Halton District School Board

HALTON DISTRICT SCHOOL BOARD
J.W. Singleton Education Centre, 2050 Guelph Line, Burlington, Ontario
Wednesday, October 7, 2015
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 — *page*

3.1 Minutes of the Regular and Special Meetings
3.1.1 Halton District School Board Meeting, September 16, 2015 — *page 2*
3.1.2 Halton District School Board Special Meeting, September 23, 2015 — *page 6*
3.2 Approval of Business Transacted in Private Session
3.3 Order Paper — *page 7*
3.4 Action Items
3.4.1 Program Viability Committee *(S. Miller) – Report 15114 Revised* — *page 11*

4.0 – Communication to the Board — *page*

4.1 Student Trustee Reports
4.2 Information Items *(including Notices of Motion and future actions)*
4.2.1 Notices of Motion
For Action: Board Meeting October 21, 2015
4.2.2 Policy Development and Review Policy *(K. Graves) -- Report 15119* — *page 16*
4.2.3 Community Partnership Policy Feedback *(S. Miller) – Report 15123* — *page 22*
4.2.4 Trustee Expense Policy Feedback *(S. Miller) – Report 15124* — *page 30*
4.2.5 Associate Director Vacancy *(S. Miller) – Report 15125* — *page 36*
For Information: Board Meeting October 21, 2015
4.2.6 Staffing Update *(J. Blackwell) – Report 15126* — *page 37*
4.2.7 Annual Water Testing Report *(G. Cullen) – Report 15120* — *page 38*
4.2.8 Closing the Gap Update *(G. Cullen) – Report 15121* — *page 42*
4.2.9 Elementary School Design Guidelines *(G. Cullen) – Report 15122* — *page 46*
4.2.10 Full-Day Kindergarten Update *(S. Podrebarac) – Report 15129* — *page 86*
4.2.11 Administrative Procedure Update *(S. Miller) – Report 15127* — *page 88*
4.2.12 Board Report Update *(S. Miller) – Report 15128* — *page 91*
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, September 16, 2015

7 p.m. – Public Session

M I N U T E S

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, September 2, 2015
3.2 Approval of Business Transacted in Private Session
3.3 Order Paper
3.4 Action Items

4.0 – Communication to the Board

4.1 Student Trustee Reports
4.2 Information Items *(including Notices of Motion and future actions)*
  4.2.1 Notices of Motion

  For Action: October 7, 2015

  4.2.2 Program Viability Committee *(S. Miller) – Report 15114*
  4.2.3 Active Transportation *(A. Grebenc) – Report 15116*
  4.2.4 SEAC Membership *(M. Zonneveld) – Report 15118*

  For Information

  4.2.5 School Start-up Update *(J. Blackwell) – Report 15111*
  4.2.6 Board Report Update *(D. Euale) – Report 15110*
  4.2.7 Ontario Ombudsman *(D. Euale) – Report 15117*
  4.2.8 Administrative Procedure Update *(D. Euale) – Report 15109*
  4.2.9 Summer School Report *(D. Boag, T. Dyson) – Report 15113*
  4.2.10 Capital Update *(G. Cullen) – Report 15113*
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, September 16, 2015

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

Agenda Item 1

1.1 *Call to Order*

The Chair called the meeting to order at 6:07 p.m. noting D. Danielli's anticipated arrival for Public Session, and regrets from J. Sahi.

M15-0152 R. Papin / A. Harvey Hope

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

Carried Unanimously.

D. Danielli arrived at 6:41 p.m. The Board rose from Private Session at 7:04 p.m. The Chair called the Public Session to order at 7:15 p.m.

1.2 *Approval of the Agenda*

M15-0153 A. Grebenc / J. Oliver

Be it resolved that the Halton District School Board approve the agenda for September 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*

There were no delegations.

2.2 *Presentations*

There were no presentations.

2.3 *Acknowledgement of Delegations by the Chair*

There were no delegations or presentations.

Agenda Item 3

3.1 *Approval of the Minutes*

M15-0154 L. Reynolds /T. Ehl Harrison

Be it resolved that the minutes for the Meeting of the Halton District School Board for September 2, 2015 be approved. **Carried Unanimously.**

3.2 *Ratification of Business Transacted in Private Session*

The following motion was ratified from Private Session.

M15-0155 A. Collard / A. Harvey Hope

Be it resolved that the Halton District School Board approve the audit plan (attached as Report 15112-Appendix C) for the fiscal year ended August 31, 2015, prepared by the Board's external auditors, Deloitte LLP. **Carried Unanimously.**

3.3 *Order Paper*

The Chair called attention to the Order Paper. A. Harvey Hope requested three items remain on the Order Paper (MM14-0039, M15-0015 and M15-0121).

3.4 *Action Items*

There were no action items.

Agenda Item 4

4.1 *Student Trustee Reports*

S. Schneider spoke to the new Student Senate website including upcoming meeting dates, and the online application process for Student Senate candidates. The link will be forwarded to trustees.

4.2 *Information Items (including Notices of Motion)*

4.2.1 *Notices of Motion*

J. Oliver indicated her intent to bring a Notice of Motion to a future meeting regarding OPSBA's involvement in the provincial program viability of French and English programming.

For Action: October 7, 2015.

4.2.2 *Program Viability Committee*

S. Miller spoke to Report 15114, outlined the communications strategy, and responded to questions.

4.2.3 *Active Transportation*

A. Grebenc spoke to Report 15116. Other trustees indicated their support.

A. Collard indicated her desire to see the rules waived to deal with this matter this evening.

M15-0156 A. Collard/ J. Oliver

Be it resolved that the Halton District School Board waive the rules to deal with this item immediately. **Carried Unanimously.**

M15-0157 A. Grebenc / J. Oliver

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 School Transportation Hub, the local municipalities, the Region of Halton, the Halton Catholic District School Board, the Provincial Government and other potential stakeholders, wherever possible.

M15-0157(a) J. Gray / K. Graves

Be it resolved that the aforementioned motion be amended to add *"and report back to the Board by December 2016."* **Carried Unanimously.**

The vote on the main motion, as amended, was called.

M15-0157 A. Grebenc / J. Oliver

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 School 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.

Carried Unanimously.

4.2.4 *SEAC Membership*

M. Zonneveld spoke to Report 15118, and responded to trustee questions.

M15-0158 L. Reynolds / A. Collard

Be it resolved that the Halton District School Board waive the rules to deal with this item immediately. **Carried Unanimously.**

M15-0159 L. Reynolds / A. Collard

Be it resolved that the Halton District School Board approve the recommended appointment of Dianna Bower as an HDSB SEAC alternate representative for the Halton Down Syndrome Association. **Carried Unanimously.**

For Information

4.2.5 *School Start-up Update*

J. Blackwell spoke to Report 15111, and responded to trustee questions.

4.2.6 *Board Report Update*
D. Euale spoke to Report 15110, and responded to trustee questions. He indicated revisions and the addition of Board motions would be included in the next iteration.

4.2.7 *Ontario Ombudsman*
D. Euale spoke to Report 15117, and responded to trustee questions. He indicated the administrative procedure would be revised before posting to delete the current item 7 and replace it with item 1.

4.2.8 *Administrative Procedure Update*
D. Euale spoke to Report 15109, and responded to trustee questions.

4.2.9 *Summer School Report*
T. Dyson and D. Boag spoke to Report 15113, and responded to trustee questions.

4.2.10 *Capital Update*
G. Cullen provided an update regarding capital projects and responded to trustee questions.

4.3 *Committee Reports*
A. Collard reported on the recent SEAC meeting, and the review of the Special Education Plan.

K. Amos reminded trustees of the PIC Conference on October 17.

4.4 *Director's Report*
D. Euale had no report.

4.5 *Communications from the Chair*
K. Amos commented on correspondence from the TDSB and the timing of the Director's Search interviews.

4.6 *Trustee Questions and Comments*
A. Grebenc spoke to her attendance at the "Think Outside the Car" launch this week at MM Robinson High School.

L. Reynolds spoke to the "Doors Open Burlington" event (September 26) with Burlington Central High School being on the tour.

T. Ehl Harrison spoke to her attendance at the volunteer fair at TA Blakelock, and encouraged others to volunteer in their communities by searching the database for opportunities. (www.volunteerHalton.ca)

At 9:24 p.m., the Board rose from Public Session to reconvene in Private.

M15-0160 J. Gray / R. Papin
Be it resolved that the Board rise and reconvene in Private Session. **Carried Unanimously**

The Board reconvened in Public Session at 9:49 p.m.

The following motion was ratified from Private Session.

M15-0161 A. Collard / A. Grebenc
Be it resolved that the Halton District School Board approve the matters from Private Session relating to Personnel Matters. **Carried Unanimously.**

Agenda Item 5

M15-0162 R. Papin / K. Graves
Be it resolved that the Board adjourn at 9:51 p.m. **Carried Unanimously**

.....……..... Recorder …….....…….....Chair

HALTON DISTRICT SCHOOL BOARD

Special Board Meeting

Wednesday, September 23, 2015

6:30 p.m. – Public Session

M I N U T E S

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

Regrets: J. Sahi, S. Schneider

Agenda Item 1

1.1 *Call to Order*

The Chair called the meeting to order at 6:07 p.m. noting J. Gray's attendance via phone, and regrets from S. Schneider and J. Sahi.

M15-0163 A. Grebenc / R. Papin

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

Carried Unanimously.

The Board rose from Private Session at 7:01 p.m. J. Gray arrived at 6:12 p.m.

The Chair called the Public Session to order at 7:06 p.m.

1.2 *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 *Ratification of Business Transacted in Private Session*

The following motion was ratified from Private Session.

M15-0164 A. Collard / K. Amos

Be it resolved that the Halton District School Board appoint Stuart Miller to the position of Director of Education, and Secretary to the Board for the Halton District School Board, effective October 1, 2015, subject to confirmation by the Minister of Education, and following confirmation by the Minister, subject to the signing of the employment contract, as negotiated by the Board on September 23, 2015. **Carried Unanimously.**

M15-0165 A. Collard / A. Harvey Hope

Be it resolved that the Halton District School Board approve the motions from Private Session relating to Negotiations **Carried Unanimously.**

Agenda Item 3

3.1 *Director's Report*

D. Euale spoke to his term as Director for the Halton District School Board and the accomplishments achieved during his five years in the role.

3.2 *Communications from the Chair*

K. Amos commented on D. Euale's term as Director, thanking D. Euale for his contributions and achievements.

She reminded trustees of the upcoming meeting with the co-terminus board regarding transportation.

K. Amos invited S. Miller the opportunity to speak on his appointment.

3.3 *Trustee Questions and Comments*

There were no Trustee questions or comments.

Agenda Item 4

M15-0166 J. Gray / T. Ehl Harrison

Be it resolved that the Board adjourn at 7:28 p.m. **Carried Unanimously**

.....……..... Recorder ……....…….....Chair

Halton District School Board

Wednesday, October 7, 2015

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

ORDER PAPER

Motion #	Resolution	Responsibility
M12-0119	(NOTE: The following motions have been summarized without the "notes" that appear in the report) Be it resolved that the new Burlington NE high school, (SRA #101 Alton), provide Grade 9 & 10 English programming in 2013-14, add 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 & 10 French Immersion programming in 2013-14, add Grade 11 in 2014-15, & 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.	Senior Admin
M12-0204	Be it resolved that…. the Board develop a governance process to monitor School Generated Funds including School Council Funds and school businesses, and refer this item to the Policy, By-law & Governance Committee.	Policy, By-law & Governance Cmte
M13-0007	**Be it resolved that the Halton District School Board support consistent (annual) and adequate ICT funding of an additional $910,000 resulting in $2,010,000 toward this plan; and** **THAT the Board support additional School Program staffing of 2.0 FTE starting 2013-14, increasing to 3.0 FTE starting 2015-16 to support student and staff learning in effective use of assistive and instructional technologies.**	**Superintendent of Business / Chief Information Officer**
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.	PB&G Committee
M13-0172	Be it resolved that the Halton District School Board approve a structure for administrative procedures and supporting guidelines, implementation handbooks, and protocols as contemplated in Report 13083.	Director of Education
M14-0039	Be it resolved that the Community Funding of Facilities Enhancements be referred to Policy, By-law and Governance Committee for the development of a Framework Policy governing this admin procedure.	PB&G Cmte
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
M15-0015	Be it resolved that the Halton District School Board refer the Trustee Code of Conduct policy to the Policy, By-law & Governance Committee.	PB&G Chair
M15-0017	Be it resolved that the Halton District School Board refer the Policy Development & Review Policy to the Policy, By-law and Governance Committee.	PB&G Chair
M15-0026	Be it resolved that the Halton District School Board approve the approach to the Close the Gap initiative as outlined in Report 14199; and 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	Superintendent of Facility Services
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.	Superintendent of Business
M15-0090	Be it resolved that the Halton District School Board refer the "Board Recognition Program" to the Policy, By-law and Governance Committee.	Policy By-law & Governance

ORDER PAPER

Motion #	Resolution	Responsibility
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. 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: a) 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. b) 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. c) communicate and implement the assessment and admission procedure for students with French proficiency arriving in Halton after the registration deadline. d) 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.	Director of Education
M15-0121	Be it resolved that the Halton District School Board appoint the architectural firm of Hossack & Associates Architects Inc. to prepare the design guidelines for new elementary schools as detailed in Request for Proposal 14-36.	Superintendent of Facility Services
M15-0122	THAT subject to Ministry approval and Board approval of the specific project that the Halton District School Board appoint the architectural firm of Hossack and Associates Architects Inc. to prepare the design and tender documents (Phase 2) for the proposed new elementary school, ERA127 (Milton #10) to be built in Milton using the guidelines developed.	Superintendent of Facility Services
M15-0126	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.	Communications Committee

ORDER PAPER

Motion #	Resolution	Responsibility
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
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 tha 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
M15-0155	**Be it resolved that the Halton District School Board approve the audit plan (attached as Report 15112-Appendic C) for the fiscal year ended August 31, 2015, prepared by the Board's external auditors, Deloitte LLP.**	**Superintendent of Business**
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.	Director of Education
M15-0159	**Be it resolved that the Halton District School Board approve the recommended appointment of Dianna Bower as a Halton District School Board SEAC alternate representative for the Halton Down Syndrome Association.**	**Superintendent of Education (Student Services)**
09/16/15	**Be it resolved that the Halton District School Board appoint Stuart Miller to the position of Director of Education, and Secretary to the Board for the Halton District School Board, effective October 1, 2015 subject to confirmation by the Minister of Education, and following confirmation by the Minister, subject to the signing of the employment contract as negotiated by the Board on September 23, 2015.**	**Board of Trustees**

PENDING REPORTS -- OCTOBER 7, 2015

(Items will be shaded when completed.)

Motion & Date	Resolution	Presentation Date
M11-0213	Be it resolved that the Halton District School Board approve the Operating Plan for any given year prior to approval of the budget for that same year	Spring Annually
M11-0216	Be it resolved that the Special Education Plan be brought to the Board in each year prior to approval of the budget for that same year.	Spring Annually
M12-0088	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)
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
M15-0128	Be it resolved that the Halton District School post the draft Community Partnership Policy, as appended to Report 15095, on the Board website for a period of at least 25 days, soliciting public input, and that the policy and any input return to the Board for consideration at a Board meeting in October 2015.	October 2015
M15-0138	Be it resolved that the Halton District School Board initiate a community consultation/feedback process with the process and the method of consulting and communicating to the public coming to the Board of Trustees before the end of September 2015 for decision.	September 2015
M15-0141	Be it resolved that the Halton District School post the revised Trustee Expense Policy, as appended to Report 15085, on the Board website for a period of at least 25 days, soliciting public input, and that the policy and any input return to the Board for consideration at the first Board meeting in October 2015.	October 2015

Halton District School Board

Report Number: 15114 REVISED
Date: September 10, 2015
FOR DECISION

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

FROM: Stuart Miller, Associate Director

RE: Program Viability re: English and French Programming Public Consultation

Warrant:
On June 24, 2015, the Board of Trustees approved Motion 15-0138 with respect to the recommendation of the Program Viability Committee regarding public consultations. The purpose of this report is to outline the process and timeline by which the Board will consult with the public and local communities around program viability for both English and French programming.

Included in this report are two recommendations. The first recommendation offers that the Board undertake an extensive consultation with the public through a variety of communication tools and allows for a significant period of time to complete this process. The second recommends the final report for addressing program viability be brought to the Board no later than May 2016 and that implementation of any significant changes be scheduled for September 2017.

RECOMMENDATION 1:

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.

RECOMMENDATION 2:

Be it resolved that the Halton District School Board approve the timelines for the public/community consultation process 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.

Background:
At the March 4 Board meeting, a Program Viability Committee was created as a result of Board motion M15-0043. The purpose of this committee was to examine the emerging concern of HDSB schools to deliver both a viable French Immersion program and English program. The impetus for the creation of the committee was the increased uptake of Grade 1 French Immersion and the impact this was having on English programing in some HDSB schools. Currently there are 19 schools with limited enrolment in the English program (classes). This may result in students who do not choose to enroll in French Immersion being in split classes for their entire elementary years and with the same classmates year after year.

In addition the high uptake of French Immersion in the Board is putting pressure on recruiting qualified and quality French-speaking teachers. Many boards in Ontario are experiencing similar issues and consequently there is increased competition for quality French teachers.

The Program Viability Committee met several times and developed four scenarios addressing the challenge of viability. The committee recommendation, approved by the Board of Trustees (Motion 15-0137) identified the four scenarios, and need for public consultation (Motion 15-0138) prior to a recommendation being put forth around a solution to the challenge. These scenarios will be presented to the public along with relevant data and information through various means. The public and the Board's stakeholders will be invited to provide input on these specific scenarios and/or suggest others.

Challenge:
Viable programs are those with both sufficient learners and teachers; thus this challenge is twofold. Currently the HDSB has 19 elementary dual track schools (French immersion/English program) in which the numbers of students remaining in the English program is very low and hence problematic. The number of students in Grade 1 English in these schools ranges from 4 to 14. Projections beyond the 2015-16 school year suggest this situation will continue to grow within these schools and also extend to other dual track schools.

Secondly, although the Board is actively recruiting French teachers, most Principals have reported challenges in hiring sufficient quality instructors.

Purpose of Public Consultation:
The lens by which consultation will occur is one that will allow stakeholders input into the challenging dilemma the Board is currently and continuing to confront, with respect to providing viable quality program to both those who have chosen the French Immersion program and those who have chosen to remain in the English program.

The purpose is not to create a circumstance whereby the public is lobbying or advocating for a particular position. By presenting the public with the challenge the Board and more specifically its students are facing, it is expected the feedback and input received will provide information that ultimately informs a final recommendation to the Board in May 2016 to equitably support all students regardless of their choice of program.

The public/community will be invited to comment and/or provide feedback on the four scenarios developed by the Program Viability Committee. In addition they will be invited to comment and/or suggest any other scenarios or possible improvements/modifications of the four scenarios presented.

Process for Communication/Consultation
Appendix 1 outlines the dates of the information nights and the data collection methods the Board will use to seek input from the public. These will be published on the Board's website, sent in a news release and tweeted, as well as shared with all schools of the HDSB for distribution to their communities.

Essentially the process will be split into two parts. The first part will be strictly for providing information in both a series of information evenings and electronically. The public will be presented with the challenge and the evidence which supports it. This information/data includes, but is not limited to the following.

Part 1 Consultation Process: Information

Data to be shared

- number of single track schools
- number of dual track schools
- pupil place capacity of the schools (OTG)
- number of schools core French
- historical and projected enrolment growth (both English and French immersion)
- uptake of French Immersion
- projections of FI uptake
- class sizes in both English and French (samples)
- recruitment of French Immersion teachers
- attrition rate of students choosing FI (Grade 2-12)
- comments on subject specialists in secondary schools
- enrolment projections at FI secondary schools

Four Scenarios Developed by Program Viability Committee

- the four scenarios developed by the program Viability Committee
- implications (for students, families and staff) of implementing each of these four scenarios

This information will be made available to the public at the information sessions:

Part 2 Consultation Process: Consultation with Public

The second part of the process is the consultation phase. During this phase the public will be invited, through various means, to provide input/comments on the four scenarios that have been developed by the PVC and have been approved by the Board as going forward to the public. Again the intent is not to have the public lobby or vote on any of the particular scenarios, but rather to provide feedback regarding their suitability in addressing the challenging of providing viable program to both the English and French programs.

Social Media:

In addition to the communications process outlined in *Appendix 1*, the Board will also create a separate webpage with a link from the Board's main webpage. It will also have a Twitter feed that will direct the public to the webpage, and finally a Facebook page will be set up in which comments can be made with respect to a solution to the challenge of providing viable programs for both English and French.

Timelines

As outlined in *Appendix 1*, the window for public input into the recommendation that will be taken to the Board will be closed in late March or early April. The input gathered throughout the entire consultation process will be analysed and will ultimately help to inform a recommendation that will go to the Board of Trustees no later than May 2016.

If the recommendation and/or motion by the Board results in significant changes to the way French Immersion or English programming is delivered to HDSB students, then implementation will commence in September 2017. Interim measures, however, may be approved for implementation prior to September 2017.

It should be noted the expansion of primary core French will continue as approved by Board motion M13-0274, to all eligible elementary schools by 2018.

Rationale:

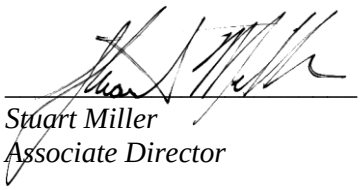
There are several rationale for the timeline of implementation (for significant changes) being September 2017.

1. The resultant motion may initiate a Boundary Review Process. These typically take several months to complete as consultation with the affected communities is both required and essential for a fair and effective process. Such a process could not occur from May to September 2016.
2. There may be staffing implications in so far as teachers may be required to move to other schools. Due to the Board's contract obligations with its unions, this would have to be completed by April in the school year prior to the move. Staffing in schools is contractually completed in the Spring prior to the following school year.
3. If the proposed consultation process was shortened to address the previous two rationale, in order to start implementation in September 2016, it might be perceived as an inadequate process, whereby not providing sufficient time and notice for parents to address the potential changes to their children's schools and schedules (ie daycare/before and after school)

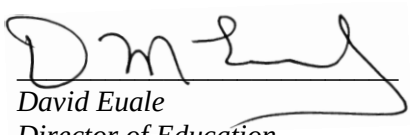
Conclusion:

Clearly the Board is confronting a significant challenge in trying to ensure all students, regardless of the program they choose (French Immersion or English) have a viable and enriching experience with high quality teachers. The Program Viability Committee has created scenarios and a process by which the public, through their input, can support all students. By pursuing the communication plan presented, the Board will ensure the public has had the opportunity to provide input into a challenge where there is no easy solution.

Respectfully submitted,



Stuart Miller
Associate Director



David Euale
Director of Education

Communication Plan PVC

Date	***Part 1: Information/data sharing***	***Responsibility***	***Comments***
September 16, 2015	Board Meeting	Stuart	
October 7, 2015	Board Approval for Communication Plan	Trustees	
October 17, 2015	PIC conference (information shared)	Rob/Stuart	Saturday event: White Oaks South Campus
Proposed October 26, 2015	Information Night - Burlington	Ops	
Proposed October 29, 2015	Information Night - Oakville	Ops	
Proposed Date to be determined	Information Night - Milton	Ops	Directed to web page via Twitter/Facebook. A separate webpage will be set up and the information posted and updated; there will also be a link from our Board webpage
Proposed Date to be determined	Information Night - Halton Hills	Ops	
November-December	Information shared with specific groups PIC SEAC P/VP's Student Senate Questionnaire developed Focus group process developed	Stuart Research	Research will provide a method for setting up the focus groups
Date	***Part 2: Public Input/feedback process***	***Responsibility***	***Comments***
December-January	Focus groups: 2 nights/area *(see notation at bottom of page)* 40-50 people Questionnaire: randomly selected parents	Ops	1-2 reps per school
January - February	Questionnaire continued Questionnaire: selected elementary/secondary teaching staff School Council input Student Senate input SEAC input PIC input Social media/e-mail input	Research/communication	Research/communications will determine the questions and the methodology of distribution (it will be random)

Date	**Assessing input and resulting actions**	***Responsibility***	***Comments***
February - March	Input gathered/compiled	Ops	
March - April	Input shared with PVC, Administrative Council	Research Planning PVC	
May	Recommendation to Board of Trustees (May 4th) Recommendation shared in social media Opportunity for delegations to Board Board approval (May 18)	Trustees	
September 2017	Implementation - phased in during 3-5 year period	Ops	

Proposed Focus Group Nights

December 1 and 3, 2015	Milton
December 8 and 10, 2015	Halton Hills
January 12 and 14, 2016	Burlington
January 19 and 21, 2016	Oakville

Halton District School Board

Report: 15119
Date: September 28, 2015
FOR DECISION

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

FROM: K. Graves, Trustee, Milton Wards 1, 6, 7 & 8
Chair, Policy, By-law & Governance Committee

RE: Policy Recommendations from March 11, 2015

Warrant:
At its September 23, 2015 meeting, the Policy, By-law and Governance Committee reviewed the draft "Policy Development and Review" policy, and recommended it for posting on the Board's website for a period of not less than 25 days to allow for public input.

RECOMMENDATION

Be it resolved that the Halton District School Board's "Policy Development and Review Policy" as appended to Report 15119, 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 at the second Board meeting in November 2015.

The draft policy is appended to this report for trustees' reference.

Sincerely,

K. Graves, Trustee, Milton Wards 1, 6, 7 & 8
Chair, Policy, By-law & Governance Committee

Halton District School Board

BOARD GOVERNANCE POLICY	
Adopted	***SAMPLE DATES ONLY:*** *(Revised) M14-0130 September 23, 2014* *(Reviewed) M12-0131 September 9, 2012* *(Revised) M10-0130 September 23, 2010* *(NEW) M08-0145 September 12, 2008*
Review Date	*Bi-annually, September*

BOARD POLICY DEVELOPMENT AND REVIEW

1. OBJECTIVE

The purpose of this policy is to clarify the intent and governing principles of Board policies, and to guide their development, review and implementation.

2. DEFINITIONS

Definitions listed in this policy are applicable to all Board policies.

Board: Board refers to the Board of Trustees. When the reference is to the corporate board or system, the full name of the Halton District School Board is used.

Board Governance Policies: Governance policies are statements of intent, governing principles, or end results adopted by the Board in public and intended to guide future actions. They provide guidance and direction for all activities within the Halton District School Board; directions for how the Board itself is to function and how individual trustees are to conduct themselves; directions for the functioning of board committees; non-delegable matters such as policy-making, selection of the director of education, the director's performance appraisal; and specific matters which the Board has chosen not to delegate to the director.

Board Framework Policies: Board framework policies are adopted by the Board in public and are intended to provide broad direction for the effective operation of the Board and a support for consistent decision-making by the director of education and staff. Framework policies allow the Board to have direct influence on matters of significance to Halton ratepayers and parents. These policies contain focused statements of the Board's intent, governing principles, or desired results related to the subject. The statements are broad enough to allow flexibility in dealing with diverse situations, while ensuring consistency across the system.

By-Law: A by-law is a Board policy which establishes rules for Board governance such as the order of business, rules of order, officers of the Board, and establishment of committees.

Administrative Procedure: An administrative procedure is a prescribed course of action by which the director of education directs the staff. Administrative procedures supplement Board policy and must be entirely consistent with Board policies, values, and priorities. A Guideline or Implementation Handbook may also serve as an administrative procedure or support such a procedure.

Guideline: A guideline is an administrative instruction issued by the director of education or designate which prescribes a course of action to be taken in a given situation, or provides additional detail about the implementation of an administrative procedure.

Implementation Handbook: An implementation handbook is a collection of administrative instructions issued by the director or designate which consolidates implementation for staff and others in a particular field. For example, the director or a superintendent might issue a Special Education Handbook or a School Council Handbook. A handbook may also be a similar collection issued by a principal for the school staff, students, and parents.

DRAFT

Protocol: A protocol is a policy or procedure which sets out the rules for interaction between the Board of trustees or the staff and outside agencies. For example, a Police Protocol confirms working relationships between a school district or districts and police services.

3. POLICY STATEMENT

Board policy shall guide and direct all actions of the Halton District School Board. All business and operations are governed and managed by approved Board policies and related administrative procedures and guidelines.

4. PARAMETERS

4.1 Board policies shall be developed in response to legislation or a system need identified by the Board, director of education, or the Halton education community. The process of policy development will be initiated by Board decision.

4.2 Board policies shall set parameters for the director to establish administrative procedures and guidelines and ensure thorough and consistent implementation.

4.3 Board policies and related administrative procedures and guidelines shall reflect the intent of the Board.

4.4 Board policies and related administrative procedures and guidelines shall comply with all legal and legislative requirements and be consistent with the Board's mission, vision and values.

4.5 Board policies shall guide budget development and resource allocation and support the Board's multi-year plan.

4.6 Board policies and related administrative procedures and guidelines shall comply with the principles of equity and inclusive education.

4.7 Policy development and revision may include a consultative process as set out in this policy, and will be initiated by Board decision.

5. SPECIFIC DIRECTIVES

5.1 Policy Development

5.1.1 All policy development and review shall follow a standard process and format as outlined by this policy.

5.1.2 The process of policy development will be initiated by Ministry direction or Board motion and will specify one of the following processes:

a) a substantial and/or complex new policy, developed by the Director of Education or designated individual(s) or committee, with the draft policy returning to the Policy, By-law and Governance Committee for consultation before being recommended to the Board;

b) a prescriptive or template policy directed through legislation, developed by the Director of Education or designated individual(s) or committee, and returned to the Board for consultation and recommendation.

5.1.3 Following recommendation by the Board, the policy will be posted on the Halton District School Board website for public input for a period not less than twenty-five (25) calendar days. This period will allow for staff and public input for three consecutive Board meetings, and may be extended/expanded by resolution of the Board. Additional methods of input/consultation may be considered by the Board.

5.1.4 Any input received will be presented to the Board for consideration in its approval of the policy.

5.1.5 Adoption of Board policies is solely the responsibility of the Board. Once a policy has been approved by the Board, all former policies or Board motions that are superseded in whole or in part by the new policy shall be considered revoked. The Board report identifying the policy for approval should list any former policies that may be superseded or revoked.

DRAFT

5.2 **Policy Review**

5.2.1 The Director of Education will inform the Board annually of the existing Board policies listed for review during the course of the school year.

5.2.2 Any review of policies not scheduled for annual review may be initiated through Board motion.

5.2.3 The process of policy review will be initiated by Board motion and will specify one of the following processes:

a) a substantial review and/or revision of an existing policy, including significant modifications to intent or content, will be undertaken by the Director of Education or designated individual(s) or committee, with the policy revisions returning to the Policy, By-law and Governance Committee for consultation before being recommended to the Board.

Following recommendation by the Board, the revised policy will be posted on the Halton District School Board website for public input for a period not less than twenty-five (25) calendar days. This period will allow for staff and public input for three consecutive Board meetings, and may be extended/expanded by resolution of the Board. Additional methods of input/consultation may be considered by the Board. Any input received will be presented to the Board for consideration in its approval of the policy.

b) minor revisions reflecting changes to timelines and/or compliancy updates, minor wording changes resulting from legislative changes, alignment between other policies, or other causes, shall be undertaken by the Director of Education or designated individual(s), and returned to the Board for approval.

5.2.4 Adoption of revised Board policies is solely the responsibility of the Board. Once a policy has been approved as revised by the Board, all former policies or Board motions that are superseded in whole or in part by the policy revision shall be considered revoked. The Board report identifying the policy for approval should list any former policies that may be superseded or revoked.

5.3 **Governance and Framework Policies**

5.3.1 The Board shall establish governance policies as defined in this policy. The Board is responsible for the implementation of policies governing its own processes.

5.3.2 The Board shall also establish framework policies as defined in this policy to instruct the Director of Education and support consistent decision-making by the Director and staff. The Director of Education is responsible for their implementation.

5.3.3 Board policies provide an appropriate balance between the responsibility of the Board to develop directing principles for the system, and the opportunity of the Director of Education to exercise professional judgement in the administration of the district.

5.3.4 The Board may request through Board motion, that the Director of Education change an administrative procedure to a draft Board policy, and will provide the rationale for this change.

5.3.5 The Board may also delete or rescind a policy and subsequently delegate the Director of Education authority over this area. The Director of Education may choose to develop an administrative procedure relative to this matter. The Board will receive, for information, any new or revised administrative procedures.

6. RESPONSIBILITIES

6.1 The Board of Trustees will determine and approve policy.

DRAFT

6.2 The Policy By-law and Governance Committee will, at the direction of the Board, receive reports with recommendations from staff; review and provide input into draft policy; ensure new and revised policies are subject to appropriate consultation; and make recommendations on policy matters to the Board.

6.3 The Director of Education shall oversee the Board's policy process including the drafting of policy according to Board direction, and provide to the Board an annual schedule of policies to be reviewed.

In addition, the Director of Education shall issue administrative procedures and guidelines to implement Board policy; present new or revised administrative procedures for the information of the Board to allow for inclusion of Board direction for the system; and oversee compliance with Board policy and related administrative procedures and guidelines.

6.4 System and School Administrators will support the implementation and compliance with policies and related administrative procedures and guidelines.

6.5 Employees are to be familiar with and accountable for compliance with the policies and related administrative procedures and guidelines.

6.6 Third Party Providers must comply with policies and related administrative procedures and guidelines in all interactions with the Halton District School Board.

7. PROVISIONS APPLICABLE TO EVERY POLICY

7.1.1 Approved policies shall be readily available and accessible to employees, students and the public on the Halton District School Board's website.

7.2 Policies shall be kept current and up-to-date. Policies will include a reference to the date and motion when the policy was initially approved by the Board, and any approval date and motions of previous revisions/reviews. The regular review schedule will also be stated.

7.3 Policies will include a list of legal references and cross-references to any applicable Board documents, such as related administrative procedures and/or guidelines.

7.4 Policies will be expressed in simple, straightforward language and avoid acronyms.

Legal References:
Education Act: sections 169.1-171 Duties and Powers of Boards
Education Act: section 283 Chief Executive Officer
Education Act: section 286 Duties of Supervisory Officers

Board References:
Board Governance and Framework Policies
Administrative Procedures

DRAFT

POLICY DEVELOPMENT PROCESS

Policy Development by BOARD MOTION	Policy Development by LEGISLATIVE/MINISTRY DIRECTIVE
Policy need identified by Board, Director or Education Community	Ministry directive identifying policy need
Policy developed; select consultation may be invited	Policy developed; select consultation may be invited
Draft Policy returned to Policy, By-law and Governance Committee for input/consultation	Draft Policy provided to Board for consideration
Board recommendation for public consultation on website (25-days/3 consecutive Board meetings)	Board recommendation for public consultation on website (25-days/3 consecutive Board meetings)
Public consultation suggesting significant changes will be considered by the Policy, By-law and Governance Committee	Public consultation suggesting significant changes may be referred to the Policy, By-law and Governance Committee
Recommendation for Board approval from PB&G Committee	Recommendation for Board approval

POLICY REVIEW PROCESS

Policy review schedule to be established by Director's Office for school year; Additional policies can be identified for review through Board motion.	
Substantial policy review identified	Minor policy review identified
Policy revision undertaken by select committee, select invitation/consultation	Minor policy changes undertaken by Director; select/invited consultation may occur
Draft Policy returned to Policy, By-law and Governance Committee for consultation	Draft Policy provided to Board for consideration
Optional: Board recommendation for public consultation on website (25-days/3 consecutive Board meetings)	Recommendation for Board approval
Public consultation suggesting significant may be considered by the Policy, By-law and Governance Committee	
Recommendation for Board approval from PB&G Committee	

DRAFT

Halton District School Board

Report Number 15123
Date: September 29, 2015

FOR DECISION

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

FROM: S. Miller, Director of Education

RE: Community Partnership Policy

Warrant:
At its June 17, 2015 meeting, the Halton District School Board unanimously approved motion M15-0128 authorizing the posting of the Community Partnership Policy on the Board's website for public input for a period of no less than 25 days. The motion directed any input to be brought to the Board for consideration at an October Board meeting.

RECOMMENDATION:

Be it resolved that Halton District School Board approve the Board Policy "Community Partnership Policy", as appended to Report 15123.

Background:
As directed by Board motion, the draft of the proposed Community Partnership Policy was posted to the Board's website in June 2015 for public input, 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 shared with Trustees at the conclusion of the public input period to allow the Board to consider any further revisions, if required.

The draft policy on Community Partnerships generated two responses which have been shared with Trustees for their consideration. The Policy is appended to this report for Trustees' reference.

Respectfully submitted,

Stuart Miller
Director of Education

Halton District School Board

BOARD GOVERNANCE POLICY	
Adopted	
Last Revised	
Review Date	

COMMUNITY PLANNING AND PARTNERSHIPS

1. OBJECTIVE

The Halton District School Board is committed to providing the best educational opportunities and to enhancing the learning environment in its schools for the children and residents of Halton Region.

The Board is committed to working closely with other entities to the benefit of boards, students and the community and to optimize the use of public assets owned by school boards.

2. POLICY

This Policy implements the **Community Planning and Partnerships Guideline** released by the Ministry of Education on March 26, 2015 (2015:B09). A link to the Ministry Guideline is listed in the References section at the end of this document.

3. SPECIFIC DIRECTIVES

The procedures relating to **Community Planning and Partnerships (CPP)** with respect to partnership opportunities in open and operating schools, co-build opportunities for proposed schools, underutilized schools that may be impacted by closure as well as sites that may be considered for future disposition, will consist of the following sections:

- Identification of CPP Opportunities and Notification Process
- Planning for the Annual Community Planning Partnerships meeting
- Planning prior to a Pupil Accommodation Review
- Consideration of Opportunities for Co-building with Community Partners
- Consideration of Opportunities for Sharing Unused Space in Schools with Community Partners.
- Partnership Agreements and Cost Recovery

The Board will undertake the **Community Planning and Partnerships (CPP)** process in accordance with the process and timelines outlined in this procedure. The Planning Department will coordinate the facilitation of the procedures outlined below.

1. Identification of CPP Opportunities and Notification Process

Through the Long-Term Accommodation Plan process, the Board forecasts where new schools or additions may be needed; which schools will remain well-utilized; which open and operating schools may have unused space; and which schools may be candidates for consolidation or closure. This information will the Board in identifying facilities that may be suitable for facility partnerships with to new construction and unused space in schools and in administrative buildings. It will also provide an opportunity for the Board to consider potential surplus properties in which community partners may be interested.

The Board will share the Long Term Accommodation Plan (LTAP) with community partners so that external entities may have sufficient time to respond to presented opportunities. The Board encourages community partners to provide notification to the board when community partners have proposals or plans to build their own new facilities. Eligible partners can express interest in co-building partnerships to the Board, by way of a letter to the Director of Education. Co-build opportunities with eligible partners will be evaluated on a case-by-case basis.

These opportunities may include participation in a facility partnership or contribution to land-use or green space/park plans.

a) Surplus Space

For surplus space being offered for sale or lease, the Board will continue to follow the circulation process outlined in O. Reg. 444/98. For non-surplus space, the Board will follow a new notification process similar to the circulation process in O. Reg. 444/98.

b) New Schools

For new schools, information will be posted on the Board website regarding the Board's intention to build and to undertake significant renovations. (Facility Services Construction page and Long Term Accommodation Plan page)

c) Unused Space

Information regarding unused space in open and operating schools and administrative buildings that is available for facility partnerships will also be shared through the Board website.

This information will be updated annually, as part of the LTAP process in the case of space in existing schools, and as needed in the case of co-building opportunities. Entities on the notification list (refer to APPENDIX 1) will be informed when key information regarding community planning or facility partnerships is changed or updated, typically after the approval of the Board's LTAP.

The Board will include information related to this policy and discussions with community organizations in the school information profiles when undertaking a Program and Accommodation Review.

2. <u>Planning for the Annual Community Planning Partnerships Meeting</u>

Once the Board has approved the Long Term Accommodation Plan, a public meeting will be held to discuss potential planning and partnership opportunities with the public and community organizations. Such a meeting will be held annually as required. As well, additional staff-level meetings may be held as required. The Board will notify both the entities on its notification list and the general public about the annual CPP meeting.

At the annual public meeting, the Board will provide:

- All or a portion of the Board's LTAP
- Details of any schools deemed eligible for facility partnerships
- Any supplementary CPP information

This information will also be made available for any optional staff-level meeting, as appropriate.

As well, any potential community partners will be requested to provide relevant planning information at the annual CPP meeting and/or at optional staff-level meetings (e.g. population projections, growth plans, community needs, land-use and green space/park requirements).

The annual public CPP meeting will occur at a regularly constituted Standing Committee of the Board, where advance public notification of the date and time of the meeting will be provided. Notification of the meeting will be circulated to those entities identified in APPENDIX 1, as well as published in the local newspapers and posted on the Board's website.

The Board is to record attendance and document information exchanges.

3. <u>Planning prior to a Pupil Accommodation Review</u>

Notwithstanding the CPP annual meeting, discussions will continue between the Board and affected municipalities and other community organizations as options are explored to address underutilized space issues. These discussions will inform proposals that school board staff may present to the Board of Trustees, including recommendations to undertake a pupil accommodation review process.

The Board will obtain an indication of any community planning and partnership opportunities in areas where a pupil accommodation review may take place. Additionally, the Board will request technical information from the local municipality or municipalities where a planned pupil accommodation review will occur. This technical information could include, but is not limited to, population and future development projections in the area.

DRAFT

4. Consideration of Opportunities for Co-building with Community Partners

The construction of new schools, additions and renovations represents a significant public investment in a long-term asset. It is also an opportunity to leverage other infrastructure investments by co-building with entities that provide services and programs for children, their families and the broader community. Boards currently have the authority to co-build schools with other entities and to enter into a variety of facility partnerships through license or joint use agreement as outlined in paragraph 44 of subsection 171 (1), paragraph 4 of subsection 171.1 (2), and sections 183, 194 and 196 of the *Education Act*, although the *Education Act* requires Minister approval in some circumstances.

New schools, additions and significant renovations may be considered as opportunities for partnerships. Site size, topography and other restrictions may limit partnership opportunities. The Board will evaluate each capital construction opportunity on a case by case basis to determine whether partnership may be appropriate and advantageous.

As part of the Long Term Accommodation Plan process, the Board will notify the entities on the notification list (refer to Appendix 1) 1 to 3 years prior to the potential construction start date of a new school or significant addition The notification will be supported by a board resolution inviting expressions of interest.

Once notified, entities may express their interest in co-building with the board. The Board will then evaluate the expressions of interest to select a partner(s).

Funding approval is required for agreements to be finalized. Requests for Ministry funding and requests for transfer from reserve approvals are expected to reflect that the Board has already solicited interest from potential partner(s). The Ministry prefers that the Board and facility partners have ownership of their respective portions of the facility, where the portions are sizeable. The specifics of such an arrangement will be assessed on a case by case basis.

When building or renovating schools, the Board and the Ministry often have deadlines related to student accommodation needs or funding parameters. The Board is expected to make its timelines clear to potential partner(s).

5. Consideration of Opportunities for Sharing Unused Space in Schools with Community Partners

The Board will continue to declare facilities and unused space surplus where appropriate, however there are circumstances in open and operating schools where unused space may not be considered surplus. The Board may choose to enter into license or joint use agreements for space that is unused but not surplus.

Based on the LTAP, the Superintendents of Business Services and Facility Services will prepare a report to Administrative Council identifying a list of schools that present suitable partnership opportunities, subject to the following criteria.

a) Projected 200 or more excess pupil places and/or 60 per cent utilization or less for 2 years
b) Ability to identify and create distinct and contiguous space within a facility, separate from the students
c) Space not required for Board programming or other uses;
d) Appropriate access to the space;
e) Parking availability;
f) Zoning and site use restrictions;
g) Facility condition;
h) Other criteria as appropriate.

For space that is suitable for facility partnerships and is available for the long term, the Board will be expected to consider declaring the space surplus and circulating it for lease through O. Reg. 444/98. If the space is suitable for facility partnerships but is not surplus to the needs of the Board, the Board will follow the notification process outlined in this policy. Such notification will be supported by a Board resolution. Information about the available space, including but not limited to size, location, facility amenities, and required renovations, if needed will be shared with entities who may then express their interest in using the space.

DRAFT

A final report will be prepared and submitted to the Board. The Board will evaluate the expressions of interest to select a partner(s). The Board may then enter into a license or joint use agreement. The Minister's approval may be required.

6. Partnership Agreements and Cost Recovery

Partnerships will be evaluated based on how well the proposal meets the Partner Selection Criteria listed in 6.1. The Board will have full discretion when evaluating partners and their compatibility and suitability for each facility.

In co-building, a partner(s) will be required to pay and finance their share of construction, including a proportionate share of joint-use or common space, among other things. In a partnership(s) that involve a joint ownership structure, the partner will be required to pay for its proportionate share of the value of the land. The Boar will not assume additional costs to support a facility partnership. Instead, the Board will manage shared facilities on a cost recovery basis, and the fees charged to a partner(s) will be designed to cover operations and capital costs, including administrative costs and property taxes (if applicable). A partner(s) will also be responsible for the costs of renovations to protect student safety, provide washrooms and otherwise make the space suitable for use. The Board will make these financial obligations clear to potential partners.

6.1 Partnership Selection Criteria

The Board will use the following criteria to evaluate the compatibility of partners and their proposals as they relate to specific sites.

The *Partnership* must:

- Respect the values of the Board;
- Be able to accommodate the Board's time lines for any proposal;
- Protect the health and safety of students and staff;
- Not compromise the student achievement strategy of the Board
- Be appropriate for the school/board setting;
- Not interfere with school/board operations and activities;
- Not be a competing educational interest to the Board;
- Exist on a cost-recovery basis to the Board.

The *Partner* must:

- Provide financial statements showing financial viability of their organization;
- Provide proof of liability insurance (minimum of $5,000,000)
- Agree to operate in accordance with Board policies and procedures;
- Be willing to enter into a lease, license, or joint-use/partnership agreement;
- Be willing to meet the Board's time lines for any proposal;
- Agree that all staff from the partnership entity working on school property complete a criminal background check and vulnerable sector screening;
- Agree to the established emergency response plan for each school, which include the steps school, Board and partnership staff will take in the event of an emergency at a school, a parents communication plan and an evacuation plan.

Where more than one potential entity has expressed an interest in entering into a partnership with the Board, the entity that best satisfies the above criteria will be selected.

Entities that provide competing education services such as tutoring services, JK-12 private schools, or private colleges, and credit offering entities that are not government funded, are not eligible partners.

As per the Community Planning and Partnerships Guideline, it is the priority of the Ministry of Education that facility sharing between the Board and publicly funded school boards through co-ownership, lease or other agreements is a priority for the Board.

DRAFT

6.2 Agreements

The Board will provide clear instructions to potential partners regarding their rights and responsibilities as tenants, including maintenance standards and the applicability, or the lack thereof, of Board user policies, including accessibility and inclusiveness policies.

The Board will ensure proper legal agreements are in place that respect the Education Act and protect Board rights. The Board will not take on additional costs to support facility partnerships, discretion will be used in supporting partnerships based on student achievement strategies.

Agreements may contain clauses regarding, but not limited to, the following:

- Term of the lease or license agreement,
- Cost sharing,
- Permitted use of the leased premises,
- Hours of operation,
- Responsibility for maintenance, improvements, and/or alterations to the building,
- Compliance with legislation,
- Improvements or alterations to the building,
- Insurance/liability,
- Environmental matters,
- Mediation in the event of conflict,
- Circumstances in which the lease may be terminated by either party,
- The safety and lockdown protocols,
- And/or other clauses as deemed applicable.
- Recognize and respect the policies of the Board.

Legal References:

Ontario Community Planning and Partnerships Guideline
Ontario Regulation 444/98

Board References:

HDSB Administrative Procedure…..

DRAFT

Community Planning Partnerships Notification List

The following list is a minimum. If other child care operators or government-funded organizations request it, they will be added to the notification list. The Board may add any other entity to this list.

Conseil Scolaire Viamonde
Halton Catholic District School Board
Conseil Scolaire de District Catholique Centre-Sud
Sheridan College
Mohawk College
College Boreal
McMaster Universityp
University of Guelph
Brock University
Infrastructure Ontario (Crown in Right of Ontario)
City of Burlington
Town of Halton Hills
Town of Milton
Town of Oakville
Halton Region
Crown in Right of Canada
Children's Services
Halton Healthcare Services
Halton Region Social & Community Services CMSM
Halton Regional Police Service
Hamilton Niagara Haldimand Brant Local Health Integration Network
Mississauga Halton Local Health Integration Network
Nelson Youth Center
Reach out Center for Kids
Woodview Mental Health and Autism Services
The Family Place
Milton Community Resource Centre
YMCA of Oakville
YMCA of Hamilton, Burlington, Brantford
YMCA of GTA
Links 2 Care
Today's Family
Warwick Surrey Community Association
Partnering Aldershot
Aldershot BIA
Plains Road Village Vision Group

DRAFT

Community Development Halton
Volunteer Halton
Community Living Oakville
Burlington Public Library
Oakville Public Library
Milton Public Library
Halton Hills Public Library

DRAFT

Halton District School Board

Report Number 15124
Date: September 29, 2015

FOR DECISION

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

FROM: S. Miller, Director of Education

RE: Trustee Expenses Policy

Warrant:
At its June 24, 2015 meeting, the Halton District School Board unanimously approved motion M15-0141 to authorize the posting of the Trustee Expense 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 October 2015.

RECOMMENDATION:

Be it resolved that Halton District School Board approve the Board Policy "Trustee Expenses", as appended to Report 15124.

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

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

The draft policy on Trustee Expenses has generated no responses. It is appended to this report for trustees' reference.

Respectfully submitted,

Stuart Miller
Director of Education

Halton District School Board

POLICY GOV 03-H	
Adopted	November 19, 2014
Last Revised	January 11, 2012
Review Date	January 2018

TRUSTEE EXPENSES

1. OBJECTIVE

The Board recognizes the need to reimburse trustees for expenses reasonably incurred in carrying out their role as trustee. In addition, the Board recognizes that trustees must be equipped properly so they may consult with and contact their constituents.

2. DEFINITIONS

2.1 Board: The Board of Trustees including Members of the Board elected or appointed in accordance with the Ontario Municipal Elections Act, and Student Trustees elected or appointed in accordance with the Ontario Education Act and Halton District School Board Policy. Duties and responsibilities of the Board are defined under the Ontario Education Act, the Ontario Municipal Act, and Ontario Regulation.

2.2 Days: Consistent with Board practice, all references to "days" refer to calendar days, unless otherwise specified.

3. POLICY STATEMENT

The Halton District School Board is committed to an organizational culture that is consistent with the guiding principles which frame our Strategic Plan.

4. SPECIFIC DIRECTIVES

4.1 Trustees, including student trustees, upon their election and in accordance with the limits set out in Schedule 1, shall be equipped with:

- Computer equipment including peripherals (printer/fax). Additional equipment may be purchased as an office supplies expense per sections 4.5 and 4.6, or acquired in accordance with section 4.3 Exceptions, below.
- Software in accordance with the Board standard for administrators (Office Suite, CHATT, email etc.).
- High speed home internet access.
- A mobile communication device (i.e. Blackberry, iPhone etc.) and communication plan.
- Trustees can choose to use their personal phone and receive reimbursement up to a maximum of the standard communication plan used by the Board.
- In addition, trustees (excluding student trustees) may be equipped with a home office phone and fax (land lines).

4.2 All equipment will be purchased in accordance with the Board's Purchasing Administrative Procedure. The Chief Information Officer will have authority for determining the computer, peripherals and software, as well as the high speed internet and mobile communication packages provided. The CIO will review the reasonableness of Schedule 1 as needed. Schedule 1 and revisions to Schedule 1 must be approved by the Board.

4.3 Exceptions:

Where a trustee may incur additional costs or ongoing expenses that exceed the limits of Schedule 1 as a result of disability or special need, these expenses will be covered by the HDSB.

Where a trustee must incur additional costs or ongoing expenses due to the geographic location of their residence, or other circumstance beyond their control, such extraordinary expenses must be approved by the Board in accordance with this policy.

4.4 Given the rate at which technology currently depreciates, equipment purchased at the start of the trustee's term of office will not need to be returned to the Board at the end of the term or upon the trustee's retirement. However, all service contracts will end commensurate with the end of the trustee's term. The residual value will be determined by the Chief Information Officer. The residual value if any will be reported on the trustee's T4.

4.5 In addition, each trustee, on an annual basis, will have access to a $5,000.00 travel, personal professional development and office supplies account. This account may be used to reimburse the trustee for expenses reasonably incurred in carrying out their role as trustee.

4.6 The following expenses are those which are recognized by the Board as appropriate trustee expenses:

- transportation - including mileage at the current Board rate (see ***4.8*** below);
- professional development / conferences;
- functions whose purpose is the welfare of Halton District School Board students, such as
- but not limited to those hosted by the Halton Learning Foundation, the Halton Industry
- Education Council, or Halton Food for Thought;
- meals, reimbursed at the current Board rate;
- office supplies (filing cabinet, stationery, technology etc.);
- constituent meeting expenses (coffee, refreshments);
- mailings, photocopying;
- child care costs for dependent children which would allow trustees to attend scheduled
- meetings, events and/or functions of the Halton District School Board; and
- other expenses.

4.7 Any other extraordinary or unusual expenses incurred by a trustee in carrying out their role, which they feel should be paid by the Board must be pre-approved by the Board, and will not be charged against the trustee's account, but rather the Board's account.

4.8 ***Trustee claims for travel within Ontario by automobile or public transit to:***

- ***HDSB sites and events***
- ***OPSBA Events and Meetings***
- ***Meetings or events which the trustee attends as a representative of the board***

may exceed $1,000.00 in a fiscal year (pro-rated to $750.00 in the first nine months of the term and $250.00 in the final three months of the term). Any travel expenditure above the $1,000.00 threshold for attending the meetings and events listed above will not be charged against the trustee's account, but rather the Board's account.

Travel within Ontario by other modes of transportation (e.g. train, airplane) to the events specified above, up to the amount equivalent to travel by automobile, as verified with appropriate documentation shall be included in the $1,000.00 threshold. These expenses will be submitted to the Board using the HDSB Trustee Transportation Claim Form.

Travel to conferences, meetings or events not specified above shall not be included in the $1,000.00 threshold but may be brought to the Board of Trustees for consideration and will be submitted using the HDSB Trustee Conference Expense Form.

4.9 Where a trustee or trustees incur appropriate expenses as a representative of the Board, they will not be charged against the trustee's account, but rather the Board's account. All such expenses must be approved by the Board. For planning purposes, where such expenses are predictable, they should be

approved as early in the fiscal year as possible. Examples include but are not limited to: Ministry of Education/OPSBA trustee orientation and professional development for all trustees; OPSBA AGM for the Board's OPSBA Director; OSTA-AECO conferences for the Student Trustee Mentor; audit training for members of the HDSB Audit Committee.

4.10 Where the approval or allocation of any expense is disputed, the Board is recognized as the final authority for the approval or allocation of that expense.

4.11 ***Trustees will make best efforts to submit claims for expenses within one (1) month of their occurrence and in the fiscal year in which the expense occurred. Expenses submitted after the fiscal year end cut-off will be reflected in the following fiscal year.***

4.12 ***A monthly statement of an individual trustee's detailed expenses (conferences, transportation, meals, etc.) shall be provided to that trustee electronically.***

4.13 ***Trustee expenses that are in excess of, or not allowed by, HDSB policy may be claimable on individual trustee personal tax returns using the Board provided T2200 form.***

4.14 ***Unused portions of an individual trustee's expense budget, on an annual basis, shall roll-over to the next year. At the end of the term of the Board, unused portions of the trustee expense budget shall be allocated to a Reserve Account for the purpose of future trustee professional development. The use of these Reserve Account funds will be decided by the incoming Board of Trustees by Board resolution. Trustees will receive an annual statement of the Reserve Account within 90 days of the start of the next fiscal year.***

4.15 ***Payment of a trustee's claims exceeding the total amount budgeted per trustee over the term of the Board, will be decided on a case-by-case basis by the Board of Trustees.***

4.16 ***An annual summary of trustee expenses will be reported as an information item by the Superintendent of Business.***

A trustee expense report will be posted to the board's website annually by December 31 following the end of the fiscal year. The report will include expense totals by trustee in each of the following categories:

- ***Travel (eg. mileage, parking, tolls)***
- ***OPSBA Conferences***
- ***Other Professional Development***
- ***Meeting Expenses (eg. Hospitality)***
- ***Supplies***
- ***Other Expenses (eg. child minding)***

Board paid:

- ***Telecommunications (e.g., monthly service fees)***
- ***Technology (e.g.,. hardware)***
- ***Board Leadership & Mandatory Training***
- ***Prior Term Reserve for PD***
- ***Travel over $1,000***

4.17 Trustee Expenses fall under the Broader Public Sector Accountability Act, 2010 (BPSAA) and must meet the Expenses and Procurement Standards detailed therein.

5. RESPONSIBILITIES

5.1 Board

5.1.1 Approves Schedule 1 prior to the new term of a Board or when changes are recommended by the Chief Information Officer

5.2 Chief Information Officer

5.2.1 Determines and recommends limits in Schedule 1 - Trustee Information and Communications Technology Limits

5.3 Superintendent of Business Services

5.3.1 Provides support for trustee expense reporting;

5.3.2 Reports on trustee expenses.

6. EXTERNAL REFERENCES

6.1 Ontario Education Act, www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.htm

6.2 Broader Public Sector Accountability Act, 2010, http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_10b25_e.htm

6.3 Accessibility for Ontarians with Disabilities Act, 2005, http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_05a11_e.htm

7. HALTON DISTRICT SCHOOL BOARD REFERENCES

7.1 Purchasing Administrative Procedure, http://www.hdsb.ca/Policy/Purchasing%20Policy%202010.pdf

7.2 Schedule 1 - Trustee information technology and communications expense limits, appended Halton District School Board Policy GOV-03H Trustee Expenses

8. REVISION HISTORY

8.1 Revised June 2015 to clarify travel expense covered by the board (4.8), preferred timing of expense claims (4.11), and public reporting details (4.16).

8.2 Final review by PB&G on November 12, 2014 and Board on November 19, 2014 integrating feedback re expenses incurred on behalf of the Board, and the receipt of the annual statement of the Reserve Account to "within 90 days" of the start of the next fiscal year; definition of "days"; recognition of functions whose purpose is the welfare of Halton DSB students as an appropriate trustee expense.

8.3 Revised September 24, 2014 - Policy reformatted and revised for use with Schedule 1 - Trustee information technology and communications expense limits. Revised to ensure that the rights of trustees with special needs or extraordinary circumstances are respected, and where possible to remove barriers to their effective representation of their community. Revised to include the realization of a taxable benefit equal to the residual value of any technology retained by trustee upon their retirement from the school board.

8.4 Revised January 2012 - The original draft of the Trustee Expenses Policy was presented at the December 7, 2011 Board meeting. Revisions were suggested, and the revised version of the policy is attached to this report for the Board's consideration.

The following Trustees comprised the Trustee Expense Sub-Committee: Amy Collard (Chair), Nancy MacNeill, Don Vrooman, Kathryn Bateman-Olmstead and Ann Harvey Hope. The committee met on three occasions and consulted with the Superintendent of Business.

This policy should be reviewed on an ongoing basis to ensure that it reflects any changes to the Broader Public Sector Accountability Act, 2010 (BPSAA).

Halton District School Board

Policy Number	GOV-03H
Adopted	November 19, 2014
Last Revised	March 2015
Review Date	January 2018

TRUSTEE EXPENSES -- SCHEDULE 1

(effective December 1, 2014; revised March 2015)

The following options are available as outlined in item 4.1:

- Computer equipment including peripherals*:*
  - Apple MacBook Air
  - Apple MacBook Pro
  - Apple iMac
  - Windows laptop
  - Windows desktop
  - Windows tablet
  - Other devices approved for use in Halton District School Board schools or administrative offices

The following reimbursements are recalculated as required.
All reimbursements include taxes and other charges.

- high speed home internet access for reimbursement - $59.85/month standard

- communication plan reimbursement – *one of the following:*
  - Blackberry:
    - voice plan - $22.60/month
    - data plan - $36.16/month
    - long distance - $16.95/month
    - Total $75.71/month
  - iPhone
    - voice plan - $22.60/month
    - data plan - $67.80/month
    - long distance - $16.95/month
    - Total $107.35/month

Halton District School Board

Report Number: 15125
Date: October 1, 2015

FOR DECISION

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

FROM: Stuart. Miller, Director of Education

RE: Appointment of Associate Director

Warrant:
With previous Associate Director vacancies, the Board has directed the Director of Education to advertise to both internal and external candidates. An interview team comprised of the Director, a superintendent not under the direct responsibility of the Associate Director, the Chair, and three trustees as chosen by the Chair would hold interviews, and bring the appointment recommendation back to the Board.

RECOMMENDATION

Be it resolved that the Halton District School Board direct the Director of Education to advertise internally and externally for the position of Associate Director.

The position of Associate Director was created for the Halton District School Board in 2003, when the Board served approximately 30,000 elementary students and 15,000 secondary students, with an operating budget of approximately $290 million. Leadership responsibilities for Research, Learning Communities and a specific grouping of superintendents was assigned to the Associate Director.

Since that time, the Halton District School Board has grown to a 2015-16 annual capital and operating budget of approximately $675 million and 62,000 students. Continued growth is expected, and the role of the Associate Director remains critical to the academic leadership within our Board.

Respectfully submitted,

Stuart Miller
Director of Education

Halton District School Board

Report Number: 15126
Date: October 1, 2015

FOR INFORMATION

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

FROM: Jeff Blackwell
Interim Executive Officer – Human Resources

RE: Staffing update – September 2015

Warrant

As a follow-up to the first week of school report to the Board on September 16, this report describes the staffing processes and changes that have occurred since that date.

Secondary Staffing

For the 2015-16 school year, the secondary enrolment projection was 17,498 students. Based on this projection, the secondary staffing FTE was 1,232. Initial holdback for secondary classroom allocations, based on a comparison of the enrolment registration and pre-registration was 21 FTE. The actual enrolment as of September 18, 2015 was 17,632, an increase of 134 students. Sections have been released from holdback to deal with these enrolment increases.

As well, 19 sections were released to secondary schools on September 22. These sections allowed administrators to:

- Reduce large class size by splitting sections
- Respond to health and safety concerns in large Science or Physical Education classes
- Run courses with small enrolments to allow students to continue their program pathway in their home school (French Immersion, College courses)
- Manage Pupil-Teacher Contact (PTC) pressures
- Respond to increased number of English Language Learners requiring ESL courses

The release of these sections allowed our secondary schools to recall staff declared surplus, offer top-up assignments for part-time teachers and allow LTO teachers to apply for remaining permanent positions. As well, we were able to partially recall two teachers who were redundant. The Human Resources Department has held back some sections to remedy pressures that occur in semester two.

Elementary Staffing

For the 2015-16 school year, the elementary enrolment projection was 44,134 students. The actual elementary enrolment as of September 30, 2015 was 44,261, an increase of 127 students. Based on this actual enrolment, 2712.42 FTE teachers were generated.

Following a review of actual and projected enrolments, only one elementary teacher had to be declared surplus. There were a total of 16 permanent vacancies identified during second week reorganizations. These openings were posted and teachers on the LTO list and currently in LTO positions were placed into the remaining vacancies as per Regulation 274. These positions vacated by the LTO were posted and occasional teachers were eligible to apply. On Monday September 28, all reorganizations were completed and teachers were in place with their 2015-16 class.

Respectfully submitted,

J. Blackwell
Interim Executive Officer – Human Resources

S. Miller
Director of Education

Halton District School Board

Report Number: 15120
Date: October 1, 2015

FOR INFORMATION

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

FROM: Gerry Cullen, Superintendent of Facility Services

RE: Drinking Water Report 2015

Background:

The Province of Ontario is responsible for setting the standards and testing criteria for drinking water. The Province regulations have been modified twice in the past few years. The Ministry of Education also generated guidelines specific to schools related to drinking water to further provide confidence in the health of local drinking water. Our staff has been modifying our monitoring, record keeping and flushing durations to meet the requirement of these directives.

Ontario Regulation 243/07 has been enhanced to provide increased protection for children, especially children under the age of seven (7) who are particularly vulnerable to the effects of lead. The Regulation requiring testing of drinking water applies to the days the schools are open. Under this Regulation, a school is open on a day if, at any time during the day, programs for children under 18 years of age are held at the school.

A private company was retained to take samples of drinking water at all our schools and submit samples to a licensed laboratory.

Attached you will find the HDSB 2015 Water Testing for Lead Summary report for all schools as per Ontario Regulation 243/07 Schools, Private Schools and Day Nurseries.

Twelve (12) schools; Sunningdale PS, Sir E MacMillan PS, Martin Street PS, Eastview PS, Maplehurst PS, Lakeshore PS, Glen Williams PS, H Wrigglesworth PS, Milton District HS, WI Dick PS, Limehouse PS and Mohawk PS had lead exceedances that were above the Ministry of Environment acceptable levels for lead, before and after regular flushing. Schools that had lead exceedances before flushing required the school to flush daily for five (5) minutes. Schools that had lead exceedances on the flushed samples required additional testing and corrective actions to be compliant with Ontario Reg.243/07.

As a result of our lead testing at Glenview PS, Cadmium was discovered in exceedance of the Ministry of the Environment acceptable level. Corrective action has been taken. The Halton Region of Health and Ministry of the Environment and Climate Change (MOECC) requires five (5) minutes daily flushing similar to the lead flushing requirements.

All schools are in compliance and are maintaining the respective flushing frequencies and durations. Facility Services has provided all schools, daycares and before/after providers with water results as required by Ont. Reg. 243/07.

The previous years' results can be viewed at *htttp://www.hdsb.ca/aboutus/FacilityServices/Maintenance.aspx*

Respectfully submitted,

G. Cullen
Superintendent of Facility Services

S. Miller
Director of Education

School Name	Date	LEAD CONCENTRATION (ug/L)	
		Guideline/Standard = 10 ug/L	
		Standing	Flushed
Abbey Lane Public School	11/07/2015	0.0021	ND
Abbey Park High school	18/07/2015	0.0015	ND
Action District High School	03/07/2015	0.0016	0.00093
Aldershot High School	25/07/2015	0.0047	0.0025
Alexander's Puublic School	08/08/2015	0.0016	ND
Alton Village Public School	18/07/2015	0.00074	ND
Anne J MacArthur Public School	01/08/2015	ND	ND
Brant Hills Public School	08/08/2015	0.0011	0.00086
Brookdale Public School	11/07/2015	0.0097	0.0075
Brookville Public School	02/07/2015	0.0026	0.0012
Bruce T Lindley School	08/08/2015	0.0032	0.0009
Bruce Trail Public School	01/08/2015	0.00051	ND
Burlington Central High School	25/07/2015	0.0077	0.0035
C.H. Norton Public School	18/07/2015	ND	ND
Captain R. Wilson Public School	18/07/2015	ND	ND
Centennial Public School	07/07/2015	0.0043	0.0015
Central Public School	25/07/2015	0.00078	ND
Charles R. Beaudoin Public school	18/07/2015	ND	ND
Chris Hadfield Public School	08/07/2015	0.0022	0.0014
Clarksdale Public School	02/07/2015	0.0008	0.0011
Craig Kielberger Secondary school	01/08/2015	0.0019	0.00058
Dr. Charles Best Public School	02/07/2015	0.0099	0.0028
Dr. Frank J Hayden Secondary School	18/07/2015	ND	ND
E C Drury High School	08/07/2015	0.0094	0.0014
E W Foster Public School	01/08/2015	0.0067	0.0029
E.J James Public School	08/08/2015	0.0027	0.0012
Eastview Public School	11/07/2015	0.016	0.0073
Emily Carr Public School	18/07/2015	0.0011	0.00068
Escarpment View Public School	01/08/2015	0.00092	0.0013
Falgarwood Public School	11/07/2015	0.0054	0.0019
Florence Meares Public School	18/07/2015	ND	ND
Forest Trail Public School	18/07/2015	0.00087	ND
Frontenac Public School	30/07/2015	0.0027	0.0015
Gardiner Public School	06/08/2015	0.0031	0.0014
Garth Webb Secondary School	18/07/2015	0.0073	0.0015
Gary Allan High School	25/07/2015	0.0073	0.0022
George Kennedy Public School	06/08/2015	0.0014	0.0012
Georgetown District High School	07/07/2015	0.008	0.0023
Gladys Speers Public School	11/07/2015	0.0018	0.0037
Glen Williams Public School	06/08/2015	0.012	0.0037
Glenview Public School*	25/07/2015	0.00062	ND
Harrison Public School	07/07/2015	0.00094	0.0057
Hawthorne Village Public School	01/08/2015	0.00078	0.00058

Heritage Glen Public School	18/07/2015	0.0021	0.00073
Howard Wrigglesworth, Gary Allan ALT ED	06/08/2015	0.085	0.0048
Irma Coulson Public School	01/08/2015	ND	ND
Iroquois Ridge High School	11/07/2015	0.002	0.00076
J M Denyes Public School	01/08/2015	0.0017	0.00092
J.W Singleton Education Centre	08/08/2015	0.0044	0.0018
James W. Hill Public School	08/08/2015	ND	ND
John T Tuck Public School	25/07/2015	0.0099	0.0035
John W. Boich Public School	08/08/2015	ND	ND
Joseph Gibbons Public School	07/07/2015	0.0078	0.0069
Joshua Creek Public school	11/07/2015	ND	ND
Kilbride Public school	14/07/2015	0.0059	0.0026
King's Road Public School	25/07/2015	ND	ND
Lakeshore Public School	25/07/2015	0.025	0.0031
Lester B Pearson High School	02/07/2015	0.0015	0.0014
Limehouse Public school	20/08/2015	0.011	0.017
	28/08/2015	0.0029	0.002
	04/09/2015	0.0015	0.0015
M.M. Robinson High School	08/08/2015	0.0035	0.002
M.S Bennett Public School	03/07/2015	0.0018	0.0012
Maple Grove Public School	08/08/2015	ND	ND
Maplehurst Public School	25/07/2015	0.025	0.0074
Martin Street Public School	08/07/2015	0.013	0.0048
Milton District High School	01/08/2015	0.066	0.012
	13/08/2015	0.0059	0.0017
	20/08/2015	0.0063	0.0041
Mohawk Garden Public School	30/07/2015	0.012	0.0065
Montclair Sr. Public School	21/07/2015	0.0064	0.0076
Munn's Public School	21/07/2015	0.00053	ND
Nelson High School	30/07/2015	0.0062	0.0021
New Central Public School	11/07/2015	ND	ND
Oakville Trafalgar High School	08/08/2015	0.00066	ND
Oakwood Public School	11/07/2015	0.00073	0.00064
Orchard Park Public School	08/08/2015	0.0011	0.00078
P.L. Robertson Public School	01/08/2015	0.00056	ND
Palermo Public School	18/07/2015	0.0008	ND
Park Public School	07/07/2015	0.0017	0.00099
Paul. A Fisher Public School	08/08/2015	0.0066	0.0029
Pauline Johnson Public School	30/07/2015	0.003	0.0077
Pilgrim Wood Public School	18/07/2015	ND	ND
Pine Grove Public School	11/07/2015	0.0028	0.0012
Pineland Public School	30/07/2015	0.0036	0.0016
Pineview Public School	06/08/2015	0.0093	0.0016
Post's Corner Public School	11/07/2015	0.00065	ND
River Oaks Public School	11/07/2015	0.00093	ND
Robert Baldwin Public School	08/07/2015	0.001	0.00092

Robert Bateman High School	30/07/2015	0.0012	ND
Robert Little Public School	03/07/2015	0.0058	0.0036
Rolling Meadows Public School	08/08/2015	0.0032	0.0034
Ryerson Public School	25/07/2015	0.0019	0.00081
Sam Sherratt Public School	01/08/2015	0.0045	0.0026
Sheridan Public School	11/07/2015	0.0013	0.00079
Silver Creek Public School	06/08/2015	0.0018	0.0012
Sir Ernest MacMillan Public School	02/07/2015	0.0018	0.0011
Stewarttown Public school	06/08/2015	0.0081	0.0045
Sunningdale Pubic School	21/07/2015	0.011	0.0055
T.A. Blakelock High School	11/07/2015	ND	ND
Tecumseh Public School	25/07/2015	0.0038	0.0018
Tiger Jeet Singh Public School	01/08/2015	ND	ND
Tom Thomson Public School	25/07/2015	0.0099	0.0033
W I Dick Public School	08/07/2015	0.014	0.26
	11/07/2015	0.05	0.012
	21/07/2015	0.0092	0.0033
	28/07/2015	0.0082	0.0031
W.H Morden Public School	11/07/2015	0.00068	ND
West Oak Public school	18/07/2015	ND	ND
White Oak S.S North Campus	21/07/2015	0.0024	0.0011
White Oak S.S South Campus	21/07/2015	0.00073	0.00052

* Cadmium exceedance

Halton District School Board

Report Number: 15121
Date: October 1, 2015
FOR INFORMATION

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

FROM: G. Cullen, Superintendent Facilities Services

RE: Close the Gap
Air Conditioning and Electrical Upgrade Schedule (Update)
Secondary and Elementary Schools

Background:

At the Board Meeting on February 19, 2015 the Board approved the following motion (M15-0026):

Be it resolved that the Halton District School Board approve the approach to the Close the Gap initiative as outlined in Report 14199; and
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*

Rationale:

After reviewing the approved Air Conditioning and recommended priority listing of multi-floor schools, staff have identified proposed secondary and elementary schools anticipated completion schedules (*attached in Appendix 1 Rev. 1 (Secondary) and Appendix 2 Rev.1 (Elementary)*). School Air Conditioning and Electrical upgrade projects are to be implemented based on the nature of existing mechanical and electrical infrastructure available.

Mechanical and electrical consultants have been hired and are currently reviewing the schools infrastructure and designing the new proposed air conditioning upgrades. Facility Services anticipates the projects will be tendered and awarded during the next few months and be completed by August 31, 2016.

Note: At this time Pineland Public School does not have electrical power available to the local utility suitable for air conditioning upgrade.

Respectfully submitted,

Gerry Cullen
Superintendent of Facility Services

Stuart Miller
Director of Education

SCHOOL	Total $		AC Anticpated Completion Schedule		
		Electrical Upgrade Required	Phase 1 - AC completed by Aug 31/15	AC completedd by April 1/16	Phase 3 - AC completed by Aug 31/16
T. A. Blakelock H.S.	$1,048,995	Y			
Area A					X
Area B					X
Area C					X
Georgetown D.H.S.	$861,511	Y			
Area A				X	
Area B					X
Area C					X
Area D					X
Area E					X
Area F					X
M.M. Robinson H.S.	$1,644,076	N			
Area A					X
Area B					X
Area C					X
Area D					X
Area E				X	
	$3,554,583				

SCHOOL	Total $	Electrical Upgrade Required	Phase 1 - AC completed by Aug 31/15	Phase 2 - AC completed by April 1/16	Phase 3 - AC completed by Aug 31/16	Comments
Pineland P.S.		N				NO POWER AVAILABLE
John T. Tuck P.S.	$392,979	N				
Area A					X	
Area B					X	
Clarksdale P.S.	$404,339	Y				
Area A					X	
Area B					X	
Area C					X	
Area D					X	
McKenzie-Smith Bennett I	$382,037	Y				
Area A				X		
Area B					X	
Area C				X		
George Kennedy P.S.	$344,188	Y				
Area A				X		
Area B					X	
Central P.S.		N				CTG ELIGIBLE UPGRADES COMPLETE
Sunningdale P.S.	$280,633	N				
Area A					X	
Area B					X	
Area C				X		
Maplehurst P.S.	$385,967	Y				
Area A				X		
Area B				X		

Area C					X	
Brookdale P.S.	$300,350	N				
Area A					X	
Tecumseh P.S.	$396,685	Y				
Area A				X		
Area B				X		
Area C					X	
Ryerson P.S.	$304,690	Y				
Area A					X	
Frontenac P.S.	$425,589	Y				
Area A					X	
Area B					X	
King's Road P.S.	$267,651	N				
Area A					X	
Rolling Meadows P.S.	$244,868	N				
Area A					X	
Area B				X		
Area C					X	
Falgarwood P.S.	$262,955	N				
Area A				X		
	$4,874,492					

HALTON DISTRICT SCHOOL BOARD
SUMMARY OF THE CLOSING THE GAP PROGRAM
as at: June 30, 2015 (expenditures paid to date - cash basis) [4]

Summary of Available Funding:

Total Funding Available for Program	$	17,699,151	(Chart 1 below)
Funding Allocated/spent to date	$	(12,569,415)	(Chart 2 below)
Balance available for future Closing the Gap projects	**$**	**5,129,736**	

Chart 1: Total Funding Available for Program:

Board Report/ Other	Available Funding	Funding source		
		Accumulated Surplus	Proceeds of Disposition (POD)	Other
Report 12136 (2011/2012 Year-end surplus)	$ 1,000,000	$ 1,000,000		
Report 13167 (2012/2013 Year-end surplus)	$ 6,562,128	$ 6,562,128		
Report 14180 (2013/2014 Year-end surplus)	$ 867,445	$ 867,445		
May 7, 2014 - Ministry approval letter [1]	$ 4,223,000		$ 4,223,000	
May 25, 2015 - Ministry approval letter [1]	$ 5,000,000		$ 5,000,000	
Maplehurst PS land lease to Branthaven homes [2]	$ 46,578			$ 46,578
Total Available Funding	**$ 17,699,151**	**$ 8,429,573**	**$ 9,223,000**	**$ 46,578**

Notes:

1. Projects must meet Ministry guidelines for Tangible Capital Assets in order to be funded using Proceeds of Disposition
2. Per Board discussion to be used to offset installation of Air Conditioning at Maplehurst PS ($50,000 less legal costs incurred)

Chart 2: Approved Projects to be funded by the Program:

School & Project Description	Board Report	Budget Estimate [1]	Actual Expenses to Date (From Board Financial System) [2]	Remaining anticipated costs [3]	Total Actual and Projected Expenses	Funding Source			Total Amount to be Funded	Comments
						Accumulated Surplus	Proceeds of Disposition (POD)	Other		
MM Robinson SS Lifeskills and Elevator	12136	$ 675,000	$ 672,411		$ 672,411	$ 672,411			672,411	Projects complete
Eastview PS Lifeskills and contingency	13050	$ 244,000	$ 209,542		$ 209,542	$ 209,542			209,542	Project complete
CH Norton PS Lifeskills	13051	$ 230,000	$ 229,999		$ 229,999	$ 229,999			229,999	Project complete
Digital Surveillance Cameras (Multiple sites)	13098	$ 919,950	$ 875,683	$ 44,267	$ 919,950	$ 919,950			919,950	
Craig Keilberger SS Centre Renovations	14102	$ 190,000	$ 188,593		$ 188,593	$ 188,593			188,593	Project complete
Robert Bateman SS Lifeskills	14097	$ 250,000	$ 248,920		$ 248,920	$ 248,920			248,920	Project complete
Classroom Projection Equipment (Multiple sites)	14199 Revised	$ 100,000	$ 23,607	$ 76,393	$ 100,000	$ 100,000			100,000	
Library Services (Multiple sites)	14199 Revised	$ 500,000		$ 500,000	$ 500,000	$ 500,000			500,000	
Special Education Rooms (Multiple sites)	14199 Revised	$ 600,000		$ 600,000	$ 600,000	$ 600,000			600,000	
Specialty Classrooms (Multiple sites)	14199 Revised	$ 600,000		$ 600,000	$ 600,000	$ 600,000			600,000	
Electrical Upgrade and Air Conditioning (Secondary)	14199 Revised	$ 3,600,000		$ 3,600,000	$ 3,600,000		$ 3,600,000		3,600,000	
Electrical Upgrade and Air Conditioning (Elementary)	14199 Revised	$ 4,700,000		$ 4,700,000	$ 4,700,000		$ 4,653,422	$ 46,578	4,700,000	
Total Estimated Project Costs		**$ 12,608,950**	**$ 2,448,755**	**$ 10,120,660**	**$ 12,569,415**	**$ 4,269,415**	**$ 8,253,422**	**$ 46,578**	**$ 12,569,415**	

Notes:

1. Budget Estimate- Project Budget estimate from Board Report including all eligible costs such as construction costs (General Contractor) and soft costs (architect fees, permits, equipment).
2. Actual expenses to date - actual expenditures made through the Board financial accounting system on a cash basis as at the date of the report.
3. Remaining Anticipated Costs - the amount of expenses not yet paid.
4. Cash basis - expenses are recognized when paid.

Halton District School Board

Report Number: 15122
Date: October 1, 2015

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

FROM: G. Cullen, Superintendent of Facility Services

RE: Elementary School Design Guidelines

Background:
As part of the capital project process, Facility Services department has been working on documenting the development of a new school project. Working with Hossack & Associates Architect in consultation with a number of staff at the Board, the team has generated a draft of the guideline. The draft is being presented at this time to ensure all areas of interests are addressed in the document.

There are several levels of the guideline which are to be reviewed:

1. Table of Contents – have all of the required topics been included and in the correct sequence?
2. Mandatory elements such as approvals and authorization i.e. Ministry, finances, municipal etc.
3. Physical context of the input process and instructional needs i.e. Life Skills, Special Education, AODA, FDK, music, outdoor etc.
4. Specific design elements for each of the building areas noted. (Note: this is a larger document that could be updated on a regular basis as products and needs change).

Respectfully submitted,

Gerry Cullen
Superintendent of Facility Services

Stuart Miller
Director of Education

Halton District School Board

Elementary School Design Guidelines:

TABLE OF CONTENTS

UPDATED

DRAFT

August 31, 2015

Prepared by

HOSSACK
& ASSOCIATES
ARCHITECTS

DESIGN GUIDELINES TABLE OF CONTENTS
New Elementary School Version

TABLE OF REVISIONS

INTRODUCTION

I.1 Intent of the Guideline

I.2 Format of the Guideline

- .1 Organization and Numbering
- .2 Cross-Referencing
- .3 Revisions to the Guidelines
- .4 Terms and Definitions

I.3 Use of the Guideline and Template Floor Plans

I.4 Scope of the Guideline

- .1 PART A: Administration and Design Process
- .2 PART B: Site Design
- .3 PART C: Indoor Program and Operational Spaces
- .4 PART D: Guide Specifications

PART A: ADMINISTRATION and DESIGN PROCESS

PART A1: ADMINISTRATION

A1.1 HDSB Policies, Procedures, and Guidelines

- .1 General
- .2 Health and Safety

A1.2 Use and Operation of the School

- .1 Educational
- .2 Community
- .3 Child Care
- .4 Maintenance
- .5 Operations

A1.3 Project Management

.1 Roles
.2 Communications
.3 Information Provided to the Prime Consultant
.4 Project Forms and Progress Reports
.5 Schedule Management
.6 Budget and Cost Management
.7 Applicable Codes and Authorities Having Jurisdictio

A1.4 Resources

PART A2: DESIGN PROCESS - General Design Objectives and Project Requirements

A2.1 Guideline Conformance and Innovation
A2.2 Meeting Academic Program Objectives
A2.3 Ontario Ministry of Education Benchmark Requirements
A2.4 Sustainability
A2.5 Energy Conservation
A2.6 Energy Modeling
A2.7 Cost Estimates
A2.8 Community Use Requirements
A2.9 Universal (Barrier-Free) Design
A2.10 Health and Safety: Design for Lockdown/Hold & Secure
A2.11 Crime Prevention through Environmental Design (CPTED)
A2.12 Prime Consultant's Administration Duties
.1 Consultant Design Team
.2 Municipal Approvals Assessment and Administration
.3 Topographical Survey, Geotechnical, and Environmental Investigations
.4 Reporting Requirements
.5 Meetings: Schematic Design, Design Development, and Contract Documents Phases
.6 Submittals: Schematic Design, Design Development, and Contract Documents Phases
A2.14 Approvals to Proceed
A2.15 Standard Forms

Monthly Project Report Form	Appendix XX
Project Schedule	Appendix XX

A2.16 Resources

PART B: SITE DESIGN

B1: SITE DESIGN CRITERIA

B1.1 Preamble

B1.2 Legal and Topographic Survey Requirements

B1.3 Authorities Having Jurisdiction

B1.4 Site Layout Principles

.1 Template Floor Plans and Building Orientation

.2 Traffic, Circulation and Parking

.3 Hard and Soft Surfacing

.4 Crime Prevention through Environmental Design (CPTED)

.5 Pedestrian Access

.6 Portable Classrooms

B1.5 Site Design Requirements

.1 Kindergarten Areas

.2 Sports Fields and Sodded Play Areas

.3 Hard Surface Play

.5 Fencing

.6 Signage

.7 Trees and Shrubs

B2: SAMPLE SITE DRAWINGS

Sample Drawings

PART C: PROGRAM AND OPERATIONAL SPACES

C1.1 Program Areas

.1 Early Education / Kindergarten Classrooms

.1 Kindergarten Classroom Suite

.a Kindergarten Classroom Sample Drawing – Floor Plan

.b Kindergarten Classroom Sample Drawing – Elevations

.2 Kindergarten Washroom Area

.3 Kindergarten Exterior Toy Storage

.2 Standard Curriculum Classroom

.1 Standard Curriculum Classroom

.a Standard Curriculum Classroom Sample Drawing – Floor Plan

.b Standard Curriculum Classroom Sample Drawing – Elevations

.3 Special Education Classrooms

.1 Special Education Classroom

.a Special Education Classroom Sample Drawing – Floor Plan

.b Special Education Classroom Sample Drawing – Elevations

.2 Life Skills Classroom

.a Life Skills Classroom Sample Drawing – Floor Plan

.b Life Skills Classroom Sample Drawing – Elevations

.3 Sensory Room

.4 Kitchenette

.a Kitchenette Sample Drawing – Floor Plan

.b Kitchenette Sample Drawing – Elevations

.4 Arts Classrooms

.1 Art Classroom

.a Art Classroom Sample Drawing – Floor Plan

.b Art Classroom Sample Drawing – Elevations

.1 Kiln Room

.2 Art Storage Room

.2 Music Classroom

.a Music Classroom Sample Drawing – Floor Plan

.b Music Classroom Sample Drawing – Elevations

.1 Instrument Storage Room

.2 Practice Room

.5 Science and Technology Classrooms

.1 Science Classroom

.a Science Classroom Sample Drawing – Floor Plan

.b Science Classroom Sample Drawing – Elevations

.2 Computer Classroom

.a Computer Classroom Sample Drawing – Floor Plan

.b Computer Classroom Sample Drawing – Elevations

.3 Applications Classroom
.a Applications Classroom Sample Drawing – Floor Plan
.b Applications Classroom Sample Drawing – Elevations

.6 Library
.1 Library
.a Library Sample Drawing – Floor Plan
.b Library Sample Drawing – Elevations 1 of 2
.c Library Sample Drawing – Elevations 2 of 2
.2 Library Workroom
.a Library Workroom Sample Drawing – Elevations
.3 Library Seminar Room

.7 Gymnasium
.1 Gymnasium
.a Gymnasium Spatial Relationships Sample Drawing – Floor Plan
.b Gymnasium Line Layout Sample Drawing – Floor Plan
.c Gymnasium Sample Drawing – Elevations 1 of 2
.d Gymnasium Sample Drawing – Elevations 1 of 2
.2 Gym Instructor Office
.3 Gym Instructor Washroom
.4 Student Change Rooms/Washrooms
.5 Chair Storage Room
.6 Gym Storage Room
.a Gym Storage Sample Drawing – Floor Plan

C1.2 Administration Spaces

.1 Administration Management Spaces
.1 School Office
.1 Entrance and Reception Area
.a School Office Spatial Relationships Sample Drawing – Floor Plan
.2 Principal's Office
.3 Vice Principal's Office
.4 Copy Room
.5 Office
.6 Meeting Room
.7 Health Room
.8 Health Room Washroom

.2 Ancillary Administration Spaces
.1 Teacher Workroom
.2 Staff Lounge and Servery
.a Staff Lounge and Servery Sample Drawing – Floor Plan
.b Staff Lounge and Servery Sample Drawing – Elevations

.3 Seminar Room
.4 Resource Room
.5 Academic Storage Room

C1.3 Community Use Areas

.1 Child Care Centre

C1.4 Non-Program Circulation Areas

.1 Corridors
.2 Stairwells

C1.5 Non-Program Service Areas

.1 Washrooms
    .1 Staff Washroom
    .2 Student Washroom
    .3 Universal Washroom
.2 Custodial
    .1 Exterior Storage Room
    .2 Receiving Room
    .3 Custodian Office
    .4 Custodian Storage Room
    .5 Recycling and Garbage Storage Enclosure
.3 Service
    .1 Mechanical Room
    .2 Sprinkler Room
    .3 Electrical Room
    .4 Hub Room
    .5 Laundry Room

PART C.2 SAMPLE DRAWINGS AND APPENDICES

C.2.1 Sample Drawings

.1 Carpentry and Millwork Sample Drawings
.2 Equipment and Miscellaneous Specialties Sample Drawings

PART D: GUIDE SPECIFICATIONS (Standards of Acceptance)

Carpentry and Millwork
Roofing
Cladding
Aluminum Windows & Doors
Glazing
Steel Doors and Frames
Floor Finishes
Miscellaneous Specialties

PART E: TEMPLATE Site and Floor Plan Layouts (to be published separately)

2 Storey School Design Floor Plans to 740 pupil places

1. Ground floor
2. Second floor

3 Storey School Design Floor Plans to 740 pupil places

1. Ground floor
2. Second floor
3. Third floor

Site Design Template – 2 storey design

Site Design Template – 3 storey design

MOE Template to 740 pupil places

The Halton District School Board
Elementary School Architectural Design Guideline

TABLE OF CONTENTS

a. Table of Revisions
b. List of Terms and Definitions

INTRODUCTION

I.1 Intent of the Guideline
I.2 Format of the Guideline
I.3 Use of the Guideline
I.4 Scope of Guideline

PART A: ADMINISTRATION AND DESIGN PROCESS

PART A1: ADMINISTRATION

A1.1 HDSB Policies, Procedures, and Guidelines
A1.2 Operation and Maintenance of the School
A1.3 Project Management
A1.4 Resources

PART A2: DESIGN PROCESS—General Design Objectives and Project Requirements

A2.1 Guideline Conformance and Innovation
A2.2 Meeting Academic Program Objectives
A2.3 Ontario Ministry of Education Benchmark Requirements
A2.4 Sustainability
A2.5 Energy Conservation
A2.6 Energy Modelling
A2.7 Cost Estimates
A2.8 Community Use Requirements
A2.9 Universal (Barrier-Free) Design
A2.10 Health and Safety: Design for Lockdown
A2.11 Crime Prevention through Environmental Design (CPTED)
A2.12 Prime Consultant's Administration Duties
A2.13 Approvals to Proceed
A2.14 Standard Forms
A2.15 Resources

PART A: APPENDICES

Appendix A: Monthly Project Report Form
Appendix B: Project Schedule

a. TABLE OF REVISIONS

The following table outlines the editions and updates to the Halton District School Board Elementary School Architectural Design Guideline.

Revision No.	Articles updated	Pages Included	Date of Publication
1			
2			
3			

b. LIST OF TERMS AND DEFINITIONS

The following is a list of terms, including acronyms and abbreviations, commonly used in the Halton District School Board Elementary School Architectural Design Guideline. Terms will be spelled out in full on first usage in the Guideline, followed by the acronym or abbreviation in parentheses. Brief definitions will be provided for terms, where required.

In Part C, where detailed space fit-up diagrams are included, a more detailed list of acronyms and abbreviations is provided.

Terms and Definitions

Architect Selection Committee	HDSB committee comprising a Trustee, Superintendent of Education, Principal, Senior Manager BDR, Senior Manager Construction and Project Management, and Senior Manager Facility Operations
Authorities Having Jurisdiction	the person(s) with the delegated authority to determine, mandate, and enforce code requirements established by jurisdictional governing bodies
Board	The HDSB
Consultant Design Team	Consists of the Prime Consultant and all sub-consultants
Project Manager	HDSB facilities services staff member who manages the project during the design phase up to completion of tender documents
EDU benchmarks	refer to both EDU area benchmarks and EDU construction cost benchmark
EDU area benchmark	the area per pupil place as prescribe by EDU
EDU construction cost benchmark	the cost per square foot that the HDSB will derive to confirm the project meets the overall EDU cost benchmark
EDU	Ontario Ministry of Education
EIFS	exterior insulation finish systems
Guideline, the	The Halton District School Board Elementary School Architectural Design Guideline
GFA	Gross floor area
HDSB	Halton District School Board
M&E Guideline	Halton District School Board's Mechanical and Electrical Design Guideline
NFFA	net functional floor area
Prime Consultant	The design team consultant (usually the architect) with whom the HDSB has a direct contractual agreement for consulting services.
Template Floor Plan	The prescribed floor plans issued by the HDSB that describe the layout and room relationships and room and circulation and service space areas to be used for the design of a new school.

PART I:
INTRODUCTION

PART I: INTRODUCTION
Table of Contents

I.1 Intent of the Guideline

I.2 Format of the Guideline

.1 Organization and Numbering
.2 Cross-referencing
.3 Revisions to the Guideline
.4 Terms and Definitions

I.3 Use of the Guideline

I.4 Scope of Guideline

.1 Scope of PART A: Administration and General Design Guidelines
.2 Scope of PART B: Site Design and Outdoor Play and Learning
.3 Scope of PART C: Indoor Academic Program and Operational Spaces
- Scope of PART D: Guide Specifications

I.1 Intent of the Guideline

The Guideline

The Halton District School Board (HDSB) Elementary School Architectural Design Guideline (the Guideline) is a handbook governing the design of new elementary schools, and renovations and additions to existing elementary schools, from junior kindergarten to grade 8, based on an approved *Template* layout to accommodate approximately 740 pupils.

The Guideline allows the HDSB to manage the design of new elementary schools, and renovations and additions, while providing the Consultant Design Team with a set of approaches, standards, and critical requirements to follow. It supports HDSB's objectives to

- build affordable, environmentally sustainable schools that inspire teaching and learning, and
- create rich learning environments that are flexible and adaptable to meet the needs of all students.
- Provide a consistent approach to the design of new schools with repeatable results.

Unless otherwise stated the Guideline is intended to include the Architectural Guidelines and the Mechanical and Electrical Guidelines.

The HDSB publishes the Guideline and makes it available to consultants in electronic format. Portions of the Guideline are updated as needed. A Table of Revisions will be kept up to date at the front of the Guideline.

Template Floor Plan Designs

The Guideline is complementary to the HDSB *Template Floor Plan* designs for Elementary Schools that in graphical form describe the layout and relationships of a typical 740 pupil place school.

Both the *Guideline* and the *Templates* are to be used together for new school design.

Use by the Design Team

The primary audience for the Guideline is the *Consultant Design Team*, which includes the architect as *Prime Consultant* and sub-consultants.

The Guideline is to be used by the Consultant Design Team in conjunction with the Halton District School Board's Mechanical and Electrical Design Guideline (M&E Guideline).

I.2 Format of the Guideline

.1 Organization and Numbering

Organization

Following this Introduction (I), the Guideline is organized into four parts:

- Part A: Administration and General Design Guidelines
- Part B: Site Design, and Outdoor Play and Learning
- Part C: Indoor Academic Program, and Operational Spaces
- Part D: Guide Specifications

A brief table of contents governing the whole Guideline appears at the beginning of the Guideline. In addition, a detailed table of contents will be provided for each part. The scope of each part will be outlined in section I.4 below.

Numbering

The Guideline uses a basic alpha-numeric system to organize information as follows:

- **Parts and Subparts** are identified by a capitalized letter prefix.
- **Sub-parts** are identified with the capital letter prefix assigned to the part, followed by a numeral.
- **Sections** within a parts and sub-part are identified by the part prefix followed by a decimal and a numeral.
- **Articles** within a section are identified by a decimal and numeral.
- **Sub-heads and lists** (either numbered or bulleted) may be used within an article.

The section you are reading now is in I.2.1:
Part I: Introduction
Section 1.2: Format of the Guideline
Article .1: Organization and Numbering
Sub-head: Numbering

.2 Cross-referencing

Cross-references will be inserted in the wide right-hand margin where required. For example, the HDSB's separately published Mechanical and Electrical Design Guideline will be cross-references as follows:

".1 HVAC systems are to be designed as exposed ductwork in this technological space.

Ref. M&E Guideline Section X.X"

.3 Updates to the Guideline

The HDSB will update the contents of the Guideline from time to time. It is up to the Prime Consultant and the Consultant Design Team to ensure they are working from the most current version of the Guideline. A new Table of Revisions, and new tables of contents if required, will accompany any updates.

At the start of any project, all design team members must check that they are using the most current edition of the Guideline.

.4 Terms and Definitions

A list of acronyms and abbreviations for terms commonly used in the Guideline is provided. Each term will be spelled out in full on first usage, followed by the acronym or abbreviation in parentheses.

In Part C: Indoor Teaching and Learning and Operational Spaces, where detailed space fit-up diagrams are included, a more detailed list of acronyms and abbreviations will be provided.

1.3 Use of the Guideline

The Halton District School Board's Elementary School Architectural Design Guideline and Template Floor Plans must be read, understood, and applied as a comprehensive document in conjunction with the *Template floor plan layout* issued by the HDSB.

It is essential that the Prime Consultant become familiar with the contents of the Guideline at the project outset to ensure HDSB standards and procedures are met. The Prime Consultant must coordinate with the Consultant Design Team to ensure that each team member understands the Guideline and is prepared to adopt it.

Similarly, the HDSB Mechanical and Electrical Design Guideline must be followed where it is cross-referenced in this Guideline for a comprehensive approach the HDSB's design standards.

The Consultant Design Team must comply with the minimum standards set out in the Guideline for new elementary schools, and renovations and additions. However, for some projects, the condition of the site or the school may present constraints. In this case, the Consultant Design Team must consult with HDSB staff to determine what level of conformance to the Guideline is achievable.

All parts of the Guideline must be read and understood together to form a complete understanding of the relationship between the standards and procedures within it. Similarly, the HDSB Mechanical and Electrical Design Guideline must be followed where it is cross-referenced in this Guideline for a comprehensive approach the HDSB's design standards.

I.4 Scope of Guideline

.1 PART A: Administration and General Design Guidelines

PART A is in two parts covering general HDSB policies and procedures, roles and responsibilities for project management, and general design guidelines that govern the project at each phase, from initial consultation to project close-out.

Part A1: Administration includes

- the HDSB's policies and procedures
- engagement of Prime Consultant and sub-consultants
- designing for possible community use of schools (e.g., Daycare) and operations (e.g., maintenance)
- general project management responsibilities, including communication, schedules, costs, and budgets

Part A2 Design Process—General Design Objectives and Project Requirements includes

- guideline conformance and innovation
- meeting academic (teaching) program objectives
- the HDSB's position on balancing sustainable design choices with outcomes that meet current EDU construction cost benchmarks
- designing for accessible, safe schools, and crime prevention
- detailed administrative duties across all project phases
- resource information, EDU benchmark guidelines, EDU templates, and applicable codes and bylaws
- forms and checklists

.2 Scope of PART B: Site Design, and Outdoor Play and Learning

Part B contains site design and outdoor play and learning space requirements. Given that the HDSB has a range of sites that present very different conditions, the Consultant Design Team will work with HDSB staff to determine what level of conformance to the Guideline is possible for each individual project. Refer to a detailed description of this design process in Part A3: Design Process—Phase-by-Phase Project Requirements

Part B includes

- outdoor teaching program space standards
- site architectural and landscape design, including site servicing standards (site-related *specifications* will be in Part D)

- school building siting and urban design criteria
- portable classroom site design criteria
- parking and traffic management design standards
- other design standards such as site signage and pedestrian access
- sample site drawings
- material schedules for site equipment

.3 Scope of PART C: Indoor Academic Program, and Operational Spaces

Part C contains details on academic curriculum (teaching and learning) and operational spaces. It provides the Design Team with an outline of architectural building and equipment features in every space of the building. This part communicates the HDSB's expectations for the elements within a room, how those elements relate to each other, and how the room relates to other areas of the building.

In addition to space features and relationship requirements, Part C contains a layout diagram and text description for each major space.

Part C includes

- space-by-space requirements, including room areas, layout features, and built-in furniture
- support documents for each space that detail its relationship to other spaces
- support documents for each space that detail the design elements
- support documents for many spaces in a diagrammatic, graphical form that will indicate layouts, area relationships, and standard designs and details
- reference tables of occupant loading for each space, coordinated with EDU benchmarks
- reference tables of room areas for each space, coordinated with EDU benchmarks

.4 Scope of PART D: Guide Specifications

Part D contains standards of acceptance in guide specification format for building components that the HDSB wishes to enforce in its contract documents.

Part D includes

- specification information for particular building components or systems that the HDSB wishes to ensure are contained in the specifications of project contract documents
- architectural building and site-related specifications

PART A:
ADMINISTRATION and DESIGN PROCESS

PART A1: ADMINISTRATION

PART A2: DESIGN PROCESS
General Design Objectives and Project Requirements

PART A1: ADMINISTRATION
Table of Contents

A1.1 HDSB Policies, Procedures, and Guidelines

.1 General
.2 Health and Safety
.3 Appointment of Prime Consultant
.4 Prime Consultant Contract
.5 Sub-consultants

A1.2 Operation and Maintenance of the School

.1 Educational
.2 Community
.3 Child Care
.4 Maintenance
.5 Operations

A1.3 Project Management

.1 Roles
.2 Communications
.3 Information Provided to the Prime Consultant
.4 Project Forms and Progress Reports
.5 Schedule Management
.6 Budget and Cost Management
.7 Applicable Codes and Authorities Having Jurisdiction

A1.4 Resources

A1.1 General HDSB Policies, Procedures, and Guidelines

.1 General

The Prime Consultant and Consultant Design Team are required to comply with all relevant HDSB policies, procedures, and guidelines as may be issued to them from the HDSB Facilities Services Department.

The Prime Consultant and the Consultant Design Team shall review the following specific policies, procedures, and guidelines, which pertain to their work:

(Insert any here by Board)

.2 Health and Safety

The Prime Consultant and Consultant Design Team are required to review and comply with all relevant HDSB health and safety documents when reviewing, investigating, or accessing the site or building. The procedures can be found at:

(Insert any here by Board)

.3 Prime Consultant Contract

The HDSB will sign a contract with the successful proponent (the Prime Consultant) to provide full consulting services as outlined in the scope description of an HDSB Request for Proposal (RFP) for each project.

.4 Sub-consultants

The Prime Consultant must assemble a group of experienced school design sub-consultants to provide the full spectrum of professional services required to successfully complete the project as per the scope of the RFP. The Prime Consultant and the sub-consultants form the Consultant Design Team.

The basic services tasks of the Consultant Design Team may include but are not limited to the following:

- structural, mechanical, and electrical engineering
- landscape architecture (and providing arborist report if required)
- civil engineering, including supplying stormwater management studies and reports required to obtain jurisdictional approvals

The HDSB, not the Prime Consultant, will engage Ontario Land Surveyors, Geotechnical and Environmental specialist consultants and these services may be coordinated by the Architect. Also, as may be required for specific Site Plan Approval conditions, the HDSB will typically engage specialist consultants such as Traffic Engineers or Arborists, Acoustical consultants, etc.

A1.2 Operation and Maintenance of the School

.1 Educational

The main use of the facility is the educational development of junior kindergarten through grade 8 elementary school students.

.2 Community

HDSB schools and properties may also be used by community groups, both during and outside of operating hours.

Community groups who use the school may benefit from controlled or separate access to specific facilities. The list of school facilities most frequently permitted or leased, if any, will be reviewed in the Schematic Design Phase.

.3 Daycare

Some schools will be required to incorporate a separate Daycare (Child Care) function in the template design. This requirement will be determined by the HDSB in conjunction with the Halton Region Social and Community Services Department - Children's Services Division.

The Consultant Design Team will be required to coordinate with the HDSB, Halton Region, and Ministry of Children and Youth Services for projects that contain a child care space.

- Child care facilities must be designed so that they can be operated and secured independently from the remainder of the school.
- New child care facilities must be designed to accommodate vehicular drop-off, staff and parent parking, fenced play areas, street signage, and entrance requirements.

Before- and after-school programming must be coordinated with child care operators. The Consultant Design Team must review this arrangement at the outset of the project in the event it may affect space accommodation.

.4 Maintenance

Within the cost constraints of meeting EDU guidelines, the HDSB promotes the use of durable materials with low life-cycle costs that are readily available and proven to perform in an institutional setting.

For ease of building maintenance, the Consultant Design Team must

- select trims, items, and accessories that are efficient and simply detailed
- provide mechanical and electrical equipment designs, selections, and layouts that consider maintenance, removal or replacement(portions or entire units), and access by service representatives

Ref. M&E Guideline

- avoid elements and features that can be easily vandalized, such as low accessible roofs and fascias or large areas of glass in unsupervised locations.

.5 Operations

Caretaking and overall operations of the individual school facilities is performed by HDSB caretaking staff. Avoid labour-intensive finishes, materials, and features.

Ref. Part C2: Room Diagram Layouts and Details

A1.3 Project Management

.1 Roles

HDSB new school projects are managed by staff from the HDSB Facility Services Department-Construction Division.

Construction Division staff, typically *Project Managers*, act as the owner's representative and manage the project through all project phases including occupancy.

After construction is complete, the project is turned over to the Facilities Services Operations Division and Maintenance Division.

Ref. http://www.hdsb.ca/aboutus/FacilityServices/Pages/FacilityServices.aspx

.2 Communications

Refer to A3: Design Process—Phase-by Phase Project Requirements for a more detailed description of communication protocols and requirements at each phase.

Ref. A3: Design Process—Phase-by-Phase Project Requirements

Communication during all Project Phases

Communication with HDSB shall be directed through the appointed Project Manager. The Project Manager is responsible for liaising between the Prime Consultant and the HDSB, including school staff and other departments.

.3 Information Provided to the Prime Consultant

The HDSB will provide the Prime Consultant with the following items:

- existing building and site archive or electronic drawings (where applicable and available)
- legal and topographical survey,
- preliminary geotechnical and environmental investigations,
- available archive and electronic drawings,
- asbestos and hazardous materials reports

The Prime Consultant is responsible for verifying existing conditions and information provided by HDSB.

.4 Project Forms and Progress Reports

At the outset of the Design Phase, a set of project forms will be developed by the Prime Consultant based on templates provided by the HDSB. The Prime Consultant shall maintain project forms for the duration of the project. Refer to the standard forms contained in Part A2.

Ref. A2.15 Standard Forms

.5 Schedule Management

The Prime Consultant will develop a project schedule in consultation with HDSB. The Prime Consultant will maintain the schedule and report on it to the HDSB on a regular basis.

.6 Budget and Cost Management

The HDSB will give the Prime Consultant a space program and budget for the project, which will be derived from the Ministry project funding allocation and based on the EDU construction cost benchmarks.

As outlined in A2.7 Cost Estimates, the design for each project will be approved through a series of cost estimates at the Schematic Design, Design Development, and Construction Documents phases. A new school project may have four such estimate updates, each updated from the previous as part of the cost management plan. The range of required estimates is as follows:

- Estimate at the Schematic Design Phase;

- Estimate at the end of Design Development Phase (sketch plan submission), when the preferred option is developed;
- Estimate at the 50% Contract Documents Phase;
- 'Class A' Estimate by professional Quantity Surveyor at 85% Contract Documents Phase.

Ref. A2.7 Cost Estimates

.7 Applicable Codes and Authorities Having Jurisdiction

All HDSB projects must meet or exceed all current codes and regulations, and all requirements of the *Authorities Having Jurisdiction*.

The Prime Consultant must provide a documented review of the legislation and codes applicable to the specific project prior to the Design Development Phase to the HDSB Project Manager.

Similarly, the Prime Consultant shall complete pre-consultation reviews with the applicable municipal planning and building departments in Halton and report to the HDSB Project Manager.

A1.4 Resources

HDSB Policies and Procedures
(Insert any here by Board)

Ontario Ministry of Education Benchmark Requirements:
Building Our Schools, Building Our Futures: A Report from the Expert Panel on Capital Standards

Ministry of Education Health and Safety Policies:
Ontario Ministry of Education Safe Schools
Caring and Safe Schools in Ontario

Ontario Ministry of Education Benchmark Requirements:
Building Our Schools, Building Our Futures: A Report from the Expert Panel on Capital Standards

Ministry of Education Day Nurseries:
Day Nurseries Act

Ontario Ministry of the Environment Environmental Protection Act:
Regulation 102/94 Waste Audit and Waste Reduction Work Plans

PART A2: DESIGN PROCESS—General Design Objectives and Project Requirements

Table of Contents

A2.1 Guideline Conformance and Innovation
A2.2 Meeting Academic Program Objectives
A2.3 Ontario Ministry of Education Benchmark Requirements
A2.4 Sustainability
A2.5 Energy Conservation
A2.6 Energy Modelling
A2.7 Cost Estimates
A2.8 Community Use Requirements
A2.9 Universal (Barrier-Free) Design
A2.10 Health and Safety: Design for Lockdown
A2.11 Crime Prevention through Environmental Design (CPTED)
A2.12 Prime Consultant's Administration Duties
.1 Consultant Design Team
.2 Municipal Approvals Assessment and Administration
.3 Topographical Survey, Geotechnical, and Environmental Investigations
.4 Reporting Requirements
.5 Meetings: Schematic Design, Design Development, and Contract Documents Phases
.6 Submittals: Schematic Design, Design Development, and Contract Documents Phases
A2.13 Approvals to Proceed
A2.14 Standard Forms
A2.15 Resources

A2.1 Guideline Conformance and Innovation

As mentioned in the Introduction, this Guideline reflects HDSB's requirements for durable, environmentally sustainable schools that inspire teaching and learning and respect EDU benchmarks. To meet these requirements, the Consultant Design Team must follow all aspects of this Guideline in the design of new elementary schools.

Site conditions, however, may affect how some of the parameters in the Guideline are applied to new schools. For renovation or addition projects, existing conditions may similarly affect how the Guideline is applied. In these cases, the Consultant Design Team, in conjunction with HDSB staff, must determine at the outset of the project what level of Guideline conformance is achievable, given the constraints imposed by existing conditions.

For renovation projects, requirements that apply to only to "new builds" may be omitted. Confirm these requirements in conjunction with project RFP requirements and any terms of reference issued at the outset of the project. Coordinate all sections of the Guideline with the particular requirements as needed.

The application of the Guideline is not intended to restrict creative solutions. The Consultant Design Team is encouraged to pursue any innovative design solutions that meet the objectives of the Guideline.

A2.2 Meeting Academic Program Objectives

Creating spaces that meet academic teaching and learning objectives is paramount to the success of each project. The Consultant Design Team must recognize that the objectives of the Guideline—including durability, sustainability, cost effectiveness, and meeting EDU benchmarks—are to be balanced with creating environments that support teaching and learning excellence.

A2.3 Ontario Ministry of Education Benchmark Requirements

The HDSB intends to construct its new school facilities within EDU benchmark requirements. In addition, the HDSB recognizes that long-term operational cost savings can be achieved with the construction of a high-quality building. The Prime Consultant will be expected to illustrate the long term-cost savings from utility, maintenance, and operations that can be realized with the proposed school design.

The HDSB will provide the required net construction budget for each project where applicable.

A2.4 Sustainability

The HDSB supports using cost-effective, durable materials that can be demonstrated to be environmental sustainable in construction, operation, maintenance, or deconstruction.

Energy conservation and life-cycle-cost analysis—all of which are closely related to sustainability—are covered below. The Consultant Design Team should consider these topics holistically and place their design recommendations in context of EDU benchmarks.

A2.5 Energy Conservation

The HDSB is interested in affordable and practical energy conservation measures for its buildings. All projects must meet the energy requirements set out in current codes and compliance standards, specifically Ontario Building Code (OBC) Supplementary Standard SB-10- Energy Efficiency Supplement (SB-10):

Ref. to OBC Supplementary Standard SB-10 Energy Efficiency Supplement

Currently, OBC SB-10 allows both prescriptive and performance-based compliance methods. The OBC approves energy modelling as a performance-based compliance method. Energy modelling can be used as a tool to inform cost-effective and energy-efficient design decisions. The HDSB's preferred use of energy modelling is described below.

The Consultant Design Team is encouraged to investigate and discuss with the HDSB any energy conservation measures or incentives programs that have a clearly definable cost savings where energy costs can be reasonably estimated within a defined timeframe.

A2.6 Energy Modelling

The HDSB considers the use of energy modelling to be a *best practice* as part of the new school design process. Energy modelling supports the HDSB's objective to seek practical and sustainable energy conservation measures for its buildings and is therefore can be an important criterion to consider when selecting the building systems and components that are used in the Template design.

Where possible, the HDSB will indicate in advance in the RFP, if energy modelling is a design requirement.

Currently, the energy requirements of SB-10 of the Ontario Building Code allows two methods of compliance: a prescriptive method or an energy modelling method. Consultants shall review with the specific requirements for energy models with the municipal Authorities Having Jurisdiction and report to the HDSB Project Manager. Ideally, in advance of starting design, the Consultant Team shall determine with the HDSB Project Manager if energy modelling or the prescriptive method will be used.

Unless stated otherwise by the terms of reference in the HDSB's RFP, the Prime Consultant shall retain the services of a professional Energy Modeler and coordinate project energy modelling to meet Municipal Building Department requirements for obtaining a Building Permit:

Multi-stage energy modelling may not be required in the case of a project that is a "repeat" or Template design. For renovation or addition projects, the Project Manager will review the requirements to perform energy modelling at each of these stages.

The OBC may require the use of specific software tools, available from Natural Resources Canada:

Ref. Natural Resources Canada RETScreen Software and Data
and *Natural Resources Canada EE4 OBC*

A2.7 Cost Estimates

In accordance with the RFP or terms of reference issued by the HDSB, the Prime Consultant shall engage a HDSB-approved professional Quantity Surveyor (QS). A professional Quantity Surveyor 'Class A' cost estimate will be conducted at approximately 85% complete contract documents as required for submission to the EDU in order to obtain approval to proceed to tender.

Notwithstanding the requirement for the professional QS cost estimate, the consultant may be required to provide and maintain a cost estimate for review at key stages through the Design and Contract Documents phases. Typically these estimates would be provided as follows:

1. Estimate at the Schematic Design Phase
2. Estimate at the Design Development Phase
3. Estimate update at the 50% Contract Documents Phase
4. Class A cost estimate by professional QS at 85% Contract Documents Phase (for EDU Approval to Proceed submission)

A2.8 Community Use Requirements

In the Schematic Design Phase, the Prime Consultant shall determine, in conjunction with the Project Manager, the extent to which the facility will need to accommodate community use, including any potential for a Daycare facility.

Access locations and security separation required to accommodate community use must be integrated into the school design.

A2.9 Universal (Barrier-Free) Design

The HDSB supports the full inclusion of persons with disabilities and is committed to not creating barriers in new schools. The design of all indoor and outdoor spaces therefore, aims to incorporate the principles of universal design.

Ref. XXXX for detail requirements of rooms XXX

As part of implementing the Accessibility for Ontarians with Disabilities Act, the Ontario government has passed Regulation 332/12 updating the accessibility requirements of the Ontario Building Code, Part 3.8, effective January 1, 2015. In keeping with the HDSB policy of inclusiveness, consultants shall meet the OBC requirements.

Ref. New Accessibility Amendments to Ontario's Building Code
Accessibility for Ontarians with Disabilities Act, 2005
Gov't of Ontario Accessibility Standard for the Design of Public Spaces

A2.10 Health and Safety: Design for Lockdown/Hold & Secure

A "lockdown" is the restriction of movement during the time of a potentially serious violent incident that would endanger the lives of students and staff. The HDSB requires that all school are designed to facilitate lockdown procedures.

Ref. http://www.hdsb.ca/Downloads/Halton%20Police%20Board%20Protocol.pdf

The design elements to incorporate lockdown will be reviewed during Design Development and included in the contract documents. These elements include:

- identification of lockdown rooms
- locations of integrated telephone and PA systems
- locations of exterior windows and interior vision screens to lockdown rooms
- locations of interior and exterior doors and locking hardware

Rooms that are assigned to meet these requirements will be reviewed in the Design Development Phase and thereafter through the Design and Contract Documents phases.

Ref. M&E Guideline Section XXXX

A2.11 Crime Prevention through Environmental Design (CPTED)

Crime Prevention through Environmental Design (CPTED) is a crime prevention approach supported by Halton Police Service that is based on the theory that the built environment influences behaviour. The proper design and effective use of the built environment reduces criminal opportunities in and around the school property and reduces the fear of crime.

Consultants are encouraged to review CPTED site and building design principles and, where applicable, to bring them to the attention of the Project Manager at Schematic Design Stage.

Ref. CPTED Ontario

Interior design CPTED features to consider include the following:

- Corridor lighting should be bright and provide even illumination.
- Avoid creating nooks and areas that give people the opportunity to hide.
- Areas of congregation must be well lit, with colour tones that make the people feel calm.
- Maximize clear sight lines in instructional and circulation spaces, including the library resource centre.

Exterior design CPTED features to consider include the following:

- Provide clear border definition of controlled space.
- Provide clearly marked transitional zones indicating desired movement flows.
- Provide natural barriers between conflicting activities.
- Locate gathering areas where there is good natural surveillance. Minimize obstructions around the area.
- Provide clear signage for exterior access points into the school building.

A2.12 Prime Consultant's Administration Duties

The following is a typical scope of project administration work for the Prime Consultant for all project phases:

.1 Consultant Design Team

The Prime Consultant will assemble a Design Team of sub-consultants, as required by the scope of the RFP, to complete the tasks of the project, including but not limited to the following:

- structural, mechanical, and electrical engineering
- landscape architecture, including arborist report if required
- civil engineering, including stormwater management studies and reports to obtain jurisdictional approvals to complete the project.
- Other specialist consultants as may be requested by the HDSB, project specifics or Authorities Having Jurisdiction.

General Project Administration

- Provide a single point of contact between the Consultant Design Team and the HDSB's representative throughout the term of the consulting services contract.
- The Prime Consultant's contact must be available during normal business hours.
- Chair coordinating meetings with sub-consultants, contractors, and the HDSB.
- Maintain and distribute minutes of all meetings.
- Advise the HDSB's project representative on all matters within the scope of the approved consulting services contract.
- Refer to the RAIC Canadian Handbook of Practice as the guide for level of service expected.

.2 Municipal Approvals Assessment and Administration

- Administer, on behalf of the HDSB, municipal approvals, including preparing and delivering all applications (e.g., zoning review, preliminary plan review, site plan review, Building Permits, stormwater management and others that may apply).
- Monitor the approvals process, including schedule and timelines.
- Arrange and attend meetings with and provide follow-up reports to jurisdictional authorities.
- Provide monthly status reports to the HDSB (from application to approval receipt).
- Obtain from the authorities the final permits/approvals documents and forward them to the HDSB.

.3 Topographical Survey, Geotechnical, and Environmental Investigations

Provide a thorough audit and review of the existing site conditions based on the topographical survey, geotechnical, and environmental investigations made available by the HDSB-engaged specialist consultants. (Land survey, geo-technical, and environmental consultants are retained by the HDSB, not the Prime Consultant.)

.4 Reporting Requirements

- Beyond the usual correspondence, provide formal communications to the HDSB on a monthly basis from start of the services to project completion.
- Submit monthly report information packages as required, using standard forms, including a project status report and an up-to-date project schedule.

Ref. Appendices: Standard Forms

.5 Meetings: Schematic Design, Design Development, and Contract Documents Phases

- In accordance with the RFP terms and the project schedule, meet with Project Manager and other Facility Services personnel as required to receive sign-off during Schematic Design, Design Development, and Contract Documents Phase. Include appropriate subconsultants in these meetings as required of the agenda, issues or phase of work. At these meetings, the Prime Consultant will
  - arrive with a presentation of drawings and specifications (including computer and projector);
  - chair the meetings;
  - take minutes and record all concerns and issues; and
  - respond to issues promptly following the meeting such that the schedule is not adversely affected.

.6 Submittals: Schematic Design, Design Development, and Contract Documents Phases

- As required of the HDSB RFP, and in conjunction with the meetings submit to the Project Manager hard copy sets (outline specification/specifications and drawings) and one digital copy (PDF) of all documents submitted (with percentage of completion indicated and marked as reviewed by the Project Manager).

A2.13 Approvals to Proceed

The following is a chronological list of the minimum HDSB and municipal approvals required for a new school project, through to tender:

- Pre-design stage: HDSB selection and approval of Prime Consultant
- Pre-design stage: Execution of approved form of Client/Architect Agreement

- Schematic Design Phase: HDSB approval of Program
  Completion of floor plan layout meeting Template
  Design and program of spaces.
  HDSB approval of Program and Sketch Plan Submission
- Design Development Phase: regular meetings to approve progress
- Contract Documents Phase: regular meetings to approve progress and design details
  All municipal approvals submissions including Site Plan Approval and Building Permit
- Pre-tender: EDU approval of 85% Class A cost estimate
- Tender: HDSB approval to tender

A2.14 Standard Forms

For all major projects, the HDSB provides the following standard templates for schedules and reports. The HDSB will review completion and maintenance of the forms at the outset of each project.

- Monthly Project Report Form Appendix XX
- Project Schedule Appendix XX

These forms are to be submitted on a monthly basis until tender.

The Prime Consultant shall also maintain an up-to-date project checklist (Based on the RAIC Canadian Handbook of Practice).

A2.15 Resources

Ontario Ministry of Education Benchmark Requirements:
Building Our Schools, Building Our Futures: A Report from the Expert Panel on Capital Standards

Ontario Ministry of Education Capital Programs Branch:
Area per pupil benchmark calculator and facility space templates

Energy Modelling:
Natural Resources Canada RETScreen Software and Data
Natural Resources Canada EE4 OBC

Barrier-Free Design
New Accessibility Amendments to Ontario's Building Code
Accessibility for Ontarians with Disabilities Act, 2005
Gov't of Ontario Accessibility Standard for the Design of Public Spaces

Crime Prevention through Environmental Design (CPTED)
CPTED Ontario

ELEMENTARY SCHOOL SPACE TEMPLATE
SAMPLE SCHOOL

School Board: Sample District School Board
Grade Range: JK to 8
Program: English, French or Dual Track
School Name: Sample School

ELEMENTARY SCHOOL SPACE TEMPLATE
Prototype Plan

School Board: Halton District School Board
Grade Range: JK to 8
Program: English or Dual Track
School Name: Prototype Plan

Table 17: Elementary Model Program Sheet

Expected Enrolment:	740
Total Number of required classrooms	32

Instructional Space	#	Size m²	Size ft²	Floor Area m²	Floor Area ft²	Load	OTG
Kindergarten	6	111	1,200	669	7,200	26	156
Classroom	24	70	750	1,672	18,000	23	552
Art Room	1	98	1,050	98	1,050	23	23
Science Room	1	98	1,050	98	1,050	23	23
Music Vocal		-	-	-	-	23	-
Computer Laboratory		-	-	-	-	23	-
Technical/Vocational		-	-	-	-	23	-
Special Education Area		-	-	-	-	9	-
Musical Instrumental		-	-	-	-	-	-
Resource Area - Loaded (400-699 sf)		-	-	-	-	12	-
Resource Area - Unloaded (<400 sf)		-	-	-	-	-	-
Gymnasium Area and Stage	1	687	7,400	687	7,400		
Change Rooms	2	37	400	74	800		
Library	1	344	3,700	344	3,700		
General Purpose		-	-	-	-		
Instructional Area Flexibility		-	-	516	5,550		
Total GFA and OTG of Instructional Area				4,157	44,750		754

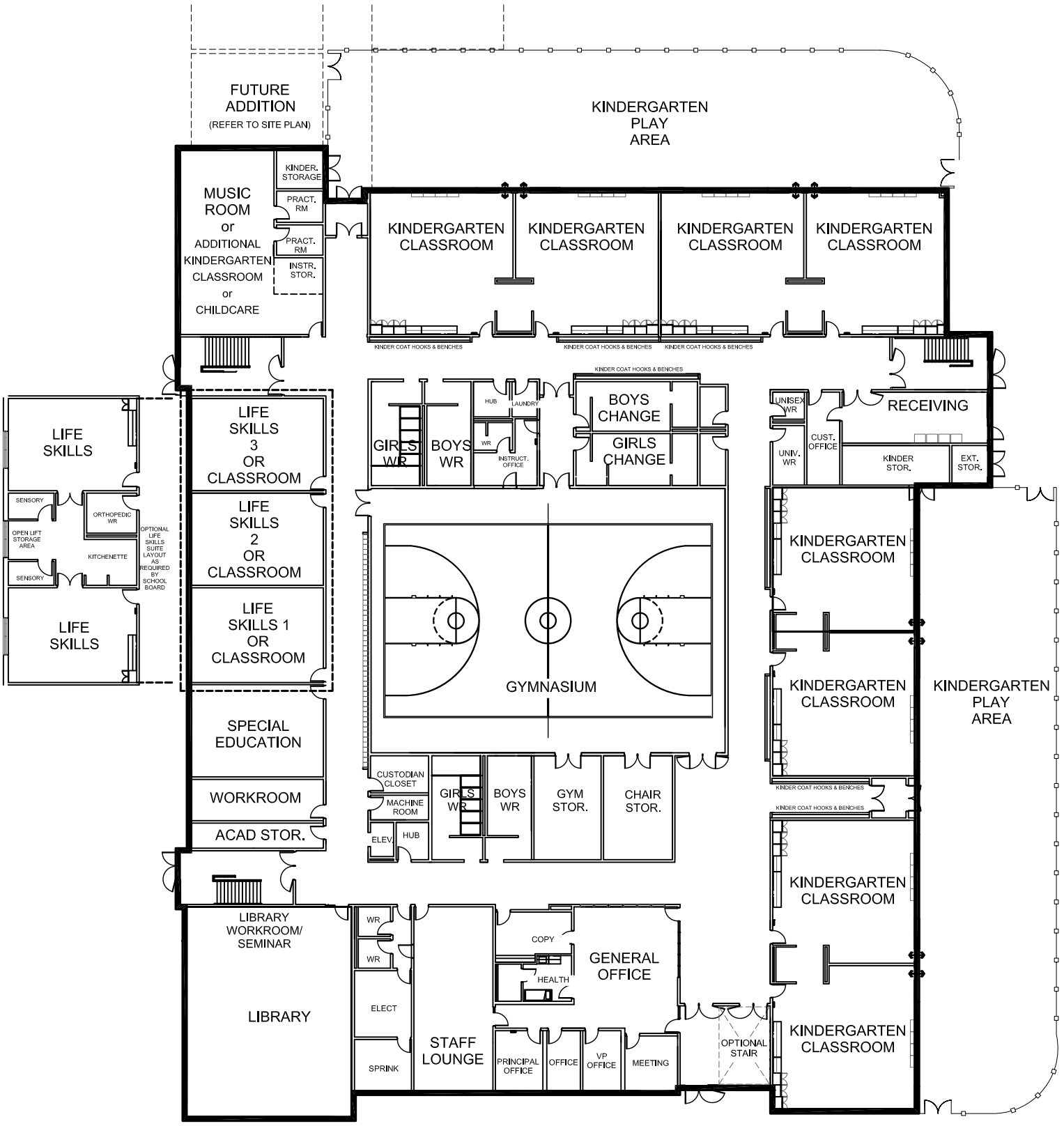
Instructional Space	#	Size m²	Size ft²	Floor Area m²	Floor Area ft²	Load	OTG
Kindergarten	8	117	1,260	936	10,080	26	208
Classroom	19	70	753	1,329	14,307	23	437
Art Room	1	139	1,500	139	1,500	23	23
Science Room	1	120	1,290	120	1,290	23	23
Music Vocal				-	-	23	-
Computer Laboratory	1	70	753	70	753	23	23
Technical/Vocational	1	120	1,290	120	1,290	23	23
Special Education Area	1	85	915	85	915	9	9
Musical Instrumental	1	139	1,500	139	1,500		-
Resource Area - Loaded (400-699 sf)		-		-	-	12	-
Resource Area - Unloaded (<400 sf)	2	37	399	74	798		-
Gymnasium Area and Stage	1	539	5,800	539	5,800		-
Change Rooms	2	74	800	149	1,600		-
Library	1	195	2,100	195	2,100		-
General Purpose		-		-	-		-
Total GFA and OTG of Instructional Area				3,896	41,933		746

Operational Space	Per Pupil m²	Per Pupil ft²	Floor Area m²	Floor Area ft²
General Office	0.29	3.1	149	1,600
Staff Room and Teacher Work Rooms	0.20	2.2	151	1,628
Kitchen			20	210
Custodial Areas	0.16	1.7	117	1,258
Meeting Room			21	230
Academic Storage	0.09	1.0	69	740
Washrooms	0.30	3.2	220	2,368
Gymnasium Storage			31	330
Chair Storage (in Gymnasium)			12	130
Mechanical Spaces	0.54	5.77	397	4,270
Total Operational Area			1,186	12,764
Total Instructional (from above)			4,157	44,750
Total Operational and Instructional			5,343	57,514
Gross Up Added		38%	2,030	21,855
Gross Floor Area			7,374	79,369
Area per Pupil for 740 pupils:			9.96	107.3

Community Use Rooms	m²	ft²
Child Care	-	
Early Years Hub	-	
Community Use	-	
Other (please identify)	-	
Other (please identify)	-	
Other (please identify)	-	
Total Community Use Rooms Area	-	-
Total Square Feet	7,374	79,369

Operational Space	Per Pupil m²	Per Pupil ft²	Floor Area m²	Floor Area ft²	
General Office			169	1,820	
Staff Room and Teacher Work Rooms			258	2,775	
Kitchen			-		
Custodial Areas			77	830	
Meeting Room			17	180	
Academic Storage			133	1,430	
Washrooms			291	3,135	
Gymnasium Storage			40	430	
Chair Storage (in Gymnasium)			40	430	
Mechanical Spaces			290	3,120	
Total Operational Area			1,315	14,150	111%
Total Instructional (from above)			3,896	41,933	94%
Total Operational and Instructional			5,210	56,083	98%
Gross Up Added		34.8%	1,813	19,517	
Gross Floor Area			7,023	75,600	95%
Area per Pupil			9.41	101.34	94%

Community Use Rooms	m²	ft²
Child Care	-	
Early Years Hub	-	
Community Use	-	
Other (please identify)	-	
Other (please identify)	-	
Other (please identify)	-	
Total Community Use Rooms Area	-	-
Total Square Feet	7,023	75,600



GROUND FLOOR	4,015 SQ.M.	(43,217 SQ.FT.)
SECOND FLOOR	3,005 SQ.M.	(32,345 SQ.FT.)
TOTAL	7,020 SQ.M.	(75,562 SQ.FT.)

101.3 SQ.FT./PUPIL FOR 746 pp

HDSB Elementary School Architectural Design Guideline - Sample Diagram:

TWO-STOREY SCHOOL GROUND FLOOR PLAN

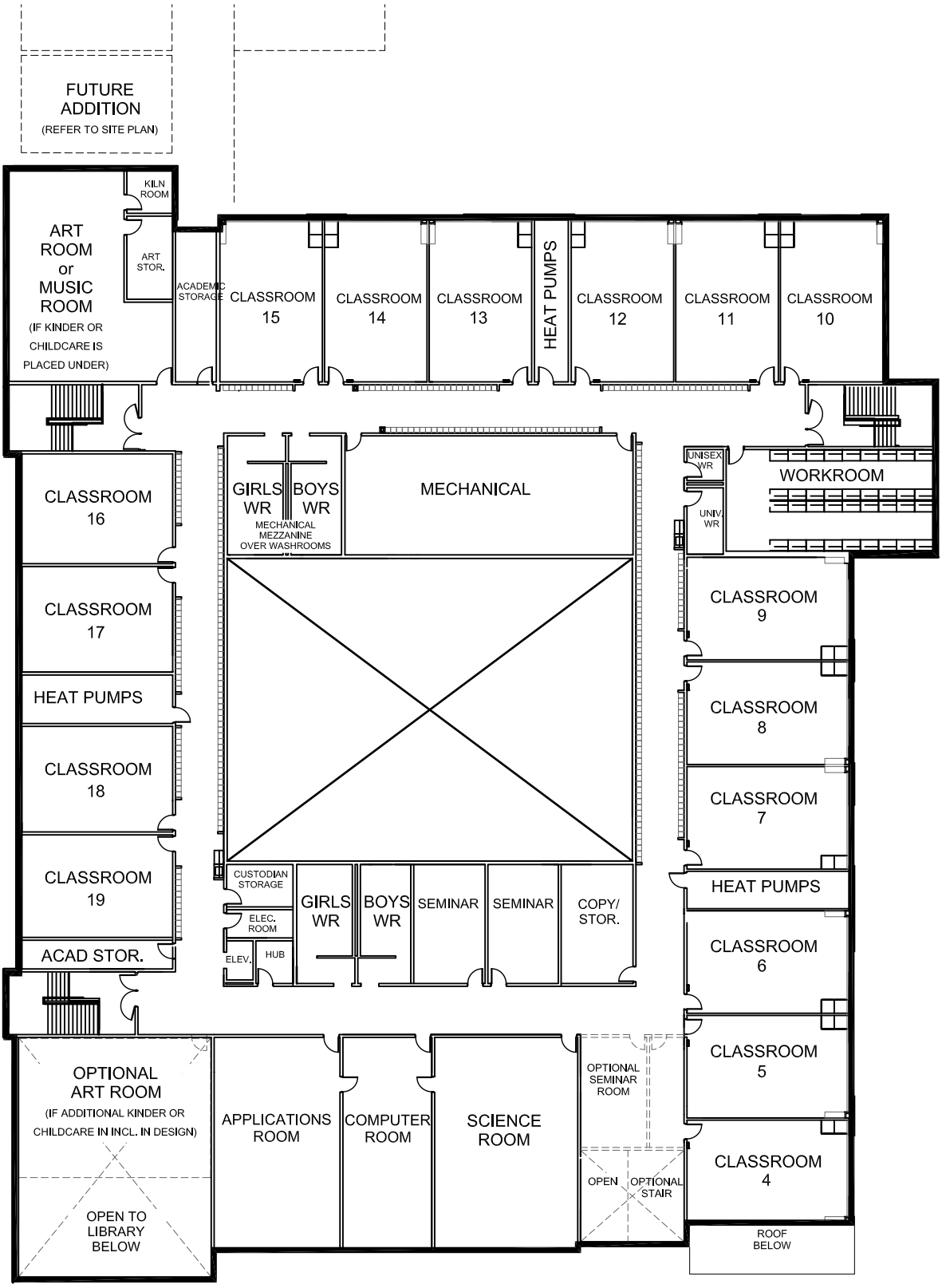
Halton District School Board

SCALE: 1:400

DATE: AUG 2015

Issue / Revision

DWG. NO.



GROUND FLOOR	4,015 SQ.M.	(43,217 SQ.FT.)
SECOND FLOOR	3,005 SQ.M.	(32,345 SQ.FT.)
TOTAL	7,020 SQ.M.	(75,562 SQ.FT.)

101.3 SQ.FT./PUPIL FOR 746 pp

HDSB Elementary School Architectural Design Guideline - Sample Diagram:

TWO-STOREY SCHOOL
SECOND FLOOR PLAN

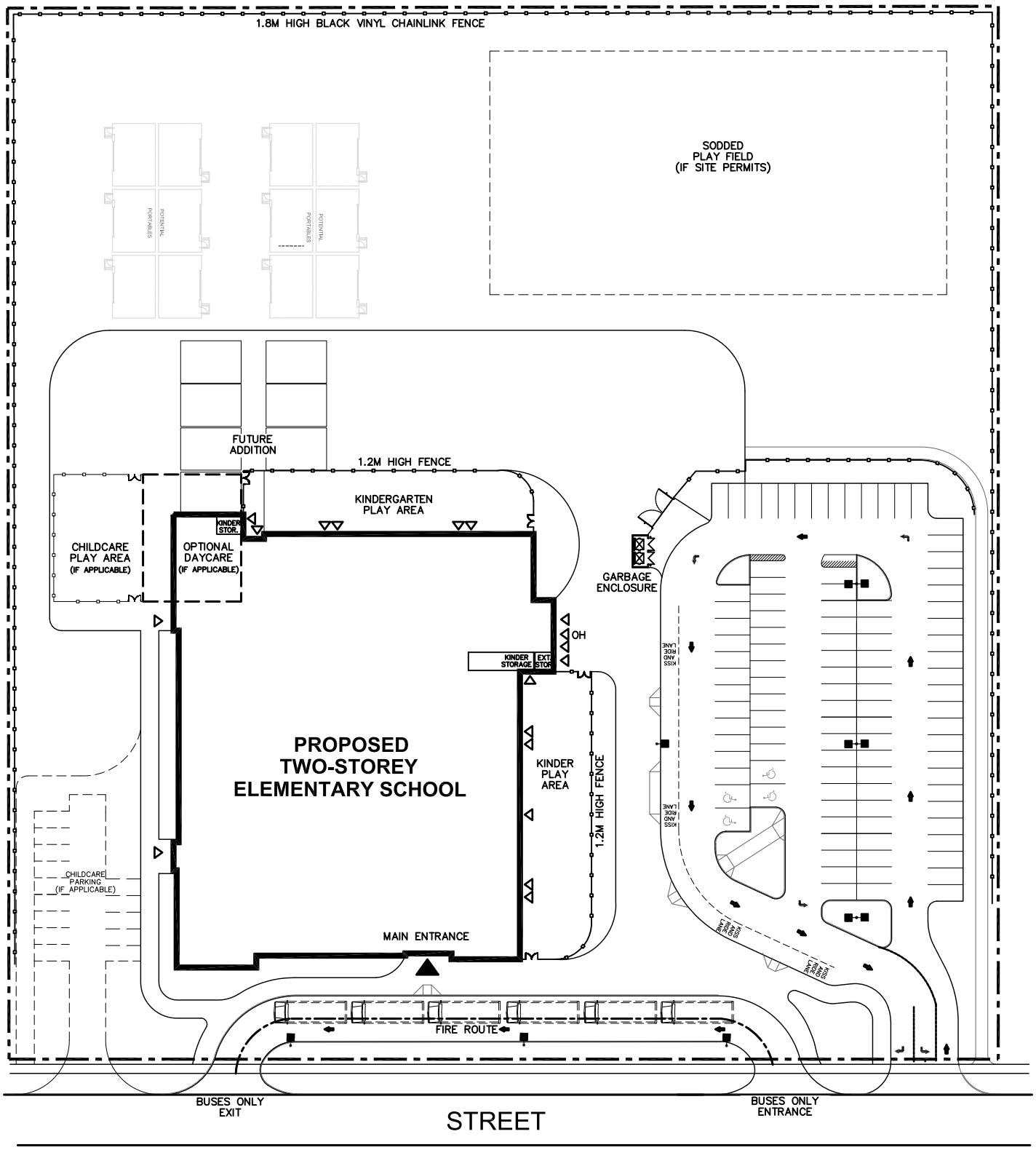
Halton District School Board

SCALE: 1:400

DATE: AUG 2015

Issue / Revision

DWG. NO.



HDSB Elementary School Architectural Design Guideline - Sample Diagram:

SITE CONCEPT
TWO-STOREY SCHOOL

Halton District School Board

SCALE: NTS

DATE: AUG 2015

Issue / Revision

DWG. NO.

Halton District School Board

Report Number: 15129
Date: October 1, 2015

FOR INFORMATION

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

FROM: Scott Podrebarac, Superintendent of Education

RE: Full Day Kindergarten Update

Full Day Kindergarten (FDK) is fully implemented across the Halton District School Board in 76 schools. FDK educator teams, made up of a Teacher and Early Childhood Educator, strive to provide the best learning opportunities for our students, which ultimately support the Ministry of Education's goals for the program:

- To establish a strong foundation for the early years by providing young children with an integrated day of learning;
- To provide a play-based learning environment;
- To help children make a smoother transition to Grade 1; and,
- To improve children's prospects for success in school and in their lives beyond school.

Current Enrolment

Our FDK enrollments reflect a small decline when compared to last year at the same time. Most of this decline is reflected in our JK enrollments.

Enrolment March 31, 2014	Actual enrolment September 11, 2015	Board class size average
294 classes 7612 students	292 classes 7415 students	25.9 25.4

Classes of 15 students

For the 2015/16 school year we have 18 FDK classrooms staffed with a Teacher only. Ministry regulations cap these classes at 15 students where school enrollments necessitate them. The play based learning approach is well established in these schools, and experience has shown that these smaller classes provide students with the opportunity to flourish as they learn and grow. These classes are located at Abbey Lane, C.H. Norton, Captain R. Wilson. Glen Williams, Harrison, Joseph Gibbons, King's Road, Lakeshore, Maple Grove, Martin Street, Park, Post's Corners, Pilgrim Wood, River Oaks, Robert Little, Sir E. MacMillan, Tom Thomson, W.H. Morden.

Registration Process/ Family Engagement

This year we are making intentional efforts to connect with Halton families before their children start in school to make registering your child for school more of a process than an event. This will begin in November with 4 special nights called ***"Calling All Three Year Olds" (see Appendix A).*** Calling All Three Years Olds will be 4 marketplace style/free flow events that allow families to learn all about FDK and other HDSB programs and get valuable school readiness information from a variety of community partners in advance of our registration process in January.

Additionally, once families register their children for JK, and students are entered into our Trillium database, these pre-registered families will be encouraged to visit their "new" school and sign out books from the library during school hours. This will allow our youngest "future students" new and natural ways to affiliate with their new school, while promoting access to books within their neighbourhoods.

Schools will continue to host information nights for families in the Spring.

Naturalized Outdoor Play Areas

As part of our implementation strategy all FDK schools will receive upgraded naturalized outdoor play areas. These outdoor play areas feature expanded fencing, hard and soft surfaces, and add naturalized play features that enhance student engagement and build on the inquiry approach established inside the classroom. This year will see the completion of all remaining play area projects.

The current status for those schools awaiting completion is below.

Awaiting full design:	E.W. Foster, Maplehurst, Sir Ernest MacMillan
Schools with designs awaiting RFQ process:	Limehouse, Robert Baldwin, Bruce T. Lindley
Schools in cue for construction:	Glenview, Paul A. Fisher. Alexanders, John T. Tuck, Brookville
Schools nearing completion/recently completed:	Heritage Glen, New Central, Posts Corners

Gradual Entry

We have continued with our abridged Gradual Entry format, where all SK students began full time on the first day (with exceptions for those completely new to Board), and all JK students entered gradually over the first week. All students were attending full time at the beginning of the second week.

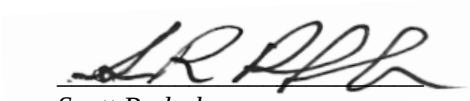
Before and After School Programs

The Before and After School programs continue to be provided by our community Child Care Providers for ages 4-12. In HDSB schools there is great demand for before and after school care as we now have all but two of our schools with JK-6 age students offer Before and/or After School Care. We have agreed to open up more space in all FDK schools in an effort to eliminate any waiting lists for child care. So far this has been quite successful as school staffs and child care providers work together to share spaces and meet the needs of students and families. We annually update our Operational Handbook which details consistent practices for all schools.

Ministry Announcements

This year we are anticipating the release two significant Ministry announcements. The first is an updated Full Day Kindergarten program document (curriculum) that will further galvanize what intentional play-based learning looks like for 4 and 5 year old students. The second will be the first Provincial Report Card for Kindergarten that will align with the new program document.

Respectfully submitted,



Scott Podrebarac
Superintendent of Education

Halton District School Board

Report Number: 15127
Date: October 1, 2015

FOR INFORMATION

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

FROM: S. Miller, Director of Education

RE: Administrative Procedure Review Update

Warrant

In keeping with our regular update of Administrative Council's ongoing review of all administrative procedures, this report is the next in that reporting structure.

Admin Procedure Name	Revisions	Specifics
Distribution of Materials/Information from External Agencies	NEW	Legislative requirement

Respectfully submitted,

S. Miller
Director of Education

Halton District School Board ***Administrative Procedure***

Topic:	**Distribution of Materials / Information from External Agencies**
Effective:	October 2015
Cross-Reference:	Education Act Canada Anti-Spam Legislation (CASL)
Revision Date:	September 2017
Responsibility:	Director of Education

INTENDED PURPOSE:

The Halton District School Board permits limited distribution of materials from non-profit and/or not-for-profit (NFP) organizations. This service is offered as a courtesy and any distribution of materials from external organizations will be at the discretion of the Board through its school principals, and must be pre-approved by the Board or its school principal (as the Board's designate). A valid charitable organization registration number or proof of non-profit status is required and must accompany the distribution request.

PROCEDURES:

Dissemination of information, for the purpose of this policy, refers to information in print or electronic format.

This may include, but is not limited to, display tables, bulletin boards or any other Board/school resource that would facilitate the dissemination of information.

In support of its environmental processes and standards, the Halton District School Board encourages electronic distribution of materials and limits the distribution of printed materials. To support the Board's environmental efforts and to reduce waste, print materials will not be provided to individual students or staff.

Non-profit or not-for-profit organizations include, but are not limited to, all levels of government (municipal, regional, provincial or federal), community groups involved in non-profit activities, school councils and charities.

Proof of registration as a non-profit organization is required. A non-profit organization, for the purposes of this procedure, excludes any religious organization that requests the distribution of religious material or the promotion of religious beliefs.

Board property includes all administrative and non-administrative Board-operated buildings or lands owned or occupied by the Board; including schools as defined by the Education Act. Board-owned vehicles and machinery is also considered to be Board property.

Distribution requests for <u>all schools</u> must be submitted to the Director's Office for pre-approval.

NFP organizations will be required to provide a Portable Document File (PDF) or other electronic version of the materials for review to the Director's Office (director@hdsb.ca); allowing a minimum of 15 business days for review of materials.

In addition to a valid charitable organization registration number or proof of non-profit status, contact information must be included with the submission. Once the material is pre-approved, the organization will be contacted via email with authorization to contact and send their **<u>electronic</u>** materials to schools directly.

The Halton District School Board complies with Canada's Anti Spam Legislation (CASL), which may limit or prohibit the electronic distribution of the material.

Pre-approved materials, only **if necessary** may be printed and distributed in limited quantities (maximum 50 copies per school; to be displayed or made available at the school's discretion). **Any participation to distribute materials from external organizations will be at the discretion of the school principals in accordance with Board policy**. As many schools are certified Ontario EcoSchools and have paperless or waste-reduction goals, it is advisable to check with schools before producing any printed materials.

Organizations are responsible for delivering their pre-approved printed materials to schools directly (50 copies maximum per school). Print materials from external organizations will not be distributed directly to students or staff without pre-approval.

Distribution requests for specific schools must be submitted directly to the School Princpal(s) as the Board's designate, for pre-approval.

NFP organizations will be required to provide a Portable Document File (PDF) or other electronic version of the materials for review to the specific school principal(s), allowing a minimum of 15 business days for review of materials.

Contact information for Halton District School Board schools can be found on the Board's website at ***www.hdsb.ca***

In addition to a valid charitable organization registration number or proof of non-profit status, contact information must be included with the submission. Once the material is pre-approved, the organization will be contacted via email with authorization to contact and send their **electronic** materials to schools directly.

The Halton District School Board complies with Canada's Anti Spam Legislation (CASL), which may limit or prohibit the electronic distribution of the material.

Pre-approved materials, only **if necessary** may be printed and distributed in limited quantities (maximum 50 copies per school; to be displayed or made available at the school's discretion). **Any participation to distribute materials from external organizations will be at the discretion of the school principals in accordance with Board policy**. As many schools are certified Ontario EcoSchools and have paperless or waste-reduction goals, it is advisable to check with schools before producing any printed materials.

Organizations are responsible for delivering their pre-approved printed materials to schools directly (50 copies maximum per school). Print materials from external organizations will not be distributed directly to students or staff without pre-approval.

Please note the Halton District School Board DOES NOT endorse any pre-approved materials.

The Halton District School Board's name and logo MUST NOT be used on any materials or supporting materials. In addition, these materials MUST NOT and DO NOT suggest the support of the Halton School Board or its staff. Any costs incurred with regard to the materials are not the Board's responsibility.

Halton District School Board

Report: 15128
Date: October 1, 2015
FOR INFORMATION

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 last month. This report provides the next in the series of updates.

Respectfully submitted,

S. Miller
Director of Education

STAFF INITIATED BOARD REPORTS -- 2015-16

October 2015

REPORT SUBJECT	DATE:	RESPONSIBILITY	COMMENTS
Director's Summer Authority	September 2	David Euale	*completed*
Report Card Update	September 2	David Euale	*completed*
Admin Procedure Update	ongoing	David Euale	
Labour Update (Negotiations Summary)	ongoing	Jeff Blackwell	
Capital Updates	September 16	Gerry Cullen	*completed – with financials; subsequent report with Closing the Gap update on September 16*
EQAO – Secondary (Private Session update)	September 16	Stuart Miller	*completed*
Summer Learning Initiatives	September 16	David Boag, Tricia Dyson	*completed*
Program Viability Committee Consultation	September 16	Stuart Miller	*completed*
Full-Day Kindergarten Update	October 7	Scott Podrebarac	
Annual Water Testing	October 7	Gerry Cullen	
September Staffing Adjustments	October 7	Jeff Blackwell	
Elementary School Design	October 7	Gerry Cullen	
Community Partnerships Policy	October 7	David Euale	
Closing the Gap Update (Facilities/Proceeds of Disposition)	October 7 *(tentative)*	Gerry Cullen Lucy Veerman	
Capital Update	October 21	Gerry Cullen	*(without financials)*
EQAO – Secondary (analysis)	October 21	Stuart Miller	
Boundary Review Report	October 21	Rob Eatough	
PARC Policy (posting)	October 21	David Euale	
Bell Time Interim Report *(consultation)*	November 4	David Euale	
Annual Report: Food and Beverage Sales	November 4	Gerry Cullen	
HLF Fundraising Plan	November 4	David Euale	
Community Funding of Facility Enhancements	November 4	Gerry Cullen , Lucy Veerman	*(submissions)*
Operational Plan Update ("Student" initiatives)	November 4	Director of Education	
Capital Update	November 4	Gerry Cullen	
Renewal	November 4 / 18	Gerry Cullen	
Self-Paced Learning	November 18	David Boag, Stuart Miller	
OFA Debenture *(if required)*	November 18	Lucy Veerman	
P/VP Placements/Transfer	November 18	Julie Hunt Gibbons	
Financial Statements	November 18	Lucy Veerman	
Disposition of Property/Site Acquisitions	As required	Lucy Veerman	
Banking Resolutions	December 2	Lucy Veerman	
International Students	December 2	Stuart Miller	
Capital Update	December 2	Gerry Cullen	*with financials*
Revised Estimates	January 6	Lucy Veerman	
ARC Announcements	January 6	Director of Education	
SEAC Membership	January 6	Mark Zonneveld	
Admin Centres	January 6	Gerry Cullen	*Benchmark outlined in report*
IT Plan Update / WAN	January 6	Gord Truffen	*Regional audit requirement*
French Recruitment/Staff Development	January 6	Tricia Dyson	

Supervision of Students with Safety Risks	January 20	Mark Zonneveld	*M14-0142: … to conduct a review of the supervision of students who have high safety risks beginning September 2014; THAT the review cover any and all parts of the legal school day, including getting to class, nutrition breaks, recess, etc.; THAT the review 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.*
Program Viability Committee Report	January 20	Stuart Miller	
Operational Plan Update ("Staff" initiatives)	January 20	Director of Education	
Annual Portable Inspection Update	January 20	Gerry Cullen	
Budget Schedule	January 20	Lucy Veerman	
Director's Annual Report	February 3	Director of Education	
Capital Update	February 3	Gerry Cullen	*with financials*
Primary Core French	February 3	Tricia Dyson	
Adult & Continuing Ed Hybrid Implementation	February 3	Director of Education	*M14-0015: ….HDSB endorse the hybrid model for Adult and Continuing Education, as outlined in the presentation to the Board on April 16, 2014, and request the Director to develop a plan for implementation of the preferred model.*
School Generated Funds / Student Fees	February 3	Stuart Miller, Lucy Veerman	
OFA Update *(if required)*	February 17	Lucy Veerman	
Gifted Screening / Assessment Update	February 17	Mark Zonneveld	*(see Order Paper Board Motion M13-0073)*
Multi-Year Plan	February 17	Director of Education	
Budget	February-June	Lucy Veerman	
Capital Update	March 2	Gerry Cullen	
EA Allocation Process	March 23	Mark Zonneveld	*(see Order Paper – Board Motion M15-0059)*
Operational Plan Update ("System" initiatives)	March 23	Director of Education	
Centre for Skills Development & Training Report	April 6	Director of Education	
Community Partnership Report	April 6	Lucy Veerman	
Special Education Plan	April 6	Mark Zonneveld	
School Year Calendar	April 6/20	Stuart Miller	
Operational Plan Goal/Strategies 2016-17	April 20	Director of Education	
LTAP	April 20	Lucy Veerman	
P/VP Placements/Transfer	April 20	Julie Hunt Gibbons	
Halton Learning Foundation Annual Report	May 4	Director of Education	
Bell Times – Report	May 4	Lucy Veerman	
Capital Update	May 4	Gerry Cullen	*with financials*
Community Funding of Facility Enhancements	May 4	Gerry Cullen, Lucy Veerman	*(submissions)*
Truth & Reconciliation Annual Report	May 18	Rob Eatough	
Budget	May-June	Lucy Veerman	
Capital Plans / Priorities	June 1 / 15	Gerry Cullen	
Education Development By-law (tentative)	June	Lucy Veerman	

WORKSHOPS	**LEAD**	**TENTATIVE DATES (4th Wednesday)**
Program Night / Student Services	Tricia Dyson / David Boag / Mark Zonneveld	January
School Operations	Stuart Miller	February