolved that reasonable input from community members be considered prior to the completion of any extensive, costly architectural work.</b>	To Program & Accommodation Committee (September 22) <b>Deferred to December PAC meeting; Board in January/February 2011</b>
M11-0021	<b>Be it resolved that the Halton District School Board staff provide a report to the Board by no later than March 31, 2011, outlining the cost associated with decreasing the elementary “walk to distance” from 1.6 km to 1.0 km, and the secondary “walk to distance” from 4.0 km to 3.0 km</b>	March 2011
M11-		



# Halton District School Board

Report Number: 11032

Date: February 9, 2011

**INFORMATION FOR DECISION**

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

FROM: D. Bower, Trustee, Burlington Wards 1 & 3  
A. Collard, Trustee, Burlington Ward 5

RE: IB Program and Transportation

**RECOMMENDATION**

*Be it resolved that Board staff be directed to provide a report to Trustees on the cost of IB programming to the Halton District School Board, and that the report include:*

- *the process and costs involved in becoming an IB Accredited School;*
- *the cost for students to participate in the program by grade (including pre-IB);*
- *the cost of transportation for students currently in the program*
- *and any other costs related to the IB program.*

Rationale

Bill 177 lists duties of members of the Board of Trustees, including their relationship with parents and bringing the concerns of parents to the attention of the Board.

Parents in Burlington Ward 3, with students attending the IB Program at Robert Bateman in Ward 5, raised concerns with the cost of the program in terms of a secondary pathway offering. They have expressed concern that IB Programming is offered for a fee when other programs are not.

Parents have expressed concern with the availability for transportation for the IB Program; especially in areas where there is no public transportation. The availability of courtesy seating is not known until the end of October of each year and when seating is available there are no extra stops made by the bus. In some cases, students have to walk a great distance to the stop and when dropped off after school, they are at greater risk when walking this distance in the dark. The availability of courtesy seating is also affected by a student’s ability to cross major thoroughfares such as Dundas Street.

As this information will be useful during upcoming budget deliberations, it would be appreciated if the report could be made available to trustees no later than April 2011.

*Respectfully submitted,*

\_\_\_\_\_  
*Dianna Bower*  
*Trustee, Burlington, Wards 1 & 3*

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*Amy Collard*  
*Trustee, Burlington, Ward 5*



# Halton District School Board

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Report Number 11026

Date: February 16, 2011

## **INFORMATION FOR DECISION**

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

FROM: Administrative Council

RE: Growing Success Policy: Cheating and Plagiarism, Late and Missed Assignments,  
Reporting Grades for Marks Lower than 50%

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### **RECOMMENDATION**

***Be it resolved that the Halton District School Board adopt the Growing Success Policy: Cheating and Plagiarism, Late and Missed Assignments, Reporting Grades for Marks Lower than 50% as appended to Report 11026.***

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#### **Background:**

The Ministry of Education's new policy document Growing Success: Assessment Evaluation and Reporting: 2010 will direct the assessment, evaluation, and reporting of student achievement in Grades 1-12 in all Ontario schools.

The Ministry's Growing Success policy directs school boards to develop policies related to Cheating and Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50%.

During the past six months, a Growing Success Steering Committee has developed the policy and administrative procedures to comply with the Ministry's direction. The Growing Success Steering Committee was comprised of the Superintendent of School Programs, Trustees, parents, School Programs and Student Services members, elementary and secondary administrators, system principals, elementary and secondary teachers and Student Success teachers, OSSTF Executive members, ETFO President and OSSTF Growing Success team members.

Public consultation was undertaken with many stakeholder groups: SEAC, PIC, HEPA/HSPA, OSSTF Growing Success Committee, OSSTF Executive, ETFO, Secondary School Leadership Teams, School Programs Department, Student Services Department, System Principals and Student Senate.

Recommendations and feedback were reviewed and incorporated in the revisions of this policy and procedures, which are attached to this report.

Respectfully submitted,

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*Jeff Blackwell*  
*Superintendent of School Programs*

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*David Euale*  
*Director of Education*

<b>TOPIC:</b>	<b>Growing Success: Cheating and Plagiarism, Late and Missed Assignments, Reporting Grades for Marks Lower than 50%</b>
<b>EFFECTIVE:</b>	<b>September 2011</b>
<b>CROSS-REFERENCE:</b>	<b>Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010; and Equity and Inclusive Education Policy Faith Accommodations Procedures The Human Rights Code of Ontario</b>
<b>REVISION DATE:</b>	<b>September 2012</b>
<b>RESPONSIBILITY:</b>	<b>Superintendent of School Programs</b>

**BACKGROUND:**

The Ministry of Education's new policy document *Growing Success: Assessment Evaluation and Reporting* will direct the assessment, evaluation, and reporting of student achievement in grades 1-12 in all Ontario schools.

The Ministry's *Growing Success* policy directs school boards to develop policies related to Cheating and Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50%.

The Ministry's *Growing Success* policy contains fundamental principles that will guide the expected practices and procedures for all students in all HDSB schools.

**FUNDAMENTAL PRINCIPLES FROM GROWING SUCCESS**

To ensure assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

## HALTON DISTRICT SCHOOL BOARD POLICY STATEMENT

### WHEREAS...

The Halton District School Board is committed to enabling every student to reach their potential and succeed;

The Halton District School Board expects the fundamental principles from the Ministry of Education's *Growing Success* policy will guide assessment and evaluation in all schools;

Teachers and administrators share the responsibility of implementing the principles within the *Growing Success* policy and;

The professional judgment of our teachers and administrators is at the heart of effective assessment, evaluation and reporting student achievement.

This Halton District School Board Policy and related Procedures are subject to compliance with all acts, regulations, policies and procedures under applicable jurisdictions, including but not limited to the Human Rights Code of Ontario, the Education Act, and Halton District School Board policies and procedures.

### THEREFORE...

Schools have the responsibility to:

- implement practices aligned with the Fundamental Principles in the Ministry of Education's *Growing Success* policy;
- ensure reported grades accurately reflect student achievement of the curriculum overall expectations of the subject, course or as identified in a student's Individual Education Plan;
- ensure students with special education needs are provided with accommodated, modified and/or alternate program as outlined and monitored in their Individual Education Plan;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- promote and encourage a culture of student ownership and voice in their learning;
- promote academic honesty;
- ensure students are responsible for providing evidence of their learning within established timelines;
- ensure there are appropriate consequences for cheating, plagiarizing, not completing work, and submitting work late;
- ensure the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- ensure mark deduction will not result in a report card percentage mark that, in the professional judgement of the teacher, misrepresents the student actual achievement of the curriculum overall expectations;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success.

<b>TOPIC:</b>	<b>Reporting Grades for Marks Lower than 50% in Grades 9-12</b>
<b>EFFECTIVE:</b>	<b>September 2011</b>
<b>CROSS-REFERENCE:</b>	<b>Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010</b> <b>HDSB Policy: Cheating and Plagiarism, Lates and Missed Assignments, Reporting Grades for Marks Lower than 50%</b>
<b>REVISION DATE:</b>	<b>September 2012</b>
<b>RESPONSIBILITY:</b>	<b>Superintendent of School Programs</b>

**INTENDED PURPOSE:**

The Board expects teachers to employ practices and procedures to ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for every student. To support student learning, proactive strategies based on the Lates and Missed Assignments procedures are expected to be in place in all schools. Students are expected to submit evidence of their learning within appropriate and well-communicated timelines. In the event of a student in grades 9-12 earning a grade below 50%, the following procedures apply.

**Schools have the responsibility to:**

- implement practices aligned with the Fundamental Principles in the Ministry of Education's *Growing Success* policy;
- ensure reported grades accurately reflect student achievement of the curriculum overall expectations of the subject, course or as identified in a student's Individual Education Plan;
- ensure students with special education needs are provided with accommodated, modified and/or alternate program as outlined and monitored in their Individual Education Plan;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- promote and encourage a culture of student ownership and voice in their learning;
- promote academic honesty;
- ensure students are responsible for providing evidence of their learning within established timelines;
- ensure there are appropriate consequences for cheating, plagiarizing, not completing work, and submitting work late;
- ensure the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- ensure mark deduction will not result in a report card percentage mark that, in the professional judgement of the teacher, misrepresents the student actual achievement of the curriculum overall expectations;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success.

## **PROCEDURES:**

### **1. Gathering Evidence of Student Achievement for Evaluation**

#### **Teachers will ensure:**

- evidence of student achievement is collected over time from three different sources: observation, conversations, and student products;
- peer and self assessment processes are encouraged; however, peer and self evaluations are not a component of a student's final mark;
- evaluative products will vary in form and may include but are not restricted to: tests, exams, performance tasks, demonstrations, projects and/or essays;
- assignments for evaluation, summative tasks, tests, and exams are to be completed, whenever possible, under the supervision of the teacher;
- assignments for evaluation do not include ongoing homework. Homework completion is a learning skill that is reported separately on the provincial report card and not factored into the calculation of grades;
- student work within a group project is evaluated individually;
- 70% of the final grade is based on evaluation of the course's overall curriculum expectations as demonstrated throughout the course and reflects the student's most recent and most consistent level of achievement throughout the course;
- 30% of the final grade is based on a final evaluation administered at or toward the end of the course that produces evidence of student learning of as many of the course's overall curriculum expectations as practical;
- 30% of the final grade is composed of a final evaluation in the form of examination, performance task, essay, and/or other methods of evaluation suitable to the course content.

### **2. Determining students' report card grades**

#### **Teachers will:**

- provide a report card mark in the range of 0 % to 100%;
- consult with administration prior to assigning a mark between 0% and 30%;
- provide information to school promotion meetings in the event of marks below 50%;
- ensure the report card grade reflects the students' most recent and consistent level of achievement of the course's curriculum overall expectations with special consideration given to more recent evidence;
- ensure mark deduction for late or missing work has not resulted in a report card grade that misrepresents the student's achievement of the course's curriculum overall expectations;
- ensure the evaluation of learning skills and work habits, apart from those included as part of curriculum expectations, are not considered in the determination of student grades;
- consider for grades 9 and 10 students, that an 'I' may be used to indicate insufficient evidence in consultation with administration;
- refer a student with a failing or 'I' to the Credit Recovery Team where a decision will be made as to his/her suitability and eligibility for enrolment in Credit Recovery or Summer School programs to recover or earn the credit.

<b>TOPIC:</b>	<b>Cheating and Plagiarism</b>
<b>EFFECTIVE:</b>	<b>September 2011</b>
<b>CROSS-REFERENCE:</b>	<b>Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010 Halton District School Board Policy: Cheating and Plagiarism, Late and Missed Assignments, Reporting Grades for Marks below 50%</b>
<b>REVISION DATE:</b>	<b>September 2012</b>
<b>RESPONSIBILITY:</b>	<b>Superintendent of School Programs</b>

**INTENDED PURPOSE**

The Halton District School Board is committed to enabling all students to reach their potential and succeed. It is the responsibility of students to be academically honest in all aspects of their schoolwork so the marks they receive are a true reflection of their own achievement. Academic dishonesty, therefore, is a serious offence and as a result, it is imperative students understand what academic dishonesty entails and are clear as to consequences.

The Board expects every school will implement strategies to support academic honesty and utilize preventive and responsive practices for cheating and plagiarism. Successful implementation of these practices depends on the professional judgement of educators. When responding to incidents of cheating and/or plagiarism, schools will:

- implement practices aligned with the Fundamental Principles in the Ministry of Education’s *Growing Success* policy;
- ensure reported grades accurately reflect student achievement of the curriculum overall expectations of the subject, course or as identified in a student’s Individual Education Plan;
- ensure students with special education needs are provided with accommodated, modified and/or alternate program as outlined and monitored in their Individual Education Plan;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- promote and encourage a culture of student ownership and voice in their learning;
- promote academic honesty;
- ensure students are responsible for providing evidence of their learning within established timelines;
- ensure there are appropriate consequences for cheating, plagiarizing, not completing work, and submitting work late;
- ensure the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- ensure mark deduction will not result in a report card percentage mark that, in the professional judgement of the teacher, misrepresents the student actual achievement of the curriculum overall expectations;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success.

## **PROCEDURES:**

### **1. Prevention of Cheating and Plagiarism**

#### **Schools will:**

- explain the Board Policy on Cheating and Plagiarism to every student;
- provide a definition of cheating and plagiarism on all course outlines;
- communicate board and school practices to all stakeholders through a variety of means (e.g. student agendas, school webpage, and parent information meetings).

#### **Teachers will:**

- define and explain plagiarism and cheating to ensure students are aware of what academic dishonesty entails using subject specific examples;
- discuss the ethics of plagiarism with all students;
- instruct students in appropriate research and citation practices;
- monitor students' work and provide ongoing feedback throughout the assignment process;
- ensure all assignments are clearly defined, and at the student's developmental level, and accompanied by success criteria;
- structure assignments, when possible, in a way that discourages plagiarism;
- ensure student work completed within a group project is evaluated individually;
- ensure assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

### **2. Detection of cheating and plagiarism:**

#### **When plagiarism or cheating is suspected teachers will:**

- gather evidence of the plagiarism or cheating.

### **3. Response to Cheating and Plagiarism**

When a student has not met the Board's expectation of academic honesty, a consequence will be applied which will ensure the student's understanding of the vital importance of academic honesty and the gravity of dishonest behaviour. The consequence will reflect a continuum of behavioural and academic responses that take into account the grade level of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances of the student.

#### **Schools will:**

- record incidents of academic dishonesty.

#### **Teachers will:**

- discuss the matter with the student(s) involved;
- define and explain the evidence of cheating and plagiarism in the student's work to ensure the student understands why his/her academic honesty is being questioned;
- inform a student's parents / guardian;
- in the event of a serious incident that may have an impact on a student's success inform Administration.

#### **Teachers may:**

- require the student to redo the work;
- require the student to do supplementary or alternative work;
- inform Administration of repeated minor incidents by a student;
- in consultation with Administration assign a grade penalty up to the full value of the assignment.

#### **Administration may:**

- meet with the student, parent/guardian and teacher;
- limit a student's eligibility for school awards;
- suspend the student;
- assign other consequences for the behaviour as appropriate.

<b>TOPIC:</b>	<b>Lates and Missed Assignments (Grades 7 through 12)</b>
<b>EFFECTIVE:</b>	<b>September 2011</b>
<b>CROSS-REFERENCE:</b>	<b>Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010 HDSB Policy: Cheating and Plagiarism, Lates and Missed Assignments, Reporting Grades for Marks Lower than 50%</b>
<b>REVISION DATE:</b>	<b>September 2012</b>
<b>RESPONSIBILITY:</b>	<b>Superintendent of School Programs</b>

**INTENDED PURPOSE:**

It is the responsibility of students to provide evidence of their learning within established timelines. The Board expects that every school will implement strategies to ensure students submit evidence of their learning within appropriate and well-communicated timelines.

**Students have the responsibility to:**

- provide evidence of their learning within established timelines.

**Schools have the responsibility to:**

- implement practices aligned with the Fundamental Principles in the Ministry of Education's *Growing Success* policy;
- ensure reported grades accurately reflect student achievement of the curriculum overall expectations of the subject, course or as identified in a student's Individual Education Plan;
- ensure students with special education needs are provided with accommodated, modified and/or alternate program as outlined and monitored in their Individual Education Plan;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- promote and encourage a culture of student ownership and voice in their learning;
- promote academic honesty;
- ensure students are responsible for providing evidence of their learning within established timelines;
- ensure there are appropriate consequences for cheating, plagiarizing, not completing work, and submitting work late;
- ensure the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- ensure mark deduction will not result in a report card percentage mark that, in the professional judgement of the teacher, misrepresents the student actual achievement of the curriculum overall expectations;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success.

## **PROCEDURES:**

### **1. Prevention of Late and Missed Assignments**

#### **Schools will:**

- collaborate to coordinate major evaluation dates to provide a reasonable work load for students;
- communicate the possible responses and consequences for late and missed assignments and final 30% evaluations to students and parents through course outlines, agenda books, and links to the Board website.

#### **Teachers will:**

- appropriately implement student's Individual Education Plan;
- establish and communicate due dates for the submission of assignments for evaluation, preferably in collaboration with students;
- clearly communicate due dates to students;
- for students in grades 9 to 12, clearly communicate the final 30% schedule and the possible consequences for missing these evaluations;
- support student development of learning skills and work habits required to meet due dates to provide evidence of their learning;
- monitor, conference with, and provide ongoing feedback to students on assignments for evaluation completed outside of class time;
- ensure that assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

### **2. Response to Late and Missed Assignments**

#### **a) In the event of late or missing work:**

#### **Teachers will:**

- conference with the student to ensure the completion of late or missed assignments;
- set up a student contract (oral or written) which includes an appropriate closure date for submission of the missing evidence of learning;
- ensure students and parents/guardians are kept informed of incomplete, late, and non-submitted assignments that are having a significant impact on a student's reported grade;
- work with students to help them remediate the learning skills and work habits required to meet due dates and provide evidence of their learning;
- in the event of a lack of evidence of student achievement that is having a significant impact on a student's success, refer the student to the Student Success Team/teacher or School Resource Team to collaboratively problem solve and create a plan of action

#### **Teachers may:**

- employ other strategies to encourage the responsible meeting of due dates. These strategies may include, but are not limited to:
  - facilitating the completion of late or missed work under supervision;
  - providing an alternate opportunity for a student to demonstrate his/her achievement of the curriculum overall expectations;
  - reviewing whether a student should be referred to ST/SRT for consideration of Spec. Ed. Services;
  - deducting marks at a rate of 5% / day for late assignments, up to and including the full value of the assignment.

Teachers are expected to assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success.

**b) In the event of a late or missing evaluation from the final 30% in grades 9 through 12:**

**Students will:**

- provide a note to verify the legitimacy of an absence.

**Teachers will:**

- in the event of a legitimate absence, consult with Administration to determine an appropriate process for the student to complete the missing work, or for the calculation of a final grade based on other evidence of learning;
- in the event truancy has been determined, consult with Administration to determine appropriate consequences for the missed evaluation. The consequence will reflect a continuum of behavioural and academic responses that take into account the grade level of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances of the student. The consequences may include but are not limited to:
  - requiring the student to complete the evaluation;
  - providing an alternative time for the evaluation;
  - providing an alternative evaluation.
  - assigning a zero for the missed evaluation;

**Schools may:**

- assign a mark of zero to a student in grades 9-12 who is absent from a scheduled summative and/or exam without legitimate reason.

### Definitions

#### Professional Judgement:

- judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

#### Plagiarism:

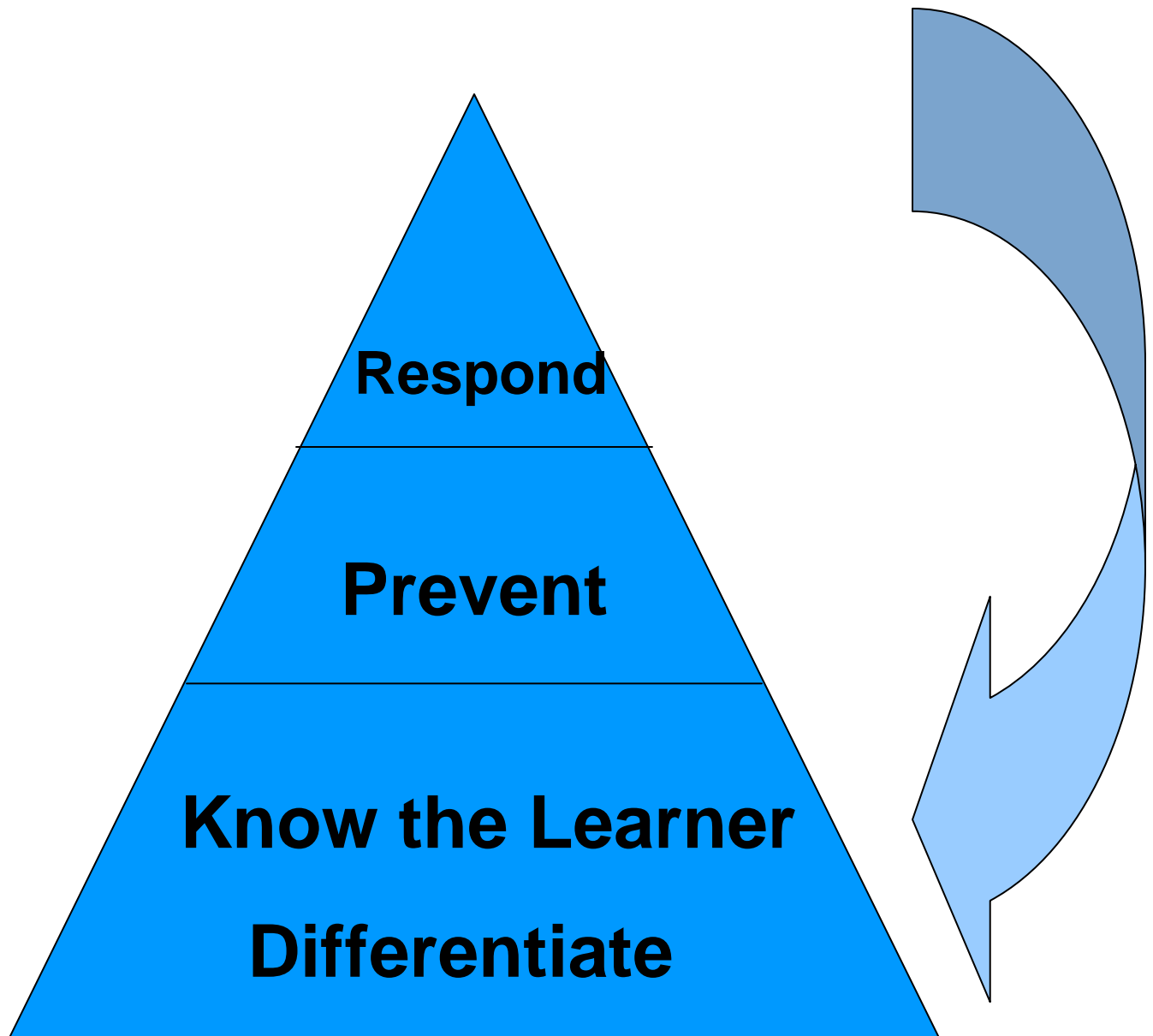
- the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.
- representing the work of others as one's own.

#### Cheating:

- the use of assistance that is not permitted in an assignment or test.
- includes but is not limited to the following:
  - Copying a test or assignment
  - Letting someone copy off your test or assignment
  - Plagiarism
  - Stealing tests or answer keys

Growing Success: Assessment, Evaluation and Reporting in Ontario  
Schools: 2010

Halton District School Board  
Culture of Responsibility: Pyramid of Intervention



The Ontario government is committed to enabling all student to reach their potential, and to succeed. Our challenge is that every student is unique and each must have opportunities to achieve success according to his or her own interest,abilities, and goals. *Introduction Growing Success*



# Halton District School Board

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Report Number: 11029

Date: February 9, 2011

**INCIDENTAL INFORMATION**

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

FROM: Suzanne Burwell, Environmental Sustainability Coordinator

RE: Report on Environmental Sustainability Status

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## Background

During the 2009-2010 school year, an Environmental Sustainability Steering Committee was formed to identify environmental challenges the Board was facing, and potential opportunities for the Board to take a leadership role in sustainable environmental practices and policies. The steering committee was building on the work of the Environmental Management Team (EMT), comprised of members of all employee groups, students, trustees and parents, and much of the work started by the Green Clubs and EcoTeams of Halton District School Board schools.

The group was comprised of then-Director Wayne Joudrie, Superintendents Gerry Cullen, Mark Zonneveld and Stuart Miller, CIO Bruce Smith, HR Manager Kelley Terry, Purchasing Manager Kathy Wyatt, Planning Manager Dom Renzella, School Programs representative Gail Grant, Principals Donna Taylor and Pat Barr, Environmental Education Consultants Ron Ballentine and Kerry Sagar and Trustee Gillian Tuck-Kutarna.

After several meetings, the committee made a recommendation to the Board to include a Sustainability Officer in the 2010-11 budget. The motion was passed in June of 2010.

The Environmental Sustainability Coordinator position was filled starting October 2010. The position reports to Director of Education David Euale. The initial instruction from the Director was to evaluate all environmentally related policies, procedures, practices and strategies that were in place in the Board. The purpose of this analysis was to identify any legislative requirements, policy non-conformities, strengths of the organization, and the challenges and opportunities that the Board faces in terms of environmental sustainability.

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*Sustainable Development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.*

*Brundtland Commission 1987*

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The Board provides education within an environmental, social and economic context; environmental sustainability is part of this mix. Recent educational research on student achievement and engagement shows “students do not want learning made easy; they want it to mean something. They want to feel something, to be moved by what they learn; they want to connect deeply with things that matter to the world and matter to them; and they want the chance to make a difference.” (*What did you do in school today? CEA 2009*)

Therefore, in addition to addressing the environmental aspects of the operational practices of the board, infusion of sustainability concepts throughout the curriculum must also take place. All of these components need to be in balance within the organization, so the Board may better steward its natural and economic resources, taking into account the needs of future generations.

The Ministry of Education recognizes sustainability as a priority as well and in response has produced policy documents addressing not only curriculum content, but also school board operations (Shaping our Schools, Shaping our Future, Acting Today, Shaping Tomorrow).

Around the world, how education systems are responding to the challenges our youth will face in the future is garnering more and more attention.

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*Education for sustainable development aims to help people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions.* UNESCO

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A summary of the findings was presented to the Director, and subsequently to the Environmental Sustainability Steering Committee. Once the basic legislative and policy requirements are met, then the Board should continue to infuse education for sustainable development concepts into the classroom both through curriculum and core values of the board.

#### Legislative Responsibilities

The Environmental Protection Act, O.Reg 102/94 Waste Audits and Waste Reduction Work Plans require that annual waste audits be conducted for a representative sampling of schools with populations greater than 350. School board offices also fall under this legislation. Once audits are completed, waste reduction strategies and targets are to be set for each facility and posted in the schools/offices.

*Status:* The Halton District School Board has not formally conducted waste audits recently; we have relied upon EcoSchool and Halton Region Waste Audits, which are not compliant with the legislation. Waste reduction plans have only been addressed through student-centered activities (i.e. Green Clubs and EcoSchools)

#### *Green Energy & Green Economy Act 2009*

Bill 150, the Green Energy and Green Economy Act impacts Halton District School Board as a “public agency”. Under the Act, we will be required to give details of energy use at all facilities, along with a plan to reduce energy consumption (conservation) and demand management.

*Status* School energy use data is being collected by Managing Energy, a Ministry of Education funded utility management software, but there are issues with it. Energy Audits have been performed on more than 30 schools, with recommendations that can be extrapolated to other schools. The Halton District School Board does not currently have an Energy Conservation and Demand Management Plan

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*“What gets measured gets done, what gets measured and fed back gets done well, what gets rewarded gets repeated”* -- John E. Jones

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There is precedent for using students, teachers and custodians in the identification of energy issues (they are after all, the building users) and monitoring and rewarding individual school performance with a percentage of their “savings”. There are also extensive curriculum opportunities to incorporate “real data” into the classroom.

The *Water Opportunities and Water Conservation Act, 2010* came into law on November 29th, 2010. Similar to the Green Energy Act, public agencies will be required to monitor water consumption at all facilities, prepare and implement a plan to reduce consumption and monitor effectiveness of plan. This requirement may be coordinated with the requirements of the Green Energy Act.

*Identification of Major Emissions (Particulate Matter) (Oakville Bylaw);*

Oakville, in response to the potential gas-fired generating unit, passed a by-law requiring all sources of particulate emissions to register their emissions annually. We are currently pursuing exemption by demonstrating that our “worst case scenario” meets and exceeds standards. Once this is established, it would set precedent for any other municipality passing a similar by-law.

*Acting Today Shaping Tomorrow – Policy Framework*

The Ministry of Education document, *Acting Today, Shaping Tomorrow – A Policy Framework for Environmental Education in Ontario Schools*, sets out an approach for school boards toward environmental education that not only recognizes the needs of Ontario students, but also promotes environmental responsibility and sustainability in the operations of a school board.

This document addresses recommendations in *Shaping our Schools, Shaping our Future*, which looked at Environmental Education and Sustainability in response to the UN Decade for Education for Sustainable Development.

There are three goals set out in *Acting Today, Shaping Tomorrow*, organized around the themes of teaching and learning (Program), student engagement and community connections (Student, Parent, Community Involvement), and environmental leadership (Policy & Procedures).

The Halton District School Board has an Environmental Policy, written in 2002 and up for review in 2005. Currently the Environment Policy is the responsibility of a Superintendent of Education, but a specific portfolio is not indicated. The policy also references Operational Procedures that are no longer active.

*Status:* On the surface, the Environmental Policy, meets some of the requirements of ATST, however, it does not have any accountability, targets or specifics written into it. In many cases the policy, as written, does not reflect what is happening in the Board today.

Considerations and Opportunities: Legislative Responsibilities

- Completion of Waste Audits and Development of Waste Reduction Plans
- Revision of HDSB Environment Policy/Procedure
- Development and Implementation of Energy & Water Management Plans

Current Halton District School Board Policies and Procedures

*Environment Policy/Procedure:* Many school boards wrote new environmental education/stewardship policies in the spring with a wide range of commitment. The Halton District School Board has the opportunity to review its policy and lead by putting in specific targets and/or references to new and revised policies/procedures as appropriate.

*Purchasing Policy* (as referenced in the Environment Policy 2002) encourages the purchasing of goods and services which factor in environmental, health & safety and local international labour laws and standards. There are no specific guidelines in place (i.e. recycled content in paper, FSC paper, water bottles for meetings), in relation to environmental factors. There are several Administrative Procedures in place, which can be viewed as contributing to environmental sustainability.

*Cashless Schools:* to be implemented at all Halton District School Board schools by August 2014. Once all schools are on board, it removes the necessity of teachers handling money and the costs associated with that. The financial industry must and does, have a very secure way of handling personal information. Opportunities for expansion of a secure portal to other areas of secure school communications exist.

*HR Procedures* include policies around work practices, health and safety, union interactions, and payroll amongst others. Payroll has moved to direct deposit and electronic transmittal of pay notification. The move to electronic transmittal of T4s is currently dependant upon Revenue Canada capabilities.

*Information technology* is a common thread, which allows most departments to run more efficiently in many different areas. IT impacts facilities management, computers, data collection and communication – person to person meetings, school to home, home to school, dissemination of information, collecting of information, publication and celebration of achievements, and so on.

The Halton District School Board has implemented the Home Notification System (Synervoice), which can be used for communication from the board office (school closures, emergencies) and by the individual schools (school newsletters, notification of events, field trip forms).

Adobe Connect is available to use in place of in-person meetings. The software allows for voice, webcam communication, collaboration on documents, recording of minutes, use of polls to take a snapshot of opinion on topics.

Video conferencing is also available for use. Students are using the technology for Student Senate. Training and demonstration of technologies to staff will be required. Adobe Connect, Home Notification System uses, developing two-way communication portals with parents and staff are all areas in which training will ensure the greatest impact of the technology.

#### Transportation Policies

“Employees shall make every effort to travel together in order to reduce the related expenses.” (Travel and Expense Reimbursement May 2010 Admin Procedure) There are no incentives in place to promote car-pooling.

Transportation of students within the Halton District School Board is undertaken by the Halton Transportation Consortium, which serves all four boards in the Halton region. The consortium has their own set of policies, examining age of buses, operational issues. Halton is participating in the Active and Safe Routes to School program as well at several schools.

#### Considerations & Opportunities: Halton District School Board Policies & Procedures

- Review of Environmental Policy
- Development of Procurement Standards
- Full implementation and possible expansion of Cashless Schools Portal
- Training and Support for implementation of new technologies and software (e.g. Synervoice, Adobe Connect, photocopiers, PowerSave etc)
- Incentives to encourage staff car pooling for meetings, alternatives to in-person meetings

#### Program:

The Teaching and Learning section of *Acting Today, Shaping Tomorrow*, focuses on student skills, knowledge and perspectives, professional development, student leadership, participation and recognition, as well as community involvement. Halton District School Board has addressed this part of the policy primarily through support of EcoSchools, Specialist High Skills Majors, innovative interdisciplinary experiential programs focused in, for and about the environment (Bronte Creek, Trail Head).

EcoSchools promotes the formation of a green club in each school and the certification of the schools through various environmental activities including energy conservation, waste minimization, environmental literacy and school greening.

The Halton District School Board Strategic Plan/Operational Plan has the goal of “100% of schools will establish eco-friendly practices leading to EcoSchool Certification by 2010” (Student Safety & Wellbeing). At the end of June 2010, 73 schools achieved EcoSchool Certification. Of the remaining group, most have green/eco clubs in place that look at eco-friendly practices in the school.

Halton is at the sustaining level of several goals outlined in the Acting Today, Shaping Tomorrow policy framework, but there remain areas that are more in the planning or development stage.

The level of infusion of environmental/sustainability issues throughout general curriculum is not clear. Literacy and numeracy, in particular, provide opportunities for the use of relevant data and current issues. Writing can incorporate themes of sustainability and environment as the subject matter to move along the concepts that are being taught. Media Services has not had sustainability (environment) as a focus up to now, so the collection is somewhat limited. However they are moving towards streaming video for all movies (this means no more shipping DVDs or videos to schools, don't need DVD/VCR players).

There are great opportunities available for students in partnership with community organizations for experiential learning and making the connections between learning and the natural environment, which also give them the opportunity to take action.

#### Considerations & Opportunities: Program

- Promote infusion of ESD principles into curriculum, thereby making it more relevant to students.
- Build on success of EcoSchools to further engage students and staff in responsible environmental practices in schools.
- Professional Development for all staff members around sustainability issues.

#### School Activities:

All Halton District School Board schools participate in environmental sustainability activities. The majority of schools are pursuing EcoSchool Certification this year, meaning all schools will have been EcoCertified at least once. Approximately 50% of schools voluntarily participate in the GreenCart (compost) Program; there are schools in which waste collection has been reduced to the point that the option of moving to residential collection (bags collected vs. waste bins lifted and emptied) is being examined.

Schools are participating in a broad range of sustainability activities, some focused around environmental issues, others around social justice issues. We have school greening projects, energy conservation projects, schools supporting children and education in other parts of the world, local and international initiatives involving both immediate community members and those in communities they may never see. As with any big cultural or social change, our students, our youth are leading the way.

#### Considerations & Opportunities: School Activities

- Promote and recognize the actions being taken by students and schools through board communications and awards.
- Provide support to teachers to incorporate relevant issues engaging students into curriculum work.
- Listen to and support as appropriate, the sustainability issues identified by students as important.

Summary

The findings from the survey of environmental and sustainability aspects of Halton District School Board policies, procedures, practices and strategies found there are legislative requirements to be fulfilled, policy revisions in order to reflect both what is happening in the Board and in the community at large. There are also opportunities for the Board to move forward in taking a leadership role in Ontario in alignment with research, education policies and initiatives within other provinces and internationally.

Tremendous interest has expressed by the staff and students of Halton District School Board in sustainability issues. Continued support from the Board of Trustees, Superintendents and the Director for initiatives to reduce waste, conserve energy, manage water resources, promote social justice and fiscal responsibility is also needed. Infusing these sustainability concepts into the curriculum will only enhance the progress Halton District School Board is making in giving students the skills, tools and knowledge they will require to succeed and lead in the world in which they will be living.

*Respectfully submitted,*

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*Suzanne Burwell*  
*Environmental Sustainability Coordinator*

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*David Euale*  
*Director of Education*



# Halton District School Board

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Report Number: 11030 (REVISED)  
Date: February 16, 2011

## INCIDENTAL INFORMATION

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

FROM: Administrative Council

RE: Psychoeducational Assessment Wait Times

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At the January 12, 2010 Board Meeting, trustees requested a report on wait times for psychoeducational assessments provided to Halton students. This data was collected for each school in Halton and an analysis has been done to recommend further actions to address this issue.

### Background

A psychoeducational assessment is a standardized assessment conducted or supervised by a Psychologist or Psychological Associate. Schools via their School Resource Teams request psychoeducational assessments as part of the problem solving process for students who are experiencing difficulty in school. This data is used to help inform staff about particular areas where students are experiencing challenges and require support. Classroom teachers and other school staff use this information to plan and implement appropriate instructional strategies to address the specific strengths and deficits to support the assessed student's learning.

The assessment is one form of data collected to help determine specific learning issues and is typically only completed after a broad range of other in school interventions have already taken place. These interventions may include ongoing teacher assessment, parent consultation, school/school resource team consultation, development or revision of an individual education plan (IEP), access to itinerant or other specialty support staff as well as academic assessments administered by a special education teacher. Psychoeducational assessments are required to support formal identification, to make diagnoses, to prescribe assistive technology and are also a significant tool to help support instruction, programming, and assessment strategies for students.

As referrals are made for assessments, a wait list is generated for each school. Waitlists change in length at different times of the year and schools regularly review their wait lists and continuously prioritize the students. When a School Resource Team (SRT) determines that a student has more immediate needs, that student may move ahead on the wait list which can occur several times extending the wait time for some students. There are also times of the year when our Psychoeducational Consultants are fully committed to specific time sensitive assessments such as Primary Language Class (PLC) or gifted screening. This screening begins in February for a period of 4 – 6 weeks and during this time, other assessment work may be significantly reduced or delayed while this work is being done.

It is generally felt that a 6 month or less wait period would be a reasonable goal. This would mean that for referrals made in the fall, assessments would be completed prior to the end of the school year and for referrals made in the spring, assessments would be completed sometime in the first semester of the following year. It is important to note that while a student is waiting for an assessment to be completed, staff continue to help the student, involve resource staff when required, try new strategies and provide the necessary accommodations and support for that student.

Analysis of Waitlist Data

Currently there are just over 700 students waiting for assessment. The average current wait time is approximately 15 months with a maximum wait time of approximately 2 years. This data reflects the numbers of students waiting for a psychoeducational assessment as of January 15<sup>th</sup> and represents a snapshot in time as this data is constantly in flux.

There are two types of data reported in the report: full psychoeducational assessments and smaller psychoeducational assessments for gifted and Primary Language Class screening. The assessment process includes referral, informed consent, conducting the assessment, writing the report, and following up with parents and school based staff. A full psychoeducational assessment typically takes up to 20 hours start to finish but is dependent on the student and the reason for referral. Approximately 4 – 6 hours are generally spent conducting the assessment with the student. Gifted and Primary Language Class assessments are smaller assessments and typically take in the neighbourhood of 4 – 5 hours start to finish with approx 1.5 – 2 hours spent face to face with a student conducting the assessment.

The 700 students on a wait list are those students waiting for a full psychoeducational assessment. The gifted and Primary Language Class assessments are referrals made at a specific time of the year and are completed at that time and do not get added to our ongoing waitlist. As outlined, these assessments are much simpler than a typical full psychoeducational assessment and will not require the same amount of time commitment per assessment. The following chart shows the number of gifted and Primary Language Class assessments anticipated this year.

Grade 4 Gifted Assessments	140
Primary Gifted Assessment	360
Primary Language Class Assessments	45 - 50

For this year, the primary gifted screening process involves two grades (SK and grade 1) as this is the initial implementation stage in three of our communities. In the following years, the focus will be on only one grade level (SK students) and therefore the number of these assessments will be reduced by one half. After 2 more years it is likely that we will no longer require the grade 4 gifted screening process and so there will be a further reduction of about 140 gifted assessments.

Psychoeducational Consultants typically complete approximately 500 assessments per year. Based on this rate, one could realistically expect that in addition to the time sensitive assessments, an additional 250 assessments would be expected to be completed from now until June. New referrals will continue to be made (typically 450 – 600 per year), so it is not clear how long the wait list will be at the end of June. One consideration to help reduce the numbers of students on the wait list is to offer our staff additional work over March Break and the summer and to contract out assessment work to a local agency to address the students who have been on the wait list for the longest time. A reasonable estimate of the cost to contract out assessments is \$1500 per assessment. To decrease the list by even 200 students would cost approximately \$300,000.

Our Psychology staffing was increased by 2 FTE over the course of last year to 19 FTE. Although 1 position was filled, we were unable to fill the second position and an additional staff leave of absence has meant that 2 positions have remained unfilled for all of the fall semester. We have recently been able to fill one position, but ensuring that we have a full complement of Psychology staff will continue to be a challenge moving forward. This concern is felt by many school boards as there is a shortage of qualified candidates looking for employment within education. With 1 position unfilled moving into semester 2 of the current school year, unspent salary dollars could be redirected to support contracted assessment work.

Conclusion

To summarize, we have just over 700 students currently on a wait list for psychoeducational testing. The average wait time is approximately 15 months with some students expected to wait as long as 2 years. This wait time is significant as a reasonable expected wait time is approximately 6 months or less. Our Psychology staff have the capacity to complete approximately 250 additional assessments this spring. Contracting out assessments and offering additional work to our own staff during spring break and summer time would be one strategy to reduce the wait list but comes with an additional cost to the Board. Surplus funds from unfilled Psychoeducational Consultant positions could be considered a source of revenue to provide contracted assessments to alleviate the wait list issue for at least some students who have been on the wait list the longest.

*Respectfully submitted,*

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*David Boag*  
*Superintendent of Education*

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*David Euale*  
*Director of Education*



# Halton District School Board

Report Number: 11027

Date: February 9, 2011

## INCIDENTAL INFORMATION

The Chair and Members of the

TO: Halton District School Board  
FROM: Administrative Council  
RE: Education Development Charge By-law Amendment

### Discussion

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 May 20, 2009 the Board adopted a jurisdiction wide 2009 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 2009 EDC By-law had an effective implementation date of June 8, 2009 and may be in effect for no more than five (5) years. The HDSB charges are as follows:

	<i>Residential Development</i>	<i>Non-Residential Development</i>
\$ per residential unit (as defined in the EDC By-law)	\$1755 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)		\$ 0.49 per sq. ft. or \$5.27 per sq. m.

The legislation provides the Board the opportunity to amend its EDC By-law annually, based on increasing site acquisition and site preparation costs. Therefore, since the adoption of the 2009 EDC By-law, staff from the Halton District School Board and the Halton Catholic District School Board have met with Watson & Associates Economists Ltd. (W&A) and had discussions for the purpose of completing the annual review of the 2009 EDC By-Law.

As a result of these discussions, W &A have confirmed that both boards are experiencing higher site preparation costs. Site preparation costs are costs to provide services to the land or otherwise prepare the site so that a building or buildings may be built on the land to provide pupil accommodation. Examples of these costs include but are not limited to, site servicing costs, transportation studies, soil studies, agent or commission fee paid to acquire a site, and expropriation costs. Significant increases in site preparation costs over what was projected in the current 2009 EDC By-law provides an opportunity to review and amend the EDC-by-law.

As well, the by-law can be reviewed annually to reflect update land acquisition purchase prices. Both boards have been experiencing increased land purchase prices and as such this should be reflected when reviewing the 2009 EDC bylaw.

Conclusion

Board staff is moving forward with the annual EDC By-law review with our coterminous Board. Once the review has been completed, the assumption is that the rates in the EDC By-law will increase to reflect the increasing site preparation costs and increasing land values. It is expected that EDC By-law amendments will be presented to the respective Boards in June 2011, for approval.

*Respectfully Submitted*

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*Lucy Veerman*  
*Superintendent of Business Services*

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*David Euale*  
*Director of Education*



# Halton District School Board

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Report Number: 11031

Date: February 3, 2011

**INCIDENTAL INFORMATION**

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

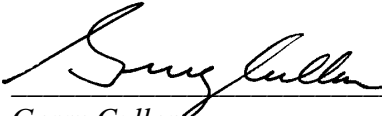
FROM: Gerry Cullen, Superintendent of Facility Services

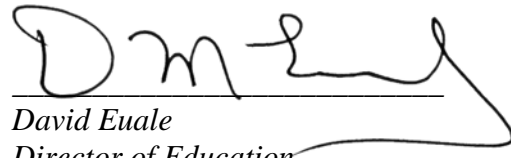
RE: Capital Update – February 2011

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

*Respectfully submitted,*

  
\_\_\_\_\_  
Gerry Cullen  
Superintendent of Facility Services

  
\_\_\_\_\_  
David Euale  
Director of Education

## Capital Projects

**Updated: Feb. 3, 2011**

**Bolded notes indicate changes.**

School & Project Description	Pupil Places	Site Purchased	Permit Status				Construction (Tentative)		Start Date (Tentative)	Completion Date	Update Comments
			Site Plan (SPA)		Bldg. (BPA)		Tender	Award			
			Submt'd	Rec'd	Submt'd	Rec'd					

### New School Construction

ERA108 (Orchard #3) PS (Peter Hossack Arch.)	704	Yes	Jan 24-10	Sept.10-10	June 1-10	Sept 15-10	Phase 1 = Mar. 10 Phase 2 = Close Aug. 19	Phase 1 = Apr. 10 Phase 2 = Sept.-10	Sept.20-10	Aug.-11	Slab on grade 95% poured. Structural steel complete. 2nd floor masonry load bearing walls <b>80% complete</b> . <b>Interior mechanical and electrical underway on 1st floor. Window installations underway.</b>
SRA105 (Milton #1) HS (Allen & Sherriff Arch.)	1200	Yes	Apr. -10	<b>Dec 17-10</b>	Apr.6-10	<b>Dec 17-10</b>	Apr. 6-10, close May 6-10	July 8-10 Percon Construction Ltd.	Sept.-10	Sept-12 (tent.)	All permits in hand. Work on site underway. <b>Concrete forming of 1st floor walls and columns. 2nd floor roof deck over shops and underground electrical and mechanical underway.</b>
SRA101 (Alton) HS (Svedas Koyanagi Arch.)	1200	Yes	10-May		<b>Jan-11</b>		<b>Feb.-11 (tent.)</b>	<b>Mar.-11 (tent.)</b>	<b>Apr.-11 (tent.)</b>	Aug-12	<b>Tender drawings complete.</b> Site grading and servicing complete. Legal and operational agreement is being prepared for the City/Library& HDSB. <b>Costing report indicates project is over budge by approx. 8%. Investigating cost saving options before tender call.</b>
SRA103 (West Oak) HS (Peter Hossack & Assoc. Architects)	1200	Yes	10-Feb		Sept 29-10	Nov.-10 (tent.)	Nov. -10	Jan.-11	Jan.-11	Sept.-12	Working through final stages of permits. <b>Post tender negotiations complete. Forwarded for Board approval.</b>
ERA109 (Alton) PS (Snyder & Assoc.)	704	Yes	TBA		TBA		<b>May -11 (tent.)</b>	<b>June-11 (tent.)</b>	<b>July-11 (tent.)</b>	July-12	<b>Developing working drawings for a 3 storey facility.</b> Board approved sketch plan and layout.

### Addition and Renovation Projects

GDHS Additions & Reno's (Snyder & Assoc.)	Add 150	Own	Phase 2, Jan 29-10	Sept. 30-09	Phase 2, Dec. -09	May-09	Percon Constru	Jul-09	Aug. 15-10	Contractor completing work shortages. <b>Painting of existing corridors, doors ongoing.</b>
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School & Project Description	Pupil Places	Site Purchased	Permit Status				Construction (Tentative)		Start Date (Tentative)	Completion Date	Update Comments
			Site Plan (SPA)		Bldg. (BPA)		Tender	Award			
			Submt'd	Rec'd	Submt'd	Rec'd					
<b>New Central PS (PARC) (BJC Architects Inc)</b>	Add 89 (PARC)	Own	Feb.-10	Aug.11-10	May-10	August 12-10	Apr-10	May 13-10 PM Contracting Ltd.	Aug. remobilized	<b>Feb. 28-11</b>	<b>Roofing on main addition complete. Exterior masonry 85% complete. Roofing of adjoining corridor still needs to be completed. Window and interior finishes underway.</b>
<b>Maple Grove PS (PARC) Svedas Koyanagi Architects Inc.</b>	Add 248 (PARC)	Own		10-Oct	May-10	Oct-10	May-10	June-1 10 PM Contracting Ltd.	Oct 19-10	Aug-11 (tent)	<b>Structural steel 90% complete. Site works 95% complete, perimeter masonry 98% complete.</b> Maintaining the construction schedule. Good communication and cooperation between school staff and contractor on weekly activities.
<b>Gardiner PS Addition (Snyder &amp; Assoc.)</b>	Add 60 (PCS)	Own	Mar 23-10			10-May	10-May	June 10-10 CRD Construction	Jul-10	<b>Dec 17-10</b>	<b>Contractor completing work shortages.</b>
<b>E.J. James PS (Sveydas Koyanagi)</b>	Renewal	Own	N/A			Sept.17-10	July 12-10	STF Const.	Sept.17-10	Nov.-10 (tent.)	<b>Computer room complete. Contractor completing work shortages.</b>
<b>Rbt. Little PS (MMMC Architech Inc.)</b>	Add 60 (ELP)	Own	N/A	N/A	<b>Apr. 2011 (tent)</b>		April 2011 (tent)	May 2011 (tent)	July 2011 (tent)	Aug 2011 (tent)	<b>Floor plan layouts approved in January 30 2011. Developing working drawings.</b>

## Completed Projects

<b>Brant Hills PS 2 Classrm. Add'n (Peter Hossack)</b>	Add 46	Own	N/A			Apr-09	Apr-09	May-09 Design 4 Construction	June 30-09	Sept.04-09	Project complete.
<b>Kilbride PS (PCS) 2 Classroom Add'n (BJCArch.Inc.)</b>	Add 46	Own	Mar5-09			June 30-09	Apr 21-09	May-09 Sax Construction	Jun-09	Oct-09	Project complete
<b>Montclair PS - Additions &amp; Reno's (Peter Hossack)</b>	Add 152 (PARC)	Own	09-Apr			09-May	09-Jan	Mar-09 P.M. Contracting	09-Mar	09-Sep-10	Project Complete

School & Project Description	Pupil Places	Site Purchased	Permit Status				Construction (Tentative)		Start Date (Tentative)	Completion Date	Update Comments
			Site Plan (SPA)		Bldg. (BPA)		Tender	Award			
			Submt'd	Rec'd	Submt'd	Rec'd					
<b>Lakeshore PS- Addition &amp; Reno's (Graff Grguric Arch. )</b>	Add 46 (GPTL)	Own	Dec.-08			Mar.-09	Feb.-09	Mar.-09 TRP Construction	Jun-09	Dec.-09	Project complete. .
<b>Mohawk Gardens PS (PCS) 4 Classroom Add'n (Peter Hossack Arch.)</b>	Add 92	Own	issued #535-029/09			issued #09 004809	Apr 30-09	May-09 TRP Construction	May-09	Nov. 20-09	Complete.
<b>Gardiner PS (LEED Silver)</b>	600	Own	yes			yes	yes	yes	Mar. 1-08	Dec.-08	Received LEED Approval
<b>Escarpment View PS (Svedas Koyanagi Arch.)</b>	704	Yes	Dec-08			Dec-08	Sep-08	Oct-08 STF Construction	Nov.-08	Feb. 1-10	Project Complete
<b>PL. Robertson PS (Snyder &amp; Assoc.)</b>	704	Yes	Dec-08			Dec-08	Sep-08	Oct.-08 Pre-Eng Contracting Ltd	Nov.08	Christmas-09	Project Complete
<b>Charles R. Beaudoin PS- 10 Classroom Addition (Snyder &amp; Assoc.)</b>	Add 230	Own	Apr 9-09	Sept. 30-09	June 3-09	Jun 8-09	Sep.-09	Oct.-09 TRP Construction	Nov.-09	Jul-10	Project Complete.
<b>Bruce Trail PS- 10 Room Addition (Svedas Koyanagi Arch.)</b>	Add 230	Own		Aug.-09		Jun 30-09	Sep.-09	On hold	On hold	TBA	Project cancelled.
<b>Tiger Jeet Singh PS (Snyder &amp; Assoc.)</b>	704	Yes	Sept-08	Sept. 30-09	Mar 23-09	Oct-09	May-09	Everstrong Construction	Oct.-09	Aug-10	Project Complete.
<b>Portable Relocations 2010</b>						Jul-10	Jun-10	Jun-10	July 5-10	Aug.15-10	All installations complete.
<b>Palermo PS (Allen &amp; Sheriff Arch.)</b>	704	Yes	May 22-09	Sept.15-09	July 28-09	Nov.17-09	Aug 04-09	Sept. 22-09 Melloul Blamey Construction	Oct.-09	Aug. 30-10	Complete.
<b>James W. Hill PS (Peter Hossack &amp; Arch.)</b>	506	Yes	May 6-09	Sept 15-09	Aug.4-09	Oct-09	Sep 03-09	Sept. 25-09 Tambro Construction	Oct.-09	Aug. 15-10	Complete.

<i>School &amp; Project Description</i>	<i>Pupil Places</i>	<i>Site Purchased</i>	<i>Permit Status</i>				<i>Construction (Tentative)</i>		<i>Start Date (Tentative)</i>	<i>Completion Date</i>	<i>Update Comments</i>
			<i>Site Plan (SPA)</i>		<i>Bldg. (BPA)</i>		<i>Tender</i>	<i>Award</i>			
			<i>Submt'd</i>	<i>Rec'd</i>	<i>Submt'd</i>	<i>Rec'd</i>					
<b>Munns PS-Additions &amp; Reno's (Graff Grguric &amp; Arch.)</b>	Add 184 (PARC)	Own	Dec 23-08	July 27-09	Mar.13-09	Issued	Jan-09 Letter of Intent Apr 19-09	Mar.-09 STF Contractors	June 30-09	Jun-10	Complete.
<b>Sunningdale PS-Additions &amp; Reno's (ATA Arch.)</b>	Add 46 (PARC)	Own	Dec.9-08	Jan.-10	Jan.-10	BPA (Phase 2) Jan-10	Phase 1 & 2 Mar-09	Apr.-09 Maple Reinders Construction	Phase 2 Feb 22 10	Phase 1-Aug. 30-09, Phase 2 Oct. 2010	Complete.



# Halton District School Board

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Report Number: 11012  
Date: February 7, 2011

## MONITORING INFORMATION

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

FROM: D. Euale, Director of Education

RE: Policy II. G. Communications and Counsel to the Board

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### Background:

Board Policy II G Communications and Counsel to the Board is to be monitored annually in February. This report is submitted in compliance with the Board's monitoring schedule.

Policy II G: Communication and Counsel to the Board places six constraints upon the actions of the Director. These constraints are listed below with a brief summary of the compliance data:

*Accordingly, the Director of Education may not:*

- 1. Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored.*

All monitoring data has been provided to the Board as set out in the Monitoring Schedule. All Monitoring Reports have been submitted to the Board (either according to the designated schedule or through a modified submission date), and accepted as having met all criteria by the Board. In addition to the required monitoring reports of Board Policies, the Board's Annual Report was presented to the Board in January in compliance with The Education Act, and regular updates regarding the successes of the annual Operational Plan were also shared.

- 2. Let the Board be unaware of relevant trends, anticipated adverse media coverage, significant external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established.*

Every effort has been made to ensure the Board is kept informed of all developments that impact the work of the trustees. Examples of such developments are the ongoing introduction of new legislation (ie: Bill 177), ongoing legal matters, negotiations, employee relations and accommodation issues. Trustee orientation sessions have also been coordinated to familiarize trustees, new to the role, with day-to-day operational matters and trustee responsibilities.

The Director has also continued a weekly email communication with trustees to keep them up-to-date on operational issues and actions. The Office of the Director, and all senior administrative staff, have made a concerted effort to make contact with trustees as quickly as possible regarding potentially volatile issues arising in their area schools, e.g., serious accidents, police investigations, and bus accidents (even of a minor nature)etc. The practice has been to call the trustee for a school where such an incident occurs and then voicemail and/or e-mail other trustees when appropriate.

3. *Fail to provide a mechanism for official board, officer or committee communication.*

All individual trustees have an opportunity to communicate their comments or questions at Board and Committee meetings. Official agendas and minutes of all Board meetings are distributed to the organizations and individuals on the set distribution list and posted on the Board's website in a timely manner. Additionally, the Director's Office produces a communication vehicle (In Motion) providing a synopsis of actions taken at Board meetings. The Manager of Communications and Print Services ensures the timely communication of information to the public using various vehicles, e.g., media releases, website, newsletter, advertisements, etc. As well, the Director responds to email and phone calls from trustees with respect to any questions or requests for information regarding Board operations. Every effort is made to return calls and emails the same day. The Director will continue to invite trustee representation on various advisory committees reflecting the Board's priorities, and ad hoc committees as has been occurring on the second and fourth Wednesdays of each month, dealing with accommodation, communication and program matters. Trustees have also been integral in the Steering Committee for and the development of the new Strategic Plan.

4. *Fail to deal with the board as a whole except when*  
 (a) *responding to individual requests for information*  
 (b) *responding to officers or committees duly charged by the Board*

The Board has been dealt with as a whole through communication at meetings, workshops, memoranda, e-mail messages and voice mail. The Director, Superintendents and administrative staff have responded to all requests for information from individual trustees wherever possible. Where such requests for information were thought to be of interest to all trustees the information was shared with all trustees via memorandum or verbal report. Where significant work is required by staff, the Board will be asked for direction.

5. *Fail to report in a timely manner an actual or anticipated non-compliance with any policy of the Board.*

Thus far, to the best of my knowledge, we have not had a situation of non-compliance with Board policy during the 2010-11 year. The process of review and revision of our By-Laws and Administrative Procedures was completed in 2010. A review of policies will be planned for the near future.

6. *Give information to the Board which is not clearly identified as either "Information for Decision", "Incidental Information", or "Monitoring Information."*

Reports to the Board have been categorized as requiring decisions by the Board or as information reports. Reports are clearly identified and listed on the Board agenda with the designations identified in Policy II G. As we move to a review of Board Policies, the need for consideration of recommendations attached to Information Reports will be discussed. Our current model ensures in all but extreme cases, trustees receive reports at least two weeks prior to having to make decisions.

*Respectfully submitted,*

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*David Euale*  
*Director of Education*