

AGENDA: 6:00 pm

1. Call to Order
2. O Canada
3. [Delegation: Hamilton and District Labour Council re: Shut Down Hate \(10 minutes\)](#)
Presenters: Anthony Marco, President and Jayoti Edington, 1st Vice President
4. Approval of the Agenda
5. Declarations of Conflict of Interest
6. [Confirmation of the Minutes – January 29, 2018](#)

Reports from Trustee Special Committees:

7. [Finance & Facilities – January 17, 2018 \(tabled from January 29, 2018 Board meeting\)](#)
8. [Program – January 22, 2018](#)
9. [Policy – January 24, 2018](#)
10. [Human Resources – January 30, 2018](#)

Reports from Legislated Committees:

11. [Special Education Advisory Committee – January 31, 2018](#)

Reports from Community Advisory Committees:

12. [French as a Second Language Advisory Committee – January 31, 2018](#)

13. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2
(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian

Meeting Resumes in Public Session

14. Report from Committee of the Whole (private) – February 12, 2018
15. Oral Reports from Liaison Committees:
 - A. City/School Board Liaison Committee
 - B. Hamilton-Wentworth Home & School Association
 - C. HWDSB Foundation
 - D. Ontario Public School Boards' Association (OPSBA)
16. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information.
<http://www.hwdsb.on.ca/trustees/meetings/>

shut down hate

In a political and cultural climate where our fellow Hamiltonians are being harassed, bullied, threatened and assaulted on the basis of race, religion and gender, a coalition of Hamilton labour, community groups and institutions seek to band together in allied resistance. Our cause is not only in our workplaces. Our cause is in our community.

SHUT DOWN HATE was originally conceived as a Hamilton-based initiative of workers being active in their community as allies against racism and oppression. Following the official announcement of our initiative at a public event in downtown Hamilton on September 30th, 2017, it became clear that groups beyond the labour movement wished to sign on to our pledge and make commitments to not only being part of anti-racism and anti-oppression (AR/AO) activities, but to further their learning as AR/AO allies.

The goal has always been, and continues to be, making Hamilton an inclusive city where everyone feels as safe walking down the streets as they would feel in their own home.

Over 50 union and community groups have already signed on to the pledge which required endorsement of five basic themes for action:

Step up and Speak Out – Challenge Islamophobia anywhere it appears. Ask every public institution to develop a plan to counter all forms of bigotry, particularly anti-Black racism.

Shut down hate – Use every means possible to limit the reach of hate-spreading media outlets. Demand full prosecution of hate crimes by police services across the country.

Challenge right-wing political party policies – Demand that those with financial and political influence in right-wing parties act decisively to turn their party away from the politics of division and intolerance.

Challenge Corporate Canada – From Boards of Trade, and Councils of Chief Executives, to the Mayor of Hamilton, those with the most power in society must take a firm stand against discrimination and sever alliances with anyone who promotes intolerance or xenophobia.

Build a sustainable economy with good jobs - for all instead of austerity. Recognize that right-wing populism thrives on people's frustration with economic injustice.

In this spirit, we are asking the Board commit to the themes as outlined in the above pledge AND to further consider:

- Working with unionized affiliates to develop an evolving approach to AR/AO training which would allow workers to be active allies of those struggling and not unwitting impediments.
- Offering ongoing training to administrative and PASS employees.
- Working to extend the reach of similar training opportunities to trustees and school councils.
- Working with other Shut Down Hate partners to facilitate learning, from racialized groups, how we can best be allies in their struggles.

shut down hate

In the education sector, particularly in school boards, we see opportunity for several levels of AR/AO education in helping to develop a network of allies, of all ages, across the city:

1) Front-line Staff Training

While most staff have the best of intentions at heart in dealing with students, parents, and each other, it's often ignorance that prevents them from being allies even when they think they are. Both HWETL and OSSTF have signed onto the Shut Down Hate pledge and we feel confident that the board's other unionized groups are not far behind. We would recommend, and be happy to help facilitate, training from a worker-to-worker perspective through a labour partnership.

2) Non-unionized staff, management, and Trustee training

While much of the same front-line staff training would likely be appropriate for management and trustees, there would likely be specialized situations, depending on departmental responsibilities, that would require unique and customizable modules to assist in allowing such staff to ensure their actions would not be the cause of exacerbating systemic racism or oppressive actions.

3) School Councils

As members of school councils are drawn from grassroots community members, there exists an even greater opportunity for the diversity of our communities to be reflected within them. As the diversity of our city grows, school councils must be open to that diversity and learn how to enhance relationships instead of establishing systemic barriers.

4) Students

For generations, classroom teachers have been taught to say the equally dismissive "all of you are equal", when it's clear that in many classes, small groups of students of colour in some areas of the city face challenges that white students do not have to address. We can certainly strive for equal rights, but we do a disservice if we assume that having rights precludes a lifetime of fighting racism, oppression and privilege.

We would hope the board would consider this delicate shift in starting to educate students that having equal rights, under the law, does not ensure equity of justice or equity of opportunity. A student of colour's full potential should not be stunted by systemic barriers which are often ignored.

"Sowing the seeds of xenophobia is not new – it is part of a long history of hatred and division in this country. From our treatment of Indigenous peoples, to anti-Semitism and anti-black racism, to today's Islamophobia, the ongoing chronicle of displacement, turning away, and discriminating against group after group is as much Canada's story as are other themes this country celebrates on its 150-plus anniversary." - www.shutdownhate.ca

Trustees: Kathy Archer (electronically), Jeff Beattie, Christine Bingham (electronically), Penny Deathe, Dawn Danko, Alex Johnstone, Ray Mulholland, Larry Pattison, Greg Van Geffen, Todd White.

Regrets: Trustee Wes Hicks and Student Trustees Morghen Jael and Ruby Hye.

1. Call to Order

Todd White, Chair of the Board, called the meeting to order at 6:09 p.m.

2. Profiling Excellence

Superintendent Stephanian introduced Eshal Nadeem, a grade 5 student at Tiffany Hills as the winner of the Director's Holiday Card contest. She highlighted many of Eshal's qualities and gifts and thanked her and her family for attending the Board meeting. Eshal's winning submission earned her a Profiling Excellence Award as well as a class pizza party.

3. Approval of the Agenda:

RESOLUTION #18-06: Trustee Van Geffen, seconded by Trustee Danko, moved: **That the agenda be approved.**

CARRIED UNANIMOUSLY

4. Declarations of Conflict of Interest

None.

5. Confirmation of the Minutes – January 15, 2018

The minutes of January 15, 2018 were confirmed.

Reports from Trustee Special Committees

6. Finance & Facilities Committee – January 17, 2018

Trustee Van Geffen requested that the boundary review for Ancaster High and Dundas Valley SS (Item A) be voted on separately and Trustee Johnstone requested that the 2018/2019 Board Budget Priorities for Consultation Purposes (Item D) be separated out as well.

RESOLUTION #18-07: Trustee Pattison, seconded by Trustee Johnstone, moved: **That the Ancaster High and Dundas Valley Secondary Schools Boundary Review item and amendment be tabled until the February 12, 2018 Board meeting allowing staff the opportunity to bring back the requested information.**

Amendment to the motion:

Moved by Trustee Van Geffen, seconded by Trustee Johnstone: That all Ancaster Senior grade 8 students living within the boundary for Beverly Central community, may choose to attend either secondary school (Dundas Valley or Ancaster High) with transportation being provided. This shall apply to all Ancaster Senior grade 8 students graduating in 2018, 2019 and 2020.

The motion was **CARRIED** on the following division of votes:

In favour (6) Trustees Archer, Bingham, Danko, Deathe, Johnstone, Pattison
Opposed (4) Trustees Beattie, Mulholland, Van Geffen and White

RESOLUTION #18-08: Trustee Van Geffen, seconded by Trustee Johnstone, moved: **That the Finance & Facilities Committee report – January 17, 2018 be approved including Boundary Review: Lake Avenue – Green Acres and Key Parameters and Assumptions to Guide 2018/2019 Budget Development.**

CARRIED UNANIMOUSLY

RESOLUTION #18-09: Trustee Van Geffen, seconded by Trustee Johnstone, moved: **That the Finance & Facilities Committee report – January 17, 2018 be approved including the 2018/2019 Board Budget Priorities for Consultation Purposes.**

CARRIED UNANIMOUSLY

Reports from Legislated Committees

7. Parent Involvement Committee – January 9, 2018

RESOLUTION #18-10: Trustee Deathe, seconded by Trustee Danko, moved: **That the report of Parent Involvement Committee – January 9, 2018 be received.**

CARRIED UNANIMOUSLY

8. Standing Committee – January 15, 2018

RESOLUTION #18-11: Trustee Johnstone, seconded by Trustee Van Geffen, moved: **That the report of the Standing Committee – January 15, 2018 be approved including: the Draft 2018-19 School Year Calendars be approved for public consultation.**

CARRIED UNANIMOUSLY

9. Oral Reports:

A. Student Trustees' Report

The Student Trustees were not present for the meeting however a written submission was provided including the following:

- The OSTA-AECO Board Council Conference (BCC) will be held in Ottawa on February 15-18, 2018.
- The Student Trustees are working with their Committees – the Progress Committee and the Indigenous Relations Committee
- OSTA recently released the Student Platform that was developed in preparation for the 2018 provincial election. The Student Platform outlines a strategy to improve Ontario's education system and ensure that Ontario's youth are better prepared for the unique opportunities and challenges of the modern workforce. The platform is based on three pillars that serve as the foundation of a strong education system: student wellbeing, 21st century learning and equitable access to opportunities.
- The Student Trustees have begun to speak to our senators about a Senate constitution/best practices guide.
- In order to move forward with Social Media consent forms will be received from the senators at the upcoming meeting.
- Preparations for the upcoming elections have begun.

B. Director's Report

Director of Education, Manny Figueiredo, highlighted positive culture and well-being in a recent video filmed at Saltfleet Secondary School and Adelaide Hoodless Elementary School. The video shows the Director connecting with both staff and students to learn what the positive culture and well-being priority means to them, what they are doing about this priority, what are the conditions that are presently in the school that help them feel included and helps them focus their learning. The video was

shared with the Board of Trustees and can be found at:

https://www.youtube.com/watch?v=ZatYzJ_v__M

C. Chair's Report

The Chair of the Board, Todd White, along with Vice-Chair, Alex Johnstone, attended an announcement at CH Bray on January 29 with Ted McMeekin, Member of Provincial Parliament for Ancaster Dundas Flamborough Westdale, to announce a replacement school that will accommodate nearly 495 pupil places. MPP McMeekin recognized the discussion related to the funding of the Downtown Community Hub continues to be a consideration; however, the funding was not part of the announcement. The announcement included almost \$22 million in funds for HWDSB schools, which include:

- \$4,927,164 for an addition at Mount Albion
- \$3,702,489 for an addition at Ancaster Senior
- \$3,461,117 for an addition at the new Beverly Central Community Centre site
- \$9,657,998 for a rebuilt CH Bray

The meeting adjourned at 7:10 p.m.

DRAFT

RESOLUTION #18-07: Trustee Pattison, seconded by Trustee Johnstone, moved: That the Ancaster High and Dundas Valley Secondary Schools Boundary Review item and amendment be tabled until the February 12, 2018 Board meeting allowing staff the opportunity to bring back the requested information.

COMMITTEE REPORT

Presented to: Board

Date of Meeting: January 29, 2018

From: Finance and Facilities Committee

Date of Meeting: January 17, 2018

The committee held a meeting from 12:00 p.m. to 2:47 p.m. on December 6, 2017 at 20 Education Court, Hamilton, Ontario in Room 340D with Trustee Greg Van Geffen presiding.

Members present were: Trustees Jeff Beattie, Christine Bingham, Greg Van Geffen and Todd White. Regrets were received from Trustee Wes Hicks. Trustees Penny Deathe and Alex Johnstone were also in attendance

ACTION ITEMS:

A. Ancaster High and Dundas Valley Secondary Schools Boundary Review

This boundary review was undertaken to align the secondary boundaries with the approved English boundaries for Ancaster, Dundas and Flamborough elementary schools. This will create a clear path of associated schools for students and families as they progress from elementary to secondary school and ensure that school communities remain together as they transition to secondary school.

On the motion of Jeff Beattie, the Finance and Facilities Committee **RECOMMENDS: that the secondary English boundary between Ancaster High and Dundas Valley Secondary Schools be approved for the 2018/2019 school year.**

CARRIED

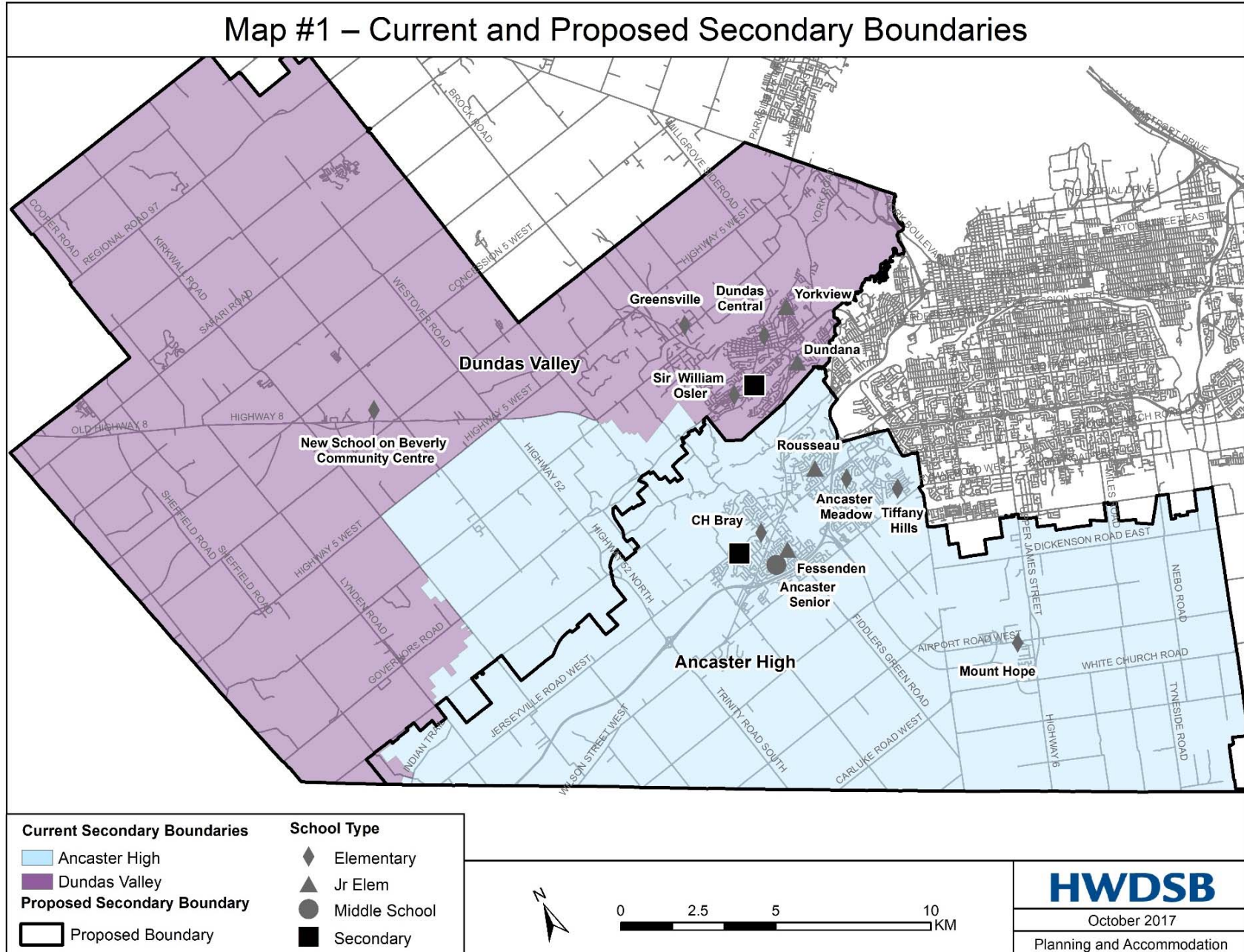
January 29, 2018 Amendment to the motion:

Moved by Trustee Van Geffen, seconded by Trustee Johnstone: That all Ancaster Senior grade 8 students living within the boundary for Beverly Central community, may choose to attend either secondary school (Dundas Valley or Ancaster High) with transportation being provided. This shall apply to all Ancaster Senior grade 8 students graduating in 2018, 2019 and 2020.

*the proposed new boundary is identified in the map as attached.

Respectfully submitted,
Greg Van Geffen, Chair of the Committee

Map #1 – Current and Proposed Secondary Boundaries



COMMITTEE REPORT

Presented to: Board

Date of Meeting: February 12, 2018

From: Program Committee

Date of Meeting: January 22, 2018

The committee held a meeting from 5:33 p.m. to 7:05 p.m. on January 22, 2018 at 20 Education Court, Hamilton, ON, in Meeting Room 340D with Trustee Dawn Danko presiding.

Members present were: Trustee Dawn Danko (Chair), Penny Deathe, Larry Pattison, Jeff Beattie

Regrets: Christine Bingham, Alex Johnstone

MONITORING ITEMS:**A. Student Learning and Achievement Report Update**

Staff presented updates to the report which included:

- A Progress Summary of progress towards the three annual goals
- Appendix One; Grade One Reading Update
- Appendix Two; Improvement in Mathematics Update
- Appendix Three; All Students Graduating Update

Staff outlined the status of three annual goals based on student achievement data collected as of December 20th, 2017:

1. 75% of students reading at the Provincial Standard by the end of grade 1
2. 65% of students will meet the Provincial Standard as measured by the grades 3, 6 and 9 EQAO testing
3. 83% of the 2013-14 cohort will graduate within 5 years

Goal 1: HWDSB is on track with 68.4% of Grade One Students were progressing well or very well in Language on the Fall Progress Report. As student achievement typically increases by more than 5% from progress reports to the June report meeting the target is anticipated.

Goal 2: HWDSB is on track for all grade levels. Fall Progress Reports reflect 85.9% of Grade Three and 86.9% of Grade Six students progressing well or very well and 54% of Grade Nine Applied Mathematics Students and 70% of Academic Mathematics Students met the provincial standard on their mid-term report cards. The grade three and six achievement levels are above the reporting data from the 2016-2017 academic year where 78.6% and 77.5% of students attained the provincial standard or above and as such meeting the target is anticipated for all 3 grades.

Goal 3: HWDSB is on track to meet the graduation goal as 72.2% of the cohort have already graduated with 260 year five students being in a position to graduate as of Dec 2017. As the trend is to typically see an 8-9% increase on the year-4 graduating rates, HWDSB anticipates meeting the target.

Staff committed to providing an update in June 2018 with regards to data captured using a digital tool system wide to track Community Hours, Credits and EQAO for potential graduates as a tool to support staff in supporting students.

B. French Immersion Grade One Application Process

The Grade One Application Process was implemented in the Fall of 2017 involving an on-line application and an application period from October 20th to November 30th 2017.

Of 577 applicants, 514 have accepted their placement offer prior to January 15th, 2018. All applicants were offered a place in their home French Immersion School. No re-directions occurred. 150 Grade 1 placements remained available as of meeting time January 22, 2018.

Staff analyzed enrollments and have created 29 grade one classrooms and 3 grade one-two combined classrooms for 2018-2019.

Currently Earl Kitchener and Cootes Paradise are at capacity.

Families within the Eastdale and Parkdale English catchments have been offered an opportunity to apply for French Immersion within these schools from January 15th to January 30th, 2018 as the result of the East Hamilton-Lower Stoney Creek French Immersion Boundary Review may have impacted decision making for families.

A wait-list will be maintained for families who decline a re-direction to an out-of-catchment French Immersion school. If spaces open prior to September 30th, 2018, they will be offered to the families on the wait-list.

Grade One French Immersion Classroom Deployment (as of January 15th, 2018)

School	Grade 1 FI Students	Classrooms Deployed	Spaces Available
<i>Eastdale (Green Acres)</i>	12	1 class	11
<i>Lawfield</i>	51	3 classes	18
<i>Norwood Park</i>	79	4 Gr.1 and a 1-2 combined class	24
<i>Parkdale</i>	17	2 classes	29
<i>Ecole Élémentaire Michaele Jean</i>	35	2 Gr.1 and a 1-2 combined class	23
<i>A.M. Cunningham</i>	58	3 classes	11
<i>Bennetto</i>	16	2 classes	30
<i>Cootes Paradise</i>	46	2 classes	0
<i>Earl Kitchener</i>	61	3 classes	0
<i>Guy Brown</i>	30	1 Gr.1 and a 1-2 combined class	6
<i>Mary Hopkins</i>	35	2 classes	11
<i>Dundana</i>	33	2 classes	13
<i>Fessenden</i>	37	2 classes	9

C. Mental Health Strategy

Staff introduced Trustees to the Mental Health Strategy: 5 Ways to Mental Well Being. This is part of a common theme being shared from Public Health across all of Hamilton. HWDSB launch expected in February 2018.

Respectfully submitted,
Dawn Danko, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: February 12, 2018

From: Policy Committee

Date of Meeting: January 24, 2018

The committee held a meeting from 9:13 a.m. to 11:33 a.m. on **January 24, 2018** at 20 Education Court, Hamilton, ON, in Meeting Room 340D with Trustee Bingham presiding.

Members present were: Trustees Jeff Beattie, Christine Bingham, Greg Van Geffen and Todd White.

ACTION ITEMS:**A. Community Engagement Policy**

The Committee considered the Community Engagement Policy. This policy is up for its scheduled review. Changes made to the policy include:

- The inclusion of the Use of Board Facilities Survey, as per the Use of Board Facilities policy; and
- Changing the administration of the Community Engagement Report Card to every two years instead of annually.

On motion of Trustee Beattie, the Policy Committee **RECOMMENDS that the Community Engagement Policy be approved.**

CARRIED UNANIMOUSLY

B. Arrivals Check Policy

The Committee considered the Arrivals Check Policy. This Policy is up for its regular review. This is a Ministry mandated policy that is reviewed annually by School Administrators. There were no recommended changes to the Policy.

On motion of Trustee Van Geffen, the Policy Committee **RECOMMENDS that the Arrivals Check Policy be approved.**

CARRIED UNANIMOUSLY

C. Nutrition Policy

The Committee considered the Nutrition Policy. This Policy is up for its regular review. There were no recommended changes to the Policy.

On motion of Trustee Beattie, the Policy Committee **RECOMMENDS that the Nutrition Policy be approved.**

CARRIED UNANIMOUSLY

MONITORING ITEMS:**D. Parent Engagement Policy**

The Committee considered the Parent Engagement Policy. This Policy is up for its regular review. Changes made to the policy include the inclusion of language around access to student information, to enable the creation of a procedure. This was discussed at the December policy meeting on the agenda item of Access to Student Information. The Committee discussed the importance of prompting parents to update student or family changes to ensure that the information that is on file is up to date as well as training of administrators. The draft policy was approved to go out for consultation.

E. Student Admission and Registration Policy

The Committee considered the Student Admission and Registration Policy. In October 2017 a staff initiated Scoping Report, recommending the development of a Student Admission and Enrolment Policy, was presented to Trustees and approved at the October 30, 2017 Board meeting. This Policy would clarify the school(s) that a student may enrol based on their home address. The Committee recommended a change in Policy name to "Student Admission and Registration Policy". There was further discussion of accountability of parents and the legitimacy of the information presented upon registration. Staff shared that often utility bills are required as proof of residency and home address. A few minor changes were requested by the Committee. The Policy will be shared with Committee members prior to going out for consultation. The draft policy was approved to go out for consultation.

Respectfully submitted,
Christine Bingham, Chair of the Committee



Community Engagement

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to developing high levels of community participation, collaboration and involvement to support student success and well-being, and to strengthen the community.

GUIDING PRINCIPLES:

HWDSB will:

- Welcome, encourage, respect, recognize and value community members as partners in student success and well-being.
- Work with community agencies, organizations and public bodies to use and strengthen schools as community hubs that support student success and well-being.
- Strive for open and inclusive processes which value stakeholder input and participation.
- Strategically strengthen the community through involvement as aligned with HWDSB Strategic Directions.

INTENDED OUTCOMES:

HWDSB and all its school's will:

- Build strategic relationships (and partnerships) with community members and organizations in support of student achievement and well-being.
- Provide the community with varied opportunities to give input and inform decision-making.
- Ensure equity of opportunity and access by striving to remove barriers (e.g. communication) to engagement.
- Ensure equity of opportunity and access to schools, outside of school hours, for students and the school community.

RESPONSIBILITY:

Director of Education
 Members of Executive Council
 Principals and service leaders

TERMINOLOGY:

Collaboration: Is working with others to do a task and to achieve shared goals



Community Engagement

Date Approved: XXXX

Projected Review Date: XXXX

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Communication: This is the ongoing discussion with all stakeholders so that they have a role in planning and decision making within the education system.

Community Involvement: This is the way community members are involved with HWDSB/schools to improve student success and well-being.

Community Engagement Report Card: This is a tool that helps us set and measure goals to show the process of community involvement, practices, and activities.

Community Hub: This is having programs and services right at the heart of the community which allows communities greater access to, and make the most use of school space.

Equity: This is being fair, inclusive, and respectful of all people. This does not mean treating people the same without regard for individual differences.

Participation: This refers to the different ways the public can share their opinions.

Stakeholders: These are our parents, community partners, schools, board, and all others involved or affected by what we do.

Use of Board Facilities Survey: A survey of the broader community and community partners to assess the level of satisfaction with availability, cost, and general feedback.

ACTION REQUIRED:

To provide responsive support to schools, departments and community organizations, staff will:

- identify needs in support of student achievement and well-being
- follow best practices to identify community stakeholders in support of community involvement
- identify current community involvement taking place in schools and departments
- recognize the vital role of consulting and having two-way communication
- create a process for identifying human and material resources that contribute to community partnerships

PROGRESS INDICATORS:

Intended Outcome	Assessment
Build relationships (and partnerships) with community members in support of student achievement and well-being.	Partnership Report presented annually to the Board of Trustees.



Community Engagement

Date Approved: XXXX

Projected Review Date: XXXX

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Intended Outcome	Assessment
Provide the community with varied opportunities to give input and inform decision-making	Review of the tools/formats used for communication and consultation.
Ensure equity of opportunity and access by striving to remove barriers (e.g. communication) to engagement.	Community Engagement Report Card, administered every two years. Years will alternate with the Use of Board Facilities Survey.
Ensure equity of opportunity and access to schools, outside of school hours, for students and the school community.	Community Engagement Report Card and Use of Board Facilities Survey, administered every two years.
	Community Use of Schools Data

REFERENCES:

Government Documents

Regulation 330/10: School Councils and Parent Involvement Committees

Regulation 464/97: Special Education Advisory Committees

Regulation 613/00: Operation of Schools

Education Act

HWDSB Policies

Use of Board Facilities

Visual Identity

Volunteer



Arrival Check

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 2

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to ensuring the safety of elementary students who have an unexplained failure to arrive at school, through the daily procedure of school attendance-taking.

GUIDING PRINCIPLES:

- Safe-arrival programs are developed and implemented by schools with advice from school councils, Home and School Associations (where they may exist), parents, volunteers, and other community members.
- The design of specific procedures will reflect local needs and the circumstances of the school and the community.
- Schools, parents, school councils, Home and School Associations (where they may exist), and communities work cooperatively for the successful development and implementation of safe-arrival programs.

INTENDED OUTCOMES:

- The Arrival Check program is developed and implemented with advice from School Council, Home and School Associations (where they may exist), parents, and school staff.
- The roles and responsibilities of parents, guardians, caregivers, pupils, the school, school council, Home and School Associations (where they may exist), and others are identified and documented and communicated to families no later than the end of the first week of each school year.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Arrival Check: Arrival Check is a means by which parents and schools can account for any pupil's unexplained failure to arrive at school. By using a system of daily taking of attendance, schools can take reasonable efforts to contact parents, guardians, or caregivers.

Parents are to inform the school if a pupil is late or absent. If the school has not received notice of lateness or absenteeism, the school will try to contact the parent, or person(s) whose name has been given to the school as a person to contact in an emergency.



Arrival Check

Date Approved: XXXX

Projected Review Date: XXXX

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ACTION REQUIRED:

Elementary schools are required to implement an Arrival Check Program as part of their attendance-taking procedures. The Arrival Check program at the school level shall be reviewed annually by the Principal, or when circumstances change that would affect the program, to confirm the effectiveness and to update student information. The School Council and Home and School, where applicable, shall be invited to review the program.

PROGRESS INDICATORS:

Intended Outcome	Assessment
The Arrival Check program is developed and implemented with advice from School Council, Home and School (where they may exist), parents, and school staff.	Assessed through the year-end survey of School Council and Home and School members.
The roles and responsibilities of parents, guardians, caregivers, pupils, the school, school council, Home and School Associations (where they may exist), and others are identified and documented and communicated to families no later than the end of the first week of each school year.	A yearly audit of randomly selected schools, through review of school agenda and website.

REFERENCES:

Government Documents

Education Act:

Part X111: Safe Schools

Section 265: Duties of a Principal to register students, record attendance, collect information

Section 21: (1) Compulsory Attendance;
 (2) Where attendance excused;
 (5) Duty of parent to cause child to attend school

Policy/Program Memorandum No. 123 (Safe Arrivals)

Freedom of Information and Protection of Privacy Act (FIPPA)

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)



Nutrition

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB), believes in the development of healthy school environments that support student learning and success by encouraging students, educators, and parents/guardians to make nutritious food and beverage choices.

GUIDING PRINCIPLES:

- HWDSB schools foster healthy nutrition environments and implement food practices to support the wellness of students and staff in line with the current edition of *Eating Well with Canada's Food Guide*.
- Schools with nutrition programs follow the *Student Nutrition Program Nutrition Guidelines* developed by the Ministry of Children and Youth Services.
- All schools follow with provincial legislation relating to nutrition, and any other pertinent legislation.
- Schools take into consideration the following when food or beverages are sold or provided in schools:
 - offer, when available and when possible, food and beverages that are produced in Ontario
 - be environmentally aware
 - avoid offering food or beverages as a reward or an incentive for good behaviour, achievement or participation

INTENDED OUTCOMES:

- Schools promote healthy eating and safe food practices for planned events and classroom activities.
- Schools will communicate the Ministry Policy (PPM 150), HWDSB's Nutrition Policy and Procedure annually to parents/guardians, students, and the community.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Food: Includes both foods and beverages.



Nutrition

Date Approved: XXXX

Projected Review Date: XXXX

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Food Service Provider: Private, for profit company that contracts to sell food and/or beverages

Fundraising: Any voluntary contribution, sale of goods or services, or event, which is organized and conducted to generate funds. Fundraising may occur within the school or outside of the school.

Healthy Eating: Eating the recommended types and amounts of food as per Canada's Food Guide, which includes choosing foods from the Sell Most and Sell Less categories, as defined below, more often.

Healthier Food Preparation: Cooking methods that require little or no added fat or sodium, such as baking, barbecuing, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.

Nutrition Standards for Foods: Food is divided into "Vegetables and Fruit," "Grain products," "Milk and Alternatives," and "Meat and Alternatives," following Canada's Food Guide. There are also "Mixed Dishes" for products that contain more than one major ingredient (e.g. pizza, pasta, soup, salads, and sandwiches), and "Miscellaneous Items," for items that are to be used in limited amounts (e.g. condiments, sauces, dips, oils, and dressings) and for confectionary, which is not permitted for sale (e.g. candy, chocolate). To determine whether a specific product may be sold in schools, it is necessary to read the information on the food label – particularly the Nutrition Facts table and the ingredient list – and compare this information with the nutrition criteria.

Nutrition Education: As outlined in the Ontario Curriculum.

PPM's: Policy/Program Memorandum No 150; School Food and Beverage Policy- Ontario Ministry Of Education, 2010. Policy Program Memorandum No. 135 Healthy Foods and Beverages in Elementary School Vending Machines- Ontario Ministry of Education, 2004

School Generated Funds: Funds that are raised and collected in the school or broader community in the name of the school or by a school or parent-administered group, including school councils.

Sell Most (> 80%): Products in this category are the healthiest options and have higher levels of essential nutrients and lower amounts of fat, sugar and/or sodium. They must make up *at least 80%* of all food choices that are available for sale in all venues, through all programs, and at all events. The same requirement applies to beverage choices. See PPM 150 Appendix Nutrition Standards for Ontario Schools.

Sell Less (< 20%): Products in this category may have slightly higher amounts of fat, sugar, and/or sodium than foods and beverages in the "Sell Most" category. They must make up *no more than 20 %* of all food choices that are available for sale in all venues, through all programs, and at all events. The same requirement applies to beverage choices. See PPM 150 Appendix Nutrition Standards for Ontario Schools.



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Not Permitted for Sale: Products in this category contain few or no essential nutrients and/or contain high amounts of fat, sugar, and/or sodium (e.g. deep-fried and other fried foods, confectionery). Food and beverages in this category may not be sold in schools. See PPM 150 Appendix Nutrition Standards for Ontario Schools.

Student Nutrition Programs: A breakfast, early morning meal, snack or lunch program offered by the school for all students which are funded by a combination of financial resources, including parent/guardian contributions, local community fundraising, and provincial funding. These programs attempt to increase food availability, while also aiming to promote healthy eating and provide a positive social atmosphere for all students and staff.

School Tuck Shops and Canteens: Small retail operations within a school that sell food, beverages and other items, usually for fundraising purposes.

Special Event Days: A day designated by the principal of the school on which food and beverages sold in schools are exempt from the nutrition standards outlined in PPM 150 and this policy.

ACTION REQUIRED:

General:

It is the responsibility of all schools in HWDSB to comply with provincial legislation relating to nutrition including Healthy Food for Healthy Schools Act (Bill 8), Healthy Food and Beverages in Elementary School Vending Machines (PPM 135), School Food and Beverage Standards (PPM 150) and other pertinent legislation. This policy covers food and beverages sold to students during the school day, at school or board sponsored special events and at sports events.

This policy does not apply to food and beverages that are:

- offered in schools to students at no cost
- brought from home or purchased off school premises
- available for purchase during field trips off school premises;
- sold in schools for non—school purposes (e.g. sold by an outside organization that is using the gymnasium for a non-school-related event);
- sold for fundraising activities that occur off school premises
- sold in staff rooms.

Notwithstanding the above, the guidelines for food sold, served and brought to school as detailed in HWDSB Medical/Health Support Policy: Anaphylaxis Policy Procedure apply to all schools.



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Schools and Classrooms:

Schools must ensure that all school hospitality programs, tuck shops and canteens sell foods that comply with the standards outlined in PPM 150 and HWDSB's Nutrition Policy.

School administrators and board staff planning school or educational events, such as Meet the Teacher, and Open House, will model good nutrition by selling foods that comply with the nutrition standards as outlined in PPM 150 and HWDSB's Nutrition Policy unless the day has been designated a special event day.

Food and beverages purchased with school generated funds for distribution to students within the school must comply with the standards in PPM 150 and HWDSB Nutrition Policy.

HWDSB recognizes that special event days take place periodically throughout the year. The principal of the school shall ask for the views of the school council and students, where appropriate, concerning the designation of special event days for the school. The maximum number of days in the school year that may be designated as special event days for a school is ten (10). School administrators will communicate the dates of special event days to the school community. On such a designated special event day, schools are encouraged to follow the nutrition policy but may choose to sell foods or beverages that do not comply with the standards in PPM and HWDSB's Nutrition Policy.

Sporting Events, such as tournaments or meets sell food and beverages that comply with the standards of PPM 150 and HWDSB's Nutrition Policy.

Schools with student nutrition programs will follow the *Student Nutrition Program Nutrition Guidelines* developed by the Ministry of Children and Youth Services. School and board staff will inform community partners and funders of HWDSB's Nutrition Policy with the standards outlined by PPM 150 and HWDSB's Nutrition Policy.

Cafeterias:

Cafeterias in all schools will sell foods that comply with the nutrition standards contained in PPM 150 and HWDSB's Nutrition Policy. Food and beverages must be prepared, served, and stored in accordance with Regulation 562, "Food Premises," as amended, made under the Health Protection and Promotion Act. When negotiating food service contracts with food service providers for cafeterias or schools (e.g. hot lunch providers), HWDSB will use the Request for Proposal (RFP) process and will include the following:

- use of locally grown and produced foods wherever possible
- use of whole foods
- healthy foods that reflect cultural diversity and provide options for vegetarians and vegans on a regular basis



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- posting of nutritional information of all foods sold or served

In addition, the Purchasing Department will provide a copy of HWDSB's Nutrition Policy to food service providers and review it with them to ensure compliance.

Fundraising:

It is recommended that the sale of non-food items be selected for fundraising purposes. The sale of foods that do not comply with the standards as outlined in PPM 150 and HWDSB's Nutrition Policy for fundraising purposes is not permitted in the school.

Communication and Education:

Schools will communicate the Ministry Policy (PPM 150), HWDSB's Nutrition Policy and Policy Procedure annually to parents/guardians, students and the community and provide guidelines and suggestions for foods to be served to students for lunches, snacks, and school celebrations. Each school is encouraged to recognize, value and support parent/guardian and student involvement in making changes which reflect a healthy school environment, including the valuing of nutritional foods that represent cultural diversity.

Schools may choose to develop additional guidelines in a School Nutrition Policy in consultation with their school council, and/or with a Home and School Association or other parent/guardian organizations, if they exist.

In addition to the required nutrition education as outlined in the Ontario Curriculum, opportunities to promote healthy eating and safe food practices should be considered for planned events and classroom activities.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Schools promote healthy eating and safe food practices for planned events and classroom activities.	Communication to parents will be measured through the annual Parent Voice survey.
Schools will communicate the Ministry Policy (PPM 150), HWDSB's Nutrition Policy and Policy Procedure annually to parents/guardians, students, and the community.	A yearly audit of randomly selected schools, through review of school agenda and website.



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REFERENCES:

Government Documents

Bill 8 – Healthy Food for Healthy Schools Act, 2009

Policy/Program Memorandum No. 150; School Food and Beverage Policy – Ontario Ministry of Education, 2010

Policy/Program Memorandum No. 135: Healthy Foods and Beverages in Elementary School Vending Machines – Ontario Ministry of Education, 2004

Health Protection and Promotion Act., Regulation 562: Food Premises

Call to Action: Creating a Healthy School Nutrition Environment – Ontario Society of Nutrition Professionals in Public Health, 2004

Eating Well with Canada's Food Guide: A Resource for Educators and Communicators, 2011

HWDSB Policies

Educational Excursions

Equity and Inclusive Education

Fundraising

Medical Health Supports

Procurement

Use of Board Facilities

COMMITTEE REPORT

Presented to: Board

Date of Meeting: February 12, 2018

From: Human Resource Committee

Date of Meeting: January 30, 2018

The committee held a meeting from 5:32 p.m. to 7:30 p.m. on January 30, 2018 at 20 Education Court, Hamilton, ON, in Meeting Room 340D with Trustee Penny Deathe presiding.

Members present were: Trustees Penny Deathe (Chair), Alex Johnstone, Larry Pattison. Also present was: Chair Todd White (via phone until 5:55 p.m.) Regrets were received by: Trustee Wes Hicks

MONITORING ITEMS:

A. POSITIVE CULTURE & WELLBEING REPORT – UPDATE TO SUSPENSION/EXPULSION DATA APPENDIX

Superintendent of Student Achievement, Michael Prendergast, provided the committee with an update on the Board's suspension/expulsion data reviewing and breaking down the "Other" category, as was requested by Trustees following the November 2017 Human Resource Committee meeting. Prior to 2016/17 the "other" category was not tracked, therefore data is available for the 2016/17 year only, and will be available moving forward. There was discussion around alignment of the Board's progressive discipline policy, which is up for review this year and will be revised and updated for the 2018/19 school year and through that process will bring our policy 6.4 into alignment with the Education Act/PPM145 Directive. Trustees discussed seeing the data broken down further by grade and asked staff to come back and provide information on if this could be done and if so, would it be useful information to have. Trustees requested a future agenda item on violence in schools and will discuss this request along with that item at that time.

B. REPORT AND FINDINGS: VALUE FOR MONEY AUDIT – SICK LEAVE AND PERFORMANCE APPRAISALS

Staff presented the report and findings to the Value for Money Audit, highlighting the report now, and will come back to the Committee in March with recommendations. As part of the VFM audit, the Ontario Auditor General visited four school boards in southern Ontario, HWDSB being one of those Boards. Two areas of focus in this report were around Sick Days and Teacher Performance Appraisals. Findings were that sick leave is on the increase, and staff are implementing six strategies in an attempt to align HWDSB's absenteeism rates to those of the provincial average, and will continue to review these strategies to see where we are improving. The second findings were around TPAs and requirement for those to be completed. Staff outlined the various forms of performance appraisals, and discussed some reasons for the current backlog of appraisals yet to be completed, stemming from the work to rule where TPAs were not done and would have rolled over, combined with growth in school enrolment and increase in hiring permanent teachers in both elementary and secondary. There have been strategies put in place, most recently at last November's OLM to work admin on the importance of completing the appraisals, and providing a framework for completion of TPAs, and Superintendents are following up to support admin as they implement their school plans to complete the appraisals.

C. STAFFING UPDATE

Staff presented an update on recent hiring efforts including hiring 55 additional (3 line) permanent Secondary Teachers; 7 additional Elementary teachers; 17 new occasional French speaking teachers and will be interviewing in early February for additional CUPE staff, Educational Assistants and Principals and Vice-Principals and recently completed a hiring process for Designated Early Childhood Educators.

D. HUMAN RESOURCE DEPARTMENT UPDATES (NIL REPORT)

Superintendent of Human Resources, Jamie Nunn, informed Trustees that HWDSB has been accepted to present two workshops at the OPSBA conference in April (26th and 27th with workshops being presented on the 27th). First is on increasing sick costs and relationships which will be presented by Superintendent Nunn and Rebecca Ballantyne and the second will be presented by Superintendent Laura Romano and Kristin Roy on integrated leadership and how academic and Human Resource teams work hand in hand in developing leadership.

Respectfully submitted,
Penny Deathe, Chair of the Committee

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Committee Report

Presented to: Board

Meeting Date: February 12, 2018

From: Special Education Advisory Committee (SEAC)

Meeting date: January 31, 2018

The committee held a meeting on Wednesday, January 31, 2018 from 7:04 pm to 8:34 pm at the Education Centre (Room 308) at 20 Education Court in Hamilton, ON with Judy Colantino presiding.

Members present were: Judy Colantino, Alex Johnstone, Susi Owen, Mark Courtepatte, Jenny McEwen-Hill, Lorraine Sayles, Tracy Sherriff, Michele Moore, Jane Macpherson, Michelle Konior, Jennifer Robertson-Heath, Jeremy Abrahams, Lita Barrie, Michelle Campbell and Sharon Stephanian.

Members who sent regrets: Penny Deathe, John Sanges, Lynn Vanderbrug, Catherine McFarland, Brent Monkley

ACTION ITEMS:

A. Membership

The SEAC committee recommends the following members be approved:

- Allyson Kowalchuk – Parent Advocacy Learning Support Group (P.A.L.S.)
- Tracy Sherriff – Community Living Hamilton
- Sandra Parker – Alternate, Community Living Hamilton

INFORMATION ITEMS:

B. Amendment to Bill 191

- HWDSB SEAC to send a letter of support for Bill 191 to Minister Naidoo-Harris and copies to all provincial SEACs, OPSBA and MACSE.
- Letter to be copied to HWDSB Trustees with encouragement to also send a letter.

C: Updates from FASD Parent & Caregiver Support Group

- FASD Day – Sept. 9th is now officially recognized as FASD Awareness Day in Ontario – unanimously supported by all parties
- FASD Awareness day at Queen’s Park – Wed. Apr. 11th – all 115 MPPs are invited for a lunch & hear presentations
- Meeting with Ministry of Health to discuss the lack of diagnostic support for FASD – meeting pending
- Meeting with Ministry of Education for FASD - meeting pending

D: Raise the Flag – World Autism Awareness Day (WAAD)

- WAAD falls on Easter Monday, April 2, 2018 – celebrations will be held on Tuesday, April 3, 2018

Respectfully submitted,
Judy Colantino, SEAC Chair

Committee Report

Presented to: Board

Meeting date: February 12, 2018

From: French as a Second Language
Community Advisory Committee

Meeting date: January 31, 2018

The committee held a meeting on Wednesday, January 31, 2018 at the Education Centre, 20 Education Court, Hamilton, Ontario L9A 0B9 from 7:10 to 9:10 p.m.

Members present were: Heather Lambert-Hillen, Elzbieta Grodek, Denise Massie, Karen Nichol, Ellen Syracopoulos, Lisa Urban, Trustee Dawn Danko.

INFORMATION:

A. Update – Student Learning & Achievement and French Immersion Grade One Applications

Staff presented the Program Committee Report from January 22, 2018 and discussed both the Student Learning and Achievement and the French Immersion Grade One Application Process Update.

B. FI Transitions

Staff provided an update about the French Immersion transitions for West Hamilton City (Bennetto) and East Hamilton/Lower Stoney Creek (Parkdale and Eastdale - holding school Green Acres).

Staff provided an update about the Bennetto French Immersion Transition Advisory Committee and the new French Immersion program beginning September 2018.

C. Reading Specialists in Schools

Staff presented information and took questions about the role of Reading Specialists in schools, including French Immersion schools.

D. Official Languages in Education Protocol Funding

Staff presented information about Official Languages in Education Protocol Funding.

E. Reports

The following reports were provided as updates to FASL:

- Trustee Report
- Program Report
- Community Announcements:
 - Canadian Parents for French: Hamilton chapter will not run French-apalooza this year as more volunteers are needed. They are actively recruiting members and welcome volunteers.

Respectfully submitted,
Heather Lambert-Hillen, Chair of the Committee