PUBLIC SESSION AGENDA

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

2.0 Communication to the Board
   2.1 Presentations
      2.1.1 Inspire Awards -- St. Matthews Anglican Church Outreach, Burlington; Andrew Thies, Meredith Gingrich and Sandra Dubreuil, WH Morden PS; Brian Vincent, TA Blakelock High School; and Natalie Howard, New Central Public School
      2.1.2 School Ground Greening – Suzanne Burwell, G. Cullen (*See Information Report 17051)
   2.2 Delegations
   2.3 Acknowledgement of Delegations by Chair

3.0 Ratification/Action
   3.1 Minutes of the Regular and Special Board Meetings
      3.1.1 Halton District School Board Meeting, March 22, 2017
   3.2 Approval of Business Transacted in Private Session
   3.3 Order Paper
   3.4 Action Items
      3.4.1 School Year Calendar (D. Boag) – Report 17039
      3.4.2 Audit Committee Report (J. Gray) – Report 17044 Revised

4.0 Communication to the Board
   4.1 Student Trustee Reports
   4.2 Information Items (including Notices of Motion and future action items)
      For Action: April 19, 2017
      4.2.2 Feedback re: Director’s Job Description, and Executive Limitations and Delegation of Authority Policies (S. Miller) – Report 17048
      For Information: March 22, 2017
      4.2.3 Inspire Awards Report (J. Gray, L. Reynolds, T. Ehl Harrison) – Report 17054
      4.2.4 School Greening Annual Report (G. Cullen, S. Burwell) – Report 17051
      4.2.5 Extreme Weather Procedures (D. Boag) – Report 17052
      4.2.6 Rental Rates Annual Report (G. Cullen) – Report 17050
      4.2.7 Capital Update – (G. Cullen) – Report 17053
      4.2.8 Board Report Update (S. Miller) – Report 17049

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, March 22, 2017 – 7 p.m.


Regrets:

1. Opening
   1.1 Call to Order
   K. Amos called the meeting to order at 6:08 p.m.
   M17-0040 R. Papin / J. Gray
   Be it resolved that the Halton District School Board move into Private Session. Carried Unanimously.

   The Board rose from Private Session at 7:38 p.m. D. Metropolitansky and Z. Haj Ali joined the meeting for Public Session.

   The Chair called the Public Session to order at 7:58 p.m. K. Amos recognized the Board meeting was being held on the traditional territory of the First Peoples.

1.2 Approval of the Agenda
   M17-0041 T. Ehl Harrison / A. Grebenc
   Be it resolved that the Halton District School Board approve the agenda for March 22, 2017 as distributed. Carried Unanimously.

1.3 Declarations of Possible Conflict of Interest
   The Chair reminded Trustees of the requirement to declare any potential conflicts of interest.

2. Communication to the Board
   2.1 Delegations
   There were no delegations.

   2.2 Presentations
   D. Boag spoke to the past year’s successes in reaching goals set out in the Board’s Operational Plan. He acknowledged the report related to this presentation was appended later in the agenda due to timelines for this year.

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

3. Ratification/Action
   3.1 Approval of the Minutes
   M17-0042 A. Grebenc / T. Ehl Harrison
   Be it resolved that the minutes for the Halton District School Board meeting of March 1, 2017 be approved as amended. Carried Unanimously.

   3.2 Ratification of Business Transacted in Private Session
   There were no matters for ratification.

   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**
D. Metropolitansky spoke to proposed changes to the student trustee election process that would be reflected in a revised policy coming to the Board in the future. She indicated the intent to put some of the changes in place for the current year, and asked the Board’s indulgence to consider these when presented in a report at the next Board meeting.

D. Metropolitansky and Z. Haj Ali also highlighted upcoming meeting dates for the Student Senate, student trustee elections and responded to trustee questions on these matters.

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

**For Action: April 5, 2017**

4.2.1 **Operational Plan**
D. Boag spoke to Report 17038, and responded to trustee questions relating to the Operational Plan for 2017-18. The plan will return to the Board for consideration in June, following budget discussions.

4.2.2 **School Year Calendar**
D. Boag spoke to Report 17039, and responded to trustee questions relating to the School Year Calendar for 2017-18.

4.2.3 **Special Education Plan**
M. Zonneveld spoke to Report 17037, and responded to trustee questions relating to amendments to the Special Education Plan. The plan will return to the Board for consideration in June, following budget discussions.

4.2.4 **Audit Committee Report**
J. Gray spoke to Report 17044, and responded to trustee questions. She indicated the draft policy will return to the Audit Committee for revisions, and the revised report will reflect this in the next agenda package.

**For Information: March 22, 2017**

4.2.5 **Operational Plan Update**
The Chair highlighted Report 17042, referencing the presentation made earlier in the agenda.

4.2.6 **Special Education Review**
M. Zonneveld spoke to Report 17043, and responded to trustee questions.

4.2.7 **Portable Inspection Annual Report**
G. Cullen spoke to Report 17040, and responded to trustee questions.

4.2.8 **Board Report Update**
S. Miller highlighted changes to the report schedule included in Report 17041.

4.2.9 **Administrative Procedure Update**
S. Miller directed trustee questions regarding the Administration of Prescribed and Emergency Medications to J. Pennyfather for response.

4.3 **Committee Reports**
A. Collard indicated she would send out her OPSBA update to trustees via email, and invited any comments.

K. Graves indicated the April date for SEAC is tentatively set for April 11.
4.4 **Director’s Report**

S. Miller spoke to a potential change to the release date of the Burlington program and accommodation review report. The initial release date for the report was at the Committee of the Whole meeting, March 29. In order to respect the time and process, a revised schedule was presented and will be communicated with the committee. The revised dates are as follows:

- Director’s Report posted on Board website: April 21, 2017
- Committee of the Whole (Trustee meeting): April 26, 2017
- Special Delegation Nights: May 8 and May 11
- Initial presentation of report to Board: May 17
- Consideration/Decision by Board: June 7

M17-0043 R. Papin / A. Grebenc

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

**Carried Unanimously.**

S. Miller also spoke to the upcoming Halton Skills Competition to be held at White Oaks Secondary School on March 28, encouraging trustees to attend.

S. Miller asked J. Newton to provide a brief overview of innovation and ingenuity initiatives occurring throughout the Board.

4.5 **Communications from the Chair**

The Chair commented on the Citizenship Ceremony being held at Oakville Trafalgar High School tomorrow, tying in with Canada’s 150th celebrations. She also highlighted the upcoming Women in Career Coaches event, and the Halton Skills Competition (White Oaks Secondary School on March 28).

D. Metropolitansky and Z. Haj Ali left the meeting at 10:10 p.m.

4.6 **Trustee Questions and Comments**

A. Collard spoke to her suggestion about a partnership with the Halton Catholic District School Board to seek a solution for secondary accommodation in Burlington. She asked Director of Education Stuart Miller to comment on the response he received from the Director of Education of the Halton Catholic District School Board. S. Miller commented on the HCDSB director’s response citing the challenges in merging students from the coterminous boards considering the provincial funding model, but agreed to speak to the Chair of the HCDSB. Following that conversation, the HCDSB indicated a shared arrangement was not a consideration for them at this time.

T. Ehl Harrison commented on tomorrow’s “Rock your Locks” event at TA Blakelock High School, where haircuts translate into support for those dealing with the impacts of cancer.

A. Harvey Hope commented on next week’s Band Extravaganza

D. Metropolitansky asked for information regarding the upcoming Ontario Secondary Student Literacy Test. J. Hunt Gibbons provided an overview of the communications initiated by secondary schools.

J. Gray highlighted the Food for Thought breakfast scheduled for next week, the Halton Learning Foundation golf tournament at the end of May; and also commented on the Halton Learning Foundation nominated as finalist for Burlington Business Award.

R. Papin spoke to the International Day of Elimination of Racial Discrimination and World Down Syndrome Day, both recognized on March 21, She also highlighted literacy week celebrated at Pauline Johnson Public School, and a special presentation regarding safety
in dealing with coyotes held at Ryerson Public School. She also commented on her upcoming National School Boards conference in Denver, CO.

L. Reynolds commented on the Halton Skills Development and Training also in the running as a finalist for a Burlington Business Award. She also indicated she would share correspondence with trustees that she had received regarding the PAR process.

J. Oliver asked if consideration could be given to adding a search function for reports/motions, and an additional link to the motions on the Order Paper if motions were amended.

At 10:35 p.m., the Board reconvened in Private Session.

M17-0044  A. Grebenc / J. Gray
Be it resolved that the Halton District School Board reconvene in Private Session.  
Carried Unanimously.

At 11:39 p.m., the Board rose from Private Session.

Adjournment

M17-0045  T. Ehl Harrison / A. Grebenc
Be it resolved that the Board adjourn at 11:40 p.m.  
Carried Unanimously.

Recorder’s Signature:  
Chair’s Signature:
### Halton District School Board
ORDER PAPER – PUBLIC SESSION
Wednesday, April 5, 2017

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

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<tr>
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<td>M12-0204</td>
<td>Be it resolved that…. the Board develop a governance process to monitor School Generated Funds including School Council Funds and school businesses, and refer this item to the Policy, By-law &amp; Governance Committee.</td>
<td>Policy, By-law &amp; Governance Committee</td>
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| 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 admin procedures and supporting guidelines, implementation handbooks, and protocols as contemplated in Report 13083. | Director of Education                               |
| 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, deferred to February 2017   |
| 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                               |
| M15-0026  | Be it resolved that the Halton District School Board approve the approach to Close the Gap initiative as outlined in Report 14199; and THAT specific projects be undertaken as follows, funded subject to these cost estimates and budget availability:  
1. Support for installation of classroom projection equipment (IT Plan), $100,000  
2. Library Services, $500,000 over 2 years  
3. Special Education rooms, $600,000 over 2 years  
4. Specialty Classrooms, $600,000 over 2 years | SO/ Facility Services                               |
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|          | 5. Electrical upgrade and air conditioning in secondary schools, second and third floor areas, $3,600,000  
6. Electrical upgrade and air conditioning in elementary schools, second and third floor areas, $4,700,000 |                         |
| M15-0071 | 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. | SO/Business             |
| M15-0122 | THAT subject to Ministry approval and Board approval of the specific project that the Halton DSB appoint the architectural firm of Hossack and Associates Architects Inc. to prepare the design/tender documents (Phase 2) for the proposed new elementary school, ERA127 (Milton #10) to be built in Milton using the guidelines developed. | SO/ Facility Services   |
| M13-0274 to M13-0287 | Be it resolved that effective in the 2014-15 school year, the Halton District School Board introduce 40 minutes/week of Primary Core French beginning in Grade 1 in 24 Halton District School Board schools, with a commitment for a full roll-out by 2017-18, with an annual review of the roll-out to be brought back to trustees each year, and;  
THAT schools selected for the initial phase of this program represent a variety of school organizations (K-8, K-6, Dual Track, Single Track English, large and small enrolments) across the four geographic areas within the Halton District School Board, (Halton Hills, Milton, Oakville, Burlington).  
THAT students in these schools will receive the following minutes of Core French instruction between Grades 1-8:  
40 minutes / week Grades 1-3  
120 minutes / week Grades 4  
160 minutes / week Grade 5  
200 minutes / week Grades 6-7-8 (Appendix 5)  
THAT no later than June 2018, the Board will assess the impact of this Primary Core French experience in relation to student engagement, student attitude, English proficiency and the impact on Gr.1 French Immersion uptake associated with these schools.  
THAT under the leadership of the System Principal for French Second Language, School Programs and Human Resources, the Halton District School Board will develop a long-term recruitment and staff development plan to ensure the Halton District School Board hires and retains the highest quality French teachers available and that this plan is shared with the Board of Trustees.  
THAT the Halton District School Board continues to provide staff development programs that include teaching strategies, modifications and accommodations to address students with diverse learning needs and students who arrive in Halton without prior experiences in either French Immersion and Core French. | Director of Education    |
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<td>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. Be it resolved that effective in the 2014-15 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; staff as a Gr. 1-2 blended class; staff as a Gr. 1-2-3 blended class; redirect the Grade 1 students to a neighbouring school for their program 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. Be it resolved that effective in the 2014-15 school year the HDSB: 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. 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. communicate and implement the assessment and admission procedure for students with French proficiency arriving in Halton after the registration deadline. <strong>All elementary schools that offer Gr. 1 programming must host a Gr. 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 Gr. 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.</strong></td>
<td>Director of Education / School Operations</td>
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<td>M15-0139</td>
<td>Whereas the work of the National Truth and Reconciliation Commission (TRC) regarding residential schools in Canada concluded its work in June 2015, resulting in 94 far reaching Calls to Action, including a number specifically focused on education; Be it resolved that the Halton District School Board: i) Commit that all students graduate with knowledge of residential schools and their effects on Aboriginal communities in Canada and see themselves as contributors to reconciliation. ii) (At least) Annually during a Board meeting recognize the history of our area and give respect and honour to its First Peoples, by including in the Chair’s welcome, “We would like to acknowledge that we are on the traditional territory of First Peoples.”</td>
<td>Director of Education / School Operations</td>
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<td>M16-0045</td>
<td>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</td>
<td>SO/ Facility Services</td>
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<td>M16-0097</td>
<td>Be it resolved that the Halton District School Board create an ad hoc committee to create a public awareness campaign, “Fix the Finances”, to raise awareness about how the HDSB is financed and repercussions of funding reductions and create an action plan to return to the Board for approval by the October 19 Board meeting.</td>
<td>Chair, Trustees</td>
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<td>M16-0099</td>
<td>Be it resolved that Halton District School Board refer to the Policy, By-law and Governance Committee, the creation of a policy that incorporates the concepts regarding internal processes and public concerns identified in the administrative procedure.</td>
<td>Policy, By-law &amp; Governance Committee</td>
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| M16-0111 | 1. Be it resolved that the Halton District School Board adopt Option 6, Grade 2 Entry to the French Immersion program at 100% intensity in existing single and dual track schools, as outlined in Report 16096.  
2. Be it resolved that this model begin in Grade 2 of school year 2018/19. Entry into Grade 1 of our current FI model will cease after the 2016/17 school year and the 2017/18 Grade 1 cohort will be English program only.  
3. Be it resolved that students enrolled in our current FI model be grand-parented and allowed to complete elementary school in the current model. | Director of Education |
| M16-0132 | Be it resolved that the Halton District School Board appoint the architectural firm of Hossack and Associates Architects Inc. to prepare the design and tender documents for the proposed new elementary school, ERA 118 (Oakville NE #2 PS) to be built in the Oakville area for September 2018. In the event that Ministry Approval is not received for this project all expenses incurred for design and development of tender documents be funded through Close the Gap. | Facility Services |
| M16-0133 | Be it resolved that the Halton District School Board appoint the architectural firm of Hossack and Associates Architects Inc. to prepare the design and tender documents for the proposed new secondary school, SRA 104 (Milton SW #1 HS) to be built in Milton area for September 2019. In the event that Ministry Approval is not received for this project all expenses incurred for design and development of tender documents be funded through Close the Gap. | Facility Services |
| M16-0153 | Be it resolved that the Halton District School Board undertake a Program and Accommodation Review for all secondary schools located in the City of Burlington:  
• Aldershot High School,  
• Burlington Central High School,  
• Dr. Frank J. Hayden Secondary School,  
• Lester B. Pearson High School,  
• Nelson High School,  
• M.M. Robinson High School and  
• Robert Bateman High School  
AND THAT, a Program and Accommodation Review Committee (PARC) be formed, in accordance with the Board’s Policy; and THAT, the staff recommended Option 19 be provided to the PARC for... | Director of Education |
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<td>further review and to develop any other options, in accordance with the Board’s Policy; and THAT the parents/guardians, staff and school council members of the affected schools be informed of the decision to form a Program and Accommodation Review Committee within five (5) business days of the approval of a PAR; and, THAT within five (5) business days of the approval of a PAR, a written notice is to be provided to the Ministry of Education, City of Burlington, Region of Halton, Halton Catholic District School Board, Conseil Scolaire Viamonde, Conseil Scolaire de District Catholique Centre-Sud, Ministry of Education and community partners; and THAT, Trustees authorize the Director to tender for a third-party consultant to facilitate the PAR process, in terms of the Program and Accommodation Review Committee and all public meetings.</td>
<td>Chair/Trustees</td>
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<td>M16-0184</td>
<td>Be it resolved that the Halton District School Board use a portion of the &quot;Reserve Account for Trustee Professional Development&quot; to cover the registration costs for the Trustees to attend the OPSBA Public Education Symposium (incl. the pre- symposium), January 19-21, 2017 (max of $7,700). Upon return from this conference, trustees who attended will provide the Board with an update. Be it resolved that the Halton District School Board use a portion of the &quot;Reserve Account for Trustee Professional Development&quot; to cover the registration costs for the Trustees to attend the Ontario Public School Board Association Labour Relations Symposium (including the pre-symposium) to be held in Toronto from April 6-7, 2017 (maximum of $5,500). Upon return from this conference, trustees who attended will provide the Board with an update. Be it resolved that the Halton District School Board use a portion of the &quot;Board Leadership and Team Development&quot; account to cover the registration and accommodation costs for the OPSBA HDSB Director(s) and the OPSBA Central West Regional VP/Chair to attend the 2017 OPSBA AGM in Collingwood from June 8-11, 2017, at a cost up to a maximum of $1,600 per participant. Upon return from the conference the OPSBA Director(s) and/or OPSBA Central West Regional VP/Chair will provide the Board with an update. Be it resolved that the Halton District School Board use a portion of the &quot;Board Leadership and Team Development&quot; account to cover the accommodation and transportation costs for the Student Trustee Mentor (or the Student Trustee Mentor alternate if the Student Trustee Mentor is unable to attend for any reason) to accompany the Student Trustees to the OSTA/AECO conference in Ottawa from February 16-19, 2017, at a cost up to a maximum of $1,600. Upon return from the conference, the Student Trustee Mentor or Student Trustee Mentor Alternate will provide the Board with an update.</td>
<td>Chair/Trustees</td>
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<td>M17-0021</td>
<td>Be it resolved that the Halton District School Board undertake a review of the existing Executive Limitations, Governance Process and Board-Director Relationship policies with a view to rescinding or revising them under the current governance structure. Be it resolved that the Halton District School Board reformat and direct the Board’s existing policies under either the “Framework” or “Governance” categories of the current governance structure.</td>
<td>Chair/Trustees</td>
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# PENDING REPORTS – April 5, 2017

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| M12-0088      | Be it resolved that the Halton District School Board direct the Director to provide a full and complete list of all HDSB policies and administrative procedures noting:  
  a) whether or not the policy/administrative procedure has been adopted by board motion,  
  b) the date that the policy/admin procedure was last reviewed,  
  c) the date that the policy/administrative procedure is next scheduled to be reviewed and  
  d) whether or not the policy/admin procedure suggests an impact to roles and/or responsibilities of trustees or board of trustees (directly or through referenced policy/admin procedure). | June / Sept. 2012 Review of policies undertaken (on-going) |
| M16-0108      | Be it resolved that the Director be directed to:  
  1. Undertake a Strengths, Weaknesses, Opportunities, Threats analysis of the Learning Centre model that includes parent voice (sampled from parents who had children in the program in 2014-15/2015-16), and provide a report by October 2016 which includes a plan for providing service to students who have been referred to the Learning Centre.  
  2. Provide by March 2017 a report on services provided to all students currently on the waitlist of the Learning Centre. | October 2016 and March 2017 |
| M16-0112      | Be it resolved that an annual report be added to the report schedule (starting in 2018), outlining the percentage/number of Gr. 1 students in each elementary school registered for French Immersion or English programs for the following year, and that this report highlight any schools where fewer than 20 students have registered for the Gr. 2 English program and any schools where registration percentages for FI have increased from prior years, and provide an action plan to address the enrolment in those schools. This report will be brought to the Board of Trustees prior to staffing deadlines. | 2018 Interim report proposed February/March 2017 |
| M16-0144      | Be it resolved that the Halton District School Board direct the Director of Education to investigate and undertake a gap analysis on existing procedures dealing with extreme weather, specifically heat guidelines, and report back to the Board with any recommendations by April 2017, if required. | April 2017 |
| M17-0030      | Be it resolved that the Halton District School Board’s draft policies “Director’s Job Description” and “Executive Limitations and Delegation of Authority” (amended), as appended to report 17028 be posted on the Board’s website for public input for a period of not less than 25 days, and return to the Board for consideration at the first Board meeting in April. | April 2017 |
TO: The Chair and Members of the Halton District School Board  
FROM: David Boag, Associate Director  
Stuart Miller, Director of Education  
RE: School Year Calendar 2017-18  

Warrant  
The Education Act requires each School Board to establish a School Year Calendar, identifying instructional days, professional activity days and holidays for each school year. The Ministry of Education establishes the number of days for the schools of the Province and in accordance with Regulation 304, each school board is required to submit a Board approved calendar to the Ministry of Education by May 1, 2017. If the Board chooses to submit a modified school year calendar they must do so by March 1, 2017.

RECOMMENDATION  

*Be it resolved that the Halton District School Board approve the summary of statutory and Board designated holidays and professional activity days for 2017-2018 as recommended through consultation with the School Year Calendar Committee.*

Background:  
The School Year Calendar Committee met on February 16, 2017 for the purpose of preparing a draft calendar. The School Year Calendar Committee has taken into account several considerations:

Central Guiding Legislation  
For 2017-2018 there are 195 possible school days between September 1, 2017 and June 30, 2018. Following Ministry of Education direction, the 2017 - 2018 school year must include a minimum of 194 days. Of these days, school boards are currently required to designate 3 days as professional activity days. In addition to these 3 days, school boards may designate up to an additional 4 days as professional activity days for a total of 7 professional activity days. The 2017–2018 school year also allows for the designation of one Board-designated holiday. In accordance with regulation 304 the remaining schools days shall be instructional days, including up to 10 days for secondary examinations.

Alignment between Elementary and Secondary Panels, Transportation Services and Coterminous Boards  
Care is taken in the establishment of the school year calendar to align the HDSB elementary and secondary PA days and to integrate transportation services with our coterminous Board. Consultation has occurred with the Halton Catholic District School Board and each of the professional activity days placed within the 2017-18 calendar align with the Halton Catholic District School Board. In addition, both boards will have the same secondary school examination days.

Professional Activity Days  
The Ministry now mandates 3 professional activity days to be designated for Ministry priorities, an increase of one (1) as initiated in 2015-16 by the Ministry, and up to 4 professional activity days for Board-related initiatives. For the 2017-2018 school year, 7 professional activity days are proposed for elementary and secondary schools:
Elementary and Secondary

- Three days for professional learning related to Ministry initiatives. This is to include: numeracy, literacy, safe and inclusive schools, student engagement, assessment and evaluation

Elementary only

- Two days for assessment and completion of report cards
- One day for parent–teacher interviews
- One day for professional learning related to Board initiatives. This is to include: school improvement plans, assessment and evaluation, school self-assessment.

Secondary only

- Four days for professional learning related to Board initiatives. This is to include: school improvement plans, assessment and evaluation, school self-assessment.

Conclusion

The proposed school year calendar for Elementary and Secondary schools for 2017-2018 was developed with the input of the School Year Calendar Committee consisting of representatives from interested and affected groups (Appendix A). The proposed instructional school year includes 187 instructional days for students, as mandated by the Ministry for the 2017-18 school year, and begins on September 5, 2017 (Appendix B).

Respectfully submitted,

David Boag
Associate Director

Stuart Miller
Director of Education
## School Year Calendar Committee 2017-2018

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<td>Amy Korzack</td>
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<td>David Buddell</td>
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<td>Stephanie Clark</td>
<td>School Council Chair</td>
<td>Captain R. Wilson P.S.</td>
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<td>Tina Salmini</td>
<td>School Programs</td>
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<td>Tom Golightly</td>
<td>PSSP</td>
<td>New Street</td>
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<td>John-Paul Pompili</td>
<td>CUPE</td>
<td>West Maintenance</td>
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PROPOSED SCHOOL YEAR CALENDAR 2017-2018

**Overview**
- First day of instruction for all students: Tuesday September 5, 2017
- Last day of instruction for secondary students: Thursday June 28, 2018
- Last day of instruction for elementary students: Friday June 29, 2018
- Semester 1 – Secondary Staff: September 5, 2017 – February 1, 2018
- Semester 2 – Secondary Staff: February 2, 2018 – June 29, 2018
- Instructional school days: 187
- Total school days: 194

**School Breaks and Holidays**
- September 1, 2017: Board-designated holiday for students
- September 4, 2017: Labour Day
- October 9, 2017: Thanksgiving Day
- December 25, 2017 to January 5, 2018 (inclusive): Winter Break
- February 19, 2018: Family Day
- March 12-16, 2018: Spring Break
- March 30, 2018: Good Friday
- April 2, 2018: Easter Monday
- May 21, 2018: Victoria Day

**Professional Activity**
- September 25, 2017: Elementary/Secondary
- October 6, 2017: Elementary/Secondary
- November 24, 2017: Elementary/Secondary
- February 2, 2018: Elementary/Secondary
- February 16, 2018: Elementary/Secondary
- April 27, 2018: Elementary/Secondary
- June 1, 2018: Elementary
- June 29, 2018: Secondary

**Secondary Instructional**
- Semester 1 – 94 instructional days: September 5, 2017 – February 1, 2018
- Semester 1 - Exams: January 25, 2018 – January 31, 2018
- Semester 2 – 93 instructional days: February 5, 2018 – June 28, 2018
- Semester 2 - Exams: June 21 – June 27, 2018
TO: The Chair and Members of the Halton District School Board
FROM: Jeanne Gray, Chair, Audit Committee
RE: Recommendations (for Board approval) from the February 28, 2017 Audit Committee Meeting

Warrant:
This report identifies the recommendations approved by the Audit Committee at the February 28, 2017 Audit Committee meeting that require Board of Trustee approval. The recommendation regarding the draft policy “Audit and Non-Audit Services” has been removed from this revised report, as the draft policy will be returning to the Audit Committee for review.

Recommendation:

Be it resolved that the Halton District School Board authorize the appointment of the external audit firm, Deloitte LLP, to perform the annual financial statement audit of the 2016/2017 fiscal year.

Background:

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

An audit committee of a board has the following duties related to the board’s external auditor:
1. To review at least once in each fiscal year the performance of the external auditor and make recommendations to the board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.

The external audit firm, Deloitte, was appointed for a 5-year term beginning in the 2012/2013 fiscal year. The 2016/2017 year is the last year in this 5-year appointment.

The Audit Committee has reviewed the performance of the external auditor for the 2015/2016 year and are satisfied with Deloitte’s performance.

The fee for the 2016/2017 HDSB year-end financial statement audit was quoted at $61,000 + HST. There have been no changes to the fee over the 5-year term.

As this is the final year of the 5-year term with Deloitte, the Audit Committee will follow the procurement process for the selection of external auditors starting for the 2017/2018 fiscal year end.

Audit and Non-Audit Services
Ontario Regulation 361/10, s.9 (4), states an audit committee of a board has the following duties related to the board’s external auditor: s. 9 (6), “to recommend to the board a policy designating services that the external auditor may perform for the Board and, if the board adopts the policy, to oversee its implementation”.

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A draft policy is being considered by the Audit Committee and will return to the Board at a future meeting in order to be posted on the Board website for public input for a period of not less than 25 calendar days, consistent with the Board's Policy Development and Review policy.

Respectfully submitted,

Jeanne Gray,  
Chair, Audit Committee
TO:          The Chair and Members of the Halton District School Board
FROM:       D. Metropolitansky, Z. Haj Ali -- Student Trustees
            R. Papin, D. Danielli -- Student Trustee Mentors
RE:          Exemptions to Student Trustee Election Policy

Warrant:
The Student Trustee Election Policy is currently being revised and will come to the Board during the current school year for the Board’s review and consideration. There is one proposed revision that would benefit from a trial run during this year’s student trustee election. This change is proposed as an exemption to the current policy, for this year only.

Recommendation:

Be it resolved that the Halton District School Board approve an exemption to the Student Trustee Policy for the remainder of the 2016-17 school year, equalizing the weighting criteria for elementary and secondary schools as it pertains to the student trustee elections.

Background
The Student Trustee Policy was last reviewed and revised in June 2013. Since that time, there has been a need to further refine timelines and operational issues relating to the Student Trustee elections. A number of changes will be proposed in the revised policy coming to the Board at a later date in accordance with the Board’s Policy Development and Review Policy; however one revision is more immediate as it has an impact on the upcoming student trustee election.

Currently votes cast by elementary students receive a “weight of one” and votes cast by secondary students receive a “weight of four”.

A more equitable weighting of votes by elementary and secondary students has been identified as a priority, and ideally tested during this year’s election process.

Respectfully submitted,

Dasha Metropolitansky and Zaid Haj Ali
Student Trustees

Donna Danielli and Richelle Papin
Student Trustee Mentors
TO: The Chair and Members of the Halton District School Board
FROM: Stuart Miller, Director of Education
RE: Feedback re: Executive Limitations and Delegation of Authority Policy; and Director’s Job Description Policy

Warrant
With the unanimous approval of Motion M17-0030 on February 15, 2017, the Halton District School Board authorized the posting of the Board’s Executive Limitations and Delegation of Authority Policy as well as the Director’s Job Description 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 first meeting in April 2017.

RECOMMENDATION:
Be it resolved that Halton District School Board approve the “Executive Limitations and Delegation of Authority” policy, and the “Director’s Job Description” policy as appended to Report 17048.

Background:
As directed by Board motion, the draft versions of the proposed policies were posted for public input in mid-February, 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.

Respectfully submitted,

Stuart Miller
Director of Education
The Director of Education is both the Chief Education Officer and the Chief Executive Officer of the Board. The Director reports directly to the Board of Trustees. The Director is accountable to the Board of Trustees acting as a corporate body, and through Statute, to the Minister of Education for the organization and operation of the district. All Board of Trustees’ authority delegated to staff is delegated through the Director of Education.

OBJECTIVE
To set out the responsibilities of the Director of Education and support the legal, ethical, prudent, and effective functioning of the school system.

AREAS OF RESPONSIBILITY

1. Student Achievement and Well-Being
   1.1 Take the necessary steps to provide a safe and caring, learning and working environment.
   1.2 Provide leadership to the Board of Trustees in setting goals for student achievement.
   1.3 Ensure students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
   1.4 Maintain the conditions that foster respectful and responsible behaviour for each student.
   1.5 Take the necessary steps to provide for the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Halton District School Board.

2. Educational Leadership
   2.1 Provide advice and leadership to the Board of Trustees on all educational matters.
   2.2 Provide direction and educational leadership to the district staff and be accountable for the effective functioning of the system.
   2.3 Demonstrate a positive relationship with provincial officials and advocate for the district’s needs at the provincial level.
   2.4 Develop and maintain positive and effective relations with the system leadership team and the staff in district schools and departments.
   2.5 Provide a director’s annual report to the Board of Trustees and to the Minister on action taken during the previous year, as required by legislation.

3. Director/Board Relationships
   3.1 Establish and maintain positive working relations with the Board of Trustees.
   3.2 Support the Halton District School Board (Board of Trustees) in performing its role, and facilitate the implementation of its role as outlined in Board policy.
3.3 Communicate effectively with the governing Board of Trustees and individual trustees.

4. **System Leadership and Planning**
   4.1 Ensure the public education system of the Halton District School Board continually improves its processes and supports the mission, vision, and values of the Board of Trustees.
   4.2 Provide leadership for the development of the Board’s multi-year plan and annual review of the multi-year plan.
   4.3 Ensure the multi-year plan establishes Board priorities and identifies specific measures and resources that will be applied in achieving those priorities, specifically with regard to the Board of Trustees’ responsibility for student achievement.
   4.4 Ensure appropriate involvement of the Board of Trustees in system planning (development of governance and framework policies, establishment of Board priorities and expected outcomes, approval of processes and timelines, and final Board of Trustees’ approval).
   4.5 Report regularly on implementation and results achieved in relation to the Board’s policies, multi-year plan, and district improvement plans.

5. **Fiscal Responsibility**
   5.1 Ensure the fiscal management of the district is in accordance with the Ministry’s Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the *Education Act* and Regulations.
   5.2 Ensure the fiscal management of the district is in alignment with the Board’s multi-year plan.
   5.3 Ensure student accommodation and capital planning does not deviate materially from the approved Capital Plan.
   5.4 Forecast revenues and expenditures to achieve a balanced budget; identify audit controls and planning assumptions; and inform the Board of Trustees of the commitment of funds.
   5.5 Ensure Board assets are protected, insured, and well maintained.
   5.6 Work within parameters approved by the Board of Trustees during the negotiation process with union and non-union staff.

6. **Organizational Management**
   6.1 Demonstrate effective organizational skills that result in district compliance with all legal, Ministerial, Board and Board of Trustees mandates and timelines.
   6.2 Report to the Board and Minister with respect to matters identified in and required by the *Education Act* and Regulations.
   6.3 Bring to the attention of the Board any act or omission by the Board of Trustees that in the opinion of the Director of Education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline, or regulation made under the Act.
   6.4 Advise the Deputy Minister of Education of the act or omission if the Board of Trustees does not respond in a satisfactory manner to an act of omission brought to its attention.

7. **Personnel Management**
   7.1 Have overall authority and responsibility for all personnel-related issues, except those personnel matters precluded by Board policy, legislation, or collective agreements.
7.2 Ensure effective processes are in place for the selection, supervision, development, and performance review of all staff.
7.3 Ensure effective processes are in place for capacity building and succession planning.
7.4 Ensure compliance with human rights and labour relations legislation.
7.5 Make every effort to identify and remove discriminatory biases and systemic barriers that would limit the opportunities for individuals from diverse communities for employment, promotion, and succession planning in all positions in schools and the district.

8. **Policy/Procedures**
   8.1 Provide leadership in the development, implementation, review, and evaluation of Board governance and framework policies.
   8.2 Keep informed about proposed and enacted legislation that has implications for the Board, and bring any new provincial initiatives to the Board of Trustees for initial determination of decision-making authority.
   8.3 Provide leadership in the planning, development, implementation, review, and evaluation of administrative procedures.
   8.4 Present new or revised administrative procedures to the Board of Trustees for information and to allow for the inclusion of Board direction for the system.

9. **Communications and Community Relationships**
   9.1 Ensure open, transparent, and positive internal and external communications are in place.
   9.2 Establish effective communication strategies to keep the district and community informed of key monitoring reports, district successes, local issues, and Board of Trustees’ decisions.
   9.3 Establish communication guidelines to deal with public appeals to the Board of Trustees and to address trustee, staff, volunteer, parent, and community inquiries.
   9.4 Ensure School Councils and the Parent Involvement Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or Board policy.
   9.5 Participate in community affairs in order to enhance and support the district and promote public education.

10. **Student, Staff and System Recognition/Public Relations**
    10.1 Establish effective recognition programs and strategies to ensure the internal and external audiences are aware of student, staff, volunteer, and district contributions and successes.

**Legal References:**
*Education Act, section 283 Chief Executive Officer*
*Education Act, section 286 Duties of Supervisory Officers*

**Board References:**
Board Governance and Framework Policies
Administrative Procedures
Halton District School Board Multi-Year Plan
Halton District School Board Operational Plan
DELEGATION OF AUTHORITY and EXECUTIVE LIMITATIONS

To support the Board of Trustees’ in its role, the Board of Trustees may delegate certain responsibilities and powers to the Director of Education, and define that authority through executive limitations.

OBJECTIVE
The Halton District School Board is allowed by Ontario legislation to delegate certain of its responsibilities and powers to the Director of Education. This policy delegates authority to enable the Director of Education to provide leadership as the chief education officer and chief executive officer of the district.

DELEGATION OF AUTHORITY
1. The Board of Trustees entrusts the day-to-day management of the school system to its staff under the leadership of the Director of Education.

2. The Director of Education is authorized to appoint staff within the staff complements and salary ranges approved in collective agreements and the annual Board budget.

3. The Director of Education is authorized to establish human resource procedures, including performance appraisals, job expectations and responsibilities, job authority for the staff, professional development of all staff, the effective handling of grievances, and protection against wrongful conditions.

4. All negotiating teams are the responsibility of the Director of Education and all members of negotiating teams are accountable to the Director of Education. No member of a negotiating team may discuss any aspect of the bargaining process outside of the negotiating team without the authorization of the Director of Education. The Director of Education may remove any member of a negotiating team, who in the opinion of the Director, violates this policy.

5. The Board of Trustees delegates authority to the Director of Education to make decisions during the summer months with regard to awarding tenders for capital projects or other emergent business matters as required to avoid negative impact on the system. The Director of Education will provide a report to the Board in advance of this delegation of authority, and report to the Board on any capital projects awarded or other decisions made through delegated authority at the earliest opportunity in the Fall term.

6. The Board of Trustees delegates to the Director of Education the right to do any act or thing or exercise any power that the Board of Trustees may, or is required to do or exercise, within executive limitations determined by the Board.

EXECUTIVE LIMITATIONS
1. Legislation and Board Policies
   1.1 The Director of Education shall comply with all legal, Ministerial, and Board mandates and shall demonstrate ethical and prudent leadership.
1.2 The Board of Trustees retains governance over those matters which in accordance with the legislation cannot be delegated. Examples of matters which cannot be delegated include: policy development and review, selection of the Director of Education, the Director of Education’s performance appraisal, decisions regarding appeals of student suspensions, student expulsion hearings, and decisions related to a recommendation from senior staff to terminate the employment of a teacher with respect to unsatisfactory performance, pursuant to the Education Act.

1.3 The Board of Trustees reserves to itself the authority to make decisions on specific matters in accordance with Board policies. The Director of Education’s actions are governed by Board governance policies that provide direction for all activities within the Halton District School Board and outline expectations for the successful functioning of the district. The Board of Trustees also instructs the Director of Education through framework policies that support consistent decision-making by the Director of Education and staff and allow the Board of Trustees to have direct influence on matters of significance to Halton ratepayers and parents.

1.4 The Board of Trustees requires that any new provincial legislation or major initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

1.5 New or revised administrative procedures will be presented to the Board for information and to allow for the inclusion of Board of Trustees’ direction for the system.

2. Relationships

2.1 The Director of Education’s dealings with individuals must promote universal equality and be humane, fair, respectful, and dignified.

2.2 The Director of Education will acquaint staff of their rights and ensure a safe, healthy, and respectful work environment that recognizes the rights and dignity of all.

2.3 The Director of Education will take corrective measures to address any form of harassment of any employee, volunteer, student, family, or community member while on school district related business.

2.4 The Director of Education will operate within collective agreements and terms of employment.

2.5 The Director of Education will establish communication guidelines to deal with inquiries from trustees, the staff, volunteers, parents, and the community and will support the public in appealing to the Board of Trustees if it is alleged that Board policy has been violated or does not address an issue adequately.

2.6 The Director of Education will recognize and foster the contributions of individuals and groups.

3. Budgeting and Financial Planning

3.1 Budgeting for any fiscal year or part of any fiscal year shall comply with legislative requirements and Board strategic planning. The Director of Education will demonstrate prudent fiscal management and an acceptable level of foresight.

3.2 The Director of Education will forecast revenues and expenditures in order to achieve a balanced budget; identify audit controls and planning assumptions; and inform the Board of Trustees of the commitment of funds, with justification of use.
3.3 The Director of Education will expend only the funds that have been received in cash flow and cash advances, or are provided for in the authorized lines of credit or authorized overdraft amounts.

3.4 The Director of Education will settle payroll and debts in a timely manner and make tax payments and other government-ordered payments in compliance with the legislation.

3.5 The Director of Education will obtain approval from the Board of Trustees for any use of reserves.

3.6 The Director of Education will obtain approval from the Board of Trustees for any financial agreements of more than five years.

3.7 The Director of Education will obtain approval from the Board of Trustees for the acquisition, encumbrance, or disposal of real property.

3.8 Before tendering for the construction of new schools or facilities and before tendering for renovations in excess of $500,000, the Director of Education will obtain approval from the Board of Trustees.

3.9 The Director of Education will ensure student accommodation and capital planning does not deviate materially from the approved Capital Plan.

3.10 The Director of Education will provide at least $500,000 per annum for Board prerogatives, such as the costs of a fiscal audit, and Board legal fees. The Director of Education will provide at least $20,000 for Board of Trustees/leadership team development, and Board and committee meetings.

3.11 The Director of Education is authorized to make a purchase or commitment up to the amount of $50,000 without requiring approval through the budget process.

3.12 The Director of Education will ensure the annual Operational Plan is provided to the Board of Trustees for approval, prior to approval of the budget for any given year.

3.13 The Director of Education will ensure the Special Education Plan is provided to the Board of Trustees prior to approval of the budget for that same year.

4. Protection of Assets

4.1 The Director of Education will ensure Board assets are protected from unnecessary risk and are insured against theft and casualty losses to at least replacement value.

4.2 The Director of Education will ensure Board buildings and equipment are maintained in a state that meets health and safety standards.

4.3 The Director of Education will protect the organization, the Board of Trustees, and staff from unnecessary exposure to claims of liability or loss.

4.4 When making purchases, the Director of Education will exercise normally prudent protection against conflict of interest.

4.5 The Director of Education will obtain comparative prices for items of comparable quality for purchases of more than $50,000. The Director of Education may authorize expenditure above this amount without obtaining comparable prices in emergency situations to minimize system impact, and will inform the Board of Trustees at the earliest opportunity.

4.6 As required for insurance purposes, the Director of Education will maintain an inventory of significant capital property of the Board.
4.7 The Director of Education will protect corporate information and files from loss or significant damage.

5. **Compensation and Benefits**
   5.1 The Director of Education will work within established parameters approved by the Board of Trustees during the negotiation process with union and non-union staff.
   5.2 The Director of Education will obtain approval from the Board of Trustees for any change in the Director of Education’s compensation and benefits.
   5.3 When appointing staff, the Director of Education will work within the staff complements and salary ranges approved in collective agreements and the annual Board budget.
   5.4 The Director of Education will comply with the terms of collective bargaining agreements.
   5.5 With regard to non-unionized staff members and/or external consultants, the Director of Education will establish compensation and benefits which adhere to the geographic or professional market for the skills employed. The obligations will continue only as long as revenues can be safely projected, and in no case longer than five years.
   5.6 The Director of Education will ensure that compensation and benefits for each designated non-unionized employee group do not exceed the appropriate envelope without approval from the Board of Trustees.

6. **Personnel Decisions and Negotiating Teams**
   6.1 The Director of Education is responsible for recruiting individuals to be supervisory officers of the Board. The Director of Education will invite, through the Chair, a number of trustees to be determined by the Director of Education, to participate in the hiring process as advisors to the Director of Education. The Director of Education will make a recommendation to the Board concerning the hiring and assignment of supervisory officers who will not be hired, assigned, or reassigned without the approval of the Board of Trustees.
   6.2 The Director of Education will obtain clear parameters for settlement from the Board of Trustees before undertaking negotiations with any employee bargaining unit, except supervisory officers, principals, and vice-principals, and will not make unauthorized major changes to those parameters.
   6.3 The Director of Education will provide the Board of Trustees with regular updates on the progress of negotiations, clearly informing the Board of Trustees of all issues of contention.
   6.4 The Director of Education will provide appropriate staff support and expertise to the negotiating teams.

7. **Communication and Counsel to the Board**
   7.1 The Director of Education will provide information and counsel to the Board of Trustees and provide a mechanism for Board and district communications.
   7.2 The Director of Education will provide the Board of Trustees with information about relevant trends, anticipated adverse media coverage, and significant external and internal changes, particularly changes in the assumptions upon which any Board policy has been established and any actual or anticipated non-compliance with a policy of the Board.
7.3 The Director of Education will deal with the Board of Trustees as a whole, except when responding to individual requests for information and responding to officers or committees duly charged by the Board.

7.4 The Director of Education will report regularly to the Board of Trustees about student achievement, school effectiveness, attainment of goals in the multi-year plan, implementation of Board policies, and, annually, about the Director of Education’s own performance.

7.5 An external audit will monitor the financial reporting process; the accounting standards, policies and procedures used to prepare the Board’s financial statements; the implementation and maintenance by administration of the accounting standards, policies and procedures; and the risks and controls related to the financial reporting process.

8. **Succession Planning**

8.1 In order to protect the Board from the sudden loss of chief executive services, the Director of Education will ensure that at least two designees are familiar with Board and chief executive issues and processes.

9. **Administrative Procedures**

9.1 The Board of Trustees delegates to the Director of Education the right to develop administrative procedures to implement Board policy and to address issues not governed by Board policy. The development of separate and distinct policy and procedural documents reinforces the distinction between the Board of Trustees’ responsibility to govern and the Director of Education’s executive or administrative duties.

9.2 The Director of Education and designates will develop, implement, and monitor a comprehensive series of administrative procedures. The procedures must comply with legislated requirements; be consistent with the Board’s policies, mission, vision, values, goals, and priorities; provide system direction; and ensure the reasonably uniform application of the procedures by those staff members responsible for their implementation.

9.3 The Director of Education will ensure responsibility for the implementation of a procedure is delegated to the appropriate person(s) or group(s); that the procedure is placed on the Board’s website; that the contents of the procedure are communicated effectively; that any required in-service training and/or resources are provided; and that implementation is supported and monitored.

9.4 Procedures will change as new tools emerge, new processes are designed, and as the environment changes. Procedures must be agile and responsive to the context. Procedures which are unnecessarily restrictive limit the creativity that staff members bring to their work.

**Legal References**

*Education Act* and Regulations
Policy/Program Memoranda
*Education Quality and Accountability Office Act*
*Ontario College of Teachers Act*
*Child and Family Services Act*
*Employment Standards Act*
*Labour Relations Act*
*Municipal Freedom of Information and Protection of Privacy Act*
Occupational Health and Safety Act
Ontarians with Disabilities Act
Pay Equity Act

Board References
Board Governance and Framework Policies
Administrative Procedures
Halton District School Board Multi-Year Plan
Halton District School Board Operational Plan
TO: The Chair and Members of the Halton District School Board
FROM: Jeanne Gray, Inspire Awards Co-Chair
Tracey Ehler Harrison, Co-Chair, Communications Committee/Inspire Awards Committee
Leah Reynolds, Co-Chair, Communications Committee/Inspire Awards Committee
RE: Inspire Awards: March 2017 Report

Warrant
The HDSB Inspire Awards were established by the Board of Trustees in 2016. These awards are given to individuals or groups/organizations, formally or informally associated with the Halton District School Board.

The recipients of HDSB Inspire Awards have been nominated by peers, students, parents, or community organizations. All of the recipients, through their actions, have fulfilled the following criteria in an exemplary way. They have:

- demonstrated caring, initiative, innovation, and creativity;
- inspired others; and;
- supported and contributed to student achievement.

The HDSB Inspire Awards Nominations Review Committee is comprised of Trustees who review and score the nominations received each month by using the HDSB Inspire Awards Evaluation Guide. To date, a total of 57 individuals and 3 groups/organizations have received the HDSB Inspire Award.

From November 2016 to February 2017, the following individuals and/or groups were awarded the HDSB Inspire Award.

<table>
<thead>
<tr>
<th>Nov 2016</th>
<th>Emily Duron</th>
<th>Community Volunteer</th>
<th>T.A. Blakelock</th>
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<td>Dianna Bower</td>
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<td>Burlington Central</td>
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<td>Dec 2016</td>
<td>Bromley Armstrong</td>
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<td>Chris Hadfield</td>
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<td>Ryan Meeboer</td>
<td>Teacher</td>
<td>Alexander</td>
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<td>Lisa Janach</td>
<td>Teacher</td>
<td>Tecumseh / Mohawk</td>
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<td>Joanna Anderson</td>
<td>Vice Principal</td>
<td>Georgetown</td>
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<td>Jan 2017</td>
<td>Denise Sisson</td>
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<td>Pineland</td>
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<td>Ryerson</td>
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<td>Tecumseh</td>
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<td>Nelson</td>
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<td>Christina Bailey</td>
<td>Teacher</td>
<td>Brant Hills</td>
</tr>
<tr>
<td></td>
<td>Alyssa Antinori</td>
<td>CYC</td>
<td>Brant Hills</td>
</tr>
<tr>
<td>Feb 2017</td>
<td>Andre Blizzard</td>
<td>Teacher</td>
<td>Sunningdale</td>
</tr>
<tr>
<td></td>
<td>St. Matthews Anglican Church Outreach</td>
<td>Volunteers</td>
<td>Aldershot</td>
</tr>
<tr>
<td></td>
<td>Andrew Theis, Meredith Gingrich &amp; Sandra Dubreuil</td>
<td>Teachers</td>
<td>W. H. Morden</td>
</tr>
</tbody>
</table>
Information about the HDSB Inspire Awards and nomination forms can be found at [www.hdsb.ca](http://www.hdsb.ca).

Respectfully submitted,

J. Gray  
Inspire Awards Committee Co-Chair

T. Ehl Harrison  
Co-Chair, Communications Committee/Inspire Awards

L. Reynolds,  
Co-Chair, Communications Committee/Inspire Awards
Halton District School Board

TO: The Chair and Members of the Halton District School Board
FROM: S. Burwell, Sustainability Officer
G. Cullen, Superintendent of Facility Services
S. Miller, Director of Education
RE: School Ground Greening Annual Report

Warrant:
Halton District School Board schools have made significant gains in school ground greening projects. This is the first in an annual reporting of those efforts, and the benefits these projects bring to Halton District School Board students.

Background:
The first step in providing engaging environmental education experiences for students is to get them and their teachers outside. Often the perceived barrier to using the environment as a context or setting for learning is that school grounds do not encourage it. Concern for playing fields, sight-lines, natural elements and more has resulted in school grounds which are mostly paved, with small pockets of green, or a few trees scattered around.

Research during the past 20 years supports the inclusion of environmental education as a regular component with benefits ranging from improved academic performance, enhanced critical thinking skills, and the development of personal skills including confidence, autonomy, leadership, civic engagement and positive environmental behaviors.

HDSB and its schools have continued to support changes to school grounds that will enhance the educational experience of their students. The role of the Board in the school ground greening projects is to promote safety and sustainability and to ensure that other important and appropriate functional uses of the grounds are respected. In general, the projects are funded through school-generated funds, special fundraisers and grant awards from foundations, with the exception of FDK learning spaces which were initially supported with Board funds.

The Board has an agreement with the non-profit organization Evergreen for the services of a Landscape Architect who provides consultation and design services for schools as well as serving as a resource to Facility Services staff.

Schools plan and implement projects that:
- encourage the use of native species and ensure that no poisonous plants or invasive species are used in the school greening areas.
- are sustainable through ongoing maintenance throughout the school year and subsequent years.
- ensure reciprocal and other agreements with Municipalities are respected.
- respect the rights and responsibilities of all HDSB staff.

School ground greening projects can be broken into several categories, sometimes incorporating more than one category in the same project.
Outdoor learning/seating areas, gardens (including pollinator/ sensory and food), tree planting and shade and modification of FDK learning spaces (Board funded and school supported) are indicative of the school ground greening projects undertaken throughout the Board.

Since 2013:
- All schools with Full Day Kindergarten have had their outside spaces modified in alignment with the Early Years Curriculum which supports the inclusion of naturalized spaces and the use of those outdoor spaces in learning.
- Outdoor learning spaces have been created to incorporate seating areas and support learning outside from literacy to music to numeracy to well-being.
- Pollinator and sensory gardens have been created in some school yards allowing students to make connections between their local environment and global environmental issues such as colony collapse disorder and loss of habitats for monarch butterflies.
- Food gardens encouraging healthy eating, building an understanding of food production/waste and the incorporation of healthy lifestyle activities exist on many school properties. The food gardens range from small “square foot” planters in kindergarten spaces to joint community projects to gardens where the produce is utilized in curriculum courses at the secondary level.

To date, more than 80% of elementary schools and 75% of secondary schools either have or are working toward modification of their outside spaces. In 2017, there are approximately 40 projects of varying sizes planned at schools.

Respectfully submitted,

Suzanne Burwell,
Sustainability Officer

Gerry Cullen,
Superintendent of Facility Services

Stuart Miller,
Director of Education
TO: The Chair and Members of the Halton District School Board
FROM: G. Cullen, Superintendent of Facility Services
S. Miller, Director of Education
RE: Extreme Weather Policies and Procedures - Gap Analysis

Warrant:
The following Board motion was approved at the October 5th, 2016 Board meeting:

Be it resolved that the Halton District School Board direct the Director of Education to
investigate and undertake a gap analysis on existing procedures dealing with
extreme weather, specifically heat guidelines, and report back to the Board with any
recommendations, by April 2017, if required.

Background:
The Halton District School Board currently has three documents that refer to extreme
weather temperatures.

The Inclement Weather Administrative Procedure describes the process for closing
schools, cancelling transportation and modifying school activities during inclement weather.
There is specific direction to extreme cold weather in the Administrative Procedure:

When the temperature or wind chill reaches -20°C (twenty degrees below zero,
Celsius), students will be granted immediate entry to school upon arrival, and
students will remain indoors during nutrition breaks. When temperature thresholds
are in effect, students are required to keep their outdoor coats/jackets with them
throughout the instructional day, in case of a need to evacuate the school.

A flyer is sent home each year to families outlining this procedure and letting families know
that students will enter directly into the school when temperatures are -20°C or colder.

The Environmental Factors and Physical Activity (Thunder, Lightning, High Winds,
Extreme Temperatures and Inclement Weather) Administrative Procedure provides
clarification and process for responding to unusual weather related conditions when
students are participating out of doors. As the title of the procedure implies, it provides
direction for dealing with thunder and lightning, high winds, extreme temperatures, and
inclement weather. Under extreme temperatures it references the need to consider
temperature, air quality, humidity, UV index and risk of frostbite. In the context of physical
activity, it also references length of time for physical activity, intensity, fitness levels of
students and accessibility to adequate hydration and safety precautions that
parents/students should take to protect themselves adequately in extreme weather
conditions. This procedure references direct temperature warning information from Halton
Region Public Health:

The Halton Region provides information on Environmental Health including heat
warnings and cold alerts.
Heat Illnesses and Heat Exposure: Heat can stress the heart and lungs as the body works harder to cool itself, and can produce cramps, headaches, nausea, weakness, dizziness, and fainting - if untreated, more serious, permanent damage or death.

Heat Warnings:
- Heat Warning: When forecast temperatures are expected to be at least 31°C and overnight temperatures are above 20°C for 2 days or the humidex is at least 40°C for 2 days.
- Extended Heat Warning: When forecast temperatures are expected to be at least 31°C and overnight temperatures are above 20°C for at least 3 days or humidex is at least 40°C for at least 3 days.

Cold Stress and Cold Exposure: Any individual can lose body heat when exposed to cold air, but when physically active the individual cannot maintain heat and thus cold exposure can be uncomfortable, impair performance and may be life-threatening. Cold stress may develop as the result of environmental or non-environmental factors.

Cold Alerts:
- Halton Region issues a Cold Alert when there is daily predicted low of -15°C without wind-chill.
- Environment Canada issues an Extreme Cold Warning for outdoor activity when temperature or wind chill is expected to reach -30 °C for at least 2 hours
- When the temperature (with or without) wind chill reaches -20 °C, students will enter school immediately upon arrival in the morning and remain indoors during nutrition breaks.

A Heat Stress and Action Plan Guideline exists on MyHDSB and is available to all staff. This guideline provides helpful information and strategies for how the organization and individuals might respond to mitigate high temperatures and also how to respond if high temperatures have resulted in a heat related illness. It includes direction to staff to create and communicate a Hot Weather Action Plan during specific hot/humid conditions:

Your Hot Weather Action Plan should be activated when environmental or weather triggers occur such as:
- The humidex reaches or exceeds 35°C
- Environment Canada Humidex advisory (air temperature exceeding 30°C and the humidex exceeds 40°C
- There is a smog alert and higher temperature
- Heat waves occur (3 or more days of 32°C or higher temperatures)

Staff and parents should be notified whenever the hot weather plan is activated.

The Hot Weather Action Plan includes specific strategies to ensure safety of staff and students during these extreme weather conditions.

Recommended Action:
The Heat Stress Guideline contains useful information and strategies for staff, students and families in the event of high temperatures and/or humidex. It also directs the actions of staff when temperature/humidex reach a minimum threshold i.e. staff must have a Hot Weather Action Plan and communicate this plan to staff and parents. Because this guideline directs staff actions and involves parent communication, it deserves a higher profile than “guideline”.

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The Inclement Weather administrative procedure generally refers to cold, snowy winter weather conditions that may result in bus cancellations, school closures and/or precautionary measures to limit exposure time of students outdoors. There currently is no language in this procedure about hot and/or humid weather conditions.

The recommended action is to combine the Inclement Weather administrative procedure and the Heat Stress Guideline to create a new administrative procedure to address both hot weather conditions as well as cold and winter weather conditions. Language should also be included in this administrative procedure that while hot and humid weather may necessitate specific strategies and actions be put in place, schools are not closed due to high temperatures. In addition, there needs to be further detail provided with respect to the decision making and communication process that triggers actions in schools or other board facilities as a result of inclement weather or extreme temperatures.

A committee will be established to review this new administrative procedure.

Respectfully submitted,

David Boag
Associate Director

S. Miller
Director of Education
TO: The Chair and Members of the Halton District School Board

FROM: G. Cullen, Superintendent of Facility Services
      S. Miller, Director of Education

RE: Rental Rates 2017-2018

Background:
The Halton District School Board makes many of its school rooms available for community use through a rental permit process. The access and use of our schools is facilitated by the four municipalities who work with the Halton District School Board.

The Ministry of Education provides the Board with a grant specifically intended to reduce the cost of these rentals. The grant reduction has ranged from 42-27% over time.

The Ministry grant is calculated on student enrolment, not directly related to the volume of rentals nor the actual cost of operating these spaces. Annually, we calculate the cost of operation and estimate the volume of rentals. This information then determines the magnitude of the rental rate reduction made possible by the grant.

For the 2016-2017 the Halton District School Board has been able to provide a 28% discount to the cost rate. This year we anticipate an in year balance of $26,413 which will be applied to one-time expenses related to the community use needs.

The Halton District School Board and Halton Catholic District School Board for the previous two years have had different rental rates and discounts as a result of the financial pressures of the Halton Catholic District School Board. This year the rental rates for the two boards will again be different.

For 2017-2018 we are proposing two adjustments to the rates: an overall 2% inflationary cost, and adjustments to some specific room sizes to correct for cost i.e. small gyms and large gyms. This is the final year of the size adjustment.

The new rates will take effect in September 2017 and are reflected in the table attached as Appendix 1. The Ministry grant to reduce the rentals will be maintained at 28%.

Respectfully submitted,

G. Cullen
Superintendent of Facility Services

S. Miller
Director of Education
## Community Use of School Facility

**Sep 1, 2017 - Aug 31, 2018**

### SCHOOL FACILITY SPACES

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>Municipal Reciprocal Agreement</th>
<th>Municipal Reciprocal Agreement *</th>
<th>Board Approved Educational Organizations and Regional Municipality of Halton</th>
<th>Registered Non-profit &amp; Charitable Halton Community Groups*</th>
<th>Registered Non-profit Halton Religious Services*</th>
<th>Other Halton Community Groups</th>
<th>Commercial and Non-Halton Organizations</th>
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<tbody>
<tr>
<td><strong>ELEMENTARY</strong></td>
<td></td>
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<tr>
<td>Classroom</td>
<td>$7.67</td>
<td>$5.52</td>
<td>$7.67</td>
<td>$13.81</td>
<td>$17.65</td>
<td>$19.18</td>
<td>$38.35</td>
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<td>Forum</td>
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<td>$11.04</td>
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<td>$17.95</td>
<td>$24.93</td>
<td>$44.88</td>
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<td>$62.33</td>
<td>$124.65</td>
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<tr>
<td>Gymnasium - Double</td>
<td>$38.35</td>
<td>$27.61</td>
<td>$38.35</td>
<td>$69.03</td>
<td>$88.21</td>
<td>$95.88</td>
<td>$191.75</td>
</tr>
<tr>
<td>Library (Special Request)</td>
<td>$19.18</td>
<td>$13.81</td>
<td>$19.18</td>
<td>$34.52</td>
<td>$44.11</td>
<td>$47.95</td>
<td>$95.90</td>
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<tr>
<td>Meeting or Seminar Room</td>
<td>$7.67</td>
<td>$5.52</td>
<td>$7.67</td>
<td>$13.81</td>
<td>$17.65</td>
<td>$19.18</td>
<td>$38.35</td>
</tr>
<tr>
<td>Parking Lot</td>
<td>$23.01</td>
<td>$16.57</td>
<td>$23.01</td>
<td>$41.42</td>
<td>$52.93</td>
<td>$57.53</td>
<td>$115.05</td>
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<tr>
<td>Playground or Asphalt Area</td>
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<td>$5.52</td>
<td>$7.67</td>
<td>$13.81</td>
<td>$17.65</td>
<td>$19.18</td>
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<tr>
<td>Stage</td>
<td>$7.67</td>
<td>$5.52</td>
<td>$7.67</td>
<td>$13.81</td>
<td>$17.65</td>
<td>$19.18</td>
<td>$38.35</td>
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<tr>
<td><strong>SECONDARY</strong></td>
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<tr>
<td>Cafeteria</td>
<td>$38.35</td>
<td>$27.61</td>
<td>$38.35</td>
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<td>$191.75</td>
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<tr>
<td>Classroom</td>
<td>$7.67</td>
<td>$5.52</td>
<td>$7.67</td>
<td>$13.81</td>
<td>$17.65</td>
<td>$19.18</td>
<td>$38.35</td>
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<tr>
<td>Gymnasium - Double</td>
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<td>$40.04</td>
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<td>Gymnasium - Triple</td>
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<td>$23.01</td>
<td>$41.42</td>
<td>$52.93</td>
<td>$57.53</td>
<td>$115.05</td>
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<tr>
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<td>$7.67</td>
<td>$13.81</td>
<td>$17.65</td>
<td>$19.18</td>
<td>$38.35</td>
</tr>
<tr>
<td>Fixed Seat Auditorium</td>
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<td>$82.74</td>
<td>$114.92</td>
<td>$206.86</td>
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<td>Studio Theatre</td>
<td>$76.62</td>
<td>$55.17</td>
<td>$76.62</td>
<td>$137.92</td>
<td>$176.23</td>
<td>$191.55</td>
<td>$383.10</td>
</tr>
</tbody>
</table>

* This rate is discounted throughout the Ministry of Education’s CUS grant.

Note: Rental contracts for use of facilities do not include the use of change rooms, washrooms or access to school buildings.

Rental contracts are for use of facility space only and does not include use of furniture and equipment unless noted.

Facility rental rates are subject to change.

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**BEFORE/AFTER PROGRAMS 2017/18**

<table>
<thead>
<tr>
<th>BEFORE/AFTER PROGRAM</th>
<th>Actual Blended</th>
<th>MTR Blended</th>
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</thead>
<tbody>
<tr>
<td>Blended Monthly/room</td>
<td>702.38</td>
<td>505.71</td>
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<tr>
<td>1/2 Program Monthly/room</td>
<td>390.21</td>
<td>280.95</td>
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<tr>
<td>PA day/room</td>
<td>46.02</td>
<td>33.13</td>
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<tr>
<td>Early Dismissal/room</td>
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<td>n/a</td>
</tr>
<tr>
<td>Rate/hour/room</td>
<td>7.67</td>
<td>5.52</td>
</tr>
</tbody>
</table>

Saturday Hourly Custodial Rate $41.35
Sunday Hourly Custodial Rate $54.27

Note: Open/Close/Cleanup Charges apply to weekend rentals
TO: The Chair and Members of the Halton District School Board

FROM: G. Cullen, Superintendent of Facility Services
S. Miller, Director of Education

RE: Capital Update – for period ending February 2017

Background:
As per the monthly schedule to report on capital projects, please find attached the chart showing recent activities for the period ending February 28, 2017.

Respectfully submitted,

G. Cullen
Superintendent of Facility Services

S. Miller
Director of Education
## Capital Projects

**Updated: March 1, 2017**

**Bolded notes indicate changes.**

<table>
<thead>
<tr>
<th>School &amp; Project Description</th>
<th>Pupil Places</th>
<th>Site Owned</th>
<th>Permit Status</th>
<th>Construction Status</th>
<th>Start Date (Tentative)</th>
<th>Completion Date</th>
<th>Update Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>NEW SCHOOL CONSTRUCTION</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Martin Street (Snyder Architects Inc.)        | 753          | Own        | Feb 05, 2016 (2nd sub.)           | Dec 5, 2016                      | Feb 17, 2016 (partial)    | Apr 7, 2016       | Jun 1, 2016 Aug 2017
Masonry brick underway. Exterior spray insulation 90% complete. Roofing 90% complete. All windows & curtain walls 100% complete. Mechanical & electrical installation ongoing. Painting started on 2nd floor & 50% completed. Ceramic flooring started in washroom on 2nd floor. Ceiling track on 2nd floor underway. |
Received Ministry of Education funding approval Oct 28/16. Facilities Services staff currently working with program Superintendents to design the facility to accept improved curriculum standards. Concerns raised about the delay with subdivision development may negatively impact the construction schedule. Dom Renzella working with the Town of Milton for draft plan approvals. |
Architects office is currently at 70% completion of working drawings. Designs for the child care centre have been finalized. |
| **NE Oakville #2 PS (Hossack & Assoc. Arch.)** | 776          | no         |                                   |                                  |                        | Aug 2018         | Architects office is developing drawings using the HDSB design guidelines.       |
| **ADDITION AND RENOVATIONS**                  |              |            |                                   |                                  |                        |                 |                                                                                 |
| Administrative Building Accommodation Study  | N/A          | N/A        | N/A                               | N/A                              | N/A                    | N/A             | N/A Consultant evaluating opinions for location of potential accommodations - ongoing. |
| (Snyder Architects Inc.)                     |              |            |                                   |                                  |                        |                 |                                                                                 |
Construction underway. Contractor is developing a schedule for completion. Working well with staff in an occupied building environment. |
Phase 3 complete. Still need to work out land deal with the HCDSB to receive final sign off. |
| **PORTABLES**                                 |              |            |                                   |                                  |                        |                 |                                                                                 |
Demolition of 5 portables that are unused at this location & not structurally sound to withstand relocation. |

**Notes:**
- **Submit'd** indicates when the submission was made.
- **Rec’d** indicates when the submission was received.
- **Issue** indicates when the issue was raised.
- **Closing** indicates when the issue was closed.

---

*Bldg. (BPA) and Tender columns are not included in the table.*
TO: The Chair and Members of the Halton District School Board
FROM: S. Miller, Director of Education
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.

The report schedule will be updated at regular intervals to keep Trustees apprised of what reports have been presented, completed, and/or have had to have timelines revised.

Respectfully submitted,

S. Miller
Director of Education
<table>
<thead>
<tr>
<th>REPORT SUBJECT</th>
<th>DATE (info/dec)</th>
<th>RESPONSIBILITY</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin Procedure Update</td>
<td>Ongoing</td>
<td>Stuart Miller</td>
<td>completed</td>
</tr>
<tr>
<td>Capital Updates</td>
<td>September 7</td>
<td>Gerry Cullen</td>
<td>verbal report re: summer activity</td>
</tr>
<tr>
<td>Community Planning and Partnerships</td>
<td>September 7</td>
<td>Lucy Veerman</td>
<td>not required</td>
</tr>
<tr>
<td>Director's Summer Authority</td>
<td>September 7</td>
<td>Stuart Miller</td>
<td>completed</td>
</tr>
<tr>
<td>Ombudsman</td>
<td>September 7</td>
<td>David Boag</td>
<td>completed</td>
</tr>
<tr>
<td>EQAO</td>
<td>September 21</td>
<td>David Boag, Program</td>
<td>completed</td>
</tr>
<tr>
<td>Summer Learning Initiatives</td>
<td>September 21</td>
<td>David Boag</td>
<td>completed</td>
</tr>
<tr>
<td>Admin Procedure re: Critical Dates</td>
<td>September 21</td>
<td>David Boag</td>
<td>completed</td>
</tr>
<tr>
<td>PAR Announcement/Report</td>
<td>October 5</td>
<td>Stuart Miller</td>
<td>completed</td>
</tr>
<tr>
<td>Admin Building Update</td>
<td>October 5</td>
<td>G. Cullen, L. Veerman</td>
<td>completed</td>
</tr>
<tr>
<td>September Staffing Adjustments</td>
<td>October 5</td>
<td>Debra McFadden</td>
<td>completed</td>
</tr>
<tr>
<td>Close the Gap Update</td>
<td>October 5</td>
<td>G. Cullen, L. Veerman</td>
<td>completed</td>
</tr>
<tr>
<td>Boundary Review Study (Martin St.)</td>
<td>October 19</td>
<td>Rob Eatough</td>
<td>for action November 2, 2016</td>
</tr>
<tr>
<td>Special Education Review</td>
<td>October 19</td>
<td>Stuart Miller</td>
<td>completed</td>
</tr>
<tr>
<td>Special Ed Class Placement AP</td>
<td>October 19</td>
<td>Mark Zonneveld</td>
<td>completed</td>
</tr>
<tr>
<td>Capital Update</td>
<td>October 19</td>
<td>Gerry Cullen</td>
<td>completed</td>
</tr>
<tr>
<td>Close-out Report: Boyne, Oodenawi</td>
<td>October 19</td>
<td>Gerry Cullen</td>
<td>completed</td>
</tr>
<tr>
<td>Annual Water Testing</td>
<td>November 2</td>
<td>Gerry Cullen</td>
<td>completed</td>
</tr>
<tr>
<td>Learning Centre Report</td>
<td>November 2</td>
<td>M. Zonneveld</td>
<td>completed (as per M16-0108)</td>
</tr>
<tr>
<td>PVC Implementation Update</td>
<td>November 2</td>
<td>David Boag</td>
<td>completed</td>
</tr>
<tr>
<td>MYP Targets / Operational Plan</td>
<td>November 2</td>
<td>Stuart Miller</td>
<td>completed; Op Plan for action Nov.16</td>
</tr>
<tr>
<td>Annual Report: Food &amp; Beverage Sales</td>
<td>November 16</td>
<td>Gerry Cullen</td>
<td>completed</td>
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<td>OFA Debenture (if required)</td>
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<td>School Generated Funds/Student Fees</td>
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<td>May</td>
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<td>Centre -Skills Dev. &amp; Training Report</td>
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<td>EDC By-law</td>
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