

**AGENDA: 5:30 pm**

1. Call to Order
2. Delegations
  - a. Veroslav (Vic) Djurdjevic, President, Nikola Tesla Educational Corporation Re: Curriculum that will Inspire rooted in Hamilton's History & Innovation – The Electric City (10 mins)
  - b. Michael Wolfe re: Bay Area Science and Engineering Fair (BASEF) involvement (5 mins)
3. Approval of the Agenda
4. Referral Motion from Board re: The Ontario Student, Parent & Educator Survey
5. Partnerships Report
6. Adjournment



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Manny Figueiredo, Director of Education

**DATE:** Monday, April 23, 2018

**PREPARED BY:** Heather Miller, Officer of Trustee Services

**RE:** Board referral motion re: The Ontario Student, Parent & Educator Survey

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Action

Monitoring

### Background:

Trustees passed the following motion earlier this year:

**RESOLUTION #17-209:** Trustee Van Geffen, seconded by Trustee Bingham, moved: **That the The Ontario Student, Parent and Educator Survey be shared with the Program Committee for further discussion.**

A link to the complete copy of the survey as prepared by The Ontario Student Trustees' Association can be found here: [http://www.osta-aeco.org/assets/2017\\_OSPES\\_Report.pdf](http://www.osta-aeco.org/assets/2017_OSPES_Report.pdf)

# Executive Summary

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Topic: Partnerships Report

## Context

HWDSB's Board of Trustees have approved a new Strategic Directions for 2016-20 and staff have developed an Annual Plan for 2017-18. The five priorities are positive culture and well-being, student learning and achievement, effective communication, school renewal and *partnerships*.

**Mission:** We empower students to learn and grow to their full potential in a diverse world.

**Commitment:** We are committed to learning, equity, engagement and innovation.

**Priority:** [Partnerships](#) *We will strengthen our collaboration with new and existing community partners to enhance opportunities for students.*

## Summary

The following report includes:

- The review of the 2016-17 implementation of the HWDSB Annual Plan, *Partnerships*, and the current implementation of the 2017-18 HWDSB Annual Plan, *Partnerships*

HWDSB is committed to strengthening our collaboration with new and existing community partners to enhance opportunities for students. This commitment is outlined in our Strategic Directions within the priority, *Partnerships*.

Partnerships include parents, guardians, caregivers and families as well as our community partners. The *Partnerships* report was presented to Trustees in April, 2017. In this edition, the report summarizes the accomplishments of the 2016-17 school year from May to August as well as a report of the progress made in the area of *Partnerships* in 2017-18.

All parents, guardians, caregivers and families are welcome, respected and valued as partners in student learning, achievement and well-being. The report outlines a number of strategies that support parent and community engagement. For example, the report outlines how staff continue to invest in people through professional learning opportunities to enable parents to participate in their child's learning in the home and at school. As well, staff continue to build capacity of administrators related to parent engagement in order to see family participation improve at the school level.

Educators use a variety of approaches to communicate classroom learning to parents, guardians, and caregivers. Staff continue to seek opportunities for parents, guardians, caregivers to access regular and relevant information about their child. This report outlines the opportunities in communication, including the implementation of the Parent Portal, a tool that helps staff better support home and school conversations at home.

Community partnerships are integral to enhancing opportunities for students. Staff have established user-friendly definitions and a system-wide understanding of partnerships. In addition, work is in progress to launch a database to track, analyze and communicate effective school and system partnerships. The database will provide the information for staff to address gaps in service to schools and where partnerships already exist in our school communities. In addition, HWDSB is committed to focus our work with community partners to support High Priority Schools.

**curiosity • creativity • possibility**



# HWDSB Annual Plan Report

**Name of Report:** Partnerships Report

**Date:** April 23, 2018

**Priority:** Partnerships 2016-17

We will strengthen our collaboration with new and existing community partners to enhance opportunities for students

*Note: The use of the term "parent" in this report is intended to be inclusive and represent parents, guardians and caregivers*

## 2016-17 Annual Plan

The previous Partnership Report was presented to Trustees in April 2017. This section of the report summarizes the additional work undertaken from May to August 2017.

**Goal #1: All parents, guardians, caregivers and families are welcome, respected and valued as partners in student learning, achievement and well-being.**

**Strategy:** *Invest in people through professional learning opportunities to enable parents to participate in their child's learning in the home and at school.*

**If** we build capacity of our administrators around parent engagement **then** school level parent/guardian/caregiver/family participation improves.

During the time between May to August, a shared leadership group known as the *Principal Parent Engagement Leads*, continued to meet around supporting a transformed relationship between the school and home with a focus on School Councils. This resulted in the creation of five online learning modules to support the work of School Councils.

Also during this time period, Corporate Communications, Partnerships and Community Engagement consolidated into the Communications and Community Engagement Department. During the summer months, a work plan was created to further support the areas of focus in this priority area during the 2017-18 school year. For example, the School Council Modules were refined for online release, the Safe Arrival Pilot program was explored, and a communication plan to support the implementation of the 2017-18 Parent Voice Survey was developed. More information is detailed in the Partnerships 2017-18 section.

The Parent Voice Survey is administered every two years and as a result survey measures are not available for this priority until the fall of 2018.

**Strategy:** *Continue to pilot a Parent Portal through "The Hub" so parents and students have access to relevant information.*

**If** we improve parental access to the *Parent Portal*, **then** parents will have regular access to information about their child.

*Parent Portal* (formerly known as Parent Place) in “*The Hub*” was piloted during phase one in one secondary and one elementary school in 2015-16. The *Parent Portal* allows parents to view attendance, timetable and report card data as well as other school-based information such as morning announcements, Twitter posts and school events. Parents can also access links to School Cash Online, Parent-Teacher Interview scheduling, and Transportation. During the 2016-17 school year, *Parent Portal* was opened to all secondary schools.

Staff **were not on target** to reach at least 75 per cent of parents indicate that they have an awareness of what their child is learning in their classroom, by August 2017. The Parent Voice Survey is only administered every two years and will be administered in the spring 2018.

**Goal #2: All new and existing community partnerships will enhance opportunities for students.**

**Strategy:** *Establish user-friendly definitions and a system-wide understanding of partnerships versus relationships with community.*

If we improve our understanding of community engagement **then** partnerships will be strengthened.

Through work with a variety of staff and building on the shared learning acquired through the McMaster University *Foundational Principles & Practices in Community Engagement* course, an understanding of partnerships was collaboratively developed. A Partnership is a mutually beneficial, collaborative relationship in which values, objectives, roles and responsibilities are shared for the purpose of enhancing learning, system or service initiatives of the Board.

Partnerships are the relationships that add human or material resources through services, supports and opportunities that ultimately lead to improved student learning, stronger families and healthier communities. Through partnerships, we are able to improve school programs and school climate, provide services to our families, improve leadership and ultimately support educators.

The main reason for creating educational partnerships is to help all children succeed in school and in life. When parents, teachers, students and others view one another as partners in educating students, then a caring community is formed around students.

Partnerships foster enduring relationships among educators, families, community volunteers, businesses, health and social service agencies, youth development organizations or any other organizations committed to transforming their relationships with HWDSB for excellence in education.

A partnership is not a method to solicit advertising, a sponsorship, a fundraising initiative, a fee for service or a donation.

**Strategy:** *Develop a system-wide approach to screening existing and potential partners that includes scoping of the parameters, links to Board priorities and anticipated outcomes.*

If we understand community and student/family needs **then** we can align partnerships and outcomes to better serve the community and our students/families.

An *Engagement Intake Form* has been finalized and is used by engagement staff as a single point of contact for potential community partners interested in collaborating with HWDSB. This form allows for consistency in reviewing potential partnerships and also supports aligning partnership opportunities with student learning and achievement and positive culture and well-being.

**Strategy:** *Develop a database of partnerships for use by the system and schools.*

If we know who we work with **then** we can use their services and supports more effectively.

The *Partnership and Community Engagement (PACE)* database was initialized in the summer of 2017 and continues to be developed. More details can be found in the Partnership 2017-18 section of this report.

Staff **did not meet the target** to have all partnerships align and support student learning and achievement, positive culture and well-being, effective communication and/or school renewal by August, 2017.

## 2017-18 Annual Plan

**Goal #1: All parents, guardians, caregivers and families are welcome, respected and valued as partners in student learning, achievement and well-being.**

**Strategy:** *Educators use a variety of approaches to communicate classroom learning to parents/guardians/caregivers*

If parents/guardians/caregivers are aware of learning in the classroom, **then** they are better able to support home/school conversations in the home.

Parents, guardians and caregivers play a vital role at HWDSB. Staff revised the *Parent Voice Survey* to collect the thoughts of families about what we do well and what we can improve. Specific attention was given to measurement of the Partnerships priority in the Annual Plan. Targeted communication to families took place including a letter from the Director on all school websites, distributing a Synervoice message, sharing information directly with School Council, Home and School and the Parent Involvement Committee and posting on social media. The survey will remain open until the end of May to allow for a further “completion campaign” during Education Week in May 2018. It is expected that if schools are able to gather feedback on the survey from a minimum of 30 parents/guardians and caregivers, site-specific data will be made available back to schools in addition to the aggregated “system-level” data.

As the survey is still open and accepting responses, preliminary results cannot yet be shared, however, so far, 1172 parents/guardians and caregivers have answered the parent survey. Of the 1172 anonymous responses received, the majority of responses were from parents whose children were in elementary school (935 or 79.8%) and 227 (20.2%) were in secondary school.

Topics on the parent survey are designed to understand how we are doing with parent partnerships. Question themes include:

- satisfaction with communications with schools
- frequency of communication occurring between families and schools
- knowledge of what is happening in the classroom related to mathematics, literacy and requirements towards graduation
- how families support learning from school at home
- which areas families perceive are important to building strong home-school connections (e.g., more information on transitions between elementary and secondary school, or early childhood development)
- perceptions of how safe, supported and accepted their child is at the school
- ways in which schools can make it easier for parents/guardians and caregivers to connect with their schools
- open anonymous response question to provide us with an experience or story they wanted to share in their own words about how safe, supported and accepted their school is.

To support principals and School Councils, HWDSB developed online training modules to support school council members in their role. The modules can be found online (<http://www.hwdsb.on.ca/elementary/get-involved/councils/>) and include:

- School Council 101
- School Council Bylaws
- School Council Communications
- School Council Elections
- School Council Fundraising

As a way to introduce the modules, the HWDSB Parent Involvement Committee invited School Council members and Administrators to the School Council Start-Up session on October 19, 2017 and October 26, 2017. The focus of the Start-Up Session was also on School Council Bylaws/Constitutions.

In order to enhance community between the Board and School Councils, HWDSB offers an @hwdsb.on.ca email account to all School Councils Chairs for the duration of a one-year term. The Webmail may be accessed anywhere, or forwarded to personal email accounts. School Council Chairs can ask their child's Principal for login information. Email addresses will be simplified to support Council to Council communication for 2018-19.

The School Annual Plan includes a section for schools to consider how they engage parents around what their child is learning. At the Organizational Leadership Meeting in October, superintendents of schools shared the expectation that all principals would share the school annual plan process with their School Council during November and provide opportunities for School Councils to have input into the Plan. This was the first year parent engagement was embedded in the School Annual Plan and that the involvement of School Councils was a stated expectation. Monitoring by the superintendents of schools is in the early stages and will increase in focus during 2018-19.

Registration for students starting kindergarten in September 2018 was launched on February 5, 2018. New this year, HWDSB has created a Countdown to Kindergarten postcard so that families considering kindergarten can better understand the process. The postcards are available in community locations frequented by parents with young children. In addition, input from families has reshaped the booklet families receive at kindergarten registration. For the first time, online kindergarten registration is available to families. Parents may still complete paper registration if that is a preference.

In order to engage parents around what their child is learning in math, for example, HWDSB created online mathematics resources. These resources include highlights of student learning in each grade through the Ontario Curriculum; an example of a math lesson in a classroom; hearing from children about why they are learning math this way; links to resources for parents to support their child at home; and an explanation of HWDSB's Renewed Math Strategy and how we are supporting students and staff. Resources continue to be refined based upon parent input.

During 2017-18, HWDSB began a pilot a program called *Safe Arrival* to make it easier for families to report their children's absences. Billy Green, CH Bray, Dr. Davey, Huntington Park, and Pauline Johnson were the five schools involved in the pilot. This application, supported by School Messenger, introduces a two-way service that allows families to report absences and be notified of an unreported absence from school. Families can report an absence using the app, a website or an interactive toll-free phone line. A review of the impact of the pilot will be completed by August 2018.

In response to parent feedback, a streamlined *Parent Portal* process was developed. Specifically, the solution that grants a smoother access into the *Parent Portal* through PowerSchool. A re-launch was conducted in February 2018 for parents at the secondary panel. The *Parent Portal* is an opportunity for schools to share information differentiated specifically for parents of children in your

school that would otherwise not be posted on the public facing school website. Further support to raise the profile of *Parent Portal* will be included in the development of the Strategic Communications and Engagement Plan for 2018-19.

Effective Communication and Partnerships are a priority within the strategic directions set by HWDSB. An Ad Hoc Committee was established to further enhance these areas and provide input into the development of a Strategic Communications and Engagement Plan. In addition to the meetings held with the Ad Hoc Committee, outreach was done to conduct focus groups with the Parent Involvement Committee (March 20) and Home & School Association (April 3). Once endorsed by the Ad Hoc Committee on April 23, Executive Council and the Board of Trustees will be consulted for final approval and adoption.

**Strategy:** *Enhanced focus on families to support high priority schools.*

If we have enhanced learning in High Priority Schools related to what students are learning in school, **then** we will better understand and address the staff, student and parent needs in the school

Our initial Action Plan for High Priority Schools focusses on four key areas: School Leadership, Resources, Learning and Community Partners. For the purposes of this report, the following partnership opportunities are highlighted to support outcomes for parents and students in High Priority Schools.

Each year HWDSB surveys parents regarding needs related to before- and after-school care/programming. In partnership with the municipality, plans are underway to offer before- and after-school programming in all High Priority Schools for the 2018-19 school year. As a result of our partnership, Dr. Davey, Lake Avenue, Parkdale, Prince of Wales, Sir Isaac Brock, and Viscount Montgomery will have expanded before and after school opportunities.

Through the support of the HWDSB Foundation, approximately 155 year one kindergarten children at Cathy Wever, Adelaide Hoodless and Bennetto elementary schools will receive a book a month as part of our focus on early literacy, through Imagination Library. Each month, Imagination Library mails a high quality, age appropriate book to all registered children, addressed to them, at no cost to the child's family. Each book contains information for parents and suggested activities. Children will arrive to school in September having been exposed to common books which will also be linked to the kindergarten classroom. During 2018-19 we will gather feedback from families on the program.

Camp POWER, an HWDSB Summer Learning Program is in the process of undergoing revision to align with our focus on reading by the end of grade 1, in our High Priority Schools. Children and families in year two kindergarten and grade 1 will be invited to participate in the three-week summer literacy camp. Eighteen classes will be offered across High Priority schools. This program includes an intensive parent engagement component which will allow for further learning related to High Priority Schools.

Staff are **not on target** to reach at least 75 per cent of parents who indicated that they have an awareness of what their child is learning in their classroom, by June 2018.

*\*The Parent Voice Survey is only administered every two years and will be complete, May 2018. Staff will bring an update on the data by the fall, 2018.*

**Goal #2: We will strengthen our collaboration with new and existing community partners to enhance opportunities for students.**

**Strategy:** *Launch and use a database to track, analyze and communicate effective school and system partnerships.*



If we have an inventory of effective partnerships, **then** we will be able to address gaps in service to schools

Partnership and Community Engagement (PACE) is an internal database that has been launched to log HWDSB partnerships and to help us better understand, leverage and identify gaps around partnerships that support student achievement and well-being.

A partnership is a mutually beneficial, collaborative relationship in which values, objectives, roles and responsibilities are shared for the purpose of enhancing learning, system or service initiatives of the Board. Partnerships are the relationships that add human or material resources through services, supports and opportunities that ultimately lead to improved student learning, stronger families and healthier communities.

Through partnerships, we are able to improve school programs and school climate, provide services to our families, improve leadership and ultimately support educators. The main reason for creating educational partnerships is to help all children succeed in school and in life. When parents, teachers, students and others view one another as partners in educating students, then a caring community is formed. Educational partnerships strengthen our collaboration with new and existing community partners to enhance opportunities for student learning and achievement and positive culture and well-being.

During 2017-18, system-level partnerships are being entered into the database by Service Department Managers and Supervisors and Learning Services staff who work directly with community partners. System level partnerships, which are longer than one year, are entered when the relationship is:

- mutually beneficial
- enhances learning
- supports system/service initiatives

The partnership database does not include relationships that are a method to solicit advertising, sponsorships, fundraising initiatives, one-time donations, or that are based on a business/fee for service relationship/contract.

Information gathered on each partnership includes:

- organization name
- partnership name
- description of partnership
- locations of the partnership activities in HWDSB
- target audience of partnership
- area(s) that the partnership supports (i.e. arts and culture, literacy, numeracy, mental health and well-being, etc.)
- availability to add participants and/or partnership locations
- partnership start and end dates
- partnership related files
- primary contacts for the partnership at the organization and HWDSB.

The initial population of the database is a lengthy process and timelines for completion have shifted to having system-level partnerships entered into the database by the end of August 2018. Following the initial population of existing partnerships, the database requires regular maintenance (i.e. entering new partnerships, updating information to existing listings). This process is currently being explored. School administrators will be introduced to the tool in the 2018-19 school year.

**Strategy:** *Enhance focus of community partnerships to support high priority schools.*

If we have enhanced learning in High Priority Schools related to the role of partnerships, **then** we will better understand and address student needs with services provided by partners.

Staff have developed an adapted version of Professor Ken Leithwood's Strong Districts rubric (characteristics and school conditions), that has been used by superintendents of schools to begin to review key school condition variables in High Priority Schools. Partnerships are one of the variables. For comparative purposes this inventory has been undertaken by superintendents of schools together with principals/vice-principals with both High Priority and non-High Priority Schools within each Family of Schools. Data collection in the spring will include information related to partnerships.

The City of Hamilton is a vital and long-term partner with the HWDSB through its Public Health Nurse (PHN) in Schools Program. Traditionally, this partnership has supported schools with services such as dental screening and immunization clinics, as well a support with Health and Physical Education programming and Health Action Teams. HWDSB Staff has worked closely with Public Health this year to plan for new PHN support model in schools. Beginning in 2018-2019, PHN service will be provided to schools in one of two models: universal service or targeted service. Universal service features many of the traditional roles of the PHN while targeted service will see PHNs being a more visible presence in schools collaborating with principals and school teams in support of a school's positive culture and well-being goals, based of local conditions and needs. To support our High Priority Schools strategy, we have collaborated with Public Health on the identification of schools receiving targeted support. Our working theory is that if the overall health of a school community improves, then student achievement will improve as well.

Staff are **on target** to increase equity of access in community partnerships supporting our two priorities of Student Learning and Achievement and Positive Culture and Well-Being by June 2018.