



# Halton District School Board

## HALTON DISTRICT SCHOOL BOARD

### Public Session Agenda – Wednesday, September 21, 2016

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

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

#### PUBLIC SESSION AGENDA

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#### 1.0 Opening

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

#### 2.0 Communication to the Board

- 2.1 Delegations
- 2.2 Presentations
  - 2.2.1 Oath and Declaration – Student Trustees (*Dasha Metropolitansky, Zaid Haj Ali*)
  - 2.2.2 School Year Start-up 2016-17 (*School Operations Team*)
- 2.3 Acknowledgement of Delegations by Chair

#### 3.0 Ratification/Action

- 3.1 Minutes of the Regular and Special Board Meetings
  - 3.1.1 Halton District School Board Meeting, September 7, 2016 *page 2*
- 3.2 Approval of Business Transacted in Private Session
- 3.3 Order Paper *page 5*
- 3.4 Action Items
  - 3.4.1 Code of Ethics Policy Feedback (*S. Miller*) – Report 16115 *page 12*
  - 3.4.2 Board By-law: Committees (*A. Collard*) – Report 16116 (revised) *page 14*

#### 4.0 Communication to the Board

- 4.1 Student Trustee Reports
- 4.2 Information Items (*including Notices of Motion and future action items*)
  - For Action: October 5, 2016**
  - 4.2.1 Trustee Code of Conduct Feedback (*D. Boag*) – Report 16127 *page 21*
  - 4.2.2 Weather Procedures Review (*A. Grebenc, K. Graves*) - Report 16126 *page 32*
  - For Information: September 21, 2016**
  - 4.2.3 EQAO Report (*D. Boag*) *presentation*
  - 4.2.4 Summer Learning Initiatives (*D. Boag*) – Report 16120 *page 33*
  - 4.2.5 Capital Update (*G. Cullen*) – Report 16125 *page 40*
  - 4.2.6 Administrative Procedures Update (*D. Boag*) – Report 16124 *page 43*
  - 4.2.7 Board Report Update (*D. Boag*) – Report 16121 *page*
- 4.3 Committee Reports
- 4.4 Director's Report
- 4.5 Communications from the Chair
- 4.6 Trustee Questions and Comments

#### 5.0 Adjournment

- 5.1 Motion to Adjourn

# Halton District School Board

## Public Session: Wednesday, September 7, 2016 – 7 p.m.

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

Regrets: D. Metropolitansky, Z. Haj Ali

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### 1. Opening

#### 1.1 Call to Order

K. Amos called the meeting to order at 6:06 p.m.

M16-0124 J. Oliver / D. Danielli

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

The Board rose from Private Session at 7:17 p.m.

The Chair called the Public Session to order at 7:33 p.m.

K. Amos welcomed the Board to the start of the new school year. She also recognized the Board meeting was being held on the traditional territory of the First Peoples.

K. Amos also highlighted the new look for the Board agenda package, in an effort to be compliant with Accessibility for Ontarians with Disabilities Act (AODA) and posting on the Board's website.

#### 1.2 Approval of the Agenda

M16-0125 A. Grebenc / T. Ehl Harrison

Be it resolved that the Halton District School Board approve the agenda for September 7, 2016 as distributed. **Carried Unanimously.**

#### 1.3 Declarations of Possible Conflict of Interest

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

### 2. Communication to the Board

#### 2.1 Delegations

There were no delegations.

#### 2.2 Presentations

There were no presentations.

#### 2.3 Acknowledgement of Delegations by the Chair

There were no delegations or presentations.

### 3. Ratification/Action

#### 3.1 Approval of the Minutes

T. Ehl Harrison commented on the phrasing of recognizing the Board meeting held on the traditional lands of the First Peoples, and the use of the word "consensus" in recorded votes.

J. Oliver asked for additional information to be included in her trustee comments.

M16-0126 L. Reynolds / T. Ehl Harrison

Be it resolved that the minutes for the Meeting of the Halton District School Board for June 15, 2016 be approved as amended. **Carried Unanimously.**

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

There were no matters for Ratification from Private Session.

3.3 Order Paper  
The Chair called attention to the Order Paper.

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

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

4.1 Student Trustee Report  
There was no Student Trustee report.

#### 4.2 Information Items (including Notices of Motion)

4.2.1 Notices of Motion  
There were no notices of motion.

#### **For Action: September 7, 2016**

4.2.2 Code of Ethics Policy Feedback  
S. Miller spoke to Report 16115, indicating no feedback had been received.

4.2.3 Board By-law: Committees  
A. Collard spoke to Report 16116, indicating the formatting of the by-law would be modified prior to it coming back to the Board for consideration on September 21.

#### **For Information: September 7, 2016**

4.2.4 Director's Summer Authority  
S. Miller spoke to Report 16114 and responded to trustee questions.

4.2.5 Administrative Procedure Update  
S. Miller highlighted the inclusion of the Criminal Background Check in Personnel Files, reflected in the updated Admin Procedure. He also highlighted the School Boundary Review admin procedure and responded to trustee questions.

4.2.6 Board Report Update  
S. Miller spoke to Report 16118, referencing the timelines for the reports (as indicated in bold) that had changed since the last update.

4.2.7 Ombudsman Annual Report  
D. Boag spoke to Report 16119, highlighting the two inquiries from the Ombudsman's Office, indicating no further follow-up had been required from the Office of the Ombudsman on the issues. S. Miller indicated if a matter involving policy came forward, the Board would have been informed/involved.

4.2.8 Capital Update  
G. Cullen provided an overview of projects undertaken during the summer month, including portable relocations and capital construction. He responded to trustee questions regarding Ministry funding, portable allocations, and project priorities.

#### 4.1 Committee Reports

A. Harvey Hope reminded trustees of the Audit Committee meeting on September 20.

D. Danielli highlighted next month's PIC Conference. A. Grebenc reminded trustees of next Thursday's PIC meeting.

R. Papin reminded trustees of the Accessibility Coordinating meeting, September 15.

K. Graves reminded trustees of the upcoming Committee of the Whole meeting, with priority setting for the upcoming year.

#### 4.2 Director's Report

S. Miller welcomed students, staff and trustees back to the Halton District School Board.

He expressed thanks to those who worked in preparing schools and workplaces for the school year.

J. Gray commented on feedback she received from parents and staff regarding the Tuesday PD day.

4.3 Communications from the Chair

K. Amos reminded trustees to check out the Board's new website.

4.4 Trustee Questions and Comments

A. Collard commented on her attendance at a "conversation" held this summer with the Burlington MP regarding immigration. S. Miller expressed his appreciation for A. Collard's attendance, bringing the Halton District School Board perspective to this important conversation.

A. Harvey Hope commented on an alumni picnic for TA Blakelock and Oakville Trafalgar High Schools held today. She also talked about the OTHS "Red Devils" Robotics Team at an innovation event this summer. She asked if there was an update regarding enrolment statistics for the current school year. D. McFadden indicated the information regarding enrolment would be brought to the Board at the first meeting in October.

J. Oliver spoke to an email received by trustees regarding vehicles idling on school property. Recognizing each municipality has its own by-laws, she inquired how the issue was managed on school property suggesting it may be a matter the Transportation Department or Committee further investigates.

A. Grebenc inquired about temperatures relating to heat and humidity. The Board's guidelines will be shared with trustees.

L. Reynolds spoke to the recent announcement regarding Parents Reaching Out (PRO) grants, and the efforts of School Councils in the Board's schools.

R. Papin spoke to a recent conference she attended where discussions included climate controls and climate change.

D. Danielli asked for information regarding a transportation issue. L. Veerman provided information on the incident, with additional information from T. Blackwell.

M16-0127 J. Gray / A. Grebenc

Be it resolved that the Board reconvene in Private Session (9:02 p.m.).

**Carried Unanimously.**

The Board rose into Public Session at 9:32 p.m.

5. Adjournment

M16-0128 L. Reynolds / J. Oliver

Be it resolved that the Board adjourn at 9:34 p.m.

**Carried Unanimously**

Recorder's Signature:

Chair's Signature:

## Halton District School Board

### ORDER PAPER – PUBLIC SESSION

**Wednesday, September 21, 2016**

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

Motion #	Resolution	Responsibility
M12-0204	Be it resolved that... the Board develop a governance process to monitor School Generated Funds including School Council Funds and school businesses, and refer this item to the Policy, By-law & Governance Committee.	Policy, By-law & Governance Committee
M13-0073	Be it resolved that in recognition of the role of SEAC and the motions passed at the SEAC Meeting of April 2, 2013 and conversations at the table this evening, that the Halton District School Board defer the Assessment of Gifted Entry/Gifted Screening Process Review, and that the Board direct the Director to: 1. develop and implement a consultation plan to seek input from SEAC, parents of gifted students, teachers and school staff on improving our gifted assessment process.	Director of Education
M13-0171	Be it resolved that the Halton District School Board approve a structure for Board policy that includes governance policies and framework policies as per the appendices to Report 13083.	Policy, By-law & Governance Committee
M13-0172	Be it resolved that the Halton District School Board approve a structure for administrative procedures and supporting guidelines, implementation handbooks, and protocols as contemplated in Report 13083.	Director of Education
M14-0039	Be it resolved that the Community Funding of Facilities Enhancements be referred to Policy, By-law and Governance Committee for the development of a Framework Policy governing this admin procedure	Policy, By-law & Governance Committee
M14-0142	Be it resolved that the Director direct staff to conduct a review of the supervision of students who have high safety risks beginning September, 2014; AND THAT the review cover any and all parts of the legal school day, including getting to class, nutrition breaks, recess, etc.; AND THAT the review include the process for training staff, the supervision levels for students, and if students' safety needs are being appropriately addressed; AND THAT SEAC members be invited to participate in this review.	Director of Education  <i>deferred to 2017</i>
M14-0158	Be it resolved that the Halton District School Board consider the following option related to the establishment of a second entry point (Grade 5) for French Immersion: Option C (Defer the decision on second French Immersion entry point): Defer the decision regarding a second French Immersion entry point until we have implemented Primary Core French.	Director of Education
<b>M15-0015</b>	<b>Be it resolved that the Board refer the Trustee Code of Conduct policy to the Policy, By-law &amp; Governance Committee.</b>	<b>PB&amp;G Chair</b>
M15-0026	Be it resolved that the Halton District School Board approve the approach to the Close the Gap initiative as outlined in Report 14199; and	SO/ Facility Services

Motion #	Resolution	Responsibility								
	<p>THAT specific projects be undertaken as follows, funded subject to these cost estimates and budget availability:</p> <ol style="list-style-type: none"> <li>1. Support for installation of classroom projection equipment (IT Plan), \$100,000</li> <li>2. Library Services, \$500,000 over 2 years</li> <li>3. Special Education rooms, \$600,000 over 2 years</li> <li>4. Specialty Classrooms, \$600,000 over 2 years</li> <li>5. Electrical upgrade and air conditioning in secondary schools, second and third floor areas, \$3,600,000</li> <li>6. Electrical upgrade and air conditioning in elementary schools, second and third floor areas, \$4,700,000</li> </ol>									
M15-0071	<p>Be it resolved that Halton District School Board support HSTS utilizing a third-party consultant to undertake a bell time analysis study for elementary and secondary schools, in order to find route efficiencies and determine the financial impacts or cost savings, and;          THAT prior to the analysis being undertaken, study parameters will be established jointly by the Halton District School Board and the Halton Catholic District School Board; and          THAT the cost of undertaking a bell time analysis study be provided to trustees for approval.</p>	SO/Business								
M15-0122	<p>THAT subject to Ministry approval and Board approval of the specific project that the Halton DSB appoint the architectural firm of Hossack and Associates Architects Inc. to prepare the design and tender documents (Phase 2) for the proposed new elementary school, ERA127 (Milton #10) to be built in Milton using the guidelines developed.</p>	SO/ Facility Services								
M13-0274 to M13-0287	<p>Be it resolved that effective in the 2014-15 school year, the Halton District School Board introduce 40 minutes/week of Primary Core French beginning in Grade 1 in 24 Halton District School Board schools, with a commitment for a full roll-out by 2017-18, with an annual review of the roll-out to be brought back to trustees each year, and;          THAT schools selected for the initial phase of this program represent a variety of school organizations (K-8, K-6, Dual Track, Single Track English, large and small enrolments) across the four geographic areas within the Halton District School Board, (Halton Hills, Milton, Oakville, Burlington).          THAT students in these schools will receive the following minutes of Core French instruction between Grades 1- 8:</p> <table border="0" data-bbox="316 1564 860 1711"> <tr> <td>40 minutes / week</td> <td>Grades 1-3</td> </tr> <tr> <td>120 minutes / week</td> <td>Grades 4</td> </tr> <tr> <td>160 minutes/ week</td> <td>Grade 5</td> </tr> <tr> <td>200 minutes / week</td> <td>Grades 6-7-8 (Appendix 5)</td> </tr> </table> <p>THAT no later than June 2018, the Halton District School Board will assess the impact of this Primary Core French experience in relation to student engagement, student attitude, English proficiency and the impact on Grade 1 French Immersion uptake associated with these schools.          THAT under the leadership of the System Principal for French Second Language, School Programs and Human Resources, the Halton</p>	40 minutes / week	Grades 1-3	120 minutes / week	Grades 4	160 minutes/ week	Grade 5	200 minutes / week	Grades 6-7-8 (Appendix 5)	Director of Education
40 minutes / week	Grades 1-3									
120 minutes / week	Grades 4									
160 minutes/ week	Grade 5									
200 minutes / week	Grades 6-7-8 (Appendix 5)									

Motion #	Resolution	Responsibility
	<p>District School Board will develop a long-term recruitment and staff development plan to ensure the Halton District School Board hires and retains the highest quality French teachers available and that this plan is shared with the Board of Trustees.</p> <p>THAT the Halton District School Board continues to provide staff development programs that include teaching strategies, modifications and accommodations to address students with diverse learning needs and students who arrive in Halton without prior experiences in either French Immersion and Core French.</p> <p>THAT the Halton District School Board develop and implement a 5-year plan whereby all Halton District School Board elementary schools with Intermediate Divisions have one classroom dedicated for the teaching of Grade 7-8 Core French (Appendix 6), whereas if it will not require additional portables.</p> <p>Be it resolved that effective in the 2014-2015 school year, wherein a triple grade configuration has been possible (due to 23 or fewer students enrolled in three consecutive grades), the School Superintendent will assess the impact on the learning environment and opportunities for students and will consider and recommend for Board approval one of the following strategies;</p> <ul style="list-style-type: none"> <li>staff as a Grade 1-2 blended class;</li> <li>staff as a Grade 1-2-3 blended class;</li> <li>redirect the Grade 1 students to a neighbouring school for their program</li> </ul> <p>AND Wherein a triple grade configuration has been possible (due to 23 or fewer students enrolled in three consecutive grades for two consecutive years) the School Superintendent will consider and may recommend for Board approval a boundary review.</p> <p>Be it resolved that effective in the 2014-2015 school year the Halton District School Board:</p> <ul style="list-style-type: none"> <li>establish and communicate a consistent Grade 1 French Immersion February registration deadline for current Halton District School Board families, with a review of the effects of this procedure be undertaken by September 2014.</li> <li>allow students who have not been in Senior Kindergarten within the Halton District School Board, register in Grade 1 French Immersion up to the first week of school.</li> <li>communicate and implement the assessment and admission procedure for students with French proficiency arriving in Halton after the registration deadline.</li> </ul> <p>All elementary schools that offer Grade 1 programming must host a Grade 1 Information Evening that includes information about English program, French Immersion program and Special Education placements. If the home school does not offer French Immersion, the school their students would be directed to for French Immersion cannot host their Grade 1 Information Evening at the same time. The Special Education presentation is to be scripted by the Board's Special Education department, to include a description of all elementary Special Education placements.</p>	
M15-0139	Whereas the work of the National Truth and Reconciliation Commission (TRC) regarding residential schools in Canada concluded its work in June 2015, resulting in 94 far reaching Calls	Director of Education / School

Motion #	Resolution	Responsibility
	<p>to Action, including a number specifically focused on education;            Be it resolved that the Halton District School Board:</p> <ul style="list-style-type: none"> <li>i) Commit that all students graduate with knowledge of residential schools and their effects on Aboriginal communities in Canada and see themselves as contributors to reconciliation.</li> <li>ii) (At least) Annually during a Board meeting recognize the history of our area and give respect and honour to its First Peoples, by including in the Chair's welcome, "We would like to acknowledge that we are on the traditional territory of First Peoples."</li> <li>iii) <b>Correspond with the Ministry of Education, urging collaboration with Aboriginal communities and the Ontario Public School Board Association to include treaty education the history and legacy of residential schools and the impact of the Indian Act in curriculum in a way that gives voice to First Peoples. Recognizing that this will take time, also requesting that the Ministry immediately provide school boards with resources to develop and share best practices.</b></li> </ul>	Operations
M16-0024	<p><b>Be it resolved that the Halton District School Board use a portion of the Board Leadership and Team Development account to cover the registration, accommodation and transportation costs for the OPSBA HDSB Director(s) and the OPSBA Central West Regional VP/Chair to attend the 2016 OPSBA AGM in Ottawa, at a cost up to a maximum of \$2,100 per participant. Upon return from the conference the OPSBA Director(s) and/or OPSBA Central West Regional VP/Chair will provide the Board with an update.</b></p>	Chair / Trustees
M16-0045	<p>Be it resolved that the Halton District School Board authorize staff to work with the City of Burlington and Nelson User Group to develop a fundraising plan as outlined in the HDSB Community Funding of Facility Enhancements Administrative Procedure regarding proposed enhancements to the sports facilities at Nelson High School.</p>	SO/ Facility Services
M16-0086	<p>Be it resolved that Halton District School Board temporarily suspend M11-0213 for the current year (2016).</p>	With M11-0213
M16-0096	<p><b>Be it resolved that the Halton District School Board apply to the Ministry of Education for approval of the transfer of funds to the Close the Gap program as follows: \$9,000,000 from Proceeds of Disposition (PPD), and approximately \$2,650,000 from New Pupil Places (NPP) Build Capacity (pending finalization of expenses for the Heritage Glen Addition project)</b></p>	SO/ Business
M16-0097	<p>Be it resolved that the Halton District School Board create an ad hoc committee to create a public awareness campaign, "Fix the Finances", to raise awareness about how the HDSB is financed and repercussions of funding reductions and create an action plan to return to the Board for approval by the October 19 Board meeting.</p>	Chair, Trustees
M16-0099	<p>Be it resolved that Halton District School Board refer to the Policy, By-law and Governance Committee, the creation of a policy that incorporates the concepts regarding internal processes and public concerns identified in the administrative procedure.</p>	Policy, By-law & Governance Committee
M16-0111	<p>1. Be it resolved that the Halton District School Board adopt Option 6, Grade 2 Entry to the French Immersion program at 100% intensity</p>	Director of Education

<b>Motion #</b>	<b>Resolution</b>	<b>Responsibility</b>
	<p>in existing single and dual track schools, as outlined in Report 16096.</p> <p>2. Be it resolved that this model begin in Grade 2 of school year 2018/19. Entry into Grade 1 of our current FI model will cease after the 2016/17 school year and the 2017/18 Grade 1 cohort will be English program only.</p> <p>3. Be it resolved that students enrolled in our current FI model be grand-parented and allowed to complete elementary school in the current model.</p>	
<b>M16-0115</b>	<p><b>Be it resolved that the Halton District School Board delegate authority during the summer months of 2016 to the Director of Education with regard to awarding tenders for capital projects, or other emergent business matters as required, with electronic notification to trustees; and</b></p> <p><b>Be it resolved that the Director of Education report on any capital projects awarded, or other decisions made through delegated authority, to the Board at the end of summer 2016.</b></p>	<b>Director of Education</b>
<b>M16-0116</b>	<b>Be it resolved that the Halton District School Board approve the Mission, Vision and Values as well as Goals (version 2), outlined in the 2016-2020 Multi-Year Plan, (Report 16102).</b>	<b>Director of Education</b>

**PENDING REPORTS – September 21, 2016**

*(items will be shaded when completed)*

<b>Motion &amp; Date</b>	<b>Resolution</b>	<b>Presentation Date</b>
M11-0213	Be it resolved that the Halton District School Board approve the Operating Plan for any given year prior to approval of the budget for that same year	Spring Annually
M11-0216	Be it resolved that the Special Education Plan be brought to the Board in each year prior to approval of the budget for that same year.	Spring Annually
M12-0088	<p>Be it resolved that the Halton District School Board direct the Director to provide a full and complete list of all HDSB policies and administrative procedures noting :</p> <p>a) whether or not the policy/administrative procedure has been adopted by board motion,</p> <p>b) the date that the policy/administrative procedure was last reviewed,</p> <p>c) the date that the policy/administrative procedure is next scheduled to be reviewed and</p> <p>d) whether or not the policy/administrative procedure suggests an impact to the roles and/or responsibilities of trustees or board of trustees (directly or through referenced policy or admin procedure)..</p>	June / Sept. 2012 Review of policies undertaken (on-going)
M15-0059	<p>Be it resolved that the Director direct staff to conduct a review of the Educational Assistant allocation process that considers the extent to which the process:</p> <ul style="list-style-type: none"> <li>• is driven by individual student needs</li> <li>• considers the health, safety, educational and social needs of students</li> <li>• informs and involves parents</li> </ul>	February 2016 Deferred to November 2016

Motion & Date	Resolution	Presentation Date
	<ul style="list-style-type: none"> <li>involves the Student Services and Equity and Inclusion departments</li> </ul> <p>AND THAT recommendations are brought before the Board by February 2016, to be considered for implementation in Spring 2016;</p> <p>AND THAT SEAC members be invited to participate in the review.</p>	
<b>M15-0043</b>	<p><b>Be it resolved that the Halton District School Board initiate a committee to examine program viability in both the English program and the French Immersion program and to make a recommendation to the Board no later than June 2015. The committee will be chaired by the Associate Director and will be composed of the Superintendent of Program, Superintendent of Student Success, System Principal of French Program, System Principal of School Program, Principals of dual track elementary schools, elementary single track English schools, elementary single track French Schools, French Immersion programs in High School, single track English programs in high schools and three trustees who currently sit on the French advisory committee.</b></p>	<b>June 2015</b>
<b>M15-0173</b>	<p><b>Be it resolved that the Halton District School Board approve the timelines for the public/community consultation process (Report 15114) and that the completion of that process will result in a recommendation coming to the Board no later than May 2016 with implementation of September 2017 for any significant changes in the delivery of either French Immersion or English programming.</b></p>	<b>May 2016 (to June 2016)</b>
<b>M16-0084</b>	<p><b>Be it resolved that the Halton District School Board's Code of Ethics policy, as appended to Report 16082 (revised) be posted on the Board's website for a public input period not less than 25 days, and that any input return to the Board for consideration at the second Board meeting in June 2016.</b></p>	<b>June 2016</b>
M16-0108	<p>Be it resolved that the Director be directed to:</p> <ol style="list-style-type: none"> <li>Undertake a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis of the Learning Centre model that includes parent voice (sampled from parents who had children in the program in 2014-15 and 2015-16), and provide a report by October 2016 which includes a plan for providing service to students who have been referred to the Learning Centre.</li> <li>Provide by March 2017 a report on services provided to all students currently on the waitlist of the Learning Centre.</li> </ol>	October 2016  and  March 2017
M16-0112	<p>Be it resolved that an annual report be added to the report schedule (starting in 2018), outlining the percentage and number of Grade 1 students in each elementary school that have registered for French Immersion or English programs for the following year, and that this report highlight any schools</p>	2018  Interim report proposed February/March 2018

Motion & Date	Resolution	Presentation Date
	where fewer than 20 students have registered for the Grade 2 English program and any schools where registration percentages for French Immersion have increased from prior years and provide an action plan to address the enrolment in those schools. This report will be brought to the Board of Trustees prior to staffing deadlines.	
M16-0113	Be it resolved that the Halton District School Board direct the Director to study adding additional minutes to the Core French Program with a recommendation being brought back to the Board	December 2016
M16-0121	Be it resolved that the Halton District School Board's Trustee Code of Conduct policy be posted on the Board's website for public input for a period not less than 25 days, and any input return to the Board for consideration at the second Board meeting in September 2016.	September 2016

# Halton District School Board

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**Report Number: 16115**

Date: August 30, 2016

**FOR DECISION**

**TO:** The Chair and Members of the Halton District School Board  
**FROM:** Stuart Miller, Director of Education  
**RE:** **Code of Ethics Policy Feedback**

## **Warrant**

At its May 18, 2016 meeting, the Halton District School Board unanimously approved motion M16-0084 to authorize the posting of the Board's Ethics Policy on the Board's website for public input, for a period of no less than 25 days. Any feedback received was to return to the Board in June 2016.

## **RECOMMENDATION:**

***Be it resolved that Halton District School Board approve the "Code of Ethics" policy, as appended to Report 16115.***

## **Background:**

As directed by Board motion, the draft of the proposed Code of Ethics Policy was posted for public input in May, fulfilling the requirement to subject the draft to public input for a period of three consecutive Board meetings, or no fewer than 25 calendar days.

Trustees have indicated their preference to have any feedback return to the Board in report format at the conclusion of the public input period to allow the Board to consider any further revisions, if required.

This draft policy has generated no response. The policy is appended to this report for trustees' reference.

*Respectfully submitted,*

*Stuart Miller  
Director of Education*



<b>Adopted</b>	<i>(NEW) M16-xxxx (date)</i>
<b>Review Date</b>	<i>Annually, April</i>

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## CODE OF ETHICS

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### **OBJECTIVE**

Employees of the Halton District School Board occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities with integrity in a professional and impartial manner.

### **POLICY STATEMENT**

It is imperative that employees of the Board be, and be seen to be acting with honesty, care and due-diligence, in the best interests of the public they serve. Respect must be demonstrated for each other and for the environment. Without limiting the generality of the foregoing, employees would compromise themselves in the discharge of their duties by being in or being perceived to be in a conflict of interest, by contravening any law, by disclosing confidential business, personnel or student information and/or by misappropriating Board resources.

### **SPECIFIC DIRECTIVES:**

Any employee of the Board who contravenes the Code of Ethics and /or the accompanying Administrative Procedure may be subject to disciplinary action up to and including termination, where appropriate.

### ***Legal References***

*Education Act*

*Ontario Human Rights Code*

*Broader Public Sector Accountability Act s.12*

*Broader Public Sector Procurement Directive*

### ***Board References***

*Administrative Procedure: Code of Ethics*

# Halton District School Board

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**Report Number: 16116 (revised)**

**Date: August 31, 2016**

**FOR DECISION**

**TO:** The Chair and Members of the Halton District School Board  
**FROM:** Amy Collard, Co-Chair – Policy, By-law & Governance Committee  
**RE:** **Revisions to Board By-laws (Committees By-law)**

## **Warrant**

This report summarizes changes discussed at Policy, By-law and Governance Committee on June 22, 2016 regarding the Board's By-Laws. Revisions are highlighted below in "Summary of Changes", and the recommendation is presented for trustees' consideration.

## **RECOMMENDATION**

***Be it resolved that the Halton District School Board adopt the revised By-Laws as appended to Report 16116.***

## **Summary of Changes**

The Standing Committee section has been extensively revised to reflect a new Committee of the Whole format for Standing Committees.

The subsections 'Sub-Committees', 'Decision Making' and 'Meeting Format' have been added to the Standing Committees section.

The descriptions for Standing Committees have been updated.

Finance and Accountability, has been added to the Standing Committees.

The names of Statutory Committees have been updated to reflect legislation.

The Striking Committee section has been revised to reflect a more consultative model of determining committee membership.

The General section items have been moved to other sections within the By-Law.

Appendices C and D, Agendas for Committee of the Whole in Public and Private session respectively, have been added to By-Laws.

*Respectfully submitted,*

*Amy Collard, Trustee  
Burlington Ward 5  
Co-Chair -- Policy, By-law and Governance Committee*

**Topic:** Committees  
**Effective:** September 2016  
**Review/Revision Date:** September 2018

## **STANDING COMMITTEES**

1. Standing Committees provide a public forum for trustees to discuss items of interest, including long standing and ongoing issues and opportunities related to the decision-making responsibilities of the Board, in a setting that is less formal than a board meeting.
2. All trustees and student trustees are members of the Standing Committees with the exception of the Director's Performance Review. Student Trustees are not members of the Director's Performance Review Committee.
3. Chairs and Vice-Chairs (or Co-chairs) for the Standing Committees shall be elected for a one year term at the first meeting of the Committee following the Board of Trustees' Inaugural or Annual Organizational meeting. Multiple concurrent terms as Chair or Vice-Chair are possible.
4. No committee may bind or speak for the Board of Trustees.
5. Each Standing Committee may have a Terms of Reference that supplement these bylaws to guide them.
6. All questions related to the activities of the Standing Committees should be directed to the applicable Standing Committee Chair(s) or the Vice Chair of the Board.
7. The Standing Committees are as follows:
  - a. **Communications Committee** establishes overarching communications frameworks and processes; reviews trustee-led strategies and practices for communications.
  - b. **Director's Performance Review Committee** completes the Director's Performance Review for submission to the full Board; this committee meets in private session. Student trustees shall not participate in this committee.
  - c. **Finance and Accountability Committee** reviews the annual budget and public elements of the Audit Committee; provides a forum to discuss accountability and oversight.
  - d. **Policy, By-law and Governance Committee** reviews HDSB policies, bylaws and other structures by which the Board of Trustees governs itself.
  - e. **Program and Accommodation Committee** reviews program and accommodation issues and opportunities.
  - f. **Transportation Committee** reviews student transportation challenges and opportunities.

## **SUB-COMMITTEES**

8. From time to time sub-committees may be formed to facilitate additional, in-depth discussion about a specific topic. These committees will be scope and time limited and will report back to the Standing Committees on a regular basis.

## **MEETING FORMAT**

9. The Standing Committees shall meet as a Committee of the Whole. Committee of the Whole incorporates all of the business of the Standing Committees as well as other topics identified by the Director of Education, the Board of Trustees, or Standing Committee Chairs that may arise.
10. Committee of the Whole shall meet in Private Session to conduct the Director's Performance Review and to discuss any topics which fall within Private Session parameters.
11. The Vice Chair of the Board shall be the Chair and the Chair of the Board shall be the Vice Chair of Committee of the Whole.
12. The agendas shall be the responsibility of the Vice Chair of the Board. Committee of the Whole agendas are set by Standing Committee Chairs, the Chair and Vice Chair of the Board, the Director and the Associate Director, or their designate(s), and they shall consider the established priorities, topics that overlap multiple Standing Committees, and any urgent business arising when setting the schedule.
13. The Vice Chair of the Board shall pass the gavel to the applicable Standing Committee Chair as appropriate throughout the meeting.
14. The Vice Chair of the Board shall be responsible for ensuring an Order Paper is maintained detailing actions arising from Committee of the Whole including the person(s) responsible and the anticipated date of completion.
15. The Vice Chair of the Board shall facilitate reporting to the Board from the Standing Committee Chairs during Committee Reports. Action items requiring Board approval will be brought to the Board for consideration according to the Board's bylaws.
16. All related materials such as agendas, minutes and reports shall be circulated in accordance with the Board's bylaws.
17. The Director of Education or designate shall attend all meetings of the Committee of the Whole.
18. The Director shall appoint staff as required to provide resource or administrative support, information and expertise to the Standing Committees.
19. Meetings shall be scheduled as required, usually on the Wednesday evenings alternate to Board meetings, lasting approximately three hours. Meetings will be held at the JW Singleton Education Centre and are open to members of the public. Wherever possible, informal comments and questions will be fielded from the public to increase public confidence and understanding of the Board's initiatives and achievements.

## **DECISION-MAKING**

20. Agenda priorities for each Standing Committee for the year shall be determined in an inclusive manner ensuring all trustees have the opportunity for input and feedback.
21. There shall be a balance of agenda items reflecting the priorities of each Standing Committee, system priorities and timelines ensuring the most immediate agenda items are dealt with in a timely manner.

22. Agenda items will have a corresponding time allotted to them, which will be based upon the anticipated length of the discussion. Standing Committees Chairs will monitor the time to ensure that trustees have sufficient time to make comments and ask questions.
23. Questions from the public will also be considered as time permits. Members of the public will be permitted one question at a time, up to two minutes per question. If there is insufficient time for all questions, they can be submitted and will be addressed at the next meeting or via email.
24. In the interest of developing recommendations to the Board that foster the broadest possible support and make efficient use of Board meetings, a consensus model of decision making shall be utilized.

## **STATUTORY COMMITTEES**

25. The following Committees, their membership and mandate are defined pursuant to legislation or Ministry of Education policy.
  - Audit Committee
  - Joint Health & Safety Committee
  - Parent Involvement Committee
  - Pupil Accommodation Review Committee
  - Special Education Advisory Committee (SEAC)
  - Student Discipline Committee
  - Supervised Alternative Learning (SAL)

## **AD-HOC COMMITTEES**

26. Trustees may, from time to time, form working groups known as 'Ad Hoc Committees' to address specific issues, which may result in a report or recommendation to the Board of Trustees.

## **ADVISORY COMMITTEES**

27. The Board may from time to time form Advisory Committees for a short or a long term objective, where it would benefit from the expertise and/or experience of participants of non-Trustees.

## **STRIKING COMMITTEE**

28. The Striking Committee, comprised of the Chair, Vice-Chair and Director, shall make recommendations to the Board of Trustees regarding Trustee representation on the committees listed above.
29. In formulating its recommendation to the Board, the Striking Committee will collaborate with Trustees and take into consideration their interests, knowledge and skills while also considering geographic balance, continuity of membership, time commitments and potential conflicts of interest.
30. The Striking Committee shall ensure that each Trustee, except the Chair who is an ex-officio member of all Board committees, is appointed to at least one committee, or alternatively appointed as a Board representative on at least one community or external organization.

31. The Striking Committee shall bring its report to the Board for approval by no later than the first Board meeting in January of each year, and may bring further recommendations regarding additional committee appointments for approval throughout the year as required.
32. The Striking Committee will not recommend the appointment of any Trustee to a committee or position against their expressed objection.

**RESIGNATION**

33. A member or an appointee of a committee may resign from a committee by indicating their intent to do so in writing, and submitting their written resignation to the Chair of the Board as well as to the Chair of the Committee from which they intend to resign.

**DISSOLUTION**

34. Subject to the requirements of law, a committee shall be dissolved:
  - a. at any time upon resolution of the Board, or
  - b. in the case of an Ad Hoc or Advisory Committee, upon delivery of a final report to the Board; or
  - c. in any event, at the end of the term of office for the Board.

**COMMITTEE OF THE WHOLE PUBLIC SESSION MEETING AGENDA**

1.0 Opening

1.1 Welcome, Call to Order and Roll Call

1.2 Approval of the Agenda

1.3 Approval of the Minutes

(supplemented with notes at the Standing Committee Chairs' discretion)

2.0 Discussion Items

2.1 Discussion Item #1 \*

2.1.1 Public Delegation/Staff Presentation #1

2.1.2 Public Delegation/Staff Presentation #2

2.2 Discussion Item #2 \*

2.2.1 Public Delegation/Staff Presentation #1

2.2.2 Public Delegation/Staff Presentation #2

2.3 Discussion Item #3 \* etc

2.4 Order Paper

2.5 Sub-Committee Reports

3.0 Future Agenda Items

4.0 Trustee Questions and Comments

5.0 Adjournment

5.1 Motion to Adjourn

\*Questions from the Public will be welcome during each Discussion Item as time permits.

**COMMITTEE OF THE WHOLE PRIVATE SESSION MEETING AGENDA**

1.0 Opening

1.1 Welcome, Call to Order and Roll Call

1.2 Approval of the Agenda

1.3 Approval of the Minutes

(supplemented with notes at the Standing Committee Chairs' discretion)

2.0 Discussion Items

2.1 Discussion Item #1 \*

2.1.1 Public Delegation/Staff Presentation #1

2.1.2 Public Delegation/Staff Presentation #2

2.2 Discussion Item #2 \*

2.2.1 Public Delegation/Staff Presentation #1

2.2.2 Public Delegation/Staff Presentation #2

2.3 Discussion Item #3 \* etc

2.4 Order Paper

2.5 Sub-Committee Reports

3.0 Future Agenda Items

4.0 Trustee Questions and Comments

5.0 Adjournment

5.1 Motion to Adjourn

# Halton District School Board

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**Report Number: 16127**

Date: September 14, 2016

**FOR DECISION**

**TO:** The Chair and Members of the Halton District School Board  
**FROM:** David Boag, Associate Director  
**RE: Trustee Code of Conduct Policy Feedback**

## **Warrant**

With the unanimous approval of Motion M16-0121 on June 15, 2016, the Halton District School Board authorized the posting of the Board's Trustee Code of Conduct Policy on the Board's website for public input, for a period of no less than 25 days. Any feedback received was to return to the Board at the second meeting in September 2016.

## **RECOMMENDATION:**

***Be it resolved that Halton District School Board approve the "Trustee Code of Conduct" policy, as appended to Report 16127.***

## **Background:**

As directed by Board motion, the draft of the proposed Trustee Code of Ethics Policy was posted for public input in June, fulfilling the requirement to subject the draft to public input for a period of three consecutive Board meetings, or no fewer than 25 calendar days.

Trustees have indicated their preference to have any feedback return to the Board in report format at the conclusion of the public input period to allow the Board to consider any further revisions, if required.

This draft policy has generated no response. The policy is appended to this report for trustees' reference.

*Respectfully submitted,*

*David Boag  
Associate Director*



<b>BOARD:DIRECTOR RELATIONSHIP POLICY</b>	
<b>Adopted</b>	<b>SAMPLE DATES ONLY:</b> (Revised) M14-0130 September 23, 2014 (Reviewed) M12-0131 September 9, 2012 (Revised) M10-0130 September 23, 2010 (NEW) M08-0145 September 12, 2008
<b>Review Date</b>	Annually: September

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## **TRUSTEES' CODE OF CONDUCT**

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### **1. POLICY**

The Trustees of the Halton District School Board occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities in a professional and impartial manner. Their behaviours are guided by integrity, impartiality, independence, accountability, transparency, leadership, responsiveness, honesty, confidentiality, legality and respect. As a result, every Trustee of the Board shall uphold the letter and spirit of this Trustee Code of Conduct.

Trustees have clearly defined duties and powers. As a Board, Trustees are responsible for promoting student achievement and well-being, and for the effective stewardship of resources. These duties and powers are outlined in Sections 169 through 171 of the Education Act. Trustees are elected to represent students, parents and stakeholders on the Board. This relationship with the electorate is governed by the Municipal Elections Act and the Education Act.

This Code of Conduct is a covenant among the Trustees of the Board. It is intended to instruct and guide Trustees through the challenges of public office as they undertake their individual and joint responsibilities. It is meant to provide clarity regarding Trustees' conduct and the management of their relationships with the Board of Trustees, staff, students, parents and stakeholders in public education. A Code of Conduct policy contributes to confidence in public education and respect for the integrity of Trustees in the community.

### **2. DEFINITIONS**

In this Trustee Code of Conduct, the following definitions apply:

**"Bias"** means and includes an inclination; bent; preconceived opinion; and a predisposition to decide a cause or an issue in a certain way, which does not leave the mind perfectly open to objectively treat all matters fairly and equally.

**"Broader Public Sector Procurement Directive"** or "BPS Procurement Directive" means the Broader Public Sector Procurement Directive issued by the Management Board of Cabinet, effective July 1, 2011, as same may be amended from time to time.

**"Conflict of interest"** means and includes a situation in which financial or other personal considerations have the potential to compromise or bias professional judgment and objectivity. An apparent conflict of interest is one in which a reasonable person would think that the Trustee's judgment is likely to be compromised. A conflict of interest may exist when the decisions and/or actions of Trustees during the course of exercising their duties are affected by or perceived by another party or person to be affected by the Trustee's personal, financial or business interests or the personal, financial or business interests of a relative, friend, and/or business associate of the Trustee.

**"Economic, financial or commercial advantage"** means the receipt, or expectation of receipt, of anything of value by either a Trustee of the Board, or a relative, friend and/or business associate of the Trustee resulting from a personal relationship.

**"Favour"** means any act on the part of a Supplier for the benefit of a Trustee or a relative, friend and/or business associate of the Trustee which may be perceived as having been made with a view to influencing process.

**"Mitigating action"** means and includes an action to avoid, minimize, reduce, eliminate or rectify a conflict of interest.

**"Preferential treatment"** includes unfairly affording opportunities to one or more Suppliers at the expense of all other Suppliers that are eligible to participate in the opportunities.

**"Supplier"** includes any person or organization that, based on an assessment of that person's or organization's financial, technical and commercial capacity, is capable of fulfilling the requirements of the Board's procurement of goods and/or services.

**"Supply Chain Activities"** means and includes all activities directly or indirectly related to the Board's planning, sourcing, procurement, moving, and payment processes. Budgeting, planning and requesting, as well as the approval and processing of the acquisition for goods and services are all Supply Chain Activities.

**"Trustee"** means a Trustee of the Board.

## **CODE OF CONDUCT**

### **3. RESPECT FOR CONFIDENTIALITY**

A Trustee shall;

1. Keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board that was closed to the public (private session), and keep confidential the substance of deliberations of a meeting closed to the public (private session) , unless required to divulge such information by law **or** authorized by the Board to do so;
2. Not use confidential information for either personal gain or to the detriment of the Board, a fellow Trustee, a staff person, a student or a student's family, community members or partners;
3. Not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of their position, except when required by law or authorized by the Board to do so;
4. Accept the duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions survives their term as Trustee.

### **4. COMPLIANCE WITH LEGISLATION**

A Trustee shall;

1. Ensure that student success and well-being are considered foremost;
2. Fulfill their duties in accordance with the Education Act and any regulations, directives or guidelines thereunder, and comply with the Municipal Freedom of Information and Protection of Privacy Act, the Municipal Conflict of Interest Act and any other relevant legislation, such as but not limited to the Broader Public Sector Procurement Directive;
3. Ensure Board resources are not used for personal gain, for themselves, relatives, friends and/or business associates. Trustees recognize that such use of Board resources directly or indirectly for their personal benefit may constitute a criminal breach of trust contrary to s.122 of the Criminal Code (Canada);
4. Consult with parents, students and supporters of the Board on the Board's Multi Year Plan under clause 169.1 (1) (f);
5. Accept that authority rests with the Board, and that Trustees have no authority other than that exercised as or delegated through the Board;
6. Respect and understand the roles and duties of the individual Trustees, Board of Trustees, the Director of Education and the Chair of the Board;
7. Accept the Chair of the Board as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board;
8. Entrust the day to day management of the Board to its staff through the Board's Director of Education.

## **5. INTEGRITY and DIGNITY OF OFFICE and CIVIL BEHAVIOUR**

A Trustee shall;

1. Fulfill their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board;
2. Recognize that the expenditure of school board funds is a public trust, and endeavour to ensure that the funds are expended efficiently, in the best interests of the students;
3. Act with decorum and respect the differing points of view of other Trustees, staff, students and all other stakeholders;
4. Represent all constituents (with or without children in our school system) at the Board table;
5. Respectfully explain a minority position in context of a decision;
6. Respect the rights of individual Trustees while honouring the will of the majority;
7. Express individual opinions on issues under consideration, refraining from personal, demeaning or disparaging comments;
8. Render all decisions based on available facts and my independent judgment;
9. Carefully review all materials provided with agenda packages to prepare for attending and participating in meetings of the Board or committees of the Board;
10. Participate in Trustee development opportunities to enhance their ability to fulfill their obligations as a Trustee;
11. Not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith, or vindictive in nature against another Trustee of the Board.

## **6. UPHOLDING DECISIONS**

Trustees shall;

1. Be bound by the decisions of the Board;
2. Uphold the implementation of any Board resolution after it is passed by the Board;
3. Be prepared to explain the rationale for any decision passed by the Board. A Trustee may respectfully state their position on a resolution provided it does not in any way undermine the implementation of the resolution;
4. Monitor the decisions and direction of the board in accordance with the Education Act and applicable law;

## **7. CONFLICT OF INTEREST**

Trustees shall;

1. Comply with the Municipal Conflict of Interest Act, R.S.O., 1990, c. M-50 provisions, which requires a Trustee to declare and disclose the general nature of the interest for all direct and indirect pecuniary conflicts of interest and abstain from discussions and voting.
2. In all situations where a Trustee or their spouse, child or parent has a pecuniary interest in a matter before the Board, declare a conflict of interest, disclose the general nature of the interest, and abstain from discussions and voting with respect to that issue. Where such conflict of interest arises during an in-camera session of the Board, the Trustee must absent themselves from the room during discussion and deliberation of the issue for which they have a conflict.
3. Comply with the requirements of the Municipal Conflict of Interest Act, and avoid conflicts of interest as defined by this Code of Conduct, as well as the Broader Public Sector Procurement Directive.
4. If involved in Supply Chain Activities, declare actual or potential conflicts of interest. Where a conflict arises, it is to be evaluated and an appropriate mitigating action is to be taken.

5. Shall be responsible and accountable for exercising good judgement and avoiding situations that might present a conflict of interest or the appearance of a conflict of interest. Where a conflict of interest might exist each Trustee has an affirmative duty to disclose such conflict when it becomes apparent.
6. Not use their position, authority or influence for personal, financial or material gain or personal business purposes or for the personal, financial or material gain or business purposes of a relative, friend and/or business associate. A Trustee shall not use their office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
7. Not accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing their duties to the Board.  
<http://www.hdsb.ca/Policy/Hospitality.pdf>

<b>PART :</b>	<b>TRUSTEES' CODE OF CONDUCT</b>
<b>EFFECTIVE:</b>	June 2016
<b>REVISION DATE/MOTION:</b>	

The Trustee Code of Conduct policy is a covenant among the Trustees of the Board. It is intended to instruct and guide Trustees through the challenges of public office as they undertake their individual and joint responsibilities. It is meant to provide clarity regarding Trustees' conduct and the management of their relationships with the Board of Trustees, staff, students, parents and stakeholders in public education.

This By-law identifies steps to be taken when a breach of the Code of Conduct Policy has occurred.

## **1. IDENTIFYING A BREACH OF THE CODE**

1. A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may bring the alleged breach to the attention of the Chair, Vice Chair and Trustee alleged of the breach. The Code of Conduct applies equally to the Chair and Vice Chair of the Board. In the case of an allegation of a breach of the Code by the Chair, wherever a process requires action by the Chair, it shall be modified to read the Vice-Chair, alternate or Committee of the Board.
2. Any allegation of a breach of the Code must be brought to the attention of the Committee of the Whole in Private Session no later than six (6) weeks after the breach comes to the knowledge of the Trustee reporting the breach. Notwithstanding the foregoing, in no circumstance shall an inquiry into a breach of the Code be undertaken after the expiration of six (6) months from the time the contravention is alleged to have occurred.
3. Any allegation of a breach of the Code of Conduct shall be investigated following the *Informal* or *Formal* Complaint Procedures. It is recognized that a contravention may be trivial, or committed through inadvertence or error in judgment. Only serious and/or recurring breaches by a Trustee should be investigated following the Formal Complaint Procedure.

## **2. CHAIR/PRESIDING OFFICER**

1. The Code of Conduct applies equally to the Chair of the Board. In the case of an allegation of a breach of the Code by the Chair, or if the complainant is the Chair, wherever a process requires action by the Chair, it shall be modified to read the Vice-Chair, Alternate or Committee of the Board.
2. Each year alternate Trustees shall be chosen by the Board to be used when the circumstances warrant that alternate Trustees are needed in place of the Chair and/or Vice- Chair of the Board to carry out any of the duties required under this Code of Conduct and Enforcement. In no circumstance shall the Trustee who brought the complaint of a breach of the Code of Conduct be involved in conducting any Formal or Informal inquiry into the complaint.
3. Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or committee of the Board from exercising their power pursuant to s. 207(3) of the *Education Act* to *expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting*. For greater certainty, this may be done at the sole discretion of the Chair or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an *expulsion* or *exclusion* from a meeting. A Trustee who does not abide by a reasonable exclusion from a meeting is deemed to have breached this Code.

4. The Chair of the Board or Presiding Officer shall follow all Policies, By-laws and Rules of Order adopted by the Halton District School Board. A breach of a Rule of Order should be dealt with at the meeting by a Trustee rising on a point of order or appealing a ruling of the Chair. *Enforcement of the Code of Conduct* may be required for persistent or improper use of the applicable rules of order by the Chair or Presiding Officer.

### **3. INFORMAL COMPLAINT PROCEDURE**

1. The Chair of the Board, on their own initiative, or at the request of a Trustee of the Board (without the necessity of providing a formal written complaint) who alleges a breach of the Code has occurred, may meet informally with a Trustee of the Board who is alleged to have breached the Code, to discuss the breach. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private.
2. The remedial measures may include, for example, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation *Professional Development Program for School Board Trustees*. If the Chair of the Board [committee of the board] and the Trustee alleged to have breached this Code cannot agree on a remedy, then a formal complaint may be brought against the Trustee alleged to have breached this Code and that complaint will be dealt with in accordance with the Formal Complaint Procedure below.

### **4. FORMAL COMPLAINT PROCEDURE**

1. A Trustee who has reasonable grounds to believe that another Trustee of the Board has breached the Board's Code of Conduct may bring the breach to the attention of the Board by first providing to the Chair of the Board, a written, signed complaint setting out the following:
  - a. the name of the Trustee who is alleged to have breached the Code;
  - b. the alleged breach or breaches of the Code;
  - c. information as to when the breach came to the Trustee's attention;
  - d. the grounds for the belief by the Trustee that a breach of the Code has occurred; and
  - e. the names and contact information of any witnesses to the breach or any other persons who have relevant information regarding the alleged breach.
2. Except as provided below, if a written complaint is filed with the Chair of the Board then a formal inquiry shall be undertaken, unless the complainant subsequently withdraws the complaint or agrees that the complaint may be dealt with in accordance with the Informal Complaint Procedure.
3. In an election year for Trustees, a Code of Conduct complaint respecting a Trustee who is seeking re-election shall not be brought during the period commencing two months prior to election day and ending after the first Board meeting after the new term of office of the Board commences. If the Trustee accused of a breach of the Code is not re-elected, no inquiry into the alleged breach of the Code by that Trustee shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.
4. The Chair of the Board shall provide to all Trustees of the Board a confidential copy of the complaint within ten (10) days of receiving it. The complaint, any response to the complaint and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the Trustee has breached this Code.

### **5. REFUSAL TO CONDUCT FORMAL INQUIRY**

1. If the Chair and Vice-Chair of the Board are of the opinion that the complaint is out of time, trivial, frivolous, vexatious or not made in good faith, or that there are no grounds or insufficient grounds for a formal inquiry, a formal inquiry shall not be conducted and a confidential report stating the reasons for not doing so shall be provided to all Trustees of the Board.

2. If the Chair and Vice-Chair of the Board cannot agree on the above then a full formal inquiry shall be conducted.
3. If an allegation of a breach of the Code of Conduct on its face is with respect to the non-compliance with a more specific Board Policy with a separate complaint procedure, the allegation shall be processed under that procedure.

## **6. STEPS OF FORMAL INQUIRY**

1. If a formal inquiry of an allegation of a breach of the Code of Conduct is undertaken, it shall be done by the Chair and Vice-Chair of the Board, if appropriate, or any two of the Chair, Vice-Chair and the alternate Trustees, or an outside consultant chosen by the whole board of trustees.
2. Regardless of who undertakes the formal inquiry the following steps shall be followed.
3. The Statutory Powers Procedure Act does not apply to anything done regarding the Enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.
4. Procedural fairness and the rules of natural justice shall govern the formal inquiry. The formal inquiry will be conducted in private.
5. The formal inquiry may involve both written and oral statements by any witnesses, the Trustee bringing the complaint and the Trustee who is alleged to have breached the Code of Conduct.
6. The Trustee who is alleged to have breached the Code of Conduct shall have an opportunity to respond to the allegations both in a private meeting with the person(s) undertaking the formal inquiry and in writing.
7. It is expected that the formal inquiry will be conducted within a reasonable period of time which will depend on the circumstances of the case. The Trustee who is alleged to have breached the Code of Conduct shall provide a written response to the allegations within 10 days of receiving the written allegation, or such extended period of the time as the investigators deem appropriate in the circumstance.
8. If the Trustee who is alleged to have breached the Code of Conduct refuses to participate in the formal inquiry, the formal inquiry will continue in his/her absence.
9. Once the formal inquiry is complete, the investigators shall provide a confidential draft copy of their report containing the findings of fact to the Trustee who is alleged to have breached the Code of Conduct and the Trustee who brought the complaint for their written comment to the investigator(s). The purpose of providing the draft report to the parties is to ensure no errors of fact are contained in it. The two Trustees shall have ten (10) days (or such reasonable period of time as deemed appropriate by the investigators) from the receipt of the draft report to provide a written response.
10. The final report shall outline the finding of facts, but not contain a recommendation or opinion as to whether the Code of Conduct has been breached. This will be determined by the Board of Trustees as a whole.
11. If the Chair and Vice-Chair of the Board when conducting the formal inquiry cannot agree on the final finding of facts, it shall be referred to an outside investigator to complete the formal inquiry.

## **7. SUSPENSION OF FORMAL INQUIRY**

1. If the investigators, when conducting the formal inquiry, discover that the subject-matter of the formal inquiry is being investigated by police, that a charge has been laid, or is being dealt with in accordance with a procedure established under another Act, the formal inquiry shall be suspended until the police investigation, charge or matter under another Act has been finally disposed of. This shall be reported to the rest of the Board of Trustees.

## **8. DECISION**

1. The final report shall be delivered to the Board of Trustees, and a decision by the Board of Trustees as to whether or not the Code of Conduct has been breached and the sanction, if any, for the breach shall be made as soon as practical after receipt of the final report by the Board.
2. Trustees shall consider only the findings in the final report when voting on the decision and sanction. No Trustee shall undertake their own investigation of the matter.
3. If the Board of Trustees determine that there has been no breach of the Code of Conduct or that a contravention occurred, although the Trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgment made in good faith, no sanction shall be imposed.
4. The determination of a breach of the Code of Conduct and the imposition of a sanction with respect to a complaint investigated in accordance with the Formal Complaint Procedure must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolutions shall be recorded in the minutes of the meeting. The reasons for the decision shall be recorded in the minutes of the meeting. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees of the Board present and voting.
5. Despite s.207 (1) of the Education Act, the part of the meeting of the Board during which a breach or alleged breach of the Board's Code of Conduct is considered may be closed to the public when the breach or alleged breach involves any of the matters described in clauses 207(2) (a) to (e) being:
  - a. the security of the property of the board;
  - b. the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or their parent or guardian;
  - c. the acquisition or disposal of a school site;
  - d. decisions in respect of negotiations with employees of the board; or
  - e. litigation affecting the board.
6. The Trustee who is alleged to have breached the Code of Conduct shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction. The Trustee who brought the complaint to the attention of the Board shall not vote on those resolutions.
7. The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but shall not participate in the deliberations, and shall not answer any questions at that meeting.
8. The Trustee who is alleged to have breached the Code of Conduct shall not in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except as permitted below after these decisions have been made.

## **9. SANCTIONS**

1. If the Board determines that the Trustee has breached the Board's Code of Conduct, the Board may impose one or more of the following sanctions:
  - a. Censure of the Trustee.
  - b. Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
  - c. Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board.
2. The Board shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or a requirement that the Trustee successfully complete specified professional development courses at the expense of the Board. The Board has no power to declare the Trustee's seat vacant.

3. A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.
4. The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the *Education Act* regarding absences from meetings.

## **10. RECONSIDERATION**

1. If the Board determines that a Trustee has breached the Board's Code of Conduct the Board shall,
  - a. give the Trustee written notice of the determination, the reasons for the decision and any sanction imposed by the Board;
  - b. the notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least fourteen (14) days after the notice is received by the Trustee; and
  - c. consider any submissions made by the Trustee and shall confirm or revoke the determination or sanction within 14 days after the submissions are received.
2. If the Board revokes a determination, any sanction imposed by the Board is revoked.
3. If the Board confirms a determination, the Board shall, within the fourteen (14) days above, confirm, vary or revoke the sanction.
4. If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.
5. The Board decisions to confirm or revoke a determination or confirm, vary or revoke a sanction shall be done by resolution at a meeting of the Board and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least 2/3 of the Trustees present and voting. The resolutions shall be recorded in the minutes of the meeting together with the reasons for confirming or revoking a determination. The Board shall provide to the Trustee alleged to have breached the Code of Conduct written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary or revoke a sanction. The Trustee alleged to have breached the Code of Conduct shall not vote on those resolutions. The Trustee who brought the complaint may vote.
6. The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above but may not participate in the deliberations and shall not be required to answer any questions at that meeting.
7. If appropriate, the original sanction may be stayed pending the reconsideration by the Board of the determination or sanction.

## **11. DIRECTOR OF EDUCATION**

1. The Director of Education shall provide Trustees with a copy of this code and copies of documents referred to herein and upon which it relies, in a timely fashion, so that they may be read and understood prior to signing this document;
2. The Director shall provide legal counsel for any Trustee who requires it prior to signing this document.

**ACKNOWLEDGEMENT AND UNDERTAKING**

**As Trustee of the Board I shall uphold this Code of Conduct.**

**I confirm that I have read, understand, and agree to abide by the Halton District School Board's Trustee Code of Conduct, Policies and By-Laws.**

**DATE:** \_\_\_\_\_

**TRUSTEE SIGNATURE:** \_\_\_\_\_

**Please Print Trustee Name:** \_\_\_\_\_

**WITNESS SIGNATURE:** \_\_\_\_\_

**Please Print Witness Name:** \_\_\_\_\_

# Halton District School Board

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**Report Number: 16126**

Date: September 14, 2016

**FOR INFORMATION**

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

**FROM:** A. Grebenc, Trustee, Burlington Wards 3 and 6  
K. Graves, Chair, Committee of the Whole

**RE:** **Extreme Weather Policies and Procedures**

## **Warrant**

The Halton District School Board has an inclement weather procedure that includes information on how schools deal with cold weather. It currently utilizes guidelines for advice on how to deal with heat/warm temperatures. It bears investigation to determine what policies and procedures the Board has in place for both and if further development is required.

## **RECOMMENDATION**

***Be it resolved that the Halton District School Board direct the Director of Education to investigate and undertake a gap analysis on existing procedures dealing with extreme weather, specifically heat guidelines, and report back to the Board with any recommendations, if required.***

*Respectfully submitted,*

*A. Grebenc  
Trustee, Burlington Wards 5 and 6*

*K. Graves, Vice-Chair  
Trustee, Milton Wards 1, 6, 7 and 8*

# Halton District School Board

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**Report Number: 16120**

Date: September 14, 2016

**FOR INFORMATION**

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

**FROM:** David Boag, Associate Director

**RE:** **Summer Learning**

## **Background:**

Each summer the Halton District School Board offers a variety of different learning opportunities for our students including Secondary School credit courses, grades 7 and 8 remedial courses in math and English, Transition To High School programs, International Language programs, a Primary grade literacy skill building program as well as programs to help students learn the use of assistive technology. This report provides a summary of each program offered.

## **Gary Allan High School – Continuing Education Summer School Programs**

During the summer months Gary Allan High School provided credit and non-credit learning opportunities to over 5600 students in the Halton District School Board. These Continuing Education programs included the Grade 7 and 8 English and Mathematics Remedial Program, the International Languages Elementary Program, the Transition to High School Mathematics program and the Secondary Summer School Program which includes in-class, on-line and co-operative program delivery options as well as credit recovery programs.

## **Summer School Locations**

Secondary summer school was offered at 6 school sites:

Burlington -- Robert Bateman and Lester B. Pearson High Schools;

Oakville -- Garth Webb Secondary School and Iroquois Ridge High School;

Milton-- Craig Kielburger Secondary School; and

Halton Hills -- Georgetown District High School.

Elementary summer school was offered at 4 school sites:

Burlington -- Charles.R Beaudoin Public School;

Oakville – Forest Trail Public School;

Milton --Hawthorne Village Public School; and

Halton Hills -- Georgetown District High School.

## **Grade 7 and 8 English and Mathematics Remedial Program**

The *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 grade 7 and 8 expectations.

## **Dates and Times**

The Grade 7 and 8 remedial programs were offered in two 8-day sessions from Monday, July 4 to Wednesday, July 13 and Monday, July 18 to Wednesday July 27. Classes operated from 8 a.m. to 1 p.m. at the Burlington, Milton, and Oakville sites and from 8:20 a.m. to 1:30 p.m. in Halton Hills (to accommodate buses). The Grade 7 and 8 English Language Learner (ELL) program was offered from Monday, July 4 to Wednesday, July 13

# Halton District School Board

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at the Burlington, Milton, and Oakville location, and offered solely at the Oakville location for session two: Monday, July 18 to Wednesday, July 27.

## Transportation

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).

## Students – eligibility – who is in the program?

Grade 7 and 8 Remedial - Student Profile:

- achieving Level 1 or 2 in Grade 7 or 8 expectations
- “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)

## Enrollment Trends

YEAR	TOTAL # PARTICIPANTS	TOTAL # CLASSES
2013	797	48
2014	681	48
2015	616	42
2016	787	39

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

## Session 1:

Original enrolment numbers: 415

Actual register count commencing July 4: 394

Register count ending July 13: 344

## Session 2:

Original enrolment numbers: 372

Actual register count commencing July 18: 347

Register count ending July 27: 287

**Total number of participants: 787**

**Overall withdrawals: 156**

## Highlights

- The expansion of elementary summer school sites to include facility space at Georgetown District H. S. provided more than 85 students the opportunity to participate in literacy and numeracy remediation programs within their own local community
- Access to functional technology (eg. Computer lab, chrome books, laptops, projectors) was an asset to help teachers with their lesson plans while keeping students engaged.
- Teachers commented on the helpfulness and availability of teaching assistants, principals and site secretaries.
- It is promising that future summer school sessions will have an abundance of potential candidates, due to the climbing enrolment figures from past years.

## International Languages Elementary Program

The International Languages Elementary Program is an elementary summer school program which provides students the opportunity to develop their first language skills and allows heritage languages to flourish. This non-credit program is open to all elementary

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school-age children (JK-8) regardless of their cultural or ethnic background. The International Languages Elementary Program provides the opportunity for students to deepen their cultural awareness, foster pride in their heritage and strengthens their self-esteem. In addition to building languages skills, research demonstrates that students who study languages in addition to English and French perform better in other school subjects, and that these learning opportunities build literacy skills and development. In addition, in an increasingly interdependent and global world, bilingual and multilingual individuals are of tremendous benefit to our evolving society. Throughout the school year this program is delivered on Friday evenings and Saturday mornings and serves over 1400 students across the region in twenty-five different languages.

This four-week summer program ran from July 4th to July 29th and provided 2 ½ hours of instruction per day. No transportation is provided for this program and the program was offered at all elementary summer school locations, excluding Georgetown District High School.

## Enrollment Trends

YEAR	TOTAL # PARTICIPANTS	TOTAL # CLASSES	LANGUAGES
2014	340	15	Arabic, Hindi, Korean, Serbian, Urdu
2015	530	24	Arabic, Farsi, Hindi, Korean, Mandarin, Punjabi Romanian Serbian, Urdu
2016	670	28	Arabic, Farsi, German, Hindi, Korean, Mandarin, Punjabi, Romanian, Serbian, Spanish, Urdu

## Grade 8 Transition to High School Mathematics Program

An additional elementary summer school program offered through GAHS includes the Grade 8 Transition to High School Mathematics Program which took place in the final week of August for students preparing to enter secondary school in the fall. Students enrolled in this program participated in a 4-day mathematics remediation program and were actively engaged in 5.5 hours of classroom instruction each day. More than 190 students participated in this program at both Nelson High School and Frank Hayden Secondary School supporting Grade 8 students as they transition to their high school mathematics program.

During the 2015-2016 school year more than 65 schools offered an array of literacy and numeracy remediation programs through Gary Allan High School, including services to more than 1900 elementary and secondary students. Continuing Education remedial program opportunities are available to all elementary and secondary schools within the region and the flexibility of this program allows individuals schools to best determine the focus of the program, the student selection process and the delivery methods for the program based on the unique needs of their students and their school community.

## Secondary Summer School Programs

The Secondary Summer School Program provides secondary school students with the opportunity to earn secondary school credits through online, in-class or coop program

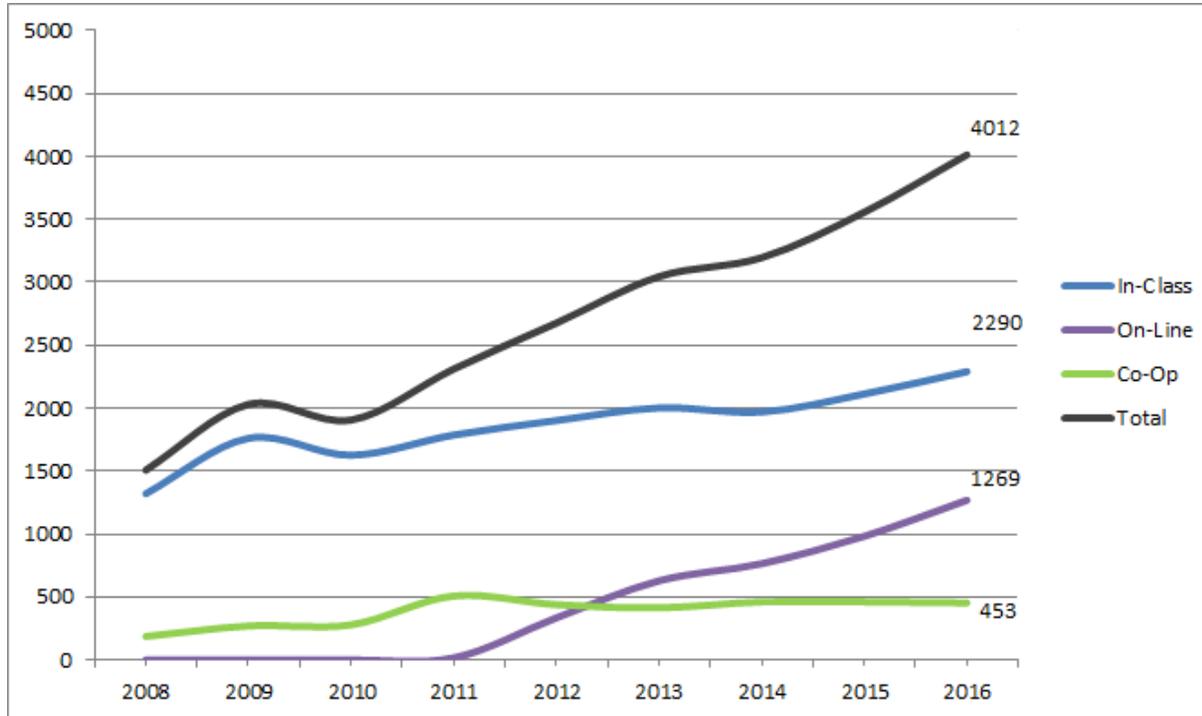
# Halton District School Board

delivery options and credit recovery programs. More than 4000 students participated in the Secondary Summer School Program provided through Gary Allan High School.

Two significant changes to the Secondary Summer School Program for the 2016 school year include the addition of two summer school sites (Garth Webb Secondary School and Georgetown District High School) and changes to program options to align with recent Ministry directives, and to ensure continued support for in-risk learners.

## Credit Enrollment Trends by Course Type

	In-Class	On-Line	Co-Op	Total
<b>2008</b>	1320	--	187	1507
<b>2009</b>	1760	--	270	2030
<b>2010</b>	1626	--	279	1905
<b>2011</b>	1787	16	508	2311
<b>2012</b>	1902	335	439	2676
<b>2013</b>	2002	629	414	3045
<b>2014</b>	1969	765	461	3195
<b>2015</b>	2113	983	461	3557
<b>2016</b>	<b>2290</b>	<b>1269</b>	<b>453</b>	<b>4012</b>



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## Credit Enrollment Trends by Site Location

	Pearson	Bateman	I. Ridge	G. Webb	Craig K.	Georgetown	Online
<b>2011</b>	490	441	809	--	64	--	16
<b>2012</b>	547	401	897	--	57	--	335
<b>2013</b>	424	326	761	--	490	--	629
<b>2014</b>	295	367	823	--	479	--	765
<b>2015</b>	314	342	759	--	549	--	983
<b>2016</b>	<b>276</b>	<b>393</b>	<b>663.5</b>	<b>367</b>	<b>474</b>	<b>116.5</b>	<b>1269</b>

### Highlights

1. Secondary Summer school enrollment continues to increase significantly each year, particularly for online and in-class program options.
2. Enrollment in four week credit programs (online and direct instruction) increased from 2183 students in the previous summer program to 2989 students in the current summer, likely as a result of the Ministry directive to eliminate two week credit upgrade options for student wishing to improve standing in a credit previously achieved.
3. The addition of two summer school sites was advantageous to students and supported increased summer school enrollment across the system. The percentage of Garth Webb Secondary School students now accessing summer school programs through the HDSB increased from 4.8% in the past summer to 15.7% for the current summer program. The Georgetown District High School summer school site location served 85 elementary students and 120 secondary students who previously would have been required to access services outside of their local community.
4. More than 110 students enrolled in credit recovery programs which were successfully delivered at all summer school site locations, allowing students to complete credits they were previously unsuccessful in attaining throughout the regular school year.

### **AWARD (Activities for Writing and Reading Daily) Summer Learning Program**

The purpose of the AWARD Summer Learning Program is to support students in communities/schools who do not have opportunities to improve their literacy and mathematics skills during the summer. The Board's summer learning program for primary aged students (AWARD) was enabled by funding from the Council of Ontario Directors of Education (CODE). The AWARD program has run for three consecutive summers and serves Halton students living in Burlington, Oakville and Milton.

The program operated for four weeks from July 4 to July 15, and July 25 to August 5. Approximately 145 students enrolled in the program:

- Kings Road Public School: 37 Kindergarten to Grade 3 students;
- Montclair Public School: 62 Kindergarten to Grade 3 students; and,
- P.L. Robertson Public School: 45 Grade 2 students.

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An engaging summer literacy and mathematics program was provided at these three sites with the aim of:

- Minimizing summer learning loss for students;
- Enabling students to see themselves as learners;
- Providing student experiences in the school and the surrounding community; and,
- Continuing and strengthening collaborative relationships with parents of students who required additional supports.

A prime objective of the program was to engage students and to improve their confidence and motivation to read, write and tackle math problems while strengthening their number sense and fluency. The program provided 160 minutes of reading, writing and vocabulary work and 65 minutes of mathematics work every day. Student support in reading incorporated the use of Leveled Literacy Intervention support. During the course of the program, students visited the Royal Botanical Gardens, Crawford Lake, Country Heritage Park, and Ripley's Aquarium. The follow-up class work focused on the themes of First Nations People which include: caring for the environment, community life, relationships and social activism. The lessons and activities were carefully crafted to strengthen literacy and mathematics skills. The program was launched with an opening ceremony led by a First Nations elder who reinforced the teachings of the program as well as First Nation values.

Feedback from parents was very positive. Parents were quick to embrace this learning opportunity which they regarded as beneficial in addressing learning gaps and building student confidence.

*"This program was a great concept that my child thoroughly enjoyed. It provided a wonderful balance of academics with enriching field trips. The calibre of field trips were amazing!"*

*"My son really enjoyed the program. He was engaged and talked about what he had learned. He seemed to complete more academic work in two weeks than in the whole of SK."*

*"We are grateful for having our children registered in the AWARD Summer Learning Program this year too. They enjoyed every single day spent at school and the amazing field trips. The learning and skill my children practised will undoubtedly help them in the long run."*

*"Totally awesome experience! Loved it all!"*

*"The teachers were fabulous...organized and excited to work with the kids. The program was an excellent mix of learning. Well done!"*

*"My daughter loved the math part of their day. She seemed to enjoy the length of the day and how things were laid out on their schedule. The weekly trip is also a major highlight."*

The balance between learning tasks and recreational activities engaged students and kept them motivated throughout the four weeks. Activities supporting classroom work included weekly visits to the public library and twice per week soccer clinics to build skills and promote teamwork, sportsmanship and an active lifestyle.

# Halton District School Board

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The high demand for this program is a direct result of parents and AWARD teachers recognizing the positive benefits of the program and the lifelong impact on student learning.

## **Assistive Technology Programs**

Assistive Technology (AT) programs were once again offered in a variety of locations across Halton. Students who have been prescribed assistive devices were able to choose learning opportunities to enhance their use of those devices over the summer. Details for these summer AT camps include:

### **Elementary**

- 287 students from 63 elementary schools
- 29 camps ran in 4 locations during the 4 weeks of July
- camps run by staff from Bridges Canada
- 25 high school volunteers also provided student support

### **Secondary**

- 20 grade 8 students entering grade 9 participated in secondary AT Tech Course

### **Staff**

- 135 teachers and EAs attended AT workshops during one of two weeks in July

### **Looking Ahead**

- 143 students have signed up for AT learning opportunities this fall

The overall uptake in AT prescriptions and learning continues to grow rapidly and dramatically across the system.

*Respectfully submitted,*

*David Boag  
Associate Director*

*Stuart Miller  
Director of Education*

# Halton District School Board

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**Report Number: 16125**

Date: September 13, 2016

**FOR INFORMATION**

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

**FROM:** Gerry Cullen, Superintendent of Facility Services

**RE: Capital Update: June-September 2016**

**Background:**

As per the monthly schedule to report on capital projects, please find attached the chart showing recent activities for the period June 2016 through to September 2016.

*Respectfully submitted,*

*Gerry Cullen  
Superintendent of Facility Services*

*Stuart Miller  
Director of Education*

## CAPITAL PROJECTS

Updated: September 2016

School & Project Description	Pupil Places	Site Owned	Permit Status				Construction Status		Start Date (Tentative)	Completion Date	Update Comments
			Site Plan (SPA)		Bldg. (BPA)		Tender				
			Submt'd	Rec'd	Submt'd	Rec'd	Issue	Close			
<b>NEW SCHOOL CONSTRUCTION</b>											
Martin Street (Snyder Architects Inc.)	753	Own	16-Feb-05 (2nd submission)	May 15, 2016 (tentative)	16-Feb-17	16-Jun-01 (tentative)	April 7, 2016	April 28, 2016	16-Jun-01	17-Sept-01	Foundations 100% complete, masonry block started. Parking lot upfil underway. Site Services complete.
Milton #10 Elementary School Design Concept (Hossack & Assoc. Arch.)	740	N/A	N/A	N/A	N/A	N/A	N/A	N/A		Sept 2018 (tent.)	Board review sketch plans for Milton #10. Minor revisions in progress. Working on building specifications, material finishes, etc. .
<b>ADDITIONS AND RENOVATIONS</b>											
Administrative Building Accommodation Study (Snyder Architects Inc.)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			Consultant evaluating opinions for location of potential accommodations - ongoing.
Alton Village PS (Snyder Architects Inc.)	Add 115pp	Own	16-Jan (2nd sub.)	March 30, 2016	16-Feb-01	16-Mar-01 (tentative)	16-Feb	16-Mar	16-Apr-11	16-Aug-26	Complete and occupied.
Craig Kielburger SS (CS&P Architects)	230pp	Own	Jun 2016	Sept 2016 (tentative)	Sept 2016 (tentative)	Oct 2016 (tentative)	Sept 2016 (tentative)	Oct 2016 (tentative)	Mar 2017 (tentative)	Sept 2017	Construction area secured (fenced) on Sept 1, 2016. Addn. to be tendered September.
GDHS Additions & Reno's (Snyder & Assoc.) Percon Constr. (Gen. Cont.)	150pp	Own	10-Jan-29 Phase 2		0-Sept-09	06-Dec Phase 2	9-Mar-16	9-Jun-09	9-Jul-09	10-Aug-15	Phase 3 complete. Still need to work out land deal with the HCDSB to receive final sign off.
<b>PORTABLES (approved architect Robertson Simmons architects inc.)</b>											
Craig Kielburger (relocating portables onsite)	12 PTBL	relocate on site	N/A	N/A	July 2016	July 2016	Design 4 Const.		July 10, 2016	Aug 19, 2016	Complete and occupied.
Abbey Park HS	1 PTBL	Pilgrim Wood	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.
Anne J MacArthur PS	1 PTBL	Robert Baldwin	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.
Boyne PS	7 PTBL	Silver Creek, Park, Alexander's, Boich	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.
Dr F J Hayden SS	6 PTBL	Alexander's, MMR., new lease	May 2016	8 weeks after submission	Aug 2016 (tent.)	Aug 2016 (tent.)	Allies Const.		Aug 2016 (tentative)	Aug 25, 2016 (tentative)	Complete and occupied.
E J James PS	1 PTBL	Sheridan	May 2016 (tentative)	12-16 weeks after submission							Complete and occupied.
E W Foster PS	1 PTBL	Robert Baldwin	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.
Irma Coulson PS	1 PTBL	Bruce Trail	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.
Iroquois Ridge HS	1 PTBL	West Oak	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.
James W Hill PS	1 PTBL	Palermo	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.
Munn's PS	2 PTBL	Emily Carr	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.
Oodenawi PS	2 PTBL	Forest Trail	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.

## CAPITAL PROJECTS

Updated: September 2016

School & Project Description	Pupil Places	Site Owned	Permit Status				Construction Status		Start Date (Tentative)	Completion Date	Update Comments	
			Site Plan (SPA)		Bldg. (BPA)		Tender					
			Submt'd	Rec'd	Submt'd	Rec'd	Issue	Close				
P L Robertson	1 PTBL	Escarpment View	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.	
W H Morden PS	2 PTBL	Pine Grove, Brookville	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.	
John T. Tuck	1 PTBL	Sir. E. MacMillan	N/A	N/A					July 4, 2016	Aug 19, 2016	Complete and occupied.	
<b>ADDITIONAL PORTABLES APPROVED AFTER SEPTEMBER 1ST</b>												
Oodenawi PS	3 PTBL	Lease (CL Martin)								Sept 30 (tent.)		2 portables are available for lease immediately from CL Martin. Purchasing is soliciting for the remainder.
Boyne PS	3 PTBL	Lease (CL Martin)								Oct 30 (tent.)		2 portables are available for lease immediately from CL Martin. Purchasing is soliciting for the remainder.
PL Robertson PS	2 PTBL	Lease								TBA		Purchasing is soliciting for additional portables
Tiger Jeet Singh PS	1 PTBL	Lease								TBA		Purchasing is soliciting for additional portables

# Halton District School Board

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**Report Number: 16124**

Date: September 14, 2016

**FOR INFORMATION**

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

**FROM:** David Boag, Associate Director

**RE: Administrative Procedure Update**

## **Warrant**

This report is the next regular update of Administrative Council's ongoing review of all administrative procedures.

The update includes a new administrative procedure as requested by the Board, outlining the critical path for annual reports. The Pediculosis administrative procedure is also included in this update, as it has minor revisions to reflect the change in the role/title of "screening agency" and "personal support worker". It also recognizes students who may require accommodations for religious head-coverings.

<b>Admin Procedure Name</b>	<b>Revisions</b>	<b>Additional Information</b>
Pediculosis	Minor	Change role to "personal support worker"; addition of accommodations for those with religious head-coverings
Board Planning and Preparation Schedule	New	

*Respectfully submitted,*

*David Boag  
Associate Director*

<b>Topic:</b>	<b>Head Lice (Pediculosis)</b>
<b>Effective:</b>	<b>February 2009, 2012</b>
<b>Review/Revision Date:</b>	<b>February 2015</b>
<b>Responsibility:</b>	<b>Superintendent of Education</b>

**INTENDED PURPOSE:**

The Halton District School Board supports a no-nit approach to children in schools with Pediculosis (head lice).

**PROCEDURES:**

We recommend schools, especially elementary schools, include an item in the school newsletter about how parents can check their child's head for head lice especially following summer, winter and March breaks. Each suspected case of head lice must be referred to the **Screening Agency** as it is detected. The agency will verify the condition. The **Screening Agency** in consultation with the Principal will inform individual parents of the confirmed case(s) of head lice. Letter (Appendix A) signed by the Principal will be sent home with each of the children. Parents will be informed they must have a return-to-school form signed by the **Screening Agency** prior to their child returning to class.

**1. Classroom Inspection**

- To facilitate the classroom inspection, the teacher will organize and supervise the class and provide the **Screening Agency** with a class list indicating those pupils who are absent.
- The principal will ensure the **Screening Agency** knows students with religious head coverings need accommodations.
- When a positive case of head lice is reported to the principal, they will arrange for the Screening Agency to carry out a rapid inspection of all classmates and siblings of that pupil.
- The **Screening Agency** will explain to the teacher and the class what they will be doing.
- The **Screening Agency** will notify the principal of pupils who have head lice.
- The Principal will complete a notification letter (Appendix A) for all positive cases. The notification letter will go home with the child.
- In the case of a large outbreak of head lice in a school, it is recommended the Principal notify all parents by letter.

**2. Procedures for Return After Treatment**

Pupils may return to the school after they have been rechecked by the Screening Agency and provided with the required form, signed by the **Screening Agency Personal Services Worker**, indicating they may return to class.

**APPENDIX A**

(sample)

(School Letterhead)

(Date)

Dear (Name of Parent/Guardian):

Due to a suspicion of head lice being present in the school, a health screening check was recently requested. As a result, your child was found to be affected. ***Your child is being excluded from school because head lice and/or nits have been discovered in his/her scalp.***

An information package on head lice is available at the school to assist you. Please consult with a pharmacist or your family doctor, to determine appropriate treatment.

When all the lice and nits have been removed from your child's hair, please call the We Care Home Health Services hotline at **(905) 507-6562 or 1-855-507-6562**. The receptionist will advise you of locations where you may take your child for a recheck. If you are unable to attend that site, call We Care Home Health Services for alternate (afternoon) locations.

Please **DO NOT CALL THE SCHOOL**. They do not have access to the We Care Home Health Services' schedule.

On re-inspection by the We Care Home Health Services Personal Services Worker (PSW), if the child's head is clear of lice, eggs and nits you will be given a written form signed by the PSW that permits your child to return to school. If there are still lice or nits in your child's hair, the PSW will provide you with assistance and suggestions for further treatment.

When you are sure the lice and nits are clear, call We Care Home Health Services again for a recheck. **YOU MUST HAVE THE SIGNED FORM from We Care Home Health Services for your child to return to class.**

Sincerely,

(Principal's name)

**APPENDIX B:**

(sample)

(School Letterhead)

(Date)

Dear (Name of Parent/Guardian):

Within the past week, some children in your child's class have been found to have head lice. It is advisable that you continue to inspect your child's hair daily.

Head lice infestation is no reflection on the state of cleanliness; it is a recurring problem that can affect anyone in direct contact.

If you find that your child has head lice, it is recommended that you contact the school. This information is necessary to control the spread of head lice. Those children found to have head lice will be excluded from school and the parents advised to follow the recommended course of treatment. Students may return to school when they have been checked by We Care Home Health Services and provided with a signed Return to School form. Alternatively, parents may prefer to have their child's head checked by a medical practitioner.

If you have any questions that have not been answered, please call me at the school.

Sincerely,

(Principal's name)

## Appendix C

### INTRODUCTION

Control of head lice (pediculosis) includes the coordination and monitoring of the services of a private nursing agency to provide classroom screening.

### ROLES AND RESPONSIBILITIES

#### 1. The Public Health Nurse (905) 825-6000

- PROVIDES consultation to staff on current issues related to head lice, on request
- PROVIDES information on head lice to the media.

#### 2. The School Principal

- PROMOTES and institutes preventative measures in the control of head lice in the school environment
- REPORTS a suspected/confirmed case of head lice to the private screening agency to request rapid classroom screening
- **CONTACTS the parent(s) of child(ren) with religious head coverings to discuss accommodations**
- ENSURES that the child's parent(s) is notified of the identified infestation and is informed of the requirements prior to returning to school
- EXCLUDES a child with an identified infestation
- PERMITS re-entry of the child following treatment and receipt of written confirmation by the screening agency or medical practitioner that lice and nits are gone.

#### 3. The Teacher

- ACTIVELY promotes and institutes preventative measures for the control of head lice in the classroom
- IS AWARE of the symptoms indicating a head lice infestation (Appendix D)
- IS AWARE of students in the class with religious head coverings
- NOTIFIES the principal of a suspected infestation
- LIAISES with the parents to provide educational opportunities and resource materials to reduce the level of fear and misinformation about head lice.

#### 4. The Parent/Guardian

- TO BE AWARE of the symptoms which indicate an infestation
- TO EXAMINE the child's head for a possible infestation once a week, particularly at the beginning of the school year, after school breaks and during an outbreak
- TO ENCOURAGE the child to brush/comb hair nightly as a preventative measure
- TO NOTIFY the school and other possible community contacts if an infestation is discovered
- TO ENSURE treatment methods are carried out
- TO TAKE the child to the screening agency or medical practitioner for a recheck
- TO PROVIDE to the principal with the rescreening form from the agency or medical practitioner indicating that the child may return to school.

#### 5. Private Nursing Agency Staff

- RESPONDS as quickly as possible to notification by school of a suspected case

- ARRANGES the time and accommodation with the principal for rapid classroom screening
- ***MAKES accommodations for students with religious head-coverings, as outlined by the principal***
- INFORMS parent of recommended treatment methods
- WORKS closely with school personnel to minimize any embarrassment to the child and to relieve anxiety in the parent
- PROVIDES the parent with a signed re-admit form to take to school when all nits and lice are gone.

#### **6. Screening Protocol for Agency Staff in Cooperation with School Administration**

WHEN one child or more is identified as having head lice:

- SCREEN all students in the child's class
- SCREEN all students in the sibling's class, if the sibling is identified as having head lice

WHEN ten or more children are identified as having head lice:

- SCREEN all kindergarten to grade four classes in the school
- SCREEN other classes relevant to identified case(s) as described above

#### **7. Procedure**

- ENSURE good lighting conditions and privacy, if possible
- SEPARATE hair strands using a pair of applicators
- DISCARD applicators in bag following use
- IDENTIFY child as infested ONLY if live lice or viable eggs within 1 cm. (1/2 inch) of scalp are seen
- NOTIFY parent(s)/guardian(s) and advise that child be treated as soon as possible
- ENSURE parent(s)/guardian(s) receive current literature on treatment, follow-up and contact tracing
- SCREEN sibling contacts in private area outside of classroom

**APPENDIX D**

**Symptoms of Pediculosis (Head Lice)**

It is very important that parents/caregivers check their children's heads once a week for head lice.

Do not wait for itchiness as a sign of head lice. Children can have head lice for many weeks before they feel itchy.

You know you have head lice if you see:

- Live lice in the hair. Head lice are tiny, wingless, greyish brown insects. They are difficult to see, as they move quickly when you part the hair.
- Eggs of the head louse. Freshly laid eggs are glued to the shaft of the hair and are laid very close to the scalp of the head. The eggs are smaller than the head of a pin, oval in shape and grey to brown in colour. These eggs will hatch in 7-10 days. Although head lice can lay eggs anywhere on the head, favourite spots are around the ears and the nape of the neck.

Public Health Nurse  
Halton Public Health Department  
Halton Region

<b>Topic:</b>	<b>Board Planning and Preparation Schedule</b>
<b>Effective:</b>	<b>September 2016</b>
<b>Review/Revision Date:</b>	<b>September 2018</b>
<b>Responsibility:</b>	<b>Director of Education</b>

**INTENDED PURPOSE:**

The Board will publish an annual critical path showing the relevant dates for budget and financial decisions that may impact the Board Budget, Operational Plan and Special Education Plan. This will allow relevant stakeholders the opportunity to plan and provide input through standing committees, budget workshops, the Board Budget consultation process and their local Trustee.

**PROCEDURES:**

There are many factors that influence the deadlines established by the Board during the annual planning cycle. Collective agreement deadlines determine when critical staffing decisions must be made and communicated to staff. The Ministry of Education has legislative deadlines for the approval of the final budget, Special Education Plan, Multi-Year Plan (MYP) and Board Improvement Plan which impact when planning and approval of these must be undertaken by the board. The release of the Grants for Student Needs (GSN) by the Ministry of Education also determines the timelines around the finalization of the Board's budget. Since much of the Board's revenue is determined on a per pupil basis, annual enrollment projections and the attendant timelines surrounding this data also play a significant role in the planning and approval cycle.

The Board has involved many stakeholders in the preparation of the final budget, MYP, operational plan and Special Education Plan. In order to ensure adequate time for these groups to consult and prepare input as well as align with the collective agreement deadlines, GSN, enrollment projection releases and Ministry reporting deadlines, a critical path will be developed annually.

**CRITICAL PATH:**

In each year the board will issue a critical path with specific dates that reflect the following:

<b>Timeline</b>	<b>Action</b>
December to February (in a MYP development year)	Engagement of stakeholders and preparation of a draft MYP
January to March	Consultation and preparation of a draft Special Education Plan
January to March	Consultation and preparation of a draft Operational Plan by Administrative Council
February 1	Release of enrolment projections that determine staffing for the following year
February to April	Consultation and preparation of draft budget by Administrative Council
Second Board meeting in February (in an MYP development year)	Draft MYP

<b>Timeline</b>	<b>Action</b>
Second Board meeting in February	Elementary Class Size Report (Motion M11-0127); Elementary French Enrolment Report (Motion M16-0111)
Second Board meeting in March	Draft Special Education Plan
Second Board meeting in March	Draft Operational Plan
March 31	Deadline for declaration of potentially surplus staff
March 31	Approximate release of the Grants for Student Needs (GSNs) from Ministry of Education
April to May	Budget workshops for members of the Board and public
May	Preparation of draft Budget
Final Board meeting in May	Presentation of the draft Budget
First Board meeting in June	Approval of the final Budget
Final Board meeting in June	Approval of the final Operational Plan
Final Board meeting in June	Approval of the final Special Education Plan

\* The recommendation accompanying these draft reports will indicate approval in principle subject to any changes required as a result of the final budget.

# Halton District School Board

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**Report Number: 16121**

Date: September 14, 2016

**FOR INFORMATION**

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

**FROM:** David Boag, Associate Director

**RE: Board Report Update**

**Background:**

First introduced in September 2014, this monthly report outlines reports scheduled to come to the Board during the current school year.

It is our intention to provide an update to this list at regular intervals to keep Trustees apprised of what reports have been presented, completed, and/or have had to have timelines revised. This report provides the next in the series of updates; changes to the schedule have been indicated in **bold**.

*Respectfully submitted,*

*David Boag  
Associate Director*

**STAFF INITIATED BOARD REPORTS – 2016-17**

(September 21, 2016)

<b>REPORT SUBJECT</b>	<b>DATE:</b>	<b>RESPONSIBILITY</b>	<b>COMMENTS</b>	
Admin Procedure Update	Ongoing	Stuart Miller	<i>completed</i>	<i>Info</i>
Capital Updates	September 7	Gerry Cullen	<i>verbal report re: summer activity</i>	<i>Info</i>
Community Planning and Partnerships	September 7	Lucy Veerman	<i>not required</i>	<i>Info</i>
Director's Summer Authority	September 7	Stuart Miller	<i>completed</i>	<i>Info</i>
Ombudsman	September 7	David Boag	<i>completed</i>	<i>Info</i>
EQAO	September 21	David Boag, Program	<i>Private Session completed Sept.5</i>	<i>Info</i>
Summer Learning Initiatives	September 21	David Boag		<i>Info</i>
<b>Admin Procedure re: Critical Dates</b>	<b>September 21</b>	<b>David Boag</b>		<b>Info</b>
<b>Special Education Review</b>	<b>October 5</b>	<b>Stuart Miller</b>		<b>Info</b>
PAR Announcement/Report	October 5	Stuart Miller		<i>Action</i>
Admin Building Update	October 5	G. Cullen, L. Veerman	<i>Includes financing approach/options</i>	<i>Info</i>
September Staffing Adjustments	October 5	Debra McFadden		<i>Info</i>
Close the Gap Update	October 5	G. Cullen, L. Veerman		<i>Info</i>
Boundary Review Study (Martin St. PS)	October 5	Jacquie Newton		<i>Action</i>
<b>Special Ed Class Placement AP</b>	<b>October 19</b>	<b>Mark Zonneveld</b>		<b>Info</b>
<b>Annual Water Testing</b>	<b>October 19</b>	<b>Gerry Cullen</b>		<b>Info</b>
Capital Update	October 19	Gerry Cullen	<i>with financials</i>	<i>Info</i>
EQAO (analysis)	October 19	David Boag		<i>Info</i>
PVC Implementation Update	October 19	David Boag		<i>Info</i>
MYP Targets / Operational Plan	October 19	Stuart Miller		<i>Action</i>
Annual Report: Food & Beverage Sales	November 2	Gerry Cullen		<i>Info</i>
HLF Fundraising Plan	November 2	Stuart Miller		<i>Info</i>
Renewal	November 16	Gerry Cullen		<i>Info</i>
Capital Update	November 16	Gerry Cullen		<i>Info</i>
Self-Paced Learning	November 16	David Boag		<i>Info</i>
OFA Debenture <i>(if required)</i>	November 16	Lucy Veerman		<i>Info</i>
P/VP Placements/Transfer	November 16	Jacquie Newton		<i>Info</i>
Financial Statements	November 16	Lucy Veerman		<i>Info</i>
EA Allocation Process	November 16	Mark Zonneveld	<i>(see Order Paper –Motion M15-0059)</i>	<i>Info</i>
Disposition of Property/Acquisitions	<i>as required</i>	Lucy Veerman		<i>Info</i>
Cmty Funding Facility Enhancements	<i>as required</i>	G. Cullen, L. Veerman		<i>Info</i>
SEAC Membership	<i>as required</i>	Mark Zonneveld		<i>Info</i>
Banking Resolutions	December 7	Lucy Veerman		<i>Info</i>
Capital Update	December 7	Gerry Cullen		<i>Info</i>
Striking Committee/ Appointments	December 7	David Boag		<i>Action</i>
Primary Core French/ <b>Increased Minutes</b>	December 7	D. Boag, T. Salmini		<i>Info</i>
Budget Schedule	January 18	Lucy Veerman		<i>Info</i>

REPORT SUBJECT	DATE:	RESPONSIBILITY	COMMENTS	
Revised Estimates	January 18	Lucy Veerman		Action
Supervision of Students/Safety Risks	January18	Mark Zonneveld	See Order Paper: Motion M14-0142:	
Budget	February-June	Lucy Veerman		Info
Boundary Review Study (Martin St. PS)	February 1	Jacque Newton		Action
School Generated Funds/Student Fees	February 1	S. Miller, L. Veerman		Info
Spec Ed Review Report w/ recmd'tns	February 1	Stuart Miller		Info
Gifted Screening/Assessment Update	February 1	Mark Zonneveld	(see Order Paper Motion M13-0073)	
International Students	February 15	Gord Truffen		Info
Admin Centre Update	February15	Gerry Cullen		Info
Director's Annual Report	February 15	Stuart Miller		Info
Capital Update	February 15	Gerry Cullen	with financials	Info
OFA Update (if required)	February 15	Lucy Veerman		
<b>Learning Centres Monitoring Report</b>	<b>Feb./March</b>	<b>M. Zonneveld</b>		<b>Info</b>
Annual Salary Disclosure Report	March 1	Debra McFadden		Info
Annual Portable Inspection Update	March 1	Gerry Cullen		Info
Capital Update	March 22	Gerry Cullen		Info
Draft Special Education Plan	April 5	Mark Zonneveld		Info
Operational Plan Targets/Strategies	April 5	Stuart Miller		Info
Draft Operational Plan Update	April 5	Stuart Miller		Info
School Year Calendar	April 5	Stuart Miller		Action
LTAP	April 5/May 3	Lucy Veerman		Action
P/VP Placements/Transfer	April 19	Julie Hunt Gibbons		Info
Capital Update	April 19	Gerry Cullen		Info
Cmty Funding - Facility Enhancements	May 3	G. Cullen, L. Veerman		Info
Centre -Skills Dev. & Training Report	May 17	Stuart Miller		Info
Transportation/Policy Exemptions	May 17	Lucy Veerman		Info
School Bell Time Change Requests	May 17	Lucy Veerman		Info
Capital Update	May 17	Gerry Cullen	with financials	Info
Community Partnership Report (LTAP)	May 17	Lucy Veerman		Action
Budget	May/June	Lucy Veerman		Action
Teachers Redundant to Board	if required	Debra McFadden		Info
<b>Truth &amp; Reconciliation/FNMI Update</b>	<b>June 7</b>	<b>Rob Eatough</b>		<b>Info</b>
HLF Annual Report	June 7	Stuart Miller		Info
Special Education Plan	June 7	Mark Zonneveld		Action
Operational Plan Targets/Strategies	June 7/21	Stuart Miller		Action
Capital Update	June 21	Gerry Cullen		Action
Capital Plans / Priorities	June 21	Gerry Cullen		Action
EDC By-law (if required)	June	Lucy Veerman		Action