



BOARD MEETING

Monday, February 29, 2016

6:00 p.m.

20 Education Centre Dr., Hamilton, Ontario

Trustee Boardroom

AGENDA

1. Call to Order
2. O Canada
3. Presentation: Jeff Butters – painting by E. Robert Ross
4. Profiling Excellence

Students

- Westdale Warriors – 2015 OFSAA Northern Bowl Championship

Jack Berkopce Defensive Back	Brodie Bistrovich Quarterback	Michael Camillo Defensive Back	Jason Connelly Defensive Back	Bogdan Craciun Running Back
Kyle Crooks Defensive Back	Chris Csontos Defensive Back	Rhys Cumpstey Defensive Line	Marcus Cunha Defensive Line	Mustafa El-Jnainati Defensive End
Liam Garland Wide Receiver	Mitchell Garland Defensive Back	Travis Gelly Wide Receiver	Samuel Gencher Defensive Back	Elliot Graham Defensive Back
Kyle Greene Wide Receiver	Lawrence Jeon Offensive Line	Spencer Johnson Offensive Line	Nathan Jones Linebacker	Elias Korstanje Linebacker
Tyler Lamb Offensive Line	Noah Lesperance Offensive Line	Max McCarron Defensive End	Spencer McKechnie Defensive Back	Shaheed Najak Linebacker
Stephane Nzapa Running Back	William Pedersen Defensive Line	Matthew Phillips Wide Receiver	Tristan Phipps Defensive Back	Aksum Polk Running Back
Adam Samek Wide Receiver	Rolland Simmons Defensive Back	Dewan Soyer Defensive Line	Daniel Sussman Defensive End	Gordon Swenor Defensive End
Nikolas Towsley Defensive Line				

Staff

- Westdale Warriors – 2015 OFSAA Northern Bowl Championship

Dave Walters Head Coach	Mark Brown Assistant Coach	Trevor Nurmi Assistant Coach	Ben Britton Assistant Coach	Garrison Delguidice Assistant Coach
Kareem Ferreira Assistant Coach	Luke Lillcrop Assistant Coach	Ronnie Lumsden Assistant Coach		

- Bev Kukhta-Jackson - Winner of the 2015 Concours des professionnels créatifs (Creative Professional Contest)

5. Approval of the Agenda
6. Declarations of Conflict of Interest
7. Appointment to Trustee Special Committee
 - Governance Committee (seeking 1 additional committee member)

Reports from Trustee Special Committees:

8. [Policy Committee – February 10, 2016](#)
9. [Governance Committee – February 16, 2016](#)
10. [Program Committee – February 18, 2016](#)

Reports from Staff:

11. [School Year Calendar 2016-17 \(post-consultation\)](#)

12. Oral Reports

- A. Student Trustees' Report – Local Activities and Ontario Student Trustees' Association (OSTA) Report
- B. Director's Report
- C. Chair's Report

13. 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/>

COMMITTEE REPORT

Presented to: Board

Date of Meeting: February 29, 2016

From: Policy Committee

Date of Meeting: February 10, 2016

The committee held a meeting from 1:05 p.m. to 3:58 p.m. on **February 10, 2016** at 20 Education Court, Hamilton, ON, in Meeting Room 308.

Members present were: Trustees Jeff Beattie, Dawn Danko, Greg Van Geffen and Todd White.

ACTION ITEMS:**A. Use of Board Facilities**

The Committee considered the Use of Board Facilities Scoping Report. At the November Policy meeting, it was discussed to combine the Community Use of Schools Policy with the Community Planning and Facility Partnership policy. This was further discussed at the December and January Policy meetings. A draft scoping report was presented to the Committee and the following information was discussed;

- The current types of use of facilities (rentals, partnerships, share use of buildings, community use, child care);
- The expectations for cost recovery for each type of use; and
- What full cost recovery entails and how grants are allocated

Staff shared that as the policy is being developed, there is work being done to determine the standard rental rates across the Board. Although there is no standard that is required by the Ministry, staff is using a model that was developed by a provincial ad hoc committee to assist Boards in calculating the average cost for Board space based on cost recovery.

On motion of Trustee Van Geffen, the Policy Committee **RECOMMENDS that the Use of Board Facilities Scoping Report be approved**

CARRIED UNANIMOUSLY

MONITORING ITEMS:**B. Procurement Directive**

The Committee considered the Procurement Directive. Staff shared some changes that were made to the Procurement Policy Directive including:

- Increasing the dollar threshold for the manner of procurement to align with Broader Public Sector Procurement Directive;
- Adding purchasing cards in the Manner of Procurement Chart; and
- Adding change orders in the Approval Authority Chart.

Although the Procurement Policy was not due for a full policy review, Trustees had some questions with regards to the policy and asked staff to bring the policy back to the committee to consider the following:

- A guiding principle related to co-operative purchasing;
- A review of the "Compliance with Applicable Law" section to ensure it is up-to-date; and
- A review of whether there should a certain threshold for Board approval with regards to procurement.

C. Political Activity in Schools during Elections Policy

The Committee considered the Political Activity in Schools during Elections Policy. When Federal, Provincial or Municipal elections occur, the Board receives many questions about what is acceptable in the school and on Board property, as well as requests from schools to hold all-candidates meetings. A Scoping Report was presented to Trustees in May 2015 and a draft Policy came before the Committee in December 2015. Some minor changes were suggested for the final draft policy. The Committee recommended that the Political Activity in Schools during Elections Policy be approved for consultation.

D. Naming of Schools Policy

The Committee considered the changes to the Policy based on the Committee's feedback from the January meeting including updated scenarios for when and how a naming process would occur. The Committee directed staff to incorporate Naming Committee Terms of Reference as an Appendix. The Committee recommended that the Naming of Schools Policy be approved for consultation.

Respectfully submitted,
Dawn Danko, Chair of the Committee



Use of Board Facilities Scoping Report

Please Note: No Scoping Report is required for Ministry Mandated Policies or changes, unless HWDSB's Policy significantly exceeds the parameters set out by the Ministry.

PART A – RESEARCH

1) Does the proposed policy fall within the mandate of HWDSB?

Yes

2) Is the proposed policy consistent with HWDSB's Mission, Vision, Values and Strategic Directions?

Yes

3) Does a Policy Directive, Administrative Memo or Legislation already exist that addresses the intent of the proposed policy?

Yes

- *Community Use of Board Facilities (currently 2.5)*
- *Facilities Partnerships (currently 2.6)*
 - *Facilities Partnerships Directive (under 2.6)*
 - *Alcoholic Beverages on Board Premises Directive (under 2.1)*
- *Community Engagement (2.1) – currently references community use of schools report card (Ministry of Education) in the progress indicators*

4) Is this Scoping Report a result of a Policy Review?

No – Requested by policy committee when reviewing Community Planning and Facility Partnership draft policy

PART B - RECOMMENDATION

Does the proposed policy have a policy or operational focus?

Policy with operational focus to be referenced in directives

Recommendation to the Board of Trustees is to take the following action:

Revoke the following policies:

- *Community Use of Board Facilities/Properties (2.5)*
- *Facilities Partnerships (2.6)*

Create the following

- *Use of Board Facilities*
 - *Community Planning & Facility Partnership Directive (includes leases and facility partnerships)*
 - *Community Use of Schools Directive (includes rentals, reciprocal agreements, formal partnerships, other permit types)*

It is also recommend that the Alcoholic Beverages on Board Premises Directive be imbedded the within the Community Use of Schools Directive.

Rationale for Decision

Through the development of the Community Planning and Facility Partnerships policy, it was determined that, rather than having a Community Planning and Facility Partnerships policy (2.6) and a Community Use of Board Facilities Policy (2.5), there should be one policy that addresses both community use of schools and facility partnerships.

PART C – TYPES OF USE

Current types of Facility use:

Type of Use	Examples	Description
Leases		
a) Childcare Partners	Hillcrest, Ray Lewis, Saltfleet etc. 16 schools have purpose built childcare spaces Before and after school programs	Purpose build spaces leased for the provision of childcare services from 0-Junior Kindergarten aged Shared spaces for students from Kindergarten to age 12
b) Other Facility Leases	Care Treatment Corrections Programs Genealogical Society Elections Canada (office space not polling stations)	Annual lease for a room (s) within a school or vacant stand-alone facilities
c) Land Leases/Licence Agreements	City of Hamilton – Westmount, Lake Avenue, Sir Alan MacNab 6 land leases/license agreements and 31 agreements for outdoor amenities	Land leased for the purposes of construction of community and recreational facilities
Formal Partnerships	Hughson Street Baptist Church Liteway Community Church	Shared use of space after instructional day with formal agreement of expectations of both parties

Type of Use	Examples	Description
Reciprocal Agreements	City of Hamilton (Sir Winston Churchill, Lake Avenue, Cathy Wever) 7 school facilities included	Reciprocal hours of gym and field use to arena and pool use
Facility Partnerships	No partnerships to date	Ministry initiative to encourage shared facilities with community partners with strict guidelines.
Short Term Permits (Rentals)	<p>School use – sports teams, school planned evening events, international languages hours (CCE), etc...</p> <p>Community use – Community events, after school programs, recreation leagues, etc.</p> <p>Total hours of community use in 2014/15 was 413,500</p> <ul style="list-style-type: none"> • Each facility is available for approximately 1800 hours of community use of space • To accommodate 413,500 hours of use, schools are concurrently used by multiple groups in multiple spaces 	<p>Use of schools either before or after the instructional day provided to groups under the <i>following priority access</i></p> <ul style="list-style-type: none"> • HWDSB USE <ul style="list-style-type: none"> • School Use • Community & Continuing Education • Professional Development & Training <ul style="list-style-type: none"> • Focus on Youth • Not-For-Profit – Youth Serving Community Groups • Not-For-Profit – Youth Serving Sports and Recreation Service Providers • Not-For-Profit Childcare Operations • Other Not-For-Profit or Charitable Groups – local service clubs, community health associations, parent groups, seniors groups etc. • For-Profit
Other Permit Types		
a) Filming	Various schools throughout the city are used for filming (e.g. TV, documentary, motion picture, commercial)	All proceeds from filming go to HWDSB Foundation with a

		set fee returned to the school used
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Type of Use	Examples	Description
b) Field Use	Various school fields not currently covered by Reciprocal Agreement e.g. Soccer Associations	Currently, only permit fee charged. Secondary School field use under review due to secondary school field revitalization strategy (e.g. Sir Allan MacNab)
c) Parking Lots	Various school parking lots are used across the city for festivals or community groups. (e.g. Winona Peach Festival, Ryerson United Church using Adelaide Hoodless)	Currently, only charge permit fee. Use of the parking lot is at no cost.

PART D – DEVELOPMENT OF THE POLICY

Purpose

HWDSB is committed to fostering cooperative and collaborative relationships with the broader community through the use of Ministry funds and on a cost recovery basis, to maximize the use of HWDSB facilities.

Guiding Principles:

- Promote equity of opportunity and access to schools, outside of school hours, for students and the school community.
- Strengthen relationships between HWDSB, community partners and the broader community.
- Ensure that subsidies align with Ministry Funding.
- Strive to offset/reduce operating costs where possible, though the pursuit of new and/or redesigned initiatives

Intended Outcomes

- Create and sustain relationships with the broader community.
- To maximize the use of HWDSB facilities.
- Ensure that Ministry Funding for Community Use of Schools is fully utilized.
- Recovery of costs for spaces leased/licensed/rented

Terminology

- Definitions to include: Full cost recovery and Types of facility uses.

Action Required

Ensure that a set of directives are developed and regularly reviewed and updated in the following specific areas:

- Community Planning & Facility Partnership Directive (includes leases and facility partnerships)
- Community Use of Schools Directive (includes rentals, reciprocal agreements, formal partnerships, other permit types)

Progress Indicators

- Annual survey of the broader community and community partners to assess level of satisfaction with availability, cost as well as general feedback. Evaluated through the amount of hours used within facilities
- Evaluated through the utilization of allocated Ministry funds.



Procurement Directive

Directive for Policy X.X Procurement

Projected Review Date:

RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) supports a central Purchasing Department as a means of obtaining maximum value for each dollar spent consistent with the educational goals of the Board and fair business principles. The Board will, where possible, establish standards for goods and services to ensure an acceptable level of quality for the system, promote work performed by qualified tradespeople, and promote efficiencies with respect to cost and service. The Board will maintain a competitive atmosphere between suppliers, ensuring that each is treated fairly and ensure appropriate budget controls, and finance procedures for audit purposes.

The Procurement Directive addresses the Procedures that staff will implement when procuring goods and services.

TERMINOLOGY:

Broader Public Sector Procurement Directive: Applies to all designated BPS organizations as provided for under Section 12 of the *Broader Public Sector Accountability Act 2010*. The purpose of the directive is to ensure that publicly funded goods and services, including construction, consulting services, and information technology are acquired through a process that is open, fair and transparent; outlines responsibilities of BPS organizations throughout each stage of the procurement process; and ensures consistent management of procurement processes.

Emergency: defined as circumstances or situations, which may result in the shutdown of a school, have potential health or safety concerns, could result in undue financial loss, or to prevent serious delays or further damage.

PROCEDURES:

1.0 Advertising

- 1.1 All tenders and RFPs valued at over \$100,000 will be advertised electronically. Additional advertising in other media will be at the discretion of the Manager, Purchasing Services. Any advertising for tenders and RFPs below this value will be at the discretion of the Manager, Purchasing Services.

2.0 Approval Authorities

- 2.1 BPS organizations must seek the necessary approval authority for all procurement initiatives prior to commencement of any procurement initiative. Approvals for procurement initiatives are made in accordance with the organization's delegated purchasing authority levels summarized as follows:

Nature of Procurement	Approving Authority	Authorization Limit (Estimated Value of Procurement)
<i>Chart of Accounts (school/department accounts)</i>	Principal or Manager	up to \$10,000
	Superintendent	over \$10,000
<i>New School Construction</i>	Superintendent of Business and Treasurer or Director	Regardless of cost
<i>Capital Projects and all Change Orders</i>	Manager, Capital Projects	up to \$500,000
	Senior Facilities Officer	up to \$1,000,000
	Superintendent of Business and Treasurer	over \$1,000,000
<i>New School Accounts (FF&E)</i>	Principal, Opening School	up to \$10,000
	Superintendent	over \$10,000
<i>Service Agreements</i>	Principal or Manager	up to \$10,000
	Superintendent	up to \$50,000 (3 written quotes)
	Superintendent of Business and Treasurer or Director	over \$50,000 (tender process)
<i>Engagement of Consultants (refer to Admin. Memo)</i>	Principal or Manager	up to \$10,000
	Superintendent	up to \$50,000 (3 written quotes)
	Superintendent of Business and Treasurer or Director	over \$50,000 (tender process)
<i>Leases</i>	Superintendent of Business and Treasurer or Director	Regardless of cost
<i>Property Acquisitions</i>	Superintendent of Business and Treasurer or Director	Regardless of cost
<i>Capital Purchases</i>	Principal or Manager	up to \$10,000
	Superintendent	up to \$50,000 (3 written quotes)
	Superintendent of Business and Treasurer or Director	over \$50,000 (tender process)

3.0 Awarding a Contract

- 3.1 In awarding a contract, consideration will be given to the supplier's ability to perform the work.
- 3.2 Other criteria that may be considered include: past performance, references, price, operating costs, disposal costs, environmental factors, safety record, access to qualified tradespeople (either as employees or subcontractors), and other criteria, as required.
- 3.3 When locality is part of the evaluation matrix, it shall be considered to a maximum weighting as defined by the *Broader Public Sector Supply Chain Guidelines*.
- 3.4 The lowest, or any, prices will not necessarily be accepted.

- 3.5 Where the lowest tendered bid that meets the required specifications is not recommended, the Manager, Purchasing Services will notify the Superintendent of Business and Treasurer of the reason for rejection of the lowest bid.

4.0 Bidder's Recourse

- 4.1 By contacting the Board's Manager, Purchasing Services or designate, unsuccessful bidders will have an opportunity for a debriefing session.
- 4.2 This request must be received within the timeline identified per the *Broader Public Sector Supply Chain Guidelines*.
- 4.3 The debriefing will provide a bidder with a critical review of the unsuccessful proposal/tender, and of what, in the opinion of the Board, were its particular strengths and weaknesses.

5.0 Claims or Possible Claims

- 5.1 HWDSB will preclude a vendor bidding if the vendor has made a formal demand or otherwise put the Board on notice of a pending action or is involved in any actual litigation proceedings (excepting only construction lien demands, notices or proceedings) by or against or otherwise involving the Board.
- 5.2 Once approved, the Manager, Purchasing Services will oversee the tender process, subject to the request for proposal.

6.0 Consulting Services

- 6.1 Refer to Administrative Memo Procurement of Consulting Services.

7.0 Co-operative Purchasing

- 7.1 The Board may enter into co-operative purchasing agreements with other public bodies providing their purchasing policy adheres to the accepted public purchasing practices.
- 7.2 In such cases, the Board may accept pricing obtained by other public bodies and will not be required to solicit independent pricing quotations or tenders.

8.0 Disclosure of Price

- 8.1 All vendors submitting bids, and any interested persons, shall be freely admitted to any public tender opening.
- 8.2 The name of a successful bidder and the accepted price is public knowledge. Once the award is made and a purchase order issued, the Board will make every effort to make this information available.

9.0 Disposal of Surplus

- 9.1 Refer to Administrative Memo #SO-60 – Disposal of Surplus and Obsolete Assets.

10.0 Emergency Purchasing

- 10.1 The Board has the authority to obtain goods and services in the most expedient manner, regardless of the amount, in the case of emergency.
- 10.2 When an emergency situation exists, completion of “Request for Single/Sole Source Purchase” must be completed in full and submitted with relevant documentation to Purchasing Services per the *Broader Public Sector Supply Chain Guidelines*.

11.0 Monitoring Use of Qualified Tradespeople

- 11.1 Where a contract is awarded to a contractor and access to and the use of qualified tradespeople was a criterion considered by the Board in evaluating bids, the Board’s Project Supervisor will utilize reasonable efforts to ensure that qualified tradespeople are, in fact, performing work for which the Board stipulated use of qualified tradespeople was required.

12.0 Occupational Health and Safety Act

- 12.1 Suppliers and/or contractors must comply with the *Occupational Health and Safety Act* and its regulations.
- 12.2 All employees and sub-contractors will have received health and safety training appropriate to their trade and will be able to provide proof.

13.0 Petty Cash

- 13.1 Not intended to circumvent Board procedure.

14.0 Pilot Programs

- 14.1 If a department/school wishes to participate in a pilot/demonstration program to test certain products in specific Administrative environments, the following must take place:
- Standard agreement to be formalized by the originator to include terms of agreement (list of products, title risk, termination, etc.) and duly authorized by the Appropriate Superintendent.
 - All administrative pilots should incorporate (if feasible), a minimum of three vendors for comparison purposes.

15.0 Purchasing Card

- 15.1 Refer to Administrative Memo #B-3.

16.0 Records

- 16.1 The Purchasing Department will retain records as follows:

Purchase Orders	- 7 years (6 years plus current)
Tenders/Quotations	- 7 years (6 years plus current)
Vendor Files	- at Purchasing Department discretion

17.0 Registry of Suppliers

- 17.1 The Purchasing and Facilities Departments shall each maintain a registry of suppliers of materials and services required by their departments.
- 17.2 A supplier may apply at any time to be added to the registry.
- 17.3 All suppliers will be subject to the supplier application procedures of the Board prior to being included on the registry.

18.0 Request for Tender/Request for Proposal Process

- 18.1 To ensure the Board takes advantage of any potential savings from the competitive process, promotes fairness in the selection process, and helps safeguard the Board's interest, the Purchasing Department (under the direction of the Manager, Purchasing Services or designate) is responsible for the tendering process.
- 18.2 The Purchasing Department will distribute the bid document, receive bids, record bid information and forward all relevant information to the requisitioner. All tenders and proposals will remain sealed until the specified closing time.
- 18.3 All tenders/RFPs submitted must identify and comply with all specifications and be submitted within the time specified in the tender document. It is the bidder's responsibility to ensure that the tender is received before the deadline. Tenders submitted by facsimile will not be accepted. Late tenders will be returned unopened to the bidder.
- 18.4 Tenders must be legible, written in ink or typed, and must not be qualified by any statement that conflicts with the terms and conditions of the tender call. All tenders should be double-checked for accuracy and must be signed by an authorized representative. Submissions must be complete and include delivery dates and schedules as required in the terms and conditions.
- 18.5 Where practical, tenders will be opened in public by the Manager, Purchasing Services or designate, shortly after the closing time specified. If a tender is not opened in public, a summary of tender results will be made available. The lowest tender will not necessarily be accepted. The Board reserves the right to reject any or all bids submitted. The Board reserves the right to pre-qualify bidders.
- 18.6 Bidders who do not meet the mandatory bid requirements shall be disqualified. Bids that are unsigned, improperly signed, conditional, illegible or obscure shall be regarded as disqualified and the bidder shall be notified.
- 18.7 In evaluating submissions, criteria used to decide which submission will be selected from the competitive process may include price, quality, quantity, transition costs, delivery, servicing, environmental considerations, capacity of the supplier to meet requirements of procurement, experience, financial capacity of the supplier, qualifications of staff, apprenticeship opportunities, and general compliance with health and safety standards.

19.0 Requisition Process and Limits

19.1 Except as may otherwise be required, pursuant to the *Broader Public Sector Procurement Directive* and subject to obtaining necessary approval authority in accordance with section 1.1 above, the Purchasing Department shall procure goods and services in accordance with the following guidelines:

Estimated Total Dollar Value of Procurement	Manner of Procurement	Commentary
More than \$100,000.00	Tender	Where estimated total value of goods or services exceeds \$100,000.00, the Manager of Purchasing Services shall issue a Purchase Order, subject to the Purchasing Department completing a tender process. Any invoices received without issue of a Purchase Order may not be paid and considered an obligation of the requestor.
\$5,001.00 up to, and including, \$100,000.00	Three Written Quotes	Where estimated total value of goods or services is between \$5,001.00 and \$100,000.00, the Manager of Purchasing Services or designate, in consultation with the initiating Superintendent, Principal or Manager, shall obtain at least three (3) written quotes and issue a purchase order. If the authorized originator has previously acquired quotes, the quotes must be forwarded to the Purchasing Department for review and approval prior to the issuance of a Purchase Order. Any invoices received without issue of a Purchase Order may not be paid and considered an obligation of the requestor.
\$1,001.00 and up to (and including) \$5,000.00	Three Verbal Quotes	Where estimated total value of goods or services is between \$1,001.00 and \$5,000.00 (providing the item is a non-tendered product or service), three verbal quotes should be obtained and kept on file (for future reference if required), and a purchase order will be issued by the Purchasing Department after receipt of a requisition from the authorized originator. All capital purchases over \$1,001.00 (equipment, furniture, A/V equipment, computers, etc.), must be purchased with the issuance of a purchase order. This is due to the Ministry's reporting requirement of Tangible Capital Asset Acquisition. Any invoices received without issue of a Purchase Order may not be paid and considered an obligation of the requestor.

Estimated Total Dollar Value of Procurement	Manner of Procurement	Commentary
\$351.00 and up to (and including) \$1,000.00	Discretionary: Purchase Requisition, Purchasing Card	Where estimated total value of goods or services is between \$351.00 and \$1000.00, (providing the item is a non-tendered product or service), it will remain at the discretion of the authorized originator and a purchase requisition may be issued. Requisitions for tendered products or services that exceed \$1,000.00 may be exempt from the issue of a Purchase Order. If the Requisitioning Process and Limits are circumvented, Purchasing reserves the right to refuse the invoice from the supplier or return received invoice to the requisitioner for correct processing through the Financial Information System.
Zero (\$0) and up to (and including) \$350.00	Discretionary: Purchasing Card, Petty Cash	Where it is estimated that goods and services will cost (in total value) up to \$350.00, it should be processed directly through petty cash, following the petty cash procedure or using a purchase card. A purchase order will not be issued.

20.0 School Generated Funds

20.1 Refer to Administrative Memo #B-2.

21.0 Single Source

21.1 Single and sole sourcing shall be used in narrowly defined circumstances, as identified in the *Broader Public Sector Supply Chain Guidelines*.

21.2 Completion of "Request for Single/Sole Source Purchase" must be completed in full and submitted with relevant documentation to Purchasing Services per the *Broader Public Sector Supply Chain Guidelines*.

22.0 Specifications

22.1 Specifications for required goods and services must be brief but detailed and include all necessary information to correctly identify the product required, or to describe the function or service required. As much detail as possible must be submitted by the department requesting the item. It is desirable that specifications be close to standard products to avoid paying a premium for a special item.

22.2 Unless requesting a brand name without exception, two or more acceptable brand names, if possible, should be detailed. Any alternates submitted on a tender/proposal/quote must be adequately appraised to be certain that they are the equivalent to the brands specified.

22.3 Standard specifications are available from various industry and user sources. In the final analysis, it is the responsibility of the user to provide the Purchasing Department with sufficient detail for the preparation of the specifications.

22.4 The Purchasing Department reserves the right to issue an order to the supplier of their choice, provided any detailed specifications are honoured.

23.0 Workplace Hazardous Materials Information System (W.H.M.I.S.)

23.1 In accordance with the Workplace Hazardous Materials Information Systems' requirements, suppliers must submit current Material Safety Data Sheets (MSDS) for all "controlled" products.

23.2 "Controlled" products must bear an appropriate W.H.M.I.S. label on each container. Refer to WHMIS regulations for specific wording and requirements.

24.0 Workplace Safety and Insurance Board (WSIB)

24.1 Suppliers and/or contractors shall comply and shall ensure that they and all sub-contractors (where applicable) are in compliance with the *Workplace Safety and Insurance Board Act* requirements.

24.2 Contractors shall be held responsible for any sub-contractors where such are permissible by the Board. Refer to WSIB Policy and Procedure for specific wording and requirements.

25.0 Accessibility for Ontarians with Disabilities Act ("AODA")

25.1 In accordance with Section 5 of the AODA, *Integrated Accessibility Standards Regulation* ("IASR"), the Board is committed to incorporating accessibility criteria or features when procuring or acquiring goods, services or facilities, except where it is not practicable to do so and all procurement activities of the Board shall be conducted in compliance with this section.

25.2 Where applicable, procurement documents will specify the desired accessibility criteria to be met and provide guidelines for the evaluation of proposals in respect of the appropriate criteria.

25.3 Where it is impractical for the Board to incorporate accessibility criteria or features when procuring or acquiring specific goods, services or facilities, a written explanation shall be prepared and retained on file containing reasonable details regarding the impracticality. The written explanation shall be made available, upon request in accordance with the IASR.

25.4 To determine barriers (if any), a product, service or facility might present for people with different types of disabilities, the following principles of accessibility should be considered:

- Accessible: Can a person with a disability use the good, service or facility at all?
- Equitable: Can someone with a disability use the good, service or facility as quickly and easily as a person without a disability?

- Adaptable: Can a user configure the good, service or facility to meet their specific needs and preferences and will it work with common assistive technologies?

25.5 The following are some accessibility criteria to consider when procuring different types of goods or services, in addition to other relevant criteria that may apply in the circumstances:

Types of Purchases	Criteria to Consider
Goods	<ul style="list-style-type: none"> • Can the item(s) be used by an individual: <ul style="list-style-type: none"> ○ in a seated position; ○ using one hand, with limited upper body strength, or limited fine motor skills; ○ with vision loss or low vision; or ○ with hearing loss? • Does the product meet ergonomic standards and can it be customized to meet a variety of needs? • Are support materials, such as manuals, training or service calls, available in accessible formats at no additional charge?
Services	<ul style="list-style-type: none"> • Does the firm provide accessible customer service, as required under the Customer Services Standard? • Can the service provider accommodate the needs of people of all abilities? For example, if you are hiring someone to conduct research, do their surveys and interviews accommodate people with different types of disabilities? • Will the company use accessible signage, audio and/or print materials? For example, if you are hiring an event coordinator, will they use high contrast signage for the event?
Facilities	<ul style="list-style-type: none"> • Can someone using a mobility aid, like a wheelchair or walker, get around the facility? • Are signs placed at an accessible height? • Does the facility have emergency procedures to assist people with disabilities?

25.6 Suppliers must be capable to recommend and deliver, as appropriate for each deliverable, accessible and inclusive goods, services and facilities consistent with the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and its regulations in order to achieve accessibility for Ontarians with disabilities. Suppliers will be required to comply with the Board's accessibility standards, policies, practices and procedures, which may be in effect during the term of their agreement and which apply to the deliverables to be provided by the supplier.

COMMITTEE REPORT

Presented to: Board

Date of Meeting: February 29, 2016

From: Governance Committee

Date of Meeting: February 16, 2016

The committee held a meeting from 1:13 p.m. to 3:25 p.m. on February 16, 2016 at 20 Education Court, Hamilton, ON, in Meeting Room 308, with Trustee Todd White presiding.

Members present were: Trustees Jeff Beattie, Penny Deathe, Alex Johnstone and Todd White. Regrets were received from Trustee Wes Hicks.

ACTION ITEMS:**I. HWDSB Strategic Directions**

The committee considered and reviewed the HWDSB Strategic Directions report with Consultant Wayne Joudrie (via Skype).

There was agreement to go through and approve the Mission, Commitment and Priorities of the Strategic Plan separately.

Mission Statement

On the motion of Trustee Beattie, the Governance Committee **RECOMMENDS** that the Mission statement **“Our students thrive through the power of learning”** be approved.

Amendment:

On the motion of Trustee Deathe, the Governance Committee **RECOMMENDS** that the Mission statement **“Our students thrive through the power of learning and supportive relationships”** be approved.

The amendment was **LOST** on the following division of votes:

In favour (2) Trustees Johnstone and Deathe.
Opposed (2) Trustees Beattie and White.

The original motion was **LOST** on the following division of votes:

In favour (2) Trustees Beattie and White.
Opposed (2) Trustees Johnstone and Deathe.

As there was no consensus reached, the Chair noted that it will be up to the Board to consider and decide on the appropriate HWDSB Mission statement.

Commitment Statement

There was agreement by committee members to change the word “achievement” to “learning”.

On the motion of Trustee Beattie, the Governance Committee **RECOMMENDS** that the Commitment statement **“We are committed to learning, equity, engagement and innovation”** be approved.

CARRIED UNANIMOUSLY.

Priorities

The committee reviewed each of the five proposed Priorities, suggesting some revisions in terms of the wording. It was also noted that the priorities are listed in an unranked order and there is no intention to rank these statements in any order of importance.

On the motion of Trustee Johnstone, the Governance Committee **RECOMMENDS** that the following five **Priorities be approved:**

Student Learning and Achievement - We will improve student learning and achievement through effective instructional strategies.

Positive Culture and Well-Being - We will build student and staff well-being through positive climate strategies.

Effective Communication - We will improve our communication through comprehensive strategies.

School Renewal – We will optimize opportunities to invest in improved school facilities.

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

CARRIED UNANIMOUSLY.

On the motion of Trustee Beattie, the Governance Committee **RECOMMENDS** that the **Strategic Directions Plan be fully implemented in September 2016 and remain in effect for a minimum of four years.**

CARRIED UNANIMOUSLY.

There was some discussion about the implementation of the HWDSB Strategic Plan and its being a multi-year plan. Wayne Joudrie shared the next phase - “Launch” plans. They include completing a tagline contest with our students through Student Senate, developing the Annual Operating Plans to achieve the Board’s Priorities and a marketing/promotional campaign managed through a third party professional service.

The original report presented to Governance is attached for reference to this committee report.

Respectfully submitted,
Todd White, Chair of the Committee



EXECUTIVE REPORT TO GOVERNANCE COMMITTEE

TO: GOVERNANCE COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: February 16 2016

PREPARED BY: Wayne Joudrie,
Joudrie Consulting Inc.

RE: HWDSB Strategic Directions

Action **Monitoring**

Recommended Action:

That the Strategic Plan (including Mission, Commitment and Priorities) be approved.

Proposed Mission/Commitment/Priorities:

After full consideration of all of this input from respondents the following options were considered.

Part 1: Mission Options:

1. Our students thrive through the power of learning
2. We use the power of learning to unlock the potential of every student so that they thrive.
3. Every student thrives through the power of learning

Preferred Option:

“Our students thrive through the power of learning”

Part 2: Commitment Options:

1. We are committed to achievement, equity, engagement and innovation.
2. Students, parents, staff and community will recognize our commitment to the principles of achievement, equity, engagement and innovation.
3. Our commitment to achievement, equity, engagement and innovation will be evident to students, parent, staff and community.

Preferred Option:

“We are committed to achievement, equity, engagement and innovation.”

Part 3: Priorities:

Preferred Option:

Student Learning and Achievement - We will improve our student achievement through effective instructional strategies

Positive Culture and Well-being - We will build our student and staff well-being through positive climate strategies

Effective Communication - We will improve the effectiveness of HWDSB through comprehensive communication strategies

School Renewal - We will optimize our opportunities to invest in improved school facilities for our students

Partnerships - We will strengthen our collaboration with new and existing community partners in support of our Mission

On Dec 15th HWDSB approved a draft Strategic Plan for public consultation.

Consultation occurred during the full month of January 2016. Key stakeholders included:

- Student Senate
- Parent Involvement Committee (PIC)
- First Nation, Métis, and Inuit Committee
- Special Education Advisory Committee
- Union Leaders
- System Leaders
- School Councils

The following is a summary table of the consultation approaches and response rates:

Consultation Approach	Number of Responses					Total
	Parent Input	Student Input	Staff Input	Community Input	Other or Unclear	
Web Survey	437	108	534	42	17	1138
Phone Survey	2943					2943
Focus Groups	14	63	216			293
Twitter Surveys					111	111
Total	3394	171	750	42	128	4485

Ratings:

The respondents were asked to provide ratings and comments/suggestions that would “help make the Strategic Plan better”. The rating scale includes “A” (Strongly Agree), “B” (Agree), “C” (Neutral), “D” (Disagree) and “F” (Strongly Disagree). The Key Themes/Ideas are not ranked by frequency. They represent the major themes and ideas that respondents offered in an effort to “Make the plan better.”

The following is a summary of rating, key consistent messages and interesting ideas that have helped to inform the final recommended draft:

PART 1: Draft Mission (Why?):

“We use the power of learning to unlock the potential of every student so that they thrive in our communities.”

Mission Rating					
Consultation Approach	“A”	“B”	“C”	“D”	“F”
Web Survey	19%	50%	23%	5%	3%
Phone Survey	50%	34%	12%	3%	1%
Focus Groups	8%	52%	36%	4%	0%
Twitter Surveys	Accept	Edit			
	39%	61%			

Key Themes/Ideas:

- Unlock and power have negative connotations
- Use community vs. communities
- All vs. every student (or our students)
- Shorter Mission would be better
- Like the concept of thriving
- Aim for life with purpose
- Start with a “student first” focus
- Citizenship missing?
- “This is a waste of time”
- “Learn, Grow, Thrive” or “Learn, Grow, Achieve”
- Global community vs our communities
- Too narrow/too specific to serve as Mission
- Thrive should include life, work and as a citizen
- Use Learning instead of student achievement
- Mission is too passive...Needs to be more inspiring, memorable

PART 2: Draft Commitment (How?):

“We are committed to our students, staff, parents and community. We are guided by the principles of achievement, equity, engagement and innovation.”

Commitment Rating

Consultation Approach	“A”	“B”	“C”	“D”	“F”
Web Survey	7%	54%	27%	6%	5%
Phone Survey	71%	21%	5%	2%	1%
Focus Groups	15%	50%	30%	5%	0%
Twitter Surveys	Accept	Edit			
	32%	68%			

Key Themes/Ideas:

- Include caring
- Eliminate this whole section
- Equity is critical
- What about follow through? Hollow words!
- Include respect
- Include environment
- What are you committed to?
- Combine Principles with Commitments
- Use Caregiver vs. Parent
- Innovation is not a reality
- Board’s commitment is to do things “on the cheap”
- Who writes this stuff?
- Include collaboration
- Include transparency/honesty
- Should be committed to principles (and not guided by them)
- Innovation must be purposeful vs innovation for innovation’s sake
- Are these not values vs. commitments?
- Start with the principles as the “how” followed by the “who”
- Needs to be more action oriented
- Equity and Achievement are supported by engagement and innovation?

PART 3: Draft Priorities (What?):

Learning and Student Achievement - We will improve our student achievement through effective program strategies

Positive Culture and Well-being - We will build our student and staff well-being through positive climate strategies

Effective Communication - We will improve the effectiveness of HWDSB through comprehensive communication strategies

Partnerships - We will strengthen the relationships with new and existing community partners in support of our Mission

School Renewal - We will maximize our opportunities to invest in improved school facilities for our students

Priorities Rating

Consultation Approach	“A”	“B”	“C”	“D”	“F”
Web Survey	7%	63%	20%	4%	5%
Phone Survey	58%	29%	8%	4%	1%
Focus Groups	15%	45%	25%	5%	10%

Rankings:

The respondents were asked to provide rankings for the 5 draft priorities (and any others that they feel should be added). The ranking of priorities based upon this input is shown below.

Priorities Ranking

Ranking	1st	2nd	3rd	4th	5th
Twitter	Culture and Wellbeing	Learning and S. A.	School Renewal	Effective Comm's	Partner-ships
Web Survey	Learning and S. A.	Culture and Wellbeing	Effective Comm'ns	School Renewal	Partner-ships
Phone Survey	Learning and S. A.	Culture and Wellbeing	School Renewal	Effective Comm'ns	Partner-ships

Key Themes/Ideas:

- All priorities are equal...Yes!
- Culture should be first
- Learning should be first
- Remove Student Achievement from Learning
- Need to set realistic, measurable goals
- Change program strategies to instructional strategies
- Need more teachers and educational assistants in the class
- Reduce board staff and focus on classroom supports
- What about transportation?
- What about environment?
- Need stability in the learning environment
- School renewal not just school closures
- Mental Health support?—Part of well-being?
- Consider Maslow's hierarchy- safety, affiliation, success.
- What about technology?
- What about TLE as a good foundation?
- Need a culture of positive, supportive leadership
- How will these priorities be measured and reported?
- Optimize opportunities vs maximize related to school renewal
- Use collaboration vs. partnership?
- Priorities should be student focused
- Trust the judgment of professionals working with students
- Can Priorities be connected to Commitments?
- Priorities are non-linear (perhaps a 5 circle graphic?)
- Priorities vs. Pillars?
- Shared leadership is key
- Too much change---Let's stabilize first.

Appreciation: Special Thanks to Dana Liebermann (E-BEST), Jackie Penman (Corporate Communications) and Mark Miller (Synrevoice) for their support and implementation of the surveys and consultation resources.

COMMITTEE REPORT

Presented to: Board

Date of Meetings: February 29, 2016

From: Program Committee

Date of Meeting: February 18, 2016

The committee held a meeting from 5:36 p.m. to 8:15 p.m. on February 16, 2016 at 20 Education Court, Hamilton, ON, in Meeting Room 308 with Alex Johnstone presiding.

Members present were: Trustees Penny Deathe, Alex Johnstone and Larry Pattison (via conference call). Regrets were received from Trustees Kathy Archer and Christine Bingham.

MONITORING ITEMS:**A. Student Engagement Report**

Staff presented the report, noting that student engagement is a necessary condition for learning and achievement. We are creating a system of inclusion that responds to individual student needs (social-emotional, academic and intellectual) and helps form a foundation for a welcoming and supportive education system. The following is a summary of all four sections of the report:

Section A - Student well – being is part of the school improvement process and academic, intellectual and social engagement are monitored as part of the cycle of continuous improvement K – 12

Section B - Strategies to encourage credit accumulation and increase graduation diploma completion and to reach out to potential early leavers

Section C - Schools will participate in school and system events to gather student engagement and student voice data.

Section D - Schools will be supported to build capacity of staff and students in developing strategies to gather student voice and engagement.

“Celebrations” around student engagement were highlighted as follows:

- Value student voice and relationships (TLE)
- HWDSB Student Voice Toolkit
- “Together We Create Change”
- Classroom and School Voice Forums
- Secondary Option Sheets

The following were key points of the discussion:

- Continuing staff training and providing this in smaller venues with varied topics to ensure that resources and support reach school level across the system.
- An in-depth analysis of data on early leavers should be a priority, in conjunction with information from the Ministry of Education and collaboration with school administration. A pilot on five secondary schools relating to early leavers was conducted in August 2015. The next step would be a commitment to know who the students are and collaboration with school administration and staff in providing proactive support for these students. It was noted further that a report on early leavers will be forthcoming as part of the Student Achievement report in November 2016.
- Teachers are being encouraged to actively be involved in the student voice kits and share their experiences with these tools. School administrators are asked to look at personal student inventory as an engagement indicator and accommodating student preferences in terms of program choices.
- Student engagement initiatives (TLE and PD workshops) also include Section 23 students although this program is under a separate Ministry and considerable discussions and communication have been taking place.
- Student engagement also looks into enhancing HWDSB’s Alternative Education within composite schools.
- Staff took as advisement to ensure both students and parents are aware of all system programs offered by HWDSB.
- Caring Adult was defined as an individual in any capacity who looks for the well-being of students. A caring adult may or may not be the classroom teacher and almost like a mentor who can assist students in many areas.
- Staff agreed to look into the Big Brother and Big Sister community programs and how these programs compare with HWDSB’s system programs. This information will be brought to the next meeting.
- Staff will bring an update regarding student engagement around the architectural plans for the new North Secondary School, including benchmarks and other opportunities.

On the motion of Trustee Deathe, the Program Committee **RECOMMENDS** that the **2016-17 Action Plan from the Student Engagement Report** be referred to Student Senate for input and any additional feedback be brought back to a future Program Committee meeting.

CARRIED UNANIMOUSLY.

B. Secondary Program Strategy Specialized and SHSM Programs (Tier 3) Placement and Enrolment

Staff presented the report, emphasizing that these programs' placement and results in terms of enrolment met the requirement of the current HWDSB Secondary Program Strategy approved by the Board in April 2013.

The following key points were noted during the discussion:

- Staff's commitment is to first implement the secondary school strategy then look at specialized programs in other and/or different areas.
- No data available at this time in terms of whether students are drawn within catchment or cluster. This information will be brought back to Program Committee when available.
- Implementation of specialized programs across the district and providing some flexibility and access for all students is part of the Board's vision around equity. At this time, this is driven by staff interest and competition among schools. Transportation is also a key factor to consider.
- Expansion of the SHSM programs differ in some schools who offer these, particularly in terms of facility, enrolment and having community partners involved with the programming.
- The EXYTE and Building Careers programs with off-site locations are under review relative to the best option and the need for sector partners for these programs. An update will be brought back to the Program Committee.
- Staff will investigate storefront concepts for off-site programs (e.g., EXYTE) at the new North Secondary School.
- The key data provided in Appendix A (HWDSB Specialized [Tier 3] Programs and Specialist High Skills Major Programs Placements) were:
 - Current school enrolment (October 31, 2015 count)
 - Anticipated school enrolment with full implementation
 - School utilization with full implementation
- Staff will bring back a revised Appendix B - IB Student Distributions (October 2015 Student Data) colored map to the Program Committee.

C. Update on Transitions

- **Post-Transition Committee meetings** planned for both the Central Mountain (March 9) and East Hamilton (March 1); Student voice forums planned, as well.
- **New North Transition Committee** meeting is scheduled for March 2, 4:00 pm – 6:00 pm at Delta Secondary School.
- Auditions have completed for **Audition-based Performing Arts Program** at Glendale Secondary School for the 2016-2017 school year: 50 talented students from across the HWDSB will participate in the program next school year (September 2016).
- Secondary Schools hosted a **Grade 9 Option Sheet Night** in January.
- **Sherwood** is prepared to welcome next cohort of **French Immersion** students as the program grows to Grade 10 (Year 2). The anticipated Grade 9 enrolment for September is X. The total enrolled in the program should be X.
- Applications submitted for **6 new Specialist High Skills Major** programs (as per the Secondary Program Strategy).
- Implementation/offered **Grade 10 enriched programming (Math and English)** in all secondary schools (as of this month).

Respectfully submitted,
Alex Johnstone, Chair of the Committee



EXECUTIVE REPORT TO BOARD

TO: BOARD

FROM: Manny Figueiredo, Director of Education

DATE: February 29, 2016

PREPARED BY: Jeff Gillies, Superintendent of Student Achievement

RE: 2016-17 School Year Calendars

Action Monitoring

Recommended Action:

That the 2016-17 School Year Calendars be approved for submission to the Ministry of Education.

Rationale/Benefits:

The 2016-17 School Year Calendars (Elementary and Secondary) have been prepared in consultation with the School Year Calendar Advisory Committee and endorsed by Executive Council.

The calendars comply with *Regulation 304, School Year Calendars and Professional Activity Days*.

The Ministry of Education requires that school boards submit approved school year calendars for the subsequent year by May 1. As per the requirements of O. Reg 304, the deadline for submission of modified school calendars is March 1.

As directed by the Board, a 30-Day Public Consultation was undertaken between January 27 and February 25, 2016.

Background:

Regulation 304, School Year Calendar, Professional Activity Days sets the requirements for preparation and submission of school year calendars to the ministry. This includes a minimum of 194 school days between September 1 and June 30; up to 10 days designated as examination days; a minimum of 2 and up to 7 days designated as Professional Activity Days; and specified school holidays.

School boards are required to submit approved “modified” calendars to the Ministry by March 1.

Development of the 2016-17 school year calendar has been undertaken in consultation with the School Year Calendar Advisory Committee that consists of members representing: Elementary and Secondary Principals (HWPC); Elementary and Secondary Teachers (HWETL; OSSTF); Parents (Home & School; PIC); Educational Assistants (COPE), Early Childhood Educators (HWDECEL) and School Office Assistants (OCTU).

As directed by the Board (Resolution #15-35) a 30-Day Public Consultation was undertaken. The Draft 2016-17 School Year Calendars along with an overview/rationale of proposed PA Day topics were posted on the HWDSB website from January 27 to February 25 for public feedback. Results of the consultation were analysed by E-Best (Summary, Appendix - 2). The overwhelming majority of responses received agreed with the proposed dates and PA Day topics for both the elementary and secondary calendars.

In accordance with the regulation, consultation also took place with other school boards: Hamilton-Wentworth Catholic DSB, Halton DSB, DSB of Niagara and Grand Erie DSB.

Executive Council supports the school year calendars (Appendix - 1) that include:

Elementary

Start date for Students: Tuesday September 6, 2016

End date for Students: Thursday June 29, 2017

Professional Activity Days: 7

September 23, November 4, December 2, January 27, March 3, June 9, June 30

Secondary – Semester 1

Start date for Students: Tuesday September 6, 2016

End date for Students: Wednesday January 25, 2017

Examination Days: (5) Thursday January 26 to Wednesday February 1

Professional Activity Days: 4

September 23, November 4, December 2, February 2

Secondary – Semester 2

Start date for Students: Friday February 3, 2017

End date for Students: Wednesday June 21, 2017

Examination Days: (5) Thursday June 22 to Wednesday June 28

Professional Activity Days: 3

March 3, June 29, June 30

Professional Activity Days

	ELEMENTARY	Focus		SECONDARY	Focus
XC	September 23	Continuous Learning and Improvement Health & Safety Training	XC	September 23	Continuous Learning and Improvement Health & Safety Training
XC	November 4	Ministry Priorities	XC	November 4	Ministry Priorities
XC	December 2	Ministry Priorities	XC	December 2	Ministry Priorities
C	January 27	Assessment & Reporting		February 2	Transition/Promotion
XC	March 3	Continuous Learning and Improvement	XC	March 3	Continuous Learning and Improvement
C	June 9	Assessment & Reporting	C	June 29	Transition/Promotion
X	June 30	Continuous Learning and Improvement & Transitions	X	June 30	Continuous Learning and Improvement & Transitions

C=HWCDSD PA Day

X=Joint elementary and secondary PA Day

Board-wide Professional Activity Days (September 23, March 3, and June 30) will focus on school-level continuous learning and improvement work aligned with the Annual Operating Plan and flowing from the HWDSB Strategic Directions. Staff will be engaged in a system-wide process to occur at the beginning, middle and end of the school year to review, reflect and refine plans on student achievement and well-being.

School Holidays (September 1 to June 30)

September 1, 2, Labour Day (September 5); Thanksgiving (October 10); Family Day (February 20); Good Friday (April 14); Easter Monday (April 17); Victoria Day (May 22)

“Modified” Winter School Holiday Break - December 26, 2016 to January 6, 2017

March School Holiday Break - March 13, 2017 to March 17, 2017



2016-2017 SCHOOL YEAR CALENDAR ELEMENTARY

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September				1 B	2 B	5 H	6 First	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
October	3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
November		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
December				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 H	27 B	28 B	29 B	30 B
January	2 H	3 B	4 B	5 B	6 B	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
February			1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28			
March			1	2	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April	3	4	5	6	7	10	11	12	13	14 H	17 H	18	19	20	21	24	25	26	27	28					
May	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29 Last	30
July	3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				

P - PROFESSIONAL ACTIVITY DAY
 FD - FIRST DAY FOR STUDENTS

B - SCHOOL HOLIDAY*
 LD - LAST DAY FOR STUDENTS

H - STATUTORY HOLIDAY
 System PA Day



2016-2017 SCHOOL YEAR CALENDAR SECONDARY

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September				1 B	2 B	5 H	6 First	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
October	3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
November		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
December				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26 H	27 B	28 B	29 B	30 B
January	2 H	3 B	4 B	5 B	6 B	9	10	11	12	13	16	17	18	19	20	23	24	25	26 E	27 E	30 E	31 E			
February			1 E	2	3 First	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28			
March			1	2	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April	3	4	5	6	7	10	11	12	13	14 H	17 H	18	19	20	21	24	25	26	27	28					
May	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22 E	23 E	26 E	27 E	28 E	29	30
July	3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				

P - PROFESSIONAL ACTIVITY DAY
 B - SCHOOL HOLIDAY
 H - STATUTORY HOLIDAY
 E - EXAMINATION DAY
 FD - FIRST DAY FOR STUDENTS
 LD - LAST DAY OF INSTRUCTION FOR STUDENTS
 System PA Day

Summary of Consultation Findings

A. Purpose of Consultation

Every year, school boards across Ontario must submit school year calendars to the Ministry of Education. According to Regulation 304, school boards must develop a school year calendar for elementary and secondary schools that includes 194 school days (including six Professional Activity Days) between September 1 and June 30 with up to 10 days designated as examination days for secondary schools.

The Hamilton-Wentworth District School Board (HWDSB) asked members of the public to comment on the Draft 2016-2017 School Year Elementary and Secondary Calendars through the completion of an online survey, and/or by mailing or emailing written correspondence to HWDSB.

B. Respondent Characteristics

The online survey ran from January 27th to February 25th, 2016 and garnered a total of **2,424** responses (2,414 submitted via the online survey and 10 submitted through the mail). The majority of the responses came from parents/guardians (N=1,721, 71%), 25% (N=617) from HWDSB staff members, 3% (N=64) from HWDSB students, and 1% (N=22) from community groups/members.

76% (N=1,853) of responses were received from respondents who indicated they had children attending an HWDSB school, and 18% (N=441) of responses were from respondents who indicated they did not have children in an HWDSB school. Of the responses received from stakeholders with children attending an HWDSB school, 65% (N=1,209) of responses were received from parents/guardians of elementary students, 16% (N=290) from parents/guardians of secondary students while 19% (N=346) from parents/guardians with both secondary and elementary students.

C. Limitations of the Consultation

Several limitations of the consultation are noteworthy. First, it is unknown whether the consultation respondents are representative of HWDSB and the Hamilton community. Therefore it is unclear whether the responses summarized accurately reflect the opinions of members of the Hamilton and HWDSB communities. Second, the total number of responses should not be equated with total number of unique respondents as it is possible that the same person may have submitted the survey multiple times. It is therefore recommended that the results summarized herein are interpreted within the bounds of these limitations.

D. Summary of Findings

Members of the public were invited to provide feedback on each of the significant key dates of the elementary and secondary calendar. Following is a summary of the feedback received across each significant date.

Summary of Consultation Findings

E. Summary

➤ Respondents were asked to indicate agreement/ disagreement with each of the significant key dates for the DRAFT Elementary and Secondary School Year Calendar.

Elementary Dates	Agree	Disagree	N
Start date for students: September 6, 2016	99.1%	0.9%	2,004
End date for students: June 29, 2017	92.2%	7.8%	1,997
PA Day 1: Continuous Learning and Improvement and Health & Safety Training: September 23, 2016	87.3%	12.7%	1,949
PA Day 2: Ministry Directed Education Priorities: November 4, 2016	93.9%	6.1%	1,943
PA Day 3: Ministry Directed Education Priorities: December 2, 2016	89.4%	10.6%	1,941
PA Day 4: Assessment, Evaluation & Reporting: January 27, 2017	94.2%	5.8%	1,951
PA Day 5: Continuous Learning and Improvement: March 3, 2017	85.6%	14.4%	1,950
PA Day 6: Assessment, Evaluation & Reporting: June 9, 2017	91.7%	8.3%	1,946
PA Day 7: Continuous Learning and Improvement; Transitions: June 30, 2017	93.7%	6.3%	1,943
Secondary Dates Semester 1	Agree	Disagree	N
Start date for students: September 6, 2016	99.2%	0.8%	1,118
End date for students: January 25, 2017	96.5%	3.5%	1,086
Examinations: January 26 to February 1, 2017	95.2%	4.8%	1,066
PA Day 1: Continuous Learning and Improvement and Health & Safety Training: September 23, 2016	88.4%	11.6%	1,077
PA Day 2: Ministry Directed Education Priorities: November 4, 2016	93.7%	6.3%	1,070
PA Day 3: Ministry Directed Education Priorities: December 2, 2016	89.5%	10.5%	1,068
PA Day 4: Student Transitions and Promotions: February 2, 2017	94.8%	5.2%	1,068
Secondary Dates Semester 2	Agree	Disagree	N
Start date for students: February 3, 2017	94.2%	5.8%	1,001
End date for students: June 21, 2017	96.0%	4.0%	1,002
Examinations: June 22-28, 2017	95.4%	4.6%	992
PA Day 5: Continuous Learning and Improvement: March 3, 2017	88.2%	11.8%	990
PA Day 6: Student Transitions and Promotions: June 29, 2017	94.6%	5.4%	995
PA Day 7: Continuous Learning and Improvement; Transitions: June 30, 2017	94.5%	5.5%	988

Continued

Summary of Consultation Findings

Respondents were asked to enter comments about the key dates for the DRAFT Elementary and Secondary School Year Calendar. Only comments that were provided 15 or more times are included below.

ELEMENTARY DATES

Start Date: September 6, 2016

- No comments from 15 or more respondents

End Date: June 29, 2017

- End date for the school year is too late (n=67)

PA Day 1: Continuous Learning and Improvement and Health & Safety Training: September 23, 2016

- PA Day is too early in the school year (n=116)
- PA Day should be scheduled during the summer months (n=15)
- Move the PA Day to Thanksgiving weekend (n=15)

PA Day 2: Ministry Directed Education Priorities: November 4, 2016

- No comments from 15 or more respondents

PA Day 3: Ministry Directed Education Priorities: December 2, 2016

- Reschedule PA Day as it is too close to holiday break (n=46)
- Concern and questioning whether PA Day is for parent-teacher interviews (n=17)

PA Day 4: Assessment, Evaluation & Reporting: January 27, 2017

- Reschedule PA Day as it is too close to holiday break (n=34)

PA Day 5: Continuous Learning and Improvement: March 3, 2017

- PA Day is scheduled too close to March Break (n=104)
- Reschedule PA Day so that it is an extra day for March Break (n=53)
- Reschedule PA Day to a date in April (n=22)

PA Day 6: Assessment, Evaluation & Reporting: June 9, 2017

- Question whether a PA Day is needed so late in the school year (n=30)

PA Day 7: Continuous Learning and Improvement; Transitions: June 30, 2017

- Question whether it is beneficial to schedule a PA Day on the last day of school (n=16)

SECONDARY DATES

Semester 1 Start Date: September 6, 2016

- No comments from 15 or more respondents

Semester 1 End Date: January 25, 2017

- No comments from 15 or more respondents

Semester 1 Examinations: January 26-February 1, 2017

- Exams should be scheduled during the same calendar week (n=17)

Summary of Consultation Findings

PA Day 1: Continuous Learning and Improvement and Health & Safety Training: September 23, 2016

- PA Day is scheduled too early in the school year (n=48)

PA Day 2: Ministry Directed Education Priorities: November 4, 2016

- No comments from 15 or more respondents

PA Day 3: Ministry Directed Education Priorities: December 2, 2016

- PA Day is not necessary with holiday break in the same month (n=19)

PA Day 4: Student Transitions and Promotions: February 2, 2017

- No comments from 15 or more respondents

Semester 2 Start Date: February 3, 2017

- Start semester 2 on a Monday (n=20)

Semester 2 End Date: June 21, 2017

- No comments from 15 or more respondents

Semester 2 Examinations: June 22-28, 2017

- Exams are scheduled too late in the year. The exam period should be earlier (n=25)

PA Day 5: Continuous Learning and Improvement: March 3, 2017

- Move PA Day to the Friday before March Break (n=30)
- Not necessary to have a PA Day in March with March Break in the same month (n=26)

PA Day 6: Student Transitions and Promotions: June 29, 2017

- No comments from 15 or more respondents

PA Day 7: Continuous Learning and Improvement; Transitions: June 30, 2017

- No comments from 15 or more respondents

Respondents were asked to provide any additional comments about the DRAFT School Year Calendar. Only comments that were provided 15 or more times are included below.

Disagree with holiday break from December 23, 2016 to January 9, 2017 (n=189)

Agree with holiday break from December 23, 2016 to January 9, 2017 (n=175)

Spread PA Days out throughout the year (n=43)

Would like a vote on the timing of the holiday break (n=42)

Consider scheduling PA Days in connection with holiday weekends and breaks (n=33)

There is too much time away from school (n=25)

Overall the calendar looks good (n=23)

Thank you for asking for feedback (n=15)

Include dates for March Break in the consultation (n=15)