

# COMMITTEE OF THE WHOLE

**MONDAY APRIL 16, 2012**

6:30 pm

1. Call to Order R. Barlow
2. Approval of Agenda
3. Declaration of Conflict of Interest
4. Approval of Minutes
  - A. February 13 2012 – Regular CTW
  - B. February 27 2012 – Special CTW
  - C. March 5 2012 – Special CTW
  - D. March 19 2012 – Regular CTW
5. Consent Agenda
  - A. [Interim Financial Report – January 31 2012](#)

## **ACTION ITEMS**

6. [2012-13 Elementary and Secondary School Year Calendar](#) J. Lavery
7. [2012-13 School Based Staffing](#) D. Grant
8. [Public Meeting re ECP Funding Report](#) D. Grant
9. [Dalewood Accommodation Review](#) K. Bain

## **MONITORING ITEMS**

10. [Education Centre Report](#) K. Bain/ D. Grant/D. Hall
11. Task-Force Report T. Simmons/K. Turkstra
12. [Parent and Community Engagement Report](#) S. Stephanian/Executive Council
13. [2011-12 Capital Projects Plan](#) K. Bain
14. Trustee Request for additional information to facilitate secondary ARC decision making 15 minutes
15. Public Questions for Clarification
16. Adjournment

### **Upcoming Public Meetings**

<b><u>Meeting</u></b>	<b><u>Date</u></b>	<b><u>Time</u></b>	<b><u>Location</u></b>
Finance Advisory Sub-Committee	Wednesday April 18 2012	9:30 am	Ed Centre, Room I
Policy Working Sub-Committee	Thursday April 19 2012	5:45 pm	Boardroom
Special CTW – South ARC **	Monday April 23 2012	6:00 pm	Boardroom
Finance Advisory Sub-Committee	Wednesday April 25 2012	1:00 pm	Ed Centre, Room I
Special Education Advisory Committee	Wednesday April 25 2012	7:00 pm	Ed Centre, Room I
Board Meeting	Monday April 30 2012	6:30 pm	Boardroom

\*\* These meetings are for Trustees to seek further information on specific accommodation review areas. No decisions will be made that evening. \*\*



# Minutes of the Committee of the Whole

Monday, February 13, 2012

**PRESENT:**

**Trustees:** Judith Bishop (Wards 1&2), Tim Simmons (Chair of the Board, Ward 3), Ray Mulholland (Ward 4), Todd White (Ward 5), Laura Peddle (Ward 6), Lillian Orban (Ward 7), Wes Hicks (Ward 8), Robert Barlow (Vice-Chair, Wards 9&10), Alex Johnstone (Wards 11& 12), Jessica Brennan (Ward 13) and Karen Turkstra (Wards 14 & 15). **Student Trustees** Jacqueline Janas (Westdale), Judy Shen (Westmount).

**Administration:** John Malloy, Ken Bain, Vicki Corcoran, Krys Croxall, Manny Figueiredo, Mag Gardner, Don Grant, Peter Joshua, John Laverty, Pam Reinholdt, Pat Rocco, Scott Sincerbox, Sharon Stephanian.

**REGRETS:**

None.

**1. Call to Order**

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 6:00 p.m., welcoming everyone.

**2. Approval of Agenda**

**Moved by: T. Simmons  
Seconded by: L. Peddle**

**That the agenda be approved.**

Revisions:

Added agenda item - #8a Trustee Request for Additional Information to Facilitate Decision Making

To the motion, as amended,

**CARRIED UNANIMOUSLY.** Trustees Janas and Shen voted in favour.

**3. Declaration of Conflict of Interest**

None declared.

**4. Approval of the Minutes**

**Moved by: T. Simmons  
Seconded by: K. Turkstra**

**That the minutes of the Special CTW Hearing – King George Area Delegation Night, January 24, 2012. be approved.**

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Johnstone, Mulholland, Simmons, Barlow, Bishop, Turkstra, Peddle.	(8)
OPPOSED:	None.	(0)

ABSTENTIONS:	Trustees Hicks, White, Orban.	(3)
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Student Trustees Janas and Shen voted in favour.

### **ACTION ITEMS:**

#### **5. King George ARC – Final Recommendation**

K. Bain presented the report.

**Moved by: T. Simmons  
Seconded by: J. Brennan**

- 1) That the Board approve the closure of King George Elementary School in June 2012.
- 2) That the Board approve the revised boundaries for Memorial (City) and Prince of Wales, as outlined on Map #2 and Map #3, effective September 2012.

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

**Moved by: T. Simmons  
Seconded by: A. Johnstone**

**Whereas the *Other Considerations* outlined in the King George ARC Report were also supported by the King George Staff Report,  
Therefore, be it resolved,**

- a) That the Associate Director immediately initiate a boundary review to review the boundaries for Prince of Wales, Memorial (City) and Queen Mary in order to more evenly distribute students among the three schools
- b) That the Superintendent of Business review the ARC request to provide transportation to any Prince of Wales' student residing at the northwest corner of Barton Street and Ottawa Street (including Rosslyn Avenue, Dalhousie Avenue, Cluny Avenue, Craigmiller Avenue, and Dalkeith Avenue).
- c) That Facilities Management, in conjunction with school principals, analyze existing facilities and suggest any recommendations for capital improvements to accommodate the influx of students.

Trustees made the following comments:

- The route to Queen Mary School has a cut-off through way which poses concerns in terms of access and safety.
- Feedback from the school communities and parents should be part of the boundary review process.
- The current transportation service for these schools should be maintained until the completion of the boundary review.

**Moved by: L. Peddle  
Seconded by: R. Mulholland**

That clause (a) of the second motion regarding *Other Considerations* outlined in the King George ARC Report be amended to add the phrase: “to include recommendations for transportation no later than June 2012” and clause (b) be deleted.

The mover felt the amendment would provide a stronger direction to address transportation, safety and other concerns with the route.

The mover of the original motion emphasized that the intent of clauses (a) and (b) were in response to community requests and concerns with transportation implications – some students are bussed while half of them are walking to their schools.

In response to Trustee questions, the following clarifications were noted:

- The direction in clause (a) will establish the boundaries; the only way to include Queen Mary School in the boundary review is through a stand alone recommendation, hence through clause (a).
- There will be students closer to Queen Mary and for those outside the boundary (about 40-47 seats), the transportation policy will apply.
- A report on the recommended boundaries will be back to the trustees by April 2012, including staffing implications. The boundary review will be undertaken by the Planning Department and appropriate Superintendent of Student Achievement.
- The Director assured trustees that the boundary review will include transportation along with special situations relating to transportation.

Trustee Johnstone called the question and it was

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

The amendment was put to a vote.

The vote was recorded and the motion was **LOST** on the following division:

FOR:	Trustees Orban, Mulholland, Peddle.	(3)
OPPOSED:	Trustees Brennan, Johnstone, Hicks, White, Simmons, Barlow, Bishop.	(7)
ABSTENTIONS:	Trustee Turkstra.	(1)

Student Trustees Janas and Shen voted in favour.

To the original motion,

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

One trustee requested that a copy of the Boundary Protocol process be sent via email to trustees.

## **6. North Area Accommodation Review**

In providing an overview, the Director read the Rationale/Benefits, noting this section is included in all the Accommodation Review reports.

### **A. ARC Committee Recommendation**

Superintendent Corcoran, Chair of North ARC, gave a brief overview then introduced the following who made a PowerPoint presentation: Mark Currie (Orchard Park School Teacher), Nancy Leach (Non-Teaching Staff at Parkview School), Barb Wachner (Parent, Parkview School) and Scott Barr (Glendale School Teacher).

### **B. Staff Recommendation**

Associate Director Bain led the presentation, expressing appreciation and thanks to the community for their contribution of time and efforts in the ARC process and to staff for their hard work and support. He noted the timelines for Board decision on the ARC/Staff reports in May 2012.

It was clarified further that the required 60-day timeline commences on February 27<sup>th</sup> and subsequent special hearings relative to the ARC process should fit on the 60-day period.

In response to Trustee questions, the following clarifications were noted:

- The proposed 1,250 capacity for the new school is approximate; in some situations a smaller number is better in terms of program accommodation and resources.

- Administration has had preliminary review and discussion on potential sites for the new school. Work will progress on this area per direction from the Board after a decision is reached sometime in May 2012. It was noted that 15 acres is an optimal size.
- The Director clarified that the staff recommendations mirrored the North ARC recommendations. Administration can bring Plan B if funding will not materialize. He confirmed the considerable discussion around site and size, noting that it will be premature for staff to do further work.
- Two years will be required for getting Ministry approval to open a new school. Administration intends to only close Sir John A. Macdonald School if there is Ministry approval and funding for a new school. If not, the back-up plan will be the closure of Delta and Parkview and relocation of students to Sir John A. Macdonald.
- In terms of theatre facility, North ARC preferred a traditional one for the new school and the alternative is similar to what Waterdown School has (this type is funded). The positive impact of having a theatre for community events was emphasized.
- Responding to concerns around vocational programming and maintaining this program based on existing student needs, the Director alluded to an exciting opportunity to look at accommodation in a different way. Recalling that different types of learning styles have been discussed for a number of years, he expressed confidence that the Board will learn differently from the ARC process. The Director believed that HWDSB should promote learning in different ways and in different places, adding that in schools where the required student body is not there then building a larger facility may not be appropriate.
- North ARC felt strongly on the need for a new school which is a key factor in revitalizing and engaging learners. The committee also focused on the importance of student voice in determining what students need and want.
- A boundary review will take place in these school communities as part of the overall plan.

**Moved by: J. Brennan**  
**Seconded by: T. White**

**That Trustees receive the Accommodation Review Reports re: Delta Secondary, Glendale Secondary, Orchard Park Secondary, Sir John A. Macdonald Secondary and Sir Winston Churchill Secondary and defer a final decision until May 2012.**

**Moved by: J. Brennan**  
**Seconded by: T. White**

**That the phrase “until May 2012” be changed to read “no earlier than May 2012”.**

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

To the motion, as amended,

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

Trustees agreed that this revision (“no earlier than May 2012”) will apply to the Recommended Actions for the South and West Accommodation Reports.

The Chair thanked all presenters for their time and efforts and recessed until 8:05 pm.

The Chair asked the trustees for direction regarding the meeting timeline. Several trustees felt that all ARC committees and staff should be given enough time and attention in terms of their presentations and trustees’ discussion of their recommendations.

Moved by A. Johnstone  
Seconded by J. Brennan

That the West ARC (last presenter on the agenda) be re-invited back for their presentation to the Board on Tuesday, February 21<sup>st</sup>.

There was a conflict from staff on this date.

Moved in amendment by L. Peddle  
Seconded by J. Brennan

That the West ARC (last presenter on the agenda) be re-invited back for their presentation to the Board on Monday, February 27<sup>th</sup>, starting with a Special Committee of the Whole and delaying the start time for the regular Board.

There was a conflict from ARC on this date.

The vote was recorded and the motion was **LOST** on the following division:

FOR:	Trustees Brennan, Turkstra, Peddle.	(3)
OPPOSED:	Trustees Johnstone, Hicks, White, Orban, Mulholland, Simmons, Barlow, Bishop.	(8)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen were opposed.

Moved by K. Turkstra  
Seconded by T. White

**That the committee continue to meet until the agenda is completed.**

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Hicks, White, Orban, Mulholland, Simmons, Barlow, Bishop, Turkstra.	(8)
OPPOSED:	Trustees Brennan, Johnstone, Peddle.	(3)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen voted in favour.

## 7. South Area Accommodation Review

K. Bain provided an overview then called on the presenters for the reports.

### A. ARC Committee Recommendation

Superintendent Sincerbox, Chair of South ARC, introduced the following who made a PowerPoint presentation: Kevin Robinson (Hill Park School Teacher), Anne Pollard (Parent, Mountain School), Gary Deveau (Sherwood School Teacher) and Susan Pretula (Public School Community Leader).

### B. Staff Recommendation

K. Bain referred to the staff report. He acknowledged the presence of Daniel Del Bianco, Consultant, who was ready to response to trustees' questions.

In response to Trustee questions, the following clarifications were noted:

- Closure of any school with a recreation centre attached to it does not mean that the recreation centre will close as well.
- South ARC's interpretation of the Westmount School program is that it is a Program of Choice and should be included within the ARC's terms of reference.
- Relative to South ARC's proposed relocation of the Westmount program to Hill Park School, the committee's opinion is that Hill Park is centrally located and might better serve the students in this self-paced program.
- The Director emphasized that it is common knowledge that Westmount School is outside South ARC's terms of reference and also outside the ARC process. If trustees want to proceed with the suggestion of consultation with the Westmount community regarding the relocation strategy and its impact on the students, then a formal motion should be made soon. The Director clarified further that in spite of a formal motion, Westmount will not be part of the ARC process; trustees cannot wait for the ARC because this has accommodation strategy. This issue will be an additional consideration.
- Another French Immersion high school will be addressed after the work on facilities; it will be impractical to decide on the site at this time but this will be dependent on where the students are.
- The Director remarked that all programs, self-paced included, need to be considered closely. He explained that a purpose-built space is constructed for a specific purpose, recognizing that there may be some differing opinions on this. He did not think, however, that a self-paced school is a purpose-built one.
- Staff are starting to address school renewal and capital needs of the current 18 schools. If staff recommendations are approved on the proposed school closures and addition of 2 new schools, then the renewal funding received will be spread over to the remaining schools, including the 2 new schools.
- Administration is solely in favour of the staff recommendation as this provides an even distribution of students on the mountain. The ARC's recommendation to relocate Westmount School is not supported and it will be difficult to move 1,400 students.
- In terms of the Jerome site, administration is convinced that this is centrally located even if it is situated at the corner of the boundary area and the fact that it is a Board property outweighs any challenges.
- The Ministry of Education, under regulation 298 (section 3) of the Education Act, provides guidelines in terms classes with different student numbers, e.g., Parkview School has one comprehensive class with only 12 students attending.
- One South ARC presenter clarified that the committee is only proposing an increase in boundary for Sir Allan MacNab School and not right sizing because this facility is in fairly good condition.
- It was confirmed that both ARC and staff reports noted that students in the Billy Green area are moving west.

**Moved by: J. Bishop**  
**Seconded by: A. Johnstone**

**That Trustees receive the Accommodation Review Reports re: Barton Secondary, Hill Park Secondary, Mountain Secondary, Sherwood Secondary and Sir Allan MacNab Secondary and defer a final decision no earlier than May 2012.**

**CARRIED UNANIMOUSLY.** Student Trustee Shen voted in favour. (Student Trustee Janas was not in the Board Room during the vote.)

Moved by: L. Peddle  
 Seconded by: K. Turkstra

That Saltfleet Secondary School, being currently over capacity at 125%, remain closed to out of catchment students.

Concerned with the possibility of an appeal given the lack of consultation with the community and communication to trustees, the mover noted that Billy Green School has been a feeder school to Sherwood Schools for many years.

In response to Trustee questions, the following clarifications were noted:

- When a school is identified as open to boundaries, then this refers to all grades.
- No transportation is provided as there is no boundary change. It was announced that Saltfleet currently has 49 available spots and out of catchment students are welcome if they want to attend this school. If parents want their children to go to another school and there is space available, under HWDSB's guidelines these students would be accommodated.
- A similar student accommodation will occur at Waterdown School as there will be 700 spaces available by September 2012. Administration and staff believe that this is an appropriate and consistent approach to student accommodation.
- There are 12 portables at Saltfleet at this time. Longer term strategy will be the reduction in reliance on portables.
- The opening of the new Bishop Ryan Catholic School and the continued decline in enrolment are also key reasons prompting the accommodation of Billy Green students into Saltfleet.

Trustee Mulholland called the question and it was

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

To the motion,

The vote was recorded and the motion was **LOST** on the following division:

FOR:	Trustees Turkstra, Peddle.	(2)
OPPOSED:	Trustees Brennan, Johnstone, Hicks, Mulholland, Simmons, Barlow, Bishop.	(7)
ABSTENTIONS:	Trustees White, Orban.	(2)

Student Trustees Janas and Shen were opposed.

The Chair thanked all presenters for their time and efforts and recessed until 10:27 pm.

Trustee Peddle left the meeting prior to the resumption of the meeting.

## **8. West Area Accommodation Review**

### **A. ARC Committee Recommendation**

K. Bain provided an overview then called on the presenters for the reports.

Superintendent Stephanian, Chair of West ARC, introduced the following who made a PowerPoint presentation: Deborah Knoll (Public School Community Leader), Heather Mac Donald (Parent, Ancaster High), Bea Howell (Parent, Westdale School), Sharon Ricci (Parent, Westdale School) and Boris Williams (Parent, Highland School).

### **B. Staff Recommendation**

K. Bain referred to the staff report. He acknowledged the efforts and support of all staff involved in the development of this report.

In response to Trustee questions, the following clarifications were noted:



- Highland School site is a larger piece of property and space is needed to accommodate the Parkside students. Parkside School is very small and cannot build on this site to accommodate the Highland students.
- A West ARC presenter noted that Parkside is located on a very narrow street; teachers are not allowed to supervise bus access as this section is not owned by the Board.
- An upgraded Highland facility will cost \$15 million and additional upgrade costs, including renewal, will be about \$6 million. There will be new recommendations forthcoming around renewal needs for other schools and these will be addressed in the annual report, particularly the investments on the 11 remaining schools.
- West ARC noted some key concerns from the school and community on right sizing Ancaster High, particularly the potential loss of 33% of pupil spaces. Both the ARC and Board staff agreed that this strategy is not viable and will only jeopardize the program. Other key factors considered were: Ancaster High as a community asset, the need for a K to 8 school in Ancaster, losing half of the land will jeopardize the 21<sup>st</sup> Century Education concept, and implications of a new Catholic School coming to the area.
- In response to one trustee's query on the merit of reconsultation with the community regarding the recommendations for Highland and Parkside Schools, it was clarified that a boundary review process requires community consultation but not the ARC process. In a scenario where trustees approve the West ARC recommendation and no funding is received, then the situation has to be addressed through a boundary review.
- The Director noted that the Board can always request staff to engage in a form of consultation for further information and gain insights.
- A West ARC presenter affirmed that there was discussion relative to the size of Highland and Parkside – Highland's size is approximately 18 acres while Parkside is 4 acres. The idea of selling Ancaster High was also discussed and explored in some detail.
- Relative to rural students going to other schools, the Director indicated that staff has initiated work on program and transportation plans based on the assumption that 10% of students wish to attend other programs. The report on this will be coming to trustees as part of the budget decision process.
- One student trustee apprised trustees on the ARC visit to Parkside and Highland (which included two student representatives), noting that the general consensus among the students is having an integrated community. Parkside students like the school's proximity to the downtown core while students at Highland would like the elementary school across from them.

Student Trustee Janas left the meeting.

**Moved by J. Brennan  
Seconded by A. Johnstone**

**That Trustees receive the Accommodation Review Reports re: Ancaster High, Highland Secondary, Parkside High and Westdale Secondary and defer a final decision no earlier than May 2012.**

**CARRIED UNANIMOUSLY.** Student Trustee Shen voted in favour. (Student Trustee Janas had left the meeting during the vote.)

Responding to a question regarding program strategy and vocational programming, the Director advised that staff are working on three concepts for vocational programs with the ARC process.

Associate Director Bain advised that both ARC and staff reports, including the slides shown tonight, will be on the website tomorrow morning. He agreed to provide trustees with copies of these presentations.

A summary for all three ARC reports, in terms of savings, will also be provided to trustees in response to a request by one trustee.

A Trustee requested information on the renovated options for Highland School going forward.

When one trustee requested staff to look into suggestions indicating that some of the options recommended do not need the self-paced program, the following points were emphasized:

- all ARCs' recommendations presented were within their respective terms of reference;
- the other option presented by South ARC about Westmount School's self-paced program (relocation to Hill Park School) was suggested as a possible enhancement to self-paced programming;
- a formal Board motion will be needed directing staff to engage in a consultation process.

The Chair thanked all presenters for their time and efforts.

### **9. Public Questions for Clarification**

A member of the public noted that the South ARC report indicates that Mountain Secondary is changing the classroom size and if this happens, there will be implications. Are trustees aware that there is a special education class there?

The answer was yes.

Referring to the minutes of the Special Hearings – King George Area Delegation Night, Robert Whitelaw asked if the City was already notified regarding the air quality concerns in the Prince of Wales neighbourhood. He advised that he approached the City but was told that the school has to address this. R. Whitelaw asked how HWDSB plans to address this?

Superintendent Reinholdt advised that there were no concerns received from the community at this time but suggested this can certainly be looked at through the Facilities Department. She agreed to look into this concern.

Another member of the public asked for further clarification about Parkside Plan B proposal.

D. Del Bianco advised that West ARC received a public proposal and this came defined as Plan B. He noted further that the committee looked at it and chose not to explore nor pursue it at the time. D. Del Bianco referred the person asking the question to additional data in the report's appendices.

The Chair thanked all presenters for their time and efforts.

Due to a lack of time, the added agenda item (#8a Trustee Request for Additional Information to Facilitate Decision Making) was not considered.

**Moved by: T. White**  
**Seconded by: A. Johnstone**

**That the meeting be adjourned, this being done at 11:57 p.m.**

**CARRIED UNANIMOUSLY.** Student Trustee Shen voted in favour.

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# Minutes of the Special Committee of the Whole

Monday, February 27, 2012

## **PRESENT:**

**Trustees: Judith Bishop (Wards 1&2), Tim Simmons (Chair of the Board, Ward 3), Ray Mulholland (Ward 4), Todd White (Ward 5), Laura Peddle (Ward 6), Lillian Orban (Ward 7), Robert Barlow (Vice-Chair, Wards 9&10), Alex Johnstone (Wards 11& 12), Jessica Brennan (Ward 13) and Karen Turkstra (Wards 14 & 15). Student Trustees Jacqueline Janas (Westdale), Judy Shen (Westmount).**

Administration: John Malloy, Ken Bain, Vicki Corcoran, Krys Croxall, Manny Figueiredo, Don Grant, Peter Joshua, Pat Rocco, Scott Sincerbox, Sharon Stephanian.

## **REGRETS:**

Trustees: Wes Hicks (Ward 8).

Administration: Mag Gardner.

### **1. Call to Order**

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 5:45 p.m., welcoming everyone.

### **2. Declaration of Conflict of Interest**

None received.

### **3. Approval of Agenda**

**Moved by: K. Turkstra  
Seconded by: L. Peddle**

**That item 5 (Delegation – Councillor McHattie and Councillor Farr) be moved ahead of item 4 (Monitoring Items – Education Centre).**

Trustees in support of the motion noted the following points:

- The usual process should be followed.
- This will provide an opportunity for debate.

One trustee advised that there is no existing rule on this and depends on the Chair's prerogative.

Trustee Johnstone called the question and it was

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

To the motion,

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Johnstone, White, Orban, Mulholland, Simmons, Turkstra, Peddle.	(8)
OPPOSED:	Trustees Barlow, Bishop.	(2)
ABSTENTIONS:	None.	(0)

Student Trustees: J. Janas voted in favour and J. Shen voted was opposed.

**Moved by: J. Brennan**  
**Seconded by: K. Turkstra**

**That the agenda be approved as amended.**

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour

### **DELEGATIONS:**

#### **5. Councillor McHattie and Councillor Farr**

The delegation outlined the following points:

- The City has been supportive of McMaster University's plan for the existing HWDSB site – the City's contribution to this project is \$20 million and \$7 million leasing for the Public Health Department,
- The February 8<sup>th</sup> motion approved by City Council is two parts: (a) to appeal to HWDSB to stay downtown and enter into a discussion regarding the second tower (south of City Hall, parking lot); and (b) to go into a long-term lease agreement.
- Accessibility will be a key issue for a downtown location for the new Education Centre.
- Given the small and big business firms in the lower city along with continuing growth, HWDSB's continuing presence in the downtown core will be a boost to the downtown's revitalization – the City's ongoing priority.
- The City's heritage designation is a planning issue which the City has the ability to control. The other concerns (zoning, parking, cost and timing) will likely be considered by the entire City Council.
- The delegation's key purpose: to request the Board for a one-month period to establish a task force to sit down and evaluate the proposed site (second tower). It is believed that this will provide the opportunity for discussion, including a cost and feasibility study.

Trustees' questions to the delegation were noted as follows:

**Question:**

HWDSB has gone through a visioning process and made a decision in September 2011. When City Hall was renovated, no offer was put forward relative to the second tower. How will this tower be beneficial for education. How big is this?

**Answer:**

Many of those considerations can be looked at during the discussion.

**Question:**

Who will be paying for the suggested feasibility study and can this be done for a month?

**Answer:**

Efforts will be made to complete this within a month. City funds can be made available for this.

Question:

HWDSB spent five years looking for a site downtown and was unsuccessful. There was at one time a proposed joint project for the City, McMaster University and HWDSB to build on the current Education Centre site which did not come to fruition. Why now at the eleventh hour?

Answer:

There were a lot of issues to work on then. It is late in the game but the City is here now and asking for requested revised timeline. This is a new City Council – a new team with a new approach.

Question:

Why the change in position relative to the City's heritage designation?

Answer:

The building is still designated as heritage. The City has the ability to get a permit requesting for alteration to the heritage designation of the City Hall site.

In response to other Trustee questions, the following clarifications were offered by the delegation:

- Relative to the tabled motion about the swing space, there will likely be further discussion and decisions made within a week or so, possibly by March 6<sup>th</sup>.
- The City's conversation with McMaster University indicated their understanding of the City's discussion regarding the swing space and the subsequent tabled motion.

The trustees concurred that this agenda item was related to the next item and agreed not to take any action until the consideration of the staff's report.

**MONITORING ITEMS:****4. Education Centre**

The Director provided a brief summary of the current situation relative to the new Education Centre project, noting the good working relationship with City staff on this undertaking. He emphasized the very complex process undertaken to determine the business case which has already gone forward in terms of the Crestwood site, including the architect drawings, leading to the costs incurred to date. The Director noted further that the business case submitted to and approved by the Ministry of Education was based upon a vision consolidation, the costs attached to that and at this time staff will not be able to discuss the scenario outside this vision.

The Chair invited Mark Giavedoni, Board Solicitor, to join the discussion.

Trustee comments were noted as follows:

- The City's proposal may now provide cost savings to the Board and the taxpayers.
- It is importance for the Board to take into consideration community feedback for HWDSB to stay downtown.
- When the Board tried earlier to partner with the City and McMaster relative to the Education Centre project, the Ministry communicated that HWDSB was not in the business of developing the downtown area. Several options were also explored with the City but were not successful.
- The legal ramifications could be detrimental to the Board.
- The Crestwood site may not be the only building configuration appropriate for the new Education Centre.
- The pending sale agreement with McMaster University is completely a separate issue therefore a legal risk is unlikely.

In response to Trustee questions, the Director provided the following clarifications:

- The City's proposal includes a leasing agreement and the Ministry had concerns around leasing an entire building relative to the new Education Centre project.
- Regarding the City's request for a period of one month to consider its proposal, a key concern from staff perspective is the considerable work involved in developing the business case which will have to be reconsidered by the Ministry (the process with the current business plan took considerable time). The proposed one month timeline will take longer based on factual information to be collected and reviewed, including architect drawings, etc. Administration and staff need to clarify with trustees what will be the expectation within that one month time frame.
- McMaster University made it very clear that they want the current Education Centre site sooner rather than later. In all negotiation meetings, their impatience to complete the contract agreement quickly has been displayed front and centre. Education Centre staff's move to the Crestwood site or not is specific to the business case approved by the Board and the Ministry. The challenge is there are time limits
  - the swing space involves a finite period of time (21 months -- beyond this timeline will involve additional funds/cost for the Board)
  - the Crestwood plan is ready for movement this summer. If the swing space agreement goes through, then this will be in timing with McMaster getting the Education Centre site.
- Trustees are free to direct staff to go ahead with another option but there will be legal implications. The Board Solicitor offered the following information:
  - It is fine to discuss alternate location opportunities provided this is done within the contract executed with the purchaser. However, there is not enough information for consideration and this may affect the contractual agreement.
  - The consideration of another option (City Hall, second tower) is subject to Ministry approval, and the business case would need to address heritage status, parking, zoning and costs. This should be done within the suggested one month timeframe to avoid putting HWDSB in a considerable legal risk.
  - The moving timeline is directly linked to reaching an agreement relative to the swing space as HWDSB has currently a binding obligation to take on a property and move on.

The Chair reminded the trustees of the following regular Board meeting and the 20-minute rule regarding the time appointed for meetings.

**Moved by: L. Peddle**  
**Seconded by: T. White**

**That the Board suspend the 20-minute rule regarding the time appointed for meetings.**

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen abstained from voting.

In response to Trustee questions, the Director provided the following clarifications:

- The total cost of the work done on the Crestwood site is \$972,372.
- Emphasis was made on the fact that in the development of a site, regardless of where it will be, the considerable months of dedicated staff work is not something that can be recreated in a month's period. The vision will not need to be revisited but the direction will change. The trustees were reminded that the current focus for the new Education Centre is complete consolidation and training. The realistic timeline for working on an alternate option will be at least 3 to 6 months. Facilities Management offered the following further clarifications:
  - The exact design and development of the Crestwood site can be moved to another school site, depending on that school site's features.

- In terms of the issues regarding the City's second tower and the site selection criteria and evaluation presented to trustees in 2010, choosing the tower will compromise the program requirements for the new Education Centre, e.g., consolidation of all programs and parking issue.
- If building the new Education Centre in the downtown core, building upwards will be more expensive due to higher cost of land in the lower city. Building a 2-storey outside the downtown core will be less in terms of cost.
- The approved motion regarding the new Education Centre, including the demolition of Crestwood will need to be rescinded if trustees choose to pursue another direction.
- The Ministry of Education is not providing any funding for the Education Centre project but still has a voice in terms of perceived risks relative to this undertaking. Getting Ministry approval for the present business case was quite challenging and it is not known at this time what reaction can be expected when staff return to the Ministry with another business case proposal.
- The current business case will not be jeopardized, unless trustees direct staff to do something different. It was emphasized that different models have different costs attached to them and Ministry approval will depend on this.

Moved by: T. White  
Seconded by: L. Peddle

That the Board engage in discussion with the City of Hamilton through a newly created task force to discuss the feasibility of City Council's proposal regarding the second tower and that this group report back to the Board in one month.

Trustee White accepted Trustee Peddle's suggested revision to add the phrase "newly created" before the words "task force" as a friendly amendment.

It was noted that, if the City passes the lease agreement, HWDSB's agreement with McMaster University is complete. If the task force goes without a mandate, then the question will be where this leads to.

One trustee recalled the challenges faced by the Board through the past five years due to its desire to stay downtown with the new Education Centre. Finally now trustees heard from the City and the community expressing that they want HWDSB to stay downtown. Unfortunately this comes at a very late time – a time which may be difficult to accommodate. This trustee's other concern was the motion's wording on looking at the feasibility of the second tower which the Board had already done previously.

The vote was recorded and the motion was **LOST** on the following division:

FOR:	Trustees Johnstone, White, Orban, Turkstra, Peddle.	(5)
OPPOSED:	Trustees Brennan, Mulholland, Simmons, Barlow, Bishop.	(5)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen abstained from voting.

Moved by: **J. Bishop**  
Seconded by: **R. Mulholland**

**That a task force be created to discuss the feasibility of staying downtown for the new Education Centre and report back to the Board within a month.**

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Johnstone, White, Orban, Mulholland, Simmons, Bishop, Turkstra, Peddle.	(8)
OPPOSED:	Trustees Brennan, Barlow.	(2)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen abstained from voting.

Chair of the Board Simmons stated that he will be sending an e-mail to trustees asking who will be interested in joining the task force.

#### **6. Public Questions for Clarification**

None received.

**Moved by: L. Orban  
Seconded by: K. Turkstra**

**That the meeting be adjourned, this being done at 7:59 p.m.  
CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

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# Minutes of the Special Committee of the Whole

Monday, March 5, 2012

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## **PRESENT:**

**Trustees:** Judith Bishop (Wards 1&2), Tim Simmons (Chair of the Board, Ward 3), Todd White (Ward 5), Laura Peddle (Ward 6), Lillian Orban (Ward 7), , Robert Barlow (Vice-Chair, Wards 9&10), Alex Johnstone (Wards 11& 12), Jessica Brennan (Ward 13) and Karen Turkstra (Wards 14 & 15). **Student Trustee** Judy Shen (Westmount).

Administration: John Malloy, Ken Bain, Vicki Corcoran, Peter Joshua.

## **REGRETS:**

Trustees: **Ray Mulholland (Ward 4), Wes Hicks (Ward 8).**

Student Trustees: **Jacqueline Janas (Westdale)**

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### **1. Call to Order**

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 5:35 p.m., welcoming everyone.

### **2. Declaration of Conflict of Interest**

None received.

### **3. Approval of Agenda**

**Moved by: T. Simmons**  
**Seconded by: L. Orban**

That the agenda be approved.

**CARRIED UNANIMOUSLY.** Student Trustee Shen voted in favour.

### **4. Questions for Staff follow up**

#### **Special Education and Vocational Education**

##### J. Brennan

- 1) Clarification around the different Tiers (1, 2, 3) and how it is determined as to where each student will go and each school is designated.
- 2) I recall that originally staff recommended that all vocational students would be dispersed throughout all high schools. Is this still the plan? Or is staff recommending that vocational schools will be retained within newly renovated or built schools?

##### T. White

- 1) How do comparative school boards approach vocational programming? Looking for comparative data and definition of vocational students used by other Boards.
  - To what extent do vocational schools exist?
  - Which school boards have adopted the program within a school approach?
  - Which school boards have integrated vocational students in mainstream programming?

- What is the vocational student enrolment in other boards.
- 2) What are HWDSB's future vocational enrolment projections system-wide?

L. Orban

- 1) What is currently taking place in vocational schools in terms of mentoring?
- 2) Are there transitional programs in place when a student moves from a vocational school setting to a composite high school to ensure that they don't feel overwhelmed by the move?
- 3) How will we accommodate students who are struggling in a composite school setting?

T. Simmons

- 1) Does vocational mean apprenticeship pathway in new program model?
- 2) Does special education mean community living pathway in new program model?
- 3) Can students move between pathways? For example, if a student starts in community living can they move to the apprenticeship pathway? Or could a student move from apprenticeship pathway to community college?

J. Bishop

- 1) The research materials provided to SEAC, how significant are these?
- 2) How successful are our current vocational students? Like to have comparative data.
- 3) Do we have any data on the success of students with similar profiles in our other schools?
- 4) In terms of vocational schools and in light of bullying and social concerns, what are ways schools can be designed and organized to provide safe areas and reduce bullying?

J. Shen

- 1) What does the schedule of special education and vocational education students who are in composite high schools (every school except Mountain and Parkview) look like? How much do these students interact with other students?

K. Turkstra

- 1) How do you define the level of vocational education compared to composite schools?
- 2) Do we already have some types of vocational programs in schools to provide choices for students?
- 3) It was quoted that students of mixed ability have increased student achievement. How is that looked at, e.g., by levels or compared to those students who already have some skills with them?

L. Peddle

- 1) Can we see profiles of existing students at the two vocational schools including the number of Educational Assistants assigned per school? What is the difference between the two schools?

A. Johnstone

- 1) Noted ARCs requested post-ARC recommendations; is that possible to have and how will that be put together and how soon?

The Director noted that in light of the fact that it is the wish of the Board to have this information back as soon as possible, there will be a Committee of the Whole meeting right after the March break (Monday, March 19<sup>th</sup>) and asked trustees if an acceptable process would be to have staff do a presentation on that evening and answer all the questions from tonight's meeting.

The trustees agreed that staff can do a presentation, however there should be specific answer to every specific question. A concern was raised by a trustee about staff misinterpreting the questions from trustees.

The Director acknowledged the trustees' concerns and noted there would be a lay down related to each question asked and corresponding answers.

### **Trustee Request for additional information to facilitate ARC decision making**

#### **L. Peddle**

- 1) Data Request Elementary Panel
  - On the Ground Capacity for each School
  - Number of Portables at each School
  - Closed or Open to Out of Catchment?
  - Sub-set number of Grade 7 and Grade 8 at each School
  - Feeds "X" Secondary? (looking for a list of feeder schools to each secondary school)
- 2) Program Placement – The ARCs made recommendations as part of template report versus the staff report that did not make recommendations. Further, trustees have received an email from the Director indicating staff will make program placement decisions in the Fall 2012 after closures decided. Why didn't staff follow the same process as the ARC's?
- 3) To support the Cluster approach, have staff considered Cluster Guidance Teams as a way to support the Cluster approach to programming? If not, would they?
- 4) Similar to the question asked about Ancaster school surplus land, why hasn't staff recommended severance/sale of surplus Sir Allan MacNab School land that = 30 acres? We could potentially sell 50% of it or 15 acres
- 5) Guiding Principles for how we make decisions – and who would create. For example:
  - Create excellent learning environments
  - No portables
  - Minimal transportation
  - School will be centralized within the recommended boundary
  - Create mini school systems (clusters)

There is a need for these guiding principles before finalizing decisions.

The final result would be effective and efficient use of finite resources, based on application of sound guiding principles.

I could encourage this to occur by my peers, but are staff willing to assist?

#### **K. Turkstra**

##### **North ARC**

- 1) Property disposition; are there any expropriation plans or considerations for the Parkview property given it is too small for the new school but in the right location? Why or why not?
- 2) If land cannot be acquired in the best central location, will a boundary review be required for Sir John A. Macdonald School and its surrounding schools to the west and east to more evenly distribute the students?
- 3) Given the large school consolidation being recommended, would staff consider and cost out for us one yellow school bus (mini or full size) loop daily in the a.m. and p.m. to pick up and possibly drop off our most vulnerable/at risk students?

##### **South ARC**

- 1) Property acquisition, what are the land choice options for a new secondary school south-east of the Linc, not including Jerome?

West ARC

- 1) If Parkside were the school to be left open instead of Highland, what does the transportation model look like on a map (plotter of where the students live in the combined boundary) and in terms of bussing cost?
- 2) Please provide an amenities comparison of Parkside vs. Highland (using the Driving Park as the comparison even though it is not owned by the HWDSB); including but not limited to: physical tech classes, number of lockers, gyms, cafeteria square footage, community use of schools, condition of football & soccer fields, condition, use and number of baseball diamonds, condition, # and use of tennis courts, condition and use of outdoor beach volleyball court, condition and use of skating area, condition and use of running track?
- 3) If Highland were to receive a \$15M upgrade per the staff recommendation, how many of these dollars are for the grounds of the school property i.e.) sports and recreation areas?
- 4) Property disposition, why did the staff not recommend to sell any of the Ancaster Secondary School property to help upgrade the West ARC schools? Why is the HWDSB allowing Ancaster to keep 44 acres of land when its sale could benefit students today?
- 5) If Parkside were the school to be left open, could staff consider a land swap with the City for the few acres it may need to make the Parkside property more amenable?

General ARC Questions

- 1) Was unable to find the Policy statement that any school involved in an ARC is safe from another ARC for a period of 5 years. Where does it state this in our Policy or Ministry guideline/Policy?
- 2) Is there a school review area that would benefit from a grade 7-12 or 8-12 secondary school to alleviate accommodation pressures at both the elementary and secondary level?
- 3) What is staff planning for the system program placements ? Will there be a review of their placement and full public consultation, when and for which ones?

J. Shen

- 1) In regards to staffing, how are specific staff connected to specific special programs? Will certain staff move with certain programs? Will it be possible if requested?

J. Bishop

- 1) West ARC: What will be the future student projections for Ancaster and Dundas? Want to understand if there is growth (not looking for considerable data here) in students and general population
- 2) Like to see sketch from staff for the upgrade of Parkside on a 4-acre property
- 3) What are the program issues with a 7-12 model? Does this structure affect course offerings?

L. Orban

- 1) How will we ensure equitable allocation of resources across the system?
- 2) How will we ensure equitable access to programs across the system?
- 3) Why did staff's recommendation change from what was presented at the beginning of the ARC process?
- 4) What is the impact on transportation costs if we're moving students across the system in order to access programs?
- 5) What will happen to the attached recreation centres of a school if it is closed?

T. White

- 1) The Board of Trustees designed the ARCs in three exclusive clusters. As such, in May/June trustees will make three separate decisions. If trustees wanted to examine the closure or

building of a new school that affected more than one ARC, how could that debate proceed given the current format?

- 2) What is staff's expectation for "Plan B" (as noted in the ARC Report) if trustees approve a new school and it does not get Ministry approval or land cannot be found? Does staff want trustees to approve a "Plan B" in May/June as well?

J. Brennan

- 1) Highland site regarding staff recommendation: What are the specific recommendations in the upgrades for Highland?
- 2) What are secondary school fields meant to contain?
- 3) What kinds of things are expected for secondary school fields if building a new school?
- 4) Why is Highland a better site than Parkside beside the Driving Park which does not belong to HWDSB? Like to have a real evaluation of the Driving Park amenities and what could be on the Highland site.
- 5) What is the actual downside to re-building Parkside beside the Driving Park?
- 6) What is the role of trustees in terms of combining schools from different ARC's?
- 7) Any thought given to HWDSB's opportunities to collaborate with the Catholic Board

A. Johnstone

- 1) In taking a big system approach, what other ARCs are upcoming in both the elementary and secondary?
- 2) Like to understand what for each project, how much we will have to go to the Ministry for and how much we can afford?
- 3) To pass Highland to all schools for upgrades, what are those?
- 4) What is the cost of operating a shuttle bus across all high schools?

Director: For K. Turkstra, re guiding principles, staff will provide not what your thinking will be. The Director clarified for Trustee Turkstra that staff will comment on Guiding Principles but it may be different from what Trustees may already be thinking.

The Director also noted that staff will give information regarding how the Ministry can look at this or answer. We will find out whether it will have an impact on the specifics from the Ministry.

**Moved by: T. Simmons**  
**Seconded by: T. White**

**That the meeting be adjourned, this being done at 6:31 p.m.**

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

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# Minutes of the Committee of the Whole

Monday, March 19, 2012

**PRESENT:**

**Trustees:** Judith Bishop (Wards 1&2), Tim Simmons (Chair of the Board, Ward 3), Ray Mulholland (Ward 4), Todd White (Ward 5), Laura Peddle (Ward 6), Lillian Orban (Ward 7), Wes Hicks (Ward 8), Robert Barlow (Vice-Chair, Wards 9&10), Alex Johnstone (Wards 11& 12), Jessica Brennan (Ward 13) and Karen Turkstra (Wards 14 & 15). **Student Trustees** Jacqueline Janas (Westdale), Judy Shen (Westmount).

**Administration:** John Malloy, Ken Bain, Vicki Corcoran, Krys Croxall, Manny Figueiredo, Mag Gardner, Don Grant, Peter Joshua, John Laverty, Pam Reinholdt, Scott Sincerbox, Sharon Stephanian.

**REGRETS:**

Administration: Pat Rocco.

**1. Call to Order**

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 6:40 p.m., welcoming everyone.

**2. Approval of Agenda**

**Moved by: T. Simmons  
Seconded by: A. Johnstone**

**That the item “Update re Education Centre” be added on the agenda as #1 IA.**

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Johnstone, Hicks, White, Orban, Simmons, Barlow, Bishop, Turkstra, Peddle.	(10)
OPPOSED:	Trustee Mulholland.	(1)
ABSTENTIONS:	None.	(0)

Student Trustee Shen voted in favour.

**Moved by: A. Johnstone  
Seconded by: J. Brennan**

**That the agenda be approved as amended.**

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Johnstone, Hicks, White, Orban, Simmons, Barlow, Bishop, Turkstra, Peddle.	(10)
OPPOSED:	Trustee Mulholland.	(1)
ABSTENTIONS:	None.	(0)

Student Trustee Shen voted in favour.

**3. Declaration of Conflict of Interest**

None declared.

**4. Approval of the Minutes**

**Moved by: T. White**  
**Seconded by: K. Turkstra**

**That the minutes of the Special Committee of the Whole dated January 30, 2012. be approved.**

**CARRIED UNANIMOUSLY.** Student Trustee Shen voted in favour.

Moved by: T. Simmons  
Seconded by: J. Bishop

That the minutes of the Special Committee of the Whole dated February 6, 2012. be approved.

**Moved in amendment by: K. Turkstra**  
**Seconded by: T. Simmons**

**That the minutes of the Special Committee of the Whole dated February 6, 2012 be tabled.**

**CARRIED UNANIMOUSLY.** Student Trustee Shen voted in favour.

**ACTION ITEMS:****5. Identification of Board Priorities to Guide 2012/2013 Budget Development**

D. Grant presented the report.

**Moved by: J. Brennan**  
**Seconded by: W. Hicks**

**That the Board approve the listing of Board Priorities as outlined in Appendix A dated March 19, 2012 to guide the 2012/2013 Budget Development.**

Trustees noted the following points:

- The addition of Mental Health and Math Professional Development to the list of Board Priorities. For Math PD, this was done in the past for Math Facilitators and the suggestion at this time is to direct funds towards PD and share resources with other schools.
- The lack of detailed results relative to the budget consultation was noted.
- It may be helpful to refer the report back to the Finance Advisory Sub-Committee to look at incorporating the two suggested priorities into the 2012/2013 budget priorities list.

In response to Trustee questions, the following clarifications were provided:

- Mental health issues are covered under Program Strategy (page 5-5).
- HWDSB is already considered a leader in mental health and has also hired a Mental Health Coordinator.
- Staff brought to the Board a report on Professional Development in June 2011 with a major shift to focus on collaboration and provision of specific support.
- By referring the Math Professional Development issue to Finance Advisory Sub-Committee, staff will not be able to bring back a report until late April.
- In terms of the development of the budget priorities list, each of these initiatives have been included in the current budget with FASC and Executive Council having had considerable conversation in terms of additional items for the priorities list. The final list after the budget consultation process was again vetted to FASC and also some discussion at the Committee of the Whole. All these steps resulted in the budget priorities list before the trustees tonight.

Moved in amendment by: T. Simmons  
Seconded by: A. Johnstone

That under Program Strategy of the 2012/2013 Board Priorities, the words “mental literacy” be added after the word “goals” (second line).

When one trustee felt the positioning of these words was incorrect given that not all students receive mental literacy, the mover withdrew the amendment.

**Moved in amendment by: K. Turkstra**  
**Seconded by: L. Peddle**

**That “Mental Health” and “Math Professional Development” be added to the list of Board Priorities for the 2012/2013 Budget Development.**

**CARRIED UNANIMOUSLY.** Student Trustee Shen voted in favour.

To the motion as amended, **CARRIED UNANIMOUSLY.** Student Trustee Shen voted in favour.

#### **6. Key Parameters/Assumptions to Guide 2012/2013 Budget Development**

D. Grant presented the report.

The trustees concurred that given the approved amendment (addition of Mental Health and Math Professional Development) to the preceding report on the 2012/2012 Board Priorities, Appendix B (2012/2013 Board Priorities) of this report should likewise reflect such amendment.

**Moved by: J. Brennan**  
**Seconded by: J. Bishop**

**That the Board approve the Parameters and Assumptions outlined in Appendix A dated March 19, 2012 to guide the 2012/2013 Budget Development.**

It was clarified that one percent of the estimate for grants budget is based on the Drummond report.

One trustee called for caution, noting that the Drummond report is still “only a list of recommendations” and has not been vetted with the federations.

To the motion,

**CARRIED UNANIMOUSLY.** Student Trustee Shen voted in favour.

#### **7. Capital Projects Planning**

K. Bain presented the report, noting that Ron Gowland (Manager of Capital Projects) was in attendance to assist in responding to trustee questions.

**Moved by: W. Hicks**  
**Seconded by: J. Brennan**

- I. That the Board approve the following Capital Projects Criteria to be used annually by Facilities Management when developing the Capital Projects Plan:
  - a. Health and Safety
  - b. Regulatory Compliance Orders
  - c. Risk that failure of one or more components might cause closure of a portion or all of the building



- d. Urgent or High needs
- e. New Program Initiatives (i.e., FDK)
2. That the Board approve Facilities Management to proceed with projects that meet the Capital Projects Criteria in order to comply with Broader Public Sector Supply Chain Guidelines and other applicable regulations and provide monitoring reports to the Board in May and September each year.
3. That the Board approve allocating an amount of funding to be determined by Facilities Management, each budget year from 2011-2012 to 2014-2015 to support Board decisions resulting from the Accommodation Review process.

Trustees noted the following points:

- The wireless project should be highlighted.
- Media critics around the poor condition of some schools should be addressed.
- The report does not include issues around portables.
- In terms of the rationale/benefits of recommendation 2, would it not be ideal to receive the report first prior to tendering the project?
- Recommendation 3 should reflect a dollar amount limit.
- The recommended actions are out of order: (a) Not beneficial to the ARC reviews; (b) Was past practice considered?; (c) There should be a one-page profile of each school and how many are getting “gold stars”; (d) The report should show how the schools are ranked based on approved criteria; and (e) There is not enough trustee oversight in all the recommendations.
- There was concern with building FDK schools – what if the ARC process closes a school
- The investment on schools which had been reviewed by the ARCs should be considered.
- The 21<sup>st</sup> Century Education Learning should be added to the list of criteria.
- The first criteria (Health and Safety) should be linked with the list (needs areas in terms of capital projects) on page 7-2.
- There should be an assessment of each school.

In response to Trustee questions, the following clarifications were noted:

- For clause 3 of the Recommended Action, 20 percent is the targeted amount annually for the next four years.
- School Accessibility is placed under Focus (page 7-2).
- Computer Services and Facilities Management are coordinating the work on wireless tech project.
- The Good Places to Learn program has been approved and is being completed.
- The May and September reports will combine both accommodation and planning perspectives. Funds will not be spent on schools which have not been on the capital projects list for a long time. For those schools identified in the accommodation reviews, capital planning will be undertaken in terms of health and safety.
- Portables are not directly under capital planning priorities; this area will be addressed within the master capital planning for the longer term.
- The Capital Projects monitoring report has over the years been formatted for a variety of use. For the forthcoming reports in May and September, these will be based on the list on page 7-2. The report can provide school by school information as well as data on where the dollars are going.
- Board approval of the criteria will facilitate the tender process. Staff can bring a report feedback even before the May timeline.
- The Director advised further that administration will provide trustees in September a strategic capital projects master plan using the criteria in the report, then subsequently will bring a monitoring report. If trustees see the need to do this in a different way, then it will be their prerogative to direct staff and administration to this.

- \$1.6 million was received this year from the Ministry for purchase, move or repair of portables. This is a one-time allocation and considered as part of the operations project.
- The Director explained that there is a higher level piece in terms of the capital project planning to happen and a master plan is absolutely needed. There is clear understanding that intense work around certain projects are being done by the same staff, including all kinds of timeframes which likewise need clarity. He affirmed the need to define focus.
- For recommendation 3, staff will be working within the parameters in terms of trustee support.
- Focus (page 7-2) pertains to fine facility allocation and covers accessibility, work on special education, safe schools and needs relating to school anniversaries. Fine facilities refer to facilities which do not need cosmetic changes. Funds are allocated per Superintendent of Student Achievement to determine what projects are done under the “nice to do” categories. Some localized use of funds may be undertaken for urgent criteria.
- The full-day kindergarten opening for September 2012 has already been tendered and covered by a separate grant.
- Criteria #2 refers to non-FDK projects undertaken as emergency (and tender process needs to take place) for schools in order to meet an implementation timeline of September 2012. School network infrastructure upgrade is separate and does not fall under this criteria – these relate to pieces of work which needs to be done to address some school capital projects.

There was agreement that each recommendation be considered and voted on separately.

#### Recommendation 1

Moved in amendment by: K. Turkstra  
Seconded by: A. Johnstone

That “21<sup>st</sup> Century Education Learning” be added to the Capital Projects Criteria.

The Director clarified that the wireless initiative is a key commitment to the schools with the key focus on providing students access to all learning tools. This project may be considered under capital or other budget lines as well.

The amendment was put to a vote.

The vote was recorded and the motion was **LOST** on the following division:

FOR:	Trustees Johnstone, White, Orban, Turkstra, Peddle.	(5)
OPPOSED:	Trustees Brennan, Hicks, Mulholland, Simmons, Barlow, Bishop.	(6)
ABSTENTIONS:	None.	(0)

Student Trustee Shen voted in favour.

Recommendation 1 was put to a vote.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Johnstone, Hicks, White, Orban, Mulholland, Simmons, Barlow, Bishop.	(9)
OPPOSED:	Trustees Turkstra, Peddle.	(2)

ABSTENTIONS:	None.	(0)
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Student Trustee Shen voted in favour.

## Recommendation 2

It was moved in amendment by: L. Peddle

Seconded by: K. Turkstra

That a list of capital projects be provided to the Board at the next Committee of the Whole meeting prior to the Board proceeding with projects that meet the Capital Projects Criteria in order to comply with Broader Public Sector Supply Chain Guidelines and other applicable regulations and provide monitoring reports to the Board in May and September each year.

One trustee felt that staff's point was missed with this amendment, stressing there are now criteria which will provide a safety net.

The mover believed the amendment will not change the master plan nor the criteria. This is simply asking staff to bring back a list showing what has been done is working and for the public to see that HWDSB is being transparent. The mover noted further that this area is a key governance function for the Board.

Trustees opposed to the amendment concluded that Recommendation 2 is largely operational, noting it will be the trustees' prerogative to create the criteria and for staff to do the work.

The amendment was put to a vote.

The vote was recorded and the motion was **LOST** on the following division:

FOR:	Trustees White, Mulholland, Turkstra, Peddle.	(4)
OPPOSED:	Trustees Brennan, Johnstone, Orban, Hicks, Simmons, Barlow, Bishop.	(7)
ABSTENTIONS:	None.	(0)

Student Trustee Shen voted in favour.

The mover accepted Trustee White's suggestion of changing the May timeline to **April** as friendly amendment.

Recommendation 2 as amended was put to a vote.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Johnstone, Hicks, White, Orban, Simmons, Barlow, Bishop, Turkstra, Peddle.	(10)
OPPOSED:	None	(0)
ABSTENTIONS:	Trustee Mulholland.	(1)

Student Trustee Shen voted in favour.

The mover accepted the suggested revision from Trustees Johnstone and Turkstra of adding the phrase “**no more than 20% of the annual capital projects**” after the word “funding” (first line) and deleting the phrase “to be determined by Facilities Management” (which was redundant due to the revision).

Recommendation 3 as amended was put to a vote.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Johnstone, Hicks, White, Orban, Simmons, Barlow, Bishop, Turkstra.	(9)
OPPOSED:	Trustees Mulholland, Peddle.	(2)
ABSTENTIONS:	None.	(0)

Student Trustee Shen voted in favour.

### **8A. Rules and Regulations: Motions – Amendments to Rescinding Motions**

J. Brennan present the report.

Moved by: J. Brennan  
Seconded by: J. Bishop

That the Rules and Regulations: Motions - Amendments to Rescinding Motions be approved.

The following clarifications were provided:

- A notice of motion re rescinding motion can be considered (a) on the same Board meeting night provided there is two-thirds majority vote; (b) at the next Board meeting; or within six month’s time.
- A rescinding motion is simply a motion to rescind something which is no longer needed. This motion is specific to the business of the Committee of the Whole and Board.
- The reason for revision is that the present rule is not sensible in terms of the Rules of Order and Robert’s Rule.

Trustees not supporting the motion expressed the following concerns:

- Some actions may have already taken place if a longer timeline of the notice of motion is in effect and could be a barrier to decision making.
- There are perceived inconsistencies between rescinding motions to rescind motions (fall under Governance Sub-Committee) and rescinding motions to rescind policies (fall under Policy Working Sub-Committee).
- The language may need to be revisited.

Moved in amendment by: **T. White**  
Seconded by: **L. Orban**

**That the Rules and Regulations: Motions - Amendments to Rescinding Motions be referred back to the Governance Sub-Committee.**

**CARRIED UNANIMOUSLY.** (Trustee Brennan was not in the Board Room during the vote.)  
Student Trustee Janas voted in favour.

### **9A. 21<sup>st</sup> Century Learning and Technology Policy (working title)**

J. Bishop presented the report while K. Bain gave an overview of the process taken.

Moved by: **J. Bishop**  
Seconded by: **T. White**

**That the 21<sup>st</sup> Century Learning Policy be approved.**

In response to Trustee questions, the following clarifications were noted:

- The intent is to introduce and affirm some of the concepts around the 21<sup>st</sup> Century Learning initiative.
- An outline of the basic ideas for this policy has been provided, with emphasis on the concept of citizenship in the 21<sup>st</sup> century.
- Two related policies will have to be rescinded with the creation of 21<sup>st</sup> Century Learning and Technology Policy.
- Those schools with no use for this policy will have to alter their policy and provide support for this. Staff and schools should be ready with the coming of social media into the school system.

The mover accepted as friendly amendment the suggestion of adding the phrase “scoping document” to the motion for clarity of intent.

The following motion as amended was put to a vote.

That the **scoping document** for the 21<sup>st</sup> Century Learning Policy be approved.

**CARRIED UNANIMOUSLY.** Student Trustee Shen voted in favour.

**9B. Bullying Prevention and Intervention Policy**

J. Bishop presented the report.

Superintendent Reinholdt spoke about the history of this policy, noting that some fine tuning will need to be done.

**Moved by: J. Bishop  
Seconded by: A. Johnstone**

**That the Bullying Prevention and Intervention Policy be approved.**

In response to Trustee questions, the following clarifications were noted:

- Considerable resources, research studies and other relevant information permeate the curriculum in regard to bullying.
- There are various approaches, guidelines and groups, including the social justice group, addressing bullying issues.
- The school principal may address any kind of bullying outside the school hours, including cyber bullying.
- The suggestion for staff and students is to check with the student affected in terms of his/her feelings about the situation. It should be emphasized that principals, school staff and social workers are always ready to provide support.

The following revisions to the policy were noted: (a) page 9B-3 (under Sexual Orientation), phrase will be changed to “repeatedly calling a person or persons with derogatory names”; and (b) a category in this policy was inadvertently missed and this will be rectified.

The motion as amended was put to a vote.

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

**9C. Code of Conduct Policy**

J. Bishop presented the report.

**Moved by: J. Bishop  
Seconded by: L. Orban**

**That the Code of Conduct Policy be approved.**

Suggested revisions:

- The suggested revisions from the Code of Conduct Feedback should be incorporated into the policy.
- Revisit page 9C-3 relative to attributes.

The motion as amended was put to a vote.

**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

#### **9D. Promoting Positive Student Behaviour and Progressive Discipline Policy**

**Moved by: J. Bishop**  
**Seconded by: J. Brennan**

**That the Promoting Positive Student Behaviour and Progressive Discipline Policy be approved.**

J. Bishop presented the report.

Suggested revisions to the policy: (a) Deletion of the section on Develop a Policy Directive under Action Required; (b) Page 9D-8, under System Programs, SALEP should be changed to read "SAL".

The motion as amended was put to a vote.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Johnstone, Hicks, Orban, Mulholland, Simmons, Barlow, Bishop, Turkstra, Peddle.	(10)
OPPOSED:	Trustee White.	(1)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen voted in favour.

#### **10. Human Resources Advisory Committee – Fair Wages Policy**

A. Johnstone presented the report.

**Moved by: A. Johnstone**  
**Seconded by: T. Simmons**

**That HWDSB create a Fair Wage Policy.**

As Chair of HRAC, the mover clarified that there was discussion at the sub-committee on this item. She affirmed her understanding that this is a scoping document and that HRAC has been asking for this type of policy.

Comments from trustees were noted as follows:

- Having this policy may be beneficial in ensuring quality work, particularly for future capital projects, from contractors doing business with HWDSB.
- This can be incorporated into existing directive or policy.
- Caution was expressed on possible implications with unionized groups.
- The appropriate process (e.g., request made through a notice of motion) should have been followed with more detailed information provided.

Moved in amendment by: L. Peddle  
Seconded by: K. Turkstra

That the report be referred back to Human Resources Advisory Committee for further details.

The vote was recorded and the motion was **LOST** on the following division:

FOR:	Trustees Brennan, Orban, Mulholland, Turkstra, Peddle.	(5)
OPPOSED:	Trustees Johnstone, Hicks, White, Simmons, Barlow, Bishop.	(6)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen voted in favour.

The mover of the original motion noted her understanding that, when passed, this item will go to the Policy Working Sub-Committee.

The motion was put to a vote.

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Brennan, Johnstone, Hicks, Mulholland, Simmons, Barlow, Bishop, Turkstra.	(8)
OPPOSED:	Trustees Turkstra, Peddle.	(2)
ABSTENTIONS:	Trustee Orban.	(1)

Student Trustees Janas and Shen voted in favour.

**Moved by: T. White**  
**Seconded by: K. Turkstra**

**That the committee continue to meet until items IIA and I6 are completed.**

The vote was recorded and the motion was **CARRIED** on the following division:

FOR:	Trustees Hicks, White, Orban, Simmons, Barlow, Bishop, Turkstra, Peddle.	(8)
OPPOSED:	Trustees Brennan, Johnstone, Mulholland.	(3)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen voted in favour.

### **IIA. Update re Education Centre**

In providing the update, the Director highlighted the following key points:

- In addition to the potential option of swing space at the Robert Thomson building, Board staff are collaborating with McMaster University in looking at other swing space options. The direction to secure swing space is in line with the Board-approved motion and Ministry direction.
- If the swing space issue is addressed, then the purchase agreement with McMaster University is finalized. Staff will then bring a report to the Board on how its direction is acted on.
- Staff submitted various scenarios for the new Education Centre to the Task Force re Downtown Site to facilitate this group's work. Possible scenarios included the following: (a) 459 staff in 113,500 square feet, (b) 280 staff in 70,000 square feet, (c) 355 staff in 86,975 square feet. This does not include the replication of Maple Lane -- only corporate staff, excluding those staff who are always on the road.

- HWDSB is now awaiting feedback from the City and the task force.

In response to Trustee questions, the following clarifications were noted:

- The City is aware of the search for other swing space options and HWDSB's collaboration with McMaster University. In a public forum of City Council, HWDSB staff was given direction to look at other swing space locations.
- Based on Ministry direction regarding swing space, HWDSB is permitted to spend the dollars that equates to the cost of living at the current Education Centre site, but this amount cannot be exceeded. One part is HWDSB's responsibility and, in terms of cost, partly it is McMaster's responsibility because without this swing space the purchase agreement cannot be finalized. The City was never expected to provide any dollars for the swing space.
- The cost to live at the current Education Centre is in excess of \$800,000. Including anticipated revenues, HWDSB has the ability to fund a swing space at \$850,000 a year.
- Superintendent Grant provided the following information regarding the total operating savings that could be allocated for the provision of swing space: \$397,300 re operating costs excluding caretaking, \$286,000 re caretaking costs and \$50,000 re cost of insurance; this subtotals to \$733,300 which, when estimated increase in interest revenues of \$126,000 is added, totals \$859,300.

#### **16. Trustee Request for Additional Information to Facilitate ARC in HWDSB Schools**

In presenting the information, K. Bain noted this information would be posted on the Board's website, except the information printed on green paper.

#### **Trustee Questions:**

K. Turkstra

Does Parkside/HWDSB have a (100 year) lease agreement to use the Dundas Driving Park? What does it cover, what is the annual cost, if any?

For the unfunded amounts in the ARC recommendations i.e., \$8.9 million for Highland, how are these amounts going to be funded? Will they be funded through Ministry of Education business cases, annual capital grants, top up capital funding or a combination of these funding sources?

The following monitoring items were not considered due to a lack of time:

- Early Learning Program Report
- HWDSB Foundation Audited Financial Statements
- Leadership Development and Succession Planning Report
- Equity Policy Directive for Provision of Religious Accommodation in HWDSB Schools
- International Baccalaureate (IB) Program Information

#### **17. Public Questions for Clarification**

None received.

**Moved by: T. Simmons**  
**Seconded by: K. Turkstra**

**That the meeting be adjourned, this being done at 10:31 p.m.**

**CARRIED UNANIMOUSLY.** Students Trustee Janas and Shen voted in favour.

rr





## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** Monday, April 16, 2012

**TO:** Committee of the Whole

**FROM:** Don Grant, Superintendent of Business and Treasurer  
Denise Dawson, Manager of Budget  
Irene Polidori, Manager of Finance

**RE:** **Interim Financial Report – January 31, 2012**

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**Action**

**Monitoring**

**Rationale/Benefits:**

Budget to actual trends were reviewed in order to forecast August 31<sup>st</sup> year-end positions from a financial, enrolment and staffing perspective. The Interim Financial Report presented is based on the available information and assumptions as at January 31, 2012. As with all forecasts, as new information is received or as assumptions change, the resulting Interim Financial Reports will be updated accordingly.

**Background:**

As a result of the Operational Reviews conducted by the Ministry of Education, a provincial committee was formed to develop, based on best practices, a common template and format, for the presentation of interim financial information. The resulting template, named the Interim Financial Report, was brought to the Finance Advisory Sub-Committee (FASC) for review and approval.

The Interim Financial Report consists of:

- Enrolment information, showing budgeted, forecasted and in-year change, in numeric and graph format, with explanations of key variances;
- Staffing information, showing budgeted, forecasted and in-year change, in numeric and graph format, with explanations of key variances;
- Financial information comparing the year-end forecast to the Budget, with explanations of key variances;
- Summarization of all information presented, in numeric and graph format, with explanations of key variances

The Interim Financial Report is prepared three times per year; FASC has approved the following month end reporting dates:

- October 31 – report to the January Committee of the Whole
- January 31 – report to the April Committee of the Whole
- March 31 – report to the June Committee of the Whole
- August 31 (year-end results) – report to the December Committee of the Whole

**Hamilton-Wentworth District School Board**  
**Interim Financial Report - Based on Information as of January 31, 2012**  
**For the Period Ending August 31, 2012**

**Summary of Financial Results**

	Revised Budget	Forecast	In-Year Change	
			\$	%
<b>Revenue</b>				
Grants For Student Needs	554,260,132	552,489,237	(1,770,895)	(0.3%)
Miscellaneous Revenue	9,861,584	12,221,964	2,360,380	23.9%
Prior Year's Surplus (Deficit)	-	-	-	-
<b>Total Revenue</b>	<b>564,121,716</b>	<b>564,711,201</b>	<b>589,485</b>	<b>0.1%</b>
<b>Expenditures</b>				
Program Instruction	426,666,217	426,816,802	150,585	0.0%
Program Support	75,628,583	76,067,483	438,900	0.6%
Capital & One-Time	61,826,916	61,826,916	-	-
<b>Total Expenditures</b>	<b>564,121,716</b>	<b>564,711,201</b>	<b>589,485</b>	<b>0.1%</b>
<b>Surplus/(Deficit)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Change in Revenue**

Change in revenue results from the calculation of the Revised Estimates which reflect enrolment changes; teacher grid placement; and other adjustments. In addition, miscellaneous revenue is projected to go over budget due to changes in Full Day Kindergarten funding.

**Change in Expenditures**

Change in expenditures includes the additional staff increases, changes in grid placement; and savings from teachers on leave being replaced by long-term occasional teachers and projected increases in both occasional teacher and occasional educational assistant usage.

**Change in Surplus/Deficit**

There is no projected surplus or deficit at this point in time.

**Risk Assessment and Recommendations**

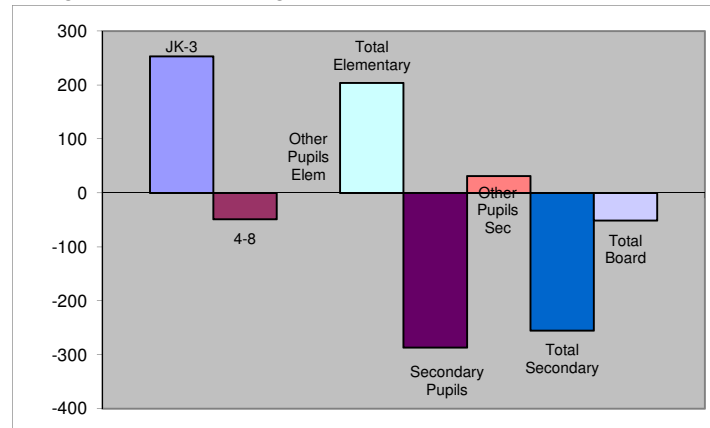
We will continue to monitor the assumptions and information used in compiling this forecast and we will revise the forecast as necessary.

**NOTE: Budget to actual trends were reviewed in order to forecast August 31st year-end position. This report is based on the available information and assumptions as at January 31, 2012. As with all forecasts, as new information is received or as assumptions change, the Interim Financial Report will be updated accordingly.**

**Summary of Enrolment**

Average Daily Enrolment	Budget	Forecast	Increase (Decrease)	
			#	%
<b>Elementary</b>				
JK-3	13,163.50	13,416.50	253.00	1.9%
4-8	17,712.00	17,663.00	(49.00)	(0.3%)
Other Pupils	5.00	5.00	0.00	-
<b>Total Elementary</b>	<b>30,880.50</b>	<b>31,084.50</b>	<b>204.00</b>	<b>0.7%</b>
<b>Secondary &lt;21</b>				
Pupils of the Board	17,074.25	16,787.75	(286.50)	(1.7%)
Other Pupils	70.00	101.00	31.00	44.3%
<b>Total Secondary</b>	<b>17,144.25</b>	<b>16,888.75</b>	<b>(255.50)</b>	<b>(1.5%)</b>
<b>Total</b>	<b>48,024.75</b>	<b>47,973.25</b>	<b>(51.50)</b>	<b>(0.1%)</b>

**Changes in Enrolment: Budget versus Forecast**



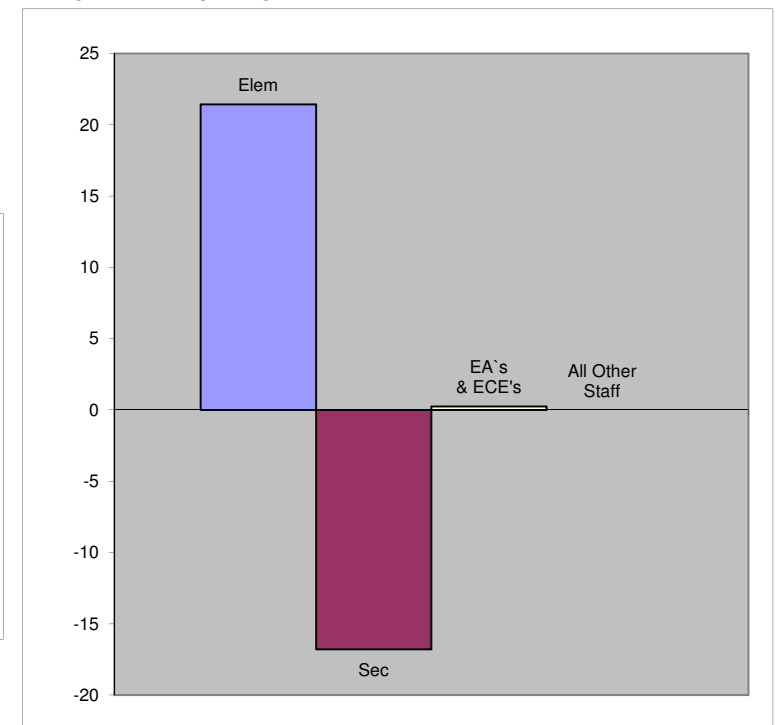
**Highlights of Changes in Enrolment:**

- Enrolment for JK-3 pupils is 253.00 ADE greater than budget projections, due to growth in FDK enrolment of 96.00 ADE, JK/SK enrolment 75.00 ADE greater than budget and Grades 1-3 enrolment growth of 82.00 ADE over budget.
- Enrolment in Grades 4-8 is 49.00 ADE less than budget projections.
- Secondary enrolment is 286.50 ADE less than budget projections.
- Enrolment for Secondary Other Pupils 9 (Visa) is 31.00 ADE greater than budget projections.
- It should be noted that these projections are based on actual enrolment as of

**Summary of Staffing**

Full-Time Equivalent	Budget	Actual Jan 31/12	Forecast	Increase (Decrease)	
				#	%
<b>Program Instruction</b>					
Program Instruction	4,511.15	4,532.37	4,516.03	4.88	0.1%
Program Support	598.95	599.45	598.95	0.00	0.0%
Capital	11.00	11.00	11.00	0.00	0.0%
<b>Total</b>	<b>5,121.10</b>	<b>5,142.82</b>	<b>5,125.98</b>	<b>4.88</b>	<b>0.1%</b>

**Changes in Staffing: Budget versus Forecast**



**Highlights of Changes in Staffing:**

Elementary teachers reflect an increase of 21.4 FTE over budget in order to meet Ministry and Board class size compliance and school and student needs due to increased enrolment. Secondary teachers reflect a decrease of 16.80 FTE over budget due to a projected decline in enrolment. No significant changes in "All Other Staff" categories.



## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** April 16, 2012

**TO:** Committee of the Whole

**FROM:** John Laverty, Lead Superintendent

**RE:** **Elementary and Secondary School Year Calendars 2012-2013**

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### Action X

### Monitoring

Trustees approve the attached 2012-2013 Elementary and Secondary School Year Calendars for submission to the Ministry of Education for approval by May 1, 2012 as per regulation 304 and PPM 151.

#### **Rationale/Benefits:**

The recommended calendars comply with Regulation 304. The Ministry of Education requires boards to submit their approved School Year Calendars by May 1<sup>st</sup> for the subsequent school year. The attached calendars have been recommended by Executive Council and the members of the School Year Calendar Advisory Committee which includes representation from HWETL, OSSTF, COPE, OSSTF-OCTU, HWPC, Home and School and School Councils.

#### **Background:**

The School Year Calendar Advisory Committee includes leaders from HWETL (elementary teachers), OSSTF (secondary teachers), COPE (educational assistants), OSSTF-OCTU (school clerical and office administrative), and HWPC (secondary and elementary Principals), Home and School and School Council.

According to Regulation 304, the school year shall include a minimum of 194 school days. The 2012-2013 calendars include 194 available days between September 4 and June 28. The Committee also recommended the placement of a total of 6 Professional Activity Days per panel and 10 secondary examination days.

School will commence for students on Tuesday September 4, 2012.

The recommended calendar will see the Christmas Break be from December 24, 2012 – January 4, 2013 as per Ministry placement. School will re-commence for students and staff on January 7, 2013.

The accompanying draft calendars are endorsed by Executive Council and the School Year Calendar Advisory Committee.

In preparing the attached calendars, the Committee consulted with the Hamilton-Wentworth Catholic District School Board as well as Grand Erie District School Board, Thames Valley District School Board and the Halton District School Board.

**Background Continued**

Executive Council will confirm the use of the Professional Activity Days to ensure compliance with Regulation 304 and Policy/Program Memorandum (PPM) No. 151. This includes ensuring that the professional activities on all P.A. Days are consistent with the definition of “professional activity” in the Regulation. Further, the School Year Calendars will provide two P.A. Days during which teachers and administrators will be involved in topics defined as “provincial education priorities” as outlined in PPM 151.

The Critical Timelines for the regular 2012-2013 School Year Calendars are:

- |                               |   |
|-------------------------------|---|
| February 27, 2012             | - Board – Trustees review and input – send draft to public consultation |
| February 27, - March 28, 2012 | - Public Consultation and Committee Feedback from Membership            |
| Week of April 2, 2012         | - School Year Calendar Committee meets to consider input                |
| April 3, 2012                 | - Executive Council – Final Calendars discussion                        |
| April 16, 2012                | - CTW – Final Calendars presented to Trustees                           |
| April 30, 2012                | - Board Meeting Final Calendars approval                                |
| May 1, 2012                   | - Calendars submitted to Ministry of Education                          |

**Proposed Calendar – Elementary 2012-13**

Month	Ins days	PA Days	Ex Days	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August																												
September 2012	19	1		3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28 P					
October 2012	22			1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November 2012	22	1					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23 P	26	27	28	29	30
December 2012	15			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 B	25 H	26 H	27 B	28 B	31 B				
January 2013	19	1			1 H	2 B	3 B	4 B	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25 P	28	29	30	31	
February 2013	19	1						1	4	5	6	7	8	11	12	13	14	15 P	18 H	19	20	21	22	25	26	27	28	
March 2013	15							1	4	5	6	7	8	11 B	12 B	13 B	14 B	15 B	18	19	20	21	22	25	26	27	28	29 H
April 2013	21			1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
May 2013	22					1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June 2013	20	2		3 P	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27 FD	28 P	1 H				
Total	194	6																										

**Legend; P – Professional Activity Day B- Board Holiday H- Statutory Holiday  
FD – Final Day for Students**

## Proposed Calendar – Secondary 2012-13

Month	Ins days	PA Days	Ex Days	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August																												
September 2012	<b>19</b>			3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
October 2012	<b>22</b>			1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November 2012	<b>22</b>	<b>1</b>					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23 P	26	27	28	29	30
December 2012	<b>15</b>			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 B	25 H	26 H	27 B	28 B	31 B				
January 2013	<b>19</b>	<b>2</b>			1 H	2 B	3 B	4 B	7	8	9	10	11	14	15	16	17	18	21	22	23 E	24 E	25 E	28 E	29 E	30 P	31 P	
February 2013	<b>19</b>							1 S2	4	5	6	7	8	11	12	13	14	15	18 H	19	20	21	22	25	26	27	28	
March 2013	<b>15</b>							1	4	5	6	7	8	11 B	12 B	13 B	14 B	15 B	18	19	20	21	22	25	26	27	28	29 H
April 2013	<b>21</b>	<b>1</b>		1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26 P	29	30			
May 2013	<b>22</b>					1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June 2013	<b>20</b>	<b>2</b>		3	4	5	6	7	10	11	12	13	14	17	18	19 E	20 E	21 E	24 E	25 E	26 FD	27 P	28 P	1 H				
Total	<b>194</b>	<b>6</b>																										

**Legend;**    **P** – Professional Activity Day    **B**- Board Holiday    **H**- Statutory Holiday  
**E** – Examination Day    **FD** – Final Day for Students



## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** April 16, 2012

**TO:** Committee of the Whole

**FROM:** Don Grant, Superintendent of Business & Treasurer  
Denise Dawson, Manager of Budget Services

**RE:** **2012/2013 School Based Staffing**

**Action** ✓

**Monitoring** ☐

### Recommended Actions:

- |  |          |
|--|----------|
| a) That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2012/2013 school based staffing: |          |
| Elementary Teachers  | 1,913.50 |
| Secondary Teachers   | 1,121.72 |
| Elementary Principals/Vice-Principals  | 123.00   |
| Secondary Principals/Vice-Principals   | 50.00    |
| School Clerical  | 214.50   |
| School Custodial   | 383.50   |
| b) That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2012/2013 school based staffing: |          |
| Early Childhood Educator (Early Learning Program)  | 116.00   |
| c) That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2012/2013 school based staffing: |          |
| Educational Assistants   | 573.00   |

### Rationale/Benefits:

The accumulative total staffing approved by the foregoing recommended actions total 4,495 FTE positions, provide for the smooth start up to the 2012/2013 school year and enable the staffing process to ensure collective agreement compliance and effective school based staffing decisions can be addressed at this time.

On March 29, 2012, the Ministry provided summary information regarding 2012/2013 education funding through the Grants for Student Needs (GSN). The impact of this funding announcement will be calculated as soon as the Funding Model Technical Paper and Grant Estimates forms are made available to staff. This information will allow Executive Council to continue their budget deliberations and present a Preliminary Budget to the Board in May 2012. Consequently, as the budget development exercise continues it may be necessary to increase or decrease the staffing levels suggested in the above recommended actions.

**Rationale/Benefits:**

The Finance Advisory Subcommittee has reviewed this report and supports the above recommended actions.

Staffing for elementary and secondary teachers, principals and vice-principals, school secretaries, and school custodians for 2012/2013 represents the continuation of 2011/2012 programs, adjustments for decline in enrolment, impact of Ministry funding announcements (including PDT agreements), compliance to collective agreements and Ministry regulations. Staffing for Early Childhood Educators is to support the Early Learning Program in 126 classes at 40 school sites. The staffing is based on assumptions and information available at this point in time. (Please see Appendix A)

Educational Education Staffing for 2012/2013 has been increased by 6.0 FTE for Learning Opportunities despite a decline in projected Board enrolment. The recommended action represents the preliminary number of full-time equivalent positions for the 2012/2013 school year. These staffing levels will continue to provide support to students through the Special Education and Learning Opportunities programs. (Please see Appendix B).

Executive Council has reviewed this report and supports the recommended action regarding 2012/2013 School Based Staffing.

**Background:**

Appendices A and B provide a summary of the school based staffing recommended for the 2012/2013 school year. Permanent full time equivalent positions included in the 2011/2012 Budget is provided for comparative purposes.

The Board has directed by resolution #01-55, that the number of Educational Assistants for the next school year be determined by the end of April each year. Such direction was established so that the staffing process can be completed prior to the end of June in preparation for the smooth startup to the next school year.

This was presented to Finance Advisory Sub-Committee at their April 4, 2012 meeting for their review and input. The process of presenting School Based staffing recommendations in April for the following school year is consistent with prior years.



**Appendix A**  
April 16, 2012**School-Based Staffing**

	<b>2012/2013 School Based Staffing</b>	<b>Budget 2011/2012</b>	<b>Increase (Decrease)</b>
Elementary Teachers	1,913.50	1,912.80	.70
Secondary Teachers	1,121.72	1,146.36	(24.64)
Elementary Principals/ Vice-Principals	123.00	123.00	0.0
Secondary Principals/ Vice-Principals	50.00	50.00	0.0
School Clerical	214.50	214.50	0.0
School Custodial	383.50	383.50	0.0
Early Childhood Educators	<u>116.00</u>	<u>56.50</u>	<u>59.50</u>
Sub Total	<u>3,922.22</u>	<u>3,886.66</u>	<u>35.56</u>
Educational Assistants (see Appendix B)	<u>573.00</u>	<u>567.00</u>	<u>6.00</u>
Total	<u>4,495.22</u>	<u>4,453.66</u>	<u>41.56</u>

**Appendix B  
April 16, 2012****School Based Staffing - Educational Assistants**

	<b>2012/2013 Budget</b>	<b>2011/2012 Budget</b>	<b>Increase (Decrease)</b>
Special Education Programs	537.00	537.00	-
Learning Opportunity Programs	<u>36.00</u>	<u>30.00</u>	6.00
Total	<u>573.00</u>	<u>567.00</u>	6.00

**Educational Assistant Staffing History**

	<b>Special Education Permanent FTE</b>	<b>Learning Opportunities Permanent FTE</b>	<b>Total FTE</b>	<b>Total Hours</b>
2012/2013 Budget *	537.00	36.00	573.00	814,233
2011/2012 Budget*	537.00	30.00	567.00	805,707
2010/2011 Budget*	481.00	40.00	521.00	740,341
2009/2010 Budget* At November 2009 COTW, the Board approved an additional 16.0 FTE for the 2009/10 school year The 2009/10 Budget also included 30.0 one-time educational assistants	481.00	40.00	521.00	722,784
2008/2009 Budget* At November 2008 COTW, the Board approved an additional 20.0 FTE for the 2008/2009 school year	481.00	40.00	521.00	687,460
2007/2008 Budget	481.00	40.00	521.00	654,506
2006/2007 Budget	481.00	38.0	519.0	625,914
2005/2006 Budget	487.00	38.0	525.0	630,000
2004/2005 Budget	454.00	32.0	486.0	583,200
2003/2004 Budget	409.00	32.0	441.0	529,200
2002/2003 Budget	400.00	22.0	422.0	506,400

\*The collective agreement effective September 2009 has increased the number of hours worked per week from 30.00 hours in 2006/2007 to 35.00 hours in 2010/2011.

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## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** April 16, 2012

**TO:** Committee of the Whole

**FROM:** Don Grant, Superintendent of Business & Treasurer  
Denise Dawson, Manager of Budget

**RE: Public Meeting re ECP Funding**

**Action** ✓

**Monitoring** ☐

### **Recommended Action**

That the Superintendent of Business and Treasurer convene a public meeting to allow for comment and public representation regarding the plan of the Board to withdraw funds from its Capital Reserve account for the purpose of funding, in part, the Education Centre Project.

### **Rationale/Benefits:**

The foregoing recommended action instructs the Superintendent of Business and Treasurer to convene the public meeting; as required by Ontario Regulation 193/10. It is anticipated that any feedback received from the public meeting will be shared with the Committee of the Whole at its September or October 2012 meeting. It is also anticipated that the public meeting will present the Board with an opportunity to help the public understand and support the funding strategy for the Education Centre Project.

The Finance Advisory Sub-committee has discussed this report and supports the above recommended action.

### **Background:**

On September 7, 2011 the Board approved the modified business plan (Note: the modified business plan achieved Ministry of Education approval) for the consolidation and efficiency project (also known as the Education Centre Project). The funding strategy for this administrative capital project rests, in part, on the use of the board's capital reserves. In such circumstances, Ontario Regulation 193/10 requires (this requirement was shared with the Committee of the Whole at the October 17, 2011 meeting) the Board to convene a public meeting to share with the public that the funding strategy for the Education Centre project rests, in part on proceeds of disposition generated from the sale of administrative properties. Now that the Board has achieved a firm sale agreement with McMaster University for the sale of the 100 Main Street West property, the time is appropriate for holding the public meeting.

**Background (cont.):**

In general, all proceeds from the disposition of real property are transferred to the Board's Capital Reserve fund. This fund differentiates between proceeds received from the sale of school properties and proceeds from the sale of administrative properties. Revenues from all proceeds of disposition may be used for school capital projects. However, revenues from the sale of school properties are not permitted to be used for administrative properties.

Consequently, where the Board plans to withdraw funds from its capital reserve account for the purpose of funding an administrative capital project Regulation 193/10 requires that a public meeting be convened to explain the purpose for the withdrawal and allow opportunity to collect comment from the public on the plan.



## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** April 16, 2012

**TO:** Committee of the Whole

**FROM:** Ken Bain, Associate Director of Education

**RE:** Dalewood Accommodation Review

Action  Monitoring

### Recommended Action:

*That the Board approve either the Dalewood ARC recommendations or the Board Staff recommendations set out below:*

**a. Dalewood ARC recommendations:**

- a) That all three schools identified in the Dalewood ARC remain open and that their existing grade structure and program offering remain intact.
- b) That the Board explore with the Ministry of Education the ability to reclassify or remove the classrooms in the basement of G.R. Allan.
- c) That the Board support capital investment to maintain all three facilities.
- d) That the Board approve the Dalewood ARC recommended upgrades as summarized in Table #1.

OR

**b. Board Staff recommendations:**

- a) That Prince Philip close in June 2013 and that those students (and the existing programming) are relocated to G.R. Allan, effective September 2013.
- b) That the Board approve the Staff recommended upgrades as summarized in Table #2.

### Rationale/Benefits:

The Dalewood ARC and staff reports were received by Trustees at the January 16, 2012 Committee of the Whole meeting and later ratified at the Board meeting on January 20, 2012. In accordance with the Ministry of Education's *Pupil Accommodation Review Guidelines* and the Hamilton-Wentworth District School Board's *Pupil Accommodation Review Policy*, after receiving the ARC and staff reports there must be no less than sixty (60) days prior to the meeting when Trustees can vote on the final recommendations. The Committee of the Whole meeting on April 16, 2012 represents the earliest scheduled meeting date at which Trustees can provide their initial approval of the final recommendations regarding the Dalewood Accommodation Review, subject to approval at Full Board on April 30, 2012

**Background:**

At the January 24, 2011 Board meeting, Trustees of the Hamilton-Wentworth District School Board approved a recommendation to initiate an Accommodation Review Process which included Dalewood, Prince Philip and G.R. Allan elementary schools (Map #1). The mandate of the Accommodation Review Committee (ARC) was to produce an Accommodation Report to the Board of Trustees which addressed a number of different criteria including accommodation, facility condition, program, transportation, funding and implementation.

The Dalewood ARC, which consisted of parents, teaching and non-teaching staff, principals, trustees and community representatives began its work on April 6, 2011. The Dalewood ARC met over an eight-month period and held ten working group meetings and four public “town hall” style meetings. On December 2, 2011 the ARC submitted its official report to the Director of Education in which the Committee proposed the following recommendations:

1. All three of the schools identified in the Dalewood ARC remain open and their existing grade structure and program offering remain intact (Map #2). The approval of this recommendation was achieved through a consensus vote at Working Group Meeting #7. This is a cost-effective option that protects the distinct healthy walkable communities within the ARC, and is most responsive to the data considered and the input received from the community.
2. The Board explore with the Ministry of Education the ability to reclassify or remove the classrooms in the basement of G.R. Allan from the SFIS database, when the classrooms are no longer required as teaching spaces, as they are a suboptimal learning environment due to noise.
3. The board support capital investment to maintain all three facilities. The board has not placed priority on the renewal needs of Dalewood and Prince Phillip, as these schools have not been considered viable by the board. The shadow of the PTR designations continues to affect renewal priority. The ARC committee recommends this practice cease as the evidence supports long term viability for all three schools.
4. The Board of Trustees consider the following recommended upgrades to Dalewood and G.R. Allan when making their final decision.

**Table 1: Dalewood ARC Recommended Upgrades to Schools**

Dalewood	G.R. Allan
Elevator	Elevator
Larger staff and work room	Larger staff/work room <u>or</u> book room
Book room	Accessible washrooms
Accessible washrooms	2 <sup>nd</sup> Floor washrooms
<b>Estimated cost of upgrades: \$2,870,208</b>	

The cost associated with these proposed upgrades is estimated at \$2,870,208, a portion of which (\$860,208) would be funded through the Ministry of Education for the construction of 2 additional kindergarten spaces as a result of its full-day kindergarten initiative. An additional funding request would have to be submitted to the Ministry of Education as part of the Board’s annual capital priorities submission requesting the balance of funds (\$2,010,000).

5. The Board of Trustees review revised enrolment projections based on Oct 31 2011 enrolment data, Mandarin program maturation and Special Education capacities.

The HWDSB staff recommendation was presented to the Dalewood ARC at Working Group Meeting #1 (April 28, 2011) and to school communities at Public Meeting #2 (May 19, 2011). The staff recommendation proposes the closure of Prince Philip in June 2013 and that those students (and the existing programming) are relocated to G.R Allan, effective September 2013. In addition to the closure of Prince Philip, the staff recommendation also includes a number of upgrades to Dalewood and G.R. Allan (Table 2).

**Table 2: Staff Recommended Upgrades to Schools**

Dalewood	G.R. Allan
Elevator	Elevator
Larger staff and work room	4 additional kindergarten spaces
Book room	3 additional classrooms
Accessible washrooms	2 <sup>nd</sup> general purpose room (gymnasium)
	Larger staff and work room
	Book room
	Accessible washrooms
	2 <sup>nd</sup> Floor washrooms
<b>Estimated cost of proposed upgrades: \$5,839,591</b>	

The capital improvement cost associated with the staff recommendation is approximately \$5,800,000 of which \$1,700,000 for the construction of four FDK classroom spaces would be funded by the Ministry of Education. The balance of funding would be generated through the proceeds of disposition from the sale of the Prince Philip site (approximately \$2,100,000) and a business case submission to the Ministry of Education (\$1,900,000).

The final ARC report was posted to the Board’s website on December 2, 2011 followed by the staff report which was released as part of the agenda package for the January 16, 2012 Committee of the Whole meeting.

In accordance with Ministry of Education guidelines and Board policy, Trustees held a Special Hearing of the Committee of the Whole on March 20, 2012 to receive public input on the recommendations put forth by the Dalewood ARC and Board staff. Twenty-two delegations registered to provide input/feedback that evening and thirty-one items of correspondence were submitted to Trustees. All of the presentations and correspondence from the public meeting have been posted on the Board website.

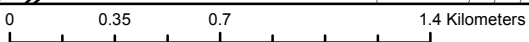
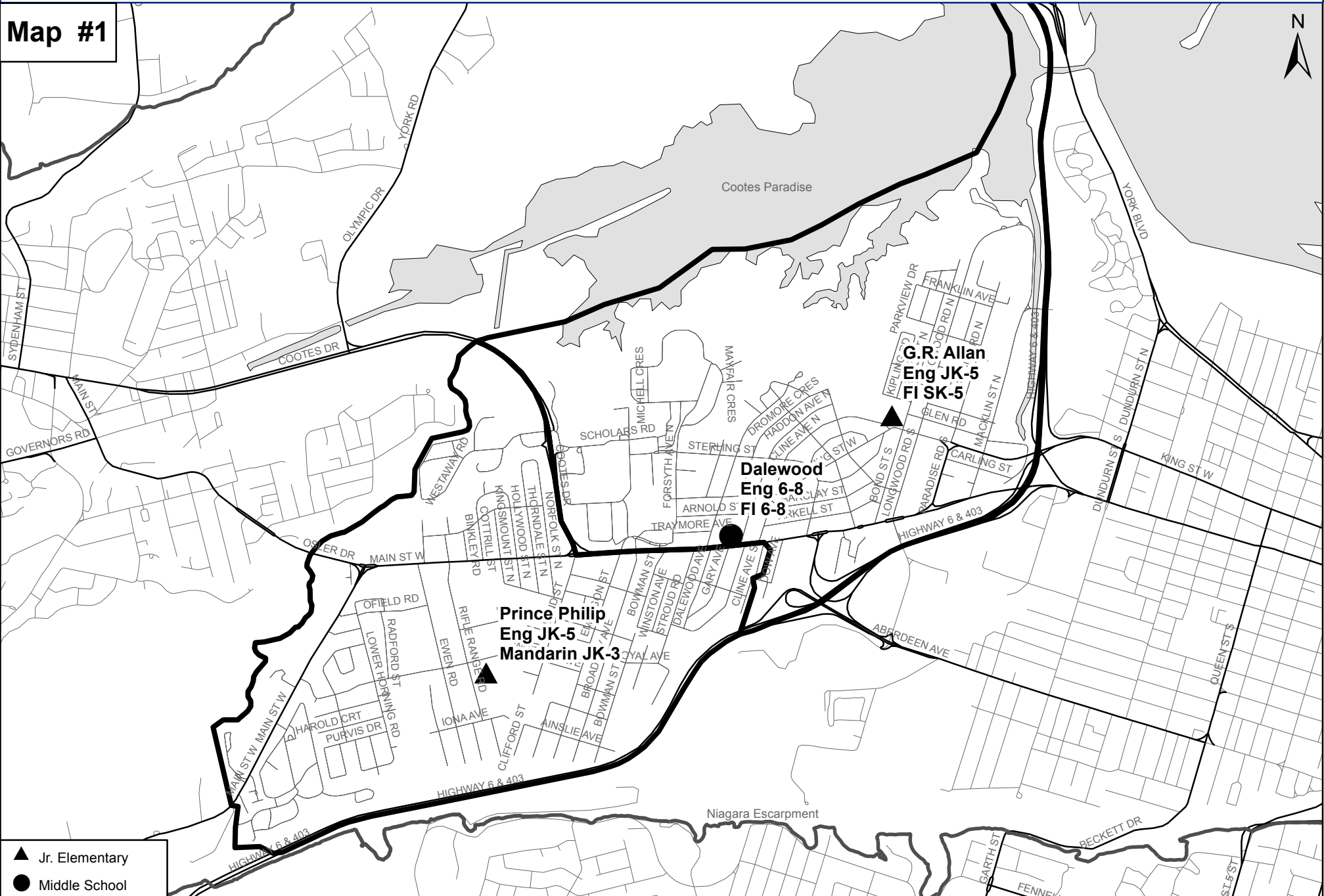
**Attachments:**

- Map #1: Current Boundaries
- Map #2: Proposed Boundaries – Dalewood ARC Recommendation
- Map #3: Proposed Boundaries – Staff Recommendation

# Elementary ARC- Dalewood<sup>04</sup> Review Area

## Current School Boundaries

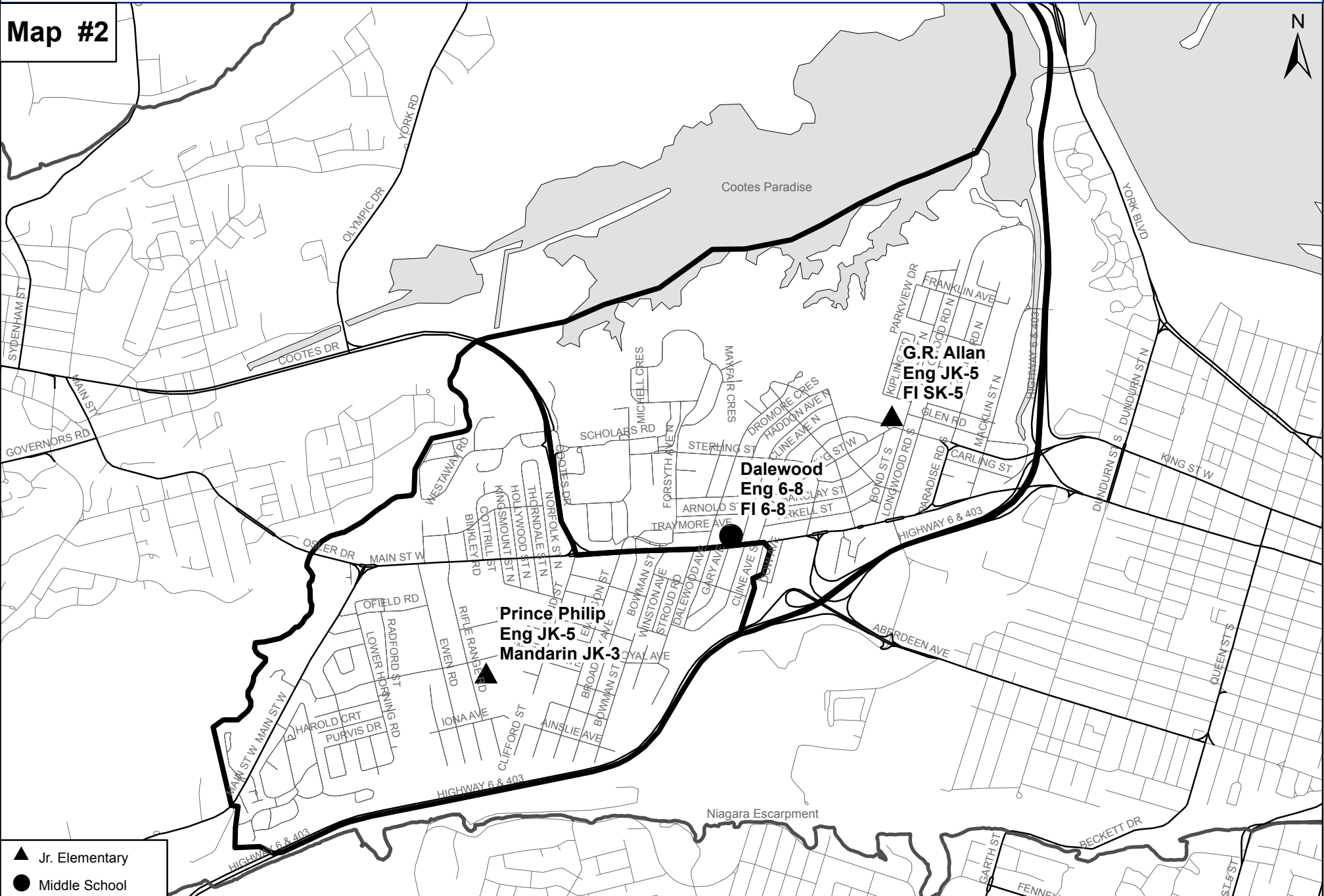
**Map #1**



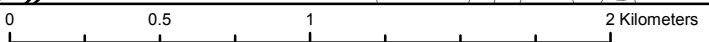


# Elementary ARC- Dalewood<sup>05</sup> Review Area ARC Recommendation

**Map #2**

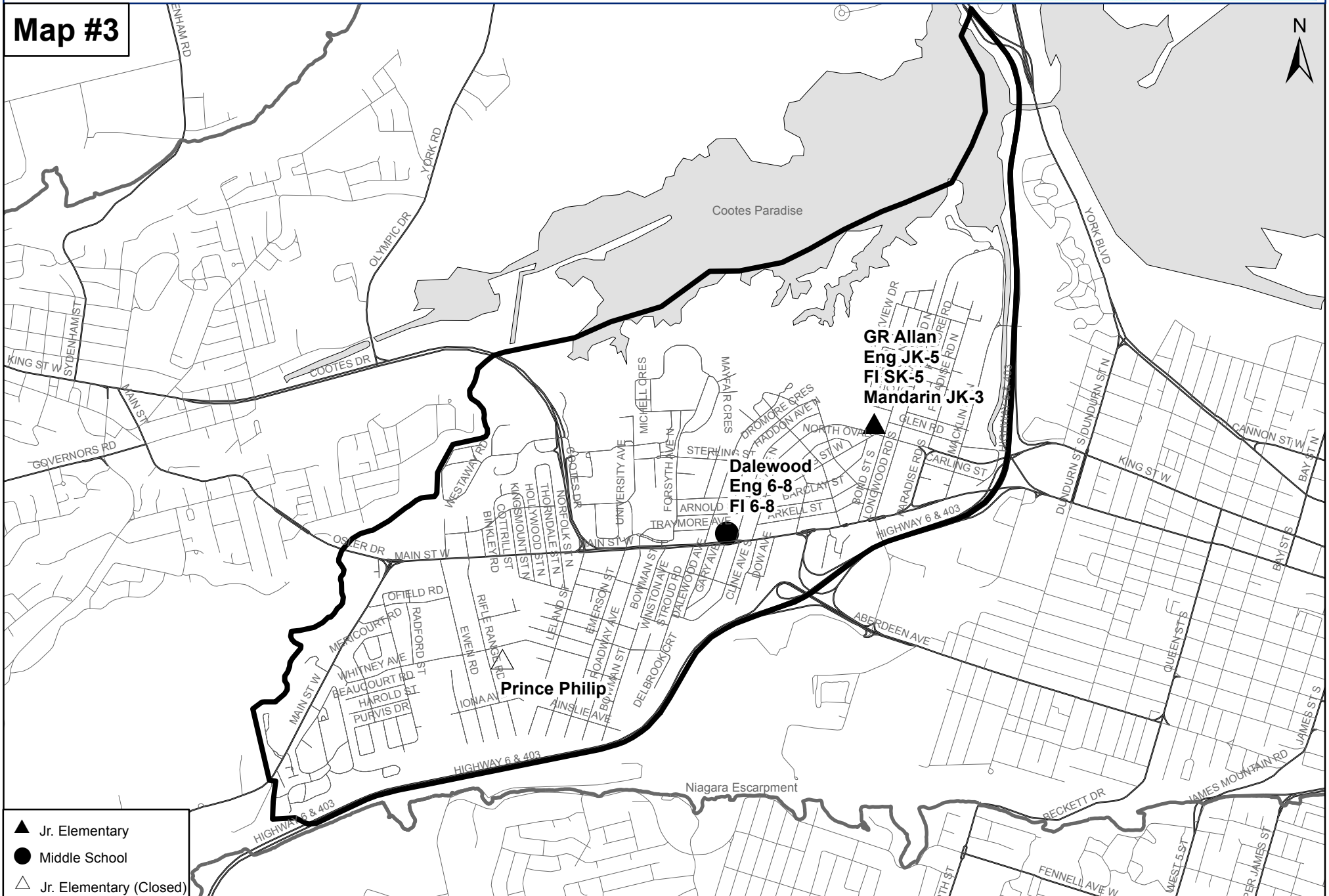


- ▲ Jr. Elementary
- Middle School
- ▬ Existing Boundaries



# Elementary ARC- Dalewood Review Area Staff Recommendation

**Map #3**



- ▲ Jr. Elementary
- Middle School
- △ Jr. Elementary (Closed)
- ▬ Proposed Boundaries

0 0.5 1 2 Kilometers



## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** Monday, April 16, 2012

**TO:** John Malloy, Director of Education

**FROM:** Ken Bain, Associate Director of Education  
Don Grant, Superintendent of Business and Treasurer  
Don Hall, Senior Facilities Officer, Facilities Management

**RE:** Education Centre Project – Sale of 100 Main St. West & Swing Space Update

Action       Monitoring

### Rationale / Benefits:

Trustees will recall that the Board approved the following motions at a meeting of Wednesday, September 7, 2011:

**Education Centre:**

***That the Board approves the modified business plan for the consolidation and efficiency of the Education Centre project.***

***That the 2011/12 Budget be adjusted as outlined in the financing strategy.***

***Board approves the tentative agreement of purchase and sale regarding the disposition of the 100 Main Street West Hamilton property to McMaster University subject to conditions.***

***That the Board direct administration to seek the necessary approvals from the Ministry of Education in order to take the Education Centre Project to tender and obtain authorization for the demolition of the Crestwood building.***

Board staff is pleased to report that the works associated with the third motion noted above; *Board approves the tentative agreement of purchase and sale regarding the disposition of the 100 Main Street West Hamilton property to McMaster University subject to conditions*, has been completed on all accounts.

More specifically, the Board has satisfied all the conditions of the agreement of Purchase and Sale with McMaster University for the sale of 100 Main St. West, and in doing so, has finalized our agreement with McMaster University to provide the Hamilton Wentworth District School Board with interim "Swing Space". This swing space is required for two purposes; firstly, to facilitate McMaster's early occupancy of the purchased site, and secondly, to provide interim accommodation for HWDSB Board offices during the time required to build its new Education Centre.

A status review of each of the conditions of Sale has been included in the Background information noted below.

**Background:**

Beginning in early 2010, Administration undertook the task of developing a Project Clarification Document (Vision), and a Functional Program (Program) that provided both clarity and direction to the Education Centre project. Subsequent to the completion of these documents, Administration undertook an analysis of potential project sites, prototypical building plans and the associated costs and business plan viability of these proposals.

In September 2010, the following motion was passed by the HWDSB Board of Trustees;

***“That the Board approves the process allowing Administration to develop business cases that are viable for the Education Centre”***

On March 7, 2011 the Board of Trustees passed the following motion:

***“That the Board approves the Crestwood site as the new Education Centre, subject to Ministry of Education approval.”***

After significant review and consultation with the Ministry of Education, the HWDSB Education Centre Business Case was conditionally approved by the Ministry, and a modified Business case was approved by the Board of Trustees. The following information provides an update on the completion of the Board motion directing staff to undertake the sale of 100 Main St. West to McMaster University as directed on September 7, 2011.

***I. Board approves the tentative agreement of purchase and sale regarding the disposition of the 100 Main Street West Hamilton property to McMaster University subject to conditions.***

➤ The following conditions of the agreement of purchase and sale (APS) have been concluded with McMaster University; they include:

- i. *The provision of all existing documentation, plans, geotechnical and environmental studies, etc...*
  - This condition has been waived.

*That both parties negotiate the assumption of the existing energy services agreement to the property at the discretion of both parties . . .*

- This condition has been waived with no financial impact to the HWDSB, and separate agreements are now in place for 100 Main West and the Sir John A. MacDonald school site which were previously under one agreement. McMaster will assume the contract for 100 Main Street West on the closing date.

- ii. *Hazardous materials review*

- McMaster is satisfied with this condition and has inspected the site accordingly.

- iii. *Agreement by respective parties, the HWDSB Board of Trustees, and McMaster University Board of Governors*

- Approval of the ‘Agreement of Purchase and Sale subject to conditions’ by both parties has been obtained. Note: HWDSB approval was achieved on September 7, 2011 as noted above.

- v. *Soils sample tests, bore holes and site assessment*
  - The purchaser is satisfied with this condition and it has been waived.
  
- vi. ***Swing Space accommodation of HWDSB staff on an interim basis.***
  - A final agreement on interim swing space costs has been reached, which satisfies the Ministry of Education's condition on HWDSB's interim relocation.
  - Please refer to Appendix A attached which outlines the scope, schedule and costs associated with the final Swing Space agreement negotiated with McMaster University.
  
- vii. *HWDSB shall apply for a demolition permit for 100 Main St. west*
  - HWDSB has applied for and submitted a permit to demolish the existing Board facilities; this permit will be assigned to McMaster University upon closing.
  
- viii. *Buyer confirming commitment of the City of Hamilton Financial Contribution*
  - McMaster and the City have come to terms on the City's \$20 million contribution in September 2011, the condition has been waived.
  
- ix. *HWDSB applying for severance of the land associated with the Sale*
  - This condition has been waived, and now requires the Board to submit application once prepared by McMaster.
  
- x. *Confidentiality of the Terms of the agreement of Purchase & Sale in the event of termination.*
  - No action is required unless the sale does not close.
  
- xi. *The parties agree that the Purchase Price represents fair market value*
  - Both HWDSB and McMaster have come to an agreement on the purchase price.

## Appendix A: Swing Space Details

### Project Scope:

The interim relocation of the Board's current Administrative facilities will include the following provisions;

1. **32,541 Sq. Ft. in the Standard Life Building** at 120 King St. West to house the majority of Operational and Academic Support departments.
2. **10,953 Sq. Ft. in the Stelco Tower** at 100 King St. West for Executive Administration and Trustee accommodation.

In addition to the above noted swing space provision, staff were able to develop a solution to the long-term accommodation needs for the Board's current Assessment Centre. This space includes;

- **7,087 Sq. Ft. in the Robert Thomson Building** as a permanent home for the Assessment Centre, and the provision for swing office and meeting facilities for HWDSB Administration in the downtown core.

*Please refer to drawings attached*

### Project Schedule:

The space is currently under design and will be tendered shortly to undertake the tenant improvements required to occupy the space.

Occupancy will be staged and will begin in mid July and continue up to the 1<sup>st</sup> of August, 2012, after which time the existing 100 Main facility will be vacated and become the possession of McMaster University.

Our lease arrangements with Yale Property, (First Real Property Ltd) the Landlord, provide for occupancy from August 1, 2012, to July 31, 2014. There is also a provision to extend our lease for a one year period to July 31, 2015, which must be exercised no later than October 31, 2012.

### Swing Space Costs:

1. The net incremental relocation costs associated with the interim relocation of Administrative and Operational services (Standard Life Building and Stelco Tower) will be borne by McMaster University. Please see the attached schedule entitled "Final HWDSB Swing Space Cost Estimate Status Report" dated April 16, 2012. The amount from operational savings associated with the vacating of 100 Main Street West and additional revenues available for swing space costs is approximately \$1.5 million (see enclosed schedule entitled "HWDSB Operational Savings & Revenue Summary for Swing Space").

In summary, McMaster University's contribution towards swing space costs will total approximately \$1.6 million; which represents 100% of the net incremental relocation cost.



1. THE CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS FOR THIS PROJECT.  
 2. THE CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS FOR THIS PROJECT.  
 3. THE CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS FOR THIS PROJECT.

Revision Record		Date

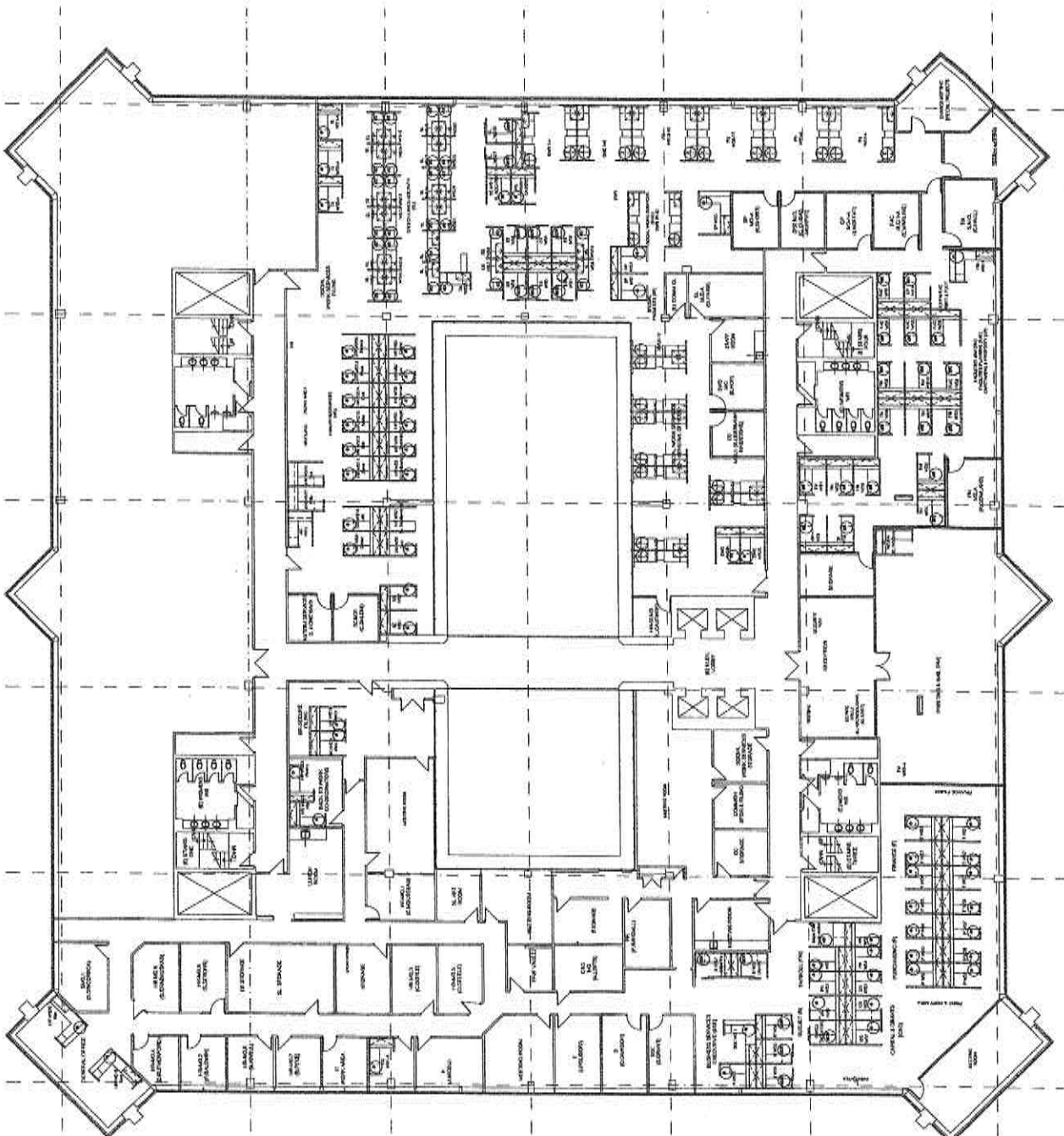
10-5

Issue Record		Date

**HWDSB  
 TEMPORARY  
 RELOCATION  
 PLAN**

**STANDARD LIFE  
 FURNITURE PLAN**

Project No. 2012-306  
 Drawing No. A-017  
 Date 11/05





NOT TO SCALE  
 DIMENSIONS SHOWN ON THIS DRAWING ARE TO BE USED FOR CONSTRUCTION OF ALL WORK. CONTRACTOR SHALL VERIFY ALL DIMENSIONS OF ALL WORK.  
 ALL WORK SHALL BE IN ACCORDANCE WITH THE 2015 IBC.  
 ALL WORK SHALL BE IN ACCORDANCE WITH THE 2015 IBC.  
 ALL WORK SHALL BE IN ACCORDANCE WITH THE 2015 IBC.

Revision Record		DATE
No.	Description	

10-6

Issue Record		DATE
No.	Description	

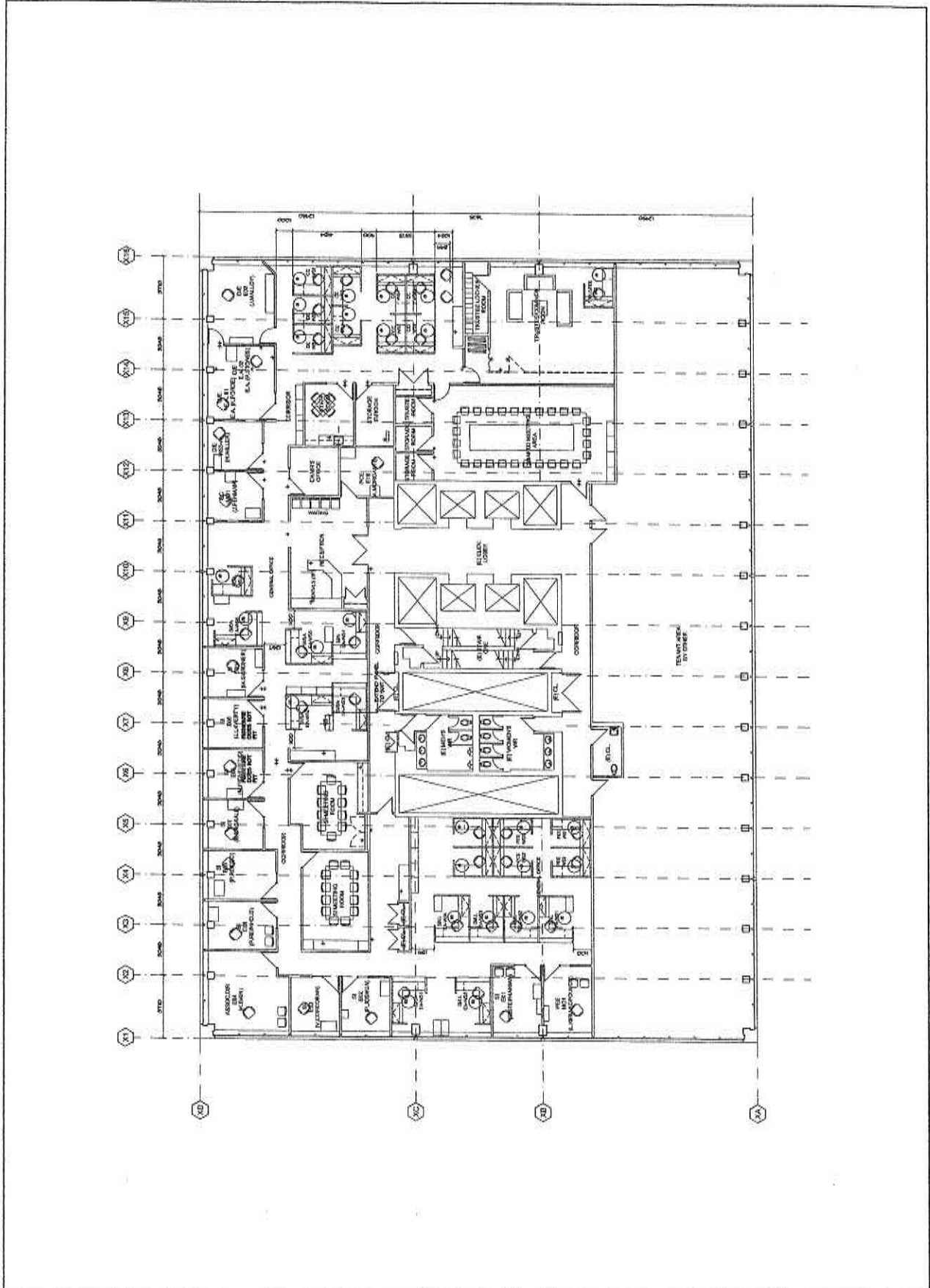
HWDSB  
 ALTERNATE  
 SWING SPACE

100 (SEE SHEET 101)  
 HANSON, SHAWNEE

Sheet No. 40  
 Date: 08/16/16  
 Scale: 1/8" = 1'-0"

STELCO TOWER  
 FURNITURE PLAN

Project No. 2015-084 Drawing No. 10-6  
 Date: 08/16/16



1 STELCO TOWER FURNITURE PLAN  
 T-305

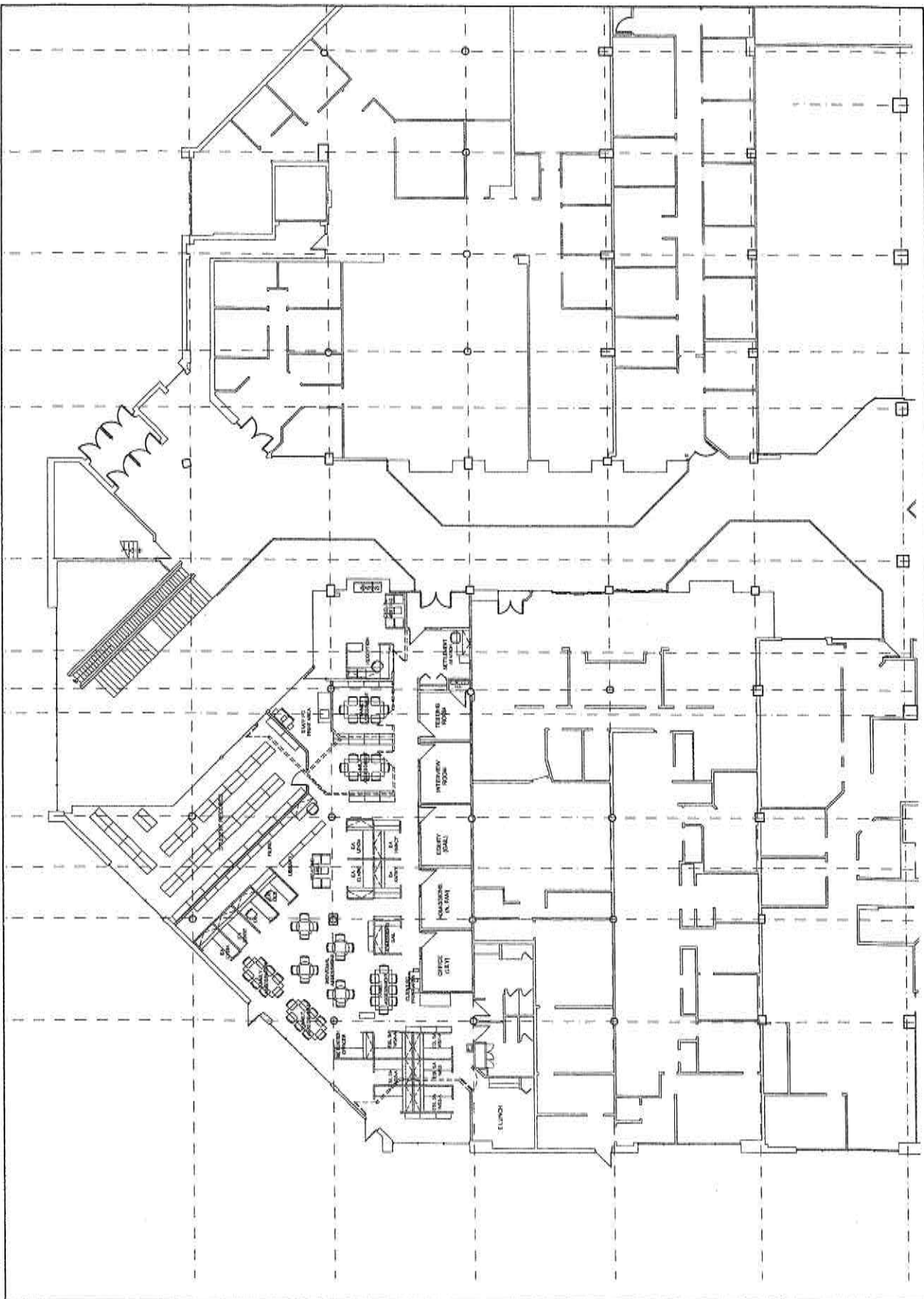


Any changes to the drawings shall be made by the architect in accordance with the contract documents and the terms of any addendum. The contractor shall be responsible for the accuracy of the drawings and for any errors or omissions. The contractor shall not be held responsible for any errors or omissions in the drawings prepared by the architect.

Revision Record	
No.	Description

**HWDSB RESOURCE AND ASSESSMENT OFFICE**  
 110 WINE STREET WEST  
 WINDSOR, ONTARIO  
 CANADA  
 ONA 9L 9A3  
 PHONE: 519-874-2145  
 FAX: 519-874-2146  
 WWW.HWDSB.ONTARIO.GOV.CA

**RTB**  
 Project No.: 2017-384  
 Drawing No.: RTB



ASSESSMENT CENTRE PLAZA LEVEL RTB

## Final HWDSB Swing Space Cost estimate Status Report

(11<sup>th</sup> Floor Standard Life, 6<sup>th</sup> Floor Stelco Tower)

April 16, 2012

	\$1,000s
Construction Related Costs	\$685.8
Lease Costs	1,719.4
Other Project Costs	<u>720.9</u>
Total Estimated Swing Space Costs	3,126.1
<b>Less:</b>	
** HWDSB Operational Savings and Revenue from vacated 100 Main Street West	<u>1,478.0</u>
Net Incremental Relocation Costs (to be borne by McMaster University)	<u>\$1,648.1</u>

\*\* based on 24 months. Note: operational savings reduced to reflect assessment centre relocation (see attached "HWDSB Operational Savings & Revenue Summary for Swing Space").

## HWDSB Operational Savings & Revenue Summary for Swing Space

April 16, 2012

		Annual \$1,000s
Education Centre:	Operating Costs (excluding Caretaking) Caretaking Costs Insurance	\$397.3 286.0 <u>50.0</u>
	Subtotal	733.3
Estimated Revenue (interest earned on early receipt of sale proceeds)		<u>126.0</u>
	Total	859.3
Less:	Portion assigned to Assessment Centre	<u>120.4</u>
Amount available for Swing Space	Per Year	<u>\$738.9</u>
	24 Month Period	<u>\$1,478.0</u>

**Hamilton-Wentworth District School Board Parent and Community Engagement  
Report  
Executive Summary  
April, 2012**

Engagement of parents and the community is a key ingredient for improving student achievement and well-being. “Knowing our parents and community” is clearly articulated as a focus within the 2011/12 Annual Operating Plan upon which schools and departments prepare their improvement plans. A recent draft report prepared by the Ontario Leadership Strategy identifies effective school-based practices that have an impact on student achievement. This report highlights five emerging themes for school leaders to focus on. One of these themes is “Harnessing Parent and Community Support.” (*Closing the Achievement Gap*, Ontario Leadership Strategy, DRAFT, 2012). For Hamilton-Wentworth District School Board, this report also represents a move from independent parent and community engagement reports to an integrated plan.

Highlights of engagement included in the report include:

- Early Learning Engagement
- Focused (Tier 3) Parent Engagement
- Parent Voice
- Resources
- Extending the Classroom into the Community
- Extending the Community into the Classroom

Our work has been informed by successful engagement initiatives (i.e. Focus 4 Family, Family Path Pilots) and expands that learning (i.e. HCCI newcomer initiative). 2011/12 also saw a school-based focus on Tier 3 engagement. Building on the learning of the Scholars Community Program, each school in HWDSB has been involved in engaging a selected group of parents (Tier 3), in a deep and meaningful way, in order to support student achievement and well-being. Schools have been asked to identify a group of parents/guardians (approx. 15 – 20) that would benefit from focused engagement that reflects three high-leverage benchmarks of quality parent engagement:

- Parents learning/knowledge of the language of schooling;
- Parents participating in interactive work;
- Parents holding high expectations and aspirations for their child.

Parent voice continues to be sought as we introduce the Parent Voice Survey in May, 2012 and as we continue to learn from our valued Parental Involvement Committee, Special Education Advisory Committee and through public consultations.

Community organizations play a key role in the education of HWDSB students in creating opportunities for extending the classroom into the community (i.e. Focus on Youth) and extending the community into the classroom (i.e. Mohawk College).

Our Action Plan for 2012/13 will build upon our existing work as well as the results of our Parent Voice Survey in 4 key areas:

- Policy Development
- Tiered approach to parent engagement
- Parent voice
- Continued development of the community engagement plan



## Annual Work Plan Report (Monitoring)

**Name of Report:** Parent and Community Engagement Report

**To:** Committee of the Whole

**From:** Executive Council

**Date:** April 16, 2012

### **Organizational Alignment**

- **Strategic Direction:**
  - HWDSB will achieve high levels of parent engagement in our school communities
  - HWDSB will maintain and strengthen collaborative relationships with community partners
- **Annual Operating Plan:**
  - Knowing our parents and community
- **Director's Performance Appraisal:**
  - Collaboratively engage our parents and our communities to improve student achievement.
  - Develop and implement a Parent Engagement Plan that includes opportunities for effective consultation within the Board and with our parents and communities.
  - Develop appropriate partnerships to strengthen publicly funded education in Hamilton.
  - Ensure the voice of HWDSB influences our community and our municipal officials.
  - Develop and implement a Community Engagement Plan.
  - Ensure that staff are represented on collaborative tables throughout the community and that information from these tables improves the work in the Board.
  - Engage with the senior team at the City of Hamilton to promote joint vision and initiatives, and collaborative protocols related to the work of the City-Board relations committee.

(Note: the use of parent in this report is intended to be inclusive term representing parents, guardians and caregivers)

### **Overview/Context**

Parent and community engagement matter. A recent draft report prepared by the Ontario Leadership Strategy identifies effective school-based practices that have an impact on student achievement. This report highlights five emerging themes for school leaders to focus on. One of these themes is "Harnessing Parent and Community Support: research is pointing more and more to the importance of parents and the community in supporting student achievement and especially in closing achievement gaps." (*Closing the Achievement Gap*, Ontario Leadership Strategy, DRAFT, 2012). Parent and community engagement continue to be a priority in HWDSB. "Knowing our parents and community" is

## 12-4

clearly articulated as a focus within the 2011/12 Annual Operating Plan upon which schools and departments prepare their improvement plans. Provincially, this focus is embedded in:

- 2012 Ontario Leadership Framework (System Level and School Level Leadership)
- School Effectiveness Framework (for school self-assessment)
- Parent Engagement Policy, 2010

More specifically, the School Effectiveness Framework, 2010, identifies six components that schools are asked to consider in their self-assessment process as they determine their SIP priorities. One of the components is *Home, School, Community Partnerships* which consists of the following indicators:

- The School Council has a meaningful role in supporting learning and achievement for students;
- Students, parents and community are engaged and welcomed, as respected and valued partners;
- The school and community build partnerships to enhance learning opportunities for students;
- Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher conversations.

An essential component of our work is to ensure that we are engaging effectively; in a way that has a positive impact on student achievement and well-being. Engagement for the sake of engagement can be considered an “activity trap” and will not benefit our students. Engagement must take on a multi-faceted approach in order to meet the diverse needs of our parents and community. In being a responsive system, engagement requires us to hear the needs of parents and community and then to respond appropriately.

Research suggests that effective parent engagement may require a shift in thinking. It is a move away from “counting the number of people who attend” or one-way communication between the home and the school to schools reaching out and asking parents what they need in order to support their child’s learning. It is a shift from thinking about what parents do in school to what families are doing with children in the home with the help of the school (Leithwood, 2010). For our instructional leaders, this role is expanded to include working with families to improve the quality of instruction children get at home and when administrators assist families in developing significant expectations for their child’s work at school. (Leithwood, 2010).

In the past, the Parent Engagement Report and the Community Engagement Report were presented as individual reports. As such this represents a transition from independent work and reports to interdisciplinary work and reports which will be further refined in the next year. With our focus on early learning, parent and community engagement spans from birth to Grade 12 + (including adult education).

## ***What We Did***

### Early Learning Engagement

As outlined in the Early Learning Report, early child development sets the foundation for lifelong learning, behaviour and health. Further, partnerships with families and communities are vital in ensuring the ability of early childhood settings to meet the needs of young children. Continuing to collaborate with our **early learning community partners** has remained a focus. Staff participated on advisory committees or networks of our third party child care partners and other key early years organizations, including the Best Start Network (Appendix A).

In September, 2011, we opened a new **Parenting and Family Literacy Centre** (PFLC) to support families in the Adelaide Hoodless community. We continue to track attendance (Appendix B) and client satisfaction data (Appendix C) for our PFLCs. These centres provide examples of parent engagement where staff model strategies and approaches for parents to use at home that extend their child's learning. Other early years opportunities exist for parents to engage in at Ontario Early Years Centres (OEYC) (Appendix B). Staff collaboration with our partners who provide early learning and child care and extended day programs (Appendix B) and Best Start demonstration sites continues to be a priority as we develop our early learning strategy.

During 2012, staff participated in a Best Start initiative, funded through the Ministry of Children and Youth Services, on how PFLCs and OEYCs could collaborate to improve service to families within the region. The result of this work will be available in spring, 2012. Further, as a responsive system, we collaborated with community partners in response to an identified gap in readiness for some children as they entered Kindergarten. This initiative involved the City of Hamilton, Affiliated Services for Children and Youth (ASCY), McMaster Children's Hospital and Early Words. (Appendix E)

Selected **Parents as Partners** workshops will be offered to parents of young children with significant special needs as they enter and during their first year of school. Workshops will be adapted by a community collaborative that includes our SEAC's PALS and CNIB members and Chair, an Integration Resources Hub Resource Teachers, Communication Services, Autism Services, and Special Education consultants. The workshops will be held in the evenings and use fun, interactive activities to cover topics such as planning for Kindergarten, effective partnerships, understanding special education and the IEP.

### Focused (Tier 3) Parent Engagement

During 2010-11 Prince of Wales Elementary School participated in a Family Path Pilot as part of our work with the Literacy and Numeracy Secretariat. The **Scholars Community Program** engaged parents of students who attend the After School Scholars Program at Prince of Wales. In 2010-2011, 50% of students who participated in the program had parents attend two nights a week for 18 weeks. All students in the program demonstrated increased student achievement and engagement. Parents report that the program has helped them to help their children. Parents say it has put them more in touch with the academic component of their children's lives, taught them effective parenting skills that are making a difference, has helped them to feel less isolated and created a support system that has helped them to



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help their kids and feel more confident in their parenting role. The program has been shared provincially and has sparked interest from other boards who are visiting to learn from our experience. The Ontario Ministry of Education has created a video about the program entitled "Co-producing Learning: The Family Path" which is being launched April 20th. (Appendix F)

Parental engagement in all Tiers (Appendix G) is important and valued. Based upon our learning in the Family Path Pilot, our 2011/12 parent engagement efforts have looked at transforming the lives of a few students by engaging a selected group of parents (**Tier 3**), in a deep and meaningful way, in support of student achievement and well-being. Schools have been asked to identify a group of parents/guardians (approx. 15 – 20) that would benefit from focused engagement that reflects three high-leverage benchmarks of quality parent engagement:

- Parents learning/knowledge of the language of schooling;
- Parents participating in interactive work;
- Parents holding high expectations and aspirations for their child.

Appendix H highlights the work of a number of schools in this area.

In addition, HWDSB collaborated with the **Hamilton Centre for Civic Inclusion** on an application for a community-based PRO Grant. Funding has been received for a Tier 3 engagement initiative designed to provide newcomer parents with information and skills through skill-building opportunities and workshops designed to support increased understanding of the school system. This initiative is designed to build upon the engagement approaches already established at the school and focuses on what the parents indicate that they need from the school. Schools involved include: Prince of Wales, Cathy Wever, Queen Victoria, Bennetto, Hess St. and Sir John. A. Macdonald.

## Parent Voice

During 2011/12, staff have also engaged in redesigning our HWDSB **Parental Voice Survey**. Based upon research and feedback from parents and staff, the survey closer aligns to determining parent perceptions related to the engagement areas that make a difference for student achievement and well-being. The survey also aligns with the Safe and Inclusive Schools Survey in order that staff can compare student and parent perceptions. The survey will be available during May, 2012.

HWDSB continues to gather parent voice through standing committees of the Board (i.e. SEAC, PIC), parent, school council and home and school representation on committees, as well as through our formal consultation process.

## Resources

As a responsive support to engaging parents, the creation of the **Parent Engagement Toolkit** for administrators has been a focus. Currently in its final review stages, this resource will be located on the HWDSB portal. With input from parents and staff, this resource provides a database of research and tools that support effective parental engagement. Further, it provides a collaborative space for

administrators to share strategies and approaches and to learn from each other. This resource should be available to all schools in September, 2012.

**Focus 4 Families** (Tier 1) launched the first series of workshops for families in spring, 2011. These sessions provided educational, recreational and creative programs for the whole family. The goal is to create learning opportunities that will engage, empower and educate families. Our HWDSB Parental Involvement Committee (Appendix I) takes an active role in planning the series in order to ensure that it is responsive to parent needs. In 2011, Focus 4 Families engaged over 100 participants, on average, for four evenings, at a single school location. Focus 4 Families 2012 (Appendix J) is currently being planned with expansion to two sites and greater involvement of community partners.

The **Parent Reaching Out (PRO) Grant** application process continued to be supported through the Parent Engagement and Early Learning Department. Consistent with 2010/11, forty three schools had successful PRO Grant applications totaling \$36,780. Initiatives funded included parent information and education events as well as parent resources (i.e. brochures, lending libraries, parent handbooks, translation).

Expanding upon the partnership and community engagement inventory that was created in 2010/11, an interactive **Partnership Database** is being developed to house all HWDSB partnership information and donations in support of our focus on equity of access and opportunity, to inform staff where partnerships exist so that duplication does not occur and so that partners are formally acknowledged and celebrated at the Board level. An advisory team, comprised of Superintendents, Principals, Managers, Coordinators and Administrative Assistants, met to preview the prototype, discuss needs, issues and implementation timelines. After undergoing pilot testing in May and June, the tool will be available for schools in September, 2012. This database also supports compliance with Ministry PPM 149 related to the work of third party professionals and paraprofessionals in schools.

#### Extending the Classroom into the Community

**Focus on Youth** in HWDSB ran from July 4, 2011 to August 12, 2011 employing 100 students across the district and partnering with 16 community agencies. HWDSB offered free use of space in 12 elementary and 5 secondary schools in order to encourage agencies to provide free programming for students. Communication with local community agencies to invite their participation in the 2011 FOY program was comprehensive and diverse. Methods included announcements through Community Information Services Hamilton, the development of a separate web page on HWDSB site, emails to the City's collaborative network contacts and word of mouth. An emphasis was placed on promoting to agencies that work with marginalized populations (street involved and homeless youth, visible minorities, women and girls, and newcomer children youth and families) and were asked to provide programming in targeted neighbourhoods. HWDSB worked collaboratively to build capacity in agencies with whom we partnered. Staff worked with agency staff to improve the quality of their programming when site visits and feedback from student employees suggested that there may be opportunities for growth and the sharing of promising practices. Data was also collected from student employees in order to inform our Focus on Youth student leadership program. (Appendix K)

HWDSB continued to receive **Priority Schools** funding from the Ministry of Education in 2011/12. Over the past three years HWDSB has been strategically working to make priority schools (Appendix L) available to not for profit community groups, with a particular focus on youth serving agencies who support student achievement and well-being. Additionally, an interim process was put into place to allow time for such groups to apply for use of space and get approval before any other not for profits were permitted access to space. The Ministry funded 25 Priority Schools (an increase of 6 from the previous year) in HWDSB. In order to align resources, twelve Ministry of Health Promotion Programs, operated by our community partners were provided in our priority schools. The programs focus on: physical activity, sportsmanship/teamwork skills, nutrition activities, healthy snack preparation, cooking, homework help, and arts and recreation activities.

HWDSB also collaborates with community partners in the provision of educational programs for students in care, treatment or corrections. Ongoing collaboration between Care, Treatment and Corrections (CTC) staff and partner staff ensure an appropriate program with specific measures of success are in place for the student and that the student is successfully supported in his/her transition back to their home school. We currently work with 9 community partners, across 32 classrooms in various locations (Appendix M)

#### Extending the Community into the Classroom

Using our partnership inventory data, targeted initiatives were undertaken in under-serviced areas, as determined by Superintendents of Student Achievement and community engagement staff. For example HWDSB entered into a formalized partnership with **Neighbour2Neighbour** to support student literacy in grades 1 – 3. In order to meet school needs the original program was expanded to include an additional two elementary schools. Tutors are primarily retired teachers and principals who help students practice oral reading, have meaningful discussion on book content, decoding skills, activating prior knowledge, simple reading instruction and confidence building/motivation.

Since 2009 HWDSB has been partnering with North Hamilton Community Centre in the **Pathways Canada Program** (Appendix N) to support students from the Bennetto and Keith Neighbourhood's. This program focuses on tutoring, homework help, mentoring and financial support (bursaries, bus tickets, food vouchers). A formal partnership agreement facilitates the mutually beneficial relationship and provides data on student achievement that can be supported at the school level. Program effectiveness is measured by Pathways by two key pieces of data: credit accumulation and absenteeism.

HWDSB students continue to benefit from the partnerships that exist with local post-secondary institutions. Our partnership with **Mohawk College** (Appendix O) currently supports the following initiatives:

- Turning Point
- Dual Credit
- Accelerated/ Dual Credit OYAP
- Tech Competitions
- Crown Ward Education Champions

During 2011/12, staff identified a unmet student programming need. The Community and Continuing Education (CCE) Advantage (Appendix P) program is aimed at students whose families immigrated to Canada when they were in their late teens. Some of these students are unable to complete ESL courses and accumulate all the credits needed to graduate before they turn 21 years old.

This program, targeted but not limited to the Somali student community at Sir John A. Macdonald, assists adult students in completing their compulsory credits in class and obtaining optional credits in a co-op placement. Students have monthly workshops with our partner organization, (Immigrant Culture and Art Association) ICAA, to discuss multiculturalism, cultural proficiency, career planning, and setting goals.

## ***What We Learned***

2011/12 marked the beginning of our shift in thinking from parental involvement to parental engagement. School staff generally have more experience with involvement at Tier 1 (all) and Tier 2 (some). Staff continue to need support in understanding effective engagement at all 3 Tiers. A focus on parent involvement is not something that is problematic. Involvement helps parents and community to establish trust in the school and to build confidence in the school. This is important, but cannot be where we stop. Our work must move along the continuum to authentic engagement. As a result, it is important to build capacity around effective engagement at all Tiers with specific attention to Tier 3 engagement.

As we continue to develop our Early Learning Strategy we must focus on engaging with our early learning partners to expand our understanding of early years learning in order to inform our strategy in support of creating seamless transitions, seamless day and evidence-based developmental programming. This includes collaborating with our partners on developing a shared understanding of the success criteria for a seamless day and seamless transitions (for children and parents). Further, continued collaboration within the Best Start Network and City of Hamilton staff as we determine the future structure of Extended Day programming in HWDSB.

Our focus on planned, purposeful engagement of a small group of parents (Tier 3) needs to continue into next year. We have learned that this model is an effective way to engage parents and support:

- Parents learning/knowledge of the language of schooling;
- Parents participating in interactive work;
- Parents holding high expectations and aspirations for their child.

Schools require further support in creating structures that support effective engagement. We have learned that while we “know” how to teach students, that does not automatically translate into “knowing” how to teach parents. As a result, a small collaborative inquiry group will be tackling the question of “how do we teach parents what they want to learn in their role of co-producers of student learning?” Further Ebest will continue to work with schools on the creation of measurement tools in order to determine the impact of their Tier 3 focus.

# 12-10

Our Parent Voice Survey will be administered in May, 2012 and this will act as baseline data that will further inform our work around parental engagement. In addition, we will work with community partners to conduct focus groups with diverse communities in order for HWDSB to gather parent voices that we do not traditionally hear. In response to PIC feedback, the survey is shorter and uses “parent friendly” language.

Focus 4 Family is expanded for 2012 into two locations; upper and lower city. This decision was based upon feedback from participants of Focus 4 Family 2011 and also requests from administrators to have a similar program in an accessible location. Parent input continues to determine the session offerings and the model of a family dinner before the learning will continue.

Successful Parent Reaching Out Grant proposals continue to be stable from year to year. For 2012 applications, staff will provide support to schools on how to translate their identified area of focus into an effective engagement opportunity (moving from involvement to engagement). This will involve capacity building with administrators, school councils, home and schools and our Parental Involvement Committee. Further, we will look to our learnings from our HCCI partnership and consider ways to expand this model into other schools.

HWDSB students benefit from the engagement of community in their education. Community partnerships are valued assets. While we have a number of existing partners we have never formally “checked in” to see how effectively we are engaging as a partner. As a result the concept of a “Community Engagement Report Card” will be investigated in the upcoming year.

## Parent/Community Engagement Action Plan – May, 2012 – April, 2013

*This plan focuses on new initiatives for 2012-2013*

<u>Essential Component</u>	<u>Strategies</u>	<u>Evidence</u>	<u>Implementation and Monitoring</u>
<b>Policy</b>	Create a Parent Engagement Policy and a Community Engagement Policy as a subset of the Engagement Pillar Policy.	Policy developed	March, 2013
<b>Tiered approach to engagement</b>	<p>Provide support for schools parent engagement initiatives including capacity building around effective engagement.</p> <p>All schools engage a selected group of parents in an effective way</p> <p>Collaborative inquiry group to investigate “how do we teach parents what they want to learn in their role of co-producers of student learning?”</p> <p>Review learnings from HCCI pilot related to engaging diverse populations and expand where appropriate.</p> <p>Utilize the Parent Engagement Toolkit to support effective parental engagement</p>	<p>Demonstrated shift from involvement to engagement.</p> <p>Reflection in SEF and School Improvement Plans</p> <p>Learnings shared via Engagement Toolkit</p> <p>Next steps plan developed with HCCI</p> <p>Administrators “posts” to the toolkit</p>	<p>January, 2013</p> <p>February, 2013</p> <p>January, 2013</p> <p>November, 2012</p> <p>Ongoing</p>
<b>Parent voice</b>	<p>Website is redesigned based upon feedback from parents (note: formerly Virtual Resource Centre project)</p> <p>Collect parent voice data using the Parent Voice Survey and community-based focus groups</p> <p>Provide responsive support for School Councils related to challenges identified</p>	<p>Website content and design is informed by PIC, SEAC, FIAC and Rural Schools Advisory Committees.</p> <p>Revisions made to the website</p> <p>Parent engagement plan modified based upon feedback</p> <p>School Council Training feedback</p>	<p>February, 2013</p> <p>May – Sept. 2012</p> <p>November, 2012</p>

<u>Essential Component</u>	<u>Strategies</u>	<u>Evidence</u>	<u>Implementation and Monitoring</u>
<b>Continued development of the community engagement plan</b>	Investigate the potential of a Community Engagement Report Card to seek feedback from partners	Next steps related to gathering feedback are determined	February, 2013
	Engage with early learning partners to expand our understanding of early years learning in order to inform our strategy in support of creating seamless transitions, seamless day and evidence-based developmental programming	Partner expertise to inform our work and build capacity with staff for emergent curriculum, developmental stages, documentation of learning and parent engagement (i.e. ASCY, Colleges, Universities, Child Care Partners)	March, 2013
	Capacity building with administrators on how the Partnership Database can support their school improvement plan.	Collaboration with stakeholders on Extended Day Programming and long term direction	December, 2012
	Analyze and review list of staff represented on collaborative tables throughout the community to support community achievement and ensure information from these tables informs and supports the strategic directions of HWDSB.	Tracked usage of the database to collect baseline data	March, 2013
		Updated list is circulated annually for review and updates and staff are assigned collaborative tables to support the Board's Vision.	April, 2013
	Collaboration between City Hamilton Staff and HWDSB Staff	Publication and distribution of an HWDSB/community directory of key staff contacts on collaborative tables in the community.	March, 2013

## **EARLY LEARNING ENGAGEMENT**

### **Appendix A – Early Learning Community Collaboration**

In support of our work related to the importance of early learning, staff have been involved with the following groups:

- School Age Solutions (Roundtable for Poverty Reduction)
- Mohawk College ECE Advisory Committee
- Niwasa Advisory Committee
- Boys and Girls Club OEYC Advisory Committees (3)
- Umbrella Family and Child Centres Board of Directors – non-voting member
- HIPE - Hamilton Inter-professional Education BS (Best Start Sub-committee)
- Best Start Research and Evaluation (BS)
- EDI planning committee
- Service Provider Networks (BS)
- School Readiness Calendar (BS)
- Early Literacy Hamilton Annual Forum (BS)
- Pooled Funding Consultation Process (future work with follow up from recommendations) OR Early Years Integration Strategy Committee
- Telling Tales
- Early Literacy Hamilton (BS)
- Read to Your Baby (BS)
- Umbrella Family and Child Centres Neighbourhood Nights (advisory)
- Roots of Empathy



## Appendix B – Parenting and Family Literacy Centres, Ontario Early Years Centres and Best Start Demonstration Sites

### *Parenting and Family Literacy Centres*

HWDSB operates seven Parenting and Family Literacy Centres (PFLCs), serving families with children from birth to age six. PFLCs are located in Adelaide Hoodless, Bennetto, Memorial City, Lake Avenue, Westwood, Prince of Wales and Queen Victoria Schools. PFLCs operate 20 hours per week, September to June, on school days only.

Parenting and Family Literacy Centres help prepare children for starting school and encourage families to be a part of their children's learning by:

- Helping children build essential literacy and numeracy skills through stories, music, reading and playing;
- Encouraging families to engage in their children's learning;
- Offering a book-lending library in different languages so parents can read to their children in their first language;
- Familiarizing children and families with school routines;
- Giving children and families the chance to spend time with other families;
- Linking families with appropriate community resources for special needs, health and other related services.

PFLCs are a part of our schools and communities. Kindergarten teachers and school administrators make links with incoming children and families through PFLCs. PFLC staff routinely model effective approaches with parents so that parents are able to continue and extend the child's learning outside of the PFLC.

We continue to track and monitor daily attendance in our PFLCs (by child's age, gender and parent/caregiver participation). The chart below shows that all sites had an increase in attendance when comparing December 2010 data with December 2011 data. Further, we distributed Parent Satisfaction Survey to all families in May 2011 and results were unchanged from previous years with a high level of parent satisfaction in our programs.

### ***PFLC Participation stats comparing number of child visits between December 2010 to December 2011***

<b>Site</b>	<b>Dec-11</b>	<b>Dec-10</b>	<b>Change</b>	<b>• % Change</b>
Bennetto E S	928	909	19	2%
Lake Avenue PS	1,383	661	722	109%
Memorial (City) S	1,203	1,061	142	13%
Westwood School	738	515	223	43%
Prince of Wales	1,107	839	268	32%
Queen Victoria	1,727	1,170	557	48%

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Site	Dec-11	Dec-10	Change	• % Change
Pre-2011 Total	7,086	5,155	1,931	37%
Pre-2011 Per PFLC	1181.0	859.2	321.8	37%
Pre-2011 Total Days	450	426	24	6%
Pre-2011 Per Day	15.7	12.1	3.6	30%
Adelaide Hoodless (2011)	883			
Total	7,969	5,155	2,814	55%
Per PFLC	1138.4	859.2	279.2	32%
Total Days	525	426	99	23%
Per Day	15.2	12.1	3.1	25%

## Ontario Early Years Centres

Ontario Early Years Centres are places where parents and caregivers can:

- take part with their children in a range of programs and activities
- get information about programs and services that are available for young children and their families at OEYC and in the community
- ask questions about your child's development
- talk to early years professionals, as well as other parents and caregivers in the community.

## Best Start

Hamilton is one of three communities across the province that is a part of the Best Start demonstration project. Best Start demonstration communities were identified to implement the Best Start vision at a more accelerated pace than would be possible province-wide based on the work of Charles Pascal in the document "With Our Best Future in Mind." The key component to these demonstration sites is to integrate as many services as possible to meet the needs of families with children 0-6, the concept of a community hub for the early years population.

Provincially, the demonstration area in Hamilton is the east end of the city across to the border of Stoney Creek in the lower city. To ensure equitable access across our communities, the city of Hamilton included most Best Start services to all parts of the city with the exception of one component of the program which is the Preschool Universal Program (PSU). This program is a free half-day program for children the year before Junior Kindergarten with a focus on school-readiness, this program is available only in the demonstration project because of the high cost of the program.

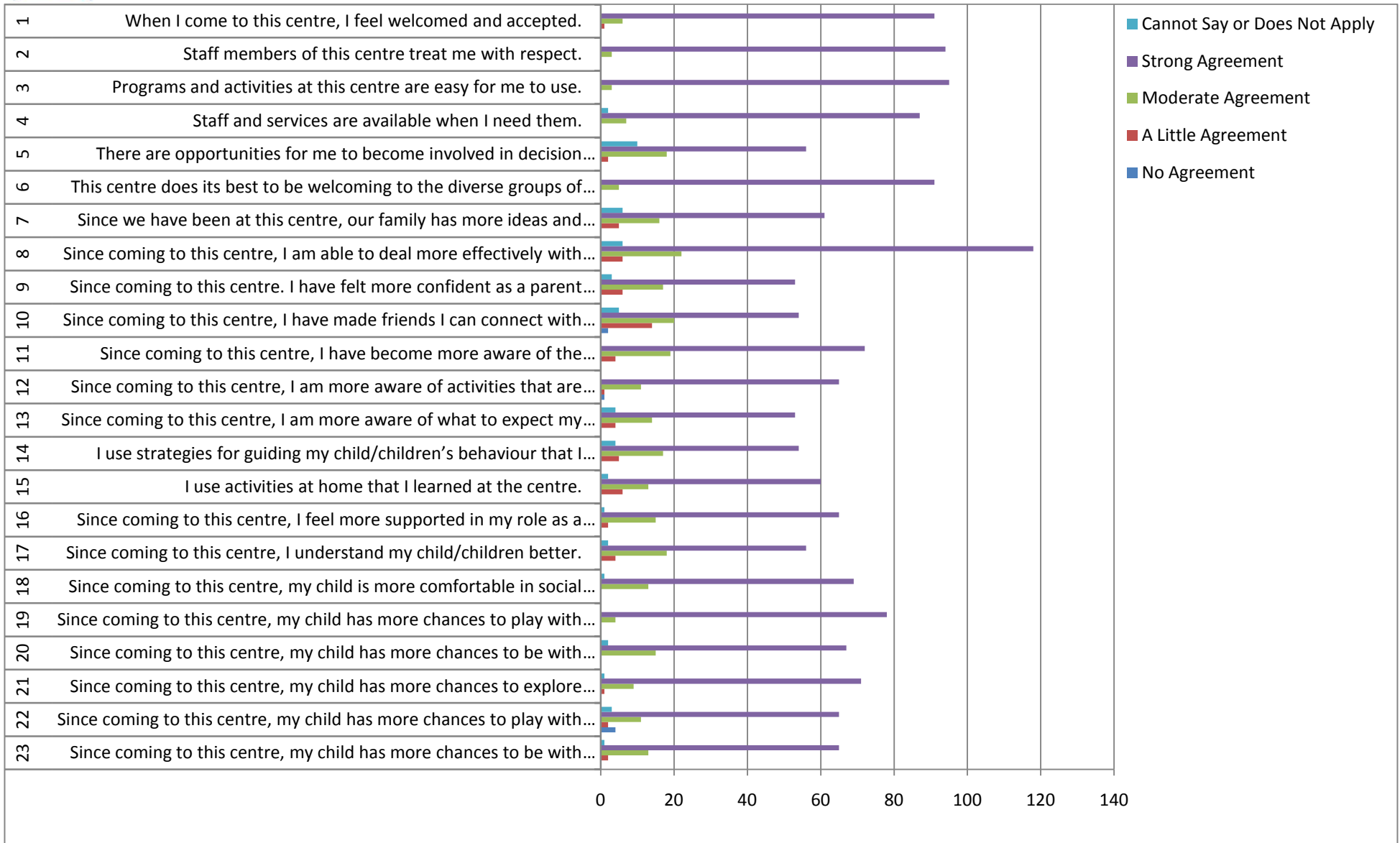
Two HWDSB schools are a part of the full Best Start demonstration project, they are Elizabeth Bagshaw and Hillcrest. Queen Mary includes a Preschool Universal Program with the balance of Best Start services being offered in a community-based location at the Boys and Girls Clubs of Hamilton a few blocks away from the school.



### Appendix C - Parenting and Family Literacy Centres Client Satisfaction

The following questions are 1 to 23. On page 3 you will find answers on the chart – Strong Agreement is the winner!

		No Agreement	A Little Agreement	Moderate Agreement	Strong Agreement	Cannot Say or Does Not Apply
1.	When I come to this centre, I feel welcomed and accepted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Staff members of this centre treat me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Programs and activities at this centre are easy for me to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Staff and services are available when I need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	There are opportunities for me to become involved in decision making about the centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	This centre does its best to be welcoming to the diverse groups of people who live in this community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Since we have been at this centre, our family has more ideas and ways for getting along.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Since coming to this centre, I am able to deal more effectively with the day-to-day challenges that we encounter as a family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Since coming to this centre, I have felt more confident as a parent or caregiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Since coming to this centre, I have made friends I can connect with and turn to outside of the centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Since coming to this centre, I have become more aware of the services and resources available in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Since coming to this centre, I am more aware of activities that are right for my child/children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Since coming to this centre, I am more aware of what to expect my child to do at his or her age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	I use ideas for guiding my child/children's behaviour that I learned at the centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	I use activities at home that I learned at the centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Since coming to this centre, I feel more supported in my role as a parent or caregiver.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Since coming to this centre, I understand my child/children better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Since coming to this centre, my child is more comfortable in social situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Since coming to this centre, my child has more chances to play with other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Since coming to this centre, my child has more chances to be with other adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Since coming to this centre, my child has more chances to explore new environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Since coming to this centre, my child has more chances to play with toys for his/her age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Since coming to this centre, my child has more chances to be with people from other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Appendix D – Early Learning and Child Care Programs in HWDSB Schools

Location	Operator	Type of Service
A.M. Cunningham	YMCA	K, grade 1-5
AA Greenleaf	YMCA	grade 1-5
Adelaide Hoodless	HWDSB	PFLC
Ancaster Meadow	UFCC	Pre-K, K, grade 1-5
Bellmoore	UFCC	Grade 1-5
Bennetto	HWDSB	PFLC
Beverly Central	Today's Family	OEYC
Billy Green	HWCCC	OEYC
Billy Green	YMCA	K, grade 1-5
Cathy Wever	UFCC	Pre-K, K, grade 1-5
Central	YWCA	Grade 1-5
CH Bray	YMCA	grade 1-5
Chedoke	YMCA	grade 1-5
Delta	Honey Bears	ELCC
Dr Davey (IN REC CENTRE)	Wesley Urban Ministries	OEYC
Dundana	UFCC	K, grade 1-5
Dundas Central	UFCC	grade 1-5
Earl Kitchener	YMCA	grade 1-5
Eastmount	Today's Family	K, grade 1-5
Elizabeth Bagshaw	HEKBGC	OEYC
Elizabeth Bagshaw	UFCC	Pre K, K, grade 1-5
Fessenden @ Ancaster Senior	YMCA	K
Fessenden	YMCA	Grade 1-5
Gatestone	UFCC	Pre-K, K, grade 1-5
GL Armstrong	Today's Family	OEYC
Glen Echo	UFCC	grade 1-5
Gordon Price	UFCC	K, grade 1-5
GR Allan	YMCA	grade 1-5
Greensville	UFCC	grade 1-5
Guy Brown	Waterdown DCC	K, grade 1-5
Helen Detwiler	UFCC	Pre-K, K, grade 1-5
Highview	YMCA	grade 1-5
Hill Park	Today's Family	OEYC
Hillcrest	Boys & Girls Club	OEYC
Hillcrest	UFCC	Pre-K, K, grade 1-5
Holbrook	YMCA	K, grade 1-5
James MacDonald	UFCC	K, grade 1-5
Janet Lee	YMCA	grade 1-5
Lake Ave	HWDSB	PFLC
Lawfield	UFCC	Pre-K, K, grade 1-5
Lincoln Alexander	UFCC	grade 1-5
Linden Park	Today's Family	ELCC
Mary Hopkins	WDCC	grade 1-5
Memorial City	HWDSB	PFLC
Memorial - S.C.	UFCC	grade 1-5
Millgrove	Today's Family	OEYC
Mount Albion	UFCC	Grade 1-5

Location	Operator	Type of Service
Mount Hope	UFCC	K, grade 1-5
Mountview	UFCC	grade 1-5
Norwood Park	YMCA	K, grade 1-5
Pauline Johnson	YMCA	grade 1-5
Prince of Wales	UFCC	Pre-K
Prince of Wales	HWDSB	PFLC
Prince Phillip	YMCA	grade 1-5
Queen Mary	HEKBGC	Pre-K, K, grade 1-5
Queen Victoria	HWDSB	PFLC
Queensdale	UFCC	grade 1-5
RA Riddell	Today's Family	K, grade 1-5
Ray Lewis	UFCC	Pre-K, K, grade 1-5
Richard Beasley	YMCA	grade 1-5
Ridgemount	YMCA	grade 1-5
Rousseau	YMCA	grade 1-5
Ryerson	Today's Family	OEYC
Saltfleet	Today's Family	Pre-K, K, grade 1-5
Sir Wilfrid Laurier	UFCC	Pre-K, K, grade 1-5
Sir William Osler	YMCA	Pre-K, K, grade 1-5
Templemead	UFCC	Pre-K, K, grade 1-5
Waterdown District	Waterdown DCC	Pre-K
Westwood	HWDSB	PFLC
Westwood	YMCA	grade 1-5
WH Ballard	YMCA	grade 1-5
Winona	UFCC	grade 1-5
Yorkview	YMCA	grade 1-5

### **Operators**

Boys and Girls Clubs

Hamilton-Wentworth Catholic  
Child Care Centres

Today's Family

Umbrella Family and Child  
Centres of Hamilton

Waterdown District Children's  
Centre

Wesley Urban Ministries (Rec  
Centre at Dr Davey)

YMCA

YWCA

**Note:** grade 1-5 programs may  
include 20% blend of K students

**OEYC** – Ontario Early Years  
Centres – free, universal  
parent/child programs  
ages 0-6

**PFLC** – Parenting and Family  
Literacy Centres – targeted, free  
parent/child programs ages birth -6

## **Appendix E – Early Years Initiative to Close Gaps**

Hamilton-Wentworth District School Board, the City of Hamilton, Affiliated Services for Children and Youth (ASCY), McMaster Children’s Hospital and Early Words developed three initiatives together.

- Recognizing that School Health Supports for students with moderate needs generally requires a 2 year wait in the community, this initiative has provided occupational and physiotherapy services to more than 30 children with significant special needs in conjunction with their school entry meetings. Joint motor development PD strategies will also be designed for preschool staff, parents and FDK staff.
- Targeted “Check It Outs” (developmental drop-ins) will be held in partnership with 6 schools. Both the locations and professionals providing the Check It Outs will be informed by EDI data. These sessions will be located in schools where parents generally do not utilize “Check It Out”.
- Early Words (EW) will provide speech and language services to small groups of JK/SK students with identified speech needs within selected schools. Intentional transition planning and cross visits by EW and HWDSB Speech and Language Pathologists will occur between Dr J E Davey School and First Class Children’s Centre. More than 20 parents of young students (K- grade 2) with Autism were referred by HWDSB Speech and Language Pathologists into Early Words’ funded Hanen parent intervention groups called “More Than Words and Talkability”. The courses take place on 8 evenings and at 3 video-feedback sessions. Collaboration between preschool and school board staff is required.

## **FOCUSED (TIER 3) ENGAGEMENT** **Appendix F –Scholars Community Program**

### ***What We Learned***

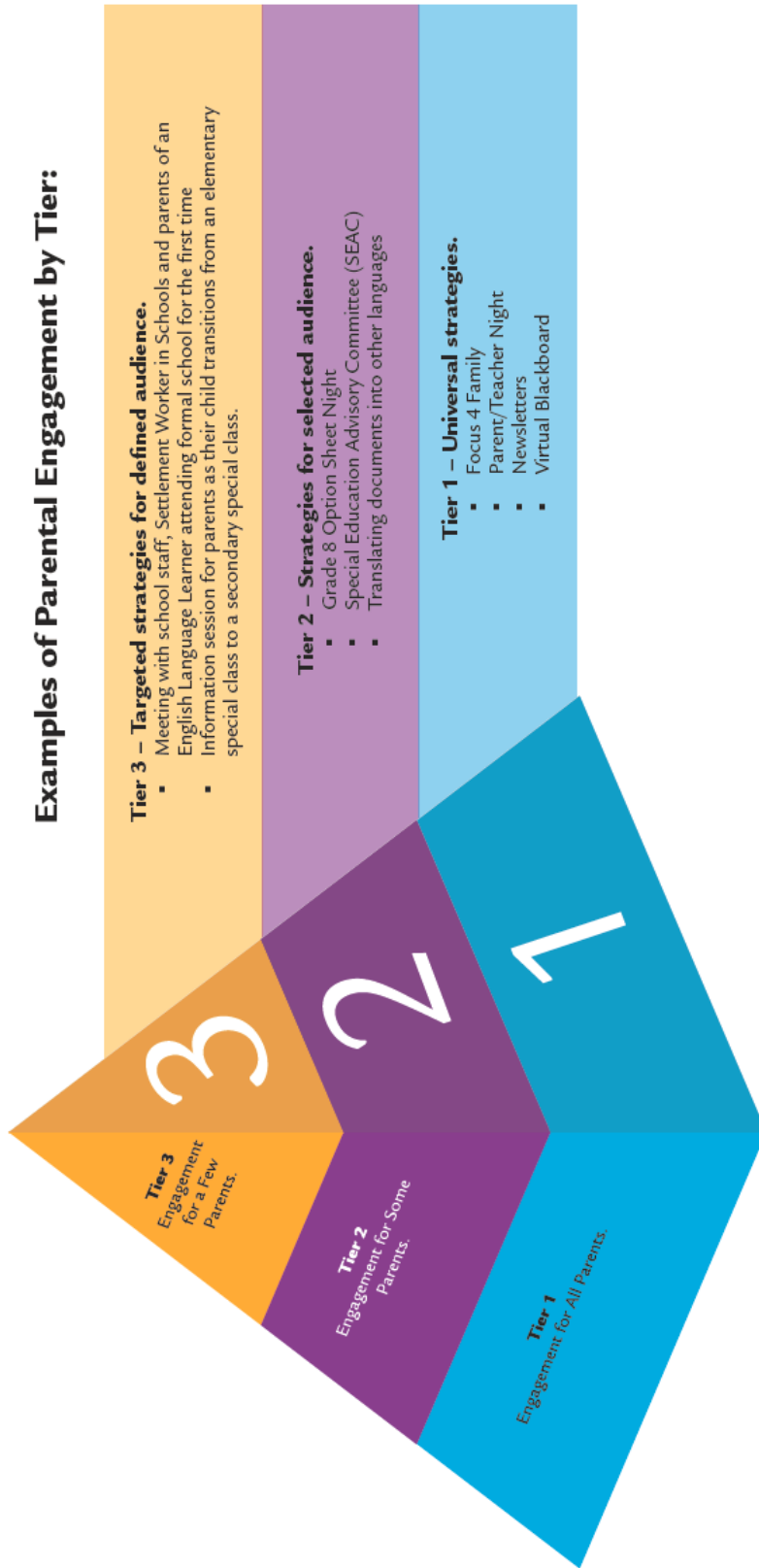
Through the Scholars Community Program we have learned the importance of engaging parents as co-learners in their child's education. By providing a framework to guide the program, but allowing parents to generate the topics they feel would most help them to support their families, a reciprocal dialogue has begun and is proving to support student achievement as a result. The program has also learned the importance of engaging community members to support our students. We have learned that we cannot do it alone and that resources such as the Police Liason Officer, the social worker, the public health nurse and others are wonderful support systems for our parents and schools can play a role in bringing these groups together to support student achievement.

### ***Next Steps***

While the program has positively impacted over 50% of families participating in the After School Scholars Program, given that the data has demonstrated greater engagement by students whose parents participated in the program, our next steps lie in considering how we can engage even more parents to participate. This year the program has expanded and last year's parents are mentoring new parents to the program. Additionally, grade 8 and returning students are providing food preparation and child care. Even with all of these supports, some parents continue to find it challenging to attend. Our next steps are to continue to work with the parents we have to engage even more parents in the program and to begin looking at ways that the parents in the program can continue to support our student's achievement.



Appendix G – Tiers of Parental Engagement



## Appendix H – Parent & Community Engagement Examples in Schools

### PARENT South Cluster

What We Did	What We Learned	Next Steps
<p>As a middle school, we have struggled with engaging parents in a meaningful and purposeful manner. We tend to have good turnouts for events (open house, meet the teacher, music assemblies) however we are unable to find ways to actively support the parents in the most need.</p> <p>In partnership with Gail Glenny-Burke (SW for CN) we planned a parent group evening for the parents of our students in CN. This group was subsequently cancelled due to lack of participation.</p> <p>We have differentiated our parent engagement program. We respect the fact that our neediest families are unable to commit to regular visits to the school for group learning around curriculum. This isn't because they aren't interested, or don't care, but rather because they just can't (often due to work commitments, mental health concerns).</p> <p>We identified ten families we were particularly concerned about. I established early and frequent contact with these parents. I meet regularly with the parents to connect with community supports (CONTACT Hamilton, CAS, Social Worker). I also explain reporting, assessment, evaluation, curriculum, and any other issues that arise. The focus has been on building trust. Because the parents feel supported and respected, they have become more supported and respectful of the school and staff.</p>	<p>The importance of building trust is huge with our parent community. For our most at-risk kids, this is essential. It has been a concerted and dedicated effort on the part of all staff to engage these parents. The staff has been very intentional and proactive in connecting with these parents.</p> <p>Through this process it became very apparent to me that all parents care about their kids and their education. The lack of engagement results from a lack of trust in the system (due to past experiences in schools) and other extenuating circumstances not directly related to the school system.</p> <p>Our data has been mainly qualitative based on observations and interactions.</p>	<p>Continue to provide a safe and low-risk way for parents to communicate with the school and school staff. Continue to be welcoming and non-judgemental.</p> <p>Work with school Social Worker to develop parent specific programs that can either be run in school or off-site. The off-site option may be less intimidating for the parents,</p>
<p>Eastmount Park held two sessions this year for parents of those grade one students participating in the LLI intervention program for reading. The goal of the sessions was to involve parents in their children's learning by:</p> <ul style="list-style-type: none"> <li>• increasing parent understanding of the reading strategies their children are learning</li> <li>• clarifying the homework required and sharing strategies amongst parents to complete homework successfully</li> <li>• listening and addressing any questions, concerns, frustrations that parents were having.</li> </ul> <p>Although the main goal was the parent engagement piece, the events were very much a celebration of the students and their hard work. The impact on student engagement was outstanding!</p> <p>Details of the events:</p> <ul style="list-style-type: none"> <li>• parents invited for coffee and snacks at 8:40 when school begins</li> </ul>	<p>There was an increased parent understanding of strategies and homework requirements. Homework is completed regularly by students.</p> <p>We learned that the celebration aspect of the morning was very important to both student engagement as well. LLI students are excited about attending every day.</p> <p>All but one family had a representative in attendance. All parents in attendance were appreciative of the event (verbal feedback).</p>	<p>We will continue this practice next year</p> <p>We will consider expanding to the parents of Empower students.</p>

What We Did	What We Learned	Next Steps
<ul style="list-style-type: none"> <li>• session lasted an hour</li> <li>• students attended as well and enjoyed the special snacks</li> <li>• activities included – a student and teacher demonstration of what a LLI lesson looks like, a review of key strategies and an accompanying handout for parents to reference at home, a student reading (presentation of a reader’s theatre), discussion around the importance of the homework piece of LLI, parent questions/ discussion, and time for students to read the books to their parent and have individual discussions with staff.</li> </ul>		

## North Cluster

What We Did	What We Learned	Next Steps
<p>Parkdale</p> <p>We planned for this year to have three parent engagement workshops centered around science, math and reading. We have completed the science with math being done in about three weeks and reading later.</p> <p>The science workshop had parents and students working as detectives to do fingerprinting then they created and use invisible ink, they solved a number of codes. They left with ideas of things they could try at home. We fed them before the workshop started. We had 92 participants. Math will also be interactive with parents learning more about the three part lesson and given a chance to work through a few problems with their children. For the reading workshop we hope to teach the parents how to effectively go through a book with their child with activities to do before, during and after reading. Food will be provided for each workshop with pre booking required.</p>	<p>Feed them and they will come. We are finding that we are getting more parents into the building when the purpose is to support their children. They aren’t keen to come in for a “parent meeting”. The after school scholars program has shown about 90% attendance when we ask parents to come in.</p>	<p>Continue with the planned workshops.</p>
<p>Queen Victoria – Cooking Club</p> <p>Parents invited to participate with students</p>	<p>2 groups of 8-10 students for six weeks. 100% attendance, increased knowledge of healthy eating habits and a willingness to try different foods, improved manners and conversation over the meal.</p>	<p>Our Principal Learning team work is focused on improving the level of parent engagement in communities where it is more challenging due to their life circumstance and opportunities. Working with Aaron Pulley and Pat Wright around improving parent engagement. Pat Wright has secured a Pro Grant for this work. Her focus is ‘Parent Engagement’ and ‘Network for Learning.’</p>

What We Did	What We Learned	Next Steps
<p>Levelled Literacy Intervention – A.M. Cunningham School</p> <p>Parents of students in the LLI program were invited for a parent session lead by our Learning Resource Teacher and Literacy Improvement Teacher. Parents were introduced to the program, given an overview of the skill development and suggestions were made as to how parents could support their children at home.</p>	<p>Parent engagement improves student achievement. For those children who consistently do their LLI homework, greater gains are seen. When parents have an understanding of how to assist their children, they are better able to help in a manner that counts.</p>	<p>We will continue to in-service parents as their children enter LLI.</p>

## West Cluster

What We Did	What We Learned	Next Steps
<p>Dr. Seaton</p> <p>Primary Reading Intervention Strategies</p> <p>Invited parents to attend Empower and ILL Reading Instruction- to see their child do the strategies.</p> <p>Provided parents with resources- books, strategy sheets to do at home.</p> <p>Conference with parents to discuss how to support their child’s reading</p>	<p>Parents very supportive</p> <p>Parents thankful for the opportunity</p> <p>Parents were not aware of strategies to support their child</p> <p>Student DRA scores improved</p>	<p>Have celebration meetings with parents and students to award student progress in reading.</p> <p>Continue to encourage parental involvement in learning reading strategies.</p>
<p>Empower/Fessenden/”Parents as Empowered Partners”</p> <p>Implementation of the Empower Reading Program at Fessenden School has resulted in increased student achievement. In order to foster positive home and school connections we have invited parents into the classroom to observe their child during an Empower lesson. After the lesson parents are invited to ask questions and engage in a positive dialog about next steps that they can implement at home to consolidate their child’s learning. At Fessenden School, we’re demonstrating that together we are better!</p>	<p>Parental, student and staff response to this initiative has been exemplary.</p> <p>Qualitative data reflects that parents were very pleased to be invited into the classroom as “Empowered partners in their child’s education”.</p>	<p>Continued parental visits, and utilization of the HWDSB Learning Commons to create a site that parents can receive information on Empower lessons and strategies for success. Using this platform, parents will be able to dialog with each other, ask questions, and work collaboratively.</p>

## South Cluster

What We Did	What We Learned	Next Steps
<p>Cardinal Heights has traditionally been a very isolated school in terms of supports from the community. We actively pursued external relationships with McMaster (level one and level 3 BSCN students) to support different areas of the school. The level 1 nursing students are actively involved in planning and delivering our nutrition program. We have hosted three cohorts of level 3 nursing students. These students, in collaboration with staff, have run groups for self-esteem building. The students have also been actively involved in class running lessons on centres on personal safety, wound care, and healthy lifestyle to complement the curriculum focus in the classroom.</p> <p>We have also partnered with Mohawk College to provide placement opportunities for</p>	<p>We learned that our students had very limited knowledge of the supports available to them in the community. They had very pre-conceived notions as to the role of the police, the nursing profession, and even the presence of post-secondary institutions in our city.</p> <p>We are currently still looking at the qualitative data we have been gathering to</p>	<p>Use our current student data (based heavily on observational data) to target specific groups of students for supports next year. This will allow us to create a tighter safety net for these students. We will</p>

What We Did	What We Learned	Next Steps
<p>level 1 and level 2 CYW students. These students work closely with our CN class staff and main program staff to meet the social-emotional needs of our students. The students have run groups, supported staff in planning behaviour programs, and been a positive presence in the school.</p> <p>We have also worked closely with our public health nurse and our School Police Officer to support our work around school safety, bullying, and community engagement.</p>	<p>measure the impact of these programs. Too be honest, we didn't have a specific plan in place. We sought out community supports and put them into place as they arrived at our door. We now have established relationships and are planning next year with specific needs in mind.</p>	<p>also develop a plan to support the wider school community with programming that reflects our demographics.</p>

**COMMUNITY  
North Cluster**

What We Did	What We Learned	Next Steps
<p>Anti Bullying / School Unity Event – A.M. Cunningham School</p> <p>On March 8, 2012 A.M. Cunningham School Council hosted an Anti-Bullying / School Unity Event. Over 100 parents attended a parent session presented by HWDSB Social Worker Lesley Cunningham helping parents understand the difference between bullying and a conflict that needs to be solved. Parents also learned about Physical, Verbal, Social and Electronic bullying. Evidence was given taken from youth surveys from our board. Our student lead Peer Mediation program was highlighted with students demonstrating how to work through the problem solving model. Evidence indicates that student intervention such as Peer Mediation is a very successful way of teaching students ways to deal with conflict.</p> <p>At AMC we have discovered that the way to have great parent turnout is to bring their children with them. So while parents learned from Lesley, children did activities in primary and junior classes based on building positive school spirit. These were lead by teacher volunteers.</p> <ul style="list-style-type: none"> <li>• Our Before &amp; After School Care program from YMCA provided preschool care for toddlers. The Hamilton Coalition for Bullying Prevention and Intervention had a booth at our event, as well as Public Health. Handouts were available from a variety of community agencies that support the HWDSB Equity Policy.</li> <li>• During March 8 daytime, School Council arranged for guest speaker Anthony MacLean from I Engage to speak to students at Primary and Junior assemblies about inclusiveness, anti-bullying and the role of the bystander. This has continued as a school wide focus.</li> </ul>	<p>Parents and students have been given tips to use daily to focus on a positive school environment, what to do if a problem arises and how to act if they see a bullying incident. Our Peer Mediator group of students completed a baseline survey prior to this event with a follow-up survey to be completed later in the spring. Parents completed a survey.</p>	<p>We will continue to monitor our school environment for inclusivity. For those parents unable to attend the event, information will be shared in the April newsletter. The Peer Mediators will do a follow-up survey in the spring.</p>

## West Cluster

What We Did	What We Learned	Next Steps
<p>Strathcona</p> <p>(1) Drumming Program (for adults and children) – partnership with Sir John A. students (they practice and teach here at Strathcona in an after school program), community people are invited to attend drumming sessions</p> <p>(2) Turtle Island Project (connection to Walter Cooke, community elder and various Aboriginal community groups) – teaching and learning of skills in character building, community development, understandings of the environment</p> <p>(3) Victoria Park – Butterfly Garden – continued partnership with the City of Hamilton - environmental stewardship, maintaining the garden and celebrating with music, fun games, social gatherings in the park at the garden; scheduling of events that invite the community to join us</p> <p>(4) Partnership with Strathcona Community Council/Strathcona Neighbourhood Network – Strathcona school supports local events, opens up use of school, invite community people to assist in community events at the school and in the park (movie in the park, whole school nutritious food events, spreading joy to others via singing at local locations)</p>	<p>These events are ‘culture changing’ at the grass roots level in terms of student character, caring, interactions between Main and Sage. Increase in volunteerism at Strathcona School. School has focus and connections to inclusiveness and equity and the establishment of the CCC committee based on the school improvement plan (community, character, caring) provides a clear framework for the work of the CCC – one area being community engagement.</p> <p><b>Data measures:</b></p> <p>CCC agenda – minutes</p> <p>Safe Schools (in school) survey</p> <p>Qualitative comments from community</p> <p>Record of Volunteering ‘scope and numbers’</p>	<p>Continue with these programs and work toward sustainability as people move in and out of the school community and larger community.</p>

## **RESOURCES**

### **Appendix I – Parental Involvement Committee (PIC)**

The Parent Involvement Committee (PIC) continues to be a very active group of parents, both in support of parental engagement advice and activities within the board as well as in their respective school communities. HWDSB's PIC has also been a leading example for other boards in the province by providing valuable input in the development of the provincial mandate.

A committee of thirty parents was chosen in the 2011-12 school year through a transparent and equitable selection process which recognizes the importance of diversity and representation from all wards across the district. For the first time in PIC's history, there were more applicants than available positions. The committee is currently led by Jeff Reynolds, Chair and Brenda Reid, Vice-Chair. Childminding is now available for parents who require childcare during the monthly meetings.

The Parent Involvement Committee regularly provides parent perspective and feedback to the board on policy as well as other board activities. This past year presentations or consultations on the following topics took place:

- Engagement Pillar Policy
- Safe Schools Policy
- Nutrition Policy
- Assessment, Evaluation and Reporting Policy
- French Immersion
- Parent Voice Survey
- Full Day Kindergarten Funding
- Budget
- Special Education Funding

The committee also reviewed and provided feedback to the Mental Health Strategy team on a newly created video entitled "Out of the Shadows", showing parents perspectives on mental health.

During the past two school years PIC took on additional responsibilities to support the work of the Accommodation Reviews Committees (ARCs) both by establishing a recruitment process for community representation on each of the three ARCs as well as individually participating as school and community representatives.

In March of 2012, PIC brought forward a motion to trustees to endorse the Hamilton Parent Charter whereby Hamilton employers would 1) set a gold standard of how parents can expect to be treated in their dealings with service providers, or any organization that they come into contact with; and 2) provide a consistent message about the value of their parenting role. The Hamilton Parent Charter was developed by Hamilton Best Start and supports Hamilton's vision to be the best place to raise a child.

In addition to monthly meetings, PIC members sit on various board committees as well as PIC sub-committees. The Profiling Volunteer Excellence sub-committee organizes and executes our

volunteer recognition event in May of each year for individuals and groups who contribute valuable time in various volunteer activities in our schools. Over 250 volunteers will be celebrated in 2012. Other active sub-committees this year were Focus 4 Family, Membership and Terms of Reference.

Recent amendments to Ontario Regulation 612/00, by Ontario Regulation 330/10, now outline specific details around composition, function and mandate of all Parent Involvement Committees across the province. In addition to the regulation, *Making a Difference: A Practical Handbook for Parent Involvement Committee Members* was designed by the ministry to support parents in their role as PIC members. The HWDSB committee undertook a comprehensive review of their Terms of Reference to ensure compliance with the ministry legislation as well as the draft handbook. The Terms of Reference is scheduled for trustee approval in May.

### *School Council Training*

In November, 40 parents attended a school council training session with another 20 attending training in February. Feedback from the training identified the following top three successes and challenges:

#### Successes:

1. Commitment of members / volunteers
2. Fundraising
3. Working well with administrators

#### Challenges:

1. Parent involvement / engagement
2. Focus – clear agendas, minutes, regulations, defining roles, meeting process
3. Engaging with system departments e.g. facilities, capital improvement plan, general information

Attendees also identified preferred times and topics for future learning which will inform planning for training activities next year.



## Appendix J – Focus 4 Families

Parents want opportunities to participate in activities for the whole family as well as opportunities to focus on their own growth and development in their neighbourhoods. In the Spring of 2011 more than 100 participants attend all four evenings of Focus 4 Families activities. The activities ranged from the creative arts, literacy, physical activity and technology. The feedback from families was supportive of Focus 4 Families and provided us with additional information to organize future events.

Thank you to the following community partners for their assistance with these events: Boys and Girls Clubs of Hamilton, Hamilton Police Services, Hamilton Public Library, McMaster Right to Play, Wesley Urban Ministries and the YMCA.

This year's system-planned events will be offered at Parkview School on April 25<sup>th</sup> and May 30<sup>th</sup> and at Mountain Secondary School on May 2<sup>nd</sup> and June 6<sup>th</sup>. Workshops offered include:

Meet the Author	Family Math	Family Games Night
Hip Hop	Sports Skill Building	Arts
Family Boot Camp	Yoga	Couponing
Creative Kids Learning Through Play	Helping Your Child Love Literacy	Home Alone
Raising Responsible Digital Citizens		

## **EXTENDING CLASSROOM INTO THE COMMUNITY** **Appendix K – Focus on Youth**

### **Focus on Youth 2011: Student Employee Statistics:**

- Student employees returning to school in September 2011: 98%
- Student employees attending a post-secondary institution in September 2011: 44%
- Student employees returning to an HWDSB program in September 2011: 54%
- Student employees returning to another Board of Education: 0%
- Number of student employees on Individual Education Plans: 18
- Number of English as a Second Language student employees: 16

### **Focus on Youth 2011: Student Weekly Reflections:**

Student employees completed a small written reflective assignment for the first five weeks of the Focus on Youth program, which we used to gauge their leadership development.

#### **Week #1**

58% of students expressed their surprise with “how tough/challenging” working with children can be.

81% of students appreciated and used the training they were given during training week.

6% of students didn't feel well prepared for their first week of work – many wished they had more training.

#### **Week #2**

75% of students felt well prepared for week #2.

59% of students tried a new activity.

#### **Week #3**

93% of students felt well prepared for week #3.

80% of students commented on their culminating task.

#### **Week #4**

95% of students felt well prepared for week #4.

75% of students shared a positive connection they made with a student.

80% of students mentioned how successful their culminating activity was.

## Appendix L – Priority Schools

In maintaining our equity focus, staff was strategic in their promotion to community agencies that are best able to serve our marginalized communities free of cost to families.

The following examples of community partnerships in Priority Schools illustrate how HWDSB has worked strategically with community to support students and their families:

- Subsidized use was given to the Golden Horseshoe Disabled Sports Club at Elizabeth Bagshaw on Tuesday evenings during the school year.
- Support for the Hamilton Regional Indian Centre to operate their programs and events in Memorial City Elementary school as their main facility undergoes renovations during 2012. This allows for seamless service to the aboriginal youth group that focuses on promoting physical activity and engaging youth in sport.
- St. Joseph's Immigrant Women's Centre was given free use of space at Delta Secondary on a bi-weekly basis to support recently immigrated women with financial literacy and community support.
- Subsidized use of space was provided to Hamilton Lions Youth at Sir John A MacDonald Secondary on Saturday evenings throughout the year. Programming was provided to children from low income families and focused on coaching and mentoring activities to promote physical health.

### **Priority Schools 2011-2012** (\*\* newly identified as priority in 2011-2012)

School	Hours of Use	Examples of Organization(s) that Access Community Use of Space at Priority Schools
Adelaide Hoodless Elementary School	1602	YMCA of Hamilton/Burlington/Brantford
Bennetto Elementary School	949.5	YMCA of Hamilton/Burlington/Brantford, Hughson Street Baptist Church
Cathy Wever Elementary School	2777	Wever Community Hub, Wever Wildcats
Delta Secondary School	722.25	Scouts Canada, Big Brothers Big Sisters Hamilton and Burlington, United Public Leadership Academy for Youth
Elizabeth Bagshaw Elementary School	726	Ira Cameron (Martial Arts), Golden Horseshoe Disabled Sports Club, Red Hill Valley Neighbourhood Association
George L. Armstrong Elementary School **	1270.2 5	Baugn's Original Martial Arts, YWCA Hamilton
Green Acres Elementary School **	537	Hamilton East Kiwanis Boys and girls Club
Helen Detwiler Elementary School **	1351.2 5	IQRA Arabic School
Hess Street Elementary School	811	YMCA of Hamilton/Burlington/Brantford, Wesley Urban Ministries, IQRA Arabic School, Reach Forth Sports Ministry, Ambitious City Toastmasters
Hillcrest Elementary School	1820.2 5	Mt. Hamilton Youth Soccer
King George Elementary School	754.25	Bethany Gospel Chapel, Wesley Urban Ministries
Lake Avenue Elementary School	293.75	Ahmediyya Muslim Jamat Community, Women's Yoga Class, HNHB CCAC, 58th Hamilton Scouts
Memorial (City) Elementary School	3361.5	Hamilton Association for Residential and Recreational Redevelopment, Hamilton Regional Indian Centre, YWCA Hamilton, Stoney Creek Navy League

# 12-33

School	Hours of Use	Examples of Organization(s) that Access Community Use of Space at Priority Schools
Mountain Secondary School	522	HNHB Community Care Access Centre
Parkdale Elementary School	560	Big Brothers Big Sisters Hamilton and Burlington, Hamilton East Kiwanis Boys & Girls Club
Pauline Johnson Elementary School **	174.25	Danceit
Prince of Wales Elementary School	604.5	United Public Leadership Academy for Youth, Hamilton East Kiwanis Boys & Girls Club
Queen Mary Elementary School	708.5	Mahoney Minor Sports, Hamilton East Kiwanis Boys & Girls Club
Queen Victoria Elementary School	2640.7 5	Hamilton Association for Residential and Recreational Redevelopment, Jeunesse Universelle en Action, Wesley Urban Ministries, HNHB CCAC
Roxborough Park Elementary School	669.5	Spiritual Assembly of the Bahai's of Hamilton, Hamilton East Kiwanis Boys & Girls Club
Sherwood Secondary School **	514.25	Sherwood Floor Hockey, Hamilton Cardinals Baseball, Jumpsations Rope Skipping
Sir John A. Macdonald Secondary School **	956.5	Hamilton Lions Youth, Diverse Community Achievement Centre of Hamilton, Reach Forth Ministry, City of Hamilton Neighbourhood Development, Woodview Mental Health
Sir Wilfrid Laurier Elementary School	1389	Umbrella Family and Child Care Centres, East Hamilton Battlefield Babe Ruth Baseball
W. H. Ballard Elementary School	409.25	Big Brothers Big Sisters Hamilton and Burlington, Hamilton East Kiwanis Boys & Girls Club
Westwood Elementary School	605.5	HNHB Community Care Access Centre

Note: Hours of use = total number of permitted hours at each school site under the Priority Schools Initiative from September 1, 2011 to February 29, 2012

## Appendix M – Care, Treatment and Corrections (CTC) Partnerships

Facility/Class	Students	Community Partner
<b>Arrell Youth Centre</b> 951 Corrections	Male youth in conflict with the law placed in secure custody residence 24 students - Age 12-18	Banyan Comm. Services
<b>Ausable Family Services Inc.</b> 952 Treatment	Youth from Ausable residence with Autism 8 students - Ages 12-21	Ausable Family Services Inc.
<b>Bernhardt House</b> 953 Corrections	Female youth in conflict with the law placed in open custody residence 8 students - Age 12-18	Dawn Patrol
<b>Bridge Program 1 &amp; 2</b> 956 Treatment/Corrections	Youth from the community on probation 16 students Age 12-18	Dawn Patrol
<b>Lynwood Charlton Centre Compass West</b> 955 Treatment	Youth from residence and the community with mental health/behaviour profiles 8 students - Age 12-18	Lynwood Charlton Centre
<b>Lynwood Charlton Centre Compass East</b> 955 Treatment	Youth from the community with mental health/behaviour profiles 8 students - Age 12-18	Lynwood Charlton Centre
<b>George R. Force</b> 961 Corrections	Male youth in conflict with the law placed in open custody residence 16 students - Age 12-18	Banyan Comm. Services
<b>Grace Haven</b> 963 Care	Teen moms from residence and the community 30 students - Age 12-21	Salvation Army Grace Haven
<b>McMaster Children's Hospital Pediatric Unit Secondary</b> 965 Care	Youth from the community admitted to pediatric unit for medical reasons 8 students - Age 14-18	Hamilton Health Sciences
<b>McMaster Children's Hospital Pediatric Unit Elementary</b> 965 Care	Children from the community admitted to pediatric unit for medical reasons 8 students - Age 5-13	Hamilton Health Sciences
<b>McMaster Children's Hospital Mental Health Unit</b> 966 Treatment	Children and youth from the community admitted to mental health unit for immediate intervention and in day program 8 students - Age 10-18	Hamilton Health Sciences
<b>Chedoke Hospital ASD/IBI Program</b> 958 - Treatment	Children with Autism in Chedoke IBI clinic 6 students - Age 5-10	Hamilton Health Sciences
<b>Hatts Off # 1 Elementary</b> 973 Treatment	Children from Hatts Off residence with mental health/behaviour profiles 8 students - Age 2-12	Hatts Off
<b>Hatts Off # 3 Secondary Boys Farm</b> 977 Treatment	Male youth from Hatts Off residence with mental health/behaviour profiles 8 students - Age 13-18	Hatts Off
<b>Hatts Off # 4 Secondary</b> 975 Treatment	Youth from Hatts Off residence with mental health/behaviour profiles 8 students - Age 13-18	Hatts Off
<b>Hatts Off # 5 Secondary Girls Country Home</b> 969 Treatment	Female youth from Hatts Off residence with mental health/behaviour profiles 8 students - Age 13-18	Hatts Off
<b>Hatts Off # 6 Elementary</b> 968 Treatment	Children from Hatts Off residence with mental health/behaviour profiles 8 students - Age 6-12	Hatts Off
<b>Hatts Off # 7 Elementary</b> 970 Treatment	Children from Hatts Off residence with mental health/behaviour profiles 8 students - Age 9-14	Hatts Off
<b>Lynwood Charlton Centre Upper Paradise</b> 979 Treatment	Children from the community with mental health/behaviour profiles 16 students - Age 5-14	Lynwood Charlton Centre
<b>Lynwood Charlton Centre Flamborough</b> 980 Treatment	Male youth from Lynwood Hall residence with mental health/behaviour profiles 8 students - Age 12-18	Lynwood Charlton Centre

# 12-35

Facility/Class	Students	Community Partner
<b>White Rabbit #1</b> 991 Treatment	Youth from White Rabbit residence with mental health/behaviour profiles 8 students - Age 12-18	White Rabbit Treatment Homes
<b>White Rabbit # 2</b> 990 Treatment	Youth from White Rabbit residence with mental health/behaviour profiles 8 students - Age 12-18	White Rabbit Treatment Homes
<b>Woodview Mountain</b> 993 Treatment	Youth from Canada House residence and the community with mental health/ behaviour profiles 8 students - Age 13-16	Woodview Children's Centre
<b>Woodview Delta #1</b> 995Treatment	Male youth from the community with mental health/behaviour profiles 10 students - Age 14-16	
<b>Woodview Delta #2</b> <b>Transition Class</b> 995 Treatment	Male youth from the community with mental health/behaviour profiles 8 students - Age 12-14	Woodview Children's Centre

## **EXTENDING THE COMMUNITY INTO THE CLASSROOM** **Appendix N – Pathways Canada Program**

The partnership with North Hamilton Community Health Centre builds on the success of the Pathways to Education program developed through the Regent Park Community Health Centre. Their vision of assisting students of Regent Park to reach their academic potential through the support of the Pathways to Education program has been an outstanding success resulting in a significant decrease in the drop-out rate. Hamilton is beginning to see promising results from this mutually beneficial partnership

Academic tutoring is available to all students in the program and is provided twice weekly from October to June addressing different learning styles and meeting a variety of course expectations. A paid staff member supervises the volunteer tutors (including postsecondary students, professionals and community members) who work one-to-one or in small groups (up to 4 students). Pathways staff are responsible for ensuring a safe environment and effective tutoring program. Group mentoring is provided weekly from October to June for students in grades 9 & 10 to help to break down isolation; create positive peer relationships and development of skills such as communication, problem-solving and team building.

Program supports to registered participants include:

- Access to tutors, mentors, Student Parent Support Workers;
- Bus tickets, cafeteria lunch vouchers or specialized individual incentives to program participants; Some school supplies and other school related materials up to a certain dollar amount per year;
- Assistance in transitioning to post-secondary education and in securing financial aid. Dependant on Pathways Canada ability to raise appropriate funding, bursary funding of up to \$1000 per year to a maximum of \$4,000 for each student participating appropriately in the program to be used for post secondary education, as per Pathways policies.

## Pathways to Education Program Results

**Table 1: Grade 9 Absenteeism: For Pre-Pathways for 2010 School Year**

	<b>All Pathways Program Students</b> N=47	<b>All Pre-Pathways Students</b> N=61
Less than 5%	91.5% (43)	45.9% (28)
15% or more	0% (0)	31.1 % (19)

As seen in table 1 the attendance results for students in HWDSB reveal a remarkable reduction in the number of students with high rates of absenteeism, from 31.1% to no student exhibiting a high rate of absenteeism.

**Table 2: Grade 10 Absenteeism: For Pre-Pathways for 2010 School Year**

	<b>All Pathways Program Students</b> N=56	<b>All Pre-Pathways Students</b> N=54
Less than 5%	67% (38))	42.6% (23)
15% or more	1.8% (1)	27.8% (15)

Table 2 indicates a significant decrease in the number of students with poor attendance rates. 67% of Pathways students had excellent attendance (less than 5%) while only 43% of the Pre-Pathways cohort had good attendance

**Table 3: Grade 9 credit accumulation: Pre-Pathways and Pathways**

	<b>All Pathways Program Students</b> N=47	<b>All Pre-Pathways Students</b> N=61
7+ credits	78.7% (37)	68.9% (42)
5.5-6.5	0% (0)	0% (0)
5 or fewer	21.3% (10)	31.1% (19)

Table 3 indicates favour results in credit accumulation for Pathways students compared to their Pre-Pathways data.

**Table 4: Grade 10 credit accumulation: Pre-Pathways and Pathways**

	<b>All Pathways Program Students</b> N=56	<b>All Pre-Pathways Students</b> N=54
15+ credits	51.8% (29)	59.3% (32)
10.5-14.5	23.2% (13)	18.5% (10)
10 or fewer	25% (14)	22.2% (12)

Table 4 indicates that the margin at which Pre-Pathways students outperformed is not significant and is expected to increase.



## **Appendix O – Mohawk College Partnership**

As a re-engagement program, the Turning Point partnership provides opportunities for students to complete their secondary school diploma in a College environment. Students have access to the College Learning Commons and Career Centre in addition to monitoring college classes and the involvement of Mohawk instructors as guest speakers.

Mohawk and HWDSB continue to offer dual credit opportunities through Mohawk Bridge. This unique program provides high school students with a real-life college experience while gaining credits towards both their high school diploma and a college degree. This is funded through the School College Work Initiative. Together HWDSB and Mohawk are expanding these dual credit opportunities next year to include courses in media and entertainment, business, math, and photography. HWDSB is a part of the Golden Horseshoe Regional Planning Team, a committee that endeavours to strengthen partnerships between high schools and local colleges, including Sheraton, Niagara and Mohawk.

Currently we also have 6 Accelerated/Dual Credit OYAP programs running with Mohawk. Automotive Service Technician, Child & Youth Worker, Child Development Practitioner, Cook, General Carpentry, and Hairstyling are currently running. We sit on several committees with Mohawk, including the Regional OYAP Planning team. During these committee meetings we are constantly looking at new ventures and programs to connect our two institutions.

Mohawk also hosts some of the Tech Skills competitions (at no cost to us), and this has been a great partnership. They also host some events like our OYAP "What's Next" conference for graduating OYAP students...they give us the space at the STAART centre to hold this conference. They also provide tours of the shops and facilities at various times through the year.

Mohawk continues to be a partner in the Crown Ward Education Champions Team, together with HWDSB and other educational institutions. Additionally, we are working together on the HEQCO Apprenticeship Project

### Future Projects:

**Mohawk @ School** - This program with Mohawk College involves partnering with HWDSB to assist students who wouldn't normally consider post-secondary education. The Mohawk@School program will eventually be placed at Churchill and Barton. Mohawk College will partner with HWDSB to identify groups of students who would not normally participate in post-secondary education but who are willing and able to be trained for employment. (About 20-22 Grade 12 students per site.) Students will engage in half-day, full-year learning with year one seeing successful completion of OSSD credits and college/career preparation programming recognized by Mohawk. Staffing will come from the college and school boards, under the student success banner. A second and key aspect of Mohawk@School will connect each student with community and corporate partners, who will provide mentorship, provide co-op placements, provide summer employment, contribute to the tuition of the student in each year they attend the college, and consider the student for full-time work.

## **Appendix P – Community and Continuing Education (CCE)**

### **Advantage Program-SJAM**

Currently, 13 students are enrolled in the program. In addition to completing the OLC4O Literacy Course and senior mathematics, the students have traveled to Mohawk College for an introduction to the LINC program. Students have started preparations for their co-op placements which include assistance with the Vulnerable Sector Screening check and visitations to possible co-op employers. Through a partnership with CareerWorks, students create a cover letter and resume and participate in an interview training workshop.

In the short existence of this program, the students have taken pride in the course and have come up with their own introduction to the Advantage Program. It reads:

*“Did you know that you can change the world? It might seem strange but if you join our social, academic, and cooperative class with dedicated teachers, irrespective of your colour, race, background, religion, and culture, indeed, you will never be the same. Therefore, come learn with us. Together we can do more.” - John (Advantage Student)*

Appendix Q – REVIEW of the Parent Engagement Plan 2010 – 2012

<u>Essential Component</u>	<u>Strategies</u>	<u>Evidence</u>	<u>Implementation</u>
<p>Support parent/guardian engagement via a Parent Engagement Plan that includes both board-wide initiatives and the development of school-level tools that assist parents/guardian to support their children's learning</p>	<p style="text-align: center;"><b>Tier 1 (All)</b></p> <p><u>Parent Engagement Policy</u></p> <p>Create a Parent Engagement Policy as a subset of the Engagement Pillar Policy.</p> <p><u>Focus 4 Family</u></p> <p>Coordinate and provide system family learning initiatives under the Focus 4 Family Banner.</p> <p><u>Virtual Parent Resource Centre</u></p> <p>An online Resource Centre for parents is created and is accessible.</p> <p><u>Annual Parent Satisfaction Survey (APSS)</u></p> <p>Collect Parent Satisfaction Data using a survey tool and community-based focus groups.</p> <p>Determine baseline data from the 2008/2009 APSS.</p> <p><u>Family Path Pilots</u></p>	<p>Policy defines Parental Engagement, who we engage, why we engage and how we engage.</p> <p>Parental Engagement Toolkit supports the Policy as a school-based resource.</p> <p>All system-organized parental engagement activities will be coordinated and communicated to the community using a Focus 4 Family catalogue.</p> <p>Focus 4 Family sessions are available online to support just-in-time learning.</p> <p>Virtual Parent Resource centre content is informed by PIC, SEAC, FIAC and Rural Schools Advisory Committees. (Reworked to include a website review for parental engagement)</p> <p>All Focus 4 Family sessions and School Council sessions are available online.</p> <p>Parent engagement, as measured across multiple datasets, will reflect overall improvement in connectedness to the board, the school and their children's learning.</p>	<p>Development pending Engagement Pillar Policy</p> <p>Review stage</p> <p>December, 2012</p> <p>Planned for Focus 4 Family 2012</p> <p>Revised to be a HWDSB website review (based on parent feedback)</p> <p>Planned for Focus 4 Family 2012</p> <p>New Parent Voice Survey developed</p>

<u>Essential Component</u>	<u>Strategies</u>	<u>Evidence</u>	<u>Implementation</u>
	<p>Collaborate with the Literacy and Numeracy Secretariat on projects related to the new research on the impact of the “Family Path” on student achievement.</p> <p style="text-align: center;"><b>Tier 2 (Some)</b></p> <p><u>Parenting and Family Literacy Centres (PFLCs)</u></p> <p>Monitor participant attendance and employ targeted outreach strategies where participation is low or below average.</p> <p>Conduct “exit conversations” to determine why some participants do not return.</p> <p>Collaboration with kindergarten teachers to assist parents in remaining engaged in the school.</p> <p>Professional development to ensure PFLC program is consistent with Kindergarten Program.</p> <p>Expand school administrators understanding of the role and function of PFLCs.</p> <p><u>School Readiness Calendar</u></p> <p>Revise the Calendar based upon formal feedback.</p>	<p>Creation and implementation of processes and strategies related to high parental expectations for child(ren) and parents reading to their child(ren)</p> <p>To increase enrolment, formalize newly-created incentive program where, if a family brings a new child to the PFLC, the children of both families will receive a new book to keep.</p> <p>Data collected and Principals consulted re: outreach strategies.</p> <p>Support Early Years team staff to facilitate meeting opportunities for planning and sharing parent engagement strategies.</p> <p>Monthly Professional Learning Community meetings continue to focus on working with parents.</p> <p>Continue to share monthly stats with Principals.</p> <p>Annual breakfast meeting with Principals to discuss what works well, where do we have some opportunities for change.</p> <p>Organize, with community partners, focus groups for parent feedback.</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Determining a more effective format</p> <p>Complete</p>

<u>Essential Component</u>	<u>Strategies</u>	<u>Evidence</u>	<u>Implementation</u>
	<p><u>Read to Me! Initiative</u></p> <p>Explore, with community partners, the viability of a Read to Me! Program in the Hamilton-Wentworth Region.</p> <p><u>School Council Support</u></p> <p>Provide “just in time” training to School Councils to build their capacity as a Council in engaging parents.</p> <p><b>Tier 2 and 3 (Some and Few)</b></p> <p><u>Parent Engagement Toolkit</u></p> <p>Improve parent/guardian engagement at the school level by providing resources and supports to administrators and classroom teachers that will “reach out” to parents (e.g. parental involvement toolkit, strategies to assist with entry/transition)</p>	<p>Funding for pilot projected in place. Implementation Plan established.</p> <p>Promising practices are documented and shared with the Parent Engagement Toolkit.</p> <p>Increase in the number of PRO Grant applications submitted.</p> <p>Standing agenda item for PIC to provide resources and input.</p> <p>Materials for a Parent Engagement Toolkit have been created, collated, and shared with schools.</p> <p>The Parent Engagement Toolkit includes resources to support connections with special populations (e.g. newcomers, SEAC parent guide, transition process for high need students etc.)</p>	<p>Complete</p> <p>Complete</p> <p>Ongoing</p> <p>Complete</p> <p>Review stage</p> <p>Complete</p>

## Appendix R – REVIEW of the Community Engagement Plan 2011-12

<u>Essential Component</u>	<u>Strategies</u> *	<u>Evidence</u>	<u>Implementation</u>
Shared vision is created to support student achievement through community engagement activities.	<p>Equity and Engagement Sub-Committee develops a shared vision for community engagement</p> <p>Communication plan is developed and implemented to promote staff awareness and understanding of the vision</p>	<p>Vision considers the values and vision of the Board and accurately represents school/system leaders' expertise and experience with community.</p> <p>Launch online rentals application and payment to community September 1/2011</p> <p>Set new rates for rentals based on rate study. (implementation to begin September 2013)</p> <p>Community advisory group is created to be a public voice in decisions related to providing equitable access to school space as well as equitable allocation of subsidized use of the schools by groups who are not-for-profit.</p> <p>Vision is supported through the development of partnerships and community engagement that support student achievement.</p> <p>All staff report clear understanding of shared vision and development of future partnerships and community engagement support the vision</p>	<p>June 2012</p> <p>Completed</p> <p>Review stage</p> <p>Composition and structure to be determined by the working group</p> <p>Ongoing</p> <p>Ongoing</p>
Develop and implement a Community Engagement Plan for 2011-2012	<p>Analyze and develop a plan to support student achievement in each cluster to address gaps identified in partnerships and community engagement inventory 2010-2011</p> <p>Superintendents participate in the development of the plans to eliminate redundancies.</p> <p>Determine key measure of success related to</p>	<p>A comprehensive plan is developed to support student achievement that is tailored to the unique needs in each cluster</p> <p>Action plan identifies gaps, redundancies, trends and future opportunities as they relate to student achievement, skill building and wellness.</p> <p>Database is developed to store all partnerships and supports at the school and system level</p>	<p>Staff continue to meet with SOSAs to determine partnership needs on an ongoing basis. Formal review annually.</p> <p>Ongoing</p> <p>Review stage</p>

<u>Essential Component</u>	<u>Strategies</u> *	<u>Evidence</u>	<u>Implementation</u>
	partnerships and community engagement.	Creation an application of a model/tools	Complete
	Examine, nurture and celebrate effective collaborative initiatives with a view to building upon positive relationships.	Annual Partner Celebration	May, 2012
	Develop a Community Engagement Policy	Community Engagement Policy is developed and approved	Development pending Engagement Pillar Policy
	Communicate draft protocol with community partners and HWDSB staff to streamline processes in support of student achievement, improved communication and coordinated service delivery	Protocol is implemented and staff and agencies report a clear understanding	Protocol developed. Implementation pending.
	Implementation and monitoring of the Partnership Policy is supported by Executive Council and school/system leaders	Agreements are developed with a focus on quality and impact of partnerships on student achievement and well being  Agreements are stored in the Partnership Database and tracked by Partnership and Community Engagement Department as per Partnership Policy	Ongoing  Ongoing

<b><u>Essential Component</u></b>	<b><u>Strategies</u></b> *	<b><u>Evidence</u></b>	<b><u>Implementation</u></b>
Develop appropriate partnerships to strengthen publicly funded education in Hamilton.	Analyze and review list of staff represented on collaborative tables throughout the community to support student achievement and ensure Information from these tables improves the work in the Board.	Updated list is circulated annually for review and updates and staff are assigned collaborative tables to support the Board's Vision.  Publication and distribution of an HWDSB/community directory of key staff contacts on collaborative tables in the community.	March, 2013  April, 2013  .
Ensure the voice of HWDSB influences our community and our municipal officials.	Continued participation in the City/Board Relations Committee  Collaboration between City of Hamilton Staff and HWDSB Staff	Action plan, minutes and year-end report  Progress is made on the key initiatives/areas of focus as defined by the City/Board Relations Committee	March 2013  March 2013





## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** April 16, 2012

**TO:** Committee of the Whole

**FROM:** Ken Bain, Associate Director  
Don Hall, Senior Facilities Officer  
Ron Gowland, Manager Capital Projects

**RE:** 2011-12 Capital Projects Plan

Action                      Monitoring    X

### Board Motion March 26, 2012 regarding Capital Projects development Criteria:

It was moved by W. Hicks, seconded by J. Brennan: That the Board approves Facilities Management to proceed with projects that meet the Capital Projects Criteria in order to comply with Broader Public Sector Supply Chain Guidelines and other applicable regulations and provide monitoring reports to the Board in April and September each year.

### Rationale / Benefits:

The attached report reflects the direction given at the March 26, 2012 Board meeting to allow Facilities Management the required time to develop appropriate scope, schedule and budgets so that projects can be completed in a timely manner, and within the approved project criteria. The benefit will be safe and comfortable learning environments for students and staff in keeping with the Board's Strategic and Annual Operating Plans.

### Background:

The March 26 Board Report included a list of five (5) criteria that Facilities Management will review to identify Capital Plan Projects for the current budget year. Definitions for each of the criteria is included for future reference.

1. Health and Safety. There are monthly inspections by "in school" Health and Safety representatives and yearly inspections by members of the Board's Joint Health and Safety Committee. Capital items identified from these inspections are prioritized and completed based on impact on students, staff and public.
2. Regulatory Compliance Orders. Occasionally code changes are retroactive and require the Board to replace or update elements or systems immediately. The most recent change is installation of back flow prevention on the water service at all schools.
3. Risk that failure of one or more components might cause closure of a portion or all of the building. This work is often a component in the heating or ventilation systems. Replacement of a failed roof membrane would also meet this criteria.

4. Urgent or High needs. When the condition assessment of all building components is completed or updated each item is rated based on its estimated life cycle against its current age and condition. A predetermined rating value is then applied to determine the priority of the item. Often these items are related to site services, windows etc.

5. New Program Initiatives. New program Initiatives work include works required as a result of the implementation of new program directions. These include, but are not limited to projects required at schools receiving, for example, Full Day Kindergarten programs, renovations at Bellmoore (old) for French Immersion. This could include renovations and upgrades for other program items to support 21<sup>st</sup> century fluencies.

The list of projects for 2011-2012 Budget year are attached as schedule "A". A summary of the 2011/12 Capital Projects Plan is noted below.

2011- 12 School Renewal Grant Allocation (SRG)		\$ 7,528,684.00
School Condition Improvement Grant (new for 2011/ 12) (SCI)		\$ 3,522,272.00
	Total	\$ 11,050,956.00
Less 20% allowance of SRG & SCI to support ARC decisions		(\$ 2,200,000.00)
Less 2011-2102 School Renewal Staffing allocation		(\$ 1,108,026.00 )
School Renewal Unallocated carry forward (Previous Years)		\$ 2,418,299.00
<b>2011-12 Capital Projects Allocation</b>	<b>Grand Total</b>	<b>\$ 10,161,229.00</b>

***Finance Advisory Sub-Committee has reviewed the information attached in Schedule A, and is in support of the information, as it is in alignment with the Board motion of March 26, 2012.***

2011/ 12 Capital Projects Plan

Capital Projects Criteria	Focus Area	Project Type	Facility	Total
<b>Health &amp; Safety</b>	Accessibility	Accessibility	Memorial (Hamilton)	
	Safe Secure Schools	Security	Various Schools	
	Structural	Masonry Upgrades	Hill Park	
	Mechanical	Boiler Replacement	Highland	
		Heating and Ventilation	Memorial (Hamilton)	
		Plumbing and Drainage	Adelaide Hoodless Dr. J. Seaton Norwood Park	
	Electrical	Electrical System	Dundana	
			Dundas Central Public	
			George L. Armstrong	
			Gordon Price	
			James Macdonald	
			Richard Beasley	
	Renovations	Flooring	Mary Hopkins	
		Crumbling Exterior Stairs	Mount Albion	
	Site/Property	Paving and Sidewalks	A. M. Cunningham	
			Adelaide Hoodless	
			Elizabeth Bagshaw	
			Flamborough Centre	
			Holbrook	
			Lincoln Alexander	
			Lisgar	
			Mary Hopkins	
			Richard Beasley	
Sir Isaac Brock				
Spencer Valley				
Tapleystown				
Yorkview				
	Site Grading	Norwood Park		
<b>Health &amp; Safety Total</b>				\$ 1,614,037
<b>New Program Initiatives</b>	Renovations	Renovations for French Immersion	Bellmoore	
	FDK	Represents those projects to be undertaken in conjunction with larger FDK renovations funded from a separate funding envelope	Adelaide Hoodless	
			Beverly Central	
			Billy Green	
			Buchanan Park	
			Cecil B. Stirling	
			Chedoke	
			Eastdale	
			Greensville	
			Helen Detwiler	
			Highview	
			Janet Lee	
			Lake Avenue	
			Mount Albion	
Mountain View				
Queen's Rangers				
Rousseau				
Tapleystown				
<b>New Program Initiatives Total</b>				\$ 2,244,796
<b>Reg. Compliance Orders</b>	Accessibility	Accessibility	Various Schools	
	Structural	Roofing	Highland	
	Mechanical	Heating and Ventilation	Various Schools	
		Plumbing and Drainage	Holbrook	
	Compliance	Health & Safety	Various Schools	
		Oil Tank Remediation	Various Schools	
		Plumbing and Drainage	Various Schools	
	Life Safety and Reg Compliance	Various Schools		
<b>Reg. Compliance Orders Total</b>				\$ 815,000
<b>Risk of School Closure</b>	Structural	Roofing	Tapleystown	
<b>Risk of School Closure Total</b>				\$ 950,000
<b>Urgent or High needs</b>	Structural	Renovations	Highview	
			Lisgar	
			Mount Hope	
	Mechanical	Boiler Replacement	Helen Detwiler	
			Queen Mary	
			Sherwood	
		Heating and Ventilation	Holbrook	
		Plumbing and Drainage	Sir Isaac Brock	
Renovations	Flooring	Earl Kitchener		
Demolition	Demolition of Building	Sanford Avenue		
<b>Urgent or High needs Total</b>				\$ 4,237,396
<b>SOSA Requests</b>	Fine Facilities	Renovations	Various Schools	
<b>SOSA Requests Total</b>				\$ 300,000
<b>Grand Total</b>				\$ 10,161,229