



GOVERNANCE COMMITTEE

Tuesday May 31, 2016
Education Centre, Third Floor, Room 308

AGENDA

1:00 p.m.

1. Call to Order T. White
2. Approval of the Agenda
3. Approval of the Joint City/School Board Liaison Committee Terms of Reference
4. HWDSB Annual Plan (monitoring)
5. Feedback from Community Advisory Committees – Rural, FIAC and FNMI (discussion)
6. Resolution Into Private Session as per the Education Act, Section 207.2 (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee
7. Next Governance Meeting: September 2016
8. Adjournment



EXECUTIVE REPORT TO GOVERNANCE COMMITTEE

TO: GOVERNANCE COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: May 31, 2016

PREPARED BY: Heather Miller, Officer of Trustee Services

RE: Joint City/School Board Liaison Committee Terms of Reference

Action

Monitoring

Recommended Action:

That the terms of reference for the Joint City/School Board Liaison Committee be approved.

Background:

The Joint City/School Board Liaison Committee met on April 28, 2016 and as part of their agenda, the committee approved the terms of reference for the committee. As part of the reporting structure for this committee, both the City and HWDSB are tasked with taking the terms of reference back to their respective organizations for final approval. Once approved by each organization, representatives from both the City and HWDSB will report back to the Joint City/School Board Liaison committee at the meeting scheduled on June 7, 2016.



JOINT CITY OF HAMILTON AND HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD (HWDSB) LIAISON COMMITTEE

TERMS OF REFERENCE

MEMBERSHIP

Total of three Trustees (Chair of the Board and two Trustees)

Total of three Members of Council (Mayor and two members of Council)

Total of two HWDSB Secondary Students (non-voting, rotating basis, invited by HWDSB)

City and Board Staff will be invited to attend meetings as required.

The term of membership on each committee shall be consistent with the practices of each of the respective bodies.

ELECTION OF CO-CHAIRS

The Co-Chairs of each meeting will alternate between the Mayor of the City of Hamilton and the Chair of HWDSB. ~~for a one-year term selected each December.~~

MANDATE

- (1) To strengthen the relationship between the City and HWDSB
- (2) To assist in addressing issues affecting the governing bodies
- (3) To promote increased co-operation, synergies and efficiencies between City Council and HWDSB
- (4) To explore common interests
- (5) To better understand and co-ordinate services
- (6) To increase and maintain regular communication
- (7) To work in a spirit of co-operation to further the mission of the City and HWDSB

Page 2

- (8) Joint initiatives and outcomes will align
- (9) To develop ongoing collaborative and timely public communication strategies reflective of common purpose, work in progress and outcomes
- (10) To monitor the work developed by staff on the Joint Property Asset Committee (JPAC) as outlined in the Terms of Reference of JPAC and attached as Appendix A. from the Memorandum of Understanding 2009.

REPORTING MECHANISM

The members of the Liaison Committee will be responsible to report back to their respective Committee of the Whole reporting structures.

DECISION MAKING PROCESS

Decisions will be arrived at through consensus and if a vote is required a majority from each participating body's approval is required.

MEETING FORMAT

1. Four business days written notice will be given of meetings. Meetings will be held at regularly scheduled dates agreed to by members. The City and HWDSB can request a meeting outside these times. Meetings will be held at either City Hall or the HWDSB Board Office.
2. Agenda

The agenda will be mutually developed and agreed upon by the City and HWDSB with items that fall within the mandate of the Liaison Committee.
3. Resources

The Committee will be clerked by the City of Hamilton.
4. Quorum

Quorum will be four (4) made up of two trustees and two councillors.



**Joint Property Asset Committee
City of Hamilton
&**



Terms of Reference

Introduction:

The purpose of this document is to outline the role and responsibilities of the City of Hamilton (hereto “the City”) and the Hamilton-Wentworth District School Board (hereto “the Board”) as it relates to Board & City owned assets, as well as to identify the appropriate membership of the committee whereby decisions can be made. Committee will review this document before the end of this calendar year.

Purpose

The purpose of the Joint Property Asset Committee is to provide recommendations and/or expedite projects that affect both parties.

Duties & Responsibilities

- Consulting and determining a strategic action plan on matters of concern to the Board & the City.
- Provide leadership and direction to approve projects that impact both the Board & the City.
- Receiving and exchanging information to all matters of the management of properties, projects that relate to the joint relationship.

Meetings

The committee will meet every month.

- Chair – Manager of Strategic Planning, Capital & Compliance.
- Co-Chair – To Rotate Annually

Accountability

It shall be the duty of the Chair of the Committee or designate:

1. To report to the Senior Management sponsors on all matters arising from the meeting;
2. To forward the meeting minutes to Senior Management.
3. To forward the meeting minutes to the Joint City of Hamilton and Hamilton-Wentworth District School Board (HWDSB) Liaison Committee.

Membership

The following is a list of committee representatives and their respective departments:

City of Hamilton

- Director, Facilities Management & Capital Programs
- Manager of Strategic Planning, Capital & Compliance
- Director of District Recreation Operations
- Director, City-Wide Services
- Manager, Landscape Architectural Services
- Manager of Parks & Cemeteries
- Senior Project Manager of Strategic Planning

Hamilton-Wentworth District School Board

- Senior Facilities Officer
- Manager of Planning, Accommodation & Rentals
- Manager of Capital
- Planner

Note: Other staff to be invited as needed.



EXECUTIVE REPORT TO GOVERNANCE COMMITTEE

TO: GOVERNANCE COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: May 31, 2016

PREPARED BY: Dana Liebermann, Manager, Evidence-Based Education and Services Team (E-BEST)
Wayne Joudrie, Joudrie Consulting
Heather Miller, Officer of Trustee Services

RE: Annual Plan

Action

Monitoring

Background:

The draft Annual Plan has been completed and our next steps are to finalize the Annual Plan and link this plan with the launch of our Strategic Directions. Below are details outlining the work to date and what will be taking place over the summer months as we prepare to launch in September 2016.

Development of the Annual Plan

Executive Council developed an initial draft of the Annual Plan between March and mid-April 2016. The Annual Plan is comprised of 5 sections with each section aligning to one of HWDSB's new priorities (i.e., Positive Culture & Well-being, Student Learning and Achievement, Effective Communication, School Renewal and Partnerships). For each section, Executive Council developed one to three goals along with corresponding strategies (i.e., what needs to be done to achieve the goal) and targets (i.e., how we will know we have achieved the goal).

To gather feedback on the initial draft of the Annual Plan, E-BEST (the research department) held 5 focus groups – one for each of the priority areas - with internal staff in late April 2016. Participants were asked to generate their own strategies based on the goals Executive Council had developed for the particular section of the Annual Plan. The strategies developed by Executive Council were revealed and participants could see where alignment existed. Through a follow-up survey, focus groups participants were asked to rate all strategies (i.e., those developed in the focus groups and those developed by Executive Council) in terms of their likelihood of helping to achieve the goals set out in the draft Annual Plan. In early May, Executive Council was presented with these ratings as well as a list of all the strategies and comments gathered during the focus groups. Executive Council used this data to finalize the next draft of the Annual Plan (see Appendix A).

Board Reports for 2016-2017

The following chart details the board reports for the coming year.

Board Priorities (and Corresponding Annual Monitoring Reports)					
Committees	Positive Culture & Well-Being	Student Learning & Achievement	Effective Communication	School Renewal	Partnerships
Finance & Facilities				School Renewal Report*(May 2017): <ul style="list-style-type: none"> • Long-term Facilities Master Plan (LTFMP) • Facilities Renewal Plan* • Summary of Partnerships that support School Renewal 	
Human Resources	Positive Culture & Well-Being Report* (Oct 2016): <ul style="list-style-type: none"> • Staff Engagement • Attendance Support • Positive School Climate 				
Program		Student Learning & Achievement Report (Nov 2016): <ul style="list-style-type: none"> • Reports on progress re: <ul style="list-style-type: none"> • Grade 1 Reading • Math • Graduation (10-11 cohort) • FNMI Student Achievement & Well-Being • Student Engagement Transforming Learning Everywhere Report (May 2017)			Partnerships Report* (April 2017): <ul style="list-style-type: none"> • School level parent engagement • School level communication • Parent Voice Partnership Decision Making Process • Review of Partnerships
Standing Committee/ Board			Effective Communication Report* (Oct 2016)		Transportation (Nov 2016)
Policy	<ul style="list-style-type: none"> • Review existing policies • Develop new policies 				

* = new report

Strategic Directions: Launch Phase

The launch for the Strategic Directions and new Annual Plan is scheduled for August 30, 2016 at Carmen's Banquet Hall. The planning team includes HWDSB staff (Corporate Communications), Joudrie Consulting and Blueprint Agencies.

Appendix A – Draft 2016-2017 Annual Plan

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

Goal #1: All HWDSB staff and students feel safe, supported and accepted.	
Target 5% Increase in staff attendance by June 2017	Strategies <ul style="list-style-type: none"> • Develop the ability of staff and students to build relationships that feel safe, supported and accepted through the use of: <ul style="list-style-type: none"> ○ Core Conditions of Well-Being ○ Total Attendance Support ○ Collaborative and Proactive Solutions
Goal #2: HWDSB staff and students are engaged in the school and workplace as a learning organization committed to respectful and inclusive working and learning environments.	
Target Establish a baseline of staff attitudes, beliefs and perceptions of respectful and inclusive working and learning environments at HWDSB through a new leadership development survey.	Strategies <ul style="list-style-type: none"> • Use a universal design for learning approach to incorporate principles of equity, inclusion, Learning For All and mental health and well-being into all work plans.

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

Goal #1: Goal #1: All students reading by the end of Grade 1.

Target

At least 75% of Grade 1 students achieving a B (provincial standard) or higher on their June 2017 report card.

Strategies

- Comprehensive literacy strategies (including guided reading) in all K to grade 1 classes.
- Primary reading interventions provided for students when needed.
- Presence of dedicated, uninterrupted literacy block (100-120 minutes/day) for all grade 1 classes.
- Capacity building opportunities for K to Grade 1 teachers on comprehensive literacy strategies.
- Engage in facilitation and learning teams.
- Capacity building on how improved learning environments, relationships, and learning opportunities can lead to deeper learning.
- Tracking student's progress over time:
 - Establish baseline reading levels for all students (by Sept PA Day)
 - Engage in check-ins to monitor student progress as part of continuous learning and improvement through progress/report card data at PA Day
 - Establish set of system-wide progress indicators (pre K - Grade 1)

Goal #2: Improvement in Mathematics.

Target

At least 65% of students achieving at or above provincial standard as measured by 2016 EQAO (total number of students in Grades 3, 6 and 9).

Strategies

- Comprehensive math strategies in all grades (shared, guided, independent; use of manipulatives/hands-on opportunities).
- Capacity building opportunities for teachers and principals on math concepts, assessment, and instruction.
- Provide shared devices in all Grade 4 to 6 classrooms.
- Provide 1:1 devices for all Grade 9 students.
- Track students' progress over time:
 - Establish baseline math levels for all Grade 3, 6, and 9 students (by December PA Day)
 - Engage in check-ins to monitor students' progress as part of continuous learning and improvement through progress/report card data at PA Days.

Goal #3: All Students Graduating.

Target

At least 83% of the 12/13 cohort (staying in HWDSB) will graduate within 5 years by August 2017.

Strategies

- Provide diverse opportunities to engage and meet the needs of all learners.
- Capacity building opportunities on how improved learning environments, relationships, and learning opportunities can lead to deeper learning.
- Track students' progress over time:
 - Establish baseline data for the 12/13 cohort (e.g., credits, community hours, EQAO, OSSLT, grades, engagement,

- other) by September PA Day
- Verify HWDSB data with Ministry/OnSIS reports
- Engage in check-ins to monitor students' progress as part of continuous learning and improvement through progress/report card data at PA Days
- Engage in cohort analysis to determine the best indicators of learning progress at various grades.
- Establish set of system-wide progress indicators leading to all students graduating.

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

Goal #1: Improve internal communication.

Target

Develop an internal communications strategy by Dec. 2016.

Strategies

- Conduct an internal communications audit to determine how employees in all departments and schools currently receive information and what channels they prefer to receive information.
- Create and implement a HWDSB communications strategy that reflects the recommendations of the internal communications audit.
- Monitor the implementation of a clear communication process.
- Implement and monitor standard platforms so all staff have access to information.

Goal #2: Improve public confidence with external stakeholders.

Target

Establish a baseline of external stakeholder attitudes of effective communication by HWSDB.

Strategies

- Develop communications and marketing awareness campaign using various media.
- Enhance positive media relations strategies.
- Ensure the consistent presentation of HWDSB visual identity through the development and production of printed or electronic material.
- Gather feedback from principals on priority areas for communications training.
- Develop comprehensive PD training program to help principals improve their school communications, including school websites, social media and others:
 - Engage in targeted learning which supports a systemic approach to external communications including community relations, public involvement and engagement.
- Pilot a parent portal through our Hub so parents and students have access to relevant school and student information.
- Gather feedback from external stakeholders through a new communications survey.

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

Goal #1: All schools remaining in the HWDSB inventory meet the facility benchmarks established by the Board.

Target

Align the Long Term Facilities Master Plan with the Elementary and Secondary Program Strategies based on determined facility benchmarks and available budget.

Strategies

- Develop and implement facility benchmarks for elementary and secondary schools with periodic reviews.
- Ensure all new school builds, additions and renovations include the facility benchmarks.
- Following an Accommodation Review, perform feasibility studies for schools remaining open to determine the needs and costs related to the facility benchmarks to inform a plan.

Target

Reduce number of schools identified as poor from 21 to 15 by 2020.

Strategies

- Recommend options that address high and urgent needs through the Accommodation Review process.
- Prepare an annual facilities renewal plan that equitably addresses the high and urgent needs of all elementary and secondary schools.
- Update the Long Term Facilities Master Plan to include an annual repairs and maintenance plan that reduces the future renewal needs of all elementary and secondary schools.
- Work with municipal partners to ensure that the Board can proceed with the capital projects for which funding has already been received.
- Following the Accommodation Review process, submit business cases for School Consolidation Capital funding when appropriate.
- Submit business cases for Capital Priorities funding when appropriate.

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

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

Target

All parents, guardians and caregivers are welcome and respected as partners in student learning, achievement, and well-being as reported through the Parent Voice Survey.

Strategies

- Communication approaches and the scheduling of events/activities by school staff will reflect the diversity of our school communities.
- Provide capacity building for school leadership teams on the various strategies to engage parents and communicate with them in a reciprocal way.
 - Share with parents information about courses/units of study to support student learning (e.g., big ideas, learning goals, success criteria).
 - Engage in ongoing and timely “Good News” communication with parents.
- Provide system level support for school leadership teams to offer tools and resources for parents/guardians/caregivers that enable them to participate in their child's learning in the home and at school.

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

Target

100% of partnerships align and support student learning and achievement, positive culture and well-being, effective communication and/or school renewal.

Strategies

- Establish user-friendly definitions and a system-wide understanding of what partnerships and relationships with community partners can exist.
- Develop systemic approach to screening existing and potential partners that includes scoping of the parameters, links to HWDSB priorities and anticipated outcomes.
- Review existing policies, directives, procedures and administrative memos (e.g., 3rd Party Paraprofessionals Agreement).
- Review and maintain list (?) partnerships with external organizations that support school renewal needs in alignment with the Long-term Facilities Master Plan.



EXECUTIVE REPORT TO GOVERNANCE COMMITTEE

TO: GOVERNANCE COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: May 31, 2016

PREPARED BY: Heather Miller, Officer of Trustee Services

RE: Community Advisory Committees - feedback

Action

Monitoring

Background:

On March 1, 2016, the Governance Committee asked staff to seek feedback from the three Community Advisory Committees – Rural Schools Committee First Nations, Métis and Inuit Committee (FNMI) and French Immersion Committee (FIAC) – regarding their mandate, quorum and committee structure.

Below is a summary of their responses for discussion.

Under the current community advisory committee mandate – any changes to the mandate and are there enough items related to the mandate to generate agenda topics for at minimum 2 meetings per year?

Rural Schools: Members agreed that 2 meetings per year are important: the purpose of the first meeting is to identify concerns, and the second meeting serves as a follow up to make recommendations. If the membership agrees at their first meeting, that if there are no rural issues to address by January/February, than one meeting will suffice. There needs to be encouragement to rural high schools to attend. The committee would also request information on what identifies secondary schools as rural.

FNMI: Yes, there are enough agenda items. Mandate is fine at this point however, the structure and approach to establishing the committee does not align with the community approach.

FIAC: The committee would like be names the French as a Second Language Community Advisory Committee. Consider rewording the mandate to read: “To provide advice and present recommendations to the Board regarding matters related to programs and services that support French as a Second Language programming.” This committee currently meets 5 times per school year.

Is quorum is a concern for meetings. If so, how can this be overcome?

Rural Schools: The committee recommends that Governance allow more than 13 member schools to be represented on the Rural Schools Advisory, including secondary schools and that the minimum threshold be lower (currently at 7). The committee would like to ask members to pledge their commitment by signing a form to attend (2) meetings a year.

FNMI: Yes, quorum is a challenge. The relationship between HWDSB staff, trustees, families, students and community is important however the purpose for coming together and the determination of how we come together needs to be driven by the group.

We are suggesting a one-day retreat to provide the existing members with the opportunity to come together to determine our relationship to one another, the focus of our work and how we will work together. Through this exploration, we will collectively determine what our mandate should be, how we should structure and whether we are advisory to the Board of Trustees or staff.

FIAC: Sometimes quorum can be an issue. To overcome this, the committee would suggest changing the term of a committee member from December to November to September to June (following an academic calendar).

Moving forward, how would the committee want to be structured – as an advisory group to the Board of Trustees, or as a staff resource committee. Is the committee happy with the current structure, are there any changes that would make it better?

Rural: The members agreed that the current structure of having the Advisory Committee go through the Board of Trustees as the most efficient way to present their concerns and have them supported and represented at Executive Council. There were also some operational suggestions to make the committee happy such as sharing the committee report with the members before it is presented to the Board of Trustees, Principals sharing the reports with their school councils.

FNMI: The committee should meet (as described in the previous questions) to best determine whether they should be an advisory group to the Board of Trustees, or as a staff resource committee.

FIAC: The members wish to remain as an advisory group to Board of Trustees. FIAC also provides advice to staff by virtue of the staff representation as non-voting members of the committee.

GOVERNANCE STATEMENTS
Community Advisory Committees

Community Advisory committees are established by the Board in support of Board Policy No. 2.0, Engagement Pillar.

1. General

1.01 At the present time, the community advisory committees established by the Board are:

- (a) First Nations, Métis and Inuit Community Advisory Committee
- (b) French Immersion Community Advisory Committee
- (c) *Interfaith Community Advisory Committee – By Board resolution, this committee was disbanded October 28, 2013. Resolution #13-103*
- (d) Rural Schools Community Advisory Committee

1.02 The provisions of the statement shall apply to the Board's community advisory committees with the exception of sections 4.02 to 4.04 which are specific to a community advisory committee.

2. Membership

2.01 The Director, shall recommend members for appointment to a community advisory committee.

2.02 Members of a community advisory committee shall be appointed by the Board

2.03 A community advisory committee shall have no more than 13 community members and no fewer than seven.

2.04 Students attending a Board secondary school may be members.

2.05 A community advisory may have one or two Trustees, appointed by the Board, who may participate in the meetings but will not count towards quorum or have voting privileges.

2.06 A community advisory committee shall appoint a chair or co-chairs from among its members at the first meeting following the Board's organizational meeting each year.

2.07 The term of office for a member of a community advisory committee shall be one or two years commencing on December 1 and ending on November 30.

GOVERNANCE STATEMENTS
Community Advisory Committees

- 2.08 When a community advisory committee is established the members shall be divided into members willing to serve for a one-year term and those willing to serve for a two-year term in order to initiate staggered terms.
- 2.09 Under normal circumstances a member who has served for more than two consecutive terms or partial terms shall be replaced by a new member; however the Board may approve that an individual member be appointed for more than two consecutive terms or partial terms.
- 2.10 If a member is appointed mid-term, the committee shall recommend whether the term should end on November 30 of the current year or the following year.
- 2.11 The establishment, re-establishment and membership of a community advisory committee shall be considered by the Board each year during the organizational meeting. If a community advisory committee is re-established, the Board will only make appointments for a vacancy due to expiration of term.

3. Duties of Members

- 3.01 If absent from a meeting, a member shall be permitted to send a person as the member's replacement. The replacement person shall be permitted to participate in the discussion, but may not vote on behalf of the appointed member. The replacement person shall be responsible for reporting on the activities of the meeting to the appointed member.
- 3.02 If a member is absent from three consecutive meetings, without the permission of the committee, the position shall be considered vacant and a replacement member shall be appointed.

4. Mandates

- 4.01 General: Community advisory committees shall be established where necessary to provide the Board with advice from the community on specified areas of Board policy or program as related to the committee's mandate and consistent with the Education Act and the policies of the Board.
- 4.02 First Nations, Métis and Inuit Community Advisory Committee: To provide advice and present recommendations to the Board regarding matters related to programs and services that affect the educational success and well-being of First Nation, Métis and Inuit learners.

GOVERNANCE STATEMENTS
Community Advisory Committees

4.03 French Immersion Community Advisory Committee: To provide advice and present recommendations to the Board regarding matters related to programs and services that support the French Immersion program.

4.04 Rural Schools Community Advisory Committee: To provide advice and present recommendations to the Board regarding matters related to programs and services that support rural schools.

5. Agenda Items

5.01 The chair or co-chairs, in consultation with the senior resource person, shall be responsible for the content of the agenda.

5.02 A community advisory committee shall consider matters related to the mandate of the committee: (a) as referred to the committee by the Board or the Director, or (b) of significant importance to the committee members.

6. Staff Resources

6.01 The Director shall provide a community advisory committee with meeting space.

6.02 The Director shall assign staff resources as necessary, including a senior staff person and an administrative assistant.

6.03 The senior staff resource person shall provide the community advisory committee with information when requested and if that information is readily available.

6.04 The administrative assistant shall be responsible for distribution of the agenda, meeting arrangements and completion and routing of the committee report.

6.05 A community advisory committee shall not cause a significant amount of staff work to be undertaken or cause the duties of the administrative assistant to be expanded.

7. Meetings

7.01 A community advisory committee shall meet at least twice per year.

7.02 A community advisory committee shall not meet during July or August unless requested to do so by the Chair of the Board.

GOVERNANCE STATEMENTS
Community Advisory Committees

7.03 A community advisory committee meeting shall be open to the public for observation and notice of the meeting shall be posted on the Board`s website.

8. Rules of Order

8.01 A community advisory committee shall follow the Board`s Governance Bylaws with respect to the rules of order for committees, where applicable.

9. Reporting

9.01 After each meeting of a community advisory committee a committee report shall be prepared in lieu of minutes.

9.02 The administrative assistant shall be responsible for preparation of the committee report.

9.03 The community advisory committee report shall be in the same format as those for the Board`s other committees.

9.04 A community advisory committee report shall be presented to a special committee of the Board, the Standing Committee or the Board, at the discretion of the Chair of the Board and the Director.

9.05 The Director may decide that commentary, background or contextual information, and/or a recommendation from staff is necessary to ensure that trustees have comprehensive information on which to base a decision. When this is deemed necessary, the Director will issue a separate staff report to accompany the community advisory report.