HALTON DISTRICT SCHOOL BOARD
J.W. Singleton Education Centre, 2050 Guelph Line, Burlington, Ontario
Wednesday, January 6, 2016
Public Session: 7 p.m. (Private Session precedes Public Session)

**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 Delegations  
2.2 Presentations  
2.3 Acknowledgement of Delegations by Chair

### 3.0 – Ratification / Action

| 3.1 | Minutes of the Regular and Special Meetings  
| 3.1.1 | Halton District School Board Meeting, December 16, 2015 | page 2  
| 3.2 | Approval of Business Transacted in Private Session  
| 3.3 | Order Paper | page 7  
| 3.4 | Action Items  
| 3.4.1 | Ombudsman (A. Collard) – Report 15167-REVISED | page 11  
| 3.4.2 | Board Recognition Program Policy– (S. Miller) -- Report 15178 | page 12

### 4.0 – Communication to the Board

| 4.1 | Student Trustee Reports  
| 4.2 | Information Items (including Notices of Motion and future actions)  
| 4.2.1 | Notices of Motion  
| **For Action: January 20, 2016**  
| 4.2.1 | Trustee Honoraria (L. Veerman) – Report 16000 | page 15  
| 4.2.2 | Striking Committee (K. Amos) – Report 16003 | page 17  
| 4.2.3 | EA Allocation (M. Zonneveld) – Report 16004 | page 24  
| **For Information**  
| 4.2.4 | French Recruitment Report (T. Dyson) – Report 16001 | page 25  
| 4.2.5 | Board Report Schedule (S. Miller) – Report 16002 | page 31

| 4.3 | Committee Reports  
| 4.4 | Director’s Report  
| 4.5 | Communications from the Chair | 5 mins.  
| 4.6 | Trustee Questions and Comments | 10 mins.

### 5.0 – Adjournment

5.1 Motion to Adjourn
HALTON DISTRICT SCHOOL BOARD
Wednesday, December 16, 2015
7 p.m. – Public Session

MINUTES

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

2.0 -- Communication to the Board
2.1 Presentations
2.2 Delegations
2.3 Acknowledgement of Delegations by Chair

3.0 -- Ratification / Action
3.1 Minutes of the Regular and Special Meetings
   3.1.2 Halton District School Board Meeting, December 2, 2015
3.2 Approval of Business Transacted in Private Session
3.3 Order Paper
3.4 Action Items
   3.4.1 Ombudsman -- (A. Collard) -- Report 15167

4.0 -- Communication to the Board
4.1 Student Trustee Reports
4.2 Information Items  (including Notices of Motion and future actions)
   4.2.1 Notices of Motion
      For Action: January 6, 2016
   4.2.2 Policy By-law & Governance Report: Program and Accommodation Review Policy
      K. Graves -- (Report 15176)
   4.2.3 Policy By-law & Governance Report: Director’s Performance Review Policy
      K. Graves -- (Report 15177)
   4.2.4 Policy Feedback  Board Recognition – (S. Miller) -- Report 15178
      For Information:
   4.2.5 Active and Sustainable Transportation Interim Report– (S. Burwell) Report 15175
   4.2.6 Gifted Accommodation – Oakville (M. Zonneveld) – Report 15174
   4.2.7 Capital Update (G. Cullen) – Report 15171
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
Wednesday, December 16, 2015


Regrets:

Agenda Item 1
1.1 Call to Order
K. Amos called the meeting to order at 6:07 p.m.
M15-0226 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 7:04 p.m.
The Chair called the Public Session to order at 7:22 p.m.

1.2 Approval of the Agenda
A. Harvey Hope commented on the name of item 4.2.4, suggesting it reflect policy feedback as well as approval on the Board Recognition Program Policy.
M15-0227 A. Grebenc / L. Reynolds
Be it resolved that the Halton District School Board approve the agenda for December 16, 2015 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.

Agenda Item 2
2.1 Delegations / Presentations
There were no delegations or presentations.

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

Agenda Item 3
3.1 Approval of the Minutes
A. Harvey Hope requested Motion M15-0221 be amended from “That the funding be provided for the provision of…..” to “That a request be made that funding be provided for the provision of…..”
M15-0228 L. Reynolds / A. Harvey Hope
Be it resolved that the minutes for the Meeting of the Halton District School Board for December 2, 2015 be approved as amended. Carried Unanimously.

3.2 Ratification of Business Transacted in Private Session
The following motions were ratified from Private Session.
M15-0229 K. Graves / A. Grebenc
Be it resolved that the Halton District School Board approve the resolutions from Private Session respecting Property Matters (Report 15173).

With no consensus on the above motion, a recorded vote was called.

A. Collard yes K. Amos no
L. Reynolds yes A. Harvey Hope no
J. Gray yes
D. Danielli yes
K. Graves yes
R. Papin yes
J. Oliver yes
A. Grebenc yes
T. Ehl Harrison yes
J. Sahi yes
S. Schneider yes

Carried.
3.3 Order Paper
The Chair called attention to the Order Paper. A. Harvey Hope requested the joint responsibility of Chair and Superintendent of Business be assigned to Motion M15-0219.

J. Oliver joined the meeting in person at 7:33 p.m.

3.4 Action Items
3.4.1 Ombudsman
A. Collard spoke to Report 15167 and responded to trustee questions. Trustees spoke to their understanding of the Ombudsman role, and the Board’s role in policy compliance.

M15-0230 A. Collard / J. Oliver
Be it resolved that the Halton District School Board trustees and staff collaboratively develop a policy and an administrative procedure regarding our internal process for complaints made via the Office of the Ombudsman, and report back to the Board by the second meeting in March 2016.

L. Reynolds brought forward a motion to defer this matter to the Policy By-law and Governance Committee to further investigate the role of trustee in the context of the Ombudsman. Debate ensued regarding whether a motion to defer should be considered or a motion to substitute. It was determined an amendment to the original motion would allow a review of processes by which complaints are handled within the Halton District School Board.

M15-0230(a) A. Harvey Hope / A. Collard
Be it resolved that the Halton District School Board trustees and staff collaboratively review the internal processes for complaints in light of the creation of the Office of the Ombudsman.

A. Harvey Hope requested the motion be deferred to January to allow appropriate wording for the deferral motion. A. Collard indicated she would include a report in the next agenda package.

M15-0231 A. Harvey Hope / A. Grebenc
Be it resolved that the Halton District School Board defer this matter to the January Board meeting. Carried Unanimously.

Agenda Item 4
4.1 Student Trustee Report
S. Schneider and J. Sahi spoke to the recent presentation by Stuart Miller, Director of Education, speaking about the Program Viability Committee at the Student Senate meeting. They also spoke to the spring Student Leadership Symposium slated for April 21. They responded to questions on both items.

4.2 Information Items (including Notices of Motion)
4.2.1 Notices of Motion
K. Amos indicated the Striking Committee Report would come forward to the next Board meeting.

For Action: January 6, 2016.
4.2.2 Policy By-law and Governance Report: Program and Accommodation Review Policy
K. Graves highlighted Report 15176 and responded to trustee questions.

M15-0232 A. Harvey Hope / T. Ehl Harrison
Be it resolved that the Halton District School Board waive the rules to deal with this matter immediately. Carried Unanimously.

T. Ehl Harrison requested a news release and related communications be sent out noting the opportunity for public feedback.

M15-0233 K. Graves / A. Harvey Hope
Be it resolved that the Halton District School Board’s “Program and Accommodation Review Policy” as appended to Report 15176, be posted on the Board’s website for public input for a period of not less than 25 days, and that the policy and any input return to the Board for consideration in February 2016. Carried Unanimously.
4.2.3 Policy By-law and Governance Report: Director’s Performance Review Policy

K. Graves highlighted Report 15177 and responded to trustee questions.

M15-0234 A. Collard / A. Grebenc

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

Carried Unanimously.

M15-0235 A. Collard / A. Harvey Hope

Be it resolved that the Halton District School Board’s “Director’s Performance Review Policy” as revised and appended to Report 15177, be posted on the Board’s website for public input for an extended period to reflect procedural revisions to the policy, and that the policy and any input return to the Board for consideration at the second Board meeting in January 2016.

Carried Unanimously.

4.2.4 Board Recognition Program Policy

S. Miller spoke to Report 15178 and responded to trustee questions.

For Information

4.2.5 Active and Sustainable Transportation Interim Report

S. Burwell spoke to Report 15175, and responded to trustee questions.

4.2.6 Gifted Accommodation – Oakville

M. Zonneveld spoke to Report 15174 and responded to trustee questions.

4.2.7 Capital Update

G. Cullen spoke to Report 15171 and responded to trustee questions.

4.1 Committee Reports

There were no Committee Reports.

4.2 Director’s Report

S. Miller commented on his attendance at Tecumseh Public School’s holiday concert today.

S. Miller spoke to the annual Director’s Report, legislated to be provided each year. This year, S. Miller highlighted changes to the formatting of the annual report, modifying it to be entirely online rather than a printed document.

He also highlighted three Board reports that will be coming to the Board later than originally indicated in the Board report schedule. Due to the recent sanctions, the reports will be pushed back to the next school year. These changes will be reflected in the schedule that will appear in the January 6 agenda. He also highlighted an item coming to the Board on January 6, requesting an additional educational assistant allocation.

S. Miller asked D. Boag to provide an update on the Program Viability Committee progress with respect to community consultation and input. A written report will come to the Board early in the new year.

S. Miller thanked trustees for their participation in last week’s meeting with the Muslim leaders, indicating plans will be formulated on how to proceed. He asked R. Eatough to speak to a good news story. R. Eatough highlighted the arrival of two privately sponsored Syrian families in Halton, their visit to the Board’s Welcome Centre earlier yesterday, and what is being done within the Halton District School Board to accommodate Syrian families.

4.3 Communications from the Chair

K. Amos had a backpack she filled, demonstrating what is required by newcomers in the Welcome Centre’s campaign for newcomers. She challenged everyone in attendance and viewers to do the same. She also spoke to the holiday message she has recorded for the system, indicating she will be sending it out this week.

4.4 Trustee Questions and Comments

J. Gray congratulated Acton District High School Vice Principal Colin Sell who recently, with the assistance of staff members from the school, organized the Safe School Ambassador program for student school leaders. This program is recognized by the Ontario government as an effective, data-driven initiative to address bullying issues. She also recognized T. Ehl Harrison, J. Oliver, A. Grebenc and A. Collard who assisted in this week’s distribution of donations of winter jackets.
4.4  **Trustee Questions and Comments (cont’d)**

J. Oliver spoke to her attendance at the Heritage Glen Public School holiday concert. She also spoke to a recent event featuring the Governor General as guest speaker regarding the resettlement of refugees.

T. Ehl Harrison spoke to her attendance at this week’s TA Blakelock Spirit of the Season musical showcase, and the excellent performance of the students. She also highlighted this week’s release of the Truth and Reconciliation Report, recognizing the work is just beginning, and offered encouragement for the Board to make things better for newcomer students.

L. Reynolds offered her appreciation to S. Podrebarac and the efforts of his staff in offering the “Calling All Three Year Olds” program, having attended the Burlington event with R. Papin. She also spoke to her attendance at the Burlington Central graduation for the Active Chef program, offering accolades to those who participated.

R. Papin spoke to her attendance with D. Danielli and D. Boag at the Four Seasons Reconciliation Training, and the collaboration of LB Pearson and MM Robinson students in offering the “Upper Middle Road Holiday Concert”. She also spoke to her attendance at the graduation ceremony for the “Active Chef” program at Ryerson Public School.

A. Grebenc spoke favourably regarding a holiday concert at CR Beaudoin that she attended today.

M15-0236  **J. Gray / L. Reynolds**
Be it resolved that the Board reconvene in Private at 10:47 p.m.  **Carried Unanimously.**

The Board reconvened in Public Session at 10:48 p.m.

M15-0237  **K. Graves / D. Danielli**
Be it resolved that the Halton District School Board ratify the Memorandum of Settlement which was reached with the Elementary Teachers’ Federation of Ontario – Elementary Occasional Teachers -- Halton on December 1, 2015, subject to ratification by the union.  **Carried Unanimously.**

M15-0238  **K. Graves / A. Collard**
Be it resolved that the Halton District School Board ratify the Memorandum of Settlement which was reached with the Canadian Union of Public Employees (CUPE) Local No. 1011 on November 27, 2015, subject to ratification by the union.  **Carried Unanimously.**

M15-0239  **K. Graves / D. Danielli**
Be it resolved that the Halton District School Board approve the resolutions from Private Session respecting Property Matters (Report 15172).

**Agenda Item 5**

M15-0240  **T. Ehl Harrison / J. Gray**
Be it resolved that the Board adjourn at 10:51 p.m.  **Carried Unanimously**

………………………………………… Recorder  ……………………………………………………… Chair
<table>
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<tr>
<th>Motion #</th>
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<tbody>
<tr>
<td>M12-0119</td>
<td>Be it resolved that the new Burlington NE high school, (SRA #101 Alton), provide Grade 9 &amp; 10 English programming in 2013-14, and Grade 11 in 2014-15 and add Grade 12 in 2015-16. Be it resolved that the new Burlington NE high school, (SRA #101 Alton), provide Grade 9 &amp; 10 French Immersion programming in 2013-14, add Grade 11 in 2014-15, &amp; Grade 12 in 2015-16. Be it resolved that Grade 11 and 12 English program students within the SRA #101 (Alton) boundaries, attending Nelson, Robert Bateman, Lester B. Pearson and/or M.M. Robinson High Schools in 2013-14, continue to attend these high schools until graduation and transportation be provided subject to the Board’s Transportation policy. Be it resolved that Grade 11 and 12 French Immersion program students within the SRA #101 (Alton) boundaries, attending Nelson and M.M. Robinson High Schools in 2013-14, continue to attend these high schools until graduation and that transportation be provided subject to the ‘French As A Second Language’ policy of the Board. Be it resolved that due to the ‘grandfathering’ provision in the Alton Elementary Boundary Review recommendation #4 (see below), the new boundary for French Immersion students residing in north Headon Forest (directing them to M.M. Robinson HS) will begin as of September 2016. Transportation will be provided subject to the ‘French As A Second Language’ policy of the Board.</td>
<td>Senior Admin</td>
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<tr>
<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 Cmte</td>
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<td>M13-0073</td>
<td>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.</td>
<td>Director of Education</td>
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<td>M13-0171</td>
<td>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.</td>
<td>PB&amp;G Committee</td>
</tr>
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<td>M13-0172</td>
<td>Be it resolved that the Halton District School Board approve a structure for administrative procedures and supporting guidelines, implementation handbooks, and protocols as contemplated in Report 13083.</td>
<td>Director of Education</td>
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<td>M14-0039</td>
<td>Be it resolved that the Community Funding of Facilities Enhancements be referred to Policy, By-law and Governance Committee for the development of a Framework Policy governing this admin procedure.</td>
<td>PB&amp;G Cmte</td>
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<td>M14-0142</td>
<td>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.</td>
<td>Director of Education</td>
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<td>M14-0158</td>
<td>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.</td>
<td>Director of Education</td>
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<td>M15-0015</td>
<td>Be it resolved that the Halton District School Board refer the Trustee Code of Conduct policy to the Policy, By-law &amp; Governance Committee.</td>
<td>PB&amp;G Chair</td>
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<td>M15-0026</td>
<td>Be it resolved that the Halton District School Board approve the approach to the 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 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</td>
<td>Superintendent of Facility Services</td>
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<td>M15-0071</td>
<td>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.</td>
<td>Superintendent of Business</td>
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<td>M15-0126</td>
<td>Be it resolved that the Halton District School Board implement a recognition program as outlined in Report 15082, reflecting our vision and values; and that the required By-Law amendment and Policy be developed.</td>
<td>Communications Committee</td>
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<td>M15-0122</td>
<td>THAT subject to Ministry approval and Board approval of the specific project that the Halton DSB appoint the architectural firm of Hosack and Associates Architects Inc. to prepare the design and tender documents (Phase 2) for the proposed new elementary school, ERA127 (Milton #10) to be built in Milton using the guidelines developed.</td>
<td>Superintendent of Facility Services</td>
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**January 6, 2016**

### ORDER PAPER

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| 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:  
(a) 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).  
(b) 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)  
(c) THAT no later than June 2018, the Halton District School Board will assess the impact of this Primary Core French experience in relation to student engagement, student attitude, English proficiency and the impact on Grade 1 French Immersion uptake associated with these schools.  
(d) 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.  
(e) 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.  
(f) 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. | Director of Education |

Be it resolved that effective in the 2014-2015 school year, wherein a triple grade configuration has been possible (due to 23 or fewer students enrolled in three consecutive grades), the School Superintendent will assess the impact on the learning environment and opportunities for students and will consider and recommend for Board approval one of the following strategies;  
- staff as a Grade 1-2 blended class;  
- staff as a Grade 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 2014-2015 school year the Halton District School Board:  
- 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.  
- All elementary schools that offer Grade 1 programming must host a Grade 1 Information Evening that includes information about English program, French Immersion program and Special Education placements. If the home school does not offer French Immersion, the school their students would be directed to for French Immersion cannot host their Grade 1 Information Evening at the same time. The Special Education presentation is to be scripted by the Board’s Special Education department, to include a description of all elementary Special Education placements. | Associate Director |

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**M15-0137**

Be it resolved that the Halton District School Board present the following options for the delivery of French Immersion to the public in the Fall of 2015 for the purpose of receiving feedback, considerations and comments. Feedback will be brought to the Board for consideration in the delivery of French Immersion programming:

1. **Option 1**:  
   - Grade 1 (early) French immersion remains a 50% French 50% English delivery model, but entry to FI would be capped. The method of capping would be determined at a later date.

2. **Option 2**:  
   - Grade 1 (early) French Immersion remains at 50% French and 50% English, however all FI programs would be delivered in single track FI schools. French Immersion would be phased out of dual track schools and no new dual track schools would be considered. The location of the single track schools would be determined at a later date.

3. **Option 3**: French Immersion would commence at a later entry point (mid entry); Grade 4. This would result in the delivery model of FI moving from a 50% model to at least a 80% French Immersion model. In addition the delivery of FI would occur in dual track schools only.

4. **Option 4**: French Immersion would commence at a later entry point (mid entry); Grade 4. This would result in the delivery model of FI moving from a 50% model to at least an 80% French Immersion model. In addition the delivery of FI would occur in single track FI schools only. | Director of Education/Associate Director |
January 6, 2016

ORDER PAPER

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| M15-0139 | Whereas the work of the National Truth and Reconciliation Commission (TRC) regarding residential schools in Canada concluded its work in June 2015, resulting in 94 far reaching Calls to Action, including a number specifically focused on education; Be it resolved that the Halton District School Board:  
   i) Commit that all students graduate with knowledge of residential schools and their effects on Aboriginal communities in Canada and see themselves as contributors to reconciliation.  
   ii) (At least) Annually during a Board meeting recognize the history of our area and give respect and honour to its First Peoples, by including in the Chair’s welcome, "We would like to acknowledge that we are on the traditional territory of First Peoples."  
   iii) Correspond with the Ministry of Education, urging collaboration with Aboriginal communities and the Ontario Public School Board Association to include treaty education, the history and legacy of residential schools and the impact of the Indian Act in curriculum in a way that gives voice to First Peoples. Recognizing that this will take time, also requesting that the Ministry immediately provide school boards with resources to develop and share best practices. | Director of Education / School Operations |
| M15-0172 | Be it resolved that the Halton District School Board adopt the process as outlined in Report 15114 for public/community consultation with respect to possible actions or recommendations for program viability of both English and French programming. | Director of Education |
| M15-0173 | Be it resolved that the Halton District School Board approve the timelines for the public/community consultation process (Report 15114) and that the completion of that process will result in a recommendation coming to the Board no later than May 2016 with implementation of September 2017 for any significant changes in the delivery of either French Immersion or English programming | Director of Education |
| M15-0217 | Be it resolved that the Board authorize the Director to post internally and provincially, an opening for Two Superintendents of Education with responsibilities for school supervision and portfolio assignments as determined by the Director of Education, and  
   THAT a hiring committee be established to review applications, conduct interviews and do reference checks to provide counsel to the Director in making a recommendation to the Board. | Director of Education |
| M15-0219 | Be it resolved that the Halton District School Board use a portion of the “Reserve Account for Trustee Professional Development” to cover the registration costs for the Trustees to attend the Ontario Public School Board Association Public Education Symposium (including the pre-symposium) to be held January 28-30, 2016. (Maximum of $7,700). | Chair of the Board Superintendent of Business |
| M15-0221 | Be it resolved that the Halton District School Board direct the Chair to write to the Ministry of Municipal Affairs and Housing regarding concerns relating to student and staff safety at schools that host election polling stations; and  
   THAT a request be made that funding be provided for the provision of security guards at each school as is the practice for federal elections; and  
   THAT a copy of this letter be shared with the Halton Catholic District School Board, the Mayors and City Clerks of Burlington, Oakville, Milton and Halton Hills, the Region of Halton, OPSBA and local MPPs. | Chair of the Board |
| M15-0233 | Be it resolved that the Halton District School Board’s “Program and Accommodation Review Policy” as appended to Report 15176, be posted on the Board’s website for public input for a period of not less than 25 days, and that the policy and any input return to the Board for consideration in February 2016. | Director of Education |
| M15-0234 | Be it resolved that the Halton District School Board’s “Director’s Performance Review Policy” as revised and appended to Report 15177, be posted on the Board’s website for public input for an extended period to reflect procedural revisions to the policy, and that the policy and any input return to the Board for consideration at the second Board meeting in January 2016. | Director of Education |
| M15-0237 | Be it resolved that the Halton District School Board ratify the Memorandum of Settlement which was reached with the Elementary Teachers’ Federation of Ontario – Elementary Occasional Teachers -- Halton on December 1, 2015, subject to ratification by the union. | Director of Education |
| M15-0238 | Be it resolved that the Halton District School Board ratify the Memorandum of Settlement which was reached with the Canadian Union of Public Employees (CUPE) Local No. 1011 on November 27, 2015, subject to ratification by the union. | Director of Education |

PENDING REPORTS – JANUARY 6, 2016

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<th>Motion &amp; Date</th>
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<tbody>
<tr>
<td>M11-0213</td>
<td>Be it resolved that the Halton District School Board approve the Operating Plan for any given year prior to approval of the budget for that same year</td>
<td>Spring Annually</td>
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<tr>
<td>M11-0216</td>
<td>Be it resolved that the Special Education Plan be brought to the Board in each year prior to approval of the budget for that same year.</td>
<td>Spring Annually</td>
</tr>
</tbody>
</table>
| 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/administrative 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/administrative procedure suggests an impact to the roles and/or responsibilities of trustees or board of trustees (directly or through referenced policy or admin procedure)., | June / Sept. 2012 Review of policies undertaken (on-going) |
<table>
<thead>
<tr>
<th>Motion &amp; Date</th>
<th>Resolution</th>
<th>Presentation Date</th>
</tr>
</thead>
</table>
| M15-0059     | Be it resolved that the Director direct staff to conduct a review of the Educational Assistant allocation process that considers the extent to which the process:  
• is driven by individual student needs  
• considers the health, safety, educational and social needs of students  
• informs and involves parents  
• involves the Student Services and Equity and Inclusion departments  
AND THAT recommendations are brought before the Board by February 2016, to be considered for implementation in Spring 2016;  
AND THAT SEAC members be invited to participate in the review.                                                                 | February 2016     |
| M15-0043     | Be it resolved that the Halton District School Board initiate a committee to examine program viability in both the English program and the French Immersion program and to make a recommendation to the Board no later than June 2015. The committee will be chaired by the Associate Director and will be composed of the Superintendent of Program, Superintendent of Student Success, System Principal of French Program, System Principal of School Program, Principals of dual track elementary schools, elementary single track English schools, elementary single track French Schools, French Immersion programs in High School, single track English programs in high schools and three trustees who currently sit on the French advisory committee. | June 2015         |
| M15-0157     | Be it resolved that the Halton District School Board renew its commitment to Active and Sustainable Transportation and develop a revised implementation plan, and report back with an interim plan no later than December 2015; and  
THAT the Halton District School Board explore, evaluate and participate in opportunities for collaboration and collective action related to Active and Sustainable Transportation with the Active and Sustainable Transportation Hub, the local municipalities, the Region of Halton, the Halton Catholic District School Board, the Provincial Government and other potential stakeholders, wherever possible, and report back to the Board by December 2016. | December 2015     |
| M15-0188     | Be it resolved that the Halton District School Board’s “Director’s Performance Review Policy” as appended to Report 15136, be posted on the Board’s website for public input for a period of not less than 25 days, and that the policy and any input return to the Board for consideration in December 2015. | Director of Education |
| M15-0198     | Be it resolved that the Halton District School Board’s “Recognition Policy” as appended to Report 15142, be posted on the Board website for public input for no less than 25 days, and that the policy and any input return to the Board for consideration in December 2015. | Director of Education |
TO: The Chair and Members of the Halton District School Board

FROM: Amy Collard, Trustee, Burlington Ward 5

RE: Ombudsman

RECOMMENDATION

Be it resolved that the Halton District School Board trustees and staff review the current internal process for public complaints in light of the Office of the Ombudsman’s new mandate to investigate public complaints regarding school boards and report back to the Board by the second meeting in April, 2016.

Purpose:

The Ombudsman Act of 1975 established the Office of the Ombudsman in Ontario. At that time, the role of the Ombudsman was to investigate public complaints about provincial government administration and services.

On December 9, 2014 legislation was passed by the provincial government to extend the jurisdiction of the Ombudsman to school boards, municipalities and universities. This additional scope aligns Ontario more closely with the other provinces and territories in Canada.

On September 1, 2015 the Office of the Ombudsman began their extended mandate to investigate public complaints regarding school boards.

The Office of the Ombudsman is following their process of complaint intake, triage, assessment, investigation and resolution in dealing with public complaints about the education sector. As a part of this process, the Office of the Ombudsman has requested that staff at each school board be appointed as the primary contact(s) for their school board.

However, how a school board proceeds when a complaint has been made is largely determined by the procedures developed by each school board.

Our board currently has an administrative procedure 'Process for Public Concerns' which outlines our internal procedure for resolving complaints raised by the public. This administrative procedure is silent on complaints made to the Office of the Ombudsman.

This has resulted in a procedural gap which a review of our current processes should fill.

Respectfully submitted,

Amy Collard, Trustee
Burlington, Ward 5
TO: The Chair and Members of the Halton District School Board
FROM: S. Miller, Director of Education
RE: Board Recognition Program Policy

Warrant:
At its November 4, 2015 meeting, the Halton District School Board unanimously approved motion M15-0197 to authorize the posting of the Board Recognition Program Policy on the Board’s website for public input, for a period of no less than 25 days. Any feedback received was to return to the Board in December 2015.

RECOMMENDATION:
Be it resolved that Halton District School Board approve the “Board Recognition Program” policy, as appended to Report 15178.

Background:
As directed by Board motion, the draft of the proposed Board Recognition Program Policy was posted for public input in November, 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 responses. It is appended to this report for trustees’ reference.

Respectfully submitted,

[Signature]
Stuart Miller
Director of Education
BOARD RECOGNITION PROGRAM

1. POLICY STATEMENT
The Halton District School Board support the recognition of students, staff and volunteers from across the system who have supported students and have contributed to their achievement. The recognition program is inclusive of all educational stakeholders, and selection of recipients will be guided by the Halton District School Board’s seven equity lenses:

- Ability;
- Faith;
- First Nation, Métis, Inuit;
- race, culture, language;
- sex, gender identity, gender expression;
- sexual orientation;
- socio-economic.

2. SPECIFIC DIRECTIVES
Criteria: Recognition will be given to individuals or groups, formally or informally associated with the Halton District School Board, who have through their activity in exemplary way:

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

Categories: Nominations will be encouraged from a variety of categories, included but not limited to:

- equity;
- diversity and inclusion;
- 21st Century learning;
- environmental action and/or advocacy;
- exemplary contribution under extraordinary circumstances;
- special event or project;
- outstanding achievement (academic/sport/other).

In accordance with the underlying principle of inclusion, additional categories may be added as the recognition program evolves. Consideration will be given to all category suggestions. New categories may be included on the nomination form, which can be found on the Board website.

Nominees: Individuals/groups may be nominated more than once in any given year, but will only qualify for recognition once per year. First time recipients may receive priority.

Recognition: Recognition may take place at the JW Singleton Education Centre during the first 15 minutes of the public session of a Board meeting, or as per the choice of the award recipient.
3. **RESPONSIBILITIES**

3.1 Board of Trustees shall

3.1.1 promote and encourage nominations for the Board’s Recognition Program;

3.1.2 review all nominations for monthly recognition;

3.1.3 present the recognition;

3.1.4 review suggestions and revise as required, the operation of the recognition program.

3.2 Director’s Office/Communications staff shall

3.2.1 promote and encourage nominations via a web page on the Halton District School Board website and promotional materials;

3.2.2 receive and compile all nominations for review by the Board of Trustees;

3.2.3 seek input from recipients regarding their options for recognition; and

3.2.4 provide administrative support for the operation of the Board’s recognition program;

*Board References:*

Administrative Procedure: Board Recognition
TO: The Chair and Members of the Halton District School Board
FROM: L. Veerman, Superintendent of Business
Stuart Miller, Director of Education
RE: Trustee Honoraria

Warrant:
This report provides an update to the enrolment amount per HDSB’s Trustee Honoraria Policy.

Recommendation:

Be it resolved that the Halton District School Board approve the revised Trustee Honoraria to reflect the adjustment to the enrolment amount per Trustee Honoraria Policy.

Background:
Ontario Regulation 357/06 Honoraria for Board Members sets out the method for calculating the limits on honoraria paid under Section 191 of the Education Act.

On September 3, 2014 the Trustees approved the following Policy Statement:

For the term of office in respect of the period from December 1, 2014 or later, the Board will pay to a member an honorarium amount not to exceed the following amount:

- 100% of the maximum base amount as set out by regulation
- 100% of the maximum enrolment amount*
- 100% of the maximum allowable attendance amount **

The policy may be restricted by provincial regulation.

* The enrolment amount will be adjusted on an annual basis to reflect the current ADE (Average Daily Enrolment) of the Halton District School Board.

** Per Schedule 1 of the Policy

Appendix A (attached) has been updated to reflect the enrolment calculation per Ontario Regulation 357/06, section 9.

Respectfully submitted,

(signed)

Lucy Veerman
Superintendent of Business Services and Treasurer

Stuart Miller
Director of Education
# Trustee Honoraria

## Appendix A

### Effective December 1, 2014

<table>
<thead>
<tr>
<th>Position</th>
<th>Base Amount</th>
<th>Enrolment Amount</th>
<th>Attendance Amount</th>
<th>Total Amount</th>
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<td>$15,327.73</td>
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### Effective December 1, 2015

<table>
<thead>
<tr>
<th>Position</th>
<th>Base Amount</th>
<th>Enrolment Amount*</th>
<th>Attendance Amount**</th>
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<td>Student Trustees</td>
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<td>-</td>
<td></td>
<td>2,500.00</td>
</tr>
</tbody>
</table>

* Ontario Regulation 357/06, Section 9: enrolment is based on the average daily enrolment for the school board fiscal year that ends in the calendar year in which the year of the term of office begins per estimates submitted to the Ministry.

** 100% of the maximum allowable attendance amount per Schedule 1 of Trustee Honoraria Policy.
TO: The Chair and Members of the Halton District School Board
FROM: K. Amos Chair of the Board
       K. Graves, Vice-Chair of the Board
RE: Striking Committee

RECOMMENDATION:

Be it resolved that the Halton District School Board approve the trustee committee appointments as outlined in Report 16003.

Please find attached, the recommendations of the Striking Committee for 2016, identifying the committees with trustee membership within the purview of the Striking Committee. The Striking Committee reviewed the requests of trustees, balancing geographic representation as well as time commitments.

Respectfully submitted,

K. Amos, Trustee Oakville Wards 5&6
Chair of the Board

K. Graves, Trustee Milton Wards 1, 6 7 &8
Vice-Chair of the Board
COMMITTEE LIST 2015-16

NAME: ____________________________________________________________

Standing Committees
All trustees are encouraged to participate in the Board’s standing committees

☐ Communications
☐ Director’s Performance Review Committee
☐ Policy, By-law & Governance
☐ Program & Accommodation
☐ Transportation

Trustee Membership
☐ Audit: Ann Harvey Hope, Kim Graves, Jeanne Gray
☐ SEAC: Amy Collard, Richelle Papin, Alternates for 2nd year: Kim Graves, Leah Reynolds
☐ PIC: Andrea Grebenc, Donna Danielli, Joanna Oliver, Kelly Amos
☐ Student Discipline and Suspension Appeals: Jeanne Gray, Richelle Papin, Kelly Amos,
after trustees are alternates.
☐ Supervised Alternative Learning: Jeanne Gray, alternate: Tracey Ehl Harrison

Trustee Representation
☐ Accessibility: Richelle Papin
☐ Centre for Skills Development and Training: Leah Reynolds
☐ Equity Inclusive Education Steering Committee: Donna Danielli, Joanna Oliver, Leah Reynolds, Amy Collard
☐ Halton Eco Learning Partnership: Tracey Ehl Harrison
☐ Halton Learning Foundation: Jeanne Gray
☐ Halton Student Transportation System: Kelly Amos, alternate: Jeanne Gray
☐ IT Partnership – Academic: Andrea Grebenc, Kim Graves
☐ Joint Health and Safety: Joanna Oliver
☐ Mental Health: Andrea Grebenc, alternate Joanna Oliver
☐ Ontario Public School Board Association: Amy Collard, alternate: Ann Harvey Hope
☐ Program Viability Committee: Kim Graves, Joanna Oliver, Richelle Papin
☐ Staff Wellness Advisory: Tracey Ehl Harrison, alternate: Kelly Amos
☐ School Year Calendar: Jeanne Gray
☐ Student Trustee Mentor: Donna Danielli, alternate: Richelle Papin
COMMITTEE DESCRIPTIONS 2015-16

Trustee Standing Committees

Meetings are scheduled as required, and usually occur in the evenings on the Wednesdays alternate to Board meetings, lasting approximately 3 hours. Actions from these committee are usually forwarded to the Board for consideration. For more information on the Standing Committees refer to the Terms of Reference for all these Committees. Chaired and vice-chaired by trustees. All trustees are welcome.

Communications
This Board committee comprised of trustees with resource support from the Director and Manager of the Director’s Office, reviews trustee-led strategies and practices for trustee communications. Contact: Rob Eatough, Gord Truffen, Marnie Denton
Sub-Committee re: Communications Audit – A smaller group of trustees with resource staff who explore recommendations made in recent communications audit. Contact: Marnie Denton

Director’s Performance Review
This committee is responsible for developing the Director’s Performance Appraisal for submission to the full Board. The committee first meets with the Director to prepare the Performance Review document outlining the criteria for the evaluation. The Committee is chaired by the Vice-Chair, and the committee vice-chair is usually the Chair of the Board. Meets as needed on Wednesday evenings during the fall. Contact: Stuart Miller

Policy, By-law and Governance
This Board committee, comprised of trustees with resource support from the Director and Manager of the Director’s Office, reviews policies, by-laws and other structures by which the Board governs itself. Contact: Stuart Miller, Gail Gortmaker

Program and Accommodation
It addresses issues that impact the programs offered in the Board, specifically the ability of our facilities to meet the need of specific programs. The purpose of this committee is also to review and assess the impact of initiating, moving or removing certain programs from our schools. These discussions assist trustees in their understanding of our regional programs, sustainability and viability of programs in schools. Topics can range from program, accessibility, specialty rooms (science, music, shops), and include LTAP, regional programs, renewal, capital projects and ministry projects. Contact: Gerry Cullen, David Boag

Transportation
The committee provides a venue for in-depth consideration of student transportation challenges and opportunities in Halton. It also provides for interaction with Halton Student Transportation Services (HSTS), and to influence HSTS transportation policy through recommendations and reports to the Board. Trustees chair and vice-chair the committee; all trustees are welcome. Meets on Wednesday evenings on alternate weeks to the Board meetings, as needed throughout the school year. Contact: Lucy Veerman, Stuart Miller
Committees Requiring Trustee Representation

Trustee representatives on these committees are responsible for reporting back to the Board on recommendations and activities.

Audit Committee*
The Audit Committee’s composition and mandate is outlined by Ontario Education Regulation 367/10. It is composed of three trustees and two members of the public. Other staff resources to the Committee are the Superintendent of Business Services and Treasurer, Manager of Accounting and the Internal Auditor. The Audit Committee meets 3-5 times per year in the late afternoon/early evening. The Committee is responsible for recommending to the Board: the external audit firm to be used by the Board; reviewing the external audit function including scope, timing and results of the interim and year-end audit; recommending the approval of the annual financial statements; review of work plan and reports of the Internal Auditor; and maintaining oversight over internal controls and risk management systems and processes. Trustee representation is usually a commitment for the length of the Trustee’s term (4 years). Contact: Lucy Veerman, Stuart Miller

Parent Involvement Committee (PIC)*
The Halton District School Board Parent Involvement Committee (PIC) recognizes the vital role parents play in the collaborative development and education of their children and in the success of schools. Therefore, PIC provides a regular opportunity for parents to network, share ideas, offer input and enjoy informative presentations on education and related topics throughout the school year. PIC makes parental engagement a priority by providing ongoing support on a system-wide basis and promotes two-way communication and dialogue among School Councils, parents, staff, the Board of Trustees and members of the community. Monthly meetings are held during the evening, usually on Thursdays. Three trustees. Contact: Tina Salmini

SEAC
SEAC is an advisory body to the Board. Its composition and mandate is outlined in Regulation 464/97. SEAC is comprised of trustees, local association representatives and community members and is responsible for making recommendations to the Board on issues related to special education programs and services and the special education budget. SEAC meets monthly throughout the year on the first Tuesday of the month in the evening and semi-monthly in the spring during budget planning and special education plan revisions. SEAC requires two trustee reps and two trustee alternates for a four-year term. The trustee reps and alternates will alternate voting representation on for two years, for this term. SEAC agendas, minutes and other information can be found on the Board website under the Special Education icon. Contact: Mark Zonneveld

Student Discipline and Suspension Appeals
The Discipline Committee conducts suspension appeals as required by the Education Act 309 in accordance with the Student Discipline Procedures, Suspension Appeal Guidelines and Rules. Three trustees and alternate. Late afternoon/early evening meetings are held as needed. Contact: Scott Podrebarac

Supervised Alternative Learning (SAL)
Ontario Regulation 374/10, “Supervised Alternative Learning and Other Excusals from Attendance at School”, enables the Supervised Alternative Learning Committee of a board to excuse students from fourteen to seventeen years of age from attending school while they continue to participate in learning under the supervision of the board or a school of the board. The goal is to maintain a connection to learning for these students and to support their continued progress towards graduation or achievement of other educational and personal goals. Daytime meetings (Thursday mornings) are called as required. One trustee and an alternate. Contact: David Boag
Committees/Work Groups with Trustee representation:

Trustee representatives on these committees are responsible for reporting back to the Board on recommendations and activities.

Accessibility*
Committee is composed of representatives from SEAC, Facilities, Human Resources, Student Services, principals, trustee. This committee meets every two months to review the Accessibility for Ontarians with Disabilities Act Regulations/Standards, including Customer Service Regulation, Built Environment, Integrated Standards and updates to the HDSB annual Accessibility Plan. Monthly meetings are held during the day (Thursday mornings) three or four times a year. One trustee. Contact: Rob Eatough, Debra McFadden

Centre for Skills Development and Training
The Centre for Skills Development & Training is a not-for-profit affiliate of the Halton District School Board, providing career and workforce development programs and services. The Centre’s Board of Directors includes one trustee. Eight daytime meetings (Wednesdays) are held throughout the year. Contact: Stuart Miller

Equity and Inclusive Education Steering*
The Equity and Inclusive Education Steering Advisory Committee supports Ministry expectations to Boards with the ‘Equity Strategy’ and the Halton District School Board Safe and Inclusive Schools approach. Committee membership includes Board staff, Trustees and community organizations that reflect the Seven Equity Lens. The committee meets five times a year, usually Wednesday mornings as needed. The committee has four trustee representatives. Trustees receive minutes and information regarding progress; attend meetings/events as needed; advocate for issues impacting schools and community; and communicate successes and challenges. Contact: Rob Eatough

Halton Eco Learning Partnership (formerly Environment Management Committee)*
This committee works with the Environmental Sustainability Officer to enhance the environmental sustainability of our board. Staff, students and trustees are represented on this committee. Meets the second Tuesday of the month in the late afternoon/early evening. One trustee. Contact: Suzanne Burwell

Halton Learning Foundation
Halton Learning Foundation raises charitable funds to remove economic barriers to learning for students in need and support school initiatives. The HLF is incorporated as a registered charity and as an independent body collaborating with the Halton District School Board. Early morning meetings are held monthly on Tuesdays, six to eight times a year. One trustee. Contact: Stuart Miller

Halton Student Transportation System (HSTS)
The Halton Student Transportation System provides home to school student transportation services for eligible students of the Halton District School Board and the Halton Catholic District School Board. Requires Chair or Trustee designate, and one Alternate to sit on the Board of Directors (Management Committee) which meets four times a year during the day. Contact: Lucy Veerman, Stuart Miller

IT Partnership*
Committee is made up of administrators, teachers, parent(s) and two trustees to discuss the IT strategic direction and next steps. This committee meets Thursday evenings four times a year to review plans, provide feedback and recommend IT initiatives related to the operational plan. Contact: Gord Truffen

Joint Health and Safety*
The Health and Safety Committee meets approximately five to six times a year, during the day. There are representatives from all employee groups on the committee and they discuss emerging issues and concerns in Health and Safety. This committee also fulfils our legal obligation under the Occupational Health and Safety Act by having a joint union/management committee dealing with health and safety issues. The unions really appreciate the trustee attendance at these meetings. One trustee. Contact: Debra McFadden
Ontario Public School Board Association (OPSBA)
The Ontario Public School Boards’ Association represents public district school boards and public school authorities across Ontario, which together serve more than 1.3 million public elementary and secondary students. The Association advocates on behalf of the best interests and needs of the public school system in Ontario. OPSBA is seen as the credible voice of public education in Ontario and is routinely called on by the provincial government for input and advice on legislation and the impact of government policy directions. One Trustee Delegate is appointed to exercise all rights and privileges of the Member Board, including voting at the annual and general meetings of the association and at the meetings of the Regional. A Trustee Alternate is appointed to act in the absence of the Delegate. Meets monthly throughout the region on a Friday and Saturday.

French Advisory* -- SUSPENDED PENDING WORK OF PROGRAM VIABILITY COMMITTEE
The purpose of this committee is to support French Language programs and instruction within the Halton District School Board. Temporarily suspended. Contact: D. Boag

NEW -- Program Viability Committee*
This committee is tasked with studying issues related to both English and French As a Second Language program viability due to the increasing numbers of students in our French Immersion programs. The Committee has done a considerable amount of work studying the issues and considering proposed scenarios to address these issues. There is currently a public consultation process in effect and feedback will be requested from stakeholders within the system. The PVC will consider this input and make recommendations that the Director will bring forward to the Board of Trustees. Three Trustees. Contact: David Boag

School Year Calendar*
The School Year Calendar Committee is comprised of representatives from all employee groups within the Board, trustees, an IT Liaison and Diversity Coordinators, School Council and Halton Home and School representatives, as well as department representatives. The committee meets during the day early in the new calendar year to meet Ministry timelines for submission of a school year calendar for the following school year. Recommendations from the committee are then taken to the Board of Trustees for approval prior to May 1. One trustee. Contact: D. Boag

Staff Wellness Advisory*
This committee assists us with the direction for our staff wellness program. The committee is made up of employees, union representatives and Human Resource staff. The committee provides advice on what programs to pursue and guides us in organizing the wellness conferences and other initiatives. The committee meets during the day about five times during the school year- One trustee and an alternate. Contact: D. McFadden

Student Mental Health Advisory Committee*
The Mental Health Steering and Advisory Committee has been formed to assist with implementation of the Board’s Mental Health Strategy. The committee membership includes the Mental Health Lead, Superintendent of Student Services, a Trustee, System Principals for Safe and Inclusive Schools, Equity and Inclusion, Early Learning, Program Services, and Student Services, as well as an HR representative, a parent, and a student. The role of the committee is to oversee the direction of the strategy, ensure decisions are reflective of board policy and direction, ensure the strategy is embedded in the Board Improvement Plan, and enhance coordination between and among departments in this area of work. Further, the committee assists in the ongoing communication to the Board and its stakeholders. This committee, being relatively new, has been meeting monthly, typically on Mondays from 3-5 p.m. As the work becomes established and the Mental Health Implementation Team begins its work, it is the intent to meet bi-monthly. One trustee and an alternate. Contact: M. Zonneveld
Student Trustee (Senate) Mentor
Two student trustees serve on the Board. In addition to their responsibilities at the Board table, these students chair a Student Senate made up of representatives from all secondary schools, and elementary schools with intermediate students (Grades 7-8). The senate meets once a month and the trustee mentor would be expected to support the student trustees in Board business, and guide and assist them in their leadership of the Student Senate (Tuesday evenings). May include trip supervision for OSTA/AECO conference. One trustee and an alternate. Contact: J. Hunt Gibbons

*Please note the Chair is an ex officio for these Board committees.*
TO: The Chair and Members of the Halton District School Board

FROM: Mark Zonneveld, Superintendent of Education - Student Services
      Stuart Miller - Director of Education

RE: Educational Assistant Allocation Increase

RECOMMENDATION:

Be it resolved the Halton District School Board authorize the Director to allocate 35.0 additional Educational Assistants to the system to address the special education needs of students, AND THAT the expenditure of approximately $775,000 (February 1-June 30, 2016) be funded through Contingency funds and anticipated 2015/16 Surplus funds.

Background:
Educational Assistants are allocated to schools to support students with special education needs, students with ESL needs, and Food School programs in four high schools. During the past several years the ESL and Food School allocations have remained constant, while there have been additional Educational Assistants allocated to support students with special needs.

There are many students with special needs in our schools requiring Educational Assistant support. There are increased demands for these staff as a result of a number of factors:

- A general increase across the province in the number of students who are medically fragile and have complex needs entering school systems each year
- Local enrollment growth occurring mostly in kindergarten and primary grades where a larger proportion of Educational Assistant needs exist
- New students with complex needs continuing to arrive from other school boards
- More kindergarten students with special education needs, who previously stayed in child care until grade one, entering the school system as a result of Full Day Kindergarten implementation

During budget deliberations this past spring it was decided to maintain the Educational Assistant allocation for this year at the same level as last year. This decision was made in recognition of the growing knowledge and skills of staff in supporting students with special needs. This fall a significant number of unanticipated new students with special needs have arrived in our schools. While staff have been successful in supporting most of these students within existing resources, some additional resources are required so that all students can attend school with support for their health and safety needs.

Respectfully submitted,

Mark Zonneveld
Superintendent of Education – Student Services

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

FROM: T. Dyson, Superintendent of Education (Program)

RE: French Recruitment

Warrant
Board Report 15069, French Second Language (FSL) Teacher Recruitment and Primary Core French Update was shared with the Board on May 12, 2015. Since that time, Board Report 15081 (Program Viability: English and French Programming) addressed Program Viability program work. This purpose of this report is to provide an update on the status of the recruitment of French as a Second Language teachers.

Uptake of French Immersion
The uptake of French Immersion from Kindergarten to Grade 1 continues to be high.
- In 2013-2014, 37% of Kindergarten students moved into French Immersion;
- In 2014-2015, 36% of Kindergarten students moved into French Immersion;
- In 2015-2016 37% of Kindergarten students moved into French Immersion

It is important to note the 37% is an average and does not reflect the extreme imbalance of enrolment in dual track schools. (Dual track schools in Halton have a 61% uptake). These percentages do not include new registrations that enter directly into the Grade 1 French Immersion program. This results in significantly higher uptake rates in numerous schools. This past September, Halton had 31 schools where the uptake was more than 40%, 16 of these schools had uptakes more than 60%. (These numbers were 28 and 14 respectively, last year.)

Challenges to Recruitment
- An extended two-year program of teacher education will provide approximately 7,000 fewer education graduates for next year, with many universities graduating no candidates this year. (Last year, the faculties of education graduated 9,500 teacher candidates; the Ontario College of Teachers (OCT) forecasts 2,000 teacher candidates for 2016, and 6,000 for 2017.) In subsequent years, 6,000 graduates are projected by OCT, about half the number we are used to. Teacher retirements through the rest of the decade are forecast to average about 4,500 annually. These forecasts make the recruitment of French teachers more challenging than it has ever been.
- The 61% uptake of French Immersion in dual track schools (and the Board average of 37%) means the popularity of French Immersion programs may not be matched by a sufficient number of quality French teachers.
- Geographical factors for some French teacher candidates mean graduates from universities outside the 905 area, and outside Ontario, find it challenging to relocate to Halton region.
- The hiring of French teachers is a highly competitive task for many Ontario school boards. First consideration for permanent positions is given to HDSB French occasional employees. In 2015,
  - 22 HDSB elementary occasional French teachers were identified as ready for a permanent position
  - As permanent positions became available, they were offered to HDSB occasional employees; some offers were declined by employees who had accepted positions with other Boards.
  - 29 external recruits to the occasional pool were identified as ready for placement in permanent and LTO positions. By the time the HDSB had identified positions that could be filled by external applicants 10 of the 29 (34.48%) rescinded their occasional offers because they had accepted a long term occasional or a Permanent offer with another board.
- At times, school principals have to interview external candidates who have not been vetted through the central hiring process. This has often resulted in the hiring of French teachers without having a French speaking administrator on the team.
- Continuing cost has resulted from high levels of staff time as exemplified in hiring of a recruitment officer, staff attendance at career fairs, and principal/vice-principal involvement in interview processes.
Recruitment Strategy Update

Our recruitment strategy includes:

- notifying all Ontario universities with education programs of permanent and occasional French teacher positions;
- presentations to teacher candidates;
- on-going scheduling of interviews throughout the school year, using principals and vice-principals to conduct the interviews. (Each interview team includes one French speaking principal/vice-principal and one principal/vice-principal who is not French speaking.)

As in previous years, attendance at Career Fairs will be a priority to ensure graduating students are aware of FSL teaching opportunities in Halton. A staffing/recruitment officer and a French speaking principal will attend career fairs at University of Toronto, Queen’s University, York University, Laurentian University, University of Ottawa, Brock University and Laurier/Nipissing University. In addition, our recruiting team anticipates the need to travel out of province this year due to the declining number of Ontario graduates and the intense competition amongst boards to hire FSL teacher candidates. Out of province universities being considered include:

<table>
<thead>
<tr>
<th>Career Fairs Under Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ontario</strong></td>
</tr>
<tr>
<td>Brock University</td>
</tr>
<tr>
<td>Lakehead University</td>
</tr>
<tr>
<td>Laurentian University</td>
</tr>
<tr>
<td>Laurier/Nipissing University</td>
</tr>
<tr>
<td>Queen’s University</td>
</tr>
<tr>
<td>University of Ottawa</td>
</tr>
<tr>
<td>University of Toronto</td>
</tr>
<tr>
<td>York University, Glendon College</td>
</tr>
</tbody>
</table>

Attendance at the career fairs will include a recruitment officer and a French speaking principal, and where possible, a recently hired Halton French teacher. (We currently have a list of experienced French speaking principals who wish to pursue this leadership opportunity.)

At the career fairs, interviews for French Occasional interviews will be conducted wherever possible and conditional offers will follow within a few days’ time. When occasional positions are posted, we will share these with Faculties of Education at targeted universities requesting that postings be shared with their students. References will be conducted via email and the process will be coordinated by the staffing and recruitment officer.

The financial plan for attendance at the career fairs includes travel, accommodation and food cost for a team of two or three, as well as coverage for a supply principal for the principal attending the various career fairs and in some cases. The anticipated cost is $35,000.00.

We will not be able to offer permanent positions to new hires until staffing allocations have been confirmed and current qualified ETFO Occasional teachers have been placed. Once staffing allocations are known, we will, once again, use our Halton principals and vice-principals to work with Human Resources to schedule on-going interviews.
Primary Core French
In determining the number of additional schools to provide Grade 1 Core French to, the need for additional staffing was given careful consideration. While factors such as geographic location, balance of single track English and dual track schools, and historical uptake of French Immersion were all considered in selecting schools, we intentionally prioritized the ability to add primary Core French to schools without significantly increasing the FTE. We are able to do this because the Core French FTE is given to schools as one of .33, .67 or 1.0. Hence, we are adding 8 single track schools and 4 dual track schools to the existing 39 schools which currently have Primary Core French. This will bring the total to 52 elementary schools. We do not believe this addition will put pressure on additional FSL staffing.

Summary
Our French Immersion uptake for Grade 1 French Immersion continues to climb, with 28 schools having uptakes beyond 40%, the majority of which are dual track schools. Of these schools, 14 have uptakes in excess of 60%.

Our recruitment strategy continues to expand in order to maximize the number of fluent and pedagogically strong French teachers we hire. This will include expanding the number of career fairs we attend, and shortening the amount of time between each career fair, the interviews and the job offers.

This will necessitate continued commitment of staff time and financial support to the hiring process. Given the high uptake of French Immersion and the reduction of provincial graduates, it will be extremely challenging to hire a sufficient numbers of teachers for the start of the next school year. This factor is part of the Program Viability Committee work currently underway.

Respectfully submitted,

Tricia Dyson
Superintendent of Facility Services
Stuart Miller
Director of Education

Data in Appendixes:
Appendix A: University Education Graduates for 2015-2016
Appendix B: Principal Survey Results on French Teachers (excerpt from Board Report 15069, May/15)
Appendix C: Hiring Data for 2015 (excerpt from Board Report 15069, May 2015)
University Education Graduates for 2015-2016

- The University of Ottawa will have no graduates from the English B.Ed. program, but there will be concurrent graduates from their French B.Ed. program.
- Laurier/ Nipissing is winding down its teachers college in Brantford, their concurrent program will have a limited number of concurrent graduates in 2015-2016.
- Nipissing University, Trent University and Western University, will have no Bachelor of Education graduates.
- Brock, Laurentian, Lakehead, Toronto, Laurier/Nipissing, Windsor, York, Queens, and University of Ontario Institute of Technology will have concurrent education graduates with a variety of convocation dates.
- UOIT projects a graduating class of 16. None will have FSL qualifications upon graduation.
- The University of Windsor say they have 20 J/I concurrent French students, and a few P/J that have taken an AQ in FSL.
- D’Youville College will have 13 - 15 students graduating at the end of December, and a smaller number of graduates in the spring. None of these students will have FSL qualifications upon graduation. Job postings can be sent to D’Youville College and forwarded to students.
Principal Survey Results
(As in Board Report 15069 May 2015)
# Appendix C

## Hiring Data for 2015

(This data is from Board Report 15069, May 2015 and is still applicable.)

### Internal Applicants for Permanent Pool Consideration

<table>
<thead>
<tr>
<th>Internal Applicants (all were interviewed)</th>
<th>Permanent Pool</th>
<th>Percent Placed on Pool</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69</td>
<td>21</td>
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### Candidates for Occasional & Permanent Pool Consideration

<table>
<thead>
<tr>
<th>Number of Applicants</th>
<th>Occasional / Permanent Applicants Intv’d.</th>
<th>Offers Elementary Occasional</th>
<th>Offers Elementary &amp; Secondary</th>
<th>Offers Secondary Only</th>
<th>Permanent Pool</th>
<th>Percent Placed on Pool</th>
</tr>
</thead>
<tbody>
<tr>
<td>308</td>
<td>177</td>
<td>78</td>
<td>17</td>
<td>4</td>
<td>27</td>
<td>8.8</td>
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</table>

### Occasional Offers - Total Number

<table>
<thead>
<tr>
<th>Elementary Only</th>
<th>Elementary &amp; Secondary</th>
<th>Secondary Only</th>
<th>Total Offers accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>78</td>
<td>17</td>
<td>4</td>
<td>99</td>
</tr>
</tbody>
</table>

06-May-15

TO:            The Chair and Members of the
              Halton District School Board
FROM:         S. Miller, Director of Education
RE:           Board Report Schedule 2015-16

Background
The draft schedule of reports for the current school year was first introduced in September 2014 (Report 14124),
with subsequent reports following monthly in order to help facilitate awareness of when reports will come to the
Board.

It is our intention to provide an update to this list at regular intervals, to keep Trustees apprised of what reports
have been presented, completed, and/or have had to have timelines revised. The first update (Report 15110),
was presented in September, with subsequent updates throughout the fall. This report provides the next in the
series of updates.

Respectfully submitted,

S. Miller
Director of Education
<table>
<thead>
<tr>
<th>REPORT SUBJECT</th>
<th>DATE:</th>
<th>RESPONSIBILITY</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director’s Summer Authority</td>
<td>September 2</td>
<td>David Euale</td>
<td>completed</td>
</tr>
<tr>
<td>Report Card Update</td>
<td>September 2</td>
<td>David Euale</td>
<td>completed</td>
</tr>
<tr>
<td>Admin Procedure Update</td>
<td>ongoing</td>
<td>David Euale</td>
<td></td>
</tr>
<tr>
<td>Labour Update (Negotiations Summary)</td>
<td>ongoing</td>
<td>Jeff Blackwell</td>
<td></td>
</tr>
<tr>
<td>Capital Updates</td>
<td>September 16</td>
<td>Gerry Cullen</td>
<td>completed – with financials; subsequent report with Closing the Gap update on September 16</td>
</tr>
<tr>
<td>EQAO – Secondary (Private Session update)</td>
<td>September 16</td>
<td>Stuart Miller</td>
<td>completed</td>
</tr>
<tr>
<td>Summer Learning Initiatives</td>
<td>September 16</td>
<td>David Boag, Tricia Dyson</td>
<td>completed</td>
</tr>
<tr>
<td>Program Viability Committee Consultation</td>
<td>September 16</td>
<td>Stuart Miller</td>
<td>completed</td>
</tr>
<tr>
<td>Full-Day Kindergarten Update</td>
<td>October 7</td>
<td>Scott Podrebarac</td>
<td>completed</td>
</tr>
<tr>
<td>Annual Water Testing</td>
<td>October 7</td>
<td>Gerry Cullen</td>
<td>completed</td>
</tr>
<tr>
<td>September Staffing Adjustments</td>
<td>October 7</td>
<td>Jeff Blackwell</td>
<td>completed</td>
</tr>
<tr>
<td>Elementary School Design</td>
<td>October 7</td>
<td>Gerry Cullen</td>
<td>completed</td>
</tr>
<tr>
<td>Community Partnerships Policy</td>
<td>October 7</td>
<td>David Euale</td>
<td>completed</td>
</tr>
<tr>
<td>Closing the Gap Update (Facilities/Proceeds of Disposition)</td>
<td>October 7</td>
<td>Gerry Cullen, Lucy Veerman</td>
<td>completed</td>
</tr>
<tr>
<td>Capital Update</td>
<td>October 21</td>
<td>Gerry Cullen</td>
<td>completed</td>
</tr>
<tr>
<td>EQAO – Secondary (analysis)</td>
<td>October 21</td>
<td>Stuart Miller</td>
<td>completed</td>
</tr>
<tr>
<td>Boundary Review Report</td>
<td>October 21</td>
<td>Rob Eatough</td>
<td>*pending PAR Policy</td>
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<tr>
<td>PARC Policy (posting)</td>
<td>October 21</td>
<td>Stuart Miller</td>
<td>to PB&amp;G</td>
</tr>
<tr>
<td>Bell Time Interim Report (consultation)</td>
<td>November 4</td>
<td>Stuart Miller</td>
<td></td>
</tr>
<tr>
<td>Annual Report: Food and Beverage Sales</td>
<td>November 4</td>
<td>Gerry Cullen</td>
<td>to Board November 18</td>
</tr>
<tr>
<td>HLF Fundraising Plan</td>
<td>November 4</td>
<td>Stuart Miller</td>
<td></td>
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<tr>
<td>Operational Plan Update (“Student” initiatives)</td>
<td>November 4</td>
<td>Director of Education</td>
<td>delayed</td>
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<tr>
<td>Renewal</td>
<td>November 4 / 18</td>
<td>Gerry Cullen</td>
<td>completed</td>
</tr>
<tr>
<td>Capital Update</td>
<td>November 18</td>
<td>Gerry Cullen</td>
<td>completed</td>
</tr>
<tr>
<td>Self-Paced Learning</td>
<td>November 18</td>
<td>David Boag, Stuart Miller</td>
<td>delayed to December 16, 2015</td>
</tr>
<tr>
<td>OFA Debenture <em>(if required)</em></td>
<td>November 18</td>
<td>Lucy Veerman</td>
<td></td>
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<tr>
<td>P/VP Placements/Transfer</td>
<td>November 18</td>
<td>Julie Hunt Gibbons</td>
<td>completed</td>
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<tr>
<td>Financial Statements</td>
<td>November 18</td>
<td>Lucy Veerman</td>
<td>completed</td>
</tr>
<tr>
<td>Disposition of Property/Site Acquisitions</td>
<td>as required</td>
<td>Lucy Veerman</td>
<td></td>
</tr>
<tr>
<td>Community Funding of Facility Enhancements</td>
<td>as required</td>
<td>Gerry Cullen, Lucy Veerman</td>
<td>(submissions)</td>
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<tr>
<td>Banking Resolutions</td>
<td>December 2</td>
<td>Lucy Veerman</td>
<td>completed</td>
</tr>
<tr>
<td>Capital Update</td>
<td>December 2</td>
<td>Gerry Cullen</td>
<td>with financials</td>
</tr>
<tr>
<td>SEAC Membership</td>
<td><em>if required</em></td>
<td>Mark Zonneveld</td>
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<tr>
<td>French Recruitment/Staff Development</td>
<td>January 6</td>
<td>Tricia Dyson</td>
<td></td>
</tr>
<tr>
<td>International Students</td>
<td>January 20</td>
<td>Stuart Miller</td>
<td></td>
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<tr>
<td>Operational Plan Update (“Students” initiatives)</td>
<td>January 20</td>
<td>Stuart Miller</td>
<td></td>
</tr>
<tr>
<td>Annual Portable Inspection Update</td>
<td>January 20</td>
<td>Gerry Cullen</td>
<td></td>
</tr>
<tr>
<td>Revised Estimates</td>
<td>January 20</td>
<td>Lucy Veerman</td>
<td>completed</td>
</tr>
<tr>
<td>Budget Schedule</td>
<td>January 20</td>
<td>Lucy Veerman</td>
<td></td>
</tr>
</tbody>
</table>
M14-0142: ... to conduct a review of the supervision of students who have high safety risks beginning Sept. 2014; THAT the review cover any and all parts of the legal school day, including getting to class, nutrition breaks, recess, etc., and include the process for training staff, supervision levels for students, and if students’ safety needs are being appropriately addressed; THAT SEAC members be invited to participate in this review.

**Workshops**

<table>
<thead>
<tr>
<th>WORKSHOPS</th>
<th>LEAD</th>
<th>Program and Accommodation Committee Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Night (Math programming)</td>
<td>Tricia Dyson / David Boag</td>
<td>January</td>
</tr>
<tr>
<td>School Operations</td>
<td>Stuart Miller</td>
<td>February</td>
</tr>
<tr>
<td>Student Services – Special Education</td>
<td>Mark Zonneveld</td>
<td>March</td>
</tr>
</tbody>
</table>