

### AGENDA: 6:00 pm

1. Call to Order
2. O Canada
3. Profiling Excellence:

#### Students:

- Alec Purnell – Dundas Valley – OFSAA Gold Medal – 800 meter Jr. Boys
- Owain Thomas – Adelaide Hoodless – OFHSA Nominee Citizenship Award
- Naomi Martin – Adelaide Hoodless – OFHSA Nominee Citizenship Award
- Abigail Martin – Adelaide Hoodless – OFHSA Nominee Citizenship Award

#### Staff:

- Mike Smith, Coach – Dundas Valley – OFSAA Coach Medal Summary – 4 Gold, 1 Silver, 1 Bronze
- Maria Marino – Adelaide Hoodless – 2016 OFHSA Educator
- Jaclyn Brown – Dalewood – Participating in the Teachers Institute on Canadian Parliamentary Democracy

4. Approval of the Agenda
5. Declarations of Conflict of Interest
6. Appointment to Mandated Committees – 1 membership spot open until November 30, 2016
  - A. Supervised Alternative Learning Committee (SAL)
  - B. Special Education Advisory Committee (SEAC)
7. Appointment to Trustee Special Committee - 1 membership spot open until November 30, 2016
  - A. Finance & Facilities Committee
  - B. Program Committee

#### Reports from Trustee Special Committees:

8. [Policy Committee – September 14, 2016](#)

Reports from Legislated Committees:

9. [Parent Involvement Committee – September 13, 2016](#)

10. Oral Reports from:

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

11. 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: September 26, 2016

From: Policy Committee

Date of Meeting: September 14, 2016

The committee held a meeting from 12:25 p.m. to 1:38 p.m. on **September 14, 2016** at 20 Education Court, Hamilton, ON, in Meeting Room 340D.

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

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**ACTION ITEMS:****A. Accessibility (Barrier-Free) “Pathways”**

The Committee considered the Accessibility (Barrier-Free) “Pathways (AODA) Policy. This is a Ministry mandated policy that was introduced in 2005 with a goal of an accessible Ontario by 2025. In addition to independent barrier-free access for physical needs this policy includes behavioural, social, emotional, cognitive and academic needs. This goes beyond the Ministry mandate.

On motion of Trustee Beattie, the Policy Committee **RECOMMENDS** that the **Accessibility (Barrier-Free) “Pathways” Policy be approved.**

**CARRIED UNANIMOUSLY**

**B. Accessibility Standards for Customer Service Policy**

The Committee considered the Accessibility Standards for Customer Service Policy. This is a Ministry mandated policy that required only minor changes and it has been updated to the new HWDSB policy template.

On motion of Trustee Van Geffen, the Policy Committee **RECOMMENDS** that the **Accessibility Standards for Customer Service Policy be approved.**

**CARRIED UNANIMOUSLY**

**CONSENT ITEMS:****C. Committee Learning Procedures**

The Committee discussed changing the title of “Directives” to “Procedures” bringing HWDSB into alignment with other Boards in the Province. The policies are set by the Board of Trustees and procedures are set by staff. The administrative memos are currently being reviewed with the goal of being streamlined with both the policies and procedures by September 2017.

Respectfully submitted,  
Dawn Danko, Chair of the Committee



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## **Accessibility Standards for Customer Service**

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**Date Approved:**

**Projected Review Date:**

### **PURPOSE:**

Hamilton-Wentworth District School Board (HWDSB) is committed to ensuring that people with disabilities receive the accommodations they require in order to have the same opportunity of access to HWDSB services that are available to others.

### **GUIDING PRINCIPLES:**

- The Board will make all reasonable efforts to ensure that all policies, practices and procedures are consistent with the principles of independence, dignity, integration and equality of opportunity to all, with particular attention for persons with disabilities.
- The Board will welcome all members of the school and broader community to HWDSB facilities by ensuring staff and volunteers provide services that respect the independence and dignity of persons with disabilities. These services are to incorporate measures that include, but are not limited to, the use of assistive devices and service animals.
- The Board will ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.

### **INTENDED OUTCOMES:**

HWDSB will provide an environment in all of its facilities that promotes independence, dignity and respect for students, parents/guardians, the public and staff.

HWDSB will provide people with disabilities the same opportunity of access to HWDSB services in a way that accommodates their need.

### **RESPONSIBILITY:**

Director of Education  
Members of Executive Council

### **TERMINOLOGY:**

*Customer:* is any person who uses the services of the school board.

*Assistive Device:* is any device used by people with disabilities to help with their daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic/digital communication devices.

*Service Animal:* is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a medical practitioner.

*Support Person:* is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.

*Third Party Contractor:* is any person or organization acting on behalf of, or as an agent of the Board (e.g., bus operators; audiologists; orientation and mobility specialists).

*Accommodations:* is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

*Barriers to Accessibility:* means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to:

*Architectural barriers:* may result from the design of the building, shape of rooms, size of doorways, or width of hallways.

*Physical barriers:* refers to objects added to the environment, such as doors, windows, elevators, furniture, washroom hardware.

*Information or communication barriers:* barriers which make it difficult for people to receive or send information. For example, a person with a visual disability may not be able to read print materials, read signs, locate landmarks, or see a hazard. A person with an intellectual disability may not understand information that is not expressed in plain language.

*Attitudinal barriers:* refers to persons who do not know how to communicate with people with disabilities, or persons who display discriminatory behaviours.

*Technological barriers:* refers to devices such as computers, telephones, inadequate or inappropriate assistive technologies.

*Systemic barriers:* can result from an organization's policies, practices and protocols if they restrict persons with disabilities.

## **ACTION REQUIRED:**

- Establish policies, procedures and practices for the provision of services to people with disabilities.
- Use reasonable efforts to ensure that all of the Board's policies, procedures and practices are consistent with the principles laid out in the Customer Service standard, (*Regulation 429/07*). These principles are dignity, independence, integration and equality of opportunity.

- Establish a set of procedures that facilitate access by people with disabilities to the services and facilities of the Board, such as:
  - Use of assistive devices;
  - Use of a support person;
  - Use of a service animal;
  - Notification of disruption of service; and
  - Feedback on access to services.
  
- Provide a training program that includes the following components:
  - A review of the purposes of the *Accessibility for Ontarians with Disabilities Act, 2005* and the requirements of the Customer Service Standard;
  - How to interact and communicate with people with various types of disabilities;
  - How to interact with people with disabilities who use an assistive device, service animal or a support person;
  - How to use equipment or assistive devices available, or that can reasonably be made available on school or board premises, that may help to provide services to people with disabilities;
  - What to do if a person with a particular type of disability is having difficulty accessing school or Board services; and
  - The Board's customer service policy and directives, governing the provision of services to people with disabilities.

## PROGRESS INDICATORS:

Intended Outcomes	Assessment
HWDSB will provide an environment in all of its facilities that promotes independence, dignity and respect for students, parents/guardians, the public and staff.	This will be monitored through consultations with the broader public that utilize or seek to utilize the board's services.
HWDSB will provide people with disabilities the same opportunity of access to HWDSB services in a way that accommodates their need.	This will be monitored through an annual internal audit of various services.

## REFERENCES:

### Government Documents

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)  
 Accessibility Standards for Customer Service, Ontario Regulation 429/07  
 Ontario Human Rights Code

### HWDSB Policies

Diversity and Equity Pillar  
 Barrier-Free Learning Environments  
 Accommodation of Staff  
 Code of Conduct  
 Employee Attendance Support  
 Workplace Violence and Harassment Prevention



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## **Barrier-Free Learning Environments**

**Date Approved:**

**Projected Review Date:**

### **PURPOSE:**

Hamilton-Wentworth District School Board believes in providing learning environments for all students, whenever possible, at their home school. The board will strive to provide students independent, barrier-free access to all aspects of a school's programs.

### **GUIDING PRINCIPLES:**

- Student needs may include physical, behavioural, social, emotional, as well as cognitive/academic.
- When a student requires specialized equipment or an alternative learning environment that is not accessible in their home school to meet their personalized educational, safety or physical needs, an alternative school that is able to accommodate the student's needs will be recommended to the parent(s)/guardian(s)/caregiver(s).
- As students progress through grades, they may transition with their classmates to the next appropriate school, even if it is not their home school, in consultation with the parent(s)/guardian(s)/caregiver(s).
- To meet the highly specialized needs of a student, a transfer to other provincial facilities or services provided by other district school boards may be considered.
- Parents/Guardians/Caregivers will be partners in the planning and decision-making for students with special needs.
- To use resources in a fiscally responsible manner to ensure barrier-free learning environments.
- HWDSB will have an ongoing plan for new construction and renovation projects that includes barrier-free learning environments.

### **INTENDED OUTCOMES:**

To provide an environment that builds independence, dignity and respect for students, parents/guardians/caregivers, the community, and staff.

To provide people with disabilities the same opportunity of access to HWDSB services in a manner that accommodates their disability.

**RESPONSIBILITY:**

Director of Education  
Members of Executive Council

**TERMINOLOGY:**

*Accessibility Working Group:* An internal group made up of staff that meets to review the progress and evaluate the effectiveness and implementation of barrier removal and prevention strategies and to plan for increased accessibility throughout the Board.

*Annual Accessibility Plan:* As part of the *Ontario with Disabilities Act (2002)*, all school boards in Ontario are required to prepare an annual accessibility plan, after consultation with people with disabilities, and to make the plan public. This plan is used to meet the requirements of the *Accessibility for Ontarians with Disabilities Act (2005)*, where all public sector organizations, as well as private and non-profit organizations with 50 or more employees must create written multi-year accessibility plans, update them at least once every five years and post them on their websites, if they have one.

*Facility Accommodation:* Structural changes to a school such as, but not limited to, installation of ramps, paint or tape to assist with vision, chair lifts, designated parking spaces, barrier free washrooms, etc.

*Home School:* The school that students are eligible to attend based on the geographic area in which they reside.

*Independent Barrier-free Access:* accepts that students with disabilities will require minimal ongoing assistance to function within a school and on the playground.

**ACTION REQUIRED:**

Establish a procedure that facilitates access by people with disabilities to the services and facilities of the Board through:

- Expectations for accommodations
- The steps required for accommodation
- Long-Term Individual Education Plan
- Request for facility accommodation

Staff will present HWDSB's Annual Accessibility Plan to the Board of Trustees on an annual basis.

**PROGRESS INDICATORS:**

Intended Outcome	Assessment
To provide an environment that builds independence, dignity and respect for students, parents/guardians/caregivers, the community and staff.	This will be monitored by the Accessibility Working Group and an annual status report on the progress of the physical environment at schools will be presented to the Board of Trustees and posted on the Board website.



To provide people with disabilities the same opportunity of access to HWDSB services in a manner that accommodates their disability.	This will be monitored through an annual internal audit of various services.
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**REFERENCES:****Government Documents**

Human Rights Code

Education Act

Ontario Building Code and its companion acts and regulations (includes Fire Code)

**HWDSB Policies**

Transportation

Educational Excursions

## Committee Report

Presented to: Board

Meeting date: Sept. 26, 2016

From: Parent Involvement Committee

Meeting date: Sept. 13, 2016

The committee held a meeting on Sept. 13, 2016 from 6:15 – 8:15 p.m., at the Education Centre, 20 Education Court, Hamilton, Ontario, with Margaret Reid presiding.

Members present were: Kevin Baglole, Margaret Reid, Frances Agro, Rochelle Butler, Amanda Fehrman, Shannon Gould, Harold Hoff, Heather Lambert-Hillen, Lorida Lazore, Heather McCully, Susan Millman, Paul Reilly, Shelley Stacey, Kim Strecker, Joanne Thompson, Kerry Turcotte, Laura Van Alphen, Jose VanderKamp, Sumaira Khurshid, Shawna MacLellan, Melanie Roberts, Trustee Dawn Danko.

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### INFORMATION ITEMS:

#### A. Purpose of PIC

Committee members were provided an overview.

#### B. Understanding Norms and Values

Committee Chair Margaret Reid reviewed the meeting norms and values developed in the Fall of 2015.

#### C. HWDSB Strategic Directions

Trustee Dawn Danko presented the new strategic directions and responded to questions from the group.

#### D. Training School Council/Home and School

Seeking volunteers to support School Councils. Working with Home and School reps to develop an information session for Home and School. School Council training and on-line modules will be released in October.

#### E. Standing Items

Updates were provided for the following Standing items:

- French Immersion Advisory Council
- Home and School
- Policy
- Board
- Communication sub-committee
- Profiling Volunteer Excellence

Respectfully submitted,  
Margaret Reid, Chair of the Committee