

AGENDA: 5:30 p.m.

1. Call to Order
2. Approval of the Agenda
3. Consent Item: updates to procedures under the Student Learning & Achievement and Finance Pillars

Policy Reviews:

Student Learning & Achievement

4. Educational Excursions
5. Environment

Facilities

6. Boundary Review

7. Adjournment – next policy meeting: December 4, 2019

Subject: Student Achievement Procedures
Executive Council Member Responsible: Peter Sovran
Associate Director, Learning Services



The following chart updates Trustees on the changes made to the procedures attached to the policies, under the Student Achievement Pillar policy.

The policies and procedures under this pillar include:

6.1 21st Century Learning

- Identity, Credibility and Positive Participation Procedure
- Ownership and Authorship Procedure
- Responsible Use Procedure
- Selection of Learning Resources Procedure

6.2 Assessment, Evaluation and Reporting

- Assessment for Learning and as Learning Procedure
- Communicating and Reporting Student Achievement Procedure
- Determining Report Card Grades Procedure
- Evidence of Learning Procedure
- Interim Early Identification and Intervention Procedure
- Learning For All: Supporting Students with Specific Learning Needs Procedure
- Learning Skills and Work Habits Procedure
- Missing Evidence of Learning Procedure
- Supporting English Language Learners ELLs Procedure

6.3 Community Involvement Activities

- Community Involvement Activities Procedure

6.4 Educational Excursions

- Educational Excursions Procedure

6.5 Environment

6.6 First Nations, Metis and Inuit Education

- First Nation, Métis, and Inuit Education Procedure: Voluntary, Confidential First Nation, Métis and Inuit Self-Identification

6.7 Political Activity in Schools During Elections

- Political Activity in Schools During Elections Procedure

6.8 Program

- French Immersion Directive

6.9 Student Engagement

6.10 Student Registration and Admission

- Out of Catchment Procedure

Consent Agenda: A consent agenda groups the routine, procedural, informational and self-explanatory non-controversial items typically found in an agenda. These items are then presented to the committee allowing anyone to request that a specific item be pulled out for discussion.

Listed below is a summary of the changes to all procedures under the Student Learning and Achievement Pillar.

6.1 21st Century Learning (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Last Amended	Changes Made
Identity, Credibility and Positive Participation	2013	None
Ownership and Authorship	2013	None
Responsible Use	2018	None
Selection of Learning Resources	2015	None

6.2 Assessment, Evaluation and Reporting (policy review date: 2019)

Last reviewed in 2015

***this policy is to be reviewed by the committee this year and will be updated accordingly**

Procedure Name	Last Amended	Changes Made
Assessment for Learning and as Learning	2015	None
Communicating and Reporting Student Achievement	2015	None
Determining Report Card Grades	2015	None
Evidence of Learning	2015	None
Interim Early Identification and Intervention	2017	None

Learning for All: Supporting Students with Specific Learning Needs	2015	None
Learning Skills and Work Habits	2015	None
Missing Evidence of Learning Directive	2015	None
Supporting English Language Learners (ELL)	2015	None

6.3 Community Involvement Activities (policy review date: 2020)

Last reviewed in 2016

Procedure Name	Last Amended	Changes Made
Community Involvement Activities	2016	None

6.4 Educational Excursions (policy review date: 2019)

Last reviewed in 2015

***this policy is to be reviewed by the committee this year and will be updated accordingly**

Procedure Name	Last Amended	Changes Made
Educational Excursions	2017	None

6.5 Environment (policy review date: 2019)

***this policy is to be reviewed by the committee this year and will be updated accordingly**

Procedure Name	Changes Made
*No procedure exists for this policy	N/A

6.6 First Nation, Métis and Inuit Education (policy review date: 2020)

Last reviewed in 2016

Procedure Name	Last Amended	Changes Made
First Nation, Métis, and Inuit Education Procedure: Voluntary, Confidential First Nation, Métis and Inuit Self-Identification	2016	None

6.7 Political Activity in Schools During Elections (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Last Amended	Changes Made
Political Activity in Schools During Elections	2018	N/A

6.8 Program (policy review date: 2018)

Last reviewed in 2018

Procedure Name	Last Amended	Changes Made
French Immersion	2018	N/A

6.9 Student Engagement (policy review date: 2019)

Last reviewed in 2015

***this policy is to be reviewed by the committee this year and will be updated accordingly**

Procedure Name	Changes Made
*No procedure exists for this policy	N/A

6.10 Student Registration and Admission (policy review date: 2022)**Last reviewed in 2018**

Procedure Name	Changes Made
Out of Catchment Procedure	N/A

Subject: Finance Procedures
Executive Council Member Responsible: Stacey Zucker
Associate Director, Support Services



The following chart updates Trustees on the changes made to the procedures attached to the policies, under the Finance Pillar policy.

The policies and procedures under this pillar include:

- 3.1 Advertising Expenditure**
- 3.2 Advocacy Expenditures**
- 3.3 Education Development Charges Alternative Accommodations for School Facility**
 - Alternative Accommodations for School Facilities Procedure
- 3.4 Education Development Charges School Sites and Operating Budget**
 - School Sites and Operating Budget Procedure
- 3.5 Employee Expense**
 - Employee Expense Procedure
- 3.6 Fraud Prevention & Management**
 - Fraud Prevention & Management Procedure
- 3.7 Fundraising**
 - School Fundraising Procedure
 - School Generated Funds Procedure
- 3.8 Procurement**
 - Procurement Procedure
- 3.9 Student Fees**
 - Student Fees Procedure
- 3.10 Transportation**
 - Transportation Procedure

3.11 Trustee Expense

- Trustee Expense Procedure

3.12 Trustee Honorarium

Consent Agenda: A consent agenda groups the routine, procedural, informational and self-explanatory non-controversial items typically found in an agenda. These items are then presented to the committee allowing anyone to request that a specific item be pulled out for discussion.

Listed below is a summary of the changes to all procedures under the Finance Pillar.

3.1 Advertising Expenditure (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Changes Made
*No procedure exists for this policy	N/A

3.2 Advocacy Expenditures (policy review date: 2020)

Last reviewed in 2016

Procedure Name	Changes Made
*No procedure exists for this policy	N/A

3.3 Education Development Charges Alternative Accommodations for School Facility (policy review date: 2017)

Last reviewed in 2013

*currently on hold – Ministry is currently reviewing their framework for school boards

Procedure Name	Last Amended	Changes Made
Alternative Accommodations for School Facilities Procedure	2013	None

3.4 Education Development Charges School Sites and Operating Budget (policy review date: 2017)

Last reviewed in 2013

*currently on hold – Ministry is currently reviewing their framework for school boards

Procedure Name	Last Amended	Changes Made
School Sites and Operating Budget Procedure	2013	None

3.5 Employee Expense (policy review date: 2021)

Last reviewed in 2019

Procedure Name	Last Amended	Changes Made
Employee Expense Procedure	2019	Updated to reflect the new mileage and meal rates for the 2018/2019 school year. 2.2 Mileage Rates \$0.58 per kilometre for the first 5,000 km; \$0.52 per kilometer after that. 3.1 Meal Rates Breakfast \$10.50 Lunch \$21.00 Dinner \$47.00

3.6 Fraud Prevention & Management (policy review date: 2022)

Last reviewed in 2019

Procedure Name	Last Amended	Changes Made
Fraud Prevention & Management Procedure	2019	Procedure was updated to include a section on Whistle-blower protection

3.7 Fundraising (policy review date: 2023)

Last reviewed in 2019

Procedure Name	Last Amended	Changes Made
School Fundraising Procedure	2019	None
School Generated Funds Procedure	2019	None

3.8 Procurement (policy review date: 2017)

Last reviewed in 2016

Procedure Name	Last Amended	Changes Made
Procurement Procedure	2016	None

3.9 Student Fees (policy review date: 2019)

Last reviewed in 2015

***this policy is to be reviewed by the committee this year and will be updated accordingly**

Procedure Name	Last Amended	Changes Made
Student Fees Procedure	2015	None

3.10 Transportation (policy review date: 2021)

Last reviewed in 2019

Procedure Name	Last Amended	Changes Made
Transportation Procedure	2019	Procedure was updated to change walk distance for Kindergarten students to align with co-terminus Board

3.11 Trustee Expense (policy review date: 2021)

Last reviewed in 2019

Procedure Name	Last Amended	Changes Made
Trustee Expense Procedure	2019	Updated to reflect the new mileage and meal rates for the 2018/2019 school year. 5.0 Mileage Rates \$0.58 per kilometre for the first 5,000 km; \$0.52 per kilometer after that. 6.1 Meal Rates Breakfast \$10.50 Lunch \$21.00 Dinner \$47.00

3.12 Trustee Honorarium (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Changes Made
*No procedure exists for this policy	N/A

Subject: Educational Excursions

Executive Council Member Responsible: Sue Dunlop, Superintendent of Student Achievement



ISSUE

Educational Excursions policy is up for its incremental 4 year review. Minor changes have been made to update and/ or streamline language around current practices.

RECOMMENDATION(S)

Staff are recommending to the Trustees on the policy committee, that the Educational Excursions Policy be recommended for approval.



Educational Excursions

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 3

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes that a quality education includes the opportunity for all students to participate in educational excursions. HWDSB values the connection between educational excursions and the curriculum in extending and enriching the educational experience to assist students in learning and growing to their full potential.

GUIDING PRINCIPLES:

- All students are provided opportunities to participate in educational excursions.
- Educational excursions enable students to experience the richness and diversity of their local community and culture, and beyond.
- Educational excursions are age-appropriate, constructive in nature, and meet Ontario curriculum expectations and safety guidelines (e.g. Ontario Physical and Health Education Association (OPHEA) Physical Activity-Safety Standards in Education).
- Educational excursions are planned and executed in accordance with Board and Ministry policies/procedures and are communicated appropriately to parents.

INTENDED OUTCOMES:

The implementation of the Educational Excursions Policy together with specific related procedures will:

- Promote educational excursions that are accessible to all students, regardless of ancestry, colour, race, creed, socio-economic or family status, gender or gender identity, sexual orientation or (dis)ability

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Educational excursion: an educational learning experience for students that takes place outside their school campus, designed to enhance and enrich the overall educational experience, and linked to the curriculum and/or HWDSB Strategic Directions. Educational excursions provide the opportunity to explore the local community and culture, and beyond. Educational excursions should support opportunities for students to achieve their potential. Educational excursions represent but are not limited to live theatre, live music, art galleries, museums, historical sites, cultural events, healthy active living activities, environmental excursions and educational films and documentaries related to the



Educational Excursions

Date Approved: XXXX

Projected Review Date: XXXX

Page 2 of 3

Ontario Curriculum. The terms “field trip”, “student/school trip” and “trip” are deemed synonymous with the term “educational excursion” for the purpose of this policy.

Student Support Fund: This program supported through the HWDSB Foundation for Student Success provides for basic needs for at risk students to help alleviate the challenges and stressors surrounding the issues of financial disparity, thereby improving their potential educational outcomes. This can include excursions that include a cost.

ACTION REQUIRED:

- Develop and implement professional learning for staff;
- Establish School and Board-based Educational Excursion tracking system

PROGRESS INDICATORS:

Intended Outcome	Assessment
Promote educational excursions that are accessible to all students, regardless of ancestry, colour, race, creed, socio- economic or family status, gender or gender identity, sexual orientation or (dis)ability.	Following development of a School and Board-based Educational Excursion tracking system, Principals and Superintendents will review the system to ensure various activities exist for schools to consider when seeking educational excursions throughout the year. This review will take place on an annual basis at the beginning of the school year.

REFERENCES:

Government Documents

Education Act—Part VI BOARDS, Duties & Powers
 Education Act Regulation 298 OPERATION OF SCHOOLS - GENERAL
 Ontario Curriculum
 Ontario Federation of School Athletic Associations (OFSAA) Regulations
 Ontario Physical and Health Education Association (OPHEA) Guidelines
 Ontario School Boards’ Insurance Exchange (OSBIE)
 Highway Traffic Act - Section 32 – licensing

HWDSB Policies

Accessibility Standards for Customer Service
 Equity and Inclusive Education
 Medical/Health Support – Anaphylaxis
 Nutrition



Educational Excursions

Date Approved: XXXX

Projected Review Date: XXXX

Page 3 of 3

- Partnership
- Procurement
- Student Fees
- Transportation
- Volunteer

Subject:

Environment

Executive Council Member Responsible:

Bill Torrens
Superintendent of Student Achievement -
Program



ISSUE

Environment policy is up for its incremental 4 year review. Minor changes have been made to streamline the policy content and align the format and content with other policies, based on the 21st Century Learning Policy. Revisions also support the Ministry expectations outlined in their document *Acting Today, Shaping Tomorrow, 2009*.

RECOMMENDATION(S)

Staff are recommending to the Trustees on the policy committee, that the Environment Policy be recommended for approval.

Environment

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 7

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to promoting and supporting environmental education, environmental action and care of the environment. It is the policy of Hamilton-Wentworth District School Board to facilitate the implementation of programs and curriculum initiatives to deepen and broaden student learning about the environment. As part of the Board's continuing commitment to implement environmentally responsible practices, understanding of environmental impact will be consistently utilized to inform decision-making.

GUIDING PRINCIPLES:

HWDSB will support the development of learning about environmental education, environmental action, and care of the environment by:

- Supporting effective environmental education programs that:
 - address sustainability and the underlying causes of environmental stresses which are rooted in personal and social values and in organizational structures;
 - promote changes in personal, behavioural and organizational practices that will minimize our ecological footprint; and
 - foster greater community engagement.
- Engaging students in environmental education programs that expands students' knowledge of the environment, enhances their critical thinking and problem-solving skills and increases their community awareness and the likelihood of initiating proactive involvement.
- Building a shared responsibility for care of the environment amongst students, teachers, leaders, parents/caregivers, and community members.
- Providing access to free fresh water during the school day and at school events, where students would be encouraged to purchase and bring their own refillable water bottle.
- Respecting and caring for the environment to meet the needs of the present and future generations by:
 - ensuring all HWDSB activities and operations meet or exceed applicable legislation and regulations, and
 - achieving a high standard of institutional accountability by implementing best management practices to prevent or reduce environmental impacts.

INTENDED OUTCOMES:

The implementation of the Environment Policy together with specific related procedures will:

- Foster student knowledge and awareness of environmental issues and how to care for the environment;
- Support educators in providing students with learning opportunities regarding the environment and care for the environment from kindergarten to grade 12;
- Foster environmental initiatives, in partnership with parents/caregivers and community partners as

Environment

Date Approved: XXXX

Projected Review Date: XXXX

Page 2 of 7

appropriate;

- Enhance environmental stewardship through the promotion of sustainable practices, wherever possible, for:
 - attainable and cost-effective practices;
 - compliance with provincial laws and regulations; and
 - reduction in the environmental footprint of the Board.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Ecological footprint: Measures of the impact that human activities have on the environment.

Environmental Education: Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of the:

- Earth's physical and biological systems.
- Interdependency of our social and economic systems on these natural systems.
- Scientific and human dimensions of environmental issues.
- Positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.

Environment Education and Management Committee: an internal, multi-departmental steering committee supporting the on-going implementation of the policy

Environmental Stewardship: Environmental stewardship or sustainability is meeting the needs of the present without compromising the ability of future generations to meet their needs.

ACTION REQUIRED:

- Develop and implement professional learning for staff;
- Establish an Environmental Education and Management Committee



Environment

Date Approved: XXXX

Projected Review Date: XXXX

Page 3 of 7

PROGRESS INDICATORS:

Intended Outcome	Assessment
<ul style="list-style-type: none"> • Foster student knowledge and awareness of environmental issues and how to care for the environment 	<p>The Environmental Education and Management Committee's annual report summarizes examples of student work and projects related to environmental education.</p>
<ul style="list-style-type: none"> • Support educators in providing students with learning opportunities regarding the environment and care for the environment from kindergarten to grade 12 	<p>The Environmental Education and Management Committee's annual report summarizes examples of learning opportunities related to environmental education.</p>
<ul style="list-style-type: none"> • Foster environmental initiatives, in partnership with parents/caregivers and community partners as appropriate; 	<p>The Environmental Education and Management Committee's annual report summarizes involvement of parents/caregivers, and community groups/partnerships in HWDSB environmental initiatives.</p>
<ul style="list-style-type: none"> • Enhance environmental stewardship through the promotion of sustainable practices, wherever possible, for: <ul style="list-style-type: none"> ○ attainable and cost-effective practices; ○ compliance with provincial laws and regulations; and ○ reduction in the environmental footprint of the Board. 	<p>The Environmental Education and Management Committee's annual report provides evidence of environmental stewardship including the Environmental Impact Report (formally the Annual Utilities Report). Schools, departments, personnel and parent/community groups.</p> <ul style="list-style-type: none"> • Evidence of partnerships with local municipal and regional authorities and community organizations to enhance environmental education and action.

REFERENCES:

Government Documents

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, September 2009.

Standards for Environmental Education in the Curriculum. 2008

Shaping our Schools, Shaping our Future. June 2007.

Ready, Set Green! Tips, Techniques, and Resources from Ontario Educators. Spring, 2007.

Environmental Education: Scope and Sequence of Expectations (Elementary and Secondary). 2009.

Energy Efficiency Act: General – O. Reg. 38/06

Environmental Protection Act



Environment

Date Approved: XXXX

Projected Review Date: XXXX

Page 4 of 7

Waste Management Act

HWDSB Policies

21st Century Learning

Subject: Boundary Review

Executive Council Member Responsible: Stacey Zucker,
Associate Director, Support Services



ISSUE

The Boundary Review policy is up for its 4-year incremental review. After reviewing the policy, staff note the following:

1. Boundary Reviews are not mandated or governed by the Ministry of Education.
2. Prior to the Pupil Accomodation Review (PAR) Guidelines, issued by the Ministry, HWDSB developed a Boundary Review Policy and Procedure.
3. PAR Guidelines addressed community concerns around transparency and community consultation, both of which are now common practice for HWDSB activities including PARs and BRs.
4. Boundary Reviews can be operational and conducted with transparency and consultation.

Staff believe that the process of boundary reviews can be operational, without policy, and are confident that public voice and participation will continue as the norm.

RECOMMENDATION(S)

Staff are recommending to the Trustees on the policy committee, that the Boundary Review Policy be rescinded.



Boundary Review

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 3

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes in optimizing and ensuring the effective and efficient use of all facilities to support student achievement.

GUIDING PRINCIPLES:

- Address the short- and long-term accommodation requirements of the impacted communities in a timely manner;
- Be mindful of the best and most prudent use of all resources available to HWDSB;
- Adhere to the guiding principles as defined in the Long-Term Facilities Master Plan including optimal school capacity, grade organization, transportation, facility requirements, site size and the balance between French Immersion and English track students in dual track schools ([Facilities Master Plan | Hamilton-Wentworth District School Board](#)).
- Consult with the impacted school communities to gain further insight into the boundary recommendation(s).
- Be mindful of the distance to the nearest school and the ability for students to safely travel to school.

INTENDED OUTCOMES:

To validate or amend boundaries to support and optimize the effective and efficient use of all facilities.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Long-Term Facilities Master Plan: A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

ACTION REQUIRED:

A boundary review, outside of the accommodation review process, shall begin under the following circumstance:



Boundary Review

Date Approved: XXXX

Projected Review Date: XXXX

Page 2 of 3

- Initiated through the Long-Term Facilities Master Plan, upon Board approval;
- or
- Recommendation from a Superintendent of Student Achievement, upon Board approval;
- or
- Initiated through the Board of Trustees.

Once a boundary review has been initiated, staff will take the following steps:

- **Create the Boundary Review Advisory Panel:** The mandate of the Boundary Review Advisory Panel is to advise the Superintendent of Student Achievement through the process of discussions and inquiries on HWDSB staff recommendations and information provided to them after reviewing the guiding principles, receiving community input and providing local expertise. The Superintendent of Student Achievement, in conjunction with the Planning and Accommodation Division, will then make a recommendation(s) for Board approval. The panel shall consist at a minimum of the Superintendent of Achievement for the affected schools, Ward Trustee(s), Principal(s), members of School Council and Home & School Association (where they may exist), and Planning & Accommodation staff.
- **Conduct a community consultation:** Consisting of a public meeting(s) to allow the community an opportunity to provide input regarding the proposed recommendation(s).
- **Review data from the community consultation:** Consisting of the review of community feedback prior to formulating the final recommendation(s) to be presented at a Board Finance & Facilities Committee meeting.
- **Seek Board approval:** Consisting of the presentation of the recommendation(s), as well as the results of the community consultation, to the Board for their approval.

PROGRESS INDICATORS:

Intended Outcome	Assessment
To validate or amend boundaries to support and optimize the effective and efficient use of all facilities.	This will be measured by monitoring and planning for pupil accommodations through the Long-term Facilities Master Plan and by looking at: <ul style="list-style-type: none"> • Declining, increasing and shifting enrolments • Current funding and operational realities • Changing educational and program objectives • Physical limitations of schools and sites.

Boundary Review

Date Approved: XXXX

Projected Review Date: XXXX

Page 3 of 3

REFERENCES:

HWDSB Policies

Use of Board Facilities

Pupil Accommodation Review

RESOUND