

HWDSB

Board Meeting
Monday, March 25, 2019
Trustee Board Room

Hamilton-Wentworth District School Board
20 Education Court, P.O. Box 2558
Hamilton, ON L8N 3L1

AGENDA: 6:00 pm

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

Students:

- C.H.A.N.G.E. the Way Student-Led Conference - Global Connect – Dundas Valley Secondary School

Alexis Anonech	Daniel Bamm	Madeline Bell	Regan Berlin Bromstein
Nathalie Bragg	Georgia Byggdin	Emily Cox	James Crowe
Hailie Day-McCoy	Madison DiSalvo	Ashleigh Dunkley	Adam Eldridge
Ethan Feldman	Fiona Gracey	Aubrey Gunn	Carter Gyori
Rachel Jensen	Max Klapman	Duncan Kozak	Jenna Lack
Daniel Laengerer	Emma Lawlor	Jordan Matthews	James McLaughlin
Kate Russell	Michael Sarafyn	Emma Smith	Stefan Soklaridis
Brady Swackhammer			

Staff:

- C.H.A.N.G.E. the Way Student-Led Conference - Global Connect – Dundas Valley Secondary School
 - Pieter Toth
 - Lisa Dupuis
4. Approval of the Agenda
 5. Declarations of Conflict of Interest
 6. Confirmation of the Minutes: February 25, 2019

Reports from Trustee Special Committees:

7. Human Resources – March 4, 2019
8. Policy Committee – March 6, 2019
9. Finance & Facilities – February 21, 2019 and March 7, 2019

Reports from Legislated Committees:

10. Special Education Advisory Committee – March 6, 2019

11. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2

curiosity • creativity • possibility

(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian

Meeting Resumes in Public Session

12. Report from Committee of the Whole (private) – March 25, 2019

14. Oral Reports from:

A. Liaison Committees:

- i. City/School Board Liaison Committee
- ii. Hamilton-Wentworth Home & School Association
- iii. Hamilton Foundation for Student Success
- iv. Ontario Public School Boards Association

B. Student Trustees' Report – Local Activities & Ontario Student Trustees' Association (OSTA) Report

C. Director's Report

D. Chair's Report

15. 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/>

Trustees: Becky Buck, Dawn Danko, Penny Deathe, Cam Galindo, Alex Johnstone, Ray Mulholland, Carole Paikin Miller, Chris Parkinson and Paul Tut. **Student Trustees** Cameron Prosic and Tara Rezvan.

Regrets: Trustee Kathy Archer and Christine Bingham

1. Call to Order

Alex Johnstone, Chair of the Board, called the meeting to order at 6:07 p.m.

2. Profiling Excellence

Superintendent Stephanian recognised the staff who have been leading the EcoSchools work in both Elementary and Secondary Schools. She shared that EcoSchools is an environmental education and certification program from Kindergarten to Grade 12 that helps communities develop ecological literacy and environmental practices to become environmentally responsible citizens and reduce the environmental footprint of schools. The people who were recognized were:

- Chrissy Mccomb, Eric Purcell, Mark Hamill and Joe Biro – EcoSchools – Silver 1st time certification, Sir Allan MacNab

Superintendent Stephanian recognized Robert Bell, a teacher from Dundas Central Elementary School. Mr. Bell led a class of grade four and five students who wrote and published a book called “This is Shakespeare.” This is a book for children written by children about Shakespeare and can be purchased on Amazon and was highlighted in the Stratford Festival. It was a great experience for the children including the signing that took place at the Indigo bookstore. Mr. Bell and his students are currently working on the next book “The Group of Seven.”

Debbie Connon was recognized for receiving the 2018 Ontario President’s Award. She is now retired after 27 years with HWDSB of which 24 were spent at Parkdale School. She impacted hundreds of lives of both staff and students and both have many wonderful things to say about Debbie.

Superintendent Stephanian spoke of the OPHEA Healthy Schools Award and the very involved 6 step process in both planning and implementation of the program. The following people were highlighted for their dedication and hard work.

OPHEA Healthy Schools Award:

- Nancy Holmes/Lynn Cope - Gold Certification - Westmount
- Michelle Connon-Zdero - Silver Certification - C. B. Stirling
- Rosie Kott - Gold Certification - Sir William Osler
- Jeff Grant/Diane Hofer - Gold Certification - Lawfield

3. Approval of the Agenda:

Trustee Buck requested that an additional notice of motion be added to the agenda. It was noted that this would be item 10 C added to the agenda.

RESOLUTION #19-22: Trustee Buck, seconded by Trustee Deathe, moved: **That the agenda be approved as amended.**

CARRIED UNANIMOUSLY

Student Trustees Prosic and Rezvan voted in favour

4. Declarations of Conflict of Interest

None.

5. Confirmation of the Minutes: February 11, 2019

The minutes of February 11, 2019 were confirmed.

Reports from Trustee Special Committees

6. Program Committee – February 4, 2019

RESOLUTION #19-23: Trustee Deathe, seconded by Trustee Parkinson, moved: **That the Program Committee Report – February 4, 2019 be approved including:**

- **Developing a new “21st Century Learning” strategy focused on developing competencies that prepare HWDSB graduates to “Learn to grown to their full potential in a diverse world.”**
- **Finalizing the integration of Transforming Learning Everywhere (TLE) into the current Strategic Directions and Annual Plan goals by supporting Student achievement and well-being through access to digital technology through provisioning devices in all secondary schools and device kits from grades four to eight.**

CARRIED UNANIMOUSLY

Student Trustees Prosic and Rezvan voted in favour

Trustee Danko assumed the position of Chair.

Reports from Legislated Committees:

7. Special Education Advisory Committee – January 30, 2019

RESOLUTION #19-24: Trustee Johnstone, seconded by Trustee Deathe, moved: **That the Special Education Advisory Committee Report – January 30, 2019 be received including the election of the Chair and Vice Chair, Board Certified Behaviour Analyst (BCBA) Overview and the Lynwood Charlton Centre Update.**

CARRIED UNANIMOUSLY

Student Trustees Prosic and Rezvan voted in favour

Reports from Staff:

8. Temporary Accommodation - Bellmoore

RESOLUTION #19-25: Trustee Johnstone, seconded by Trustee Galindo, moved: **That the following decision of November 26, 2018 be rescinded:**

That Bellmoore School be temporarily changed to a K-6 school until a permanent solution can be found to solve the accommodation pressures.

CARRIED UNANIMOUSLY

Student Trustees Prosic and Rezvan voted in favour

RESOLUTION #19-26: Trustee Johnstone, seconded by Trustee Galindo, moved: **That any new families within the south boundary be redirected to the new school on the Summit Park Site until a permanent solution can be found to solve the accommodation pressures at Bellmoore.**

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

In Favour: (8) Trustees Becky Buck, Dawn Danko, Penny Deathe, Cam Galindo, Alex Johnstone, Carole Paikin Miller, Chris Parkinson and Paul Tut. Student Trustees Cameron Prosic and Tara Rezvan.

Opposed: (1) Trustee Mulholland

Trustee Johnstone resumed the position of Chair.

9. Written Notice of Motion:

A. Trustee Paikin Miller re: Class Sizes

Whereas;

In November of 2018, Ontario's Education Minister announced in the legislature that the government is considering an end to class-size caps in kindergarten and primary grades but that no decision has been made...

Whereas;

Ontario Education Minister, Lisa Thompson said the province is embarking on consultations with a variety of education stakeholders on class size practices which is only in its beginning stages;

Whereas;

The Education Minister invited 'constructive feedback' to 'get it right' from all stakeholders, stating "I want to hear from everybody how effective we are in the classroom and if numbers actually impact the LEARNING ENVIRONMENT OR NOT";

Whereas;

Questions in a government document, called Class Size Engagement Guide, which outlines consultations, ask whether hard caps on class sizes in Kindergarten, Grades 1 to 3 should continue, and if not, what an appropriate mechanism would be to set class size;

Whereas;

The document says the province's current fiscal situation requires "an examination of whether changes to class size would allow school boards to deliver better value for government investments";

Whereas;

The current kindergarten class-size cap is 29 students and the average of class sizes across any board can't be more than 26 and for the primary grades, the cap is 23 students, but at least 90 per cent of classes in any board must have 20 or fewer students;

Whereas;

The government claims the research on the benefits of class size is conflicted: "there is little expert consensus re: class size impacting educational outcomes" but respecting that student outcomes should not be the only criteria and;

Whereas;

HWDSB's Strategic Directions focus on positive culture and well-being along with student learning and achievement.

RESOLUTION #19-27: Trustee Paikin Miller, seconded by Trustee Galindo, moved: **That the Chair of the Board send a letter to the Minister of Education as part of the government's consultation feedback request that clearly states that the HWDSB does not advocate for increased class size.**

CARRIED UNANIMOUSLY

Student Trustees Prosic and Rezvan voted in favour

B. Trustee Galindo and Student Trustee Prosic: Ontario Post-Secondary Funding Support Cuts

Whereas;

The Ontario provincial government recently announced changes to the pre-existing “Ontario Student Assistance Program” which had made post-secondary education more accessible and affordable for students across the province;

Whereas;

The aforementioned changes are including, but not limited to changing the OSAP grant to loan ratio to a minimum 50 percent, removing the six-month interest-free grace period students would receive after graduation, and lowering the family income threshold;

Whereas;

The aforementioned changes will make it significantly harder for many HWDSB students to achieve their post-secondary goals, including youth living in poverty and;

Whereas;

HWDSB is committed to Student Learning and Achievement through our strategic directions, and should support students with their post-secondary goals.

RESOLUTION #19-28: Trustee Galindo, seconded by Trustee Deathe, moved: **That the Chair of the Board send a letter to the Minister of Education and Minister of Training, Universities and Colleges to the Provincial Government that highlights the support for:**

- a) **The provincial government to provision more resources for more non-repayable grants that supports students aspiring to enter post-secondary education to low- and middle-income students to ensure all Ontario students have equitable access to the education their desire,**
- b) **Devise a post-secondary education loan system which will support students and allow for practical repayment,**
- c) **Engage all education stakeholders, including students and parents, school boards and trustees’ associations in consultation when making decisions regarding funding reform.**

CARRIED UNANIMOUSLY

Student Trustees Prosic and Rezvan voted in favour

The following stakeholders should also receive a copy of this letter

- the Ontario Public School Boards’ Association
- the Ontario Student Trustees’ Association
- Parliamentary Assistants to the Minister of Education and Minister of Training, Colleges and Universities
- Members of Provincial Parliament from the City of Hamilton
- Opposition Education Critics
- Chairs and Directors of Ontario Provincial School Boards

C. Trustee Buck: Ontario Autism Program

Whereas:

The Ministry of Children, Community and Social Services recently announced changes to the Ontario Autism Program commencing April 1, 2019,

Whereas:

HWDSB partners with regional autism service providers in order to best support student learning and achievement and;

Whereas:

The nature of the changes and the impact to HWDSB remains unclear.

RESOLUTION #19-29: Trustee Buck, seconded by Trustee Danko, moved: **That the Chair of the Board, in collaboration with the Special Education Advisory Committee (SEAC), send a letter to the Minister of Education, the Minister of Children, Community and Social Services and copy the Ontario Public School Boards Association (OPSBA) and their member boards, that:**

- a) **Highlights our desire to have changes introduced with more advanced notice in order to properly plan and accommodate students,**
- b) **Highlights the challenges & limitations of the current special education funding model, and**
- c) **Highlights our desired funding model for special education.**

CARRIED UNANIMOUSLY

Student Trustees Prosic and Rezvan voted in favour

10. Oral Reports from:

A. Student Trustees' Report

Student Trustees Prosic and Rezvan shared the following highlights:

- The draft agenda for the "Take the Lead" conference will be approved over the next couple of weeks and then the speakers will be invited to attend.
- Elementary senators began thinking about being leaders in high school and they came up with club ideas and how to plan and execute them.
- The Student Trustees are continuing with school visits.
- Board councils created internal vision documents that support student trustees of member boards to have resources moving into their role to help support them.
- Student achievement working group is turning the OSTA/AECO Student Trustee Handbook into an audiovisual resource for student trustees just entering their new role.

B. Director's Report

The Director shared the following highlighting that February is the month of gratitude:

- The Director will be attending the Bulldogs Foundation game on Saturday, March 2, 2019
- School Renewal – The Director shared his gratitude to the folks around the table, both trustees and staff, for their dedication and hard work especially with all of the capital projects that are underway including the new builds and transitions.
- Communication – Shawn McKillop, his staff and the Chair were thanked for their support especially with all of the snow days that have occurred recently. The Director is grateful for the relationship that we have built with our local media.

- Positive Culture and Well-Being – a number of visits have taken place with HWDSB partners, including Centre Three and the local artist that engages with them. Brock students were on site to see how these programs engage students.
- Student learning and Achievement – March 1, 2019 is an important PA Day because it is a time of check in on how schools are doing with the School Annual Plans and reading, math and graduation.

C. Chair's Report

The Chair shared the following highlighting that Trustees are very involved in making Board decisions, attending school council meetings, transitions meetings as well as out in the community. She highlighted some of the events that Trustees have attended:

- The John C. Holland Awards night.
- HCCI grand re-opening.
- Vital sounds report with a focus on dismantling racism.
- The Interval House Gala
- The Waterdown church network.
- Hamilton Heritage Awards
- The Coldest night of the year.

The meeting adjourned 8:10 p.m.

DRAFT

COMMITTEE REPORT

Presented to: Board Meeting Date: March 25, 2019
From: Human Resource Committee Meeting Date: March 4, 2019

The committee held a meeting March 4, 2019 from 5:30-7:30 p.m. at 20 Education Court, Hamilton, Ontario, with Penny Deathe presiding.

Members present were: Trustees Penny Deathe (Chair), Alex Johnstone, Carole Paikin Miller and Student Trustees Tara Rezvan and Cameron Prosic

INFORMATION:

A. Policy Reviews

Jamie Nunn, Superintendent of Human Resource Services, presented the committee with an overview of the two Human Resource Service policies that are reviewed annually by the Human Resources Committee prior to the Policy Committee. Matthew Kwan, Manager, Occupational Health and Safety provided the committee with recommended changes to Policy 4.3 Occupational Health and Safety and Policy 4.9 Workplace Violence and Harassment Prevention. These changes reflect feedback from our labour partners on the Joint Health and Safety Committee. Trustees reviewed the changes to the progress indicators for both policies.

Respectfully Submitted,
Penny Deathe, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: March 25, 2019

From: Policy Committee

Date of Meeting: March 6, 2019

The committee held a meeting from 5:31 p.m. to 7:14 p.m. on March 6, 2019 at 20 Education Court, Hamilton, ON, in Meeting Room 340D with Trustee Bingham presiding.

Members present were: Trustees Christine Bingham, Becky Buck, Dawn Danko and Paul Tut. Regrets were received from Trustee Cam Galindo.

Delegation: Jeff Sorensen, HWETL re: Fundraising Policy

Two presenters Peter Weave and Cindy Gangaram spoke of their concerns regarding inequities of the fundraising dollars that are raised across the Board. Their main concerns were that some schools raised a lot of money while other schools raised little to no money and the effect that this would have on the school community and students. They were also concerned how the dollars were being spent and if this was monitored and to what extent. There were three suggestions that they shared:

- Eliminate fundraising.
- Pool all of the fundraising dollars that are raised.
- After a threshold is met that a percentage of the funds raised by pooled and shared amongst the schools with less money raised.

ACTION ITEMS:**A. Fundraising Policy**

The Committee considered the Fundraising Policy. Denise Dawson shared School Generated Funds Revenue Distribution with the Committee. It was noted that a lot of the money comes in for a specific event and money goes out for the same event. This acts as a flow through e.g. Pizza Day. Denise broke down the 2017-2018 average fundraising revenue and profit per school and spoke of how the profits are used, a few examples include:

- Technology enhancement
- Playground enhancement
- Water filtration stations
- Speakers and presentations for school assemblies

The trustees requested minor changes to the policy including clarity in a bullet point under the guiding principles related to transparency and accountability, adding a definition for the term capital projects and clarification within the progress indicators related to audits.

It was noted that each school is required to submit an Annual Fundraising Plan to their Superintendent each year. There are internal quarterly financial reports as well and internal and external Audits conducted. We have HWDSB policies and procedures that must meet Ministry Fundraising Guidelines.

On motion of Trustee Tut, the Policy Committee **RECOMMENDS that Fundraising Policy be approved as amended.**

CARRIED UNANIMOUSLY

B. Equity & Inclusion Policy

The Committee considered the Equity & Inclusion Policy. This policy is up for its annual four year review. Staff have reviewed and updated the language in the policy to reflect the current language being used and to better align with Ministry strategies and action plans. Some changes reflected in the revised policy include adding Gender Identity and Gender Expression as a separate area of focus.

On motion of Trustee Buck, the Policy Committee **RECOMMENDS that Equity and Inclusion Policy be approved.**

CARRIED UNANIMOUSLY

C. Program Policy

The Committee considered the Program Policy. Staff requested that this policy be revoked as it no longer encompasses all of the programs that are offered by HWDSB. The programs that are currently being offered come through the Program Strategy. This policy was originally used to guide students on how to enroll.

On motion of Trustee Danko, the Policy Committee **RECOMMENDS that the Program Policy be revoked.**

CARRIED UNANIMOUSLY

D. Student Engagement Policy

The Committee considered the Student Engagement Policy. This policy is up for its scheduled four year review. Staff feel that after reviewing the policy that this policy along with the Parent Engagement Policy could be combined to create one policy. Although the Parent Engagement Policy was last reviewed in 2017-18 and is not up for renewal until 2022, staff would explore the possibility of combining the Student and Parent Engagement Policies and return to the Policy Committee during the 2019-20 academic year for further discussion. The Student Engagement Policy will remain as is until such time that it is either rescinded or revised, pending further discussion at the Policy Committee.

On motion of Trustee Danko, the Policy Committee **RECOMMENDS that staff explore the possibility of combining the student and parent engagement policies and return with a draft next school year.**

CARRIED UNANIMOUSLY

Respectfully submitted,
Christine Bingham, Chair of the Committee



Fundraising

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that parents, guardians, caregivers, schools and communities may choose to engage in fundraising activities to support students, schools, the Board and the wider community. The Board believes that fundraising activities must be complementary to public education, voluntary, safe, accountable and transparent.

The Board is supportive of fundraising activities that increase student engagement, support a healthy learning environment and build strong partnerships.

GUIDING PRINCIPLES:

- HWDSB believes that fundraising should support the values and expectations of the school community including those of parents, students, staff and trustees.
- HWDSB believes in being transparent and accountable to the community.
- Fundraising must be ethical and legal.
- Staff and volunteers co-ordinating fundraising activities should be supported to ensure proper handling and management of the proceeds raised from fundraising events and any expenditures incurred in the provision of the fundraising event.
- Fundraising will not be used to replace items that are publicly funded, such as classroom learning materials, textbooks, facility repairs, maintenance or upgrades.

INTENDED OUTCOMES:

Fundraising activities in Hamilton-Wentworth District School Board will:

- 1) Be complementary to publicly funded education.
 - Fundraising will reflect HWDSB's mission, vision, values, strategic directions and policies.
 - Fundraising will reflect the purposes and the principles of public education, including equity, diversity, and accessibility.
 - Fundraising will support student achievement and well-being and will not detract from the learning environment.
 - Fundraising will not replace public funding for education, and may not be used to support items that are funded through provincial grants such as classroom learning materials and textbooks, facility repairs, maintenance or upgrades.
 - Fundraising will not support those capital projects that will result in an increase in the student capacity of a school or significantly increase capital or operating costs.



Fundraising

Date Approved: XXXX

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- Fundraising may be used to support humanitarian or charitable causes that can increase student understanding, empathy and activism in helping to address local, national and international issues.
 - Fundraising may be used to increase community and parent/guardian/caregiver engagement with the school.
- 2) Be voluntary
- No individuals will be compelled to participate in fundraising activities, nor will a student's fundraising efforts be tied to any measure of student achievement, or be subjected to any other negative consequences should they choose not to participate.
 - Fundraising by the local school community will reflect the diversity, values and priorities of the Board and the community.
 - Privacy will be respected. Personal information of staff, students or other individuals will not be shared for the purposes of fundraising without prior consent.
- 3) Provide a safe environment for students, staff and volunteers
- The safety of students will be a primary consideration in all fundraising activities.
 - All fundraising activities require supervision by an HWDSB employee and should be age-appropriate.
 - Appropriate safeguards will be in place regarding collection, deposit, recording and use of funds.
- 4) Be accountable and transparent
- Appropriate documentation will be completed for expenditures incurred during the provision of the fundraising event as well as when spending the proceeds.
 - School fundraising activities will be developed and organized with advice and assistance from the school community.
 - Fundraising has a designated purpose and the proceeds are used for that purpose.
 - School fundraising will include transparent financial reporting practices to the school community.
 - System fundraising will include transparent financial reporting practices to HWDSB community.
 - There shall be no real or perceived conflict of interest in any fundraising activity.
 - All fundraising, including fundraising led by student groups (e.g. school council, clubs, athletics, etc.), Ontario Home and School Associations, Alumni Associations, or other school community groups must be supervised by a HWDSB employee, be age-appropriate and be governed by the same rules as other fundraising activities.



Fundraising

Date Approved: XXXX

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- Administrative expenses associated with the fundraising activity will be minimized.
- All organizations in receipt of HWDSB fundraising proceeds must engage in legal and ethical practices.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Capital Projects: Capital projects supported by fundraising should enhance the facilities that already exist in the school or school yard and do not include school renewal, maintenance or upgrades to the facilities such as structural or emergency repairs or replacement of flooring, tiles etc. Examples of supported capital projects include playground equipment, shade structures, and scoreboards with approval.

Fundraising: Any activity, permitted under HWDSB's policies, to raise money or other resources, as approved by the school principal, in consultation with, and upon the advice of the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

School Community: Refers to students, parents, guardians and caregivers, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support HWDSB and student achievement.

School-Generated Funds: Funds that are raised and collected in the school or broader community in the name of the school, by school councils or other school or parent administered groups (with the exception of funds raised by the Ontario Home and School Associations).

School generated funds are administered by the school principal and are raised or collected from sources other than HWDSB's operating and capital budgets. These sources include proceeds from fundraising activities, fees for supplementary learning materials and activities, athletics/clubs, educational excursions, and donations for initiatives such as a school nutrition program.

School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties.

Ontario Home and School Associations: Refers to entities separate from District School Boards when they are constituted under the umbrella of the Ontario Federation of Home and School Associations. They may engage in fundraising activities to support the goals and objectives of their organization.



Fundraising

Date Approved: XXXX

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The proceeds from these activities are not a part of School Generated Funds.

When Home and School Associations are purchasing equipment for a school, all purchases must follow procurement and facility policies and procedures.

ACTION REQUIRED:

- Yearly monitoring through an internal and any mandated external audits that monitor all fundraising activities, and fundraising procedures to ensure that they meet the Ministry and HWDSB purpose and intended outcomes.
- Each school principal, with advice from the School Council, will identify an Annual School Fundraising Plan for funds to be generated in the name of or under the auspices of the school. The Annual School Fundraising Plan is a means of monitoring, communicating and documenting a school's fundraising initiatives. The school's Annual School Fundraising Plan must be signed by the Principal and submitted to the Superintendent of Student Achievement for final approval.
- The school principal will approve all fundraising activities in advance, including the intended use of funds.
- The school principal will be accountable for ensuring transparency of all funds raised and for providing disclosure to the appropriate group(s).
- Fundraising activities need to comply with related Board policies and procedures, including but not limited to Health and Safety, Purchasing, Conflict of Interest, Equity, Environment, Nutrition, and Educational Excursions.
- Fundraising for schools by School Councils is a partnership between the school, the Board and the fundraising group. Because the Board is a corporate entity and the school is not, any funds raised by the School Council (and any assets purchased with those funds) belongs, legally, to the Board.
- The Hamilton Foundation for Student Success has been established to support students in financial need. The Hamilton Foundation for Student Success supports equity of opportunity and access, maintaining recipient confidentiality and dignity, when support is required beyond that available at the school level. The Hamilton Foundation for Student Success is sustained through external funding.
- Limits may be set on the number and extent of fundraising activities in each school.



Fundraising

Date Approved: XXXX

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PROGRESS INDICATORS:

Intended Outcome	Assessment
Be complementary to publicly funded education	Each school will have a Superintendent approved Annual School Fundraising Plan, which includes fundraising suggestions and how the revenue from the fundraising will be spent.
Provide a safe environment for students, staff and volunteers	The school community will be informed as to how proceeds from fundraising and corporate donations are used and ensure this is aligned with the designated purpose of the funds raised.
Be accountable and transparent	<p>At the end of the school year, each school will prepare an annual financial summary report on school-generated funds which includes fundraising revenues and expenses incurred in conjunction with the fundraising activity or event. Audits will be performed annually on a sample of schools by the external auditors and central Board staff.</p> <p>The school community will be informed as to how proceeds from fundraising and corporate donations are used and ensure this is aligned with the designated purpose of the funds raised.</p> <p>School councils will report annually to the Principal and the Board on their fundraising activities.</p>

REFERENCES:

Government Documents

Education Act
 Ministry of Education Fundraising Guideline
 Municipal Freedom of Information and Protection of Privacy Act
 Broader Public Sector Procurement Directive
 Equity and Inclusive Education Strategy
 Facility Partnerships Guideline
 School Food and Beverage Policy

HWDSB Policies

Community Engagement



Fundraising

Date Approved: XXXX

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- Educational Excursions
- Environment
- Equity and Inclusive Education
- Nutrition
- Procurement
- Use of Board Facilities



Equity and Inclusion

Date Approved: XXXX

Projected Review Date: XXXX

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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of equity through inclusive programming, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Ministry of Education PPM119 areas of focus:

- Ableism and discrimination based on disability
- Anti-classism and Socio-economic Equity
- Anti-racism and Ethnocultural Equity
- Gender Equity
- Gender Identity and Gender Expression
- Religious and Creed-Based Accommodation
- Sexual Orientation

GUIDING PRINCIPLES:

HWDSB is committed to:

- Accountability and transparency to stakeholders
- Consistent approach to identity-based data collection, integration, utilization and reporting
- Culturally inclusive and responsive programming and assessment practices
- Employment equity and workforce diversity
- Equitable and inclusive Board policies and procedures
- Inclusive school-community relationships/partnerships
- Positive culture and well-being for students and staff
- Professional learning on equity for all employees and trustees
- Shared leadership to the principles of equity

INTENDED OUTCOMES:

- Identify and address biases, barriers and discriminatory actions
- Support positive learning and workplace environments where all students and staff feel safe, support and accepted
- Support inclusive community partnership, engagement and communicating ongoing progress



Equity and Inclusion

Date Approved: XXXX

Projected Review Date: XXXX

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RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Ableism: The Law Commission of Ontario defines Ableism as a belief system that 'sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious, and may be embedded in institutions, systems or the broader culture of a society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities.' (Policy and guidelines on disability and the duty to accommodate, 2001)

Accountability: Refers to the process whereby organizations and institutions as members of a diverse community are subject to the obligation to maintain a certain level of ethics and responsiveness and reporting regarding the quality, effectiveness and relevance of their service or practices and the method of delivery.

Anti-racism: Seeking the elimination of racism in all its forms, including systemic racism.

Barrier: An obstacle to equity that may be overt or subtle, intended or unintended and systemic or specific to an individual or group and that prevents or limits access to opportunities, benefits, or advantages that are available to other members of society.

Bias: An opinion, preference, prejudice or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

Community Partnerships: Collaborative relationships between institutions and groups within the community in which there is recognition of the experience of participants and evidence of their involvement in the decision making of the institutions.

Culturally Responsive Curriculum: A curriculum that accurately reflects and uses the variety of knowledge of all peoples as the basis for instruction; that acknowledges and respects the diverse social backgrounds, identities and experiences of all students, and places them at the centre of the learning environment. The curriculum provides opportunities for students to understand the similarities, differences and connections between people of diverse communities. The curriculum helps students to acquire the skills and knowledge that enable them to challenge unjust practices and to build positive human relationships among their peers and among all members of the society.

Curriculum: Curriculum is defined as the total learning environment, including physical environment, learning materials, pedagogical practices, assessment instruments and co-curricular and extracurricular activities.

Discrimination: Unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, disability, gender expression, gender identity, receipt of public assistance, record of offences (in employment only), as set



Equity and Inclusion

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out in the Ontario Human Rights Code, or on the basis of other, similar factors. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

Diversity: The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Employment Equity: A program designed to remove systemic barriers to equality of outcome in employment by identifying and eliminating discriminatory policies and practices, remedying the effects of past discrimination, and ensuring appropriate representation of designated groups, i.e., women, aboriginal peoples, persons with disabilities and members of visible minorities. Employment equity programs usually involve setting goals and timelines in order to ensure that defined objectives are met by a specified date.

Equitable: Just or characterized by fairness or equity. Equitable treatment can at times differ from same treatment.

Equity: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Ethnic / Ethnicity: The shared national, ethnocultural, racial, linguistic, and/or religious heritage of a groups of people, whether or not they live in their country of origin.

Ethnocultural Group: A group of people who share a particular cultural heritage or background.

Gender Identity: A person's innermost concept of self as being female, male, neither or both. Gender identity may or may not align with one's sex assigned at birth. Physical attraction and emotional attraction are not determined by our gender identity.

Gender Expression: How we express our gender to the world. This could include the clothes we wear, the way we style our hair, the way we talk and the pronouns that we use.

Harassment: A form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of his or her identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.



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Inclusion: While diversity is the presence of a wide range of human qualities and attributes within a group, organization, or society, inclusion is about people with different identities feeling valued, accepted and welcomed within an environment. Having diversity doesn't mean there is inclusion.

Inclusive Education: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Inclusive school-community relationships: Relationships and partnerships that reflect the principles of equity and inclusive education and engage a cross-section of diverse students, parents, staff, community members and community organizations.

Identity-based data: Refers to the socio-demographics information about a person including, but not limited to, their race, ethnicity, sexual orientation and gender identity and so on.

Leadership: The Board of Trustees, Senior Administration and any person placed in a position of added responsibility within HWDSB.

Ontario Human Rights Code: A provincial law that gives everyone equal rights and opportunities, without discrimination, in special areas such as education, jobs, housing, and services. The goal of the Code is to address and ultimately prevent discrimination and harassment. (Available at www.ohrc.on.ca)

Race: A social construct that groups people on the basis of common ancestry and characteristics such as colour of skin, shape of eyes, hair texture, and/or facial features. The terms are used to designate the social categories into which societies divide people according to such characteristics. Race is often confused with ethnicity; there may be several ethnic groups within a racial group.

Racism: A set of erroneous assumptions, opinions and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures, policies, procedures and programs, as well as in the attitudes and behaviours of individuals.

Religious and Creed-Based Accommodation: Under the Ontario Human Rights Code, 'discrimination because of religion (creed) is against the law. Everyone should have access to the same opportunities and benefits, and be treated with equal dignity and respect, regardless of their religion. Employers, service providers, unions and housing providers have a legal duty to accommodate people's beliefs and practices to the point of undue hardship where these are: Adversely affected by a standard, rule or requirement of the organization; Sincerely (honestly) held; Connected to a creed.' (Policy on creed and the accommodation of religious observances, 1996)

Sexual Orientation: a person's experience of being romantically, physically, and emotionally attracted to women, men, both, or neither.

Workforce Diversity: Workforce diversity is a characteristic of a workplace that is comprised of people with a wide range of experiences, backgrounds and characteristics. Those key characteristics include (but are not limited to): race, ethnicity, gender, religion, age, ability, gender identity and sexual orientation. In the education sector, strengthening diversity in leadership and in the classroom is proven to be important; not only to promote



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a sense of belonging among students, but also to enhance innovation and creativity in the school environments.

ACTION REQUIRED:

Implement the following Procedures:

- Ableism and discrimination based on disability
- Anti-classism and Socio-economic Equity
- Anti-racism and Ethnocultural Equity
- Gender Equity
- Gender Identity and Gender Expression
- Religious and Creed-Based Accommodation
- Sexual Orientation

Develop and implement an Equity Strategy aligned with Ministry of Education direction.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Identify and address biases, barriers and discriminatory actions	Parent Voice Survey Elementary and Secondary Positive Culture and Well-Being Surveys Staff Voice Survey Staff Census Student Census
Support positive learning and workplace environments where all students and staff feel safe, supported and accepted	Elementary and Secondary Positive Culture and Well-Being Surveys Staff Voice Survey
Support inclusive community partnership, engagement and communicate ongoing progress	Partnership Database Parent voice survey

REFERENCES:

Government Documents

Ontario's Education Equity Action Plan, 2017
 Ontario's Equity and Inclusive Education Strategy, 2009
 Ontario Human Rights Code
 Canadian Charter of Rights and Freedoms
 Ministry of Education Policy and Program Memorandum 119
 Education Act



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PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) strives to ensure that all students, from Kindergarten to Grade 12, have equitable access to programs offered in our schools to promote student engagement and to improve student learning. HWDSB supports programs that are aligned to the Ontario Curriculum and approved by the Ministry of Education.

GUIDING PRINCIPLES:

All programs must:

- Adhere to the highest standards of programming excellence expected by the Board, the Ministry of Education, the students, the parents and the community;
- Align with the Board's Vision, Mission and Values;
- Conform to The Education Act, Board policies, collective agreements and an implementation plan.
- Endeavour to provide equity of access, opportunity, and outcome;
- Engage staff in providing programs that align to their skills, interests and professional learning;
- Engage students by responding to student voice and learning profile as well as student needs, interests and pathways;

INTENDED OUTCOMES:

The implementation of this policy will result in:

- Clear and on-going communication to students, parents and staff regarding all HWDSB programs;
- Continuous monitoring and planning of all programs through such factors as: students' interests, declining or increasing enrollments, current funding and operational realities, changing educational and program objectives, and physical limitations;
- Effective delivery of the Ontario Curriculum to support all students including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nations, Metis, and Inuit;
- Equity of outcome for all learners regardless of factors which include but are not limited to ancestry, culture, ethnicity, gender, gender identity, physical and intellectual ability, race, religion, sexual orientation and socio-economic status;
- Fair and equitable access to and participation in programs offered in HWDSB;
- The provision of on-going professional development to support educators' professional growth and their ability to provide effective instructional and assessment practices.



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RESPONSIBILITY:

Director of Education
Executive Council

TERMINOLOGY:

Equity of Opportunity, Access and Outcomes: Student outcomes are different with respect to achievement and pathways. All outcomes are valued as they are a result of students achieving their full potential. Equity of outcomes requires differentiated, individualized instruction, support and intervention.

Equity: A condition or state of fair, inclusive and respectful treatment of all people. It does not mean treating people the same without regard for individual differences.

Parent: This includes parents, guardians and caregivers

Programs: Refers to Tier 1, Tier 2 and Tier 3 programs.

Specialized Learning Programs: Are unique, innovative learning programs in focused areas, designed to engage students who have differing educational interests. These programs compliment subjects/courses consistent with the Ontario Curriculum however, offer specialized learning opportunities that develop skills with greater depth and intensity. In secondary schools, the courses attached to these programs will be credit granting but not in elementary schools.

Tier 1 Program: Programs and supports that support all of our students, across all of our schools.

Tier 2 Program: Programs and supports that support some of our students in *some of our schools*.

Tier 3 Program: Programs and supports that support a few of our students *in a few of our schools*.

ACTION REQUIRED:

Tier 1 programs and supports improve achievement for all students, across all schools.

To meet the needs of all learners, Tier 1 programming at HWDSB schools includes:

- A wide range of interventions to promote nurturing and diverse learning environments
- Assessment, evaluation and reporting practices in alignment with Ministry direction outlined in Growing Success (2010);
- Blended learning opportunities to support in the acquisition of digital fluency;
- Delivery of the Ontario Curriculum through evidence-based high yield instructional practices in all subject areas;
- Development of transferable learning skills and global competencies;
- Engaging programs and the ability to access what students need for a specific pathway to graduate



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- Opportunities to learn in digital spaces.
- Peer-to-peer support structures
- Practices that created a learning environment in which where students feel safe, supported and accepted.
- Practices that gather student voice, provide choice to students, and foster well-being;

Tier 2 programs and supports are offered in some schools if there is enough student need and student interest within in-catchment schools. Elementary and Secondary schools will offer targeted supports to students who are struggling academically, socially and emotionally. These programs do not require specialized facilities or equipment and are offered to students living within the catchment of their home school.

Tier 3 programs and specialized supports are intended for a few students at a limited number of school sites. Programs and supports within Tier 3 are those that require specialized facilities, equipment or funding enhancements. Transportation would be provided according to Board policy.

Financial and other resource considerations to support all three Tiers of programming will be determined through the collaborative efforts of the school administration, Superintendent of Student Achievement and Executive Council.

The current annual staffing process will determine staff considerations in support of each program and support, based on specialized training and qualifications.

Resource allocation will be reviewed annually during the budget process.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Clear and on-going communication to students, parents and staff regarding all HWDSB programs.	This will be measured through student voice and parent voice surveys, as well as feedback from Community Advisory Committees.
Continuous monitoring and planning of all programs through such factors as: students' interests, declining or increasing enrollments, current funding and operational realities, changing educational and program objectives, and physical limitations.	This will be measured through our annual program, staffing and budget processes and procedures.
Effective delivery of the Ontario Curriculum to support all students including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nations, Metis, and Inuit.	This will be measured through revisions and adjustments to the Tier 2 and 3 programs and interventions offered across the district.



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Intended Outcome	Assessment
Equity of outcome for all learners regardless of factors which include but are not limited to ancestry, culture, ethnicity, gender, gender identity, physical and intellectual ability, race, religion, sexual orientation and socio-economic status;	This will be measured through analysis of annual provincial and local student achievement results.
Fair and equitable access to and participation in programs offered in HWDSB;	This will be measured through an annual review of all our Tier 1, 2 and 3 programs and interventions across the district.
The provision of on-going professional development to support educators' professional growth and their ability to provide effective instructional and assessment practices.	This will be measured through our staff voice survey and our professional learning feedback mechanisms.

REFERENCES:

Government Documents

Ontario Human Rights Code

Canadian Charter of Rights and Freedoms

Education Act

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

School Effectiveness Framework, 2013

Learning for All, Draft 2011

Ontario Curriculum Policy Documents

E-Learning Ontario: Policy Document, 2006

HWDSB Documents

Secondary Program Strategy

COMMITTEE REPORT

Presented to: Board

Date of Meeting: March 18, 2019

From: Finance and Facilities Committee

Date of Meeting: February 21, 2019

The committee held a meeting from 5:33 p.m. to 7:18 p.m. on February 21, 2019 at 20 Education Court, Hamilton, Ontario in Room 340D with Trustee Dawn Danko presiding.

Members present were: Trustees Christine Bingham, Dawn Danko, Alex Johnstone and Chris Parkinson. Regrets were received from Trustee Paul Tut.

MONITORING ITEMS:

A. Pupil Accommodation Review Transition Update

This report was initially presented to the Board in November 2018. Staff presented this report that provided an update on the transition work since November 2018. The report was structured with the following categories for each school: Construction Status; School Consolidations; School Closures; New Naming; and Transition Committee.

B. Capital Projects Construction Update

This is a quarterly report that is presented to the Finance and Facilities Committee to update Trustees regarding the status of capital projects on a regular basis. A summary of all capital projects in various phases was provided and the summary is categorized by the project's source of funding and project initiative. The project status updates are current as of February 14, 2019.

Respectfully submitted,
Dawn Danko, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: March 25, 2019

From: Finance and Facilities Committee

Date of Meeting: March 7, 2019

The committee held a meeting from 5:30 p.m. to 7:19 p.m. on March 7, 2019 at 20 Education Court, Hamilton, Ontario in Room 340D with Trustee Dawn Danko presiding.

Members present were: Trustees Christine Bingham, Dawn Danko, Alex Johnstone and Paul Tut. Regrets were received from Trustee Chris Parkinson. Trustee Becky Buck and Student Trustee Cameron Prosic were also in attendance.

ACTION ITEMS:

A. Identification of Board Priorities to Guide 2019-20 Budget Development

Trustees decided in January 2019 not to go out for public consultation this year given the fact that we consulted with the public for the last 2 years and that priorities should not change from year to year. Based on this, the 6 priorities used for the last 2 budget years were proposed for the 2019-20 budget.

On the motion of Christine Bingham, the Finance and Facilities Committee **RECOMMENDS** that the **2019-20 Board Budget Priorities*** be approved as:

- **21st Century Learning**
- **Improving Literacy**
- **Improving Mathematics**
- **School Revitalization**
- **Special Education**
- **Student Supports**

CARRIED

*priorities listed above are in alphabetical order

MONITORING ITEMS:

B. Interim Financial Status Report – January 31, 2019

This is a monitoring report that staff prepare to update trustees on the status of budget to actual trends. Staff presented the report and noted that while there has been a decrease in revenues due to enrolment and funding allocations, there is also a corresponding decrease in expenditures. The Board is still on track to have a balanced budget for 2018-19.

C. Secondary Enrolment Projections Update

At the February 21, 2019 Finance and Facilities Committee meeting Trustees requested updated enrolment projections for Westdale, Sir Winston Churchill and Bernie Custis secondary schools during staff's presentation of the Pupil Accommodation Review Transition Update. Information around Nora Frances Henderson and neighbouring secondary schools was also requested. As a result, staff provided updated 5 year enrolment projections for all secondary schools.

D. 2019-20 Budget Development

Staff provided a presentation on potential challenges for the Board for the development of the 2019-20 budget. A summary is provided below:

- EPOs – the Board will have to find or make reductions related to any EPO funding that is not renewed
- Class Size – if the Ministry changes the class size, this will impact funding and staffing
- Local Priority Funds – the Board will have to find or make reductions for any positions funded by local priority funds unless they are renegotiated
- Budget Assumption of 4% Reduction in Non-Salary Related Funding – the Board will have to make reductions of approximately \$4.2 million in order to balance the budget
- School Closures – there will be a reduction in school based positions and a reduction in operating costs related to closing schools

Respectfully submitted,
Dawn Danko, Chair of the Committee

Committee Report

Presented to: Board

Meeting Date: March 25, 2019

From: Special Education Advisory Committee (SEAC)

Meeting date: March 6, 2019

The committee held a meeting on Wednesday, March 6 from 6:02 pm to 8:07 pm at the Education Centre (Room 181 A/B) at 20 Education Court in Hamilton, ON with SEAC Chair Judy Colantino presiding

Members present were: Judy Colantino, Down Syndrome Association of Hamilton, SEAC Chair, Susi Owen, CNIB Hamilton and Niagara, Mark Courtepatte, FASD Parent & Caregiver Support Group, Vice Chair, Michelle Campbell, Autism Ontario (H-W Chapter), Lorraine Sayles, The Children's Aid Society of Hamilton, Jenny McEwen Hill, McMaster Children's Hospital Developmental Pediatrics & Rehabilitation Program, Penny Deathe, Trustee, Ward 15

Regrets: Lita Barrie, VOICE for Hearing Impaired Children/Vice Chair, Cecile Santos-Ayrault, Association for Bright Children of Ontario, Alyson Kowalchuk, P.A.L.S. Parent Advocacy Learning Support, Tracy Sherriff, Community Living Hamilton, Lynn Vanderbrug, Lynwood Charlton Centre, Alex Johnstone, Chair of the Board, Trustee Ward 11 & 12

INFORMATION ITEMS:

A. Safe Schools

Sharon Stephanian, Superintendent of Student Achievement, Equity and Well-Being, provided an overview of the Suspension and Expulsion process at HWDSB.

- Suspension: a decision that prohibits a student from attending schools or participating in school-related activities for a period not to exceed 20 days
- Expulsion: a decision made by the *Expulsion Hearing Committee of the Board* that prohibits a student from attending their own school or all schools of the Board, and participating in school-related activities until such time as the requirements of the Student's Action Plan are completed. Expulsions must be 21 days or more
- Summary of suspensions – 2015-2016 school year, 3,210: 2016-2017 school year 3,573: 2017-2018 school year 4,127. The number of students suspended who have been identified as exceptional has decreased
- Summary of expulsions – 2015-2016 school year 18: 2016-2017 school year 22: 2017-2018 school year 24. The number of students expelled who have been identified as exceptional has been less than 10 for each school year
- The focus of the Positive Culture and Well-Being Directive is to have the number of students who feel safe, supported and accepted, increase by June 20/20

B. Empower™ Reading Program

Helen Knezevic and Sonia Zolis, Special Assignment Teachers-Empower™, presented an overview of the Empower™ Reading Program

- We were selected as the pilot board in 2005-2006 in partnership with the Hospital for Sick Kids Research in Toronto. The Hospital has been conducting research for 30 years to build this model
- Mandate is to evaluate and develop methods of remediating language learning problems children may have
- Reading disability is the most common disorder in childhood estimated to affect 7-15% of typically developing children according to SickKids Hospital
- Empower™ is considered a tier 3 intervention program – entry point is grade 2
- Empower™ Reading: Grade 2-5 – in all elementary schools with a primary division
- Empower™ Reading: Vocabulary & Comprehension, grades 2-5 – year 4 of program implementation, 9 schools, Sick Kids provides training and mentorship
- Empower™ Reading: Grades 6-8 – offered in 38 schools
- High School Empower™ – Sick Kids provides training and mentorship. Semester 1 ELS 20 Credit/Semester 2 ENG1L Credit Grade 9. Empower™ High School Transition Checklist Grade 8-9
- Core Learning Problems: 1) Speech/Language – inability to manipulate individual speech sounds in words. 2) Ineffective strategies for learning – does not 'chunk' word/problem into smaller parts. 3) Failure to attribute success and failure to own abilities

- Since the program started in 2006, there were 7,983 students who have had Empower™ Reading Program through one of the modules that we currently offer
- Laura Feere, Learning Resource Teacher from Helen Detwiler, spoke about the benefits of and successes of the Empower™ Reading Program with her students

C. Budget Discussion: Special Education

Denise Dawson, Senior Manager of Business Services, provided an overview of the special education funding model 2018-2019

- Special education grants are allocated to six areas:
 - 1) Special Education Per Pupil Amount (SEPPA) – provides funding to school boards to assist with the costs of providing additional supports to students with special needs – allocated based on total enrolment, not just enrolment of students with special needs
 - 2) Differentiated Special Education High Needs Amount – provides funding to school boards based on their population of students with special needs, and the board's ability to support these needs
 - 3) Special Equipment Amount (SEA) – funding supports the purchase of equipment
 - 4) Special Incident Portion (SIP) – funding to support students with extraordinarily high needs who require more than two full-time staff
 - 5) Care, Treatment, Custody & Corrections amount (CTCC) – funding to school boards to provide educational programs to students in care and treatment centers or in custody or correctional facilities – school board has a written agreement with the facility
 - 6) Behaviour Expertise Amount – funding to hire professional staff who have expertise in Applied Behaviour Analysis, and provide training to the system in Applied Behaviour Analysis
- The Ministry of Education has not provided any information on funding for 2019-20

D. Members' Update

Penny Deathe, Trustee, Ward 15

- With respect to the changes made to the Ontario Autism Program, at the February 25th Board meeting, the Board of Trustees passed the motion that in collaboration with SEAC, a letter be sent to the Minister of Education, Minister of Children, Community and Social Services, and a copy to the Ontario Public School Boards Association, and their member boards, that highlights our desire to have more advance notice in order to properly plan and accommodate students
- The committee will provide any comments/feedback for the letter via email to the Chair and Superintendent Blair by Tuesday, March 12th

E. Superintendent's Update

- Rescheduling March 20th SEAC meeting to Wednesday, April 3rd, room 180A, 6:00 pm
- Wednesday, April 24th – Joint SEAC meeting with Hamilton-Wentworth Catholic District School Board, at the Mancini Centre (44 Hunt Street) 7:00-9:00 pm, room 1A and 1B – agenda to follow

Respectfully submitted,
Judy Colantino
Chair