



Halton District School Board

HALTON DISTRICT SCHOOL BOARD

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

Wednesday, October 5, 2011

Public Session: 7 p.m. (Private Session begins at 6 p.m., preceding Public Session)

PUBLIC SESSION AGENDA

| 1.0 – Opening | | <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. | |
| 2.0 – Delegations to the Board | | | |
| 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 | | |
| 3.0 – Ratification / Action | | <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, September 21, 2011 | | page 2 |
| 3.2 | Approval of Business Transacted in Private Session | 3 mins. | |
| 3.3 | Order Paper | 2 mins. | page 6 |
| 3.4 | Action Items | 10 mins. ea. | |
| 3.4.1 | Transportation Advisory Committee (<i>D. Vrooman</i>) – Report 11133 | | page 8 from Sept.21 |
| 4.0 – Communication to the Board | | <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) | |
| 4.2.1 | Notices of Motion | | |
| | For Action: October 19, 2011 | | |
| 4.2.2 | IB Funding Request (<i>A. Collard</i>) – Report 11148 | | page 8 |
| | Information | | |
| 4.2.3 | Summer School Overview (<i>J. Blackwell</i>) – Report 11145 | | page 9 |
| 4.2.4 | Assessment & Intervention Practices JK-Grade 3 (<i>D. Boag</i>) -- Report 11146 | | page 13 |
| 4.2.5 | PsychoEducational Assessment Wait Times Update (<i>D. Boag</i>) – Report 11147 | | page 22 |
| 4.3 | Committee Reports | 10 mins. | |
| 4.4 | Director’s Report | | |
| 4.4.1 | Monitoring Reports | | |
| 4.4.1.1 | II A: Relationships (Executive Limitations) – Report 11141 | | page 24 |
| 4.4.1.2 | II C: Financial Condition (Executive Limitations) – Report 11144 | | page 26 |
| 4.4.1.3 | II D: Emergency Executive Succession (Ex Limitations) – Report 11142 | | page 27 |
| 4.4.1.4 | II F: Compensation and Benefits (Executive Limitations) – Report 11143 | | page 28 |
| 4.4.2 | Other: | | |
| 4.4.2.1 | Upcoming Items: | <ul style="list-style-type: none"> • Strategic Plan • Safe Schools • School Climate | <ul style="list-style-type: none"> • Operational Plans • Pathways Hazard Criteria • Board Improvement Plans |
| 4.5 | Communications from the Chair | 5 mins. | |
| 4.6 | Trustee Questions and Comments | 10 mins. | |
| 5.0 – Adjournment | | | |
| 5.1 | Motion to Adjourn | | |

HALTON DISTRICT SCHOOL BOARD

Wednesday, September 21, 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
- 2.3 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, September 7, 2011
- 3.2 Ratification of Business Transacted in Private Session
- 3.3 Order Paper
- 3.4 Action Items

4.0 – Communication to the Board

- 4.1 Student Trustee Reports
- 4.2 Information Items (including Notices of Motion and future actions)
 - 4.2.1 Notices of Motion
 - For Information**
 - 4.2.2 Transportation Advisory Committee (*D. Vrooman*) -- Report 11133
 - 4.2.3 Audit Committee Appointment (*D. Vrooman, K. Amos*) – Report 11132
 - For Information**
 - 4.2.4 Equity and Inclusion (*Y. Obeng*) -- Report 11134, 11135., 11136, 11137
 - 4.2.5 School Boundary Reviews Admin Procedure (*D. Euale*) – Report 11138
 - 4.2.6 Full-Day Kindergarten Update (*M. Zonneveld*) – Report 11139
 - 4.3 Committee Reports
 - 4.4 Director's Report
 - 4.4.1 Monitoring Reports
 - 4.4.2 Other
 - 4.4.2.1 Staffing Update
 - 4.4.2.2 Upcoming Items:
 - *Strategic Plan*
 - *Operational Plans*
 - *Assessment Wait Times*
 - *Early Intervention*
 - *EQAO Results*
 - *School Climate*
 - *Safe Schools*
 - *Pathway Hazard Criteria*
 - 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, September 21, 2011

Present: K. Amos, K. Bateman-Olmstead, D. Bower, A. Collard, D. Danielli, A. Harvey Hope,
J. Hlusko, K. Lochhead, N. MacNeill, G. Tuck Kutarna (late), D. Vrooman, R. Unni

Agenda Item 1

1.1 Call to Order

The Chair called the meeting to order at 6:10 p.m. noting regrets from J. Earl.

M11-0162 D. Bower / 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 p.m., and called Public Session to order at 7:14 p.m.

1.2 Approval of the Agenda

M11-0163 J. Hlusko / A. Harvey Hope

Be it resolved that the Halton District School Board approve the agenda for September 21, 2011, as distributed.

Carried.

Agenda Item 2

The Chair welcomed Sandra Rogers, teacher at Aldershot High School who spoke about her experiences on the 2011 Juno Beach Summer Professional Development Tour.

Agenda Item 3

3.1 Approval of the Minutes

M11-0164 K. Bateman-Olmstead / A. Collard

Be it resolved that the minutes for the Meeting of the Halton District School Board for September 7, 2011 be approved as distributed.

Carried.

3.2. Ratification of Business Transacted in Private Session

M11-0165 K. Amos / J. Hlusko

Be it resolved that the Halton District School Board accept the tender from Everstrong Construction Ltd., in the amount of \$11,250,000.00 as contained in Tender No. T11-36 for the construction of ERA109 public school in Burlington, Ontario.

Be it resolved that the Halton District School Board approve a budget of \$13,783,538.00 for the construction of ERA 109 (Burlington) Elementary School and that this project be financed by Capital Priority Funding in the amount of \$11,206,478.00 and Full-Day Early Learning Kindergarten Funding in the amount of \$1,901,064.00 as approved by the Ministry. The remaining costs of \$675,996.00 are to be financed through the Education Development Charge Reserve.

Carried.

M11-0166 K. Amos / A. Collard

Be it resolved that the Halton District School Board approve the resolutions from the Halton District School Board Meeting in Private Session, September 21, 2011 respecting: Property Matters.

Carried.

3.3. Order Paper

The Chair called attention to the Order Paper and responded to trustees

3.4. Action Items

There were no action items for this meeting.

Agenda Item 4

4.1 Student Trustee Reports

Rudy Unni provided an overview of the recruitment plans for Student Senate.

4.2 Information Items (including Notices of Motion)

4.2.1 Notices of Motion

There were no Notices of Motion.

For Action: October 5, 2011

4.2.2 Transportation Advisory Committee

D. Vrooman spoke to Report 11133 and responded to trustee questions.

4.2.3 Audit Committee Appointment

D. Vrooman spoke to Report 11132 and responded to trustee questions.

M11-0167 A. Collard / K. Bateman-Olmstead

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

Carried.

M11-0166 D. Vrooman / K. Amos

Be it resolved that the Halton District School Board approve the appointment of Amy Collard to the Halton District School Board's Audit Committee for the remainder of the current term.

Carried.

For Information

4.2.4 Equity and Inclusion

Y. Obeng and staff spoke to Reports 11134, 11135, 11136 and 11137 and responded to trustee questions.

J. Hlusko left the meeting at 9:10 p.m.

4.2.5 Full-Day Kindergarten Update

M. Zonneveld spoke to Report 11139 and responded to trustee questions.

4.3 Committee Reports

A. Collard spoke to upcoming environmental/eco events and meetings.

D. Bower indicated minutes from the recent Communications Committee had been shared.

A. Harvey Hope reminded trustees of the upcoming Audit Committee, Staff Development Committee, and the PB&G Committee.

D. Bower offered congratulations to schools that received "PRO" grants, and highlighted the upcoming Safe Schools conference to which trustees have received an invitation.

K. Amos mentioned the upcoming HLF Dinner, and later in October, the PIC Conference.

R. Unni left the meeting at 9:45 p.m.

4.4 Director's Report

D. Euale deferred to D. McFadden to provide an update regarding staffing and enrolment issues.

D. McFadden and D. Euale responded to trustee questions.

M11-0167 D. Danielli / K. Amos

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

4.5 Communications from the Chair

The Chair indicated he would be meeting with Oakville trustees re: changes to the Town of Oakville’s ward boundaries.

4.6 Trustee Questions and Comments

K. Bateman-Olmstead commented on an upcoming conference regarding the book “Hold Onto Your Kids” on October 18.

D. Danielli offered thanks to those who helped make the all-candidates’ night (September 20) a successful event.

D. Bower asked for information and clarification regarding Bill 157, and data collected under the legislative requirements.

Agenda Item 5

M11-0168 D. Danielli / A. Collard

Be it resolved that the Halton District School Board adjourn at 10:08 p.m.

Carried.

..... Recorder

.....Chair



Halton District School Board

Wednesday, October 5, 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 |
| 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 |
| 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 |
| 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 – below) was deferred for three months.</i> 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; AND THAT the exception remain in effect until significant changes occur to address safety concerns identified in Report 11019. | Superintendent of Business / Director of Education |
| M11-0021 | Be it resolved that the aforementioned motion (M11-0026:.... <i>"that the Board recommend to the Halton Transportation Consortium that it implement an adjudication process for disputed walking distances"</i>) to a Committee of the Whole Board for further discussion | Trustees |
| M11-0086 | Be it resolved that the Director recommend a procedure by which any secondary school Principal can request of their Superintendent a change in school start time to a later start time, to include a process for: (a) parent consultation; (b) student input; (c) school staff input; (d) notification of the School Council and Trustee; and (e) assessing impact on transportation costs; And that this recommendation be brought to the Board of Trustees for approval by no later than October 2011. Be it resolved that the Halton District School Board that at any time prior to approval of the procedure referred to in paragraph 1, any secondary school Principal may direct a request for a change in school start time to the Director of Education, and the Director will bring this request to the attention of the Board of Trustees along with a recommendation in response to the request. | Director of Education |
| M11-0165 | Be it resolved that the Halton District School Board accept the tender from Everstrong Construction Ltd., in the amount of \$11,250,000.00 as contained in Tender No. T11-36 for the construction of ERA109 public school in Burlington, Ontario. Be it resolved that the Halton District School Board approve a budget of \$13,783,538.00 for the construction of ERA 109 (Burlington) Elementary School and that this project be financed by Capital Priority Funding in the amount of \$11,206,478.00 and Full-Day Early Learning Kindergarten Funding in the amount of \$1,901,064.00 as approved by the Ministry. The remaining costs of \$675,996.00 are to be financed through the Education Development Charge Reserve. | Facility Services |

Pending Reports: October 5, 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) | April 2011 ✓ |
| M10-0188 M10-0189 | 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. | To Program & Accommodation Committee (September 22) Deferred to December PAC meeting; Board in January/February 2011 |
| M11-0045 | Be it resolved that the Halton District School Board direct the Director to provide a report of possible actions to substantially reduce the list and waiting times, and the associated cost, including recommendations for sustainability and have the report brought back to the Board for an initial report in March, and a follow-up report following SEAC consultation in early May. | March 2011 ✓ May 2011 ✓ |
| M11-0046 | Be it resolved that the Director confirm for the Board of Trustees, by no later than May 1, 2011, that all Halton District School Board secondary schools are implementing the annual school year calendar, and in particular the days designated for exams and exam feedback to students, in a way which fully enables our commitment to student success and in accordance with the requirements of the Education Act. | May 2011 ✓ |
| M11-0059 | Whereas early intervention is important to the success of all students, be it resolved that the Halton District School Board direct the Director to provide a report on <ul style="list-style-type: none"> • interventions provided prior to formal assessment, including remediation and intervention strategies at the classroom, school and system level • a gap analysis and recommendations with associated costs to implement the recommendations • the aggregate ESAT results of Grade 1 and 2 students who have been identified as NYR (Not Yet Ready) or Level 1. And that the report be brought back to the Board no later than the end of September 2011. | September 2011 <i>(Scheduled for presentation to Board in October 2011, as per Board Report schedule in Report 11123)</i> |
| M11-0088 | Be it resolved that a recommendation be brought back to the Halton District School Board with respect to continuation or cancellation of the cashless school program, no later than February 2012. | February 2012 |
| M11-0136 | Whereas the 2011/12 Operating Budget has a provision to reduce the System Principal for FSL/ELL to a 0.5 FTE position, and there are many different initiatives and programs currently in progress and also coming from the Ministry regarding FSL and ELL, and the Halton District School Board has increasing numbers of FSL and ELL students, Be it resolved that the Associate Director bring back a report in January 2012 regarding how the reduction to 0.5 FTE System Principal FSL/ELL has affected the ability to plan and implement Ministry and Board initiatives related to the French Second Language and English Second Language portfolio. | January 2012 |
| M11-0139 | Whereas the Halton District School Board is committed to expanding its capacity on offer online credits; therefore, Be it resolved that the Director bring a report to the Board of Trustees by November 2011 outlining the Board's implementation plan, including staffing and resource needs, to ensure a comprehensive calendar of online learning courses to be made available to Halton District School Board students, and That this report include a timeline for full implementation, and include a mechanism for incorporating student and staff feedback with regard to their learning experiences. | November 2011 |
| | | |
| | | |



Halton District School Board

2050 Guelph Line, Burlington, ON L7R 3Z2 (905) 335-3663 Fax: (905) 335-9802 www.hdsb.ca

Report Number: 11048
Date: September 27, 2011

INFORMATION FOR DECISION

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

FROM: Amy Collard, Trustee, Burlington Ward 5

RE: Funding for IB Program

RECOMMENDATION

Be it resolved that the Halton District School Board write a letter to the Ministry of Education requesting funding for the International Baccalaureate (IB) Program.

Background:

The IB Program is recognized around the world as a leader in international education. Founded in 1968 the IB Program is now available in 141 countries serving nearly one million students.

The Halton District School Board has been offering the IB Program since 2000/2001 at Robert Bateman High School and since 2006/2007 at White Oaks Secondary School and Georgetown District High School.

Currently the Ministry of Education does not fund the IB Program. As a result the Halton District School Board charges a tuition of \$1,200.00 per year in each of grades 11 and 12 to cover the associated costs of providing the program. Transportation to the IB program is not provided. These 2 provisions make it possible for the Halton District School Board to provide the IB program at very little cost.

Rationale:

The Ministry of Education is committed to supporting all Pathways. The IB Program benefits students in the Academic stream who are highly motivated.

However, not all students can access the program due to financial constraints and/or distance.

Funding from the Ministry of Education would provide more equitable access to the IB Program.

Respectfully submitted,

Amy Collard, Trustee
Burlington, Ward 5



Halton District School Board

2050 Guelph Line, Burlington, ON L7R 3Z2 (905) 335-3663 Fax: (905) 335-9802 www.hdsb.ca

Report Number: 11145
Date: September 27, 2011

INCIDENTAL INFORMATION

TO: The Chair and Members of the
Halton District School Board
FROM: Jeff Blackwell, Associate Director
RE: HDSB Summer School Programs – July 2011

Secondary Summer School

Purpose

The purpose of the Secondary Summer Program is to offer courses for credit to Grade 9-12 students taken for the purpose of earning an Ontario Secondary School Diploma.

Program timelines – locations - administrators

The Secondary Program runs for four weeks during July at Robert Bateman H.S., Lester B. Pearson H.S., and Iroquois Ridge H.S. New credit, upgrade credit, and remedial credit courses are offered at each site. A two-week program runs at the beginning of July at E.C. Drury H.S. and offers both upgrade and remedial credit courses. In North Halton, summer school shuttle buses are available from Acton and Georgetown to Milton. No other transportation is provided for Secondary Summer School.

As these are credit granting courses, funding is provided by the Ministry and is generated by provincial formulas based on enrolments in the various courses.

Each summer school location has an on-site Principal hired to supervise the summer school operation.

Enrolment – July 2011 – Enrolment – number of students/classes

| New Credits Classes (4 wk) | Remedial classes (2 wk: Grade 9 and 10 English or Math) | Upgrade classes (2 wk, Grade 9-11) |
|-----------------------------------|--|---|
| Grade 9: 7 | Grade 9: 10 | Grade 9: 2 |
| Grade 10: 10 | Grade 10: 11 | Grade 10: 9 |
| Grade 11: 16 | | Grade 11: 8 |
| Grade 12: 24 | | |

- There were 1371 full credit enrollments versus 1216 last year (up 13% from last year)
- There were 864 upgrade/remedial enrollments versus 800 last year (up 8%)
- The rate of cancelled enrollments due to low demand was 3% (no change)
- There were 157 SHSM co-op enrollments versus 78 last year (up 101%)
- Including SHSM, Excel, OYAP and at-risk co-op classes, there were 273 co-op enrollments for a total of 498 earned credits (up 39%)
- The pass rate for students who completed a New Credit course was 97.5%
- The pass rate for students who completed an Upgrade course was 99%

Enhancements this year

1. Improvements in teacher collaboration were made this year. Teams of teachers who taught multiple section senior courses were connected via chat and encouraged to share, collaborate, and align their significant expectations and evaluations. Next year, this collaborative process will be expanded to Grade 9 and 10 teachers.
2. The first online summer school class was a success. Students completed their HSP3M4 course from various locations around the world including France, Italy, Honduras and British Columbia. Next year, the number of online offerings will be expanded.
3. The first Information Technology for Assistive Devices class was a success. 16 students earned a BTT10 credit while learning to use their assistive devices that will help them as they move forward in high school and beyond.
4. New classes ran in Grade 12 International Business, Grade 9 Geography, and Grade 10 History. Next year, a broader range of course selections will be offered based on school and student input.
5. Teacher application forms have been updated for next year to better reflect the hiring criteria. Teachers will be required to submit a more detailed and criteria-based application package to make the process more effective and transparent.
6. Student registration forms have been updated to better facilitate the transferring of IEPs from students/parents to classroom teachers. This addresses a long-standing need.

Elementary Summer School**Purpose**

Grade 7 and 8 Summer School (English and Mathematics) is a remedial program designed to help prepare students for Grade 8 and 9 expectations in a regular school setting. The program concentrates on review, drill and practice of some of the key Grade 7 and 8 expectations. The General Learning Strategies (GLS) credit program was also offered to suitable Grade 8 candidates. The goal of the GLS course is to provide students with a strong foundation in mathematics, while also focusing on valuable learning strategies. Students who successfully complete all requirements receive a GLS course credit.

Program timelines – locations – administrators

The Grade 7 and 8 remedial programs were offered in two 8-day sessions from Monday, July 4th to Wednesday, July 13 and Monday, July 18 to Wednesday, July 27. Classes operated from 8:00am until 1:00pm at the Burlington and Oakville sites and 8:15am until 1:15pm in Milton (to accommodate buses). The GLS credit course ran continuously from Monday, July 4 to Wednesday, July 27, for a total of 18 days.

Elementary summer school was offered at 3 sites - Burlington (Charles.R Beaudoin P.S.), Oakville (River Oaks P.S.), and Milton (Hawthorne Village P.S.). Transportation was provided from central locations (i.e. home schools) in each community to the local summer school site (if distance from the home school was greater than 1.6km). At each location there were on-site Principals to supervise the summer school operation.

The Ministry of Education provides financial support to school boards offering Grade 7/8 Summer School.

Students:*Grade 7 and 8 Remedial - Student Profile*

- achieving Level 1 or 2 in Grade 7 or 8 expectations and continuing to experience difficulty
- “Satisfactory” or better for Responsibility and Independent Work on first term report card
- will attend all 8 days (i.e. - no attendance concerns identified by home school)

GLS – Student Profile

- currently working on Grade 8 Math expectations; achieving level 1 or 2
- likely to experience difficulty achieving Grade 9 applied or academic expectations
- committed to participating in the program; will attend all 18 days

Enrolment Summary

| <u>YEAR</u> | <u>TOTAL # PARTICIPANTS</u> | <u>TOTAL # CLASSES</u> |
|-------------|-----------------------------|------------------------|
| 2009 | 670 | 42 |
| 2010 | 598 | 39 |
| 2011 | 705 | 40 |

(Note: Students may have participated in both sessions, in which case, they count as two participants)

Original Registration Numbers: 847 Total Number of Participants: 705 Overall Withdrawals: 142

| | ENROLLMENT | WITHDRAWALS | FINISHED |
|---------------------------------|-------------------|--------------------|-----------------|
| CHARLES R. BEAUDOIN | | | |
| GRADE 7 ENGLISH | 54 | 8 | 46 |
| GRADE 8 MATH | 91 | 20 | 71 |
| <i>Total Session 1</i> | <u>145</u> | <u>28</u> | <u>117</u> |
| GRADE 7 MATH | 62 | 7 | 55 |
| GRADE 8 ENGLISH | 25 | 7 | 18 |
| <i>Total Session 2</i> | <u>87</u> | <u>14</u> | <u>73</u> |
| RIVER OAKS | | | |
| GRADE 7 MATH | 63 | 14 | 49 |
| GRADE 8 ENGLISH | 89 | 13 | 76 |
| <i>Total Session 1</i> | <u>152</u> | <u>27</u> | <u>125</u> |
| GRADE 7 ENGLISH | 84 | 20 | 64 |
| GRADE 8 MATH | 69 | 11 | 58 |
| <i>Total Session 2</i> | <u>153</u> | <u>31</u> | <u>122</u> |
| HAWTHORNE VILLAGE | | | |
| GRADE 7 MATH | 30 | 2 | 28 |
| GRADE 8 ENGLISH | 102 | 6 | 96 |
| <i>Total Session 1</i> | <u>132</u> | <u>8</u> | <u>124</u> |
| GRADE 7 ENGLISH | 76 | 17 | 59 |
| GRADE 8 MATH | 53 | 8 | 45 |
| <i>Total Session 2</i> | <u>129</u> | <u>25</u> | <u>104</u> |
| GLS PROGRAM | | | |
| Charles R. Beaudoin | 14 | 3 | 11 |
| River Oaks | 17 | 3 | 14 |
| Hawthorne Village | 18 | 3 | 15 |
| <i>Total GLS Session (July)</i> | <u>49</u> | <u>9</u> | <u>40</u> |

*NOTE: GLS runs for both sessions – same students

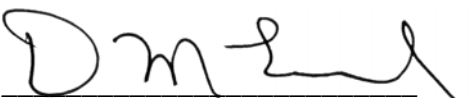
Enhancements this year

- Enrolment increased by 18% (598 participants in 2010; 705 participants in 2011)
- The vast majority of students recommended for summer school were more appropriate for the program in comparison to recent years (both academically and behaviorally)
- In many classrooms, technology was regularly used and students commented on their increased level of engagement in summer school
- The removal of the GLS field trip resulted in better use of instructional time

Respectfully submitted,



J. Blackwell, Associate Director



D. Euale, Director of Education



Halton District School Board

Report Number: 11146
Date: September 29, 2011

INCIDENTAL INFORMATION

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

FROM: David Euale, Director of Education
David Boag, Superintendent of Education-Student Services

RE: Assessment and Intervention Practices, JK - Gr 3

Background

This past year there has been a focus on the number students being referred for Psychoeducational Assessments and the length of time required for students to be assessed. There has also been an increased interest in understanding the types of early assessment and intervention strategies that occur throughout our system to ensure we provide the most responsive teaching and intervention possible prior to students being referred for more formalized assessment. At the April 6, 2011 Board meeting, the following motion was passed:

Whereas early intervention is important to the success of all students, be it resolved that the Halton District School Board direct the Director to provide a report on

- *The current early assessment practice*
- *Its relevance to identifying students that may require intervention*
- *Interventions provided prior to formal assessment including remediation and intervention strategies at the classroom, school and system level*
- *A gap analysis and recommendations and associated costs to implement the recommendations*
- *The aggregate ESAT results of Grade 1 and 2 students who have been identified as NYR (Not Yet Ready) or Level 1*

And that a report be brought back to the Board no later than the end of September 2011.

In the context of this report, the term intervention is used often and refers to responses by educators to address learning needs of students. These responses or interventions occur at a variety of levels including the routine use by classroom teachers. In some cases, more specific responses are required that may include other school staff or specialized staff involvement or even alternative placements or programs for students. This report will outline current early assessment and intervention practices in place in the Halton District School Board from JK-Grade 3 (early intervention) and outline potential areas for improvement, actions required and any associated costs.

Introduction

In the Halton District School Board, our commitment is to every student. This means “ensuring we develop strategies to help every student learn, no matter their personal circumstances” (*Reaching Every Student, Energizing Ontario Education 2008, Ministry of Education*)

Effective assessment and instruction planning starts with knowing your students. To know their students and to plan focused assessment and instruction, teachers:

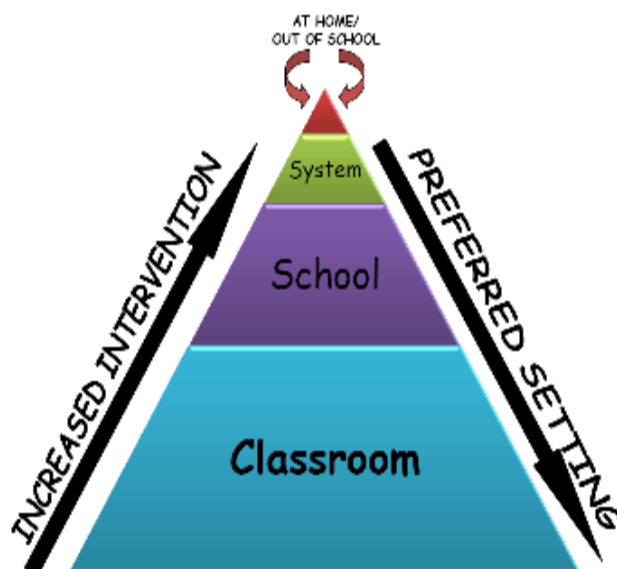
- Gather information about the students in their classes
- Process and synthesize that information in order to understand each student's strengths, learning styles, preferences, needs, interests, and readiness to learn; select or develop and implement appropriate and productive combinations of assessment and instructional strategies, activities, groupings, and resources to address the diverse needs of students in their classes. (*Learning for All p. 31*)

The key premise behind early assessment and intervention is captured in the preceding statements. It is about “knowing the learner” and providing responsive instruction to meet the needs of every student in our classrooms. Understanding our students well ensures that we are able to identify areas of concern as they arise and then provide the necessary support to address these concerns. This recognition of early difficulties allows for effective intervention strategies to be implemented.

In Halton, we embrace the “know your learner” philosophy and this has been communicated to principals, teachers and support staff in a variety of ways. It is reinforced through the wealth of professional development opportunities provided by the School Programs and Student Services Departments both within the school and centrally to support our teachers. The new Growing Success document also outlines assessment “for” and “as” learning and provides direction to teachers in monitoring the effectiveness of classroom instruction.

Approach to Intervention

Our approach to supporting struggling students is one of increasing intensity called the “pyramid of intervention”. In this model, increased levels of support and intervention are used based on individual student need. There are specific expected practices that should occur for all students at the bottom of the pyramid (at the classroom level), other practices that should occur for some students (at the school level) and then more specialized practices occur for a very small number of students (at the system level) at the top of the pyramid. When intervention is not successful at one level of the pyramid, more specialized intervention is utilized at a higher level. The large majority of our students receive their instruction and any required interventions and supports at the classroom level.



The pyramid of interventions is also referred to as the “problem-solving pathway”. Struggling students are typically identified first by parents and classroom teachers. Consultation and problem-solving occur first at this level with strategies and interventions being implemented. These interventions are monitored and evaluated by the teacher and used to determine next steps.

Where these strategies are not successful, the problem-solving expands to include other in-school resource staff at a School Team or School Resource Team Meeting followed by consultation with resource staff outside the school where required. Special Education Teachers, itinerant teachers, special education coordinators, and special services staff are all available for consultation where needed and requested by school staff.

Effective assessment and intervention begins in the classroom with good teaching. The following are expected practices utilized by teachers at the classroom level to support students.

Expected Classroom Level Strategies/Practices (from: Halton District School Board Expected Practices document)

- Ongoing descriptive feedback to students is timely, explicit, constructive and linked to success criteria to improve their learning
- Students have multiple opportunities and ways to demonstrate their learning
- Identifying and clarifying learning goals and success criteria with students
- Students participate in the collection and development of student learning files that assist in informing the next steps in student learning, e.g., data walls, data folders, portfolios, reading levels
- Planned, targeted instruction and guidance that moves learners forward
- Planning Cycles for Learning, e.g., TLCs (Teaching Learning Critical Pathways)
- Differentiated instruction based on learning styles, learning needs, personal interest, readiness
- Classroom resources chosen to reflect student level of development, interests and ethnicity
- Teaching and learning environment is inclusive and reflects individual strengths, needs and learning preferences
- Ongoing monitoring and moderation of student work to inform instruction
- Inquiry and play-based learning are used to provide developmentally appropriate and engaging learning opportunities
- Small group focused teaching, e.g., leveled reading groups
- Explicit teaching
- Tiered approach to prevention and intervention (sequentially increases the intensity of instructional interventions).

In addition to intentional assessment and instruction by classroom teachers, there are a number of more formalized assessments or processes that take place system-wide for students in their early school years as part of early assessment and intervention. Some of this data is stored in our Electronic Student Achievement Tracker (ESAT), which is an online data warehouse to store student assessment information. Examples include PM Benchmarks, EQAO scores, achievement data, etc...

Teachers have access to ESAT and can go into the database to view data available for their students at any time. For example, at the beginning of a school year, this data can be very useful in helping teachers get to know each student’s strengths and needs in order to plan instruction that is responsive to the needs of each student.

Classroom Level Interventions – All Students (Classroom)

Classroom level intervention starts with first best teaching. Teachers get to know their learners through ongoing assessment and provide instruction and assessment that is differentiated to meet the needs of all students. Appropriate accommodations and/or modifications are also used as needed to meet individual student needs and learning goals. The following charts summarize key assessments and intervention that occur in the primary years.

| Grade | Assessment/ Intervention | Purpose/Description |
|------------------|---|--|
| JK/SK | Gradual Entry to Kindergarten | <ul style="list-style-type: none"> To provide educators with an opportunity to know each student well To plan appropriate instruction and further intervention if necessary |
| JK/SK (Oct) | Early Learning Assessment (ELA) -every JK, some SK and Gr 1 students | <ul style="list-style-type: none"> Provide a “snapshot” of a student’s development in a number of areas, e.g., personal development, oral language skills, fine and gross motor skills, literacy and numeracy... To provide educators with data to inform instruction |
| JK/SK (Feb) | Teacher School Readiness Inventory (TSRI) -every JK, some SK students | <ul style="list-style-type: none"> To assess readiness to learn in 5 key areas: attention and memory, verbal fluency, interest and participation, letter identification and printing To provide educators with data to inform instruction |
| JK/SK | Early Development Instrument (EDI) (every three years) | <ul style="list-style-type: none"> Provides school and system level profiles of student readiness to learn in five domains: physical health and well-being, social competence, emotional maturity, language and cognitive development and communication and general knowledge |
| JK → | Daily observation and documentation of social/emotional physical and academic development | <ul style="list-style-type: none"> Daily assessment in all areas of the curriculum to inform instruction Planned, intentional instruction used to support areas of student need |
| JK-Gr 3 | Achievement Data - report card data and ongoing classroom assessments based on curriculum | <ul style="list-style-type: none"> To assess ongoing student progress and identify areas in need of remediation Planned, intentional instruction used to support areas of student need, e.g., use gradual release of responsibility (modeled, shared, guided, independent) and tiered approach |
| SK (some) Gr 1-3 | PM Benchmarks (fall and spring) | <ul style="list-style-type: none"> To determine student reading engagement, oral reading fluency and comprehension |
| Gr 3 | EQAO | <ul style="list-style-type: none"> To assess numeracy and literacy skills |
| Gr 1-3 | Literacy Place Assessment Tools | <ul style="list-style-type: none"> Comprehensive literacy resource for students |

School Level Interventions (Some students)

Where students are struggling in class, teachers can draw upon school-based supports to help. Some supports can be accessed informally such as collaboration and assistance from other school-based staff such as other classroom teachers, Special Education Resource Teachers (SERTs) and Learning Resource Teachers (LRTs). Other supports are accessed through a School Resource Team Meeting. This is a problem-solving meeting where school staff, support staff and parents work together to make plans to support struggling learners. Support staff can include school-based staff such as the SERT or Child and Youth Counsellors or regional staff like itinerant teachers, Psychoeducational Consultants or Speech Language Pathologists. In many cases the Special Education Resource Teacher working with the classroom teacher takes an active role in coordinating support for a student at the school level.

| Grade | Assessment/ Intervention | Purpose/Description |
|--------------|---|--|
| Pre-School | Special Needs Kindergarten Entry Planning | <ul style="list-style-type: none"> To ensure school staff and families have had an opportunity to meet and plan for a student's successful entry to kindergarten Case conferences for students with special needs planned for spring prior to entry |
| JK→ | School Resource Team referral | <ul style="list-style-type: none"> Provides additional problem-solving and access to additional supports |
| JK→ | OSR Review | <ul style="list-style-type: none"> To better understand strengths and needs of a student |
| Primary | Woodcock Johnson | <ul style="list-style-type: none"> To assess student strengths and needs in a variety of areas To support the teacher in planning further intervention if necessary |
| JK→ | CYC or Social Worker Referral | <ul style="list-style-type: none"> To support behavioural, social/emotional or mental health needs of a student |
| JK→ | IEP Implementation | <ul style="list-style-type: none"> To articulate special education programs and services required for a student Indicate specific accommodations, modifications or alternative programming required |
| JK→ | Access to Assistive Technology | <ul style="list-style-type: none"> To enable students to access the curriculum |
| JK→ | IBI Seamless Transitions Process | <ul style="list-style-type: none"> To ensure a planned and thoughtful transition from IBI services to school Ongoing coordinated meetings to plan effective programming |
| JK→ | OFIP tutoring - HDSB Summer "Tune Up" Camps | <ul style="list-style-type: none"> One or two week half day summer "tune up" camp for JK - G 7 students to offer "targeted" students a "head start" to their school year Provides struggling learners (academics, anxiety, difficulty with transitions) with a head start to the school year |
| Pre JK | Even Start Program | <ul style="list-style-type: none"> Four week summer program for children starting Kindergarten who have never been in preschool or childcare Focus is on personal/social/emotional and language development |

System Level Interventions (Few students)

For a small number of students who continue to struggle despite school-based supports being put in place, additional intervention can be accessed at the system level. This support is typically accessed through a School Resource Team Meeting where parents, school-based staff, regional staff and sometimes community-based staff all work together to consider other strategies and supports needed to help a student be successful.

These additional supports may be put in place for a temporary period of time or for a longer term. In either case, the interventions utilized at the system level are monitored and assessed over time and changes are made as needed. The following are typical system level interventions used in Halton.

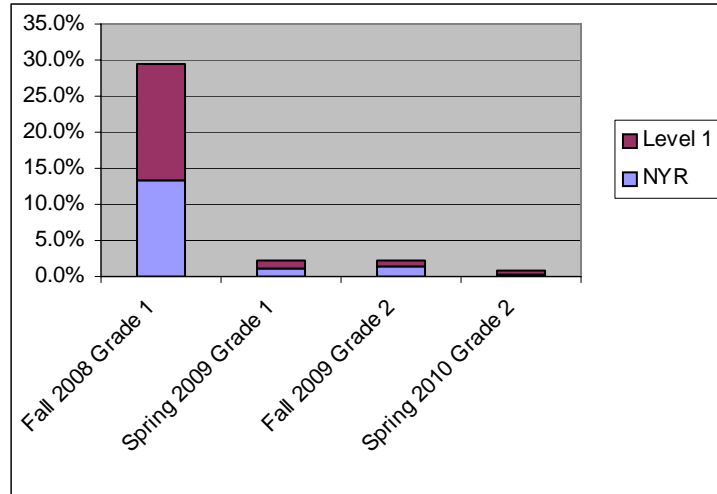
| Grade | Assessment/ Intervention | Purpose/Description |
|--------------|--|--|
| JK→ | Speech/Language Screening/ Assessment | <ul style="list-style-type: none"> To identify language strengths, needs and strategies for remediation |
| JK→ | Psychoeducational Assessment | <ul style="list-style-type: none"> To identify learning issues and provide data on students strengths |
| JK→ | Regional Student Services Staff Referral | <ul style="list-style-type: none"> Coordinator, Instructional Program Leader, Itinerant teacher works with school on effective strategies to support a student |
| JK→ | Multi-Disciplinary Team Referral | <ul style="list-style-type: none"> To support students with complex needs and the staff at the school with effective strategies and practices |
| SK - Gr 2 | Language Class (ELDC, PLC) | <ul style="list-style-type: none"> To provide intensive support on language skills Students may re-enter a regular classroom after 1 or 2 years or access another self-contained class |
| Gr 1 - 3 | Communication Class (CTP, FCP) | <ul style="list-style-type: none"> To support the acquisition of a functional communication system |
| Gr 1 - 3 | Primary Gifted Class | <ul style="list-style-type: none"> To support student engagement, academic challenge and social/emotional growth |

PM Benchmark Data

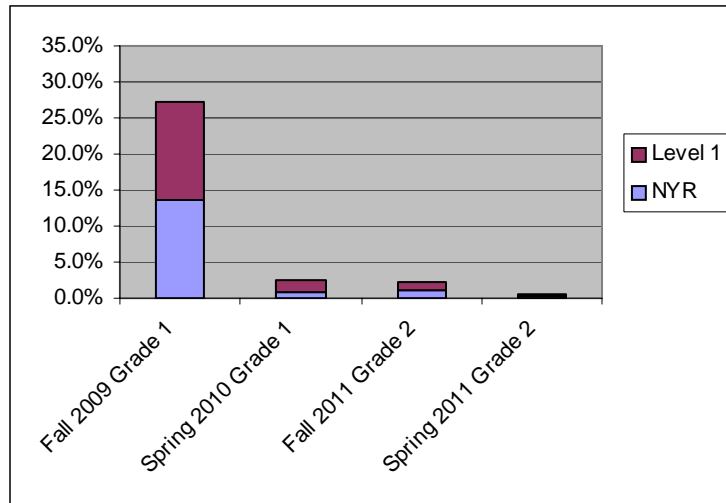
The PM Benchmark assessment is completed twice a year (fall and spring) for Grade 1 and Grade 2 students to assess reading ability. It provides two snapshots in time each year to help assess student growth over time and provide teachers with data to inform instructional practice in the classroom.

Below is system PM Benchmark data for the past two years for Grade 1 students at levels NYR (not yet ready) and level 1 throughout their Grade 1 and Grade 2 years. Expected scores for Grade 1 students range from level 6 at Grade 1 entry to level 16 at year end and expected scores for Grade 2 students range from level 17 at Grade 2 entry to level 22 at year end. Students at level 1 or NYR when they begin school, although significantly behind many of their same age peers, is not uncommon.

**PM Benchmark Data - Percentage of
2008-09 Grade 1 Students at Not Yet Ready and Level 1 in the
Fall and Spring of Grade 1 and the Fall of Grade 2**



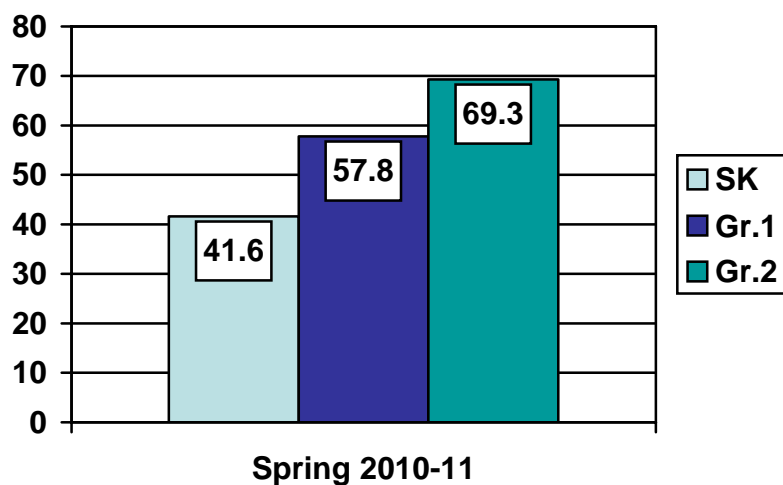
**PM Benchmark Data - Percentage of
2009-10 Grade 1 Students at Not Yet Ready and Level 1 in the
Fall and Spring of Grade 1 and the Fall of Grade 2**



Both sets of data from the two previous years show a significant reduction in the number of students with PM Benchmark data at NYR or Level 1 from just under 30% in the fall of Grade 1 to approximately 2% in the spring of Grade 1. Data shows a further reduction to 0.7 % for the 2008 cohort and 0.5% for the 2009 cohort in the spring of their Grade 2 year.

In addition to NYR and Level 1 PM Benchmark data requested by trustees, data was also collected to determine the percentage of students at grade level at the end of SK (PM score ≥ 5), Grade 1 (PM score ≥ 16) and Grade 2 (PM score ≥ 22).

**Percentage of HDSB Students by Grade at or Above the Expected Level
for the Spring Administration of PM Benchmarks in the Year Indicated.** This data indicates that



41.6% of Halton students completing SK last year are considered to be at or above grade level in PM Benchmarks. Similarly, 57.8% of Grade 1 students are at or above grade level and 69.3% of Grade 2 students are at or above grade level. It also demonstrates steady growth from year to year indicating quality classroom instruction in our primary classes.

PM Benchmarks is an assessment of reading and although different from the EQAO Reading Assessment, the Grade 2 data of 69.3% seems to be somewhat in alignment with our Grade 3 EQAO Reading results from last year, which showed 71% of Halton Grade 3 students at or above the Provincial standard.

Gap Analysis

Current practices and available data demonstrate that the large majority of our students are experiencing success. It also demonstrates that where students have experienced difficulty, there are a number of options currently in place to respond to these difficulties and remediate them.

Currently, TSRI is our best source of indicator data for “at risk” students upon entry to school. Further consideration and review of how this data is used system-wide is needed to see if effective practices are in place for identifying potentially at risk students and ensuring appropriate plans are in place when students first enter our system.

English language learners (ELLs) are an increasing population in the HDSB. It has been a challenge to identify learning issues for struggling learners when there are language or other cultural barriers to learning. Currently a protocol is being written jointly by Program and Student Services Departments to address English language learners who may also have special needs. This protocol will provide classroom teachers, special education teachers and professional services staff direction in assessment and instructional strategies for supporting English language learners.

Learning Resource Teachers (LRTs) are an invaluable early intervention resource. With the focus last spring on early intervention, the LRT model has been refined to include ongoing observation, monitoring and planning for improvement of struggling learners from SK to Grade 2. LRTs are teacher coaches working alongside teachers to implement research-based strategies for learning success. School indicator data is used to inform decisions on placements for 20 LRTs in 40 elementary schools.

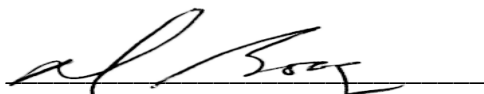
Although data indicates a high rate of success reducing the number of students at NYR and Level 1 in PM Benchmarks, there are still a small number of students (less than 1%) who remain at NYR or level 1 at the end of Grade 2. In addition, we see a considerable improvement each year for the number of students reading at or above grade level based on PM Benchmark scores, but note that there is a considerable population of students that are reading below grade level in the early primary years. Although the Board has a comprehensive early literacy strategy in place, senior administration has committed to studying this issue further to examine the learning profiles of these students and investigating options for more targeted reading intervention and professional development of teachers so they are better prepared to respond to struggling readers in their classrooms.

There are no significant budget implications with any of the suggested areas under consideration for change from our current practice.

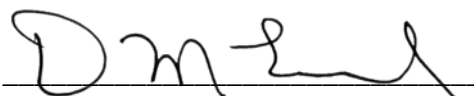
Conclusion

This report has provided an overview of our current practices with respect to early assessment and intervention. The Halton District School Board has a broad range of expected strategies, supports and interventions in place to support struggling learners from the time they enter school. These strategies are used as needed and the degree or level of intervention increases dependent on individual student need and the success of the current strategies in place for each student. Some refinements have been suggested to address identified areas of concern. Ongoing monitoring of these strategies and processes will continue as part of our regular work monitoring student achievement and system effectiveness.

Respectfully submitted



David Boag
Superintendent of Education (Student Services)



David Euale
Director of Education



Halton District School Board

Report Number: 11047

Date: October, 2011

INCIDENTAL INFORMATION

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

FROM: D. Euale, Director of Education
D. Boag, Superintendent of Education

RE: Psycho-educational Assessment Wait Times Update

Background

The Board recognizes psycho-educational assessments as an important strategy for some struggling students to help identify their strengths and needs so appropriate interventions can be put in place. Midway through last year there were approximately 700 students waiting for psycho-educational assessments with an average wait time of approximately 15 months.

The Board has made a commitment to reduce the wait time for students referred for Psycho-educational Assessments. Three reports were brought to the Board last year outlining the wait time issue and strategies to alleviate it.

| Date | Report Name | Purpose |
|-------------|--|--|
| Feb 16 | Psycho-educational Assessment Wait Times | Outlined the current wait time issue and number of students waiting for assessments |
| Mar 2 | Short-term Response to Reduce Psycho-educational Assessment Wait Times | Outlined immediate strategies to address the wait list (funds allocated to complete additional assessments) |
| May 18 | Reduction of Assessment Wait Times | Outlined ongoing strategies for managing the Psycho-educational Assessment process and ensure reasonable assessment wait times |

Staffing

In the past it has been a challenge to hire Psycho-educational Consultants as qualified applicants are in short supply. Last year we went all year one position short and part of the year with two vacant positions. The Board approved the hiring of two additional Psycho-educational Consultants in the spring and we have been successful in hiring for both positions this year and started the school year with a full complement of staff.

Psycho-educational Assessment Process

We have done a thorough review of the whole assessment process from prior to referral all the way to reporting writing, scoring and reporting results back to parents and staff. This review has allowed us to streamline the process in a number of areas and look for efficiencies. Additional test kits and scoring software have been purchased.

The referral process has also been clarified and a referral form has been developed for School Resource Teams use to help support the necessary data gathering, ensure that all steps of the process occur in a timely way and that required information is shared with Psychology staff (eg: specific difficulties the student is experiencing and the interventions already tried to date).

Communication regarding the streamlining of this process is occurring with school-based staff as well as Psycho-educational Consultants this month.

Data retrieval and collection to monitor the wait list remains a challenge and we continue to work with our Information Technology Department to investigate an appropriate data base system to help track this work. To date we have reviewed 4 commercially available products and are in the process of making a decision on one these or developing our own database tailored specifically to our needs.

Immediate Reduction of Wait List/Wait Time

Over the second half of last year our staff made assessment completion a priority. In the spring and summer our staff also completed 74 additional assessments (outside of regular hours) and 189 additional assessments were completed by Pryor Linder and Associates. An additional 19 assessments are still to be completed this fall by Prior Linder and Associates as a result of scheduling issues for these families over the summer. This has resulted in a significantly reduced number of students waiting for psycho-educational assessment to 341 students. The anticipated average wait time is currently approximately 7.5 months.

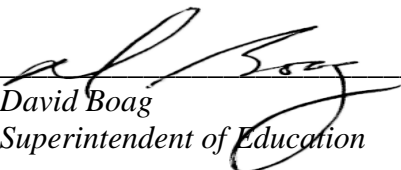
Reserve Funds

Through the spring budget process, \$175,000 was allocated for additional Psycho-educational assessments if required. These funds have been put aside and we will continue to monitor the wait list over the course of the year to ensure that we don't lose ground. A decision will be made later in the year about whether we should contract additional assessments to a local organization or re-allocate these funds to another Board priority.

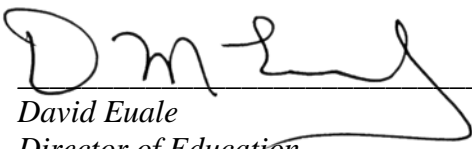
Conclusion

Additional hiring of Psycho-educational consultants, refinements to assessment processes and additional assessments completed last spring and over the summer has resulted in an wait list of 341 students with an anticipated wait time of approximately 7.5 months. This is a reduction of our previous wait list by over a half and has resulted in a much more reasonable wait time for assessment while schools continue to utilize other strategies to support struggling students. Assessment wait times will continue to be monitored to ensure the wait list is maintained at a reasonable number and if required, additional assessment work will be contracted to an outside provider.

Respectfully submitted,



David Boag
Superintendent of Education



David Euale
Director of Education



Halton District School Board

Report Number: 11141

Date: September 22, 2011

MONITORING INFORMATION

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

FROM: D. Euale, Director of Education

RE: Policy II A: Relationships

Background:

Policy II A: *Relationships* requires that “*dealings with individuals and groups will not be inhumane, unfair, disrespectful or undignified.*” The policy also establishes specific parameters within which the Director must ensure the system is operated. These are as follows:

Accordingly the Director of Education may not knowingly:

- *Operate without communication guidelines in place to deal with trustee, staff, volunteer, parent and community inquiries as visually expressed in Process for Public Concerns.*
- *Fail to promote universal equality.*
- *Fail to acquaint staff with their rights under this policy.*
- *Fail to be in compliance with applicable legislation.*
- *Prevent the public from appealing to the Board when it is alleged that Board policy has been violated or does not adequately address an issue.*
- *Fail to ensure and address in a timely manner, a safe, healthy and respectful environment for learning and working, which recognizes the rights and dignity of all.*
- *Fail to comply with the Board’s Health and Safety Statement.*
- *Permit any form of harassment of any employee, volunteer, student, family or community member while on school district related business.*
- *Fail to acquaint the public when required, and the staff of their rights under this policy.*
- *Accordingly, for staff, the Director of Education may not:*
- *Operate without human resource procedures, including performance appraisals, job expectations and responsibilities, job authority for staff, the effective handling of grievances, and protection against wrongful conditions, nor operate outside of collective agreements and terms of employment.*
- *Fail to develop a plan to provide for the ongoing professional development of all staff.*
- *Fail to recognize and foster the contributions of individuals and groups.*

Situation:

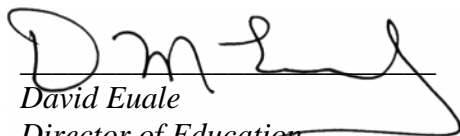
In response to these parameters specific steps have been put in place to meet expectations of this policy:

- The *Process for Public Concerns* was adopted by the Board in 2002. It is posted on the Board’s website, portal, and is used in day-to-day operations. Generally, the process is closely followed.
- Universal equality is promoted through several vehicles. All external Board job postings contain the statement that the Halton District School Board encourages applications from diverse populations and from both experienced and beginning practitioners. As well, our very comprehensive anti-harassment/anti-discrimination procedures promote universal equality and are available in all schools and workplaces, as well as on our website.
- All staff was provided in-service on the Board’s anti-harassment/anti-discrimination procedures when it was created and approved. New hires are given a copy of the document.
- To the best of my knowledge the Board is compliant with all applicable legislation re: employees’ human rights and fair treatment. There are no outstanding human rights cases at this time.

- Board processes, including Suspension Appeals, Expulsion Appeals, Special Education Appeals and Tribunals and the opportunity for individuals and/or groups to delegate the Board ensures the public is not prevented from appealing to the Board if it is alleged that a Board Policy has been violated or an issue not adequately addressed.
- The brochure *Principles and Practices* was developed and adopted by the Board, and continues to be distributed to all new employees. It references the expectations for a healthy, safe and respectful work environment and provides the framework within which day-to-day activities occur. All issues raised are dealt with quickly, usually through Facility Services, School Operations or Human Resources, depending on the issue.
- Administrative Procedures have been reviewed, developed and implemented throughout the system dealing with Occupational Health and Safety. They outline the responsibilities of all individuals and departments within the organization to ensure safe and healthy working conditions for all employees and students. This document is actualized through ongoing training and awareness of our supervisors, principals, vice-principals and senior staff. These policies and procedures are currently being reviewed.
- Any claims of harassment are dealt with quickly and respectfully. The brochure *Guidelines for Dealing with Discrimination and Harassment* has been produced and distributed to employees. This is highlighted for all staff annually. This policy is posted for staff and is on our website for the public. It is also available at all of our schools and at the JW Singleton Education Centre.
- All human resources procedures referred to in this policy are available in the Human Resources Department and on the Board website. The Teacher Performance Appraisal process is mandated by the provincial government and is followed in each school. Appraisal processes are in place for all other employees. I have initiated a performance appraisal process for Superintendents. Admin Council has developed a performance appraisal for Principals and Vice-Principals as well.
- Professional Development has been planned and implemented for all staff throughout the year. Activities are co-coordinated through all departments and schools. As well, a comprehensive leadership program has been and continues to be presented each year as part of the Operational Plan which is linked to the Board's Strategic Plan and aligned with budget priorities. The inclusion of Educational Assistants as participants in the PA days has also been a benefit to our system.
- We will continue to recognize contributions of individuals and groups. This will occur through several different initiatives, ie: external awards, congratulatory notes, items in the Director's and Chair's Reports to the Board, etc. As well, opportunities have continued from the Director, members of senior staff and the Chair of the Board to express appreciation for the efforts of others.
- Following the approval in May 2007 of the Board's Strategic Plan 2007-2010, annual Operational Plans have been developed and implemented in support of the key identified Values of the System. Respect, Relationships, Responsibility and Ingenuity all align directly with the intended goals of the Relationships Monitoring Policy. A draft of the Strategic Plan for 2011-14 has been developed and posted for feedback. A draft operational plan for 2011-12 was shared with the Board in June.

It is my qualified opinion that compliance has been met in terms of this policy.

Respectfully submitted,


David Euale
Director of Education



Halton District School Board

Report Number: 11144

Date: September 22, 2011

MONITORING INFORMATION

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

FROM: D. Euale, Director of Education

RE: Executive Limitations Policy: Financial Conditions

Background

As per the monitoring schedule, the Board required to monitor the Executive Limitations Policy IIC: Financial Conditions. This report is intended to provide a status report on compliance with that policy.

1) *Expending more funds in the fiscal year than received in cash flow, cash advances, or are provided for in the authorized lines of credit or authorized overdraft amounts.*

The Board's 2011-12 budget was approved on June 22, 2011 with an operating budget totaling \$560,446,778, and a capital budget of \$66,237,358. At that time the Board approved the use of \$1,055,791 from accumulated surplus.

2) *Fail to settle payroll and debts in a timely manner.*

There are no payroll issues or debts outstanding.

3) *Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.*

All government payments and reporting is done in accordance with the timelines required.

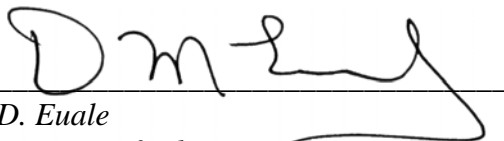
4) *Acquire, encumber or dispose of real property without prior Board approval.*

All decisions related to property are brought to Board for approval.

5) *Make a single purchase or commitment not approved through the budget process of greater than \$50,000.00.*

No single purchases greater than \$50,000 have been made without prior Board approval.

Respectfully submitted,



D. Euale

Director of Education



Halton District School Board

Report Number: 11142
Date: September 22, 2011

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

MONITORING INFORMATION

FROM: D. Euale, Director of Education

RE: Board Policy II D: Emergency Executive Succession

Background:

The above referenced policy states:

In order to protect the Board from sudden loss of chief executive services, the Director of Education may not have fewer than two other designees familiar with Board and chief executive issues and processes.

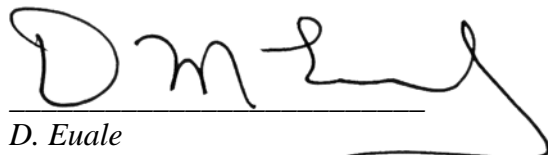
Thus, the Director is required to name at least two designees in September of each year.

The manner of operation of the Halton District School Board and the Administrative Council, ensures all Superintendents are familiar with the Board and chief executive issues and processes. I am confident each of our Superintendents could perform the job on an interim basis, however only those Supervisory Officers who are qualified as such (as a teacher) may assume the Director of Education position under the Education Act. Thus, the designees should be named from among the academic supervisory officers.

Appointed in May 2011, Associate Director of Education Jeff Blackwell has the necessary qualifications and expertise to fulfill the role of CEO on an interim basis, in the event that a need arises for emergency executive succession. Academic Coordinating Superintendent Odette Bartnicki is an experienced academic superintendent, and is qualified should the need arise for emergency executive succession.

Therefore, Jeff Blackwell and Odette Bartnicki have been designated to fulfill the role as outlined in the Board's policy.

Respectfully submitted,



D. Euale
Director of Education



Halton District School Board

Report Number 11143
Date: September 30, 2010
MONITORING INFORMATION

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

FROM: D. Euale, Director of Education

RE: Policy II F: Compensation and Benefits

Background:

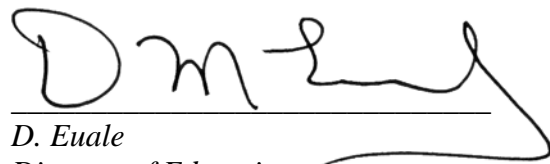
Policy II F: Compensation and Benefits establishes the parameters within which the Director of Education must operate in determining the terms of employment, compensation and benefits to employees, external consultants and contract workers in the employ of the Board. In particular, the policy stipulates that the Director of Education may not:

1. Change the Director of Education's own compensation and benefits
2. Promise or imply guaranteed employment
3. Enter into union or non-union negotiations process without having established parameters approved by the Board
4. With regard to non-unionized employees, establish compensation which
 - Deviates materially from the geographic or professional market for the skills employed
 - Create obligations over a longer term than revenues can be safely projected, in no event longer than five years
 - Without Board approval, exceed the appropriate envelope for each designated non-unionized employee group.

Situation:

1. The Director's compensation and benefits are established in the Director's Employment Contract with the Board, approved by the Board in July 2010. The contract covers the period from September 1, 2010 to August 30, 2014.
2. No promise or implied promise of guaranteed employment is ever made to any employees.
3. Negotiations for collective agreements began in September 2008, with regular reports to the Board. Four year contracts are in effect from September 1, 2008 to August 31, 2012.
4. The Board, as part of the 2011-12 Halton District School Board Budget, approved all current compensation and staffing levels.

Respectfully submitted,



D. Euale
Director of Education