

# COMMITTEE OF THE WHOLE

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**MONDAY NOVEMBER 5, 2012**

7:00 pm

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|--|-----------|
| 1. Call to Order                       | R. Barlow |
| 2. Approval of Agenda                  |           |
| 3. Declaration of Conflict of Interest |           |
| 4. Approval of Minutes                 |           |
| A.) May 9, 2012                        |           |
| B.) May 14, 2012                       |           |
| C.) October 15, 2012                   |           |

## **DELEGATION**

- |   |                |
|---|----------------|
| 5. <a href="#">Delegation from the Riverdale Community Planning Team (RCPT)</a> | J. Kloosterman |
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## **ACTION ITEMS**

- |   |                          |
|---|--------------------------|
| 6. <a href="#">Lake Ave Cricket Cage (previous approval expired Aug 31, 2012)</a> | D. Del Bianco/E. Warling |
| 7. <a href="#">A) Integrated Accessibility Standards Policy</a>                   | K. Bain/V. Corcoran      |
| <a href="#">B) Nutrition Policy</a>   | K. Bain/J. Laverty       |
| 8. <a href="#">Strategic Directions</a>   | J. Malloy                |

## **MONITORING ITEMS**

- |   |                       |
|---|-----------------------|
| 9. Capital Update – G R Allan (verbal)                                  | K. Bain/D. Del Bianco |
| 10. <a href="#">K-2 Oral Language and Early Reading Strategy Report</a> | J. Malloy/V. Corcoran |
| 11. <a href="#">Student Achievement</a>                                 | J. Malloy/V. Corcoran |
| 12. Public Questions for Clarification                                  |                       |
| 13. Adjournment   |                       |

<b><u>Meeting</u></b>	<b><u>Upcoming Public Meetings</u></b>		<b><u>Location</u></b>
	<b><u>Date</u></b>	<b><u>Time</u></b>	
Governance	Tuesday, November 6, 2012	6:00 p.m.	100 King St W - 6th Floor - Room E
Parent Involvement Committee	Tuesday, November 13, 2012	6:30 p.m.	Central School, Gym
Finance	Wednesday, November 14, 2012	1:00 p.m.	Standard Life–120 King St W Room5
Board	Monday, November 19, 2012	6:30 p.m.	City Hall - Council Chambers
Policy Working Sub-Committee	Thursday, November 22, 2012	6:00 p.m.	100 King St W - 6th Floor - Room E
Special Education Advisory Committee	Wednesday, November 28, 2012	7:00 p.m.	Helen Detwiler School - Library

**PRESENT:**

**Trustees: Judith Bishop (Wards 1&2), Tim Simmons (Chair, Ward 3), Ray Mulholland (Ward 4), Todd White (Ward 5), Laura Peddle (Ward 6), 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, Kryz Croxall, Mag Gardner, Don Grant, Peter Joshua, John Laverty, Pam Reinholdt, Pat Rocco, Scott Sincerbox and Sharon Stephanian.**

**REGRETS:**

Lillian Orban (Ward 7)  
Manny Figueiredo

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**1. Call to Order**

The Chair called the meeting to order at 6:00 p.m., welcoming everyone.

**2. Approval of Agenda**

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

**That “Strategic Framework for ARC Decision Making” be added to the agenda (as item #4).  
CARRIED UNANIMOUSLY. Student Trustees Janas and Shen voted in favour.**

**3. Declaration of Conflict of Interest**

Nil

**4. Strategic Framework for ARC Decision Making**

The following comments were shared:

- With multiple members at the Board, each will weigh the options presented in different ways, which provides different viewpoints - it is one of the things that make up the democratic process. Individual comments are valuable. To come up with a standards needs test leaves the democratic side out of it. The purpose of the ARC is to consolidate the excess capacity.
- We are the strategic head of HWDSB and the ones who ultimately make the decisions so need to look at viable costs and transportation. How do we achieve a perfect model? We have schools of all shapes and sizes. If two schools look roughly the same it helps to understand how we got there. A framework may be necessary to show the public that we have a strategic view.
- Overall our job is to look at accommodations. Decisions will be perceived in different ways each time with different schools.
- Strategic discussion as a group would provide a common understanding of our approach which would be a benefit to the public. If they know the direction we are going in then decisions should not be a surprise. If it is not uniform it will not be understood by the public. We should be looking at the high costs of

accessibility and site size - sites vary from four to 44 acres and three schools share 18 acres. The JK-8 and 7-12 learning models need to be considered.

- In the end, the desire is to have the finest facilities to take us into the 21<sup>st</sup> century. There is no perfect model. Funding is limited so there needs to be some compromises.

### **ACTION ITEMS:**

#### **5. North Area Accommodation Review**

T. Simmons presented a motion that the following three options be added to the discussion tonight for consideration and advised that this motion has been vetted by staff to ensure options fall within the Terms of Reference.

- Option A - The closure of Delta, Parkview and Sir John A. Macdonald Secondary Schools in June 2015 and the building of a new school on a centrally located site pending Ministry approval with an opening date of September 2015.
- Option B - If a centrally located site is not available for a potential new school, this new school will be built on the Delta HS property pending Ministry approval with an opening date of September 2015.
- Option C - In the absence of funding and Ministry of Education approval for construction of a new school, Parkview and Delta would close in June 2013 and programs and students relocated to Sir John A. Macdonald, effective September 2013.

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

**As advised by B. Barlow and the Director, the three options put forth by T. Simmons would be added to the package as separate options for consideration.**

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

**Moved by: B. Barlow**  
**Seconded by: J. Brennan**

**That the committee move to in-camera session, this being done at 7:55 p.m.**

To the motion,

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

The open session reconvened at 8:11 p.m.

A. The closure of Delta, Parkview and Sir John A. Macdonald Secondary Schools in June 2015 and the building of a new school on a centrally located site pending Ministry approval with an opening date of September 2015.

- This option illustrates the best case scenario for city students and will level the playing field. Many students fall within the easterly boundary. More importantly, the intent is not to build a new school for the inner city only but to recognize the need for attracting other students as well. Mixing classes creates a better learning environment. A new school in the inner city would provide a reason to stay and to join.
- Considering current boundaries for Sir John A. Macdonald and for Delta, it is anticipated that transportation will be an issue.
- More students, those on the fringe, would be eligible for busing by placing a new school in the central core.

- The capital priorities submission needs to be submitted at the end of the month. Provision of capital dollars would stipulate that the new facility would need to be open for 2015 and that the plan submitted captures the interest of those making the decision.
- Timelines for building a secondary school were discussed. To meet the 2015 date, the timeline for securing a site, planning and building would be tight but is viable.
- The core of CODE Red - so losing this school is a concern.
- A maximum number of students at 1569 represents capacity at Sir John A. Macdonald based on Ministry loading of classrooms.
- A location around Parkview would be ideal.
- Keeping Sir John A. Macdonald open meant boundaries would have to stretch to the doorstep of Delta to accommodate capacity.
- Considerations included funding being contingent upon the opening date of September 2015, the need for clarity for school communities, dates coinciding and timelines. It was also noted that a school opening could be earlier than September 2015 if practical however, students would likely want to graduate from their current home schools.

**Moved by: L. Peddle**  
**Seconded by: A. Johnstone**

**That the closure of Delta, Parkview and Sir John A. Macdonald Secondary Schools upon opening of a new school on a centrally located site pending Ministry approval with an opening date no later than September 2015.**

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

B. If a centrally located site is not available for a potential new school, this new school will be built on the Delta HS property pending Ministry approval with an opening date of September 2015.

- During construction, students would have to utilize the existing facilities of Parkview and Sir John A. Macdonald.
- Delta students would have to go to Sir John A. Macdonald (and can be accommodated) for two years then would come back.
- The Delta site was chosen partly due to its location and although it is not central it is larger than the Parkview site. Boundary adjustments, if any, would perhaps create better programming and a social mix at Delta.
- If unsuccessful in getting funding for a new school on a new site, and Delta was selected, boundaries and the transportation policy would need to be reviewed.
- Students at Delta currently use Montgomery Park and Ivor Wynne Stadium for football and physical education activities but they are a fair distance and entail students to walk to these locations during class time.
- Any barriers to transportation would need to be fixed.
- Value to the student in terms of proximity to the school rather than size of the schools is important.
- The Parkview property could perhaps be used as additional green space for Delta.
- Capacities are correct. It will be important to right-size student capacity.
- It will be important to ensure Option B does not inhibit Option A with having the property already available.
- Have a gap between Westdale and Delta is a concern. These schools are the oldest schools historically. It does not appear to be a feasible option for the lower city.

It was noted that if an option is withdrawn, another ARC process is not required should the option need to be brought back. The fact that it is withdrawn simply means it is omitted from current discussions but could come back at any time.

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

If a centrally located site is not available for a potential new school, this new school will be built on the Delta HS property pending Ministry approval with an opening date of September 2015.

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

FOR:	Trustees Johnstone, Mulholland, Simmons	(3)
OPPOSED:	Trustees Brennan, Hicks, White, Barlow, Bishop, Turkstra, Peddle.	(7)
ABSTENTIONS:	Nil	(0)

Student Trustees Janas and Shen voted in favour.

**Trustees decided that this motion should be withdrawn.**

C(1). In the absence of funding and Ministry of Education approval for construction of a new school, Parkview and Delta would close in June 2013 and programs and students relocated to Sir John A. Macdonald, effective September 2013.

- To alleviate confusion between two “C” Options being listed, these Options were identified as C (1) and C (2).

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

**In the absence of funding and Ministry of Education approval for construction of a new school, Parkview and Delta would close in June 2013 and programs and students relocated to Sir John A. Macdonald effective September 2013. Table until Option A is exhausted.**

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

FOR:	Trustees Brennan, Hicks, White, Simmons, Barlow, Bishop and Turkstra.	(7)
OPPOSED:	Trustee Mulholland	(1)
ABSTENTIONS:	Trustees Johnstone and Peddle	(2)

Student Trustees Janas and Shen voted in favour.

C (2): That all schools remain open until such time as the new facility is ready to open in September 2015 and the students will move en masse to the new school.

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

**That all schools remain open until such time as the new facility is ready to open in September 2015 and the students will move en masse to the new school.**

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

**Trustees decided that this motion (Option C (2)) should be withdrawn as it was considered to be redundant.**

D. The creation of a post-ARC committee comprised of school council members, students, parents, staff and community members to inform direction around the transition, program, facilities and supports for the preservation of the Parkview Program.

- North ARC committee members were exemplary looking for the best for their community. They engaged people and heard from a variety of individuals. They also spent a great deal of time on Parkview students and the best programs. Creation of a post ARC committee is so very important.
- In terms of a student profile, Parkview has wide issues, challenges and strengths. Adding SEAC and Transportation is seen as adding value to the committee.
- The benefit of a wider group was discussed. It will be most appropriate to invite both SEAC and Transportation and let them decide on membership. The mandate of SEAC is to provide input. Exchange of information is valuable.

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

**The creation of a post-ARC committee comprised of school council members, students, parents, staff, SEAC, Transportation and community members to inform direction around the transition, program, facilities and supports for the preservation of the Parkview Program.**

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

E. That the Facilities Management Department will consult with the principal and specialists to ensure that the remaining facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.

- Program strategy, transportation policy and the Facilities Master Plan will need to be reviewed in the fall when it is clear which facilities are determined.
- In the public forums people were thinking that renewal savings and funds from disposition of sales would be going to schools within their cluster as information was presented in a cluster format.
- Facility costs are far higher now than in the past but when schools are closed funds could be redirected to remaining schools. In relation to capital dollars, school renewal grants allocated across the board with fewer schools would then allow an increase in funds amongst all schools. Projects are approved within the context of the entire system. Funds are not necessarily proportionate between clusters. As in past practice, allocation criteria would apply to all schools. For example, if \$10M was allocated to the north cluster for seven schools and the same amount went to four schools in another cluster then as a Board we would consider the other urgent needs among all schools.

- After decisions are made, proposed business cases will be used and criteria to determine capital allocations. There is no indication that savings would be distributed by cluster.
- Every ARC had to put together a funding strategy based on total capital costs outlined and estimated proceeds from disposition. Renewal and operations savings were never components of the funding strategy.

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

**That the Facilities Management Department will consult with the principal and specialists to ensure that the remaining facilities meet the program strategy and address the renewal needs as outlined by this ARC Committee.**

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

#### **F. Boundary Review**

- Newly added option is noted below.
- Once business plans are approved by the Ministry we will have a clear understanding of what is needed then we can look at boundaries and socio-economic issues, which are not necessarily sequential. It is a complex piece of work. Once we know what we are working with, we need to bring a report to this body to propose what is happening so that consultation can occur. We have to ensure all components connect and put forward our best thinking.

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

**That should there be the need for a boundary review of the ARC review area or beyond that one be struck once the business plan is approved by the Ministry.**

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

#### **6. Adjournment**

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

**That the committee adjourn, this being done at 9:15 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, May 14, 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), 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 6:02 p.m., welcoming everyone.

**2. Approval of Agenda**

Added Items:

- Correspondence – Petitions re Parkside School
- Public Questions for Clarifications

**Moved by: T. Simmons  
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, Barlow, Simmons, Bishop, Turkstra, Peddle.	(10)
OPPOSED:	Trustee Mulholland.	(1)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen voted in favour.

**3. Declaration of Conflict of Interest**

Trustee Hicks declared a possible conflict of interest for item 6, clause 1 of the Recommended Action.

**4. A. Approval of the Minutes**



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

**That the minutes of the April 10, 2012 South ARC Delegation Night be approved.**

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

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

Student Trustees Janas and Shen voted in favour.

**4. B. CORRESPONDENCE:**  
**Petitions re Parkside Secondary School**

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

**That the petitions (Appendix A) regarding the closure of Parkside Secondary School be received for information.**

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

**ACTION ITEMS:**

**5. West Area Accommodation Review**

K. Bain provided an overview of the report, noting West ARC recommendations and Board staff recommendations.

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

That the Board approve the closure of Highland and Parkside Secondary Schools in June 2015 and the construction of a new school on the Highland site with a target opening date of September 2015. Failing Ministry funding and approval, that the Board approve the closure of Parkside School in June 2014 and the realignment of the existing catchment area with Highland School, with upgrades no less than \$15 million, effective September 2014.

The Chair accepted one trustee's suggestion of splitting the motion into two parts as follows:

- (a) That the Board approve the closure of Highland and Parkside Secondary Schools in June 2015 and the construction of a new school on the Highland site with a target opening date of September 2015.
- (b) Failing Ministry funding and approval, that the Board approve the closure of Parkside School in June 2014 and the realignment of the existing catchment area with Highland School, with upgrades no less than \$15 million, effective September 2014.

Clause (a)

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

That funding for the new school on the Highland School site be not procured from the sale of Ancaster High School property site.

The Director offered the following clarifications:

- A business case is expected when a recommendation for a new school is put forward to the Ministry of Education.
- Any recommendation regarding sale of land has to come to the Board for consideration and approval.

The amendment was put to a vote.

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

FOR:	Trustees Johnstone, Hicks, Barlow, Simmons.	(4)
OPPOSED:	Trustees White, Orban, Mulholland, Bishop, Turkstra, Peddle.	(6)
ABSTENTIONS:	Trustee Brennan.	(1)

Student Trustees Janas and Shen voted in favour.

Trustee Mulholland called the question.

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

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

Student Trustees Janas and Shen abstained from voting.

Clause (a)

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

- In terms of how large a school may be considered for Dundas, the Director advised that staff's perspective considered at what level of programs and choice can be offered.
- The cost of funding a new school in Dundas is \$25 million for 1,000 student capacity, excluding proceeds from land disposition/sale.
- The Director noted the Ministry's understanding of HWDSB's engagement in ARC process and that there can be a secondary ARC report submission. He said staff will put forward whatever the Board asked in terms of strategy but reminded that there is no certainty on what the Ministry will provide as a response and/or decision. He advised that staff can bring a capital report on the three ARCs at a special Committee of the Whole prior to the May 28<sup>th</sup> regular Board and before the final submission to the Ministry on May 31<sup>st</sup>. Trustees may provide further direction after all decisions are made.
- It will be the Board's prerogative to include the sale of Ancaster High property in the business case for a new school on the Highland site.
- The projected combined student population for Parkside and Highland Schools by year 2020 is 900 students.

- The Director indicated that at this point it is unsure if HWDSB will have more than one French Immersion school in Hamilton. Noting trustees' awareness of the numbers of students required to make a viable French Immersion program, the Director felt it would be premature for him to comment further on this issue.
- For year 2010/2011, there were 341 French Immersion students at Westdale School (100 of these students living in the Westdale area and the balance from other school communities).

Clause (a) was put to a vote.

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

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

Student Trustees Janas and Shen voted in favour.

#### Clause (b)

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

- Staff was able to review the submission from a community member relative to Parkside. In terms of size, 40,000 sq. ft. addition is required by the Ministry. The community proposal was 27,000 sq. ft. addition. Staff proposal is for Parkside to be consolidated and needs 100,000 sq. ft. overall to accommodate the program strategy.
- The possibility of portables at the Highland site for the short term cannot be ruled out. With the shift around learning of students, it will evolve as students have desks for each period but there may be short-term need for portables until such time that enrolment is reduced.
- In terms of staff report, renovation of Highland is articulated using Ministry standards, including add-ons to the school to accommodate student enrolment. Parkside per Ministry standards is 1,000 students at 60,000 sq. ft. (924 students currently). Highland site is already 97,000 sq. ft. The reality is that between today and the future, it may not be 1,000 students. When planning for a new school or school renovation, staff will be looking long term so there will be more room for change. The Director noted two important points: making facility recommendations depending on discussion regarding programs and how these programs will be delivered. The \$15 million renovation cost could fluctuate. He stressed that administration wanted to give trustees an effective recommendation with costing attached to it, adding that a portion of those dollars could come from other sources.
- \$5.5 million will cover accommodation while the \$10 million will be for deferred maintenance and capital needs.

The mover accepted Trustee White's suggestion of deleting the phrase "Failing Ministry funding and approvals" and inserting the phrase "**subject to Ministry approval**" at the end of "September 2014".

The following motion, as amended, was put to a vote:

**That the Board approve the closure of Parkside Secondary School in June 2014 and the realignment of the existing catchment area with Highland Secondary school, with upgrades no less than \$15 million, effective September 2014, subject to Ministry approval.**

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

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

Student Trustees Janas and Shen voted in favour.

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

That staff report back regarding the elements on what post-ARC will be.

In response to a question, the Director affirmed that the direction received from trustees at last week's special Committee of the Whole meeting to consider North ARC was to understand exactly what the Board needs to do for all three ARCs.

Noting her intention to mirror the North ARC motion, the mover requested and was permitted to withdraw the motion.

Moved by: J. Brennan  
Seconded by: L. Peddle

**That the creation of a post-ARC committee comprised of school council members, students, parents, staff, SEAC, Transportation and community members be approved to look into the renovation of the Highland School site.**

**CARRIED UNANIMOUSLY.**

(Trustee Mulholland was not in the Board Room during the vote.)  
Student Trustees Janas and Shen voted in favour.

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

**That a boundary review be immediately initiated around Millgrove Elementary and Waterdown District High Schools to consider that Millgrove's high school to be Waterdown.**

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

FOR:	Trustees Brennan, Johnstone, White, Orban, Barlow, Simmons, Bishop, Turkstra, Peddle.	(9)
OPPOSED:	Trustee Hicks.	(1)
ABSTENTIONS:	None.	(0)

(Trustee Mulholland was not in the Board Room during the vote.) Student Trustees Janas and Shen voted in favour.

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

**That the Facilities Management Department consult with the principals, specialists and school communities to ensure that the remaining facilities are upgraded to meet the program strategy and address the renewal needs as outlined by the West ARC.**

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

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

That staff bring forward a recommendation by November 2012 on how to proceed with completing the work of the West ARC as it relates to Ancaster High School.

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

- Ancaster High School is at 71% utilization.
- The Director offered the following clarifications:
  - After the ARC process is completed, staff will make submissions to the Ministry and wait for a response. The next step is to work on program, transportation and boundaries. If there are still outstanding gaps, staff will bring back recommendation to the Board based on what staff and trustees see. This work is expected to be completed during the four months of fall and it will be helpful for staff to have a timeline of January 2013.
  - Regarding the Ministry's language regarding the 5-year timeline for ARC process, this is simply a guideline and there is no legislation about this. The expectation is that the ARC process comes to a clear end. As new information emerges and another ARC process is needed, there is a guideline but not a law not to proceed with a second ARC process.
  - Staff can bring a report any time; the work to be done from September will need regular reports to the Board. In terms of the motion on the floor, the timeline is up to trustees to decide. The issue, however, is not a west ARC issue but a system one.

The motion was put to a vote.

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

FOR:	Trustees White, Turkstra, Peddle.	(3)
OPPOSED:	Trustees Brennan, Johnstone, Hicks, Orban, Simmons, Barlow, Bishop.	(7)
ABSTENTIONS:	None.	(0)

(Trustee Mulholland was not in the Board Room during the vote.) Student Trustees Janas and Shen voted in favour.

## 6. 2012/2013 Budget

In speaking about the 2012/2012 budget, Trustee Brennan (Chair of the Finance Advisory Sub-Committee) thanked the committee members (Trustees Hicks, Orban, Simmons and Bishop) for their support and guidance in the development of this budget. She also thanked and noted the support from Mark Taylor (Communications Officer), Dana Liebermann (E-Best Manager) and her staff, Superintendent Grant, Denise Dawson (Budget Manager) and her team, and the Special Education Advisory Committee (SEAC) for the committee's continuing support and input. J. Brennan reviewed

briefly the steps undertaken for the budget process, noting that this budget is very focused and aligned with HWDSB's Strategic Directions and that the 2012/2013 budget is balanced.

The Director gave a brief overview, affirming the previous speaker's views and noted some exciting happenings at HWDSB resulting from focused and aligned budget.

D. Grant reviewed the key highlights of the 2012/2013 budget, including the recent budget presentation at SEAC, particularly in the area of special education budget. In terms of budget overview, he noted the four major topics: enrolment, revenue (including additional revenue due to full-day kindergarten), staffing and expenditure.

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

- 1. That the Board approve the 2012/2013 Salary and Benefit expenditures in the amount of \$443,841,553 and that the Superintendent of Business and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix A dated May 14, 2012.**
- 2. That the Board approve the 2012/2013 Non-Salary expenditures in the amount of \$62,734,178 and that the Superintendent of Business and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix A dated May 14, 2012.**
- 3. That the Board approve the 2012/2013 Capital Budget expenditures in the amount of \$29,705,186 and that the Superintendent of Business and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix D dated May 14, 2012. The Superintendent of Business and Treasurer is further authorized to secure short-term financing of project expenditures until such time as permanent funding is secured.**

Trustee Hicks requested separate consideration and voting of the three clauses.

#### Clause 1

Trustee Hicks left the room during the consideration of this clause.

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

- Relative to the \$526,000 in Contingency line on page 6-5, staff opted for the contingency budget to address the reduction.
- Responding to a question of why allowing Principal/Vice-Principal to be capped, the Director explained that because of the fact that there are two factors to consider, even if the funding envelopes have been spent, HWDSB still needs administrative staff. The Ministry is undertaking a review of this particular budget and expectation is that dollars will be back into this area and trustees will decide if these dollars should be put back to contingency.
- Superintendent Grant agreed to provide clarifying information about the Mentoring Educational Assistant position under "Notes".
- The Director advised that some system principals are paid through the Consultant envelope, noting some key changes: We now have Principal of Student Success (no Vice-Principal of Student Success); Equity Principal to Continuing Education, International Education Work and Equity in the Classroom; Continuing Education is downsizing one position (Principal of 21<sup>st</sup>

Century Fluencies) and bring this position's work closer to the schools; and elimination of the position of Principal for Alternative Education.

The Ministry provides working funds for Consultants and does not have hard and fast rule in this area. HWDSB's choice is to engage system principals because they help in the area of consultant work. Funding through school foundation grants for school principals is used totally for school principals. These funds can be used for consultants but can get dollars from this funding envelope if there is a need to support schools. There are few envelopes staff can propose to trustees on how to spend the dollars for.

- Temporary assistance line includes the salary portion of occasional teachers, supply educational assistants or supply early childhood educators or coverage for principal or vice-principal or school secretaries due to illness.

Superintendent Grant agreed to bring a report (with collaboration from Human Resources) to Finance Advisory Sub-Committee on the breakdown of occasional staff use and then share this with trustees.

To clarify the link between the Occasional Teachers line (Page 6-4) and Temporary Assistance line (Page 6-5), staff advised that some of the information are in-camera items.

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

**That the committee moved to an in-camera session, this being done at 10:15 p.m.**  
**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour.

The open session resumed at 10:27 p.m.

Clause 1 as amended was put to a vote.

**CARRIED UNANIMOUSLY.**

(Trustee Hicks was not in the Board Room during the consideration and vote on this item.)  
Student Trustees Janas and Shen voted in favour.

#### Clause 2

Trustees received clarification about the swing space costing relative to the Education Centre project.

Clause 2 as amended was put to a vote.

**CARRIED UNANIMOUSLY.**

(Trustees Hicks and Mulholland had left the meeting.)  
Student Trustees Janas and Shen voted in favour.

#### Clause 3

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

- In regard to capital budget pending school closures, it was pointed out that there is \$350 Million across the province relating to capital rebuild grants. This information was referred to earlier in terms of the Ministry not fully allocated all funds in its coffer -- there will be an increase in this funding further information is received from the Ministry.
- School condition improvement is very similar to school renewal. In improvement or addition to a building, there are no restrictions regarding spending this fund and can go to Reserve at the end of the year. Good Places to Learn funds are provided for capital projects submitted within four years and provided under different headings.
- All zero figures are indicative of Ministry capital information ending.

Clause 3 was amended was put to a vote.

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

**Public Questions for Clarification**

None received.

**The meeting then adjourned at 10:45 p.m.**

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DRAFT





# Minutes of the Special Committee of the Whole

Monday, October 15, 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** Alexandra Ewing (Highland School) and Sydney Stenekes (Parkside School).

**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 7:08 p.m., welcoming everyone.

### 2. Approval of Agenda

**Moved by: W. Hicks**  
**Seconded by: K. Turkstra**

That the agenda be approved.

**CARRIED UNANIMOUSLY.** Trustee Brennan was not in the room during the vote. Student Trustees Ewing and Stenekes voted in favour.

### 3. Declaration of Conflict of Interest

None received.

### 4. Approval of the Minutes

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

That the minutes of the October 1, 2012 meeting be approved.

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

FOR:	Trustees Johnstone, Hicks, Orban, Mulholland, Simmons, Barlow, Bishop, Turkstra.	(8)
OPPOSED:	None.	(0)
ABSTENTIONS:	Trustee Peddle.	(1)

Trustee Brennan was not in the room during the vote. Student Trustees Ewing and Stenekes voted in favour.

**ACTION ITEMS:**

**5. Public Meeting re Education Centre Project (ECP) Funding**

D. Grant presented the report, noting Denise Dawson (Manager of Budget) was in attendance to assist in responding to questions.

Trustee Brennan returned to the meeting.

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

**That, having complied with the notice and public meeting requirements of Ontario Regulation 193/10 under the Education Act, the Board directs the Superintendent of Business & Treasurer to utilize all net sale proceeds derived from the sale of former administrative properties plus the future net sale proceeds from the disposition of the Memorial Building in Ancaster, for the funding, in part, of the construction and development of the new Education Centre at the former Crestwood School site, owned by the Board, subject to the total amount approved by the Ministry of Education for this purpose.**

Trustee White joined the meeting.

Clarifications in response to Trustee questions were provided as follows:

- This report was brought to the Board to advise that compliance to legislation (Regulation 193/10) and trustee direction relative to ECP has been fulfilled.
- Although there is a short period of vulnerability with using the capital reserves for ECP, there is tremendous opportunity for savings with the new facility.
- Relative to Ontario Regulation 193/10 requirements, there were specific focused questions that were asked and the online survey was not intended for broader consultation.

The motion was put to a vote.

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

FOR:	Trustees Brennan, Hicks, White, Orban, Mulholland, Simmons, Barlow, Bishop, Turkstra.	(9)
OPPOSED:	Trustee Peddle.	(1)
ABSTENTIONS:	None.	(0)

Trustee Johnstone had left the meeting during the vote. Student Trustees Ewing and Stenekes voted in favour.

**MONITORING ITEMS:**

**6. HWDSB Secondary Program Strategy**

The Director provided a brief overview. Superintendents Corcoran and Joshua; Daniel Del Bianco (Senior Facilities Manager) and Jim Wibberley (Consultant) assisted in responding to questions.

Clarifications in response to Trustee questions were provided as follows:

- The program strategy outlined in this report (Appendix) is similar in all areas (student pathways, program access, placement/accommodation and intervention) to last year's report (Learning for All: HWDSB Program Strategy, 2011) except that the current document has been written using less extensive language than the previous report.

- With regard to linking Programs of Choice and Specialist programs, the focus going forward will be utilizing significant research data relating to student choice. Staff will collaborate with school principals engaging discussion with students to determine what they really want.
- In terms of the boundary piece for the remaining 13 schools, staff will be looking at system boundaries and placement of programs based on community feedback and collaboration with secondary school administration.
- Student Voice forums are anticipated to assist HWDSB in developing the vision of schools based on the students' own "language". Students will then be re-engaged through the Student Senate in the development of the program strategy.
- Specific enrolment data and trends will have to be collected before a second site for French Immersion can be considered.
- Administration will actively engage the community and key stakeholders in looking at transition needs of vocational students.
- HWDSB provides educational opportunities (beyond secondary school education) to students through its close collaboration with local colleges and universities.
- Staff will bring back a fall back plan for Board consideration in the event that no Ministry funding is available to build new schools. It was noted that the alternate plan will still require Ministry approval.

### **7. Staff Engagement Report**

The Director introduced the report. Superintendent Rocco presented the salient details. Superintendent Gardner; Dana Liebermann (Manager of E-Best), Jennifer Faulkner (Manager of Staff Development) and Corey Boyle (Health and Safety Officer) assisted in responding to questions.

Trustee Peddle left the meeting.

Clarifications in response to Trustee questions were provided as follows:

- Professional development initiatives are specific to staff needs/job experiences and facilitated through their respective superintendents, managers and principals.
- There is a commitment through Human Resources in terms of the Human Rights Code on giving everybody equal opportunities. This will include recruiting strategies (going beyond HWDSB), hiring process (linking up with faculties of education in and outside of Canada) and reflection of ethnic and cultural background in staff engagement.
- A staff engagement survey has not been done to date given some challenges around participation, type of questions to ask and the need to work with staff very diligently.

### **8. Public Questions for Clarification**

None received.

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

**That the meeting be adjourned, this being done at 9:51 p.m.**

**CARRIED UNANIMOUSLY.** Student Trustees Ewing and Stenekes voted in favour.

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Hamilton Wentworth District School Board  
 Thursday, October 25, 2012

To whom it may concern:

The Riverdale Community Planning Team (RCPT) is a group of residents from the Riverdale community who want to make Riverdale the best place to live.

We would like to request the Board looking into the possibility of the RCPT renting one of the portables at Lake Avenue School. There are 9 portables on the property now. We understand that within the next week or two some of the portables will be removed because the construction of the Full Day Learning classrooms will be done by then. From what we understand, the school still requires use of 4 of the portables. We understand it costs the board about \$50,000 to remove one portable and therefore we would like to propose that the HWDSB and RCPT work together to have the RCPT make use of the portable as community space, which is very limited in Riverdale. This would save the Board the cost of removing the portable. The RCPT would be willing to work with the Board around the utility costs required for the portable. We believe this will be the start of many valuable partnerships between Lake Avenue School, the RCPT and the HWDSB for the benefit of the Riverdale community.

Riverdale Community Planning Team Vision and Mission:

**Our vision** is: Together we unite as a community, where everyone is respected and supported to live a healthy and fulfilled life.

**Our mission** is:

To work together to achieve our goals of a better community

To engage and create an active and responsive link between residents, service providers and others involved in the Riverdale Community

To encourage residents' participation in the Riverdale Community

To be a voice in the Riverdale community

We would like to thank you in advance for considering our request.

Yours truly

The Riverdale Community Planning Team

c/o Judy Kloosterman  
 Community Developer  
 Riverdale and Davis Creek Community Planning Teams  
 Wesley Urban Ministries  
 Dominic Agostino Riverdale Community Centre  
 150 Violet Drive  
 905 516-6383



## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** November 5, 2012

**TO:** Committee of the Whole

**FROM:** Ken Bain, Associate Director of Education  
Ellen Warling, Manager of Planning and Accommodation

**RE:** Lake Avenue Cricket Cage

Action X      Monitoring     

### Recommended Action:

That the Superintendent of Business be authorized to enter into a shared use agreement with the City of Hamilton, whereas the Hamilton-Wentworth District School Board will make available to the City of Hamilton part of the Lake Avenue School lands for use by the City to construct a cricket cage facility for community recreational purposes subject to the following:

- 1) The shared use agreement shall be for a 25 year term;
- 2) The City is acquiring the use of premises in an "as is" state. All costs to construct, design, including permits, surveys and maintenance of the facility shall be at the sole cost and expense of the City;
- 3) The City is responsible for all maintenance and repairs to the premises and facility throughout the term of the agreement;
- 4) The City shall at all times, communicate and liaise with the Board appointed Project Supervisor for all approvals and instructions throughout the construction period;
- 5) Students of the Hamilton-Wentworth District School Board shall have exclusive use of premises and facility during the school term from September 1<sup>st</sup> to June 30<sup>th</sup>, from 7:00 a.m. to 6:00 p.m., Monday to Friday and as requested for special events;
- 6) All terms and conditions in the shared use agreement are in a form satisfactory to the Board's solicitor.

### Rationale/Benefits:

- Promotes a positive relationship between the HWDSB and City of Hamilton
- HWDSB students will have access to the cricket cage facility throughout the school year
- Public use of the facility will be a benefit to the Community

**Background:**

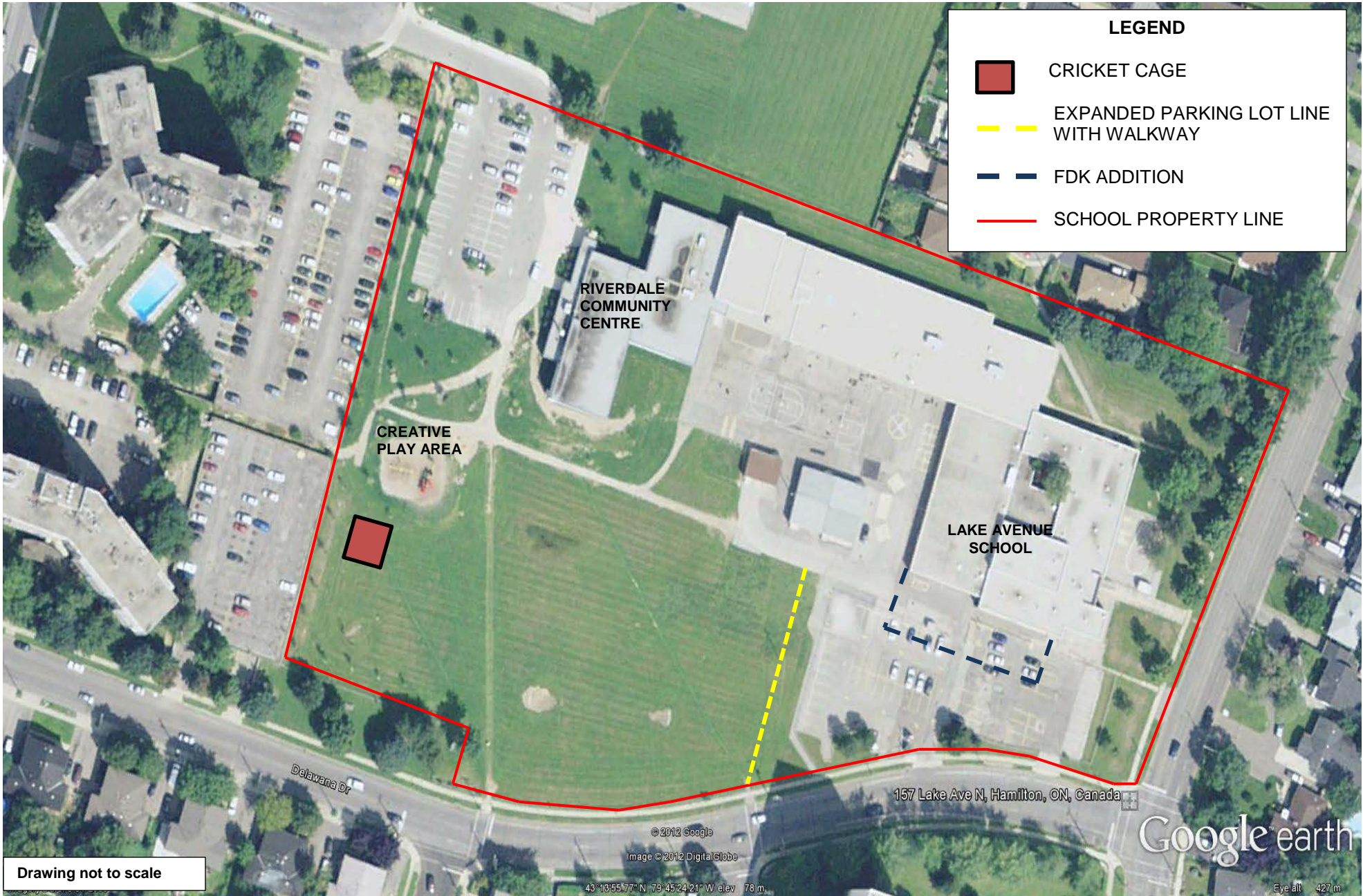
On June 18, 2012 the Board of Trustees approved a motion authorizing the Superintendent of Business to enter into a shared use agreement with the City of Hamilton for the Lake Avenue property, if completed before the return of the Board of Trustees in September. The authority to bind the HWDSB was only extended during the Board of Trustees 2012 recess period. Discussions continued throughout the recess period with no success in reaching a finalized form of agreement. The recess period expired September 2012. **See Appendix "B"**

During the latter part of 2011, the City of Hamilton approached the Hamilton-Wentworth District School with a proposal to construct a cricket cage on a portion of the Lake Avenue school site. In addition to the existing recreation centre and creative playground on the school site, a cricket cage would provide the students and community with another recreational opportunity. **See Appendix "A"**

The City's proposal includes all construction and maintenance cost to be the sole responsibility of the City of Hamilton. The City anticipates that construction could be completed prior to the end of the year pending weather conditions and the adoption of a satisfactory shared use agreement with the Board.

The HWDSB and City have been engaged in several meetings and discussions over the past months and are now in the final stages of finalizing the details that will bring this project to completion.

LAKE AVENUE SCHOOL SITE – 157 LAKE AVE. N., HAMILTON, ON



Drawing not to scale

- Student voice can be enhanced and facilitated through the Century 21<sup>st</sup> Fluency program.
- In looking at stages of implementation, there are classrooms which are clearly on the road to success while others still need support and resources.

**6. Professional Learning Plan Report**

This item was not considered due to a lack of time.

**7. Shared Use Agreement (This item was considered ahead of the other two Monitoring Items.)**

K. Bain presented the report.

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

- Staff continues to work with the City to revise and update the current reciprocal shared agreements with the City and this is nearing completion.
- In terms of energy and heating costs, there is a separate agreement with the City through shared energy costs.
- In discussion with the City Manager the past week, it was agreed to review all items being worked on and review the timelines for completion to ensure that both City and HWDSB are aligned in all of these to have a plan in September.
- Regarding concerns on some outstanding agreements, the clauses for Sir Allan MacNab School and Lake Avenue Schools are long standing and need to be addressed soon.
- The Sir Allan MacNab agreement is in effect for a couple of years. Now there is agreement to proceed and appropriate signatures are awaited.
- HWDSB continues to operate under existing terms of agreement with the City for shared use of facilities. The report refers to use of facilities for a longer time.
- Any time HWDSB schools are used by community group; the rental area looks after this and collects information/data by school.
- The Hillcrest School outstanding soccer field will be facilitated through the Partnership area which is undertaking an agreement with an outside group.
- Reports alluded to earlier will have to come back in the fall because staff do not have control in terms of timelines as everything in those reports involves a partner.

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

**That the Board authorize the Superintendent of Business to enter into a shared use agreement with the City of Hamilton regarding the Lake Avenue property, if completed before the Board returns in September.**

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

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

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



**Moved by: T. Simmons**  
**Seconded by: R. Mulholland**

**That the meeting be adjourned, this being done at 10:20 p.m.**

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

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## POLICY WORKING SUB-COMMITTEE TO COMMITTEE OF THE WHOLE

**DATE:** Monday November 5, 2012

**TO:** Committee of the Whole

**FROM:** Judith Bishop, Chair of Policy Working Sub-Committee

**RE:**

Title of Document: Integrated Accessibility Standards Policy and Policy Directives

Scoping Document <input type="checkbox"/>	Draft Policy x
Policy Review <input type="checkbox"/>	Policy Directive x

**Action**       **Monitoring**

### **Policy Working Sub-Committee Motion:**

That the Integrated Accessibility Standards Policy and Policy Directives be moved to Committee of the Whole with the recommended changes. This was moved by T. White, seconded by L. Peddle and received a unanimous vote.

### **Rationale/Benefits:**

The establishment of the Integrated Accessibility Standards Policy and Directives meets the legislative requirements of the Accessibility for Ontarians with Disabilities Act (2005).

### **Background:**

The goal of the **Accessibility for Ontarians with Disabilities Act (2005)** is to have an accessible Ontario by 2025. Accessibility Standards, under the Act, cover the following areas:

- ▶ Customer Service (which has already been implemented);
- ▶ Built Environment (which is yet to be released); and
- ▶ Employment, Information and Communications, and Transportation, which have been combined in the Integrated Accessibility Standards Regulation (Ontario Regulation 191/11).
- ▶

The Integrated Accessibility Standards Regulation became an Ontario Regulation in July, 2011. This Regulation establishes the accessibility standards for each of information and communications, employment and transportation and obligates organizations to develop, implement and maintain policies governing how the organization achieves or will achieve accessibility through meeting its requirements referred to in this Regulation by January 1, 2013. The Regulation also establishes the parameters of multi-year accessibility plans that are required under the legislation.



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## Integrated Accessibility Standards Policy

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Date Approved:

Projected Review Date:

### **Purpose:**

The purpose of this policy is to

- ✓ demonstrate Hamilton-Wentworth District School Board's (HWDSB) commitment to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases;
- ✓ demonstrate our belief in the strength diversity brings to our communities,
- ✓ ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environment; and
- ✓ ensure that these key principles are reflected in all HWDSB policies, directives, and facilities.

### **Guiding Principles:**

1. HWDSB will provide an environment in all of its facilities that fosters independence, dignity and respect for our students, parents/guardians, the public and our staff.
2. HWDSB is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve.
3. HWDSB is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communication, employment, and student transportation.

### **Intended Outcomes:**

HWDSB will provide an environment that builds independence, dignity and respect for our students, parents/guardians, the public and our staff.

HWDSB will provide people with disabilities the same opportunity of access to our services in a similar way as these services are available to all others we serve.

**Responsibility:**      **Executive Council**

**Terminology:**

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

Architectural barriers:

- may result from the design of the building, shape of rooms, size of doorways, or width of hallways, et cetera.

Physical barriers:

- refers to objects added to the environment, such as doors, windows, elevators, furniture, bathroom hardware, et cetera.

Information or communication barriers:

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

Attitudinal barriers:

- refers to persons who do not know how to communicate with people with disabilities, or persons who display discriminatory behaviours.

Technology barriers:

- refers to devices such as computers, telephones, inadequate or inappropriate assistive technologies.

Systemic barriers:

- can result from an organization's policies, practices and protocols if they restrict persons with disabilities.

**Action Required:**

HWDSB will meet the requirements of the accessibility standards for information and communications, employment, and transportation, as required under the Accessibility for Ontarians With Disabilities Act (2005) and Regulation 191/11: Integrated Accessibility Standards.

**Progress Indicators:**

HWDSB will provide services as required in the above legislation and monitored through the process of receiving and responding to feedback from the public and various constituency groups.

**References:****Government Documents**

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)  
 Accessibility Standard for Customer Service, Ontario Regulation 429/07  
 Integrated Accessibility Standard, Ontario Regulation 191/11  
 Ontario Human Rights Code  
 Ontarians with Disabilities Act, 2001 (ODA)  
 Workplace Safety and Insurance Act

**HWDSB Strategic Directions**

Achievement Matters, Engagement Matters, Equity Matters

**HWDSB Policies/Documents**

Accessibility for Customer Service Policy

Accessibility for Customer Service Policy Directives:

- Use of Assistive Devices by the General Public
- Notification of Disruption of Service
- Monitoring and Feedback on Accessible Customer Service
- Use of Service Animals by the General Public
- Use of Support Person by the General Public

Integrated Accessibility Standard Directives

- Accessibility Plans
- Accessibility in Employment
- Accessibility Standards for Information and Communication
- Accessibility Standards for Student Transportation

Equity Pillar Policy

Human Resources Pillar Policy (pending)

Foundation for a Healthy School and Workplace Pillar Policy (pending)

Accommodation of Personnel Policy

Hamilton-Wentworth District School Board Multi-Year Accessibility Plan

Long Term Facilities Master Plan



## POLICY WORKING SUB-COMMITTEE TO COMMITTEE OF THE WHOLE

**DATE:** Monday November 5, 2012

**TO:** Committee of the Whole

**FROM:** Judith Bishop, Chair of Policy Working Sub-Committee

**RE:** Revised Nutrition Policy

Title of Document:

Scoping Document   
Policy Review

Draft Policy   
Policy Directive

**Action**

**Monitoring**

**Policy Working Sub-Committee Motion:**

To approve the revised Policy with amendments to go to Committee of the Whole.  
(Moved T. White, Seconded J. Brennan) (unanimous)

**Rationale/Benefits:**

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development. The Hamilton-Wentworth District School Board believes that schools are ideal settings to establish, promote and model healthy eating and lifestyle habits that will contribute to enhanced student learning and success. The revised policy addresses the concerns raised through the consultation process and the input of various groups.

**Background:**

HWDSB Nutrition Policy was implemented in September 2010. Stakeholder consultation was completed in December, 2011. 191 written responses were received, with the majority of responses coming from parents/guardians.

Positive aspects of the policy included availability of education on good nutrition, accountability and encouragement to make healthy choices, and removal of minimally nutritious foods from schools. Negative aspects of the policy included: psychological/emotional, financial, and health and safety consequences. Implications on fundraising, implications for staff and non-instructional sites, implications to deliver Ministry curriculum and consistency of policy implementation across the District were raised as significant concerns. The Nutrition Action Steering Committee met in March, 2012 to review the results of the stakeholder consultation and to provide input into revisions to the Policy.

The Policy Working Sub-Committee considered and approved the suggested revisions to the policy at their April 19, May 3 and October 18, 2012 meetings.

At the October 18, 2012 meeting of the Policy Working Sub-Committee, three items were suggested for discussion by the Committee of the Whole. The first one involved the ability of a parent group to purchase non compliant foods for distribution to students at no cost. The second item involved the ability of school personnel to serve donated non-compliant food to students and the third item involved treating staff differently than students as it relates to the purchase of non-compliant foods and beverages.

**NUTRITION POLICY****POLICY WORKING SUB-COMMITTEE - SUMMARY of REVISIONS  
OCTOBER 18, 2012**

<b>Issue</b>	<b>Recommended Action</b>	<b>Approved</b>
Incorporating the sale of commercially bottled water in schools in the Nutrition Policy	Remove from the Nutrition Policy (already exists in the Environmental Policy)	<b>May 3, 2012</b>
The negative impact the policy has had on curricular Food based courses where certain foods are prescribed as part of the program (Family Studies and Food preparation courses)	Remove the term serve from the Policy	<b>October 18, 2012</b>
The negative impact of the policy on the ability of schools to do Fundraising	Remove limit of 2 per semester and 4 per year from Nutrition Policy	<b>May 3, 2012</b>
The negative impact of the Policy on Non-instructional sites and non-school based sites	Delete from policy reference to non-instructional sites and worksites	<b>May 3, 2012</b>
School-based Nutrition Committees (too many committees)	Delete from Policy, School Nutrition action Committee, Healthy Eating Action Teams.	<b>May 3, 2012</b>
Food and beverages provided for staff at in-services and meetings	Delete from Policy references to in-services, meetings and professional development activities	<b>May 3, 2012</b>
Plan for training of staff by Central Nutrition action steering Committee	Delete from policy	<b>May 3, 2012</b>
Banning of diet soft drinks from schools	No action taken (difficult due to the use of artificial sweeteners in food preparation)	<b>May 3, 2012</b>
The negative impact of the Policy on having seasonal food for specific events such as Christmas, Birthdays and Multi-cultural events	Remove the term serve from the Policy	<b>October 18, 2012</b>




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## Nutrition Policy

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### Policy No. 7.23

Date Approved: November 2012

Projected Review Date: November 2016

#### **Purpose:**

This policy will guide Board personnel and school communities in the development of healthy school environments that support student learning and success by encouraging students, staff and parents/guardians to make nutritious food and beverage choices.

#### **Intended Outcomes:**

Hamilton-Wentworth District School Board (HWDSB) schools foster healthy nutrition environments and implement food practices to support the wellness of students and staff in line with the current edition of *Eating Well with Canada's Food Guide*.

All schools comply with provincial legislation relating to nutrition, such as Policy/Program Memorandum (PPM) 150 (School Food and Beverage Policy), Policy/Program Memorandum (PPM) 135 (Healthy Foods and Beverages in Elementary School Vending Machines), the Healthy Food for Healthy Schools Act and any other pertinent legislation.

Schools with nutrition programs follow the *Student Nutrition Program Nutrition Guidelines* developed by the Ministry of Children and Youth Services.

Students have access to drinking water during the school day.

Schools take into consideration the following when food or beverages are sold or provided in schools:

- offer, when available and when possible, food and beverages that are produced in Ontario
- be environmentally aware
- avoid offering food or beverages as a reward or an incentive for good behaviour, achievement or participation

This does not preclude teachers from providing students with food or beverages that comply with the nutrition standards in PPM 150 and the HWDSB Nutrition Policy for nutrition snacks or celebrations.

It is strongly recommended that fund raising activities follow the nutrition standards

In addition to the required nutrition education as outlined in the Ontario Curriculum, opportunities to promote healthy eating and safe food practices are considered for planned events and classroom activities.

#### **Responsibility:**

**Director of Education, Superintendents of Education, Superintendent of Business and Treasurer**

#### **Definitions:**

**Food:** Includes both foods and beverages.

**Food Service Provider:** Private, for profit company that contracts to sell food and/or beverages



**Fundraising:** Any voluntary contribution, sale of goods or services, or event, which is organized and conducted for the purpose of generating funds. Fundraising may occur within the school or outside of the school.

**Healthy Eating:** Eating the recommended types and amounts of food as per Canada's Food Guide, which includes choosing foods from the Sell Most and Sell Less categories, as defined below, more often.

**Healthier Food Preparation:** Cooking methods that require little or no added fat or sodium, such as baking, barbequing, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.

**Nutrition Standards for Foods:** Food is divided into "Vegetables and Fruit", "Grain products", "Milk and Alternatives", and "Meat and Alternatives", following Canada's Food Guide. There are also "Mixed Dishes" for products that contain more than one major ingredient (e.g. pizza, pasta, soup, salads, and sandwiches), and "Miscellaneous Items", for items that are to be used in limited amounts (e.g. condiments, sauces, dips, oils and dressings) and for confectionary, which is not permitted for sale (e.g. candy, chocolate). To determine whether a specific product may be sold in schools, it is necessary to read the information on the food label – particularly the Nutrition Facts table and the ingredient list – and compare this information with the nutrition criteria.

**Nutrition Education:** As outlined in the Ontario Curriculum.

**PPM's:** Policy/Program Memorandum No 150; School Food and Beverage Policy- Ontario Ministry Of Education, 2010. Policy Program Memorandum No. 135 Healthy Foods and Beverages in Elementary School Vending Machines- Ontario Ministry of Education, 2004

**Sell Most ( $\geq 80\%$ ):** Products in this category are the healthiest options and generally have higher levels of essential nutrients and lower amounts of fat, sugar and/or sodium. They must make up *at least 80%* of all food choices that are available for sale in all venues, through all programs, and at all events. The same requirement applies to beverage choices. See PPM 150 Appendix Nutrition Standards for Ontario Schools (attached).

**Sell Less ( $\leq 20\%$ ):** Products in this category may have slightly higher amounts of fat, sugar, and/or sodium than foods and beverages in the "Sell Most" category. They must make up *no more than 20 %* of all food choices that are available for sale in all venues, through all programs, and at all events. The same requirement applies to beverage choices. See PPM 150 Appendix Nutrition Standards for Ontario Schools (attached).

**Not Permitted for Sale:** Products in this category generally contain few or no essential nutrients and/or contain high amounts of fat, sugar, and/or sodium (e.g. deep-fried and other fried foods, confectionery). Food and beverages in this category may not be sold in schools. See PPM 150 Appendix Nutrition Standards for Ontario Schools (attached).

**Student Nutrition Programs:** A breakfast, early morning meal, snack or lunch program offered by the school for all students which is funded by a combination of financial resources, including parent/guardian contributions, local community fundraising, and provincial funding and which attempt to increase food availability, while also aiming to promote healthy eating and provide a positive social atmosphere for all students and staff.

**School Tuck Shops and Canteens:** Small retail operations within a school that sell food, beverages and other items, usually for fundraising purposes.

**Special Event Days:** A day designated by the principal of the school on which food and beverages sold in schools are exempt from the nutrition standards outlined in PPM 150 and this policy.

**Action Required:****General:**

It is the responsibility of all schools in the HWDSB to comply with provincial legislation relating to nutrition including Healthy Food for Healthy Schools Act (Bill 8), Healthy Food and Beverages in Elementary School Vending Machines (PPM 135), School Food and Beverage Standards (PPM 150) and other pertinent legislation. This policy covers food and beverages sold to students during the school day, at school or board sponsored special events and at sports events.

This policy does not apply to food and beverages that are:

- offered in schools to students at no cost
- brought from home or purchased off school premises
- available for purchase during field trips off school premises;
- sold in schools for non—school purposes (e.g. sold by an outside organization that is using the gymnasium for a non-school-related event);
- sold for fundraising activities that occur off school premises
- sold in staff rooms.

Notwithstanding the above, the guidelines for food sold, served and brought to school as detailed in HWDSB Medical/Health Support Policy: Anaphylaxis Policy Directive apply to all schools.

**Schools and Classrooms:**

Schools must ensure that all school hospitality programs, tuck shops and canteens sell foods that comply with the standards outlined in PPM 150 and the HWDSB Nutrition Policy.

School administrators and board staff planning school or educational events, such as Meet the Teacher, and Open House, will model good nutrition by selling foods that comply with the nutrition standards as outlined in PPM 150 and the HWDSB Nutrition Policy unless the day has been designated a special event day.

The HWDSB recognizes that special event days take place periodically throughout the year. The principal of the school shall solicit the views of the school council and, where appropriate students, with respect to the designation of special event days for the school. The maximum number of days in the school year that may be designated as special event days for a school is ten (10). School administrators will communicate the dates of special event days to the school community. On such a designated special event day, schools are encouraged to follow the nutrition policy, but may choose to sell foods or beverages that do not comply with the standards in PPM and the HWDSB Nutrition Policy.

Sporting Events, such as tournaments or meets sell food and beverages that comply with the standards of PPM 150 and the HWDSB Nutrition Policy.

Schools with student nutrition programs will follow the *Student Nutrition Program Nutrition Guidelines* developed by the Ministry of Children and Youth Services. School and board staff will inform community partners and funders of the HWDSB Nutrition Policy with the standards outlined by PPM 150 and the HWDSB Nutrition Policy.

**Cafeterias:**

Cafeterias in all schools will sell foods that comply with the nutrition standards contained in PPM 150 and the HWDSB Nutrition Policy. Food and beverages must be prepared, served, and stored in accordance with Regulation 562, "Food Premises", as amended, made under the Health Protection and Promotion Act. When negotiating food service contracts with food service providers for cafeterias or for schools (e.g. hot lunch providers), the HWDSB will use the Request for Proposal (RFP) process and will include the following:

- use of locally grown and produced foods wherever possible
- use of whole foods
- healthy foods that reflect cultural diversity and provide options for vegetarians and vegans on a regular basis
- posting of nutritional information of all foods sold or served

In addition, the Purchasing Department will provide a copy of the HWDSB Nutrition Policy to food service providers and review it with them to ensure compliance.

**Fundraising:** It is recommended that the sale of non-food items be selected for fundraising purposes. The sale of foods that do not comply with the standards as outlined in PPM 150 and the HWDSB Nutrition Policy for fundraising purposes is not permitted in the school.

**Nutrition Action Steering Committee:** The Board will establish a central Nutrition Action Steering Committee with membership from employee groups, students, parents/guardians and community members.

**Communication and Education:** Schools will communicate the Ministry Policy (PPM 150), the HWDSB Nutrition Policy and Policy Directive annually to parents/guardians, students and the community and provide guidelines and suggestions for foods to be served to students for lunches, snacks and school celebrations. Each school is encouraged to recognize, value and support parent/guardian and student involvement in making changes which reflect a healthy school environment, including the valuing of nutritional foods that represent cultural diversity.

Schools may choose to develop additional guidelines in a School Nutrition Policy in consultation with their school council, and/or with a Home and School Association or other parent/guardian organization if one exists.

Schools may establish a School Nutrition Action Committee to advise on how best to engage youth in the promotion of healthy eating in the school environment.

In addition to the required nutrition education as outlined in the Ontario Curriculum, opportunities to promote healthy eating and safe food practices should be considered for planned events and classroom activities.

**Progress Indicators:**

- By September 2012, all foods sold to students outside of special event days, will comply with the standards as outlined in PPM 150 and the HWDSB Nutrition Policy.
- An annual analysis of healthy eating environments will be conducted by the Nutrition Action Steering Committee and reported to the Director of Education no later than 60 days following the end of the school calendar year. The Director of Education will provide an annual report to trustees.

**References:**

Bill 8 – Healthy Food for Healthy Schools Act, 2009

Policy/Program Memorandum No. 150; School Food and Beverage Policy – Ontario Ministry of Education, 2010 (attached)

Policy/Program Memorandum No. 135: Healthy Foods and Beverages in Elementary School Vending Machines – Ontario Ministry of Education, 2004

Health Protection and Promotion Act., Regulation 562: Food Premises

*Call to Action: Creating a Healthy School Nutrition Environment* – Ontario Society of Nutrition Professionals in Public Health, 2004

*Nutrition Tools for Schools: Action Guides for Implementation*

*Eating Well with Canada's Food Guide, 2007.*

Ontario Curriculum (Health and Physical Education 1-8 and 9-12, Kindergarten Program 2006)

**Other Board Policies:**

Community Use of Board Facilities Policy

Diversity and Equity Policy

Educational Excursions Policy

Fundraising Policy (in development)

Medical/Health Support Policy: Anaphylaxis Policy Directive

Partnership Policy

Procurement Policy

School Councils Policy

## APPENDIX: NUTRITION STANDARDS FOR ONTARIO SCHOOLS

Read the information on the food label – particularly the Nutrition Facts table and the ingredient list – and compare this information with the nutrition criteria outlined below in order to determine whether a food or beverage may be sold at the school.

Products in the “Sell Most” category must make up *at least 80 per cent* of all food choices and *at least 80 per cent* of all beverage choices that are available for sale in all venues, through all programs, and at all events on school premises.

Products in the “Sell Less” category must make up *no more than 20 per cent* of all food choices and *no more than 20 per cent* of all beverage choices that are available for sale in all venues, through all programs, and at all events on school premises.

### Nutrition Standards for Food

All food sold in schools must meet the standards set out in Ontario Regulation 200/08, “Trans Fat Standards”, made under the Education Act.

#### Vegetables and Fruit

Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list on the food label.

See the section “Nutrition Standards for Beverages” for the nutrition criteria for vegetable and fruit juices and juice blends.

Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbequing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.

	<b>Sell Most (≥ 80%)</b>	<b>Sell Less (≤ 20%)</b>	<b>Not Permitted for Sale</b>
	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>
<b>Fresh, Frozen, Canned, and Dried Vegetables and Fruit</b>	Vegetable or fruit is the first item on the ingredient list <b>and Fat: ≤ 3g</b> <b>and Sodium: ≤ 360mg</b>  <b>Examples:</b> Fresh or frozen vegetables with little or no added salt Fresh or frozen fruit with no added sugar Canned vegetables Canned fruit packed in juice or light syrup Unsweetened apple sauce Some low-fat frozen potato products, including French fries Some dried fruit and 100% fruit leathers*	Vegetable or fruit is the first item on the ingredient list <b>and Fat: ≤ 5g</b> <b>and Saturated fat: ≤ 2g</b> <b>and Sodium: ≤ 480mg</b>  <b>Examples:</b> Some dried fruit and 100% fruit leathers Lightly seasoned or sauced vegetables and fruit Some prepared mixed vegetables	Sugar** is the first item on the ingredient list <b>or Fat: &gt; 5g</b> <b>or Saturated fat: &gt; 2g</b> <b>or Sodium: &gt; 480mg</b>  <b>Examples:</b> Vegetable and fruit products prepared with higher amounts of fat, sugar, and/or salt, including deep-fried vegetables Some packaged frozen and deep-fried potato products, including hash browns and French fries Some fruit snacks made with juice (e.g., gummies, fruit rolls)

## Vegetables and Fruit (cont.)

	Sell Most (≥ 80%)	Sell Less (≤ 20%)	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Canned Tomatoes and Tomato-Based Products</b>	Fat: ≤ 3g <b>and</b> Sodium: ≤ 480mg  <i>Examples:</i> Some whole, crushed, or diced tomatoes Some pasta sauce		Fat: > 3g <b>or</b> Sodium: > 480mg  <i>Examples:</i> Whole, crushed, or diced tomatoes that are higher in fat or sodium Pasta sauce that is higher in fat or sodium
<b>Vegetable and Fruit Chips</b>	Fat: ≤ 3g <b>and</b> Sodium: ≤ 240mg  <i>Examples:</i> Some lower-fat, lower-sodium vegetable chips (e.g., potato, carrot) Some lower-fat, lower-sodium fruit chips (e.g., banana, apple, pear)	Fat: ≤ 5g <b>and</b> Saturated fat: ≤ 2g <b>and</b> Sodium: ≤ 480mg  <i>Examples:</i> Some vegetable chips (e.g., potato, carrot) Some fruit chips (e.g., banana, apple, pear)	Fat: > 5g <b>or</b> Saturated fat: > 2g <b>or</b> Sodium: > 480mg  <i>Examples:</i> Some vegetable chips that are higher in fat or sodium Some fruit chips that are higher in fat or sodium

\*Food high in sugars and starches (natural or added) can leave particles clinging to the teeth and put dental health at risk. Vegetable and fruit choices of particular concern include fruit leathers, dried fruit, and chips (potato or other). It is suggested that these foods be eaten only at meal times and that foods that clear quickly from the mouth be eaten at snack times, such as fresh (raw or cooked), canned, or frozen vegetables or fruit.

\*\*Look for other words for sugar, such as *glucose, fructose, sucrose, dextrose, dextrin, corn syrup, maple syrup, cane sugar, honey, and concentrated fruit juice*.

# 7B-10

## Grain Products

Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list on the food label.

Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbequing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.

	<b>Sell Most (≥ 80%)</b>	<b>Sell Less (≤ 20%)</b>	<b>Not Permitted for Sale</b>
	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>
<b>Bread</b>	<p>Whole grain is the first item on the ingredient list  <b>and</b> Saturated fat: ≤ 2g  <b>and</b> Sodium: ≤ 240mg  <b>and</b> Fibre: ≥ 2g</p> <p><b>Examples:</b>            Whole grain breads, including buns, bagels, English muffins, rolls, naan, pitas, tortillas, chapattis, rotis, bannock            Whole grain pizza dough and flatbread</p>	<p>Saturated fat: ≤ 2g  <b>and</b> Sodium: ≤ 480mg</p> <p><b>Examples:</b>            White (enriched) breads, including buns, bagels, English muffins, rolls, naan, pitas, tortillas, chapattis, rotis, bannock            White (enriched) pizza dough</p>	<p>Saturated fat: &gt; 2g  <b>or</b> Sodium: &gt; 480mg</p> <p><b>Examples:</b>            White breads that are higher in fat or sodium            Some cheese breads, scones, and biscuits</p>
<b>Pasta, Rice, and Other Grains</b>	<p>Fat: ≤ 3g  <b>and</b> Saturated fat: ≤ 2g  <b>and</b> Sodium: ≤ 240mg</p> <p><b>Examples:</b>            Whole wheat or white (enriched) pasta, including couscous            White, brown, and wild rice, rice noodles, and soba noodles            Quinoa, bulgur, wheat berries, spelt, and other whole grains</p>	<p>Fat: ≤ 5g  <b>and</b> Saturated fat: ≤ 2g  <b>and</b> Sodium: ≤ 480mg</p> <p><b>Examples:</b>            Some pasta, rice, and other grains</p>	<p>Fat: &gt; 5g  <b>or</b> Saturated fat: &gt; 2g  <b>or</b> Sodium: &gt; 480mg</p> <p><b>Examples:</b>            Some pasta, rice, and other grains that are higher in fat, saturated fat, or sodium</p>
<b>Baked Goods</b>	<p>Fat: ≤ 5g  <b>and</b> Saturated fat: ≤ 2g  <b>and</b> Fibre: ≥ 2g</p> <p><b>Examples:</b>            Some muffins, cookies, grain-based bars            Some whole grain waffles and pancakes</p>	<p>Fat: ≤ 10g  <b>and</b> Saturated fat: ≤ 2g  <b>and</b> Fibre: ≥ 2g</p> <p><b>Examples:</b>            Some muffins, cookies, grain-based bars, snacks            Some waffles and pancakes</p>	<p>Fat: &gt; 10g  <b>or</b> Saturated fat: &gt; 2g  <b>or</b> Fibre: &lt; 2g</p> <p><b>Examples:</b>            Most croissants, danishes, cakes, doughnuts, pies, turnovers, pastries            Some cookies and squares</p>

## Grain Products (cont.)

	Sell Most ( $\geq 80\%$ )	Sell Less ( $\leq 20\%$ )	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Grain-Based Snacks</b>	Fat: $\leq 3g$ <b>and</b> Saturated fat: $\leq 2g$ <b>and</b> Sodium: $\leq 240mg$  <b>Examples:</b> Some whole grain crackers, pita chips, and flatbreads Some packaged crackers and popcorn	Fat: $\leq 5g$ <b>and</b> Saturated fat: $\leq 2g$ <b>and</b> Sodium: $\leq 480mg$  <b>Examples:</b> Some crackers, pretzels, and popcorn	Fat: $> 5g$ <b>or</b> Saturated fat: $> 2g$ <b>or</b> Sodium: $> 480mg$  <b>Examples:</b> Crackers, pretzels, and popcorn higher in fat and sodium Most corn chips and other snack mixes
<b>Cereals</b>	Whole grain is the first item on the ingredient list <b>and</b> Saturated fat: $\leq 2g$ <b>and</b> Fibre: $\geq 2g$  <b>Examples:</b> Some breakfast cereals, including oatmeal, some granola, and cold cereals containing fibre		Whole grain is <i>not</i> the first item on the ingredient list <b>or</b> Saturated fat: $> 2g$ <b>or</b> Fibre: $< 2g$  <b>Examples:</b> Some breakfast cereals



## Milk and Alternatives

Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list on the food label. See the section "Nutrition Standards for Beverages" for the nutrition criteria for fluid milk and fluid milk alternatives.			
	Sell Most (≥ 80%)	Sell Less (≤ 20%)	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Yogurt/ Kefir</b>	Fat: ≤ 3.25% M.F.* or ≤ 3g  <i>Examples:</i> Plain and flavoured yogurt, yogurt tubes		Fat: > 3.25% M.F. or > 3g  <i>Examples:</i> Yogurt higher in fat, such as Balkan-style
<b>Cheese**</b>	Fat: ≤ 20% M.F. <b>and</b> Sodium: ≤ 360mg <b>and</b> Calcium: ≥ 15% DV***  <i>Examples:</i> Cheeses lower in fat and sodium, including part-skim mozzarella, light cheddar, some Swiss and ricotta	Sodium: ≤ 480mg <b>and</b> Calcium: ≥ 15% DV  <i>Examples:</i> Most hard and soft, non-processed cheese, including cheddar, mozzarella, brick, parmesan, some feta, Monterey jack, havarti, and gouda; cottage cheese, cheese curds, and cheese strings	Sodium: > 480mg <b>or</b> Calcium: < 15% DV  <i>Examples:</i> Some processed cheese products Most cream cheese
<b>Milk-Based Desserts</b>		Fat: ≤ 5g <b>and</b> Sodium: ≤ 360mg <b>and</b> Calcium: ≥ 5% DV  <i>Examples:</i> Some frozen yogurt, puddings, custards, ice milk, gelato	Fat: > 5g <b>or</b> Sodium: > 360mg <b>or</b> Calcium: < 5% DV  <i>Examples:</i> Some puddings Most frozen desserts high in fat and sugar, including ice cream, ice cream bars, ice cream cakes, and ice cream sandwiches

\*M.F. = Milk Fat. The amount can be found on the front of the food label. \*\*Encourage selection of lower-fat cheese options. \*\*\*DV = Daily Value.

### Meat and Alternatives

Compare the nutrition criteria below with the Nutrition Facts table and ingredient list on the food label. Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbequing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.			
	<b>Sell Most (≥ 80%)</b>	<b>Sell Less (≤ 20%)</b>	<b>Not Permitted for Sale</b>
	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>
<b>Fresh and Frozen Meat</b>	Fat: ≤ 10g <b>and</b> Sodium: ≤ 480mg  <i>Examples:</i> Extra-lean ground meat Lean beef, goat, lamb, pork, or poultry Some breaded chicken strips and nuggets Some lean meatballs Some lean hamburger patties	Fat: ≤ 14g <b>and</b> Sodium: ≤ 480mg  <i>Examples:</i> Lean ground meat Beef, goat, lamb, pork, or poultry Some breaded chicken strips and nuggets Some meatballs Some hamburger patties	Fat: > 14g <b>or</b> Sodium: > 480mg  <i>Examples:</i> Meat that contains higher amounts of fat or sodium, including chicken wings, bacon, pork and beef ribs Some wieners Most pepperoni sticks Most beef/turkey jerk products
<b>Deli (Sandwich) Meat</b>	Fat: ≤ 5g <b>and</b> Sodium: ≤ 480mg  <i>Examples:</i> Some lean deli meat	Fat: ≤ 5g <b>and</b> Sodium: ≤ 600mg  <i>Examples:</i> Some lean deli meat	Fat: > 5g <b>or</b> Sodium: > 600mg  <i>Examples:</i> Deli meat higher in fat or sodium
<b>Fish</b>	Fat: ≤ 8g <b>and</b> Sodium: ≤ 480mg  <i>Examples:</i> Fresh, frozen, or canned fish	Fat: ≤ 12g <b>and</b> Sodium: ≤ 480mg  <i>Examples:</i> Some frozen, breaded fish (e.g., fish sticks) Fresh, frozen, or canned fish	Fat: > 12g <b>or</b> Sodium: > 480mg  <i>Examples:</i> Some breaded or battered fish higher in added fat or sodium Fresh or frozen fish with a higher mercury content*
<b>Eggs</b>	Fat: ≤ 7g <b>and</b> Sodium: ≤ 480mg		Fat: > 7g <b>or</b> Sodium: > 480mg

## Meat and Alternatives (cont.)

	Sell Most (≥ 80%)	Sell Less (≤ 20%)	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Nuts, Protein Butters, and Seeds</b>	<p>Not coated with candy, chocolate, sugar, or yogurt  <b>and Sodium: ≤ 480mg</b></p> <p><i>Examples:</i>            Nut, legume, and seed butters, including peanut, almond, walnut, soy, sesame, and sunflower            Nuts and seeds, including almonds, walnuts, peanuts, sunflower seeds, pumpkin seeds (papas)</p>		<p>Coated with candy, chocolate, sugar, and/or yogurt  <b>or Sodium: &gt; 480mg</b></p> <p><i>Examples:</i>            Coated nuts            Some roasted and salted nuts</p>
<b>Meat Alternatives, such as Tofu, Beans, and Lentils</b>	<p>Fat: ≤ 8g  <b>and Sodium: ≤ 480mg</b>  <b>and Protein: ≥ 10g</b></p> <p><i>Examples:</i>            Some vegetarian burgers, simulated meat strips, veggie meatballs, veggie ground round, veggie wieners and sausages, tofu and tempeh            Beans and lentils</p>		<p>Fat: &gt; 8g  <b>or Sodium: &gt; 480mg</b>  <b>or Protein: &lt; 10g</b></p> <p><i>Examples:</i>            Some vegetarian products high in sodium            Some meat alternatives that are higher in fat or sodium or lower in protein</p>

\* Certain types of fish may contain levels of mercury that can be harmful to human health. Fish caught in local lakes and streams may have different levels of mercury from those found in stores. Canned "light" tuna contains less mercury than "white" or "albacore" tuna, and salmon generally has low levels of mercury. See Health Canada's website for continually updated information and a list of fish with low levels of mercury, at <http://www.hc-sc.gc.ca/fn-an/securit/chem-chim/enviro/mercur/cons-adv-etud-eng.php>.

**Mixed Dishes**

*Note:* Mixed dishes are products that contain more than one major ingredient.

<b>Mixed Dishes With a Nutrition Facts Table</b>			
Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list provided by the supplier. Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbequing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.			
	<b>Sell Most (≥ 80%)</b>	<b>Sell Less (≤ 20%)</b>	<b>Not Permitted for Sale</b>
	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>
<b>Entrées</b> (e.g., frozen pizza, sandwiches, pasta, hot dogs)	Fat: ≤ 10g <b>and</b> Saturated fat: ≤ 5g <b>and</b> Sodium: ≤ 960mg <b>and</b> Fibre: ≥ 2g <b>and</b> Protein: ≥ 10g	Fat: ≤ 15g <b>and</b> Saturated fat: ≤ 7g <b>and</b> Sodium: ≤ 960mg <b>and</b> Fibre: ≥ 2g <b>and</b> Protein: ≥ 7g	Fat: > 15g <b>or</b> Saturated fat: > 7g <b>or</b> Sodium: > 960mg <b>or</b> Fibre: < 2g <b>or</b> Protein: < 7g
<b>Soups</b>	Fat: ≤ 3g <b>and</b> Sodium: ≤ 720mg <b>and</b> Fibre: ≥ 2g	Fat: ≤ 5g <b>and</b> Saturated fat: ≤ 2g <b>and</b> Sodium: ≤ 720mg	Fat: > 5g <b>or</b> Saturated fat: > 2g <b>or</b> Sodium: > 720mg
<b>Side Dishes</b> (e.g., grain and/or vegetable salads)	Fat: ≤ 5g <b>and</b> Saturated fat: ≤ 2g <b>and</b> Sodium: ≤ 360mg <b>and</b> Fibre: ≥ 2g	Fat: ≤ 7g <b>and</b> Saturated fat: ≤ 2g <b>and</b> Sodium: ≤ 360mg	Fat: > 7g <b>or</b> Saturated fat: > 2g <b>or</b> Sodium: > 360mg

**Mixed Dishes (cont.)****Mixed Dishes Without a Nutrition Facts Table**

For every ingredient used, refer to the nutrition criteria in this appendix for the appropriate food groups. Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbequing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.

	Sell Most (≥ 80%)	Sell Less (≤ 20%)	Not Permitted for Sale
	Nutrition Criteria	Nutrition Criteria	Nutrition Criteria
<b>Entrées</b> (e.g., pizza, sandwiches, pasta, hot dogs)	All major ingredients* are from the “Sell Most” category.	One or more major ingredients are from the “Sell Less” category.	Cannot be sold if prepared with any ingredients from the “Not Permitted for Sale” category.
<b>Soups</b>	All major ingredients are from the “Sell Most” category.	One or more major ingredients are from the “Sell Less” category.	Cannot be sold if prepared with any ingredients from the “Not Permitted for Sale” category.
<b>Side Dishes</b> (e.g., grain and/or vegetable salads)	All major ingredients are from the “Sell Most” category.	One or more major ingredients are from the “Sell Less” category.	Cannot be sold if prepared with any ingredients from the “Not Permitted for Sale” category.

\*A major ingredient is any product that is identified in one of the food groups set out in the nutrition standards – that is, Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives. *All* pizza toppings are considered major ingredients.

**Miscellaneous Items****Minor Ingredients**

- The following are considered minor ingredients and are to be used in limited amounts, as defined under "Serving Size".
- Choose products that are lower in fat and/or sodium.

<b>Ingredients</b>	<b>Serving Size</b>
Condiments and Spreads	≤ 15ml (1 tbsp)
Gravies and Sauces	≤ 60ml (4 tbsp)
Dips	≤ 30ml (2 tbsp)
Fats	≤ 5ml (1 tsp)
Oils and Dressings	≤ 15ml (1 tbsp)
Other (e.g., chocolate chips, coconut, olives, parmesan cheese)	≤ 15ml (1 tbsp)

**Not Permitted for Sale: Confectionery (Examples)**

Candy  
 Chocolate  
 Energy bars  
 Licorice  
 Gum  
 Gummies  
 Popsicles and freezies, if not prepared with 100% juice



## Nutrition Standards for Beverages

Separate beverage standards are provided for elementary and secondary schools.

All beverages sold in schools must meet the standards set out in Ontario Regulation 200/08, "Trans Fat Standards", made under the Education Act.

### Beverages – Elementary Schools

Compare the nutrition criteria below with the Nutrition Facts table and ingredient list on the food label.			
	<b>Sell Most (≥ 80%)</b>	<b>Sell Less (≤ 20%)</b>	<b>Not Permitted for Sale</b>
	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>
<b>Water</b>	Plain		
<b>Milk and Milk-Based Beverages (Plain or Flavoured)</b>	Fat: ≤ 2% M.F.* or ≤ 5g <b>and</b> Sugar: ≤ 28g <b>and</b> Calcium: ≥ 25% DV** <b>and</b> Container size: ≤ 250ml		Fat: > 2% M.F. or > 5g <b>or</b> Sugar: > 28g <b>or</b> Calcium: < 25% DV <b>or</b> Container size: > 250ml
<b>Yogurt Drinks</b>	Fat: ≤ 3.25% M.F. or ≤ 3g <b>and</b> Container size: ≤ 250ml		Fat: > 3.25% M.F. or > 3g <b>or</b> Container size: > 250ml
<b>Soy/Milk Alternative Beverages (Plain or Flavoured)</b>	Fortified with calcium and vitamin D <b>and</b> Container size: ≤ 250ml		Unfortified <b>or</b> Container size: > 250ml
<b>Juices or Blends: Vegetable or Fruit</b>	100% juice, pulp, or purée <b>and</b> Unsweetened/No sugar added <b>and</b> Container size: ≤ 250ml		< 100% juice, pulp, or purée <b>or</b> Sugar in the ingredient list <b>or</b> Container size: > 250ml
<b>Hot Chocolate</b>	Fat: ≤ 2% M.F. or ≤ 5g <b>and</b> Sugar: ≤ 28g <b>and</b> Calcium: ≥ 25% DV <b>and</b> Container size: ≤ 250ml		Fat: > 2% M.F. or > 5g <b>or</b> Sugar: > 28g <b>or</b> Calcium: < 25% DV <b>or</b> Container size: > 250ml
<b>Coffee and Tea</b>			All Coffee and Tea
<b>Iced Tea</b>			All Iced Tea
<b>Energy Drinks</b>			All Energy Drinks
<b>Sports Drinks</b>			All Sports Drinks
<b>Other Beverages</b> (e.g., soft drinks; flavoured water; "juice-ades", such as lemonade, limeade)			All Other Beverages

\*M.F. = Milk Fat. The amount can be found on the front of the food label. \*\*DV = Daily Value.



## Beverages – Secondary Schools

Compare the nutrition criteria below with the Nutrition Facts table and ingredient list on the food label.			
	<b>Sell Most (≥ 80%)</b>	<b>Sell Less (≤ 20%)</b>	<b>Not Permitted for Sale</b>
	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>
<b>Water</b>	Plain		
<b>Milk and Milk-Based Beverages (Plain or Flavoured)</b>	Fat: ≤ 2% M.F.* or ≤ 5g <b>and</b> Sugar: ≤ 28g <b>and</b> Calcium: ≥ 25% DV**		Fat: > 2% M.F. or > 5g <b>or</b> Sugar: > 28g <b>or</b> Calcium: < 25% DV
<b>Yogurt Drinks</b>	Fat: ≤ 3.25% M.F. or ≤ 3g		Fat: > 3.25% M.F. or > 3g
<b>Soy/Milk Alternative Beverages (Plain or Flavoured)</b>	Fortified with calcium and vitamin D		Unfortified
<b>Juices or Blends: Vegetable or Fruit</b>	100% juice, pulp, or purée <b>and</b> Unsweetened/No sugar added		< 100% juice, pulp, or purée <b>or</b> Sugar in the ingredient list
<b>Hot Chocolate</b>	Fat: ≤ 2% M.F. or ≤ 5g <b>and</b> Sugar: ≤ 28g <b>and</b> Calcium: ≥ 25% DV		Fat: > 2% M.F. or > 5g <b>or</b> Sugar: > 28g <b>or</b> Calcium: < 25% DV
<b>Coffee and Tea</b>		Decaffeinated	Caffeinated
<b>Iced Tea</b>		Calories: ≤ 40 <b>and</b> Decaffeinated	Calories: > 40 <b>or</b> Caffeinated
<b>Energy Drinks</b>			All Energy Drinks
<b>Sports Drinks</b>			All Sports Drinks
<b>Other Beverages</b> (e.g., soft drinks; flavoured water; “juice-ades”, such as lemonade, limeade)		Calories: ≤ 40 <b>and</b> Caffeine-free	Calories: > 40 <b>or</b> with caffeine

\*M.F. = Milk Fat. The amount can be found on the front of the food label. \*\*DV = Daily Value.

## Nutrition Policy Directive

Date Approved: November 2012

Date to be Reviewed: November 2016

### 1.0 **Rationale**

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth, and intellectual development. The Hamilton-Wentworth District School Board believes that schools are ideal settings to establish, promote and model healthy eating and lifestyle habits that will contribute to enhanced student learning and success.

Diet related diseases represent a major public health threat and impact on the economy. Poor nutrition is a key preventable risk factor for major chronic diseases. Obesity is also a major risk factor for these diseases, and Canada has one of the highest childhood obesity rates in the world.

Board personnel and school communities will develop healthy school environments that support student learning and success and in which students, staff and parents/guardians are encouraged to make nutritious food and beverage choices.

### 2.0 **Implementation Schedule**

By September 2012: All foods sold in schools and at school events or provided for staff through board funding will comply with the standards as outlined in PPM 150 and the HWDSB Nutrition Policy. There may be up to ten (10) special event days during the school year where foods and beverages sold in schools are exempt from the standards.

### 3.0 **Key Leadership Roles/Responsibilities**

#### **Principal Roles/ Responsibilities:**

- (i) Ensure that only foods and beverages that comply with the standards as outlined in PPM 150 and the HWDSB Nutrition Policy are sold to students in their schools;
- (ii) Communicate the HWDSB Nutrition Policy and PPM 150 to parents/guardians, staff, students, volunteers, community partners and food service providers annually;
- (iii) Provide suggestions and/or resources to both parents/guardians and staff for foods and beverages that comply with the standards to be served to students for school celebrations;
- (iv) Provide training for staff about the HWDSB Nutrition Policy, implementation and healthy eating practices;
- (v) Avoid offering food or beverages as a reward or an incentive for good behavior, achievement or participation
- (vi) Ensure that Student Nutrition Programs follow the Student Nutrition Program Nutrition Guidelines developed by the Ministry of Children and Youth Services

- (vii) Coordinate resources to support staff, parent/guardians and students in the implementation of the HWDSB Nutrition Policy;
- (viii) Designate, approve and monitor special event days and fundraisers in consultation with their school council, Home and School Association, and where appropriate, students;
- (ix) Communicate special event days to parents/guardians, staff and students.
- (x) **Fundraising:**
  - a) Annually assess all fundraising initiatives and current contracts and alert clients and businesses of upcoming changes; ensure that all in-school fundraising involving the sale of foods and beverages complies with the standards outlined in PPM 150 and the HWDSB Nutrition Policy.
  - b) Encourage the use of non-food items or events for fundraising.
- (xi) Monitor implementation in their school;
- (xii) Provide an annual analysis of healthy eating environments as required by the HWDSB Nutrition Policy to the Nutrition Action Steering Committee.

**Teacher and School Staff Roles/Responsibilities:**

- (i) Ensure that only foods that comply with the standards outlined in PPM 150 and the HWDSB Nutrition Policy are sold to students in their classrooms and worksites including curricular based Food labs, hospitality programs, projects and activities, lunchrooms and cafeterias, school tuck Shops, canteens and sporting events
- (ii) Avoid offering food or beverages as a reward or an incentive for good behaviour, achievement, or participation;
- (iii) Consult with and get approval from school administration about fundraising initiatives, sporting events and celebrations where food will be sold;
- (iv) Reinforce the HWDSB Nutrition Policy to students, parents/guardians, volunteers and community partners;
- (v) Provide suggestions to parents/guardians and students for foods to be served to students at classroom celebrations;
- (vi) Teach healthy eating and safe food practices as required by the Ontario Curriculum;

**Central Office Managers and Staff Roles/Responsibilities:**

- (i) The Purchasing Department will provide a copy of the HWDSB Nutrition Policy, PPM 150 and support documents to food service providers and review them with them to ensure understanding.
- (ii) The Purchasing Department will ensure that all vendors and food service providers commit to compliance with PPM 150 and the HWDSB Nutrition Policy.
- (iii) Managers of departments will ensure that their staff is aware of the policy.

**Student Roles/Responsibilities:**

- (i) Become more aware of and participate in healthy eating practices;
- (ii) Offer input into the designation of special event days, fundraisers and celebrations involving food and beverages where appropriate;

- (iii) Follow established guidelines for nutrition and take responsibility for their own actions.

**Parent/Guardian Roles/Responsibilities:**

- (i) Be informed about the HWDSB Nutrition Policy;
- (ii) Provide advice and feedback to the principal through the School Council, Home and School Association about Nutrition Policy implementation in their school;
- (iii) Provide input to the principal about special events, celebrations, and fundraising initiatives involving food and beverages;

**Trustee and Executive Council Roles/Responsibilities:**

- (i) Establish a central Nutrition Action Steering Committee with membership from employee groups, students, parent/guardians and community members;
- (ii) Budget and plan for mandatory training and education of principals, vice-principals, managers and other staff about the HWDSB Nutrition Policy;
- (iii) Monitor implementation in schools;
- (iv) Receive an annual report from the Director of Education about healthy eating environments in schools.

**4.0 Food Service Providers and Vending Machine Operators Roles/Responsibilities**

Food service providers and vending machine operators must ensure that all foods and beverages to be sold or served to students, and sold or provided to staff through board funds, must comply with the standards outlined in PPM 150 and the HWDSB Nutrition Policy.

**5.0 Central Nutrition Action Steering Committee**

The Central Nutrition Action Steering Committee is formed by Executive Council. Membership should include but is not limited to:

- Superintendent of Education
- Elementary teacher representative
- Secondary teacher representative
- Elementary principal representative
- Secondary principal representative
- Manager representative
- Support staff representative
- Purchasing Department representative
- Parent/guardian representative
- Secondary student representative(s)
- Community group representative(s) e.g. Public Health, Local Food initiatives
- Representative of the School Nutrition Program – School and Tendering Supplies Committee

The Central Nutrition Action Steering Committee will meet a minimum of once a year to:

- (i) Create and/or review a Nutrition Policy Annual Analysis Report template to be completed by schools;
- (iv) Receive Nutrition Policy Annual Analysis Reports from schools and prepare an annual report about healthy eating environments to submit to the Director of Education.



## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** November 5, 2012

**TO:** Committee of the Whole

**FROM:** Dr. John Malloy, Director of Education

**RE:** Strategic Directions

Action  Monitoring

### **Recommended Action:**

That the Board extend our Strategic Directions to September 2014 and engage in a review of our Strategic Directions in September 2013 with final approval made by February 2014.

### **Rationale/Benefits:**

Our present Strategic Directions were approved in late 2009 for a period of three years. At that time, trustees determined that these Strategic Directions would be reviewed in 2013.

These Strategic Directions have mobilized HWDSB as we focus on Achievement, Engagement and Equity.

If changes were to be made to our Strategic Directions, these changes would need to be completed by February 1, 2013 so that our Strategic Directions may continue as the foundation for our Annual Operating Plan, a plan that we begin creating each year in February.

Further, we are engaged in significant work in HWDSB to finalize our Secondary Program Strategy. This work will also include community consultation. Engaging in a process to change or modify our Strategic Directions could be hindered by our program strategy process since two very significant processes would potentially be happening at the same time.

Finally, our staff is reporting that they appreciate when we do not change our Strategic Directions and our Annual Operating Plan too quickly because it allows them to focus their efforts on our students in deeper ways.

Therefore, because the Ministry allows our Strategic Directions to exceed three years, because of our secondary program strategy efforts and because our staff continues to resonate with our Strategic Directions, I am recommending that we continue with our present Strategic Directions to September 2014.

Trustees could review our Strategic Directions in the fall of 2013 and make the decisions to re-affirm, modify, or change our Strategic Directions in January 2014 for implementation in September 2014.

I have consulted the Governance Committee prior to bringing this report to Committee of the Whole.



## Executive Summary

**Name of Report:** Kindergarten to Grade 2 Oral Language and Early Reading Strategy

**To:** Dr. J. Malloy, Director of Education and Secretary

**From:** Executive Council  
Leadership & Learning Department  
E-BEST

**Date:** October 15, 2012

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The purpose of implementing the K-2 Strategy was to increase the number of students reading at grade level by the end of grade 3. This report focuses on the literacy strategies, directions, and interventions that have been implemented as part of the K-2 strategy: programming that is good for all (tier 1) and essential for some (tier 2). Some programs that are critical for a few (tier 3) are also referenced in this report, although more of these programs are outlined to a greater degree in the annual Special Education Report.

Human and material allocations have continued to be reviewed and adjusted as needed to support our students, according to the needs identified at the school level through various forms of data collection, collaborative inquiry processes, and school-based self-assessments. Much attention is being paid to the timely application of tier 2 interventions, both in the classroom and in small group settings. In recognition of the fact that quality instruction in the classroom is essential in order to sustain the gains made during tier 2 interventions, attention is also being paid to effective balanced literacy instruction within each class and the transfer of skills from the intervention setting to the classroom to the benefit of all students. Supports for differentiating instruction continue to be provided.

Some intervention strategies continue to be provided to all schools, such as the Kindergarten Literacy Learning in the Classroom Program (KLLIC), the Class Act Kits, the Leveled Literacy Intervention (LLI), and the Empower Reading Program. This report provides updates on these initiatives. However, as part of 'knowing our students', we recognize that additional strategies are required for those students whose needs are not addressed by these universal interventions, and require other strategies. To that end, programs such as the START (Structured Activities for Reading Together) Program and Peer Assisted Learning Strategies (PALS), as well as various software technologies, have been explored. Support from E-BEST has been provided to assess the effectiveness of tier 1 and 2 interventions, as well as the sustainable effect over time of the initial gains made through these interventions.

The K-2 Strategy has included an increased emphasis on an inter-disciplinary, collaborative team approach to respond to student needs. School staff, system staff, community partners, and parent(s)/guardian(s) have all provided support for students and contributed to the implementation of the various interventions. Student Services staff have increased their level of direct involvement in program delivery and assessment.

Through the KLLIC and Class Act interventions, data indicates that students' phonological skills have improved, which is key to early literacy development. Similarly, students have also shown initial gains through their participation in both the LLI and the Empower programs. Qualitative data indicates that students' confidence in their abilities also increases as they achieve reading success in the programs.

In 2012-13, the various initiatives outlined in this report will continue to be sustained and refined. Focus on tier 1 and tier 2 strategies will continue, and the students involved will continue to be tracked in order to assess the effectiveness of the interventions. We will also determine the next steps for our K-2 Strategy, as our initial plan required a three year commitment.

**Annual Work Plan Report (Monitoring)**

**Name of Report:** Kindergarten to Grade 2 Oral Language and Early Reading Strategy

**To:** Dr. J. Malloy, Director of Education and Secretary

**From:** Executive Council  
Leadership & Learning Department  
E-BEST

**Date:** November 5, 2012

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**Organizational Alignment**

- **Strategic Direction:**
  - Achievement Matters: HWDSB will prepare all elementary students to be ready for success at the secondary school level.
  - Engagement Matters: HWDSB will achieve high levels of student engagement in our schools.
  - Equity Matters: HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential.
- **Annual Operating Plan:**
  - Knowing Our Students: tiered approach - pre-K – 2 literacy focus
- **Director’s Performance Appraisal:**
  - Implement an oral language and early reading strategy for K-2 students to ensure that all students are ready to read effectively.
  - Ensure that a “tiered approach” to effective instruction and intervention is in place in all schools, and is implemented according to best practices.

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**Overview/Context**

Hamilton-Wentworth District School Board (HWDSB) continues to apply the “tiered” approach to prevention and intervention: a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs. School- and system-based staff continue to focus on quality instruction for all students (tier 1) as well as the identification of students who are having difficulty (tier 2) and the planning of specific assessment and instructional interventions of increasing intensity to effectively address their needs.

The purpose of implementing the K-2 Strategy, which was begun in the school year 2010-11, was to increase the number of students reading at grade level by the end of grade 3. The strategy has continued to focus on facilitating quality programming that is good for all students (balanced literacy including modeled, shared, guided, and independent reading, writing, and oral language) as well as early identification of some students who may be at risk. In this manner, staff has continued to implement appropriate and timely interventions for students who exhibit persistent learning difficulties, with the intent of reducing the likelihood that they will develop more intractable problems in the future.

This report focuses on the literacy strategies, directions, and interventions that have been implemented as part of the K-2 strategy: programming that is good for all (tier 1) and essential for some (tier 2).

## What We Did

Human and material allocations have continued to be reviewed and adjusted as needed to support our students, according to the needs identified at the school level through various forms of data collection, collaborative inquiry processes, and school-based self-assessments. In recognition of the fact that quality instruction in the classroom is essential in order to sustain the gains made during tier 2 interventions, attention is also being paid to effective balanced literacy instruction within each class and the transfer of skills from the intervention setting to the classroom for the benefit of all students. Supports for differentiating instruction continue to be provided.

### *Making it KLLIC! (Kindergarten Language and Literacy in the Classroom)*

The Making It KLLIC! Program was provided to all schools in 2010-11 as a universal approach to supporting the development of oral communication and early literacy. School Speech-Language Pathologists (SLPs) continue to support the program's implementation. In addition, the program was differentiated and responsive to individual needs, with some schools offering the program as a tier 2 (an intervention for some students), rather than a tier 1 (an intervention for all students) strategy, depending on the needs of the particular students in the class.

### *Class Act Phonological Awareness Kits*

Class Act kits were developed in order to serve small groups of primarily Kindergarten students at tier 2 who required more assistance to develop critical early literacy and meta-linguistic skills. This year, school SLPs supported the continued implementation of the kits, differentiating the activities appropriately to meet individual student needs.

### *Levelled Literacy Intervention (LLI)*

The Nelson LLI Program has been implemented system-wide for the past two years to provide a specific tier 2 intervention for Grade 1 students. The program has also been used with selected Grade 2 French Immersion students and selected English Language Learners (ELL). The program is implemented district-wide through the collaboration between Literacy Improvement Project Teachers (LIPTs) and Learning Resource Teachers (LRTs). Data on the effectiveness of the intervention continues to be collected by the staff implementing the program.

### *Empower Reading Program*

The Empower Reading Program, developed by researchers from the Hospital for Sick Children in Toronto, provides a direct instruction, multi-strategic reading program for students with reading difficulties. During the 2011-12, the program expanded to include all HWDSB schools with primary programs who received support from three Empower Lead Teachers. Grade 2 students were chosen as the target group, based on previous research that had been gathered that indicated the increased effectiveness of the program when implemented at this level. However, selected Grade 3 students as well as students from higher grades also participated. With the program's expansion, Empower was also available to students in the French Immersion program in nine schools. During the course of the year, the three Empower Lead Teachers trained and mentored 63 new teachers for 42 new sites and established sites requiring a replacement teacher due to moves, leaves and promotions. In addition, they trained three Special Class teachers to deliver Empower as part of an exploratory project to determine the effectiveness of the intervention with these populations. Schools and teachers were supported by the team in the implementation and delivery of the program to 691 HWDSB students. Student achievement data was collected pre-, mid- and post-intervention, to inform instruction and guide next steps at the school level, in collaboration with E-BEST. The team has continued to develop a protocol to train Long Term Occasional teachers (OTs) who are required to deliver the program during absences, and also to support teachers returning from leaves. We have continued to benefit from an ongoing professional partnership with the developers of the program, The Learning Disabilities Research Team from the Hospital for Sick Children in Toronto.



*Additional Strategies and Supports*

In addition to the interventions and supports provided to all schools, specific supports have also been developed and provided in some schools. These have generally come about in response to an identified need at a particular location, or as a result of a gap that has come to light due to the application of one of the universal interventions provided to all schools. Information on these strategies is presented in Appendix A. Similarly, several activities have also engaged parent(s)/guardian(s) and the community in support of increased literacy skills. These initiatives are highlighted in Appendix B.

**What We Learned***Responsive Classroom Instruction*

The application of the various interventions initiated for some students continues to cause people to think differently about quality instruction and differentiation for all students. The continued collaborative support from LIPTs and LRTs has provided opportunities for teachers to bring more focus and precision to instruction in the classroom setting. The need for the continuous monitoring of student progress has been highlighted. School- and system-based staff continue to look at how effective tier 2 strategies can be applied in the classroom, both to support students who are transitioning back to tier 1 following the intervention, and to support other students in the class. There is a recognition that quality instruction in the classroom is essential in order to sustain the gains made during the interventions.

*Using Data to Inform Collaborative Inquiry*

The use of data and the tiered approach to instruction is leading to a culture of personalization and individualization of programming for students. Assessment data (such as DRA) is seen as more meaningful in driving instructional changes. Collaboration with E-BEST continues with respect to the data being collected, the data methods being used, and the analysis of the information collected. Data from School Self-Assessments (from all elementary schools across the system) was used to focus school-level instructional strategies and pinpoint student learning needs by grades and divisions. This data was key to informing the focus for all students. Data and the collaborative inquiry process provides the foundation for the teaching-learning critical pathway (TLCP), which all schools continue to use to plan instruction. The TLCP continues to be supported by school- and system-based staff.

*Making it KLLIC! (Kindergarten Language and Literacy in the Classroom)*

The implementation of the KLLIC! Program has continued to increase teachers' knowledge in the areas of language, literacy, phonological awareness, articulation and grammar. Data gathered has shown an increase in the students' skills in rhyme, alliteration, and sound segmentation – phonological skills which are key to early literacy development. The collaboration between SLPs, classroom teachers and ECEs has increased their knowledge of each other's role in supporting early literacy skill development.

*Class Act Phonological Awareness Kits*

Class Act kits continued to be used to provide differentiated support both to Kindergarten students needing additional support beyond the KLLIC program as well as to Grade 1 students not yet ready for the supports offered by LLI. During the summer, an inter-disciplinary team consisting of a Grade 1 teacher, a LRT, a 21<sup>st</sup> Century Fluencies Consultant, and an SLP developed the Class Act Program into a computer APP to support the rapidly increasing use of ipad technology in the classroom. The Class Act APP does not take away from the effective instructional practices of the teacher and/or the SLP, but rather provides an engaging tool to allow variety for the students using the materials.

*Levelled Literacy Intervention (LLI)*

Beginning in 2010-11, LLI has been provided across the district as a tier 2 intervention to support Grade 1 students, Grade one ELL students, and Grade 2 French Immersion students. By the end of the first year of full implementation, 37% of students were demitted from the program due to successfully reaching their grade-appropriate reading level. Of the 832 grade 1 students who participated over the course of the 2010-11, most (46%) increased 3-5 levels and 40% either reached or exceeded the DRA end of year Grade 1 benchmark achievement (DRA Level 16).

Approximately 770 Grade 1 students participated in LLI in 2011-2012. By the end of the program, 31% of students scored at or above the Grade 1 benchmark of 16, while 46% approached the benchmark, scoring between text levels 10 to 14. Overall, as detailed below, the majority of students (61%) showed an improvement between 3 to 8 DRA levels, while 21% showed improvement of between 1-2 levels, and 13% showed an improvement of 9 and above levels. 5% of students did not show any progress.

Additional results for the participants in LLI are contained in Appendix C.

### **Empower Reading Program**

In 2010-11, LRTs in approximately 50% of elementary schools with primary classes were trained in the Empower Reading Program, with this intervention being primarily for Grade 2 students. Data showed that all students progressed along the DRA continuum during their Empower year. The Empower Lead Teachers recognized the need for increased support for LRTs to ensure that all lessons in the program were completed.

In 2011-12, the Empower Reading Program was made available across the system. A total of 691 students from across the system participated in Empower, with 147 (21%) students being in Grade 3. In addition to their participation in the program itself, the importance of a quality comprehensive literacy program in the classroom in order to enhance the achievement outcomes of the Empower students is clear. Transferring the Empower skills to other situations and settings has been problematic for some students. A culture of high expectations for all students participating in the Empower program is essential to their success. Although DRA levels 2, 3 and to an extent 4 are considered too low for inclusion in Empower, certain students with these entry scores achieve very well, and therefore it is essential that the Empower Lead Teachers work collaboratively with schools to problem solve unique situations as they arise. Videos of key instructional components of the program would be beneficial to schools and would facilitate the implementation of Empower, as program implementation fidelity and student achievement are directly connected. The Lead Teachers have published system-wide Lesson Completion Guidelines, periodically monitored schools with respect to these, and assisted schools if they fell behind. This has led to an increase in the percentage of schools that completed the program in a timely fashion.

### **Sustainability for LLI and Empower**

Although our data reflects that initial gains are made by students in both LLI and Empower, we are continuing to monitor the achievement of students who have participated in the programs to determine if the gains are sustainable over time. One way in which we can determine whether the initial gains are sustained is to examine the results that the students achieve when they participate in EQAO testing at the end of Grade 3.

In 2011-12, we looked at the data for the first students who participated in LLI when it was piloted from January 2010-June 2010, and the students who participated in Empower in 2011-12. The analysis showed that 22% of the LLI students in the pilot group scored at Level 3, the provincial average (see Appendix D). It should be noted that the pilot group was quite small and the pilot lasted for one 6-month period. For Empower, 31% of students who participated in EQAO in their grade 2 year reached the provincial average on EQAO, while 18% who received Empower in their Grade 3 year reached the provincial average. This is consistent with data collected on Empower previous to it being implemented district wide, which indicated greater success at the Grade 2 level. It should also be noted that, at the beginning of the program, the students participating in Empower are essentially non-readers (see Appendix D).

The 2011-2012 EQAO results of students who participated in LLI or Empower provide a starting point to begin to explore the sustainability of gains made by students in both these programs. When comparing the results of LLI and Empower students' EQAO reading results to that achieved by all students in the board, one should do so with caution as the number of students' within the LLI and Empower programs is much smaller relative to the total number of students within HWDSB. Given this difference in sample size, it is difficult to say if gains are being made by LLI and Empower students by simply looking at one year of EQAO scores and comparing them to board level scores. This data is, however, an important first step in looking at sustainability of gains made as a result of students participating in each program.

The next steps in monitoring sustainability of gains made in LLI and Empower will include monitoring these students into their Grade 6 year and beyond. By examining the Grade 6 EQAO results in 2-3 years' time we will be able to track students' changes from being below to meeting the provincial standard. Starting in 2012-2013, in collaboration with E-BEST, we will also begin to systematically track students involved in both LLI and Empower by collecting such information as time spent in each program and potential participation in other interventions within HWDSB.

### **Action Plan 2012-2013**

#### *Responsive Classroom Instruction*

Additional strategies with respect to differentiating instruction need to continue to be provided to classroom teachers to effectively support students in order to sustain the gains made during the various interventions. In addition, information and support needs to continue to be provided to classroom teachers to assist them in effectively differentiating instruction and assessment for all students in the regular classroom, and to increase teacher efficacy to support individual student needs. Opportunities for inter-disciplinary collaboration between classroom teachers and school- and system-based resource staff will continue to be explored. In collaboration with E-BEST, staff will continue to examine what data methods are being used, what data is being collected and by whom, and what the analysis of the data is revealing.

#### *KLLIC and Class Act Kits*

The implementation of the KLLIC! program across the district will continue to be supported by Communication Services. SLPs will offer demonstration and training to teachers and ECEs new to Kindergarten. The Class Act Kits will continue to be used across the district and updated as necessary. The school SLP and the 21<sup>st</sup> Century Fluencies Consultants will work together to inform and train teachers in schools with regard to the Class Act APP to support oral language and early literacy development.

#### *Levelled Literacy Intervention (LLI)*

The Levelled Literacy Intervention program will continue to be offered through the collaboration of LRTs, LIPTs and Program Consultants for students in Grade 1, ELL Learners, and Grade 2 French Immersion students who are deemed appropriate for this intervention. In addition, in collaboration with E-BEST, new data will continue to be collected to monitor the progress over time of the students who have participated in the program, to assess whether or not the initial gains are being maintained. EQAO data from the 2012/2013 will provide insight as to students' achievement after being involved in LLI for a full year in 2010-2011. In addition, E-BEST and system staff are reviewing the most effective and efficient way to collect data with regard to students in both the LLI and Empower Reading programs.

In the delivery of LLI, students are demitted from the intervention when their literacy achievement approaches what is appropriate for their grade level. This is a significant difference from other tier 2 interventions, such as Empower, in which all students in the program participate for the full year. As the length of time in LLI is not data that we have been collecting, future evaluation of LLI should consider the length of time students were in the program to determine if this makes a difference in the sustainability of the impact of the intervention.

#### *Empower Reading Program*

In 2012-2013, Empower will continue to be offered in all schools with primary divisions. As with other interventions, it will be necessary to continue to monitor the progress of the students participating in the program. In particular, E-BEST will examine how the program can be best delivered to French Immersion students and also students with special needs. Empower Lead Teachers will work to develop teacher capacity and provide appropriate supports to insure all students in our HWDSB classrooms are receiving a strong comprehensive literacy programs. It will be necessary to build the capacity in LRTs, classroom teachers and parents to facilitate the transfer of skills among a variety of settings (including sharing Empower language). The Lead Teachers will continue to work creatively and collaboratively with schools to solve problems related to program implementation, stressing the importance of program fidelity and its direct relationship to student achievement.

The Empower Lead Teachers will work collaboratively with school-based staff to determine the unique characteristics of those students with low entry DRA scores that make them highly successful Empower

candidates. Instructional videos created by the Hospital for Sick Children, (soon to be available on the web) will be used with the Lead Teachers for training purposes and to facilitate fidelity in program delivery. Finally, the Lead Teachers will promote high expectations for all Empower students and encourage adherence to the program delivery protocols, collaboratively supporting teachers whose student(s) need intense scaffolding for longer periods of time and consequently a slower pace, and continue to communicate and monitor schools re: Lesson Completion Guidelines, providing support as needed.

Executive Council will examine the data regarding students achievement in reading in order to determine the necessary staffing for subsequent school years and any future adjustments to program implementation.

<u>Process</u>	<u>Area of Focus</u>	
Continue to:  Create a student learning focus (through the school self-assessment process)  Build staff capacity around this focus  Monitor progress at the school level  Engage in collaborative inquiry in order to plan, act, assess and reflect on this focus to improve student achievement for all students	<b>Achievement Matters</b>	
	Responsive Classroom Instruction	Strategies to differentiate instruction and assessment for all students
		Continued inter-disciplinary collaboration to support student achievement
		In-depth analysis of collected data
	KLLIC	Continued implementation supported by Communication Services
	Class Act Kits	Continued implementation supported by Communication Services
	LLI	Continued implementation supported by LIPTs and LRTs
	Empower	Continued implementation supported by LRTs
	LLI & Empower	Review of effective and efficient data collection by E-BEST
	Executive Council	Examination of the data regarding students achievement in reading
Determination of the necessary staffing for subsequent school years and any future adjustments to program implementation		

## **Appendix A: Additional Support Strategies**

### **Co-learning, Co-leading and Collaborating in Kindergarten**

A few schools engaged in a tiered intervention process to look at supporting Kindergarten students more directly in the classroom. Early Childhood Educators (ECEs), SLPs, and Kindergarten teachers participated in an inter-disciplinary manner to support the oral communication and early literacy skills for our youngest learners, as research has demonstrated a strong and lasting relationship between oral language development and literacy skills. Six SLPs collaborated with ECEs and teachers in 78 classrooms in 20 schools on a 'do it and learn' approach. This model was based on the concept of co-learning at all tiers of intervention. The service allowed for SLPs to observe and interact with students and educators to discuss universal effective instructional practices (tier 1) such as KLLIC and also to assess if there were students in the classroom who were at risk or delayed in their oral language skills which may impact early literacy (tier 2). These students, with parent/guardian permission, received small group instruction in the classroom which was implemented by kindergarten educators and SLPs. If students did not respond to this instruction, then a referral for individual assessment by the SLP was initiated (tier 3). In this way, the team approach was used to provide differentiated levels of support to all students in the classroom.

In a brief survey provided by E-BEST, kindergarten educators indicated that they had more opportunities to interact and learn from SLPs for their benefit and the benefit of their students. SLPs felt more engaged in classroom instruction, increased their knowledge of the kindergarten program, and had a higher sense of effectiveness in supporting student learning as consultants.

For the 2012-13 school year, a formalized approach will be undertaken with additional schools and SLPs, with E-BEST providing support in measuring whether this change of service delivery in kindergarten, whereby staff collaborate on programming at all tiers, supports improved student achievement.

### **START READING Program**

The START (Structured Activities for Reading Together) READING Program grew out of a project that was formerly known as Structured Reading. An inter-disciplinary team of SLPs, LIPTs, LRTs, Special Education and Curriculum Consultants, and E-BEST continued to research evidence-based practices. A gap that affected a few students was identified between the Class Act and LLI interventions. The START READING Program was introduced in a number of schools to look at addressing this gap. The program addresses several basic areas of language acquisition including alphabet knowledge, decoding/encoding rules, and symbolic representations. Activities for the students who required this type of explicit instruction were assembled in user-friendly kits, and used in the classroom with struggling readers in Grades 1 and 2, who either did not meet the criteria for the LLI Intervention or did not respond well to it.

The START READING Program was trialed in a few schools this past year. Students who received regular sessions (at least 3 a week) showed significant improvement in skills and became more fluent readers. Students with the greatest need in this area performed best when daily practice was provided, and they demonstrated improvement in decoding and encoding skills. Students with attention issues made the most progress when the instruction was given on a one-to-one basis. The program continued to be refined over the course of the year.

Staff will review the START program and complete any additional lessons/modules that need to be added. The program will continue to be offered to a small number of schools until student outcome measurements can be determined.

### **ABRACADABRA (ABRA) Literacy Program**

The ABRA Program is a free, inter-active web-based literacy program designed for early elementary school-aged students who are struggling readers. ABRA has been piloted in a number of boards across Canada, including HWDSB. For the past two school years, the program has been piloted in a few Grades 1 and 2 classrooms within HWDSB schools. These classrooms received computer stations and internet connection so the students could access the software. Teachers received training on the ABRA Program, which included an introduction to the software and activities within the program. E-BEST has been monitoring the

implementation of the program and examining the outcomes for the 52 students engaged in the program. Data has been collected by E-BEST and the LIPTs within each of the schools.

As a result of the review of the pilot schools, for 2012-13 the ABRA Program is being recommended as a tool that schools may choose to use to supplement their literacy program with an additional support. It is recommended as a Tier 1 intervention for Kindergarten students, and as a Tier 2 intervention at Grade 1 and 2 for struggling students, those with communication difficulties, and ELL students.

E-BEST has reviewed the results of the implementation of the ABRA Program this past year. Results indicate that the program may be engaging as a tier 1 intervention for Kindergarten students who are ready for more phonics and phonemic awareness support. It may also provide support for struggling primary students, ELL students, and students in the Gr. 1 Speech and Language Classes.

### *Differentiated Instruction (DI)*

Additional information on effective differentiated instruction was requested by several schools. To address this request, information on reading development and DI was compiled by consultants from Communication Services and Psychological Services as part of a summer writing project, and shared with teachers at three schools. In collaboration with E-BEST, a questionnaire was developed to collect information on the usefulness of the presentation.

In response to the materials on reading instruction and DI provided by staff from Psychological Services, teachers indicated that they appreciated having a deeper understanding of reading, especially in identifying the stage of their students' reading development, the knowledge of which assisted teachers in differentiating their programming to help them reach every student. Psycho-educational Consultants were able to help the teachers involved with a better understanding of the important implications of current reading research.

The Reading & DI materials will continue to be offered to schools by Psychological Services staff as a support to improve the understanding of reading development and differentiated instruction. Data from the questionnaires will be analyzed to identify ways that the materials can be modified to be of maximum benefit to teachers.

### *Peer Assisted Learning Strategies (PALS)*

A Tier 1 early reading program that provides direct, systematic reading fluency and reading comprehension instruction (PALS) was introduced to Grades 1 through 3 in five schools (Adelaide Hoodless, Memorial (city), W.H. Ballard, Rosedale, and Mountain View). PALS is a class-wide peer tutoring program in which teachers pair lower and high performing students, and the partners work on different activities that address the skills that are causing problems. The pairs are changed regularly, giving all students the opportunity to act as coaches and players. PALS enables teachers to observe and address individual student needs. Classroom teachers were provided with training, materials, and on-going support by an implementation team comprised of five psycho-educational consultants. Over 500 students across 27 classrooms received PALS for 5 months. Pre- and post-measures were collected, and researchers from E-BEST interviewed teachers and administrators regarding their impressions of the program.

PALS was well received by classroom instructors (who appreciated having an explicit program to teach early reading skills) and by students (who loved the program's structure and motivation system). Qualitative data suggests that many students gained knowledge and skills, especially those who were the weakest readers. Thus, PALS may be an effective strategy to decrease the number of tier 2 and tier 3 referrals. The importance of high fidelity implementation of PALS highlighted the need to establish and maintain consultative relationships between the system and school-based staff involved in the program.

PALS will run for 8 months at the 5 schools who participated in last year's pilot. To more closely align to the K-2 Strategy, the decision was made to add Kindergarten to the program and focus on Kindergarten and Grades 1 and 2. Classroom teachers will be provided with training, materials, and coaching that is systematic and standardized. Teachers will also be trained and supported in the collection of progress monitoring. The implementation team, including staff from Psychological Services, will develop ongoing consultative relationships with 21<sup>st</sup> Century Fluencies, Early Years, E-Best, and Curriculum to address possible barriers to sustaining PALS programming in the classroom. Last year's data will be analyzed to learn the impact of PALS on student achievement and to identify key factors in successful PALS implementation.

### Student Work Study Initiative

The Student Work Study Initiative is a Literacy and Numeracy Secretariat (LNS) program focusing on capturing and understanding student activity in the classroom in order to inform classroom actions and interventions. Through the collaboration between classroom teachers and the Student Work Study Teachers (SWSTs) acting as observers, the program examines the characteristics of student work and the kinds of feedback given to the students that results in improved work and engagement, as well as examining the classroom conditions that support student learning. Nineteen school districts across the province were involved in this initiative. In HWDSB, the program involved classrooms from grades 2 to 6, including grade 2 and 3 classrooms at Hess, Dr. Davey, Bennetto, Queensdale, Lincoln Alexander, Richard Beasley, and Eastmount Park schools.

The SWSTs focused their observations on specific students who were not meeting the standard grade level expectations, as identified by the classroom teacher. The feedback from the SWSTs was then used as a discussion point to generate ideas and plans to focus instruction. By having the SWST observing, recording, and analyzing the students' responses and thinking, classroom teachers were then able to adapt their instruction and differentiate tasks according to the individual needs of the students that had been observed. In this way, teachers were able to examine evidence-based research with regard to effective instructional strategies and tailor these according to their specific students.

HWDSB will continue to participate in the LNS Student Work Study Initiative, and will continue to network regionally with other districts involved in this work. SWSTs will continue to work with teachers in both the primary and junior divisions. Efforts will be made to connect this initiative with other collaborative inquiry initiatives taking place in the district, to explore the use of these strategies in supporting the implementation and assessment of the effectiveness of classroom interventions. To support this direction, LIPTs will begin to adapt and implement an 'open to learning' stance with classroom teachers, with a focus on those students that are having difficulty meeting provincial standards.

## **Appendix B: Parental and Community Engagement**

### Early Learning

In this past year, HWDSB staff met with our Early Learning and Childcare operators to review the Full Day Kindergarten and Extended Day documents and discussed their role in creating a seamless day. HWDSB prepared the first annual Early Learning Report, which supports our commitment to children from birth to graduation. It represents an opportunity to work differently with community partners, to consider seamless supports for parents and students, creating seamless experiences for students, to rethink how we work with parents as the first and best teachers of their child and to create a vision where all children are:

- ✓ healthy and secure;
- ✓ emotionally and socially competent;
- ✓ eager, confident, and successful learners;
- ✓ respectful of the diversity of their peers.

*(With Our Best Future in Mind – Implementing Early Learning in Ontario, 2009)*

HWDSB has developed our Early Learning Strategy which focuses on developing a shared understanding and ownership over extended day and early learning, engaging with early learning partners to expand our understanding of early years learning in order to facilitate seamless transitions, and building capacity in the areas of effective pedagogy and engagement. The trustee-approved HWDSB Guiding Principles for Early Learning provide a framework for the work.

### Parenting and Family Literacy Centres (PFLCs)

Parenting and Family Literacy Centres help children build essential literacy skills through stories, music, reading and play-based learning. HWDSB PFLC facilitators participated in a collaborative inquiry using the ELECT (Early Learning for Every Child Today) document to increase its use in the planning and delivery of the program. Similar to the Full-Day Kindergarten (FDK) document, ELECT is divided into developmental domains with root skills and indicators which show whether a skill is emerging, being practiced or being elaborated. There was a specific focus on the area of communication, early language development and beginning literacy activities. During each gathering time with families, the facilitators focused on a specific domain and modeled activities that families would be able to duplicate. The facilitators repeated this same activity multiple times to allow the families more opportunities to observe, practice, receive feedback and gain expertise. Parents were provided with opportunities to review the ELECT document to better understand why the facilitators were engaging in the activities they were and which type of activities would be next, based on the child's growth and development in that area.

When families were provided with multiple opportunities to observe and then to practice an activity related to literacy, their comfort level increased and they were more likely to participate in the activity at the centre. According to parent feedback, they were then repeating the activity at home with their child. Parents were supported to review the ELECT document to see which expectation their child was working on and which expectation would follow. Not only were parents having an opportunity to learn about the progression of a skill, they were being introduced to the language of education and building their knowledge and understanding of a curriculum and its use in their child's healthy growth, development and education.

### Parents as Partners Program

For parent(s)/guardian(s) and students with special education needs, the transition to school frequently causes additional anxiety and stress. Students who are identified in early learning and care environments and/or by McMaster Children's Hospital are particularly at risk of difficult transitions, despite the fact that the Hamilton community and both HWDSB and Hamilton-Wentworth Catholic District School Board (HWDCSB) have a long-standing approach to supporting students with special needs as they enter school. In the spring of 2012, a small committee, co-chaired by the Manager of Autism Services and the Manager of Communication Services, and including membership from the Special Education Advisory Committee (SEAC), Special Education Services, the Manager of Parent and Family Engagement, and the Early Years Consultant, began a series of workshops for parent(s)/guardian(s) of students with identified special needs. In May, at Prince of Wales School, 40 parents attended an Information Night on the Kindergarten Program (in addition to the program that they would be



invited to at their home school), to share how students with special needs are included and engaged in the all aspects of the Kindergarten Program, including literacy.

Qualitative data was collected during the Parents as Partners meeting which indicated that the parents/guardians who participated appreciated the opportunity to attend a workshop in advance of their child attending school, in order to increase their knowledge of the school system. Participants also indicated that the fact that the evening session included child minding for their children (provided by child minders that had experience with children with special needs) was greatly appreciated.

For the 2012-13 school year, the series of workshops for parents will continue with additional topics, including:

- ✓ Strategies for Effective Communication;
- ✓ Special Education: Understanding the Process and the Parent Role;
- ✓ Introduction to the Individual Education Plan (IEP) and the Parent Role; and
- ✓ Kindergarten Program and Students with Special Needs (offered in the spring for parent(s)/guardian(s) registering their child for September 2013).

#### Early Learning – Supportive Transitions for Students with Oral Communication Delays

In June of 2011, the Ministry of Children and Youth Services (MCYS), the Ministry of Health and Long-Term Care (MOHLTC), and the Ministry of Education (MOE) issued an 'Expression of Interest' to participate as a demonstration site to deliver integrated speech and language services to support the development of language acquisition and early literacy. During the summer of 2011, representatives from Best Start, Affiliated Services of Children and Youth, Early Words, Community Care and Access Centre (CCAC), McMaster Children's Hospital and Early Integration Hub, HWCDSB, HWDSB, and parent(s)/guardian(s) met to submit an expression of interest. Although the submission was not successful in being chosen as an official demonstration site, all parties recognized that, in the context of continuous improvement, it would be beneficial to continue to review how to improve the integration of services to better support children. CCAC, Early Words, HWCDSB and HWDSB have since met on several occasions to develop a current process map of systems and services in order to identify improvements that could be made to these processes.

The inter-agency committee learned that there were many opportunities to improve their various processes to support children with communication delays and their families. Some of the areas identified were:

- ✓ Early Words/Board services to JK students;
- ✓ Intake processes for students with communication delays but not presenting with other special education needs; and
- ✓ The need to simplify processes to increase their effectiveness.

For the 2012-13 school year, parent(s)/guardian(s) will be eligible to self-refer their JK child directly to Early Words until December 31. In the past, once the child entered school they were ineligible to receive services at Early Words; however, SLPs could re-refer back to Early Words for a small number of children. This change of practice will be communicated to Kindergarten staff and SLPs, who can provide the information to parent(s)/guardian(s). In addition, 'It Takes Two to Talk', a parent program offered through Early Words, has been opened for HWDSB SLPs to invite parent(s)/guardian(s) of school-aged children to attend.

#### Community Mobilization around Literacy

HWDSB has numerous volunteers who contribute countless hours to supporting our students and our schools. We also benefit from the in-kind contributions of community partners who look for ways to reach out and support student achievement. During 2012/13 a Read With a Child initiative will be introduced in which we connect our community and parent engagement strategy directly to our Pre K - 2 strategy. Specifically, we are developing an outreach strategy where volunteers give 1 to 2 hours a week to "read with a child and change a life forever." Volunteers will receive specific training that aligns with the language that teachers use in the classroom. This opportunity will also exist for parent(s)/guardian(s). Further, in 2012/13, we will work with our child care partners around similar training to further support a seamless learning environment for students and parents.

**Appendix C: Results for Students Who Had Participated in Leveled Literacy Intervention (LLI)**

**A. Participants in LLI (minus English Language Learners (ELL) and French Immersion students)**

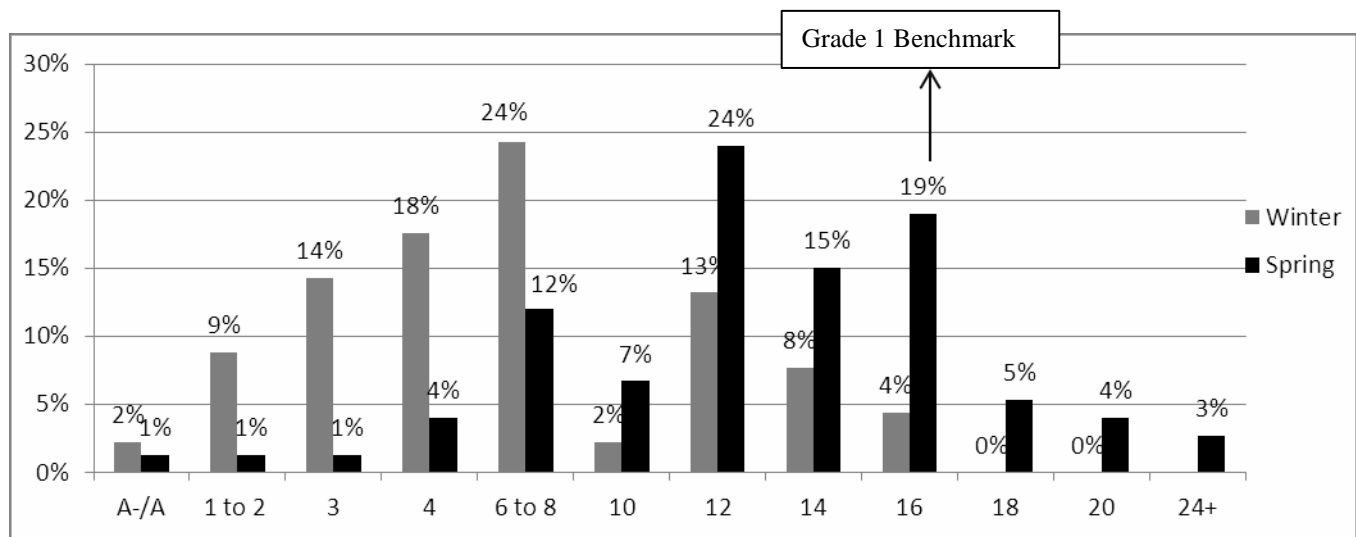
Approximately 770 Grade 1 students participated in LLI in 2011-2012. By the end of the program, 31% of students scored at or above the Grade 1 benchmark of 16, while 46% approached the benchmark, scoring between text levels 10 to 14. Overall, as detailed below, the majority of students (61%) showed an improvement between 3 to 8 DRA levels, while 21% showed improvement of between 1-2 levels, and 13% showed an improvement of 9 and above levels. 5% of students did not show any progress.

**Change in DRA scores for Participants in LLI (minus ELL and FI students)**

Change in DRA from Winter to Spring	No. of students	% of students
Increased 0 DRA levels	38	5%
Increased 1-2 DRA levels	149	21%
Increased 3-5 DRA levels	186	26%
Increased 6-8 DRA levels	250	35%
Increased 9-11 DRA levels	35	9%
Increased 12+ DRA levels	31	4%

Note: Total number of students does not equal 770 as DRA scores for both winter and spring were not available for all students.

**Change in DRA scores for Participants in LLI (minus ELL and FI students)**



**B. English Language Learners (ELL)**

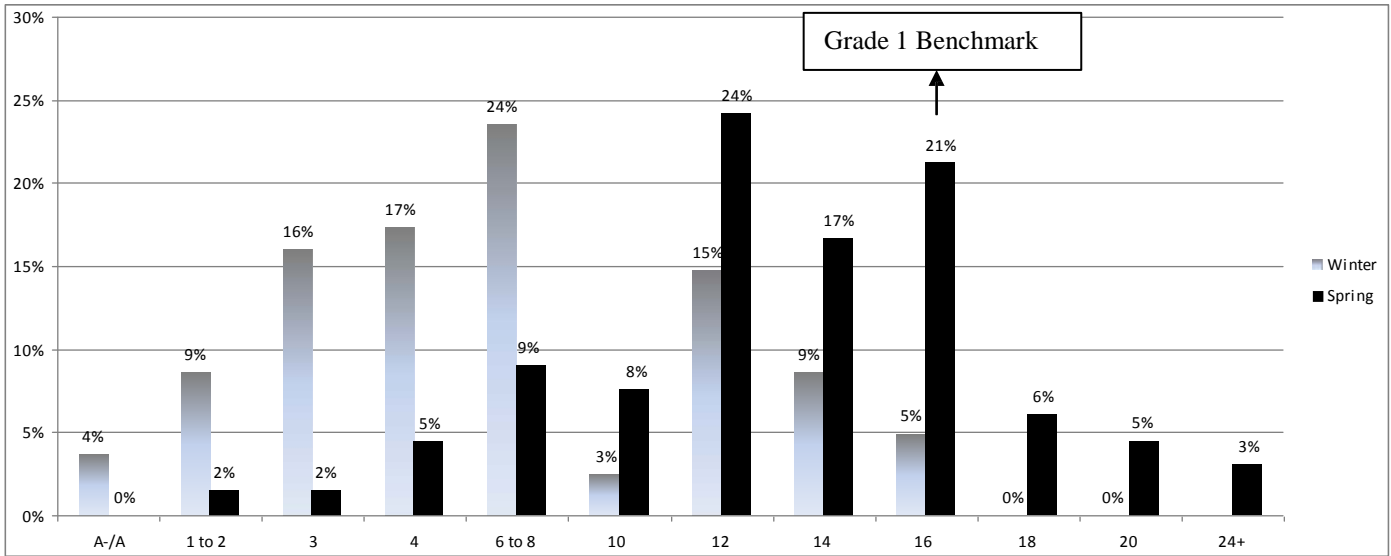
Approximately 70 Grade 1 ELL students participated in LLI in 2011-2012. By the end of the program, 35% of students scored at or above the Grade 1 benchmark of 16, while 58% approached the benchmark, scoring between text levels 6 to 14. Overall, as detailed below, the majority of students (53%) showed an improvement between 3 to 5 DRA levels while 6% and 36% showed improvement of 6-9 and 1-2 text levels, respectively. 5% of students did not show any progress.

**Change in DRA scores for ELL students in LLI**

Change in DRA from Winter to Spring	No. of students	% of students
Increased 0 DRA levels	3	5%
Increased 1-2 DRA levels	22	36%
Increased 3-5 DRA levels	34	53%
Increased 6-9 DRA levels	4	6%

Note: Total number of students does not equal 70 as DRA scores for both winter and spring were not available for all students.

**Change in DRA scores for ELL students in LLI**



**C. French Immersion**

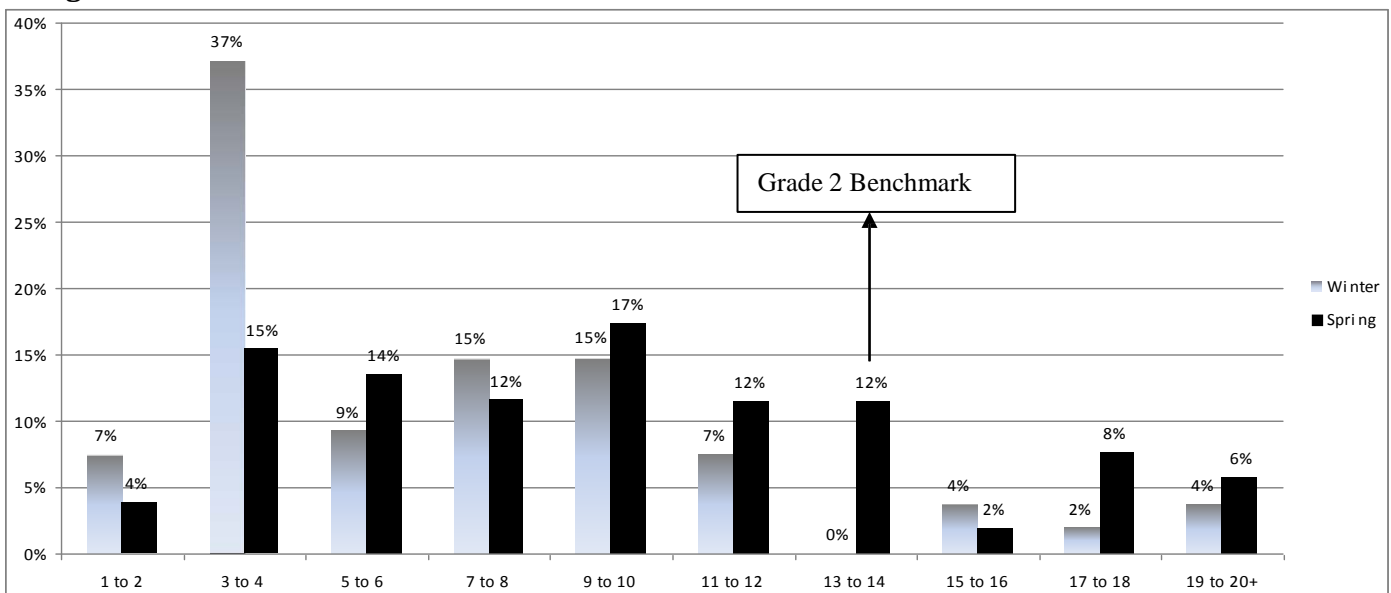
Approximately 60 French Immersion students participated in LLI in 2011-2012. The successful GB+ benchmark for Grade 2 French Immersion students is achieving a level 13 by the end of the school year. By the end of the program, 28% of students scored at or above the Grade 2 benchmark of 13, while 55% approached the benchmark, scoring between levels 5 to 12. Overall, as detailed below, 37% of students showed an improvement between 3-8 GB+ levels while 40% showed improvements of 1-2 levels, 10% showed improvements of 9-14+ levels, while 7 students (14%) improved 0 levels.

**Change in GB+ scores for FI students in LLI**

<u>Grade 2 French Immersion Students</u>	<u>No. of students</u>	<u>% of students</u>
Increased 0 GB+ levels	7	14%
Increased 1-2 GB+ levels	21	40%
Increased 3-5 GB+ levels	13	25%
Increased 6-8 GB+ levels	6	12%
Increased 9-14 GB+ levels	5	10%

Note: Total number of students does not equal 60 as GB+ scores for both winter and spring were not available for all students.

**Change in GB+ scores for FI students in LLI**



## **Appendix D: Sustainability**

### LLI

From January 2010-June 2010, LLI was piloted with 59 students before the program was introduced system wide. Upon entry in LLI in January 2010, approximately 67% of LLI Pilot students scored at text level 1-2 and 24% at text level 3 on the DRA, respectively. By the spring 2010, after having been in LLI for approximately 6 months, the percentage of students scoring at levels 1-2 and 3 dropped to approximately 6% and 10% respectively. This should be considered good gains in light of the fact that students were in the program for a maximum of 6 months. The majority of the students increased at least 1-2 DRA levels from fall to spring, with approximately 50% having increased 1 to 2 DRA levels and 25% increased 3 DRA levels. The majority (76%) of this small group of students improved by 2-4 DRA text levels and a few improved as many as 5-6 text levels within the short 6 months.

The following information details the reading results for the LLI Pilot group who participated in EQAO testing in 2011-12. It should be noted that, statistically, the pilot group was quite small and the pilot lasted for one 6-month period. Additionally, students who participate in LLI are essentially non-readers or struggling readers at the beginning of the program. The analyses showed that 22% of the LLI students in the pilot group scored at Level 3 (the provincial standard).

### **2011-12 Grade 3 EQAO Reading Results for LLI Pilot**

	Board Reading Score	LLI Pilot Reading Score
No data/Missing data	1%	5%
Exempt	4%	5%
Below level 1	2%	5%
Level 1	8%	29%
Level 2	25%	34%
Level 3	52%	22%
Level 4	9%	0%

### Empower

The Table below provides the Grade 3 EQAO results for the 337 students who participated in the Empower Reading Program in their grade 2 year (when the program was in approximately half the schools). It should be noted that students who participate in Empower are essentially non-readers or struggling readers at the beginning of the program.

### **2011-12 Grade 3 EQAO Reading Results for Students who Completed EMPOWER in 2010-11 while in Grade 2**

	Board Reading Score	Empower Reading Score
No data/Missing data	1%	7%
Exempt	4%	3%
Below level 1	2%	1%
Level 1	8%	17%
Level 2	25%	41%
Level 3	52%	31%
Level 4	9%	1%

In 2011-12, 147 students participated in Empower while in their Grade 3 year. The following table displays the results for these students on the Grade 3 EQAO assessment.

**2011-12 Grade 3 EQAO Reading Results for 2011-2012 Empower Students**

	Board Reading Score	Empower Reading Score
No data/Missing data	1%	13%
Exempt	4%	5%
Below level 1	2%	8%
Level 1	8%	26%
Level 2	25%	30%
Level 3	52%	18%
Level 4	9%	0%

A total of 21 French Immersion students participated in the Empower program in six of nine FI schools in which Empower was offered. Seventeen of these students were in Grade 3 and EQAO data was available for all of these students.

**2011-12 Grade 3 EQAO Reading Results for 2011-2012 French Immersion Empower Students**

	Board Reading Score	French Immersion Empower Reading Score
No data/Missing data	1%	0%
Exempt	4%	0%
Below level 1	2%	12%
Level 1	8%	12%
Level 2	25%	18%
Level 3	52%	59%
Level 4	9%	0%

**Executive Summary**

**Name of Report:** Student Achievement and Engagement Report

**To:** Dr. J. Malloy, Director of Education and Secretary

**From:** Executive Council  
Leadership & Learning Department  
E-BEST

**Date:** November 5, 2012

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Student achievement and engagement are not to be viewed as separate endeavours but rather as intricately connected in enabling student success. This report provides quantitative and qualitative information about the specific strategies that have been implemented to support the essential components that relate to student achievement and engagement.

Achievement:

Over the last 5 years:

HWDSB EQAO results indicate improvement in the following areas: Grade 3 and 6 Reading and Writing and Grade 9 Applied and Academic Math. In the same time frame, EQAO results have remained relatively static in the areas of Grade 3 and 6 Math, with decreases in the results of the Grade 10 Literacy test. With regard to our English Language Learners, Grade 3 and 6 results indicate that there has been steady improvement with overall results at or above the provincial average. However, there is continued work to be done to support the academic success of students with special education needs.

Even though the gap is narrowing, our EQAO results continue to be below the provincial average. However, our graduation rate indicates that many of our students do achieve success and earn their graduation requirements in four or five years of secondary school. This is very much in line with the 2010 provincial graduation rate for students completing secondary school in four years. Our success in re-engaging students who had left our system prior to graduating has contributed to this higher graduation rate.

Equity and Engagement:

Many strategies are currently supporting student engagement. Opportunities are provided for students to share information, ideas and thoughts (student voice) and to turn their ideas into action (student leadership). The Arts and 21<sup>st</sup> Century Learning strategies support the development of critical and creative thinking, collaboration, and problem solving, increasingly integrating and using technology to respond to the needs of students. Effort has been made to align the strategies from day school e-learning to that offered through CCE. A joint e-Learning strategy thus ensures that there is a continuum of experiences for students from day school to continuing education through this media. The Mental Health Strategy is focusing on promotion, prevention and intervention strategies to support student mental health and well-being. We are currently involved in extensive work to ensure system coherence around how a positive school climate contributes to student engagement. Our students have access to experiential learning programs designed to provide them with opportunities to explore the workplace prior to graduation. Newcomer students with limited or no formal schooling continue to receive support through the expansion of the ALPHA (Accelerated Literacy Programs for Hamilton) Program.

Finally, through the Collaborative Inquiry process, staff continue to support achievement and engagement for all students by:

- ✓ Creating a student learning focus (through the school self-assessment process);
- ✓ Building staff capacity around this focus;
- ✓ Monitoring progress at the school level; and
- ✓ Engaging in collaborative inquiry in order to plan, act, assess and reflect on this focus.



## Hamilton-Wentworth District School Board

### Annual Work Plan Report (Monitoring)

**Name of Report:** Student Achievement and Engagement Report

**To:** Dr. J. Malloy, Director of Education and Secretary

**From:** Executive Council  
Leadership & Learning Department  
E-BEST

**Date:** November 5, 2012

#### Organizational Alignment

- **Strategic Direction:**

Achievement Matters:

HWDSB will prepare all elementary students to be ready for success at the secondary school level.

HWDSB will prepare all secondary students to be ready for success in their chosen pathway, apprenticeship, college, university or workplace.

HWDSB will prepare all adult students to be ready for success in their chosen pathway: apprenticeship, college, community, university or workplace.

Engagement Matters:

HWDSB will achieve high levels of student engagement in our schools.

Equity Matters:

HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential.

- **Annual Operating Plan:**

Knowing Our Students:

Assessment for, as, of learning

Tiered approach - pre-K – 2 literacy focus

Tiered approach to instruction and intervention, Grades 3-12+

Student voice / student leadership

Engaging / re-engaging all students

Continued enhancements of program pathways

- **Director's Performance Appraisal:**

Ensure a range of accessible program pathway options across the system to meet the needs of all learners

Implement an oral language and early reading strategy for K-2 students to ensure that all students are ready to read effectively (*Kindergarten to Grade 2 Oral Language and Early Reading Strategy Report*)

Ensure that a tiered approach to effective instruction and intervention is in place in all schools, and is implemented according to best practices

Ensure a range of accessible program pathway options across the system to meet the needs of all learners

Create and implement a system plan to engage students and to encourage their development as lifelong learners.

- **Links to Other Monitoring Reports:**
    - ✓ Equity of Opportunity, Access and Outcomes Report
    - ✓ K-2 Oral Language and Early Reading Report
    - ✓ Safe and Equitable Schools Report
    - ✓ Early Learning Program Report
    - ✓ Parent and Community Engagement Report
    - ✓ District Mental Health Strategy Report
    - ✓ Professional Learning Report
    - ✓ Research Report
    - ✓ Annual Operating Plan
  
  - **Related Policies:**
    - ✓ Equity Policy
    - ✓ First Nation, Metis, Inuit Education Policy
    - ✓ Engagement Pillar Policy
    - ✓ Partnership Policy
    - ✓ Student Performance and Achievement Pillar Policy
    - ✓ Assessment, Evaluation and Reporting Policy
- 

## Overview/Context

Knowing our students is foundational to enabling effective programming and support for all learners in the classroom, including those with diverse learning needs. Understanding the level at which our system achieves in targeted areas, relative to provincial standards and past performance, is essential for determining how resources should be allocated and where staff development efforts should be focused.

While annual system data is important, also relevant for assessing district growth is the “on the ground” qualitative and quantitative data that is collected in relation to specific strategies and initiatives, in relation to the Annual Operating Plan. Students are assisted in reaching their destination of choice through effective classroom instruction, individualized support for at-risk students and those from diverse communities, early and ongoing interventions, and engaging programs and pathway opportunities (both inside and outside of the classroom). Further, Community and Continuing Education (CCE) plays a critical role in the continuum of program that is offered for learners in HWDSB.

Similarly, engagement should not be viewed as separate from achievement but rather intricately linked and part of the same ongoing conversation. All students need to have equitable access to learning experiences that are engaging, authentic, and that develop their critical and creative thinking, problem-solving collaboration and communication skills. The Arts and 21<sup>st</sup> Century Learning Strategies are important avenues for achieving a more coordinated and focused approach to improved programming for, and engagement of, our students.

The Student Achievement and Engagement Report summarizes HWDSB performance across a range of indicators that assist in monitoring progress related to our Strategic Directions and Annual Operating Plan, as well as programs that support effective student engagement. This report provides quantitative and qualitative information about the specific strategies that have been implemented to support the essential components that relate to student achievement and engagement.

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## What We Did

### A. ACHIEVEMENT MATTERS

Within HWDSB evaluation of student achievement is not simply a pedagogical mechanism for teachers in the classroom, but rather it is used as a systemic tool to inform and advocate for successful strategies to ensure that all students across the district are achieving their full potential. The evaluation of student achievement allows leaders to assess, monitor, reflect upon and improve operational and instructional strategies, which ultimately lead to gains student achievement over time. As part of our evaluation of student achievement, we track both trailing and leading indicators.

Trailing indicators reflect long-term outcomes and follow certain events. Trailing indicators measure the success and consequences of activities that have already taken place, measuring the achievement of desired outcomes. Currently, the most widely accepted and used trailing indicators in education are standardized-test scores such as EQAO.

Trailing indicators confirm trends but do not easily inform investments. On their own, they can't inform a system as to whether the types of practices, people, strategies, materials, or technologies being invested are likely to lead to higher student academic performance (Foley et al., 2008). As such, within HWDSB we collect both trailing and leading indicators to track student achievement.

Leading indicators are outputs and short-term outcomes, demonstrating growth in a given direction. For example, a yellow traffic light is a leading indicator as it indicates the coming of the red light. They provide an early read on progress towards long-term goals and measure current conditions. Leading indicators should be:

- ✓ Timely – to offer prognostic data before it's too late to make changes and offer interventions
- ✓ Action-oriented – to stimulate process changes within the system when needed
- ✓ Meaningful – to be aligned with a predictive of outcome data
- ✓ Benchmarked – to be tied with predetermined metrics so improvements or declines are evident

It is important to note that an indicator that can be considered leading in one context could be considered trailing in another. For example, early reading proficiency can be a leading indicator for junior and secondary achievement in reading. With a change in perspective, early reading proficiency can easily be seen as a trailing indicator, of data collected at earlier points, such as letter identification in Kindergarten.

The following table provides examples of leading indicators and corresponding trailing indicators:

<b>Leading indicators:</b>	<b>Corresponding trailing indicators:</b>
Early Reading Proficiency	⇒ Grade 6 EQAO scores
Attendance rate	⇒ Graduation Rate/Early Leavers Rate

While this report primarily focuses on trailing indicators such as EQAO and Graduation Rates, as a system we also collected data that serves as leading indicators. The use of such data is detailed in other monitoring reports including, but not limited to, the K-2 strategy report (November 2012), the Staff Engagement Report (September 2012) and the Annual Operating Report (June 2012).

This data is also very helpful for school staff as they conduct the school self-assessment to determine the area of student learning need and instructional focus for improved student achievement. The self-assessment process considers many areas: for example, cohort data, trend data, demographic data, student survey data, report card data, and perceptual data from teachers. Areas of need in student learning and any gaps in the curriculum continuum are identified and an action plan is developed to address these areas. As well, staff develop a

professional learning plan for the school that focuses the collaborative inquiry during teacher learning team meetings and professional development days to address the needs in the school plan. The self-assessment process provides the information necessary for the system to be responsive to the needs of the schools with supports and resources, many of which are outlined in this report.

The following numbered statements are taken from our Strategic Directions, and create a framework for the achievement information presented in this report with regard to leading and trailing indicators.

**1. HWDSB will prepare all elementary students to be ready for success at the secondary school level.**

Staff continue to analyze the previous year's data to support classroom staff in the delivery of programs that are differentiated and tiered based on student need. The strategies introduced as part of the oral language and early reading strategy (as outlined in the *Kindergarten to Grade 2 Oral Language and Early Reading Strategy: November 2012*) continue to be implemented, monitored, and assessed to ensure the application of appropriate and timely interventions for students who exhibit persistent learning difficulties.

By knowing our students through the use of effective instructional and assessment strategies, staff continue to work to provide the appropriate program supports. Specific strategies have been implemented to meet the needs of all, some, and a few students. Training and ongoing support has been given for the Empower, Leveled Literacy, Class Act, and Kindergarten Literacy Learning in the Classroom (KLLIC) programs to ensure their effective implementation. Three Centre for Success programs support Junior students with learning disabilities to understand themselves as learners and demonstrate their learning abilities. In addition, the Character Networks Program continues to assist student to address their behavioural difficulties such that they are able to participate appropriately in classroom instruction. In 2011-12, a pilot tier 2 program was also introduced for Grade 5 students identified as gifted, which allowed them to remain part of their home school class and also benefit from instructional interaction with peers of similar ability across South Cluster schools.

**2. HWDSB will prepare all secondary students to be ready for success in their chosen pathway: apprenticeship, college, community, university or workplace.**

Similar to the instruction at the elementary level, secondary staff continue to analyze the previous year's data to support the delivery of programs that are differentiated and tiered based on student need. Reading interventions to address the needs of adolescent non-readers were continued (the Wilson Reading and the Empower High School Programs) in secondary schools where the data indicated the need for such programs. Credit recovery, in-school alternative education, e-Learning, and additional reading and math interventions were employed to support the academic success of students.

Secondary students continue to participate in cooperative education and experiential learning opportunities that are linked to their chosen pathway. Dual credit and Ontario Youth Apprenticeship (OYAP) opportunities give students the chance to explore possible post-secondary destinations. Specialist High Skills Majors (SHSMs) provide personalized programming linked specifically to an employment sector, while students earn credits towards their graduation. SHSMs also provide a connection to community employers and organizations and sector-specific certification. Mohawk College and HWDSB have entered into a partnership which allows our students to experience, prior to their secondary graduation, a variety of post-secondary avenues. HWDSB staff have reached out to re-engage early leavers via individualized timetables, after-school credit earning opportunities, links to alternative and continuing education (night school, summer school, e-Learning) and credit completion programs.

**3. HWDSB will prepare all adult students to be ready for success in their chosen pathway: apprenticeship, college, community, university or workplace.**

Community and Continuing Education (CCE) staff have examined the profile of the adult learner (through their School Improvement Project, Appendix I) to identify the barriers to their participation in CCE opportunities and to determine what the learning environment needs to look like to support them. That work has informed the professional development for the instructors and teachers in CCE. In an effort to be responsive to the needs of the adult learner, CCE has collaborated with schools and the community to provide programs in locations close to where the adult students live, such that the students have easier access to the required programs. The Advantage Program, developed this past year as a CCE Adult Day School (ADS) satellite pilot program, was designed for students whose families immigrated to Canada when they were in their late teens. These students are not able to complete their learning of English and accumulate all the credits needed to graduate before they turn 21 years old. The program was located at Sir John A. Macdonald in response to a community need. This location eliminated the barrier of physical access for students.

e-Learning offerings and the staffing approach to e-Learning has been reviewed in both secondary and CCE settings to ensure that course offerings align with student need. Attention has been paid to improving the instruction and assessment in the delivery of on-line courses and aligning the day school and CCE e-Learning strategies to ensure credit integrity and compliance with Ministry direction.

**B. ENGAGEMENT MATTERS**

**HWDSB will achieve high levels of student engagement in our schools.**

During 2011/2012, system-driven engagement events were reviewed to ensure that there was direct alignment with our HWDSB Strategic Directions and the Annual Operating Plan. Consideration was also given to the effect engagement activities have on achievement. Opportunities were provided for students to share information, ideas and thoughts (student voice) and to turn their ideas into action (student leadership). Some of these activities are outlined in Appendix E.

The Arts Strategy (see Appendix F) has provided a framework for supporting and encouraging authentic and quality arts programming in each arts subject area (dance, drama, music, visual and media arts) while addressing the continuum of learning in the Arts K-12. The value of learning through the Arts in all subject areas has been highlighted as an effective teaching strategy, supporting differentiated instruction and supporting the whole child. The Arts provide alternative ways of thinking and learning and demonstrating a student's knowledge and understanding.

Schools play an important role in supporting the mental health and well-being of our students. At HWDSB, the Mental Health Strategy is a framework for providing schools the information and support needed to play this key role in supporting students with mental health needs. Mental health and well-being requires a community response and to that end HWDSB has developed many partners: students, staff, parents, and community and provincial partners.

During 2011/2012 the review of System Alternative Education continued, with attention to identifying gaps in existing programs. Through the partnership with Mohawk, existing HWDSB programs on-site at the college were expanded (i.e. dual credit) to include Turning Point and a re-engagement program for students under 21 years of age.

### C. EQUITY MATTERS

**HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential.**

HWDSB schools are increasingly integrating and using technology to respond to the needs of students and the inevitable integration of these systems in their future careers. Providing students with the skills they need to participate in a knowledge-based society, through rich learning tasks is the focus of the 21<sup>st</sup> Century Learning Strategy (see Appendix G). Technology has allowed students with learning difficulties to be fully included in their regular classroom activities.

The First Nation, Metis, Inuit (FNMI) Education Policy focuses on improved outcomes for FNMI students. Attention was also given to staff capacity building in a number of areas (Appendix J). During 2011/12 the need for a dedicated social worker for aboriginal students surfaced as well the need to introduce a support program at Sir Winston Churchill. There was also interest at Prince of Wales and King George Elementary Schools in expanding the native languages program.

Newcomer students with limited or no formal schooling continue to receive support through the expansion of the ALPHA (Accelerated Literacy Programs for Hamilton) Program at Sir John A. Macdonald Secondary School.

HWDSB resources designed to support equity and inclusion were finalized including:

- ✓ Using an Equity Lens: A Guide to Creating Equitable and Inclusive Learning Environments
- ✓ Assessing Learning Materials for Bias
- ✓ Inclusive Language Guideline

Additional work related to Positive Space and Anti-Racism (Appendix H) was also undertaken.

In addition, E-BEST undertook research specifically related to ELL student achievement in order to identify the practices that have positively impacted on elementary student achievement. This report will be finalized in 2012-2013.

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## What We Learned

### A. ACHIEVEMENT MATTERS

#### 1. HWDSB will prepare all elementary students to be ready for success at the secondary school level.

In reviewing the EQAO results for our grade 3 learners, there has been a 4% point gain in reading since 2007-08. Last year, we maintained the same level as the year before while the provincial gain was 1%. Overall, HWDSB is beginning to show improvement in the area of Grade 3 reading.

In writing at the Grade 3 level, there has been a 10% point gain since 2007-08. Last year, for the second year in a row, the 3% point gain in HWDSB mirrored the provincial increase, and the gap between HWDSB scores and the provincial scores remained consistent.

The results for Grade 3 mathematics have remained relatively stable since 2007-08. Last year, we experienced a 3% point loss while the provincial decrease was 1%, resulting in an 8% gap in relation to the provincial results.

In reviewing the overall EQAO results for Grade 3 then, there has been a significant gain in writing in the last 5 years. The gap with provincial scores has been narrowed and is now consistent. Grade 3 reading has showed some improvement over time, while mathematics scores have fluctuated. As the majority of students participating in the early interventions strategies (as outlined in the *Kindergarten to Grade 2 Oral Language and Early Reading Strategy: November 2012*) have not as yet participated in EQAO testing, it will be important to monitor the EQAO results for these students as they reach Grade 3, in order to determine the sustainability of the successes of these interventions over time.

With respect to EQAO and our grade 6 learners, since 2007-08 there has been a 13% point gain in reading, with a 2% point gain in the past year. Over the past 5 years, HWDSB gains have generally matched the provincial progress. The gap between HWDSB scores and provincial scores has decreased slightly over the past year. In Grade 6 writing since 2007-08, there has been an 8% point gain. The 1% point gain over last year is slightly less than the provincial increase. The gap between HWDSB scores and the provincial scores increased slightly. The results for Grade 6 mathematics have remained relatively stable since 2007-08. There was a 1% point increase in this area over last year, while the provincial results remained the same. The gap between HWDSB and the provincial scores has narrowed slightly.

With respect to Grade 6 EQAO results in general, then, gains in Grade 6 reading scores match increases seen at the provincial level, while the gap with provincial scores decreased slightly last year and 4% over the last 5 years. Both Grade 6 writing and math scores have increased slightly, resulting in the gap with provincial scores widening slightly in writing while narrowing slightly in math.

Overall, with regard to English Language Learners, the primary division has seen increases in reading, writing and mathematics over the past 5 years. HWDSB is 1% above the provincial average in reading, 1% below the provincial average in writing, and experienced a 1% decrease in math last year, in relation to the provincial average. The junior division has also seen increases in reading, writing, and mathematics over the past 5 years. In 2011-12, HWDSB experienced an 11% gain in reading, a 7% increase in writing, and a 6% increase in math. ELL results for HWDSB show 10% above the provincial average in reading, 5% above in writing, and at the provincial average in math. For those students participating in EQAO in both divisions, HWDSB is 7% (primary) and 12% (junior) above the provincial average for proportion of students identified as ELL.

With regard to students with Special Education needs (excluding those identified as gifted), increases are seen in reading and writing over the past 5 years in the primary division while math scores have remained relatively the same. There was a 3% point gain in reading and 1% gain in writing over the last year, however there was a 5% decrease in math. HWDSB remains 5-7% below the provincial average in Grade 3 results. In the junior

division, increases are seen in reading and writing over the past 5 years, while math results have remained relatively stable. In 2011-12, reading results increased by 1%, while writing decreased by 2% and math by 1%. The gap between HWDSB and the provincial results remains significant. HWDSB is at the provincial average for the proportion of students identified as special needs and participating in EQAO.

**2. HWDSB will prepare all secondary students to be ready for success in their chosen pathway: apprenticeship, college, community, university or workplace.**

When reviewing the results for the grade 9 EQAO Mathematics Assessment, over the past five years, the percentage of HWDSB students taking applied mathematics who performed at or above the provincial standard has increased by eleven percentage points, from 27% to 38%. In 2011–2012, there was an increase (four percentage points) from the previous year’s percentage of students performing at or above the provincial standard in applied mathematics. Our female students have had a nine percentage point gain over the last 5 years and our male students have made a thirteen percentage point gain. Students with special education needs (excluding gifted) have shown a ten percent increase over 5 years. The results for ELL students have been inconsistent and therefore it is difficult to suggest a trend over the past 5 years.

Over the past five years, the percentage of HWDSB students taking academic mathematics who performed at or above the provincial standard has increased by seven percentage points, from 70% to 77%. In 2011–2012, there was a slight decrease (two percentage points) from the previous year’s percentage of students performing at or above the provincial standard in academic mathematics. Our female students have had an eight percentage point gain over the last 5 years and our male students have made a seven percentage point gain. Results for students with special education needs (excluding gifted) have been inconsistent and therefore it is difficult to suggest a trend over the past 5 years. The results for ELL students have shown a thirteen percentage point increase over the past 5 years.

Our results for the EQAO Ontario Secondary School Literacy Test (OSSLT) are as follows. In March 2012, seventy-seven percent of fully participating first-time eligible students were successful on the test. Over the past five years, the percentage of HWDSB students who were successful has decreased by four percentage points, from 81% to 77%. Our female students have had a three percentage point decline over the last 5 years and our male students have made a five percentage point decline. Results for students with special education needs (excluding gifted) have seen a sixteen percentage point decline, mirroring results at the provincial level. The results for ELL students have shown a seven percentage point increase over the past 5 years.

Grade nine and ten accumulated credits are a key indicator of student success. If a student successfully completes 8 credits by the end of grade nine or 16 credits by the age of sixteen (end of grade ten), the student is less likely to drop out of school. Having more students “on track” and achieving all their credits in grades nine and ten should result in a higher graduation rate as these students move through our schools and programs.

For grade 9 credit accumulation in 2011-2012, 79.97% of our students have earned eight or more credits and 7.05% are one credit away from attaining all eight credits by the end of grade nine. 8.95% of our students have less than six credits at the end of last year. The accumulation of credits for grade ten HWDSB students in 2011-2012 has increased to 66.89% and 9.75% of our students are within one credit of reaching this benchmark. The number of students with less than 14 credits has decreased to 18.75%.

Experiential learning programs are designed to provide students with opportunities to explore the workplace and although this is good for all students on pathways to all destinations, it is essential to meet the needs of HWDSB students who intend to go from school to work or apprenticeship. In 2011-12 we had 3,145 students participating in Co-operative Education programming within the HWDSB, which represents 18.8% of the entire student body. Students were placed at over 800 different “employers” in the Hamilton-Wentworth community in a variety of placements, from accounting, to healthcare, to retail, to elementary schools to trades. HWDSB continues to have a large number of students participating in the Ontario Youth Apprenticeship Program (OYAP). In 2011-12, a total of 867 students participated with 157 (8.1%) being signed as apprentices. (This

decrease in enrollment matches that of the province's 22%). By the end of the 2011-12 school year, there were 271 grade 12 students enrolled in Specialist High Skills Majors (SHSM) programs with 105 students earning a SHSM designation, which was an increase of 19 students when compared to the 2010-11 school year. Our SHSM grad rate was 26%, which is an increase from 10% SHSM grad rate in 2010-11. Overall, there was an increase in the number of students participating in SHSM programs within the HWDSB.

The graduation rate within HWDSB at the end of June 2011 was 83% (the Provincial rate in 2010-2011 was 82%). The HWDSB rate includes students who graduated during either their fourth or fifth year in high school. This percentage does not include students who stay longer than five years to graduate, students who earn their last credit(s) through Community and Continuing Education (CCE) or through alternative education programs. It is important to note that as the Ministry of Education has more clearly defined what is meant by a "cohort" graduation rate, our HWDSB rate is now in alignment with the provincial rate calculation and the rate calculation used by our neighbouring boards. Therefore, the 2011 graduation rate represents the number of students in a cohort who began with HWDSB in their grade 9 year and remained with us until they graduated in 4 or 5 years from an HWDSB school. Students who officially leave and register in another school board are not counted in this cohort.

Although our results in the Grade 9 EQAO Mathematics and the Ontario Secondary School Literacy Test (OSSLT) are below the provincial average, our graduation rate of 83% indicates that many of our students do achieve success and earn their graduation requirements in four of five years of secondary school. This is very much in line with the 2010 provincial graduation rate of 82% for students completing secondary school in four years.

We have also been successful in re-engaging students who had left our system prior to graduating. As a result, our early leaver rate has decreased from 8.2% in 2010 to 6% in 2011 and this has contributed to our higher graduation rate.

### **3. HWDSB will prepare all adult students to be ready for success in their chosen pathway: apprenticeship, college, community, university or workplace.**

Effort has been made to align the strategies from day school e-learning to that offered through CCE. A joint e-Learning strategy thus ensures that there is a continuum of experiences for students from day school to continuing education through this media.

Students reported that the CCE admission processes and programs are looked upon very favourably including access to programs in their neighbourhoods. Adult students believe that they have learning needs different from the adolescent day school learner, and want their different learning styles to be recognized. Adult learners are able to clearly articulate what their ideal learning environment looks like. As is the case with day school students, the single most important factor to encourage attendance and achievement in school is a good relationship with an effective teacher. Adult students want assistance with their post-secondary pathways in the form of guidance services or resume and job interview skills.

The Advantage Program piloted at Sir John A. Macdonald Secondary School demonstrated that adult programs must respond to their identified student needs. By responding to the community, students were able to complete one or two in-class credits as well as travel to Mohawk College for an introduction to the LINC Youth program. Students were also prepared for their co-op placements, which included assistance with the Vulnerable Sector Screening check and visits to possible co-op employers. Through a partnership with Career Works, students created a cover letter and resume and participated in an interview training workshop. CCE is currently exploring responding to community needs in the Prince of Wales Elementary School area as well as additional possible future connections with Mohawk College.

## ENGAGEMENT MATTERS

### **HWDSB will achieve high levels of student engagement in our schools.**

It is the intent of our engagement strategies to meet the varied needs of our students and to provide an inclusive educational environment. For example, we learned from our data that in order to engage not only our boys, but all learners, we need to incorporate teaching methods that target individual student needs with high interest resources. Further, to build motivation to learn and in engagement in reading and writing, we need to listen to our students and their interests to inform our instruction. This has to be achieved using a variety of collaborative platforms including face-to-face interactions and through the use of various technologies (e.g., tweeting, blogging).

For a student who may have become disengaged, we need to continually look for ways to re-engage that student. Engagement is not a “one size” fits all strategy and the importance of responding to student needs is important. For example, when re-engaging students through the Turning Point Program, we learned that the King William Learning Centre was a barrier for some. The environment seemed to cause students to feel like they were “still in high school” and some weren’t comfortable with “stepping back.” Working in collaboration with Mohawk College the program has been relocated to an adult learning environment: Mohawk College, Fennell Campus. Locating the program in a post-secondary setting allows the “return to school” to feel like a step forward. It also provides students with an opportunity to be exposed to post-secondary resources, including the Career Centre and Employment Services. Further, this partnership provides guest speakers for the Turning Point classes and the opportunity for students to audit classes of interest. These relationships support students in feeling comfortable in the environment and in thinking about next steps in their journey.

Our review of System Alternative Education identified the need for “transition” classes to support students as they move from an alternative environment into a secondary school. In 2012-2013, four classes have been established at Barton Secondary and Glendale Secondary to meet this identified need. Further, the Supervised Alternative Learning (SAL) Committee met to review the outcomes of the SAL process during 2011-2012 (Appendix K) and staff are currently working to align SAL with other components of alternative education in order for it to become an integrated part of the program offerings for students.

## B. EQUITY MATTERS

### **HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential.**

It is the responsibility of all to recognize the particular needs of individual students, including the complex and additional challenges faced by some students with special education and/or other unique needs, and to find ways of meeting those needs. An important measure of a caring and safe school is its ability to identify the range of needs of its students and determine how they influence student behaviour. The increased use of assistive technology, which is good for all and essential for some, has helped students to demonstrate their learning in new and engaging ways. For our ELL students, we learned how to incorporate technology within a classroom setting to enhance a student’s ability to keep organized and increase their comfort level with computers while enhancing their literacy skills. Behavioural and academic supports such as the Centre for Success, Character Networks supports, and in-school and system Alternative Education, have provided students with the academic and social-emotional supports necessary for them to participate more fully in their education.



Both the Arts Strategy and the 21<sup>st</sup> Century Learning Strategy speak to equity of access in their commitments:

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*All HWDSB students will have equitable access to a balanced and comprehensive arts education, based on the Ontario Arts Curriculum (K-12), that develops their critical and creative thinking, collaboration and communication skills.*

**Learning Through The Arts (LTTA)** is a program that brings together the professional artistic community and life in the classroom to develop engaging ways to support student learning and provide meaningful opportunities in and through the arts for students and teachers. The program was piloted with tremendous success in HWDSB in 2011 / 2012. The program's comprehensive format incorporates ongoing professional development and builds teacher capacity while providing meaningful and quality arts instruction for students. All of the LTTA programs are customized to meet specific classroom and curricular requirements.

*All HWDSB students will have equitable access to learning experiences that are engaging, real-world and authentic, and that develop their critical and creative thinking, problem solving, collaboration and communication skills.*

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The Commons is a board provisioned Social Learning Network. Using authentic tools and interaction similar to the features of Facebook and Twitter, the Commons creates a space for interaction, collaboration, and sharing with learners within a classroom, across the hall, within the board, and around the world. In one year's time, by creating a more gradual entry-point for teachers looking to integrate technology into their instructional practice, we have seen the creating of 9000 user accounts and over 2500 collaborative online learning spaces in the form of group and individual blogs. The adoption of blogging as a classroom tool allows for a number of powerful changes to occur in the classroom: providing students with

immediate descriptive feedback from multiple learning partners, providing teachers with professional sharing opportunities across the system, allowing teachers to create a portfolio of student work to help monitor and celebrate growth, and allowing for anytime access to the materials necessary for learning.

There is a need to ensure system coherence around how a positive school climate contributes to student engagement which is essential for student achievement. Further, we are currently involved in extensive work related to positive school climate. Supporting the system in understanding how the pieces connect and building capacity is a critical next step. The Safe and Inclusive Schools Report will detail our five year plan that will bring these components together in an aligned and coherent way.

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## Action Plan 2012-2013

### A. ACHIEVEMENT MATTERS

#### 1. HWDSB will prepare all elementary students to be ready for success at the secondary school level.

Information and support needs to continue to be provided to classroom teachers to assist them in effectively differentiating instruction and assessment for all students in the regular classroom, and to increase teacher efficacy to support individual student needs. Mathematics will be a particular focus area. Opportunities for inter-disciplinary collaboration between classroom teachers and school- and system-based resource staff will continue to be explored. In collaboration with E-BEST, staff will continue to examine what data methods are being used, what data is being collected and by whom, and what the analysis of the data is revealing. The relationship between the success of students using school-based assessment methods (DRA) and the provincial assessment (EQAO) will be explored. With regard to students with special education needs, staff will review the types of learning needs of the students involved to determine if the most effective strategies are being implemented to provide the students with the optimum conditions for academic improvement.

#### 2. HWDSB will prepare all secondary students to be ready for success in their chosen pathway: apprenticeship, college, community, university or workplace.

As outlined above, there is also a focus with secondary classroom teachers to support them with effective strategies in differentiating instruction and assessment for all students in the regular classroom, and to increase teacher efficacy to support individual student needs. Secondary teachers are working in subject specific learning teams to examine student data in the classroom including conversations, observations and student work to inform their instruction. Opportunities for inter-disciplinary collaboration between classroom teachers and school- and system-based resource staff will also continue to be explored at the secondary level.

E-BEST will also support the secondary panel with data collection and analysis as described above. Data from provincial assessments in mathematics and the OSSLT will be examined in comparison to credit accumulation and course mark distribution data to determine how best to respond to the learning needs of all students. Staff will continue to focus on providing the optimal learning conditions necessary to support students on their individual pathways towards graduation and a destination beyond secondary school be it apprenticeship, college, community, university or the workplace, with special attention to the personalized learning needs of some students such as those with special education needs.

Schools staff continue to reach out to students individually and provide them with the types of programs that motivate them to successfully complete their diploma requirements so that they can realize a destination beyond high school, particularly those students in grade 12 and beyond that are at risk of leaving secondary school before they have completed their diploma requirements.

#### 3. HWDSB will prepare all adult students to be ready for success in their chosen pathway: apprenticeship, college, community, university or workplace.

CCE will continue to collaborate with secondary schools on ways in which they can support student achievement. In addition, staff capacity building will focus on how to create the conditions for an adult learner to be successful. This will include looking at meaningful partners and intentional program expansion into communities where there is an identified need and viability.

## B. ENGAGEMENT MATTERS

### **HWDSB will achieve high levels of student engagement in our schools.**

Student voice will continue to be sought in order to gain the student view of what constitutes a great school, and what choice is needed in secondary schools with regard to course selection in all schools and specific programming in some schools. This will be achieved by reaching out to students through the use of face-to-face forums, surveys, focus groups and interactive technologies.

An e-Learning strategy will be developed to provide each student with the opportunity to experience blended learning during their high school career (i.e., opportunities for both on-line and face-to-face instruction such that they are better prepared for the expectations of the post-secondary working and learning environment (i.e., workplace training modules; on-line university and college programs)

Mental Health training is complicated work, as there is a lot of information available: some helpful; some harmful. Through the Mental Health Strategy, staff will work to have the right supports at the right time for the right students. Staff capacity will be increased through training in mental health promotion (i.e., Positive Action social skills programming), prevention (i.e., Coping Power specific behavior skills training) and intervention (i.e., ASIST - Applied Suicide Intervention Skills Training - training for secondary school teams). We will clarify roles and responsibilities with regard to peer mentoring/peer-to-peer supports, school-based teams, system supports, and our relationship with community partners in support of mental health and well-being (the details to be outlined in the 2012-13 Mental Health Strategy Report).

It can be difficult to measure the effect on student engagement and achievement of engagement activities. Staff will continue to develop a student engagement plan across the district to ensure that we are creating the essential conditions for student engagement, including clear objectives for the initiatives, identification of the target audience, and qualitative and quantitative data to be collected. A shared understanding among all staff on what constitutes effective student engagement, facilitated through the school self-assessment process, is required in order to effectively align student achievement with student engagement. Further, staff need to know how to create and sustain effective student engagement in all learning spaces, and will help to support the creation of the conditions at the classroom, school and system level where students are in safe, caring environments, characterized by engaged learning and student voice.

Many engagement activities can and do support the development of a caring and safe school culture. Schools need support to understand and implement activities that align safe schools, mental health, equity, and inclusion initiatives, and are built through a collaborative process involving all stakeholder groups – system and school leaders, system and school staff, students, parents/guardians, and community partners.

## C. EQUITY MATTERS

### **HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential.**

Joint planning between Information Technology (IT) staff and 21<sup>ST</sup> Century Fluencies staff will assist HWDSB with building a technology infrastructure that will support student achievement and engagement (i.e, wireless access in every school; opportunities to “bring your own device”). The use of assistive technology will increase such that all students can benefit from these programs (good for all; essential for some).

Implementation of the FNMI Policy, including confidential, voluntary, self-identification will begin. This includes the creation of a FNMI Advisory Committee. HWDSB is collaborating with Niwasa on a review of the NYA-WEH support programs at Sir John A Macdonald and Parkview in order to determine the next steps in the program evolution.

The passing of Bill 13 has encouraged a “shift” to thinking about a Positive School Climate as foundational to student achievement. A positive school climate is foundational to ensuring student engagement which has a direct and significant impact on student achievement. We must create the conditions for engagement which impacts achievement. Staff are currently determining the various elements of our existing work that are part of creating a positive school climate in order to support coherence within the system. Capacity building will focus on a number of areas including: Bill 13, bullying, positive space, FNMI Policy, religious accommodation, accessibility and inclusion.

<b><i>Process</i></b>	<b><i>Area of Focus</i></b>	
Continue to:  Create a student learning focus (through the school self-assessment process)  Build staff capacity around this focus  Monitor progress at the school level  Engage in collaborative inquiry in order to plan, act, assess and reflect on this focus to improve student achievement and engagement for all students	<b>Achievement Matters</b>	
	Elementary	Continuation of the K-2 Oral Language and Early Reading Strategy
	Elementary and Secondary	Strategies to differentiate instruction and assessment for all students
	Elementary and Secondary	Strategies to support instruction in mathematics
	Elementary and Secondary	In-depth analysis of collected data
	Elementary and Secondary	Strategies to support the learning needs of students with a special education designation who are in regular class settings
	Secondary	Strategies to reach out to potential early leavers to encourage graduation diploma completion
	Elementary	Professional learning in collaborative teams
	Secondary	Professional learning in subject-specific collaborative teams
	CCE	Professional learning that focuses on creating the conditions for the adult learner to be successful
	<b>Engagement Matters</b>	
	Gather student voice re: increased choice in school offerings and course selection in all schools and what constitutes a great school	
	Collection of quantitative and qualitative data to understand effective student engagement	
	Increased e-Learning and blended learning opportunities	
	<b>Equity Matters</b>	
Positive School Climates	Strategies to support safe, caring, equitable and inclusive learning environments	
Positive School Climates	Increase staff capacity to support mental health and well-being	



## Appendix A.

HWDSB will prepare all elementary students  
to be ready for success  
at the secondary school level.

## Supporting Data

**EQAO 2012 Contextual Information: Grade 3**

	<b>Board</b>	<b>Province</b>
<b>Enrolment:</b>		
Number of Grade 3 Students	3 475	126 455
Number of Grade 3 Classes	228	9514
Number of Schools with Grade 3 Classes	877	3358
<b>Gender:</b>		
Female	48%	49%
Male	52%	51%
<b>Student Status:</b>		
English Language Learners	20%	10%
Students with Special Education needs	19%	16%
<b>Language:</b>		
First language learned at home was other than English	23%	22%

**EQAO 2012 Contextual Information: Grade 6**

	<b>Board</b>	<b>Province</b>
<b>Enrolment:</b>		
Number of Grade 6 Students	3 467	129 477
Number of Grade 6 Classes	198	8 247
Number of Schools with Grade 6 Classes	73	3 186
<b>Gender:</b>		
Female	49%	49%
Male	51%	51%
<b>Student Status:</b>		
English Language Learners	19%	7%
Students with Special Education needs	22%	20%
<b>Language:</b>		
First language learned at home was other than English	23%	23%

<b>Participation Rates</b>	
Grade 3 Reading	95%
Grade 3 Writing	96%
Grade 3 Mathematics	96%
Grade 6 Reading	97%
Grade 6 Writing	97%
Grade 6 Mathematics	96%

<b>Exempt</b>	
Grade 3 Reading	4%
Grade 3 Writing	3%
Grade 3 Mathematics	3%
Grade 6 Reading	3%
Grade 6 Writing	3%
Grade 6 Mathematics	3%

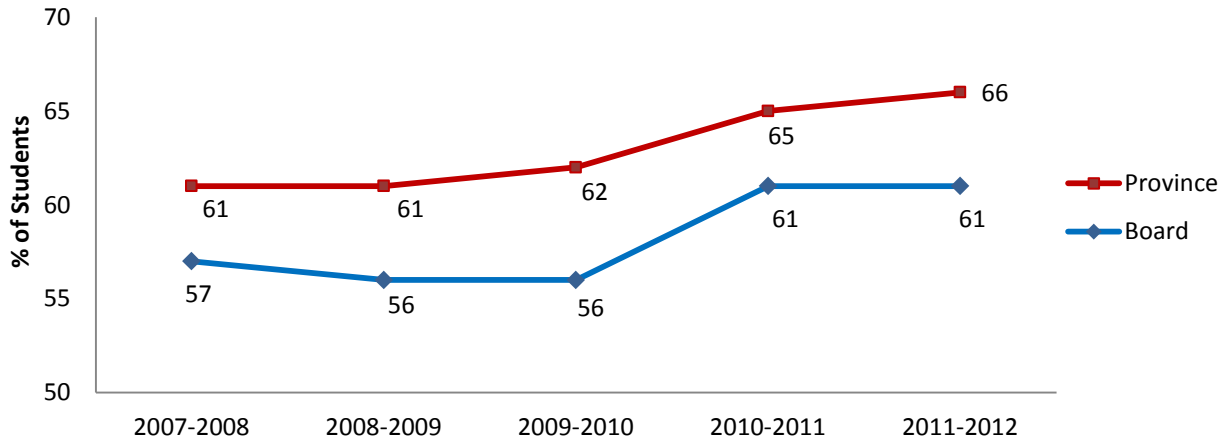
**EQAO Over Time: Grade 3**

- Over the past five years, the percentage of HWDSB students who performed at or above the provincial standard in reading has increased by four percentage points, from 57% to 61%.
- Over the past five years, the percentage of HWDSB students who performed at or above the provincial standard in writing has increased steadily (a 10 percentage point increase, from 61% to 71%).
- Over the past 5 years, performance in mathematics has remained relatively stable at about 60%.

**Percentages of students achieving Level 3 or 4:**

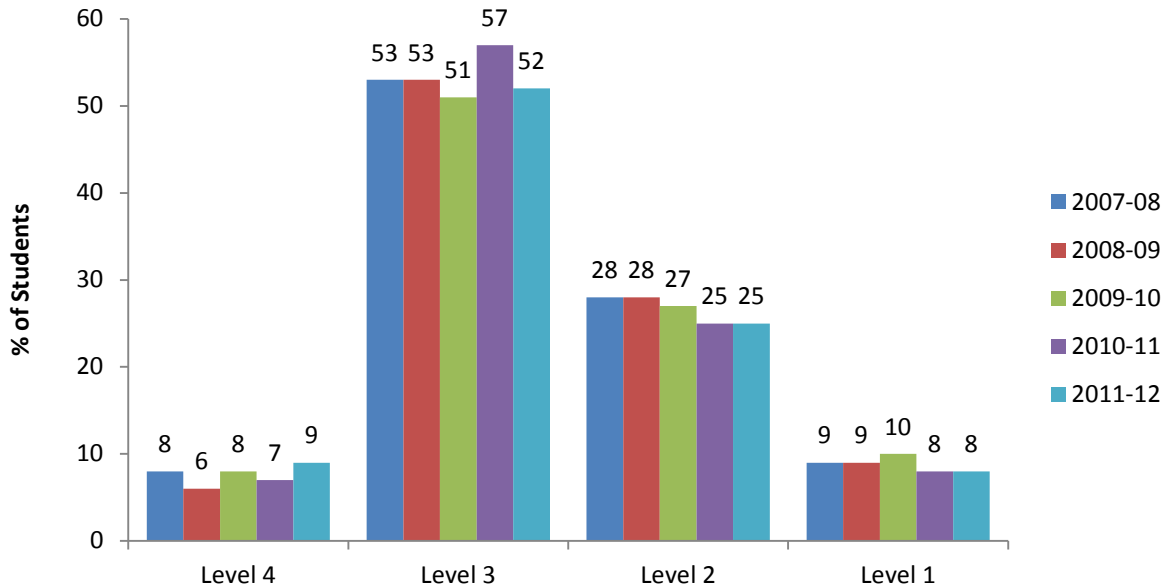
Grade	Subject	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	Change (1 year)	Province 2011/2012
3	Reading	57%	56%	56%	61%	61%	0%	66%
3	Writing	61%	61%	65%	68%	71%	+3%	76%
3	Math	59%	61%	61%	63%	60%	-3%	68%

**Grade 3 Reading: Levels 3 & 4 - Board and Province Over Time**

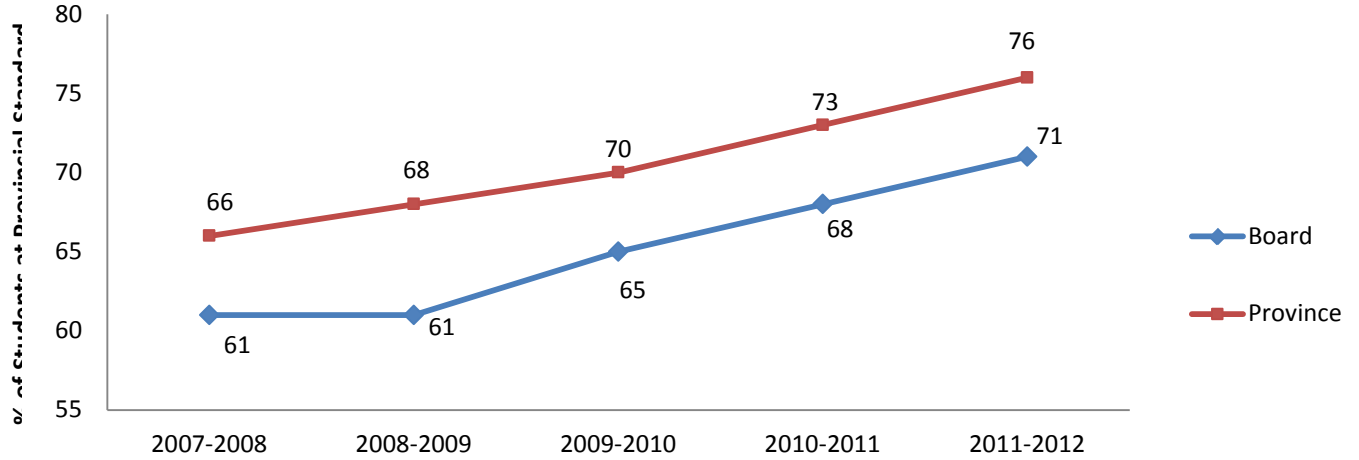


Gap with province in 2009-2010 = 6% below province  
 Gap with province in 2010-2011 = 4% below province  
 Gap with province in 2011-2012 = 5% below province

**Grade 3 Reading: All Levels - Board Over Time**

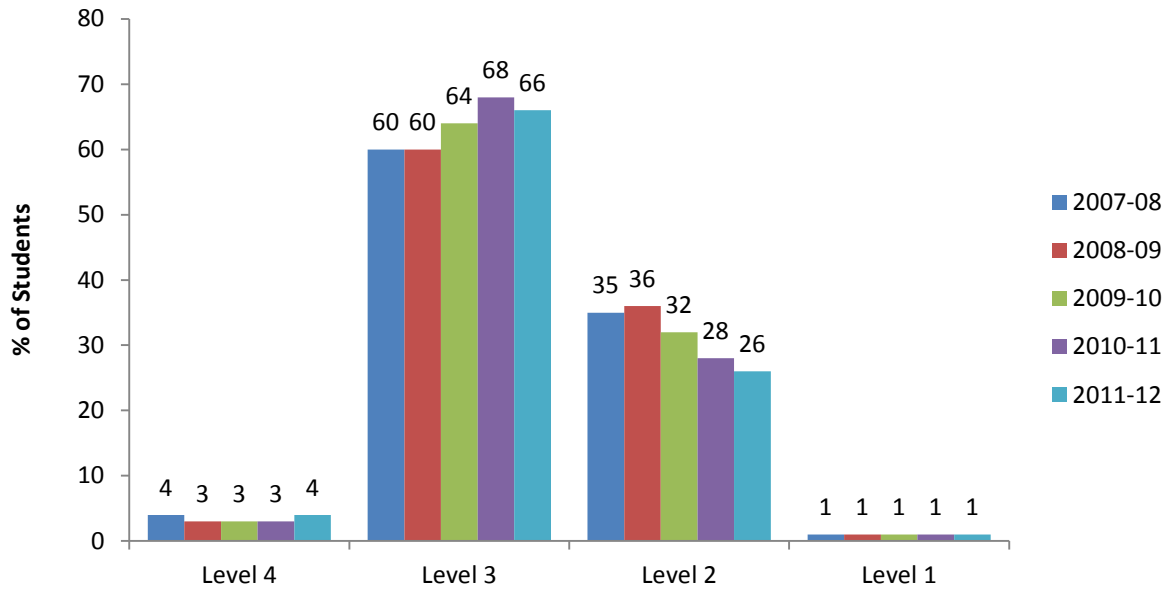


### Grade 3 Writing: Levels 3 & 4 - Board and Province Over Time



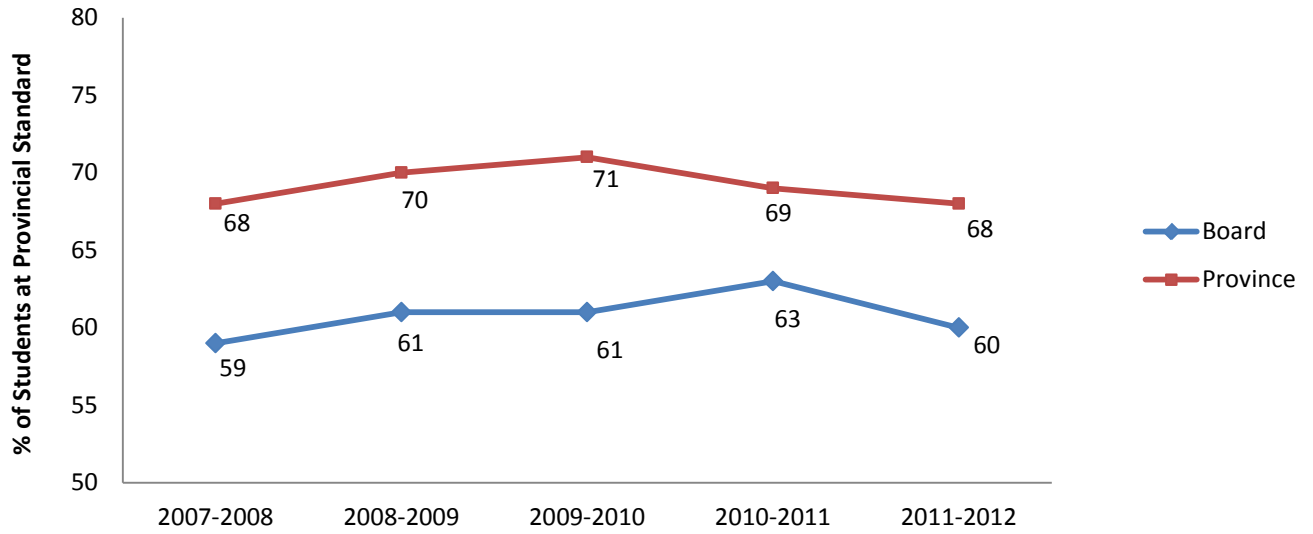
Gap with province in 2009-2010 = 5% below province  
 Gap with province in 2010-2011 = 5% below province  
 Gap with province in 2011-2012 = 5% below province

### Grade 3 Writing: All Levels - Board Over Time





### Grade 3 Mathematics: Levels 3 & 4 - Board and Province Over Time

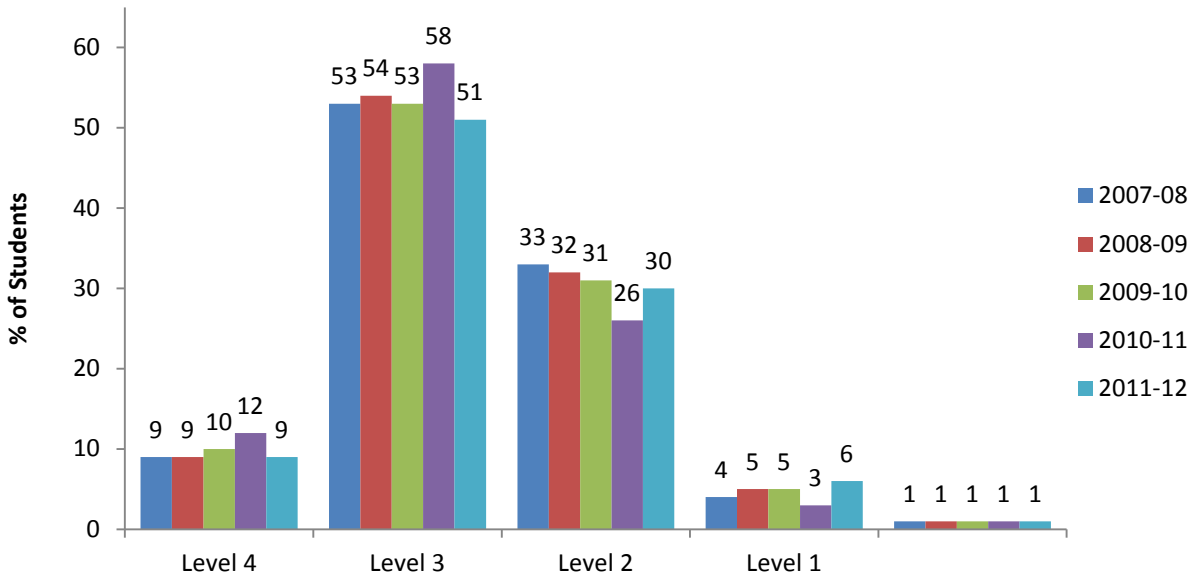


Gap with province in 2009-2010 = 10% below province

Gap with province in 2010-2011 = 6% below province

Gap with province in 2011-2012 = 8% below province

### Grade 3 Mathematics: All Levels - Board Over Time



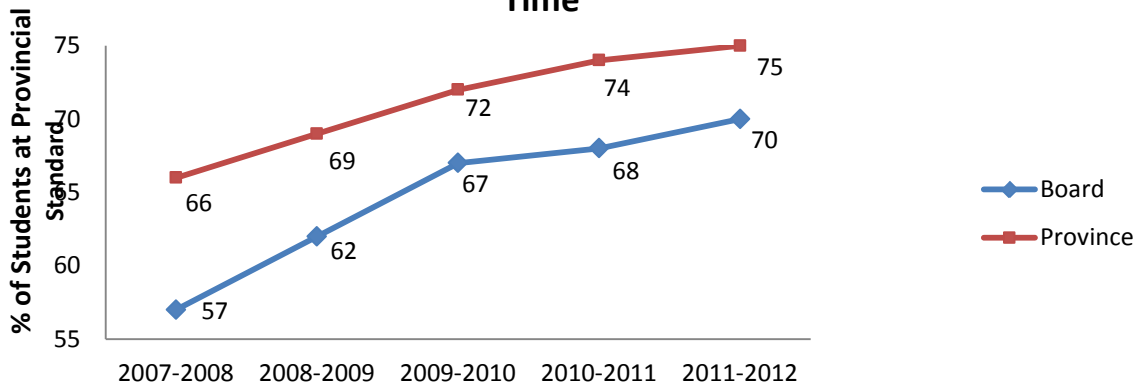
**EQAO Over Time: Grade 6**

- Over the past five years, the percentage of HWDSB students who performed at or above the provincial standard in reading has increased by thirteen percentage points, from 57% to 70%.
- Over the past five years, the percentage of HWDSB students who performed at or above the provincial standard in writing has increased steadily (an 8 percentage point increase, from 59% to 67%).
- Over the past 5 years, performance in mathematics has remained relatively stable at about 48%.

**Percentages of students achieving Level 3 or 4:**

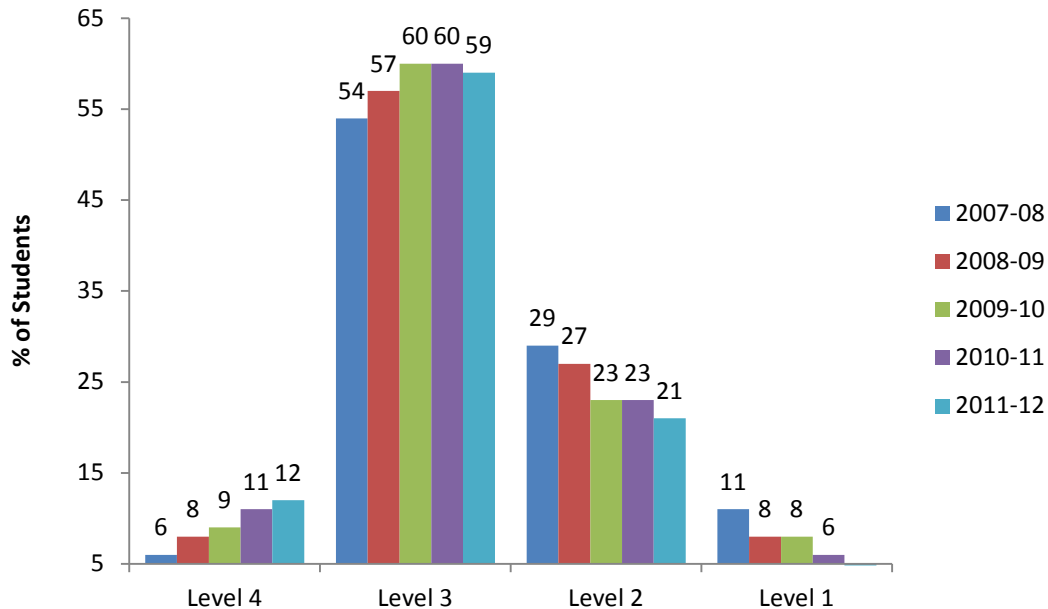
Grade	Subject	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Change (1 year)	Province 2011/2012
6	Reading	57%	62%	67%	68%	70%	+2%	75%
6	Writing	59%	60%	64%	66%	67%	+1%	74%
6	Math	49%	51%	52%	47%	48%	+1%	58%

**Grade 6 Reading: Levels 3 & 4 - Board and Province Over Time**

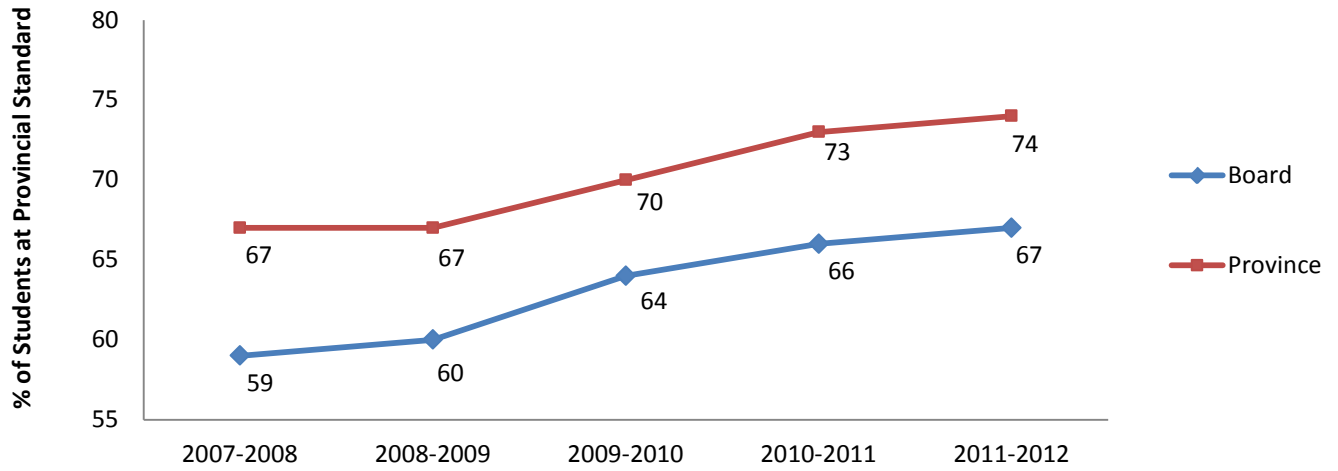


Gap with province in 2009-2010 = 5% below province  
 Gap with province in 2010-2011 = 6% below province  
 Gap with province in 2011-2012 = 5% below province

**Grade 6 Reading: All Levels - Board Over Time**

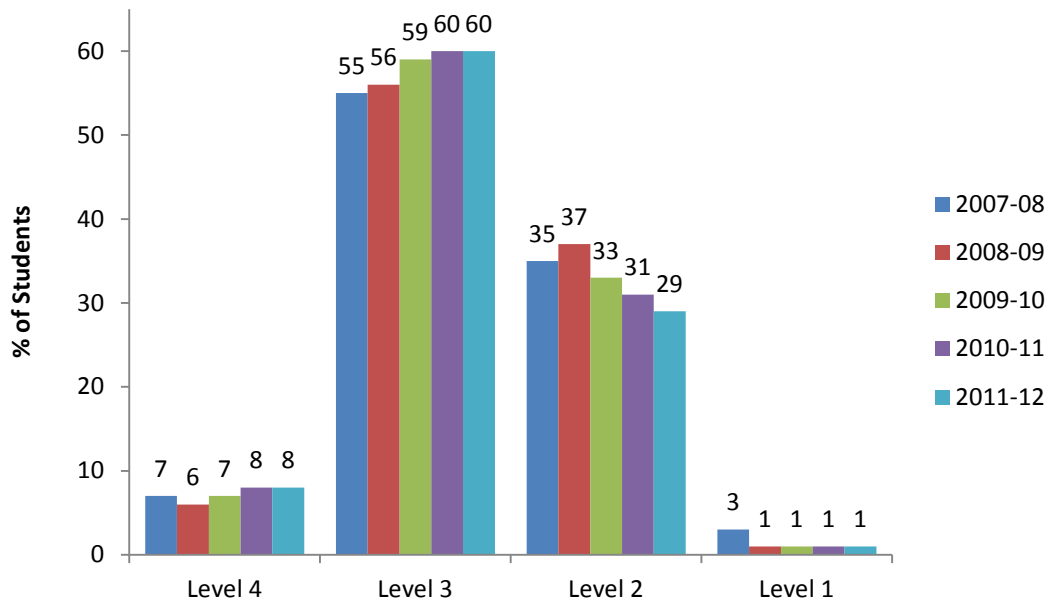


### Grade 6 Writing: Levels 3 & 4 - Board and Province Over Time

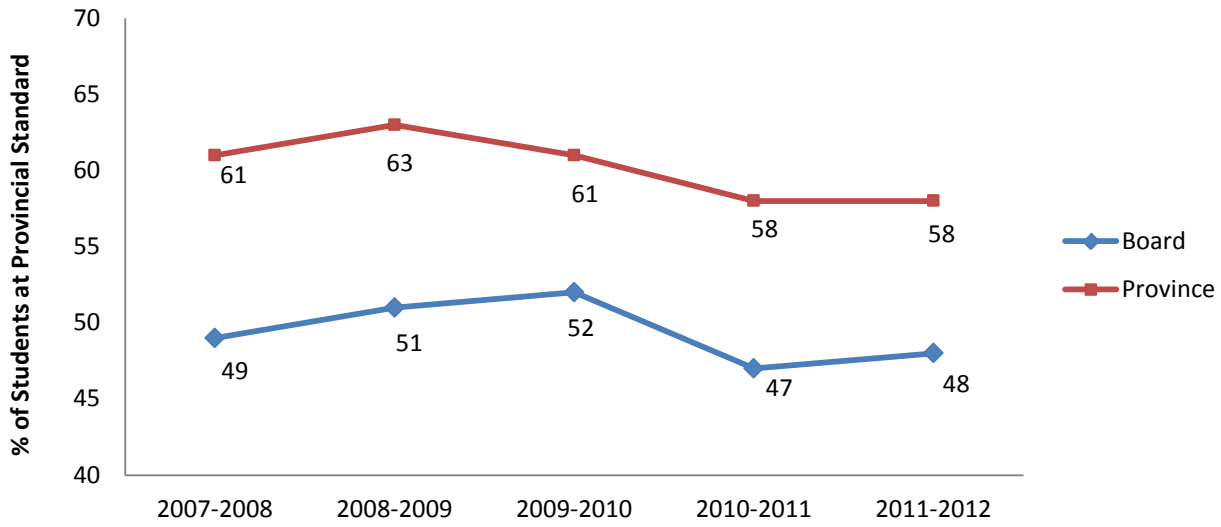


Gap with province in 2009-2010 = 6% below province  
 Gap with province in 2010-2011 = 7% below province  
 Gap with province in 2011-2012 = 7% below province

### Grade 6 Writing: All Levels - Board Over Time

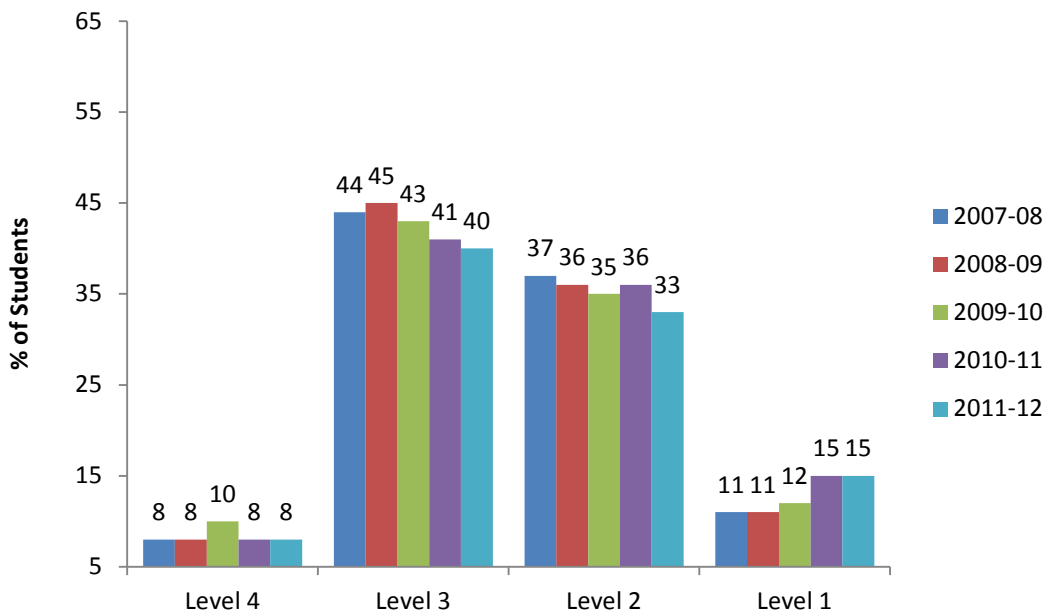


### Grade 6 Math: Levels 3 & 4 - Board and Province Over Time



Gap with province in 2009-2010 = 9% below province  
 Gap with province in 2010-2011 = 11% below province  
 Gap with province in 2011-2012 = 10% below province

### Grade 6 Mathematics: All Levels - Board Over Time



**EQAO, By Gender****Percentage of Students at Level 3 and 4, 2011-2012**

	Female	Male	Gap
Grade 3 Reading	65%	57%	-8%
Grade 3 Writing	78%	64%	-14%
Grade 3 Mathematics	61%	59%	-2%
Grade 6 Reading	75%	65%	-10%
Grade 6 Writing	76%	59%	-17%
Grade 6 Mathematics	51%	46%	-5%

**Percentages of students achieving Level 3 or 4 by Gender, Primary Division**

Grade	Subject	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Change (1 year)		Province 2011/2012	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M
3	Reading	65%	51%	61%	51%	61%	52%	66%	57%	65%	57%	-1%	0%	71%	62%
3	Writing	70%	53%	69%	53%	73%	58%	75%	62%	78%	63%	3%	1%	83%	69%
3	Math	60%	58%	63%	59%	62%	61%	63%	62%	61%	59%	-.2%	-3%	69%	68%

Grade 3 Reading  
 Gender Gap = 9% points in 2009-2010  
 Gender Gap = 9% points in 2010-2011  
 Gender Gap = 8% points in 2011-2012

Grade 3 Writing  
 Gender Gap = 15% points in 2009-2010  
 Gender Gap = 13% points in 2010-2011  
 Gender Gap = 15% points in 2011-2012

Grade 3 Mathematics  
 Gender Gap = 1% point in 2009-2010  
 Gender Gap = 1% points in 2010-2011  
 Gender Gap = 2% points in 2011-2012

**Percentages of students achieving Level 3 or 4 by Gender, Junior Division**

Grade	Subject	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Change (1 year)		Province 2011/2012	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M
6	Reading	63%	51%	68%	58%	72%	62%	76%	61%	66%	66%	0%	5%	80%	71%
6	Writing	68%	50%	70%	51%	74%	55%	76%	56%	76%	59%	0%	3%	83%	67%
6	Math	48%	49%	51%	50%	53%	51%	48%	46%	51%	46%	3%	0	59%	57%

Grade 6 Reading  
 Gender Gap = 10% points in 2009-2010  
 Gender Gap = 15% points in 2010-2011  
 Gender Gap = 0% points in 2011-2012

Grade 6 Writing  
 Gender Gap = 19% points in 2009-2010  
 Gender Gap = 20% points in 2010-2011  
 Gender Gap = 17% points in 2011-2012

Grade 6 Mathematics  
 Gender Gap = 2% points in 2009-2010  
 Gender Gap = 2% points in 2010-2011  
 Gender Gap = 5% point in 2011-2012

**EQAO, By English Language Learners****Percentage of Students at Level 3 and 4, 2011-2012**

	<b>Students who are ELL</b>	<b>All Students in HWDSB</b>
Grade 3 Reading	56%	61%
Grade 3 Writing	69%	70%
Grade 3 Mathematics	57%	60%
Grade 6 Reading	67%	71%
Grade 6 Writing	68%	68%
Grade 6 Mathematics	49%	49%

**Percentages of ESL/ELD students achieving Level 3 or 4, Primary Division**

<b>Grade</b>	<b>Subject</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>Change (1 year)</b>	<b>Province 2011/2012</b>
3	Reading	48%	45%	45%	53%	56%	3%	55%
3	Writing	57%	53%	63%	65%	69%	4%	70%
3	Math	51%	49%	56%	58%	57%	-1%	61%
Proportion of students identified as ESL/ELD		16%	18%	20%	22%	23%	+1%	16%

**Percentages of ESL/ELD students achieving Level 3 or 4, Junior Division**

<b>Grade</b>	<b>Subject</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>Change (1 year)</b>	<b>Province 2011-2012</b>
6	Reading	50%	51%	57%	56%	67%	11%	57%
6	Writing	57%	56%	61%	61%	68%	7%	63%
6	Math	46%	49%	52%	43%	49%	6%	49%
Proportion of students identified as ESL/ELD		13%	13%	16%	15%	19%	4%	7%

**EQAO, Students with Special Education Needs (excluding Gifted)****Percentage of Students at Level 3 and 4 (excluding Gifted), 2011-2012**

	Students with Special Education Needs	All Students in HWDSB
Grade 3 Reading	24%	61%
Grade 3 Writing	47%	70%
Grade 3 Mathematics	23%	60%
Grade 6 Reading	29%	71%
Grade 6 Writing	27%	68%
Grade 6 Mathematics	12%	49%

**GRADE 3:**

Number of Students with Special Education Needs: 646 students (19% of the Board)

**Percentages of students with Special Needs (Excluding Gifted) achieving Level 3 or 4, Primary Division**

Grade	Subject	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Change (1 year)	Province 2011/12
3	Reading	13%	15%	19%	21%	24%	3%	31%
3	Writing	38%	32%	41%	46%	47%	1%	52%
3	Math	26%	24%	27%	28%	23%	-5%	34%

**Reading**

Participating Students with Special Education Needs within Board: 85% (546 out of 646)

Participating Students with Special Education Needs within Province: 87%

Reading	Level 4	Level 3	Level 2	Level 1
	# (%)	# (%)	# (%)	# (%)
Board	10 (2%)	141 (22%)	218 (34%)	141 (22%)
Province	2%	29%	36%	16%

**Writing**

Participating Students with Special Education Needs within Board: 88% (570 out of 646)

Participating Students with Special Education Needs within Province: 88%

Writing	Level 4	Level 3	Level 2	Level 1
	# (%)	# (%)	# (%)	# (%)
Board	5 (1%)	300 (46%)	263 (41%)	0 (0%)
Province	1%	50%	36%	<1%

**Mathematics**

Participating Students with Special Education Needs within Board: 87% (560 out of 646)

Participating Students with Special Education Needs within Province: 88%

Mathematics*	Level 4	Level 3	Level 2	Level 1
	# (%)	# (%)	# (%)	# (%)
Board	8 (1%)	141 (22%)	280 (43%)	110 (17%)
Province	3%	31%	41%	11%

**GRADE 6:****Percentages of students with Special Needs (Excluding Gifted) achieving Level 3 or 4, Junior Division**

Grade	Subject	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Change (1 year)	Province 2011-12
6	Reading	17%	19%	27%	28%	29%	1%	40%
6	Writing	18%	21%	26%	29%	27%	-2%	40%
6	Math	12%	17%	15%	13%	12%	-1%	20%

**Reading**

Participating Students with Special Education Needs within Board: 90% (674 out of 731)

Participating Students with Special Education Needs within Province: 91%

Reading	Level 4	Level 3	Level 2	Level 1
	# (%)	# (%)	# (%)	# (%)
Board	9(1%)	210 (28%)	323(43%)	114 (15%)
Province	2%	37%	40%	10%

**Writing**

Participating Students with Special Education Needs within Board: 91% (680 out of 751)

Participating Students with Special Education Needs within Province: 91%

Writing	Level 4	Level 3	Level 2	Level 1
	# (%)	# (%)	# (%)	# (%)
Board	7(1%)	195 (26%)	459 (61%)	13 (2%)
Province	2%	38%	49%	1%

**Mathematics**

Participating Students with Special Education Needs within Board: 89% (670 out of 751)

Participating Students with Special Education Needs within Province: 89%

Mathematics	Level 4	Level 3	Level 2	Level 1
	# (%)	# (%)	# (%)	# (%)
Board	6 (1%)	87 (12%)	250 (33%)	322(43%)
Province	2%	18%	37%	31%



**EQAO, Students Identified As Gifted****Grade 6:**

Number of Students Identified as Gifted for EQAO: 52 students

Reading	Level 4	Level 3	Level 2	Level 1
	# (%)	# (%)	# (%)	# (%)
Board	30(58%)	22(42%)	-	-

Writing	Level 4	Level 3	Level 2	Level 1
	# (%)	# (%)	# (%)	# (%)
Board	24(46%)	27(52%)	1(1%)	-

Mathematics	Level 4	Level 3	Level 2	Level 1
	# (%)	# (%)	# (%)	# (%)
Board	26(50%)	23(44%)	1(<1%)	1(<1%)

**Notes:**

Provincial scores for gifted students are not made available by EQAO.

There is no Grade 3 data as students are typically identified as gifted in or after Grade 4.



## APPENDIX B

HWDSB will prepare all secondary students to be ready for success in their chosen pathway.

### Contents

B.1	EQAO Grade 9 Mathematics
B.2	Ontario Secondary School Literacy Test (OSSLT)
B.3	Credit Accumulation
B.4	Experiential Learning (including School to Work)
B.5	Specialist High Skills Majors
B.6	Graduation Rates
B.7	Tier 3
B.8	Turning Point

## Appendix B.1 EQAO 2012, Grade 9 Mathematics

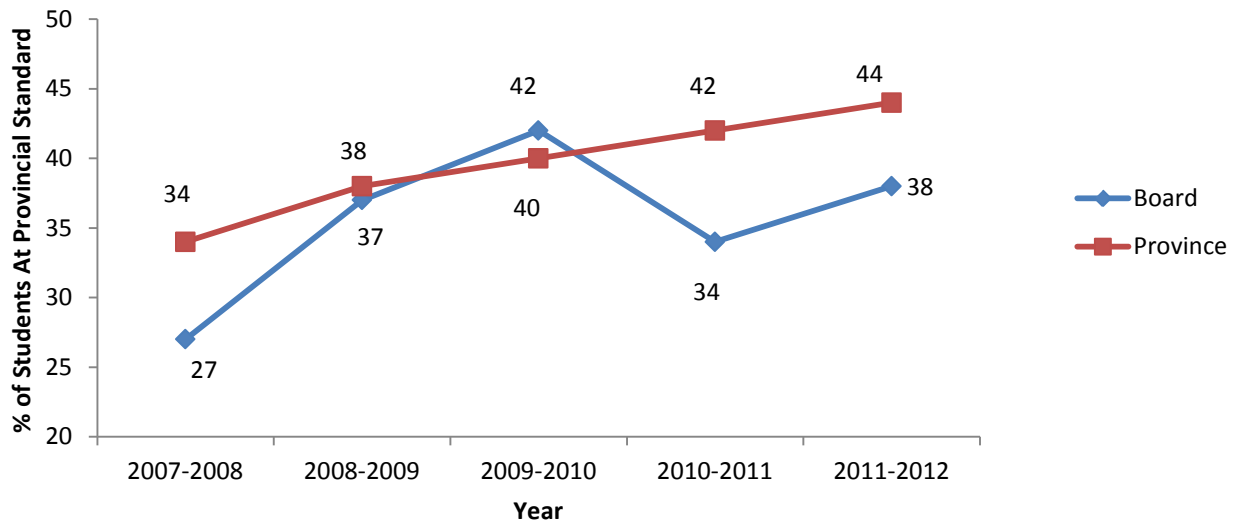
### Applied Mathematics

- Over the past five years, the percentage of HWDSB students taking applied mathematics who performed at or above the provincial standard has increased by eleven percentage points, from 27% to 38%.
- In 2011–2012, there was an increase (four percentage points) from the previous year’s percentage of students performing at or above the provincial standard in applied mathematics.
- Our female students have had a nine percentage point gain over the last 5 years and our male students have made a thirteen percentage point gain.
- Students with special education needs (excluding gifted) have shown a ten percent increase over 5 years.
- The results for ELL students have been inconsistent and therefore it is difficult to suggest a trend over the past 5 years.

### Percentage of Students Achieving Level 3 or 4 in Applied Mathematics

Year	Board	Province	Comparison to Province
2007-2008	27%	34%	- 7%
2008-2009	37%	38%	-1%
2009-2010	42%	40%	+2%
2010-2011	34%	42%	-8%
2011-2012	38%	44%	-6%

### Grade 9 Applied Mathematics: Levels 3 & 4 - Board and Province Over Time



**Students achieving Level 3 or 4 in Applied Mathematics by Gender**

Year	FEMALE			MALE		
	Board	Province	Comparison to Province	Board	Province	Comparison to Province
2007-2008	24%	31%	-7%	29%	36%	-7%
2008-2009	33%	34%	-1%	40%	41%	-1%
2009-2010	39%	36%	+3%	44%	44%	0%
2010-2011	28%	38%	-10%	39%	44%	-5%
2011-2012	33%	41%	-9%	42%	47%	-5%

**Percentage of students with Special Education Needs (excluding gifted) Achieving Level 3 or 4 in Applied Mathematics**

Year	Board	Province	Comparison to Province
2007-2008	20%	27%	-7%
2008-2009	28%	30%	-2%
2009-2010	36%	33%	+3%
2010-2011	28%	33%	-5%
2011-2012	30%	35%	-5%

**Percentage of English Language Learners (ELL) Achieving Level 3 or 4 in Applied Mathematics**

Year	Board	Province	Comparison to Province
2007-2008	29%	22%	+7%
2008-2009	15%	23%	-8%
2009-2010	16%	27%	-11%
2010-2011	11%	29%	-17%
2011-2012	15%	33%	-18%

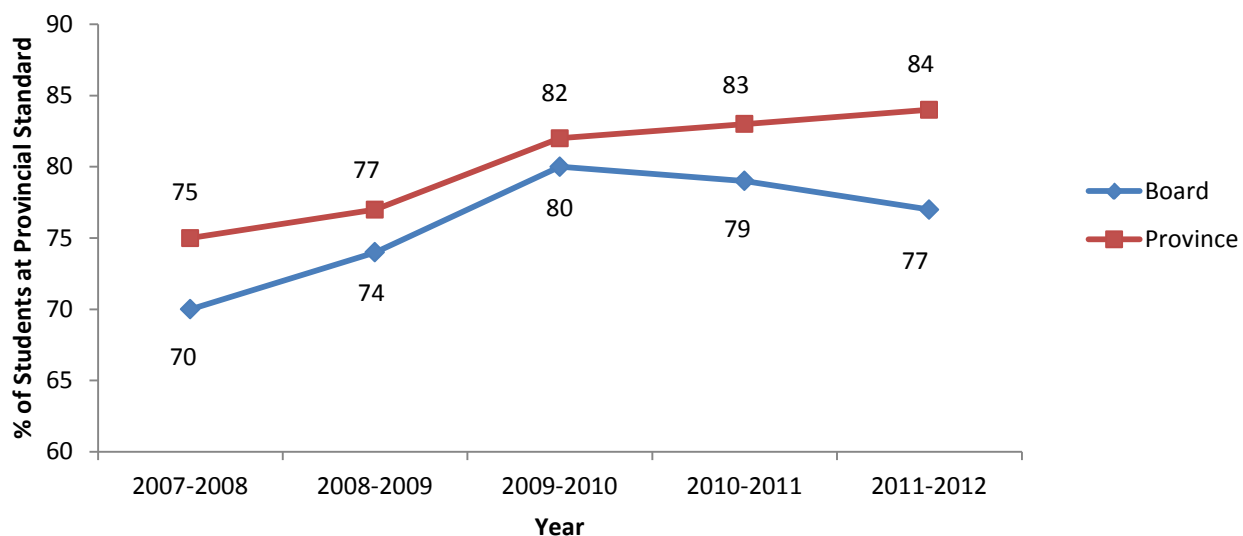
## Academic Mathematics

- Over the past five years, the percentage of HWDSB students taking academic mathematics who performed at or above the provincial standard has increased by seven percentage points, from 70% to 77%.
- In 2011–2012, there was a slight decrease (two percentage points) from the previous year's percentage of students performing at or above the provincial standard in academic mathematics.
- Our female students have had an eight percentage point gain over the last 5 years and our male students have made a seven percentage point gain.
- Results for students with special education needs (excluding gifted) have been inconsistent and therefore it is difficult to suggest a trend over the past 5 years.
- The results for ELL students have shown a thirteen percentage point increase over the past 5 years.

### Percentage of students achieving Level 3 or 4 in Academic Mathematics

Year	Board	Province	Comparison to Province
2007-2008	70%	75%	- 5%
2008-2009	74%	77%	-3%
2009-2010	80%	82%	-2%
2010-2011	79%	83%	-4%
2011-2012	77%	84%	-7%

### Grade 9 Academic Mathematics: Levels 3 & 4 - Board and Province Over Time



**Percentage of Students Achieving Level 3 or 4 in Academic Mathematics by Gender**

Year	FEMALE			MALE		
	Board	Province	Comparison to Province	Board	Province	Comparison to Province
2007-2008	67%	74%	-7%	72%	77%	-5%
2008-2009	71%	75%	-4%	77%	80%	-3%
2009-2010	80%	81%	-1%	79%	83%	-4%
2010-2011	78%	82%	-4%	79%	84%	-5%
2011-2012	75%	83%	-8%	79%	85%	-6%

**Percentage of Students with Special Education Needs (Excluding Gifted) Achieving Level 3 or 4 in Academic Mathematics**

Year	Board	Province	Comparison to Province
2007-2008	58%	63%	-5%
2008-2009	46%	65%	-19%
2009-2010	69%	72%	-3%
2010-2011	66%	73%	-7%
2011-2012	62%	72%	-10%

**Percentage of English Language Learners (ELL) Achieving Level 3 or 4 in Academic Mathematics**

Year	Board	Province	Comparison to Province
2007-2008	54%	70%	-16%
2008-2009	68%	72%	-4%
2009-2010	78%	79%	-1%
2010-2011	76%	79%	-3%
2011-2012	67%	81%	-14%

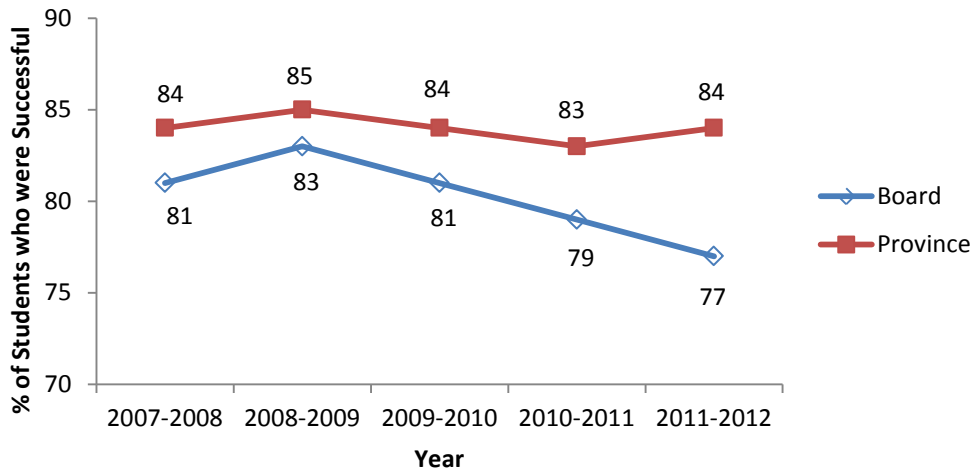
## Appendix B.2 Ontario Secondary School Literacy Test (OSSLT)

- In March 2012, seventy-seven percent of fully participating first-time eligible students were successful on the test.
- Over the past five years, the percentage of HWDSB students who were successful has decreased slightly from by four percentage points, from 81% to 77%.
- Our female students have had an three percentage point decline over the last 5 years and our male students have made a five percentage point decline.
- Results for students with special education needs (excluding gifted) have seen a sixteen percentage point decline, mirroring results at the provincial level.
- The results for ELL students have shown a seven percentage point increase over the past 5 years.

### Percentage of successful fully participating first-time eligible students

Year	Board	Province	Comparison to Province
2007-2008	81%	84%	-3%
2008-2009	83%	85%	-2%
2009-2010	81%	84%	-3%
2010-2011	79%	83%	-4%
2011-2012	77%	82%	-5%

**Grade 10, OSSLT Success Rates Over Time**



**Percentage of First-Time Eligible Fully Participating Students Passing OSSLT by Gender**

Year	FEMALE			MALE		
	Board	Province	Comparison to Province	Board	Province	Comparison to Province
2007-2008	86%	88%	-2%	77%	80%	-3%
2008-2009	87%	88%	-1%	80%	82%	-2%
2009-2010	85%	88%	-3%	77%	81%	-4%
2010-2011	84%	87%	-3%	75%	80%	-5%
2011-2012	83%	86%	-3%	72%	78%	-6%

**Percentage of First-Time Eligible Fully Participating Students with Special Education Needs (excluding gifted) Passing the OSSLT**

Year	Board	Province	Comparison to Province
2007-2008	54%	70%	-16%
2008-2009	54%	55%	-1%
2009-2010	50%	54%	-4%
2010-2011	46%	52%	-6%
2011-2012	38%	52%	-14%

**Percentage of First-Time Eligible Fully Participating English Language Learners (ELL) Passing the OSSLT**

Year	Board	Province	Comparison to Province
2007-2008	58%	63%	-5%
2008-2009	68%	66%	+2%
2009-2010	49%	63%	-14%
2010-2011	61%	68%	-7%
2011-2012	65%	66%	-1%

**Percentage of First-Time Eligible Fully Participating Students with Special Education Needs (excluding gifted) Receiving Accommodations Passing the OSSLT**

Year	IEP only			IEP and IPRC		
	Board	Province	Comparison to Province	Board	Province	Comparison to Province
2007-2008	56%	51%	+5%	35%	51%	-16%
2008-2009	56%	56%	0	50%	53%	-3%
2009-2010	58%	55%	+3%	42%	45%	-3%
2010-2011	51%	53%	-2%	41%	51%	-10%
2011-2012	42%	53%	-11%	32%	51%	-19%



## Appendix B.3 Credit Accumulation Rates

Grade nine and ten accumulated credits are a key indicator of student success. If a student successfully completes 8 credits by the end of grade nine or 16 credits by the age of sixteen (end of grade ten), the student is less likely to drop out of school. Having more students “on track” and achieving all their credits in grades nine and ten should result in a higher graduation rate as these students move through our schools and programs.

### Grade 9 Credit Accumulation 2010-2011

For grade 9 credit accumulation, 79.97% (n=2859) of our students have eight or more credits and 7.05% (n=252) are one credit away from attaining all eight credits by the end of grade nine. 8.95% (n=320) of our students had less than six credits at the end of last year. In 2010-2011 the Provincial rate was 83% of students earning eight or more credits.

Year	>= 8 Credits	7 credits	6 credits	<6 credits**
2007-2008	74.3%	7.9%	3.3%	14.5%
2008-2009	72.8%	8.6%	4.5%	14.2%
2009-2010	72.5%	9.1%	4.1%	14.3%
2010-2011	73.04%	9.01%	4.47%	13.48%
<b>2011-2012</b>	<b>79.97%</b>	<b>7.05%</b>	<b>4.03%</b>	<b>8.95%</b>

\*\*the <6 credits category includes some identified students who are not taking a full schedule of 8 credits, but were successful in earning all of their attempted credits.

### Reach Ahead – Grade 9 Credits (CCE)

Reach Ahead Programs – are credit granting programs available to Grade 7 & 8 students during the summer. It is designed for students who would benefit from entering Grade 9 with a credit already earned. Students attend the programs for two weeks during their Grade 7 & 8 summer break and earn a “Reach Ahead” 0.5 secondary credit (0.5 FTE-Full Time Equivalent Student).

Session	Credits Earned	Change (1 year)
2009-2010	164.5	
2010-2011	272.5	+66%
2011-2012	323	+19%

### Grade 10 Credit Accumulation 2010-2011

HWDSB credit accumulation for grade ten students has increased to 66.89% (n=2505). The Provincial average for grade ten students achieving sixteen credits or more was 74% for 2010-2011. 9.75% of our students (n=365) are within one credit of reaching this benchmark. The number of students with less than 14 credits has decreased to 18.75% (n=702).

Year	>= 16 Credits	15 Credits	14 Credits	< 14 Credits
2007-2008	60.3%	9.8%	4.5%	25.3%
2008-2009	60.5%	10.2%	5.1%	24.3%
2009-2010	60.0%	10.4%	5.7%	23.9%
2010-2011	61.35%	9.55%	5.08%	24%
<b>2011-2012</b>	<b>66.89%</b>	<b>9.75%</b>	<b>4.62%</b>	<b>18.75%</b>

### Credit Accumulation Gap Between Students in Grades 9 and 10

In 2011-2012, the gap between students who were not on track by the end of Grade 9 and 10 was 13.08%. This gap is 4.08% higher than the provincial gap in 2009-2010 of 9.0 %.

Year	Grade 9	Grade 10	Gap
2007-2008	74.3%	60.3%	-14.0%
2008-2009	72.8%	60.5%	-12.3%
2009-2010	72.5%	59.9%	-12.6%
2010-2011	73.04%	61.35%	-11.7%
<b>2011-2012</b>	<b>79.97%</b>	<b>66.89%</b>	<b>- 13.08%</b>

### Adult Day School

Adult Day School is a full or part-time high school program designed for adults who wish to pursue their Ontario Secondary School Diploma.

There were 25 credits earned in the new Advantage Program at Sir John A. Macdonald Secondary School.

Session	Credits Earned	Change (1 year)
2008-2009	1275	
2009-2010	1368	+7%
2010-2011	1754	+28%
2011-2012	1717	- 2%

### eLearning

eLearning is a method through which secondary school credit courses are delivered online.

Individuals seeking to earn high school credits can register in any of our teacher-facilitated online courses

Session	Credits Earned	Change (1 year)
2008-2009	441	
2009-2010	810	+84%
2010-2011	1620.5	+100%
2011-2012	1036.5	- 36%

### Night School

Adult students not attending Day School must provide their transcript for proof of pre-requisites before attending Night School. Day School students must secure authorization by their Principal or designate through a letter or registration form.

Session	Credits Earned	Change (1 year)
2009-2010	279	
2010-2011	170	-39%
2011-2012	180	+6%

**International Language Credit Program**

- ✓ This Program provides opportunities to learn a language and earn a credit.
- ✓ Day School students may begin the study of an international language in any grade of secondary school.
- ✓ Secondary school students need a Letter of Permission from their Principal to take part in the program.
- ✓ 2011-12 included 18 Somali credits earned, 19 Korean credits earned, 16 Mandarin credits earned, 52 Polish credits earned, 33 German credits earned and 68 Arabic credits earned

**Independent Study**

This is a program for adult students who can study independently at their own pace. Teacher support is offered Tuesday and Thursday evenings at Red Hill for students in this program. Support for secondary students is available with written permission from the day school.

Session	Lessons Marked	Credits Earned	Change (1 year)
2010-2011	21 614	777.5	
2011-2012	26 404	939	+20%

**Summer School**

Summer Credit programs consist of New Credit and Upgrade Credit courses.

Session	Credits Earned	Change (1 year)
Summer 2010	2043	
Summer 2011	1467.5	-28%
Summer 2012	1544.5	+ 5%

**CCE Credit Totals 2011-12 (CCE)**

Session	Number of Students	Credits Earned
2011-2012	6460	6485

## Appendix B.4

### Experiential Learning: Co-operative Education, OYAP and School to Work

Our experiential learning programs are designed to provide students with opportunities to explore the workplace and although this is good for all students on pathways to all destinations, it is essential to meet the needs of HWDSB students who intend to go from school to work or apprenticeship.

#### Co-operative Education

In 2011-12 we had 3,145 students participating in Co-operative Education programming within the HWDSB, which represents 18.8% of the entire student body. Students were placed at over 800 different “employers” in the Hamilton-Wentworth community. Students are placed in a variety of placements, from accounting, to healthcare, to retail, to elementary schools to trades.

Again, we had an increase in students participating in SHSM Co-op, Continuous Intake Co-op, all-day Co-op, and in summer Co-op. There were slightly fewer students participating in OYAP Co-op (see OYAP Section).



Year	# of Co-op Students	Total # of Co-op Credits Attempted	Total # of Co-op Credits Earned	% of Students Participating in Co-op
2007-2008	2964	6985		15.8%
2008-2009	3072	7277		16.8%
2009-2010	2891	6510		15.0%
2010-2011	2897	7065		17.3%
2011-2012	3145	6291.5	5593.5 (88.9%)	18.8%

Co-op courses must be “attached” to an in-school course students have taken in the past, or are concurrently taking. This chart shows the distribution of subjects to which Co-op credits were “attached”.

Courses	Arts	Business	Computers	English	ESL	French	Guidance Careers	Math	PhysEd	Science	Social Science	Tech	Other (not specified)
% of Co-op students	4.4	3.3	0.3	29.4	0.4	0.1	16.9	4.4	6.2	4.4	7.1	19	4.1

#### Ontario Youth Apprenticeship Program (OYAP)

HWDSB continues to have a large number of students participating in the Ontario Youth Apprenticeship Program. We have, however experienced a slight drop in the number of OYAP participants compared to 2010-2011. This may be due to in part to our overall decline in enrolment across HWDSB. It should also be noted that the province was down an average of 22% of OYAP participants for the 2011-2012 school year. In 2011-12, a total of 867 students participated with 157 (8.1%) being signed as apprentices. (This decrease in enrollment matches that of the province’s 22%). Our participation in the Dual Credit Accelerated programs though our partnership with Mohawk College continued to stay on par with previous years enrollments.



Year	# of OYAP Students	# of Signed Apprentices	% of Signed Apprentices
2007-2008	948	181	19.1%
2008-2009	1024	192	18.8%
2009-2010	874	174	19.9%
2010-2011	1118	215	19.2%
2011-2012	867	157	18.1%

### **School To Work**

The “School to Work” table displays the breakdown of student participation in the various school-to-work programs available within the HWDSB. Some of the students in the Homebuilding and Healthcare Support programs also participated in Specialist High Skills Major Programs.

The “Building Careers from the Ground Up” Homebuilding Program expanded to both semesters, and students were very successful. The program had 49 participants, earning 221 credits, with 38 students offered employment and 33 of them signed/registered as apprentices. The HWDSB is one of only 4 school boards running the Ontario Public Services program (OPS). This program is ministry funded, to re-engage at risk students by giving them paid work experience at Ontario government co-op placements.

Year	Homebuilding Program	Health Care Support	Limeridge Mall	Militia	OPS Program
2007-2008	23	26	21	31	
2008-2009	24	41	32	25	
2009-2010	23	26	25	16	
2010-2011	23	34	33	Not offered	34
2011-2012	49	31	20	18	36

### **School-College-Work-Initiative (SCWI) and Dual Credits**

The School-College-Work-Initiative is a Provincial joint partnership with local school boards and Community Colleges to increase the number of students attending college, and to improve their success when attending college. The “Destination College” activity saw 350 Grade 7 students attend tours of Mohawk College. We also had 140 Grade 10-11 students attend the “Building Better Pathways” events and 40 Business students attended the “Reaching Higher” events

### **Dual Credits**

The Dual Credit Program targets students who are disengaged and underachieving, with the potential to succeed. High school students attend College and earn both Secondary School credits, and college credits.

Dual Credit Program	Number of Students	Number of students who were out of school and returned to participate	Number of Credits Attempted	Number of Credits Achieved	Success Rate
Mohawk Bridge	84	24	168	120	71%
OYAP Apprenticeship Level One Dual Credits	97	8	170.5	153	89.7%

**Summer Co-op (CCE)**

Co-op: regular, YMCA, Ontario Provincial Service and Focus on Youth

Session	Credits Earned	Change (1 year)
Summer 2010	153	
Summer 2011	256	+67%
Summer 2012	145	-43%

**Work For Credit Program (CCE)**

This program is offered on a continuous enrolment basis and is available to students:

- Over 21 years of age
  - That need 4 credits or less
  - Are employed full time
- Students must attend pre-placement in-class sessions
  - Students must attend Health & Safety Training, WHMIS Training

Session	Credits Earned	Change (1 year)
2008-2009	211	
2009-2010	212	0%
2010-2011	205	-3%

## Appendix B.5 Specialist High Skills Majors (SHSM)

By the end of the 2011-12 school year, 105 students had earned a SHSM designation, which was an increase of 19 students when compared to the 2010-11 school year. During the same time period, there was an increase in the number of students participating in SHSM programs within the HWDSB. The 986 students enrolled in SHSM attempted and earned 90% of their credits which is a 3% increase from the 2010-11 school year.

### Expansion of SHSM Programs

Our SHSM programming began in 2007-2008 with seven programs in three sectors involving seven schools. In 2010-2011 we had 16 programs representing 9 sectors across 12 schools. For 2011-12 we have 22 programs representing 11 sectors in 16 schools.

At the end of Semester 2 there were 271 gr. 12 students enrolled in SHSM programs. 105 graduated with a full red seal designation. Our SHSM grad rate was 26% - increased from 10% SHSM grad rate in 2010-11.

SHSM Sector	Student Enrollment		SHSM Designations	
	Actual 2010 - 2011	Actual 2011 - 2012	2010 - 2011	2011 - 2012
Arts & Culture	186	213	28	34
Aviation & Aerospace	18	28	1	1
Construction	150	139	11	11
Energy	0	11	0	2
Environment	0	48	0	0
Health & Wellness	389	253	23	25
Horticulture & Landscaping	32	41	1	4
Hospitality & Tourism	87	108	5	8
Information & Communications Technology (ICT)	27	35	2	6
Justice, Community Safety & Emergency Services (JCSES)	59	51	10	6
Manufacturing	30	59	5	8
<b>Totals</b>	<b>978</b>	<b>986</b>	<b>86</b>	<b>105</b>

## Appendix B.6 Graduation Rates

Graduates are defined as students who have successfully completed all requirements to earn an Ontario Secondary School Diploma (OSSD) as outlined in the “*Ontario Secondary School Grades 9 to 12 – Program and Diploma Requirements 1999*” guide.

The graduation rate within HWDSB at the end of June 2011 was 83% (the Provincial rate in 2010-2011 was 82%). The HWDSB rate includes students who graduated during either their fourth or fifth year in high school. This percentage does not include students who stay longer than five years to graduate, students who earn their last credit(s) through Community and Continuing Education (CCE) or alternative education programs.

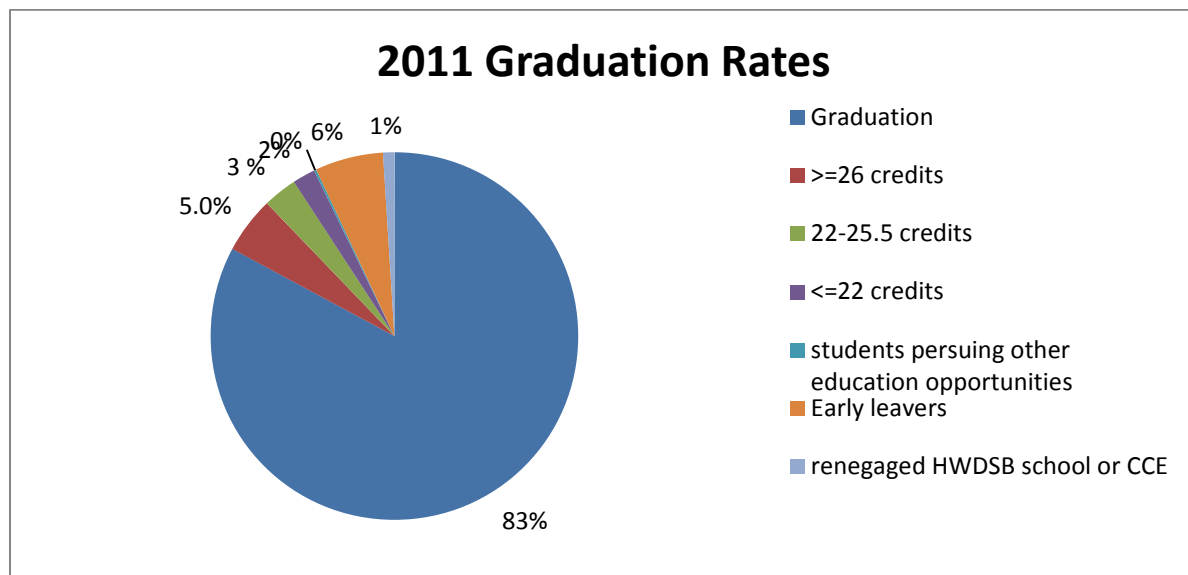
It is important to note that as the Ministry of Education has more clearly defined what is meant by a “cohort” graduation rate, our HWDSB rate is now in alignment with the provincial rate calculation and the rate calculation used by our neighbouring boards. Therefore, the 2011 graduation rate represents the number of students in a cohort who began with HWDSB in their grade 9 year and remained with us until they graduated in 4 or 5 years from an HWDSB school. Students who officially leave and register in another school board are not counted in this cohort. Schools staff continue to reach out to students individually and provide them with the types of programs that motivate them to successfully complete their diploma requirements so that they can realize a destination beyond high school, particularly those students in grade 12 and beyond that are at risk of leaving secondary school before they have completed their diploma requirements.

8% (n= 488) of the non-graduates in the cohort are within eight credits of graduating. An additional 2% (n=122) have less than 22 credits. 6% (n=366) of the cohort are non-graduates who are no longer registered in our board and are considered early leavers.

	2011 Percentage*	# of Students in 2011 cohort	2010 Percentage	# of Students in 2010 cohort
Graduates in 4 <sup>th</sup> or 5 <sup>th</sup> year	<b>83%</b>	<b>5067</b>	72%	6130
Of the non-graduates, students enrolled in our schools with 26 or more credits (one semester away from graduation)	<b>5%</b>	<b>305</b>	5%	426
Of the non-graduates, students enrolled in our schools with between 22 and 26 credits (two semesters away from graduation)	<b>3%</b>	<b>183</b>	3.2%	273
Of the non-graduates, students enrolled in our schools with less than 22 credits (including students working toward certificates)	<b>2%</b>	<b>122</b>	3.5%	298
Cohort students pursuing other education opportunities (moved to other educational institutions to complete high school i.e. moved to a school outside of our board)	<b>0.2%</b>	<b>14</b>	5%	429
Early Leavers (students who left school for personal reasons, entered the workforce, or may have moved out of our community or country)	<b>6%</b>	<b>366</b>	8.2%	697
Return to Community and Continuing Ed (CCE) in HWDSB	<b>1%</b>	<b>47</b>	1.1%	92
Other – students re-engaged at HWDSB	-	-	2.5%	212



\*The graduation rate is calculated based on a five-year cohort (group of students, n=6099). The rate is the percentage of a cohort that receives an OSSD diploma within five years of starting high school.



<b>HWDSB 2011-2012 Graduates by School</b>			
SCHOOL NAME	Cohort of students in year 4 and 5	Graduates in year 4 and 5	Year 4 and 5 Graduation Rate
Ancaster High	401	391	97.51
Barton Secondary	338	244	72.19
Delta Secondary	253	184	72.73
Glendale Secondary	311	222	71.38
Highland Secondary	335	317	94.63
Hill Park Secondary	271	217	80.07
Mountain Secondary	55	39	70.91
Orchard Park Secondary	485	421	86.80
Parkside High	213	179	84.04
Parkview Secondary	65	18	27.69
Saltfleet District High	436	376	86.24
Sherwood Secondary	395	334	84.56
Sir Allan MacNab Secondary	303	231	76.24
Sir John A Macdonald Secondary	316	185	58.54
Sir Winston Churchill S.S.	398	284	71.36
Waterdown District High	475	445	93.68
Westdale Secondary	619	585	94.51
Westmount Secondary	430	395	91.86
<b>Total for Secondary Day Schools</b>	<b>6,099</b>	<b>5,067</b>	<b>83.08%</b>
Crestwood 9-12	62	10	16.13
James St/Turning Point	129	40	31.01
King William 9-12 Alter Ed	79	28	35.44
<b>Total for Alter-ed Programs</b>	<b>270</b>	<b>78</b>	<b>28.89%</b>
<b>Total for HWDSB</b>	<b>6,369</b>	<b>5,145</b>	<b>80.78%</b>

CCE Graduates

2010-2011	Number of Graduates
18-21 years	73
22-24 years	88
Over 25 years	227

2011-2012	Number of Graduates
18-21 years	108
22-24 years	57
Over 25 years	179

**APPENDIX B.7**

## Tier 3

**U-Turn (CCE)**

- Adult part-time high school program for adults to earn their Grade 10 equivalency
- Designed for adults who have very few or no high school credits
- Study curriculum and learn study skills in preparation for writing up to 4 Assessment Tests in English, Mathematics, Science, History and Geography
- Successful completion of the Assessment Tests will grant students up to 16 Grade 9 and 10 credits
- Students will also complete a senior level credit – GLN4O
- Students could achieve up to 17 credits at the end of the program; only 13 more credits needed to achieve an Ontario Secondary School Diploma
- Now measure credits earned as benchmark instead of enrollment

Session	Students Enrolled
2009-2010	142
Session	Credits Earned
2010-2011	290

### **Remedial Programs Supporting Achievement (CCE)**

- Student Improvement classes are offered to provide extra support for students in the areas of literacy, math and homework
- Programs are offered after school (Sept-June) or strategically in July (first two weeks for Grade 7 & 8 students) and August (mid August for two weeks for students entering Grade 9 -STEP)
- Programs are expected to increase students' academic performance and learning opportunities
- Modular, 10 sessions, 1 hour or 1.5 hours in length, can be offered in blocks of time

Session	Program	Number of Students
2011-2012	After School Grade 7 and 8 Literacy and Numeracy	273
2011-2012	After School Grade 9 and 10 Literacy and Numeracy	253
2011-2012	Summer 2012 Grade 7 and 8 Literacy and Numeracy	516
2011-2012	Westmount Summer 2012 Remediation	155

### **STEP**

This is a non-credit granting program that supports the student transition to Grade 9. As interest in credit granting Reach Ahead courses continues to grow, interest in STEP is declining. Further, as schools increase their focus on transition planning for students the need for a “stand alone” program isn’t as great.

Session	Students Enrolled	Change (1 year)
2008-2009	318	
2009-2010	367	+13%
2010-2011	284	- 23%
2011-2012	255	- 10%

## **APPENDIX B.8 Turning Point**

The 2011-12 school year was the first year the Turning Point program was located at Mohawk College. There have been many advantages and partnerships that have formed over the school year that have made this program unique. In our first year we had **70 graduates** and held the graduation ceremony at the Mohawk College auditorium. Overall, the program functioned very well while trying to create partnerships within the college to enhance student learning.

### **Partnerships/Benefits of the Mohawk College Location**

**Mohawk Admissions** – Mohawk College has now begun referring any youth under 21 who approaches them for completion of OSSD or academic upgrading. Not all of these students fit the Turning Point demographic but it allows HWDSB to also point these youth into an appropriate program.

**Mohawk College & Career Preparation** – This is Mohawk's version of HWDSB continuing education. They have now begun referring youth under 21 who do not have their OSSD. Instead of engaging students in their academic upgrading courses (which does not contribute to an OSSD) they refer them to Turning Point for completion of secondary school. As well, if a student of ours does not complete their OSSD before they turn 21 and are on a college pathway, we could refer them to Mohawk for upgrading.

**Mohawk College Student Number** – Students of Turning Point are given a Mohawk College student number. This is their college student number for life. The advantage to this is that it allows our students access to the wireless internet, library services (could sign out laptops overnight), gives them access to the fitness room, and it allows our students to partake in age appropriate college activities.

**Mohawk Loyalty Card**- Turning Point students helped pilot the Mohawk College Loyalty Card. This is a card now available to the general public that gives Mohawk points for participating in Mohawk activities. These points can be converted to money when you attend Mohawk. As part of this reward system we have succeeded in making Turning Point and the Dual credit courses part of the reward package, so students who attend TP will receive points towards their Mohawk education.

**Aboriginal Centre** – The Aboriginal Centre works with any of our TP grads who are aboriginal. They will help in the transition to college and also work with the students to access grants that might be available to them when applying to college. As well, there is academic support that is available through this office.

**Community Outreach Worker/Academic Advisor** – We have developed a partnership with two Mohawk College advisors who work with our students. They help in the application to college, finding the right program, bursary/grant application as well as following up after they have started college to see if there are areas of need.

**Disability Services** – We work with Disability services to transition any of our future Mohawk College students who need academic supports. We try to set up the services before they start college so transition to college will be easier for them.

**Dual Credits** – Turning Point Staff support, supervise, and recruit for the dual credit programs that take place at Mohawk College. As well, many TP students access these programs.

**Library/Fitness Centre** – Our students have access to the library and fitness centre if they choose to use them. This just adds to a sense of community.

**College Life on Campus** – Students who have aspirations of going to college are provided with an opportunity to see how college students behave, work and socialize around the campus.

### **Brief Overview of Data for Turning Point 2011-2012**

Admissions to Turning Point -153 students

Number of schools students came from -26 (HWDSB and external)

Total Grads – 70

Grads that went to, or planned on going to post secondary -30

Grads that went on to apprencticable trades – 4

Grads that went on to employment – 8

Grads future unknown/no information – 26

Grads that went on to Armed Forces – 2



## **APPENDIX C**

### **Cohort Data**

#### **Contents**

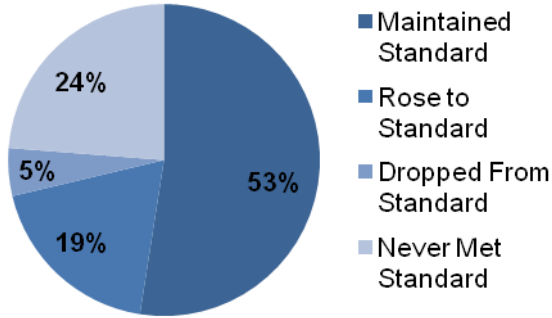
C.1	Grade 3 to Grade 6
C.2	Grade 6 to Grade 9, Mathematics
C.3	Grade 6 to Ontario Secondary School Literacy Test (OSSLT)

**Appendix C.1**  
**EQAO 2012, Grade 3 (2008-2009) to Grade 6 (2011-2012)<sup>1</sup>**

The charts and tables below provide information on changes in EQAO results of a cohort of students as they moved from Grade 3 to Grade 6. The results show how students in each reporting category in Grade 3 performed when they wrote the junior assessment in Grade 6. The results presented are for students with assessment results for both grades. For the most part, students who met the provincial reading, writing and math standard in Grade 3 met the provincial standard in Grade 6.

Reading:

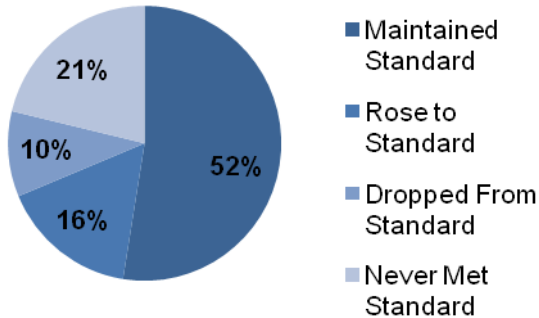
**Grade 3 in 2009 to Grade 6 in 2012**



	Percentage of Students	
	Board <sup>2</sup> (3,205 students)	Province <sup>2</sup> (115,185 students)
Met the provincial standard in Grade 3 and Grade 6	53%	57%
Did not meet the standard in Grade 3 but met it in Grade 6	19%	20%
Met the standard in Grade 3 but did not meet it in Grade 6	5%	5%
Did not meet the standard in Grade 3 or Grade 6	24%	19%

Writing:

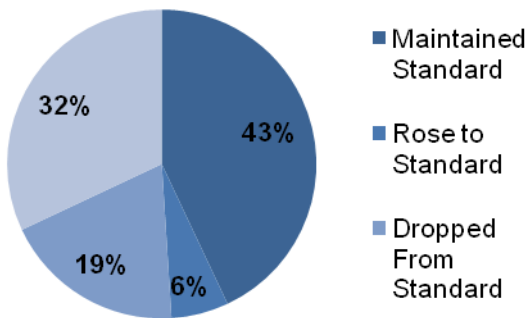
**Grade 3 in 2009 to Grade 6 in 2012**



	Percentage of Students	
	Board <sup>2</sup> (3,206 students)	Province <sup>2</sup> (115,186 students)
Met the provincial standard in Grade 3 and Grade 6	52%	60%
Did not meet the standard in Grade 3 but met it in Grade 6	16%	15%
Met the standard in Grade 3 but did not meet it in Grade 6	10%	9%
Did not meet the standard in Grade 3 or Grade 6	21%	16%

Math:

**Grade 3 in 2009 to Grade 6 in 2012**



	Percentage of Students	
	Board <sup>2</sup> (3,210 students)	Province <sup>2</sup> (118,666 students)
Met the provincial standard in Grade 3 and Grade 6	43%	53%
Did not meet the standard in Grade 3 but met it in Grade 6	6%	6%
Met the standard in Grade 3 but did not meet it in Grade 6	19%	18%
Did not meet the standard in Grade 3 or Grade 6	32%	24%

<sup>1</sup> When interpreting changes in student achievement levels across grades, it is important to take the following statistical phenomenon into consideration: students at the low end of the distribution of scores will have a greater tendency to increase their scores on subsequent assessments, while students at the high end of the distribution will have a greater tendency to decrease their scores.

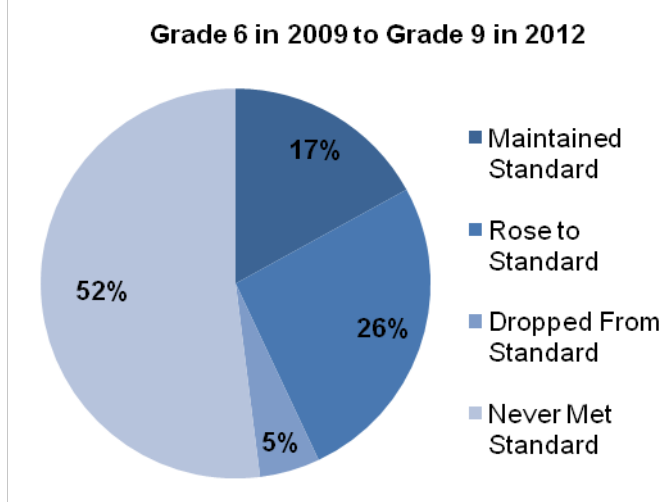
<sup>2</sup> Percentages do not include students for whom there was (a) not sufficient data for Level 1, (b) no data, or (c) an exemption from participating.

**Appendix C.2**

**EQAO 2012, Grade 6 (2008-2009) to Grade 9 (2011-2012), Mathematics<sup>1</sup>**

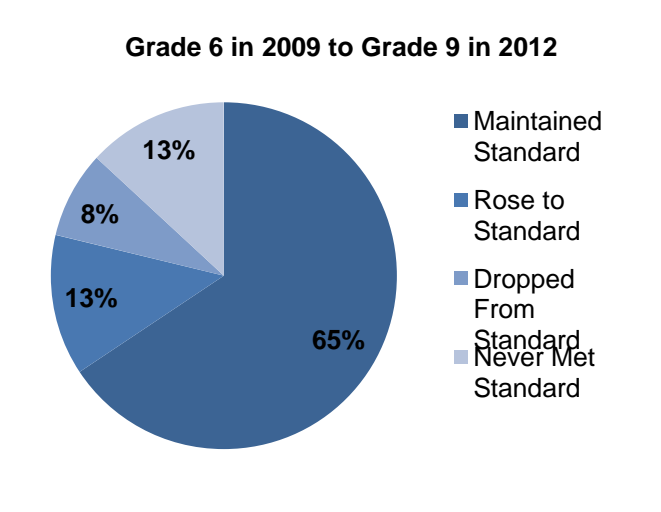
The charts and tables below provide information on changes in EQAO results of a cohort of students as they moved from Grade 6 to Grade 9. The results show how students in each reporting category for mathematics in Grade 6 performed when they wrote the assessment in Grade 9. The results presented are for students with assessment results for both grades. For students in Applied Mathematics, those who did not meet the provincial math standard in Grade 6 did not meet the provincial standard in Grade 9. However, a quarter of the students who did not meet the standard in Grade 6 did rise to the provincial standard in Grade 9. For the most part, students in Academic Mathematics who met the provincial math standard in Grade 6 met the provincial standard in Grade 9.

Applied Math:



	Percentage of students <sup>3</sup>	
	Board <sup>2</sup> (899 students)	Province <sup>2</sup> (30,119 students)
Met the provincial standard in Grade 6 and Grade 9	17%	16%
Did not meet the standard in Grade 6 but met it in Grade 9	26%	13%
Met the standard in Grade 6 but did not meet it in Grade 9	5%	4%
Did not meet the standard in Grade 6 or Grade 9	52%	12%

Academic Math:



	Percentage of students <sup>3</sup>	
	Board <sup>2</sup> (1,959 students)	Province <sup>2</sup> (97,741 students)
Met the provincial standard in Grade 6 and Grade 9	65%	68%
Did not meet the standard in Grade 6 but met it in Grade 9	13%	7%
Met the standard in Grade 6 but did not meet it in Grade 9	8%	4%
Did not meet the standard in Grade 6 or Grade 9	13%	4%

<sup>1</sup> When interpreting changes in student achievement levels across grades, it is important to take the following statistical phenomenon into consideration: students at the low end of the distribution of scores will have a greater tendency to increase their scores on subsequent assessments, while students at the high end of the distribution will have a greater tendency to decrease their scores.

<sup>2</sup> Percentages do not include students who were below Level 1 or for whom there was no data.

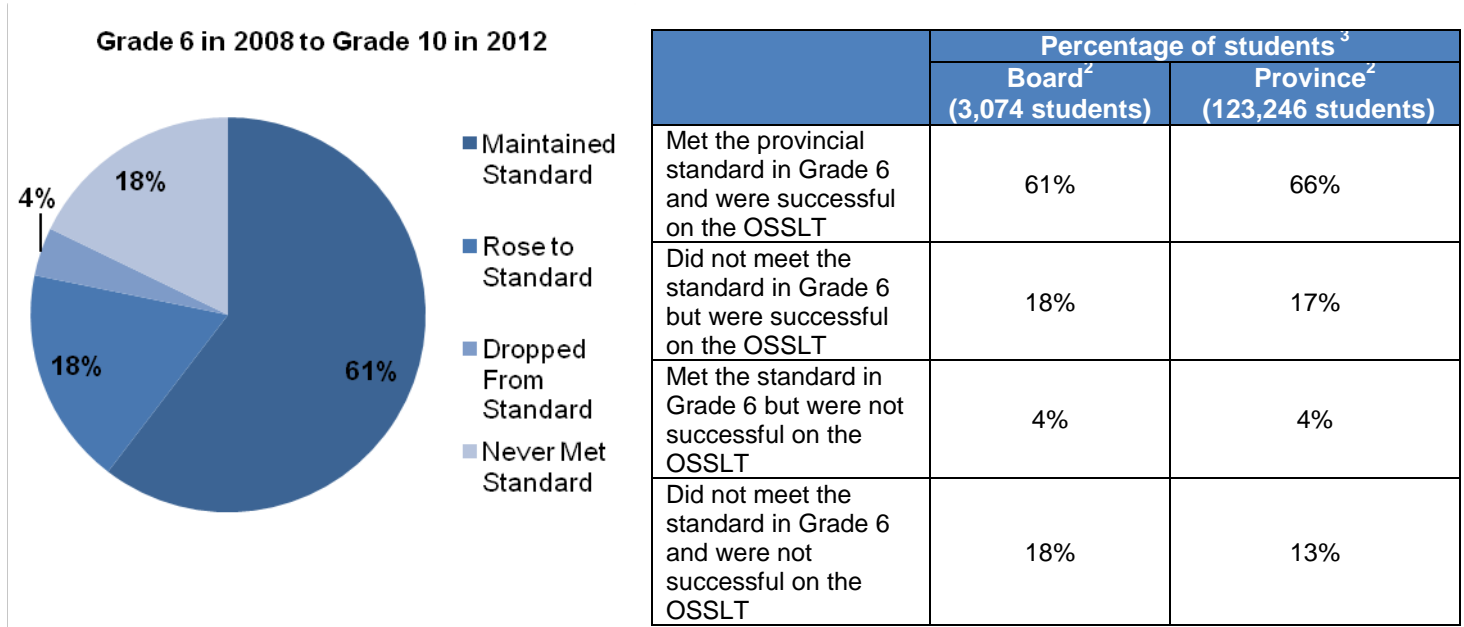
<sup>3</sup> When looking at the Grade 6 to Grade 9 comparison, it should be noted that students can enroll in the Grade 9 applied or academic math courses and that some other students may also be in locally developed courses.



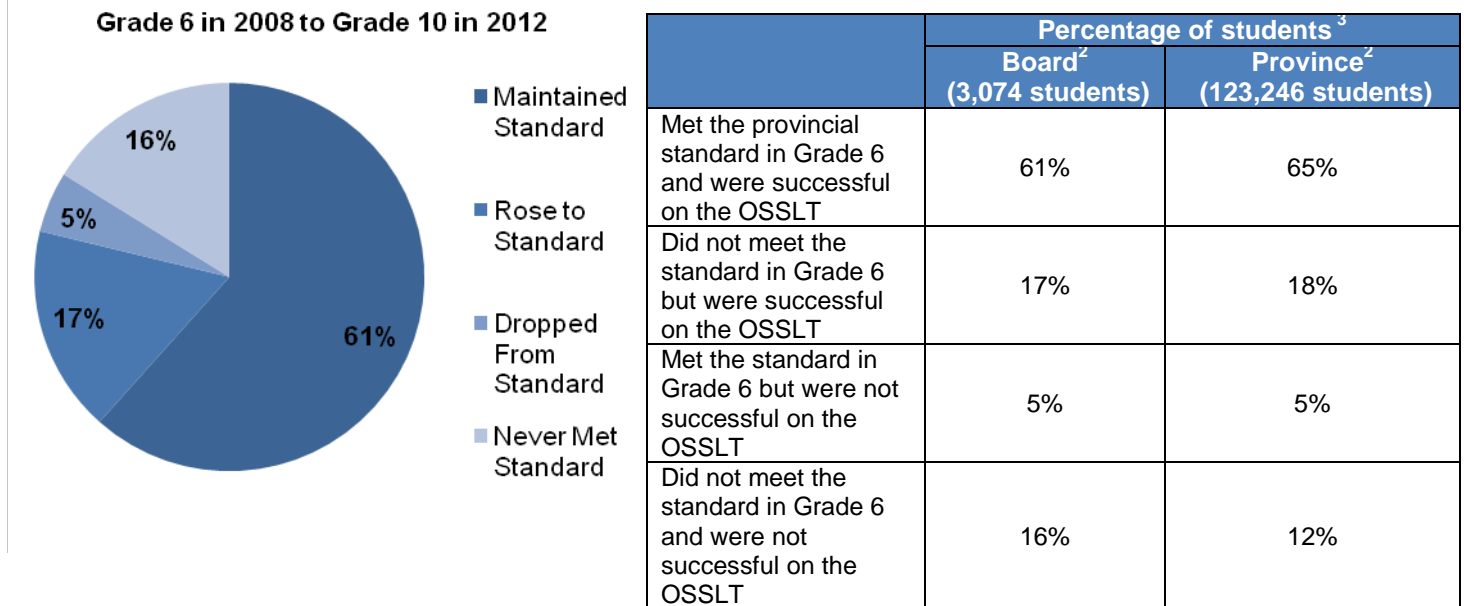
**Appendix C.3**  
**EQAO 2012, Grade 6 (2008-2009) to OSSLT (2011-2012)<sup>1</sup>**

The charts tables below provide information on changes in EQAO results of a cohort of students as they moved from Grade 6 to Grade 10. The results show how students in each reporting category in Grade 6 performed when they wrote the OSSLT. The results are for the cohort of first-time eligible students who wrote the OSSLT in 2011-2012 and the Grade 6 assessment in 2008-2009, and for whom EQAO has results for both assessments. For the most part, students who met the provincial reading and writing standard in Grade 6 were successful on the OSSLT on their first attempt in Grade 10.

2012 OSSLT outcome by Grade 6 reading result:



2012 OSSLT outcome by Grade 6 writing result:



<sup>1</sup> When interpreting changes in student achievement levels across grades, it is important to take the following statistical phenomenon into consideration: students at the low end of the distribution of scores will have a greater tendency to increase their scores on subsequent assessments, while students at the high end of the distribution will have a greater tendency to decrease their scores.

<sup>2</sup> Percentages do not include students who were absent or deferred taking the OSSLT.

<sup>3</sup> When looking at the Grade 6 to OSSLT comparison, it is important to note the reporting categories being compared are different for the two assessments.



## Appendix D

HWDSB 2011-2012

**EQAO DATA – BOARD WIDE RESULTS**

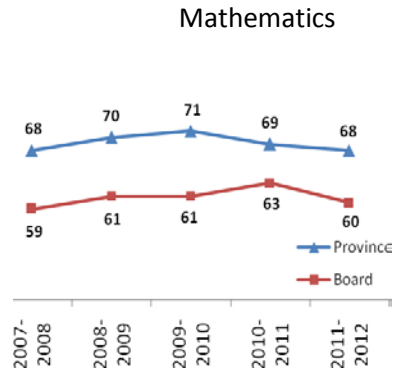
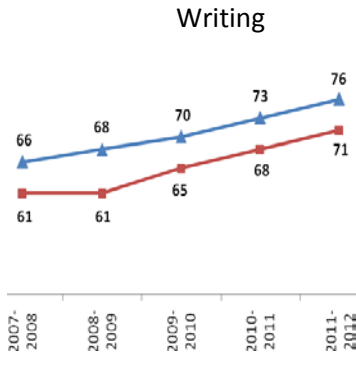
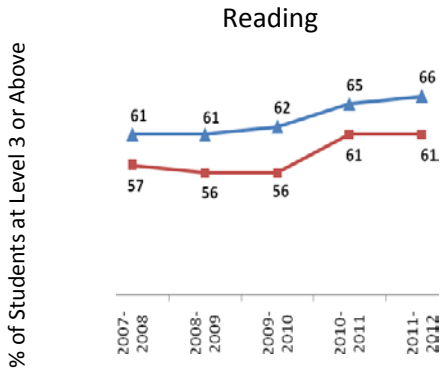
HWDSB 2011-2012 EQAO DATA – BOARD WIDE RESULTS

**Enrolment:**

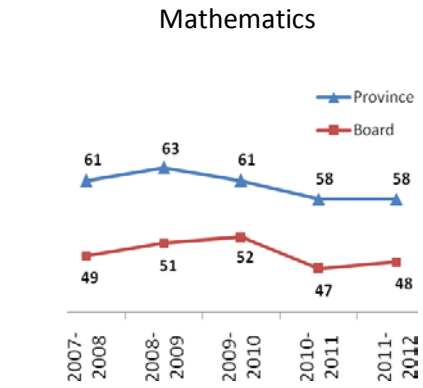
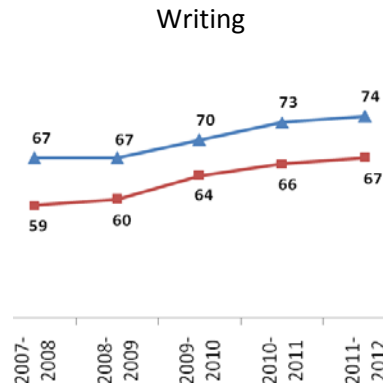
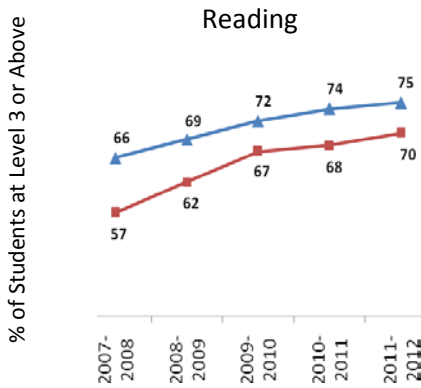
# of Students  
% ELL  
% with Special Ed needs

	Grade 3		Grade 6	
	Board	Province	Board	Province
# of Students	3 475	126 455	3 467	129 477
% ELL	20%	10%	19%	7%
% with Special Ed needs	19%	16%	22%	20%

**GRADE 3 RESULTS OVER TIME**



**GRADE 6 RESULTS OVER TIME**

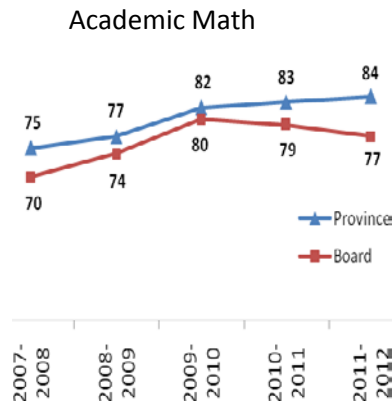
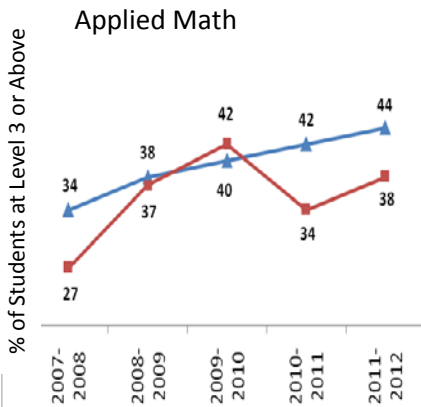


**GRADE 9 MATHEMATICS RESULTS OVER TIME**

**Enrolment:**

# of students in applied math course  
# of students in academic math course

Board	Province
1 192	41 799
2 223	97 741

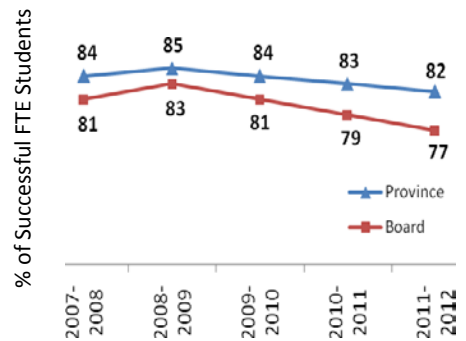


**OSSLT RESULTS OVER TIME**

**Enrolment:**

# of 1<sup>st</sup> time eligible students

Board	Province
3 732	147 306



## HWDSB 2011-2012 EQAO DATA – WEST CLUSTER

SCHOOL	Grade 3 Reading			Grade 3 Writing			Grade 3 Math			Grade 6 Reading			Grade 6 Writing			Grade 6 Math		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
BOARD	56	61	61	65	68	71	61	63	60	67	68	70	64	66	67	52	47	48
A.A. Greenleaf	66	82	82	67	82	90	78	84	78	75	81	81	79	77	77	70	55	58
Ancaster Meadow	63	74	69	72	90	85	70	82	86	72	78	81	77	79	83	74	64	69
Balaclava	74	82	82	71	82	82	95	75	82	80	75	95	78	64	88	75	59	67
Bell-Stone	71	75	40*	57	100	40*	71	75	60*	87	88	86*	73	88	86*	87	62	86*
Beverly Central	87	77	80	87	77	73	81	73	80	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Central	52	55	60	57	69	72	52	52	76	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
C.H. Bray	80	64	90	89	83	90	73	72	73	91	93	91	89	93	93	83	85	84
Dalewood	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	87	85	84	83	74	82	70	51	53
Dr. J. Seaton	94	95	65*	94	100	76*	89	100	65*	78	81	83	71	79	71	75	79	56
Dundana	88	70	78	88	73	72	83	82	65	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Dundas Central	72	85	72	81	88	85	72	71	77	87	85	87	73	75	73	77	69	72
Earl Kitchener	60	78	68	64	78	75	59	72	62	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Fessenden	57	76	80	61	88	87	67	88	78	72	87	87	79	85	92	62	66	76
Flamborough Ctr	91	77	100*	95	92	100*	86	85	100*	82	81	80	80	78	80	70	69	56
G. R. Allan	85	84	90	87	76	90	84	81	79	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Greensville	80	73	92	83	70	95	83	83	89	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Guy Brown	88	73	84	86	63	94	88	63	81	88	67	83	88	67	83	69	67	57
Mary Hopkins	85	84	85	83	80	87	85	73	81	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Millgrove	71	73	73	75	96	92	83	88	92	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Mount Hope	48	43	60	52	48	70	57	57	57	79	55	83	59	66	83	59	31	57
Norwood Park	83	81	89	63	78	95	78	73	69	93	97	94	86	88	94	91	88	89
Prince Philip	93	80	81	86	100	89	86	73	70	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Queen's Rangers	65	76	39*	76	88	56*	82	82	22*	67	60	76	83	45	79	44	40	45
Rousseau	86	73	74	92	67	90	92	61	82	90	97	95	90	94	95	90	88	79
Ryerson	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	73	79	77	62	67	68	52	44	43
Sir William Osler	49	76	82	68	78	91	73	80	80	82	80	86	75	79	86	72	59	75
Spencer Valley	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	71	79	75	82	68	80	69	61	69
Strathcona	65	71	62	56	71	58	47	67	42	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Yorkview	77	88	92	65	94	92	88	76	73	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D

\* The number of students in the school for that grade was less than 20 in 2011-2012.

SCHOOL	Grade 9 Applied Math			Grade 9 Academic Math			Grade 10 OSSLT (FTE % successful)		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
BOARD	40	34	38	80	79	77	81	79	77
Ancaster High	41	41	46	88	82	76	88	89	88
Highland	70	40	51	82	82	88	92	93	86
Parkside	54	61	58	90	97	95	88	77	82
Waterdown	47	51	63	92	94	93	89	90	85
Westdale	50	35	41	83	84	77	93	85	90

- = School's scores over past 5 years are declining
- = School's scores over past 5 years are static
- = School's scores over past 5 years are increasing

## HWDSB 2011-2012 EQAO DATA – SOUTH CLUSTER

SCHOOL	Grade 3 Reading			Grade 3 Writing			Grade 3 Math			Grade 6 Reading			Grade 6 Writing			Grade 6 Math		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
BOARD	56	61	61	65	68	71	61	63	60	67	68	70	64	66	67	52	47	48
Bellmoore	64	68	76	77	85	82	59	56	82	76	84	85	79	81	85	59	72	67
Billy Green	57	67	78	66	64	88	69	69	78	69	53	61	67	60	61	60	40	26
Buchanan Park	89	62	75	86	69	64	83	69	82	84	81	67	84	81	75	72	50	33
Cardinal Heights	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	61	63	60	54	64	50	45	41	40
C.B. Stirling	25	41	45	44	46	37	33	31	39	45	57	42	42	52	33	26	33	31
Chedoke	49	69	64	62	65	79	65	75	69	54	67	60	54	67	63	31	33	20
Eastmount Park	38	70	44	54	87	72	62	74	33	48	73	73*	43	59	53*	30	27	13*
Franklin Road	40	52	58	62	65	83	40	42	58	71	70	88	62	50	76	40	60	48
Gatestone	70	63	67	80	67	79	84	78	70	69	71	79	69	70	78	62	48	66
G. L. Armstrong	39	39	50	28	39	47	42	44	41	55	63	50	38	60	30	28	20	10
Gordon Price	62	63	58	79	67	76	35	80	62	81	80	79	70	77	83	67	50	52
Helen Detweiler	56	52	51	63	61	63	75	61	63	58	69	53	53	68	43	43	43	27
Highview	53	52	59	68	63	68	55	54	68	73	71	54	84	76	67	81	61	36
Holbrook	57	65	55	76	65	65	62	47	52	69	75	69	73	59	69	58	61	56
Huntington park	61	46	47	73	54	50	70	52	42	73	66	77	34	64	68	28	38	43
James Macdonald	74	74	65	74	78	70	71	74	62	61	88	79	61	96	67	46	69	55
Janet Lee	72	68	69	79	92	82	84	71	78	75	69	82	78	69	70	50	34	66
Lawfield	54	52	56	57	48	56	66	49	40	63	69	49	57	64	35	29	56	27
Lincoln Alexander	57	56	67*	82	56	61*	61	74	67*	63	71	75*	77	74	81*	40	45	38*
Linden Park	40	48	59	53	55	73	63	34	64	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Lisgar	60	68	55	70	74	64	40	58	41	65	70	79	68	67	71	59	57	47
Mount Albion	47	73	49	50	83	65	44	70	51	70	65	73	67	61	61	39	33	37
Mountview	75	87	67	68	78	90	60	78	80	84	100	96	87	95	84	84	74	76
Pauline Johnson	45	62	67	64	72	75	68	66	64	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Queensdale	71	86	52	71	71	58	68	86	52	64	64	70	61	73	65	61	64	60
Ray Lewis	55	55	59	71	54	79	65	57	68	72	75	63	68	67	74	55	49	48
R.A. Riddell	71	73	67	78	81	88	88	75	73	86	80	76	84	81	76	80	57	69
Richard Beasley	56	64	63*	72	80	89*	59	68	63*	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Ridgemount	41	81	48	56	81	52	59	75	48	51	60	56	56	52	64	49	48	47
Tapleystown	57	60	77	70	65	73	57	65	82	77	79	61*	73	83	50*	82	73	50*
Templemead	44	46	53	50	53	62	56	57	55	67	74	51	71	67	53	37	47	28
Westview	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	60	70	59	72	70	66	45	61	43
Westwood	44	68	53	70	84	50	47	59	41	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D

\* The number of students in the school for that grade was less than 20 in 2011-2012.

SCHOOL	Grade 9 Applied Math			Grade 9 Academic Math			Grade 10 OSSLT (FTE % successful)		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	March 2010	March 2011	March 2012
BOARD	40	34	38	80	79	77	81	79	77
Barton	29	46	42	27	68	62	65	68	68
Hill Park	44	31	39	71	62	76	76	64	49
Saltfleet	42	35	46	87	77	83	86	82	75
Sherwood	49	31	48	77	73	78	82	81	74
Sir Allan MacNab	67	33	33	78	72	59	89	85	75
Westmount	45	47	45	83	85	88	94	93	95

- = School's scores over past 5 years are declining
- = School's scores over past 5 years are static
- = School's scores over past 5 years are increasing

## HWDSB 2011-2012 EQAO DATA – NORTH CLUSTER

SCHOOL	Grade 3 Reading			Grade 3 Writing			Grade 3 Math			Grade 6 Reading			Grade 6 Writing			Grade 6 Math		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
BOARD	56	61	61	65	68	71	61	63	60	67	68	70	64	66	67	52	47	48
A.M. Cunningham	58	60	46	42	65	43	52	52	35	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Adelaide Hoodless	43	46	33	43	54	33	21	56	29	44	57	63	35	46	67	15	39	57
Bennetto	35	36	47	44	38	58	42	44	25	53	46	49	49	48	36	45	25	36
Cathy Wever	24	30	18	38	34	20	22	25	20	38	46	35	40	44	41	27	34	32
Collegiate	50	61	61	57	64	82	36	58	50	83	60	76	96	68	69	79	40	43
Dr. J.E. Davey	N/D	40	30	N/D	62	50	N/D	31	34	N/D	39	56	N/D	55	60	N/D	22	12
Eastdale	67	67	48	81	81	65	86	67	57	71	92	86	68	83	81	50	38	29
Elisabeth Bagshaw	42	31	45	40	38	55	50	44	35	29	65	59	57	59	59	23	22	36
Glen Brae	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	67	82	83	68	75	81	45	67	53
Glen Echo	51	67	74	56	65	82	51	74	72	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Green Acres	63	60	66	89	66	81	80	63	56	88	68	76	88	55	76	92	60	56
Hess Street	27	36	36	24	52	64	35	42	50	51	30	44	54	39	34	35	24	22
Hillcrest	42	52	36	61	56	68	48	40	48	60	48	54	56	52	51	42	24	40
King George	29	56	32	32	75	58	29	75	28	44	31	53	44	41	47	16	3	27
Lake Avenue	31	40	45	60	54	51	45	51	40	47	51	63	50	49	63	40	49	39
Memorial(City)	33	46	38	54	41	69	29	28	28	51	31	53	37	37	42	22	13	18
Memorial(SC)	68	50	64	73	71	88	68	53	64	70	88	96	88	76	92	67	79	88
Mountain View	32	70	73	82	94	89	73	91	76	82	82	89	87	87	70	89	71	62
Parkdale	51	70	59	68	75	82	46	55	64	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Prince of Wales	39	38	39	51	46	47	49	48	47	47	47	52	47	53	55	14	9	38
Queen Mary	44	50	54	73	63	69	65	52	48	48	55	41	37	62	54	29	24	25
Queen Victoria	45	60	55	62	70	72	59	60	59	45	64	67	45	50	57	20	25	43
R.L. Hyslop	69	75	93*	83	80	93*	76	80	73*	61	81	92	61	76	92	52	33	58
Rosedale	34	65	73	53	94	77	44	82	73	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Roxborough Park	24	49	44	41	49	56	19	33	40	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Sir Issac Brock	53	45	21	77	70	25	50	45	25	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D
Sir Wilfrid Laurier	43	47	50	75	73	57	59	62	59	65	38	57	61	49	57	49	22	22
Viscount Montgomery	50	62	38	75	75	47	50	62	34	58	65	72	46	52	70	34	32	43
Winona	60	68	66	72	84	76	55	62	75	80	85	70	85	80	77	71	66	66
W.H. Ballard	44	51	69	42	73	71	29	63	57	53	57	58	36	54	49	25	19	29
Woodward	27	39	48	46	44	57	12	33	52	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D	N/D

\* The number of students in the school for that grade was less than 20 in 2011-2012.

SCHOOL	Grade 9 Applied Math			Grade 9 Academic Math			Grade 10 OSSLT (FTE % successful)		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012	March 2010	March 2011	March 2012
BOARD	40	34	38	80	79	77	81	79	77
Delta	39	33	38	63	76	69	63	54	54
Glendale	33	32	31	72	63	67	65	66	71
Orchard Park	59	48	46	92	81	80	87	84	89
Sir J.A. Macdonald	24	19	9	46	51	56	72	57	64
Sir Winston Churchill	33	32	34	68	63	65	62	71	60

- = School's scores over past 5 years are declining
- = School's scores over past 5 years are static
- = School's scores over past 5 years are increasing

## APPENDIX E: STUDENT ENGAGEMENT ACTIVITIES

During 2011/2012, we reviewed system-driven events to ensure there was direct alignment with our Strategic Directions and our Annual Operating Plan. Specifically this meant providing opportunities for our students to provide their voice, nurture their leadership skills and further develop their character.

The following are some examples of the work that has happened in the system:

### ALL STUDENTS

Multi-disciplinary teams provided big ideas and reading strategies to help support the implementation of the resources in the classroom. Students engaged in an analysis of their reading and generated questions that were provided to the panel in advance. Teachers and students continued to work together, build capacity and share best practices

On February 2, 2012, HWDSB held the first *Junior Empowerment Conference*, a conference for ages eight through twelve with a focus on building respect; respect for oneself, the school community, the Hamilton community, the global community and the environment through literacy and the use of 11 award winning books from Secondary Story Press and Me to We. Over 60 schools took part in this amazing day filled with workshops. Each school received a set of books and lesson plans targeting a variety of expectations for teachers to use with their TLCP. Below is some of the feedback we received from our teachers and students:

From our teachers:

- *This was a great experience for all of us. I was glad to be there as more than a supervisor and to get some inservicing as well. My interest in Free the Children and the Me to We movement was reignited. I feel that these 10 students CAN change the world, and our community at Billy Green. I can't thank you enough, as a teacher-librarian who works hard to instill the love of reading just for the LOVE of reading, for this loot bag of really terrific resources - and the work that went into preparing the lessons is PRICELESS. You'll make me look like a superstar for dragging them back to our staff. We have met as a group and feel inspired to launch a few projects here at school. I'll keep you posted. Thanks again.*
- *I am now extremely motivated to use the phenomenal resources we were given at the conference to flesh out my existing unit on social justice and civil rights. I cannot wait to see what the kids come up with when given this new learning opportunity. I can't wait to come again next year.*

From our students:

- *Vanessa gr 6: Today I learned that I have a voice, that I can make a difference, and that I care enough about the world and all human beings and that I will make that difference.*
- *Mohamed gr 6: I learned that there is a way to become a better leader and to stand up for what is right!*
- *Sang gr 6: I learned that some people in the world don't have the same rights as we do and we need to do something about it.*

On Tuesday, November 8, 2011 almost 5000 Grades 4, 5, and 6 students and teachers from HWDSB came together for the second annual HWDSB/Hamilton Bulldogs School Game at Copps Coliseum. School games in the AHL have become very popular in the United States and are beginning to gain popularity in Canada as can be seen by this event. The connection between The Hamilton Bulldogs

and HWDSB actually began weeks before the game on the 8<sup>th</sup>. Schools involved were given a book by Canadian author and hockey expert Mike Leonetti. *The Goalie Mask* kicked off the Literacy component of this partnership. Read-a-loud activities, based on the book, were prepared and sent out to all registered schools. Embedded in these activities were instructional strategies that teachers could transfer and continue to use in their classrooms.

Many teachers sent feedback after the game including

- *Our students had a great time blogging, reading, making banners, and watching the game. For many of our students this was their first time being at a hockey game, so it was a very special event for them*
- *This was the first time most of our kids have been to a Bulldogs game and they were thrilled. I wouldn't change a single detail about the event. It was very well planned - from the permission forms to the book and literacy plans, as well as the many emails with schedules and logistics. I can only imagine how difficult it must have been to organize such a huge event with so many people involved. Everything went very smoothly and we had a great time.*

*The HWDSB Social Justice Fair* is entering its sixth year. We continue to promote the UN Millennium Goal through our celebration with students who share what is happening in their schools and communities. Students at the SJ Fair and Multimedia Festival were very engaged as they presented their work and provided evidence of their action in their schools and communities. By participating, many students have the opportunity to not only represent their school, but to also promote the organizations within their walls that serve(d) as the school's social justice advocate/student voice... such as Barton's Cultural Awareness Program...B-CAP or G-STAR: Glendale Students Talking Against Racism, among many others. Moreover, students participate in numerous activities throughout the day such as: poster creation, postcard construction, video Speaker's Corner. Workshops provided by NGOs, local community groups and schools continue to be popular with our students and the networking between staff, students, NGOs and local community members continues to grow. Participants at the Fair also have the opportunity to share and celebrate their accomplishments by setting up storefront displays. Feedback from this Social Justice Fair, in the form of a survey, to all students, staff and NGO participants, is collected and collated and serves as the impetus to further align Social Justice Committee initiatives with HWDSB Equity Policy. Furthermore, feedback from our staff and students continues to be positive and each year we have more schools attending the Fair. Lastly, this annual event further reinforces the transitions process by inviting both the elementary and secondary panels (staff, students and parents) to be involved in some or all of the organization, execution and attending of this event, and enabling these participants to become acquainted with each other, fostering potential future collaboration.

In October of 2011, the first Director's Student Voice Forum was held, one per cluster, at Ancaster High School, Barton and Glendale Secondary Schools. Almost 150 students participated in each session to engage in a day of dialogue and interaction. The session was dynamic, fluid and assisted by the latest technology. Approximately 500 students, in total, were provided with this opportunity in person while the remainder of the HWDSB student body was also provided access via the Director's Forum blog. Through these joint and complimentary mediums, all students of HWDSB were provided an opportunity to express themselves. The vision of the Director's Student Voice Forum is to provide students with choice and a diversity of options through which to express their voice on topics that matter to them. With the knowledge that not every student learns or engages in the same way, conditions were created in which students could express themselves through conversation, face-to-face interaction, blogging, podcasting, video blogging, and writing on "Graffiti Walls". The topics available at the first forum, which had been generated at the school level



included: bullying, policy impacts, the accommodation reviews, safe schools, ideal learning environments, relevant learning, the environment and assessment and evaluation of student work. Diverse and challenging ideas emerged from the stations when it was time to report to the whole group.

Art Smart is a program designed to support all students from kindergarten to grade three in HWDSB's high need schools. The goal of the program is to ensure that every child in these schools will have seen at least one live musical performance, one live theatrical performance and one museum by the time they have completed grade 3. Exposure to the arts is critical to student learning. Discovering how human beings communicate not only with words, but also through music, dance, and the visual arts allow for a more well-rounded education.

With the adoption of the Ontario EcoSchools Program, (see Appendix D) HWDSB joins a network of 40 school boards and over 1,200 schools that are actively changing the landscape of Ontario schools into a culture of conservation and stewardship. HWDSB intends to engage students from K-12 into becoming environmentally responsible citizens. Thirty seven HWDSB schools participated in the 1st year (fifty two schools in year 2) of the Eco Schools Certification program – the first year was an awareness phase and the program continues to grow. According to Ontario Eco Schools the average number of schools that certify in their first year is 2-3. The HWDSB had 12 certified schools the 1st year, which increased to 19 schools in year **two**.

## **SOME STUDENTS**

Our Student Senate has evolved from Presidents of Student's Council into the Student Senate which is now made up of representatives from each high school providing an avenue for all of our students' voices to be heard by other students and the school board. This has been an evolution from a group that focused mainly on sharing social engagement successes to one that now engages in deeper discussions on how to capture the voice to make the school experience for all students the best possible.

HWDSB Choirfest **is** a culminating activity that brings students across the District together around the theme of music. Every year the festival has grown in the numbers of students and schools participating. Last year secondary schools participated in the festival bringing the participation total to over 2000 students and a total of 38 elementary and secondary schools participating. It is very important the feedback piece we provide to students and their teachers. It is positive, immediate, and the results are visible as the adjudicator works with the students. For many schools this is the one place they get an authentic and meaningful performance opportunity. It is not just about the day they perform but all of the motivation, dedication and commitment that goes into preparing.

Other opportunities in the Arts for our students included:

- Malajube Concert
- HWDSB Dancefest
- HWDSB Bandfest
- An Instrument for Every Child – school specific

Girls ONLY is a mentoring program for girls in grades six to eight. The mentors focus on positive self esteem, random acts of kindness to others and making a difference in their lives and the lives of others. This engaging initiative builds character through action and voice. The program began four years ago with the participation of 40 students. Today the program involves 550 girls in 26 schools

and a variety of staff, including our Mentoring EA's. Clubs in the schools receive support materials for character building activities from the Steering Committee but are guided by the individual needs of the girls in their clubs. Issues vary from school to school and Girls ONLY mentors support the needs of their members. Some clubs engaged in cooking lessons while others worked on creating a positive school culture through welcome clubs for new students. Activities in 2010/11 also focused on self esteem, bullying and self efficacy.

## **FEW STUDENTS**

The Turning Point Program is part of our system Alternative Education program. During 2010/11 the Turning Point program was located at the King William Learning Centre. This program is designed for students who have become disengaged with school and consequently have left our education system. These students are generally within one year of graduation. Student profiles would suggest that some of these students left school due to personal circumstances while others lost hope in their future. Teachers in the Turning Point program, "cold call" students and invite them to return to school via the Turning Point program.

The teacher who makes the initial contact takes on the role of "life coach" with each student. This is the person who follows up if attendance becomes a challenge and the person who supports the student in his/her journey. The "life coach" meets with the student to create an informal, individualized learning plan, based upon the student's needs, interests and goals. In addition to supporting student academic goals these teachers also support students in enhancing their job readiness skills and support them in employment searches. Turning Point is a continuous intake program in which 205 students were engaged during 2010/11 and 636 credits were earned.

Pathways to Education is a community-based program designed to reduce poverty and its effects by lowering the dropout rate among high school students from economically disadvantaged communities and increasing their participation in post-secondary programs. This program provides support in four areas: academic supports (tutoring), social supports (mentoring), financial supports (bus tickets or lunch vouchers plus a bursary for future education) and advocacy support (one-on-one advocacy from a Student Parent Support Worker. This program is open to students who live in North Hamilton, an area bounded by the Bay to the North, Barton Avenue to the South, and Queen Street and Sherman Avenue, on the East and West respectively.

During the 2010/11 school year, 110 students benefited from involvement in the Pathways program. Based upon postal codes, 150 students qualify for participation. Working with Guidance Counselors and Student Success teachers the goal is to expand participation to all that are eligible.

HWDSB believes in equity and excellence in arts education (dance, drama, music, visual arts and media arts) for all students through comprehensive arts programming directly supporting HWDSB Strategic Directions and Annual Operating Plan.

The Arts Strategy is an important step in achieving a more coordinated and focused approach to improved arts programming and services for our students in HWDSB and addresses the continuum of learning in the Arts K-12.



**Learning IN the arts** refers to learning the specific knowledge and skills of a particular art form.

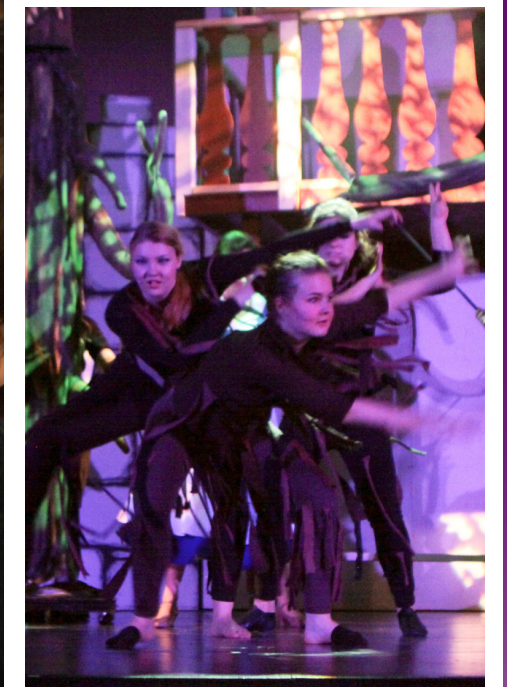
**Learning ABOUT the arts** is generally an integral part of the arts program and allows the student to understand and appreciate works of art as well as the function and history of a particular art form.

**Learning THROUGH the arts** involves arts lessons to teach concepts that are being studied in other subjects of the curriculum (geometric forms in a visual arts lesson to help with mathematics) or a skill (for example conflict resolution through drama). This approach is also called integration and can support Differentiated Instruction and Multiple Learning Styles. The arts are used in this way to teach other subjects or are integrated into other subjects.

HWDSB is committed to awarding arts education a central position in the educational experience of elementary and secondary school students ensuring opportunities are created for every student to participate in quality arts programming and to develop an appreciation of all arts. Students should not be negatively impacted in their arts learning just because of geographic area, income level, or special need. By working together, we can impact change in the way the arts is perceived and taught in our schools and help all our students to achieve their full potential.



“ The arts are important for experiencing the joy of creation, developing attention to detail, attaining fulfillment during school and beyond, and learning ways of expressing thoughts, knowledge, and feelings beyond words. ”  
- Elliott Eisner, 2002



# ARTS STRATEGY

*A vision and focus for the Arts in Hamilton-Wentworth District School Board (HWDSB)*

[www.hwdsb.on.ca](http://www.hwdsb.on.ca)



## Our commitment...

### To Students

All HWDSB students will have equitable access to a balanced and comprehensive arts education, based on the Ontario Arts Curriculum (K-12), that develops their critical and creative thinking, collaboration and communication skills.

Learning in, about and through the arts:

- develops the ability to generate ideas and bring them to life, appreciate, think critically, collaborate, explore and experiment, problem solve and reflect (Creative Process).
- develops transferable skills in observation, analysis, interpretation, and evaluation (Critical Analysis Process).
- develops thinking that can be communicated and applied to other areas of the curriculum enhancing student achievement and engagement in literacy and numeracy.
- develops personal identity and self esteem, values, beliefs, well-being, and understanding of self and others in our diverse world.
- develops a love of the arts, enriching future experiences as audience members and enhancing personal and cultural identity.

### To Staff

HWDSB will support the professional learning and capacity building of educators in the arts through rich educational experiences that enhance achievement, engagement and equity for all students.

Learning in, about and through the arts:

- provides fundamental concepts, skills, and expectations in the arts curriculum which recognizes the continuum of learning K-12.
- provides effective integration of the arts using high yield strategies including differentiated instruction (within all curriculum subject areas).
- provides opportunities for emerging (generalist) and established (specialist) teachers in pursuit of life-long learning in the arts for elementary and secondary teachers.
- provides a variety of opportunities for teachers of the arts to collaborate, plan and learn together in professional learning environments.

### To the Community

HWDSB will collaborate with parents, school communities and partners (internal and external) to provide, support and celebrate meaningful arts experiences for all students to appreciate the value of the visual and performance arts for and by others.

Learning in, about and through the arts:

- supports students learning through cultural experiences, all career pathways, and an appreciation of the arts in the real world.
  - allows students to fully explore their creativity, and celebrate their experiences with each other and the community.
  - allows students to value their own and others contribution to the creative process and to the performance or product.
- Arts Community Partnerships:**
- with individuals, groups, organizations (local & national) from the voluntary, amateur and professional sectors, partnerships are developed strategically and supported effectively to enhance student learning in the arts.
  - offer opportunities and experiences that bring the arts to life in the community and allow for an appreciation and sustainability in our student's lives.

“ Inside each of us is an artist... that's what an artist is, a child who has never lost the gift of looking at life with curiosity and wonder. Art is not the exclusive possession of those who can draw, write poems, act, make music or design buildings. It belongs to all those who can see their way through all things with imagination.

- Arthur Lismer: Artist and Art Educator, Art Gallery of Ontario Archives



“ Education in the arts develops students' imaginations, increases their motivation to learn and allows them to achieve at higher levels. For many students, schools provide their first and, for some, their only experience of the arts.

- People for Education Annual Report, 2011

“ The artistic process offers meaningful modes of learning and self-expression for students from diverse cultural backgrounds. Students are more likely to engage and succeed in schools where their way of knowing and ways of being are honoured.

- UNESCO Road Map for Arts Education, Report for Canada, 2012

“ The power of arts experiences lies in the engagement of the whole being. Teachers must themselves be thus engaged if the arts art to attain their transforming power. If the child is to feel the art alive within themselves, so must the teacher.

- Arts Education for the Development of the Whole Child, 2012. Dr. Rena Upitis

“ At the heart of arts partnerships lies the premise that the discipline, co-operation, creativity, and self-esteem developed in the arts are essential life skills, and that these skills can be taught by teachers and artists working in partnership.

- Angela Elster, Vice-President Academic, The Royal Conservatory and LTTA



## 21st Century Learning

A VISION  
AND FOCUS  
FOR 21ST  
CENTURY  
LEARNING IN  
HWDSB



### *Beliefs and Guiding Principles*

**HWDSB is committed to meeting the needs of all learners through programs that foster excellence, and create equitable, engaging learning opportunities.**

We have a responsibility to be productive and creative workers and citizens, and to create learning experiences in HWDSB that demonstrate and foster:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making skills
- Digital Citizenship
- Technology Operations and Concepts

We must be responsive to the individual needs of the 21st century learner; recognizing that we live in a digital world, and our learners not only prefer to learn, live, collaborate and network in this manner, but mastery of these skills is essential to lifelong, anytime, anywhere learning.

We must create learning conditions that mirror the real world.

We must know our students in order to ensure programming is personalized, inquiry-based, and differentiated.

We must focus on providing students with the skills they need to participate in a knowledge-based society, through rich learning tasks that allow them to explore an educational path that is best suited to their interests, their capabilities and ensures they are equipped to adapt in the future.

We must make learning visible in ways that invite parents and community to see themselves as partners in the learning.

HWDSB schools have the responsibility to integrate and use technology to respond to the current digital landscape of our daily lives, and the inevitable integration of these systems in their future careers.

Technology is an essential tool to enable and enhance the learning of all.

### *Commitments*

**All HWDSB students will have equitable access to learning experiences that are engaging, real-world and authentic, and that develop their critical and creative thinking, problem solving, collaboration and communication skills**

**HWDSB will ensure that all students and staff use technology, tools and social media ethically, competently and effectively to enhance, extend and differentiate learning**



- Support and endorse effective pedagogy when integrating technology in Inquiry-based learning: teaching Math through problem solving, Comprehensive Literacy, and Rich Learning Tasks.
- Support and advocate for equitable access to digital tools and resources (through a blend of personal and board provisioned tools) to enable and enhance the learning conditions through Blended Learning, eLearning, and the development of physical and virtual learning environments (eg. Learning Commons)
- Support and promote a better understanding of the different facets of Digital Citizenship: Positive Participation, Privacy, Identity, Credibility and Authorship and Ownership

### **Blended Learning**

- Advocate and support Blended Learning for all students and staff
- Support the professional learning and capacity of staff in blended learning (knowing when to leverage online experiences versus face-to-face interaction) as it is the key instructional strategy that differentiates how, when and where students learn
- Support the creation of digital-age learning environments that are engaging, meaningful & connected to 21st century learning skills (creativity, innovation, problem-solving, collaboration, co-learning)
- Support an understanding of technology as a key element in enhancing pedagogy to ensure equity for all through differentiation, choice, customization, and effective use of assistive technology
- Support the adoption of board-provisioned tools as a ways and means to blend learning in learning environments: cloud computing, social media and online networking (HWDSB Commons), Web 2.0, and the MoE Learning Management System
- Support the Leadership & Learning Department in developing a comprehensive understanding of the digital resources, tools and devices that are available to create blended learning conditions in the classroom

### **eLearning**

- HWDSB will develop a plan that is more proactive to offering eLearning options during option time (new & credit recovery) and facilitate web-based learning which allows flexibility, choice, authentic real-world learning.
- All students will have the option of having access to eLearning to earn credits as part of their secondary focus. eLearning is a key option for our students in today's world of education

### **Learning Environments**

- Support the professional learning and capacity of staff in understanding how to integrate and use technology and tools to further student learning and influence teacher instruction.
- Support steps to ensure administrators understand their options when assessing the physical set-up of learning environments, recognizing that space matters (Learning Commons, flexible grouping, 1:1 learning opportunities, laptops for mobility, accessibility to tools, technology at the point of instruction/learning, BYOD)
- Foster a culture where all staff are role models for effective use of technology, through integration in operational functions, professional development, and collaboration with colleagues. A willingness to explore technology in professional practice demonstrates life-long learning
- Leverage the Learning Commons model in every school library: where the learning conditions for collaborative inquiry in the digital age are created, e.g., physical and virtual spaces, equitable access, learning partnerships and technology in learning
- Support the creation and implementation of flexible learning opportunities for students and staff within physical and virtual spaces that leverage choice/personalized learning, co-construction, "self-learning", and enable learners to become digital content creators, (i.e. Learning Commons, HWDSB Commons, Cloud Computing, learning management systems, eLearning, social media, Mobile Devices, BYOD)
- Leverage technology and tools as key enablers for: knowledge creation, practice of critical and creative thought, exploration of issues around plagiarism, privacy and copyright, and incorporation of research skills and the analysis of bias, stereotype and gender in source material
- Promote an understanding of how the conditions created in our learning environments foster and support intellectual curiosity, respect, responsibility and initiative, creativity, collaboration, equity, engagement, and a culture of achievement that strives for excellence



## APPENDIX H: EQUITY AND INCLUSIVE EDUCATION

### **POSITIVE SPACE GROUPS**

In order to ensure that the HWDSB learning environments are safe spaces for students who have self-identified as lesbian, gay, bisexual, transgender and queer (LGBTQ), the Hamilton-Wentworth District School Board has continued to support Positive Spaces or spaces where human rights of all individuals, including members of the LGBTQ community, are honored and respected. These initiatives have included:

#### ***Professional Learning***

- A half-day Positive Space training session to support transgender students for Positive Space Group staff leads.

#### ***Positive Space Groups***

Support has also been provided to Positive Space Groups in HWDSB secondary schools:

- An online conference/discussion group for staff leads, as well as meetings to network and share information.
- Consultant visits to Positive Space Groups to provide resources, as well as support for school events.
- Facilitated attendance of 2 students from a Positive Space Group and their teacher-leads at the student stream of the 15<sup>th</sup> Canadian Safe Schools Conference.

#### ***Outreach to Parents/Guardians of Transgender Students***

An outreach project, funded through a Ministry Pro Grant application to be completed during the current 2012/2013 school year, to engage the parents/guardians of transgender students who attend secondary schools at Hamilton-Wentworth District School Board.

The goals and objectives of this project are:

- Provide regular opportunities to engage the parents/guardians of transgender students at HWDSB secondary schools to meet and engage in dialogues and discussions.
- Provide parents/guardians of transgender students with information to help them better understand HWDSB school and system supports through a Parent Resource Guide. Examples of these supports are Positive Space Groups, safe and caring schools initiatives including bullying prevention, and a suicide prevention pilot program that is part of the District Mental Health Strategy.

### **Positive School Climate**

#### ***School Climate Survey***

In October and November, safe schools or directions teams from schools that completed the survey last year were brought together in a strategy session to review system and school results, as well as to begin to develop strategies to meet the needs of their learning community. In the spring, these schools will come together again to review implementation of these strategies.

#### ***Foundations of Anti-Racism in Education: Towards an Inclusive School Community"***

In the fall of 2011, we offered a six-session course through the Canadian Race Relations Foundation. The course explored challenges and addressed complex issues on racism and equity within education. Session topics included power and privilege, human rights issues, pluralism and its impact on the Canadian identity, and strategies to create inclusive curriculum.

***Report Homophobic Violence, Period (RHVP)***

RHVP is an awareness and education initiative that focuses on young people ages 13 – 25 and provides education and awareness regarding patterns of behavior which may lead to the commission of hate crimes. It also addresses the issue of homophobic and transphobic bullying and violence and focuses on crime-prevention strategies. RHVP is a collaborative initiative with the Hamilton Police Service and John Howard Society of Hamilton-Burlington. Presenters from these two organizations have made presentations to grade 9 students in all HWDSB secondary schools. It is hoped that this initiative will help to raise awareness of bullying issues and hate crimes and promote a safe and caring learning environment.

**Resources to Support Equity and Inclusion**

The following resources have been updated in the past academic year 2011 -2 012 for HWDSB staff to support their work in promoting equity and inclusion:

***Using an Equity Lens: A Guide to Creating Equitable and Inclusive Learning Environments***

This Guide to Creating Equitable and Inclusive School Environments provides an approach that ties together the HWDSB Equity Policy, the Ministry's Equity and Inclusive Education Strategy, School Improvement Plans, School Effectiveness Framework, Student Success Character Education, Safe Schools and Bullying Prevention and Intervention initiatives. It links policy, guidelines and practice in a way that enhances the confidence of schools to meet the needs of all students equitably.

***Assessing Learning Materials for Bias***

This handbook is designed as a screening tool for classroom and school-based materials. It is developed in accordance with the Equity Policy and Supporting Guidelines of the Hamilton-Wentworth District School Board. It may be used as a "stand alone" tool, or in conjunction with *Using an Equity Lens: A Guide to Creating Equitable School Environments*.

***Inclusive Language Guidelines***

This document is adapted with permission from the Halton District School Board's Inclusive Language Guidelines (2008). The Guidelines provide a communication procedure that recognizes respectful terminology for people from different backgrounds. The intent of this document is that it be used as a guide for respectful language in professional and corporate communications.

In addition, the following resources have also been developed and distributed this past school year:

***A Multilingual Welcome Poster for Schools***

This poster says "Welcome" in the top 25 languages other than English that are spoken by HWDSB students. The posters were provided to HWDSB schools to help create a welcoming environment where members of the learning community will see themselves reflected and included as part of their school.

***An ELL Welcome Video for Schools***

Scripted by our Board's ESL/ELD Special Assignment Teachers and recorded at one of our schools, this six-and-a-half minute video assists school staff in the reception and orientation process for newcomer English Language Learners and their families to facilitate the successful integration of these students into the learning community.



## APPENDIX I: COMMUNITY AND CONTINUING EDUCATION SCHOOL IMPROVEMENT PROJECT

### What We Did:

CCE participated in the Adult and Continuing Education School Improvement Project through the Ministry of Education and CESBA (Continuing Education School Board Administrators Association) this year.

After participating in a one-day regional workshop in London, Ontario on October 5, 2011 CCE developed the project and the goals to be addressed.

### Research Question:

**What enables over age 21 students to enroll with CCE? What barriers exist?**

### Hypothesis:

**Over age 21 adult learners must overcome several barriers in order to enroll with CCE.**

A survey was developed in partnership with the HWDSB Research Department, eBest. This survey was then delivered to adult students in Adult Day School, eLearning and Independent Study courses.

The online survey was posted in the course home page of all adult eLearning students. The teachers of Adult Day School introduced the survey to their students. Independent Study students were given a flyer with the Internet address of the survey when they came to the Learning Centre to pick up or drop off work.

### What We Learned In support of the Hypothesis:

Fifty-four, (54) adult students responded to the survey. Almost all were Adult Day School students. This represents about one-sixth of the Adult Day School population during one session.

Adult Students experience barriers from the moment they decide to re-engage with school:

**94%** of adults surveyed reported that they had **worries that held them back** from returning to school

In addition, adults reported a number of barriers once they engaged with school including:

- **86%** reported health or disability barriers
- **92%** reported school or academic barriers
- **98%** reported family responsibility barriers
- Other Barriers-**66%** reported barriers in addition to the three above categories

Factors that encouraged Adults to stay engaged with school when they returned:

- **56%** reported that help with post-secondary applications and pathways and their goals would entice and retain them as students

- **15%** reported that assistance with resume and job interview skills would also be a factor that would attract and maintain their presence in school
- **54%** reported that teacher assistance or a good relationship with their teacher are “Very Important” in keeping adult students engaged
- **38%** listed successful achievement as “Very Important “ for staying in school
- **76%** reported that having lessons led by teachers or a combination of teacher led lessons and independent work was the ideal Adult Learning Environment
- **76%** also listed that Learning Strategies aimed just at adults was “Very” or “Quite Important”

It is important to note that **very few adults report no barriers to returning to school**, our students left school once before and even though they have returned, they still have obstacles which can make attending school difficult for them.

Students reported that the CCE admission processes and programs are looked upon very favourably with transportation being a very important item for consideration. Adult students believe that they have learning needs different from the adolescent day school learner, these students want their different learning styles to be recognized and they have a very clear idea of what their ideal learning environment looks like. As is often the case with day school students, the single most important factor to encourage attendance and achievement in school is a good relationship with an effective teacher. Adult students want assistance with their post-secondary pathways in the form of guidance services or resume and job interview skills

#### **Next Steps:**

Given the support for the current program and delivery of CCE, it is important to ensure that future decisions about the program do not change what is working well. The future location of any programs must be seriously considered to address the student concerns with transportation. CCE must consider ways to provide more assistance with guidance services for adult students in order to assist them with post-secondary education and resume and job interview skills. Teacher capacity around the adult learner is a priority. Our work in 2012/13 will build on our capacity building held in the spring. Further, teachers will support the use of the Ontario Skills Passport and [www.careercrusing.com](http://www.careercrusing.com) and the pathway guidance information to assist students with post-secondary pathway planning.

## **APPENDIX J: FIRST NATION, METIS AND INUIT (FNMI) STUDENT ACHIEVEMENT AND ENGAGEMENT INITIATIVES FOR THE 2011-2012 / 2012-2013 SCHOOL YEARS**

In January 2012, the HWDSB First Nation, Métis, and Inuit (FNMI) Education Policy and Voluntary, Confidential Self-Identification Directive were approved. The policy and its directive will lead the way for steps toward demonstrating respect for the heritage and culture of FNMI peoples, and the full implementation of FNMI student self-identification.

The 2011-12 Ministry of Education funded projects included several culturally appropriate professional development opportunities for HWDSB staff (including classroom teachers, student success leads, guidance counsellors, and social workers). The following projects were delivered with the guidance and support of the HWDSB Aboriginal Community Liaison and HWDSB program consultants:

- 21 staff members participated in the Guiding Circles program delivered by the Aboriginal Human Resource Council (AHRC). The training models integrated contemporary coaching techniques and Aboriginal perspectives to support educational and career advancement of Aboriginal youth. The program seeks to reach out to Aboriginal youth while reaffirming their life stories and making efforts to engage them at the point of their life where they are already engaged.
- 20 HWDSB staff members visited the Woodland Cultural Centre in Brantford, ON to increase their awareness, understanding, and appreciation of the rich histories, culture, and perspectives of Aboriginal peoples and communities. Participants participated in a residential school tour of the former Mohawk Institute to understand the lived experiences of the Aboriginal students from years past. The participants were also involved in hands-on arts and culture activities with lessons, which they could take back to their own classrooms. Schools were also provided with a complimentary residential school educational resource kit that included a class set of the play, *Misty Lake*.
- 3 HWDSB staff members attended a two-day symposium for Native Studies and Native Languages in Brantford, ON that was delivered by the Grand Erie District School Board and the Ministry of Education, Aboriginal Education Office. Educators in attendance acquired newfound knowledge in the areas of culturally relevant curriculum, resources, and assessment practices.
- Other grant initiatives included school-based projects, delivered at Hill Park Secondary School. The school-based staff and students participated in the following: (1) Elder's teachings; (2) learning how to make traditional arts and crafts, and (3) hosted a traditional feast to celebrate the achievements of staff and students who made a difference in the school-community.

Other activities include the following:

- 32 educators, Aboriginal community frontline workers, Aboriginal youth and parent(s), caregiver(s)/guardian(s) attended a day-long workshop to discover the effects of their perceptions and assumptions and how to build skills in mediating and/or preventing conflict. The workshop was organized by the HWDSB Aboriginal/Equity Department in partnership with the John Howard Society.
- Camp Power – First Nation, Métis, and Inuit (FNMI) Summer Literacy Initiative at Prince of Wales Elementary School made significant efforts to improve their literacy skills while honoring Aboriginal culture, traditions, heritage, worldview and knowledge. HWDSB staff Brandon Hill, classroom teacher and Taunya Leary, cultural facilitator, focused on the strengths and talents of the urban Aboriginal students while designing a respectful educational environment that honoured the culture and worldview of the FNMI students and their families. The new literacy-based program initiative funded by the Ministry of Education made significant considerations for integrating Aboriginal teaching and learning styles (i.e. differentiated instruction and evaluation), as well as values into the classroom.

**APPENDIX K****Supervised Alternative Learning (SAL)****Supervised Alternative Learning Report**  
**JUNE, 2012**

<b>Profile of Students</b>	<b>2009/2010</b>	<b>2010/2011</b>	<b>2011/2012</b>
Attendance	99.0%	100.0%	100.0%
Social/Peer Problems	11.0	10.2	21.8
Bereavement (Death of friend/family)	25.0	6.8	14.4
Divorce/Separation	34.0	37.7	21.3
Families in Distress (Abuse/unemployed/etc)	50.0	43.9	86.2
Social Disengagement (Difficulty engaging with others)	34.0	46.6	96.3
Academic Difficulties (Remedial/Numeracy)	23.0	21.9	14.4
Depression & Anxiety	19.0%	35.6%	41.0%
Behavior (Disruptive in sch. setting)	29.0%	21.2%	19.2%

**Total Students on SAL Plan 2011/2012**

	<b><u>2008/2009</u></b>	<b><u>2009/2010</u></b>	<b><u>2010/2011</u></b>	<b><u>2011/2012</u></b>	<b><u>2011/2012(In School)</u></b>
<b>Male</b>	88	66	80	110	13
<b>Female</b>	70	34	65	78	8
<b>Transgender</b>	<u>00</u>	00	<u>01</u>	<u>0</u>	<u>0</u>
<b>Total</b>	158	100	146	188	21

<b>Considered Full Time Students on SAL Plan</b>	-- 350 Minutes of Class per week	43(20)
<b>Considered Part Time Students on SAL Plan</b>	-- Unable to manage 350 mins per week	<u>145 (1)</u>
<b><u>Total</u></b>		<b><u>188 (21)</u></b>

**School Breakdown -2011/2012** (In-School SAL Plans in parenthesis)

	<u>2008/2009</u>	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>	<u>Trial</u>
Ancaster SS	2	0	0	5	0
Barton SS	5	1	3	5	0
Delta SS	18	9	5	15 (3)	1
Gateway	0	0	1	0	0
Glendale SS	2	4	3	6	1
Highland SS	2	0	1	5	0
Hill Park SS	18	15	19	16 (5)	2
James St AE	0	0	1	0	0
Mountain SS	5	2	2	7 (1)	0
Orchard Park SS	2	1	1	4	0
Parkside SS	6	4	5	2 (3)	0
Parkview SS	5	4	8	10	2
Phoenix	0	0	1	0	0
Saltfleet SS	5	4	3	6	0
Sherwood SS	18	12	10	16	1
Sir Allan SS	14	9	5	3	0
SJAM SS	19	10	16	16 (1)	0
SWC SS	13	11	30	34 (2)	3
System Alter Ed	5	9	25	32	0
Waterdown SS	3	1	3	1	0
Westdale SS	9	4	1	0 (4)	0
Westmount SS	0	0	3	3 (2)	0
<b>TOTAL</b>	<b><u>158</u></b>	<b><u>100</u></b>	<b><u>146</u></b>	<b><u>188 (21)</u></b>	<b><u>9</u></b>

\*\*\*\*\*Trials refers to students that attempted a SAL Plan but withdrew prior to committee approval \*\*\*

**Age Breakdown by School -2011/2012**(In-School SAL Plans in parenthesis)

School	M17	F17	M16	F16	M15	F15	M14	F14	Total
Ancaster	1	1	3						5
Barton			1	1		1	1	1	5
Delta	7	2(1)	4(1)	2	(1)				15(3)
Glendale		1	2	1		2			6
Highland		1		1	1	2			5
Hillpark	3(1)		5	2	7(2)	(1)	(1)		17(5)
Mountain	1	1	2(1)	2				1	7(1)
Orchard Park			1				3		4
Parkside		1(2)	(1)	1					2(3)
Parkview		1	6	1		1	1		10
Saltfleet	2	2		1			1		6
Sherwood	1	2	3	2	2	2	3	1	16
Sir Allan	1		1	2					4
SJAM		1	5	3(1)	3	1		3	16(1)

SWC	5	4(1)	9	4(1)	6	2	2	2	34(2)
System Alter E	7	6	9	2		3	2	1	30
Waterdown		1							1
Westdale	1		(2)		(1)		(1)		1(4)
Westmount	1		1(1)	1		1(1)			4(2)
<b>TOTAL</b>	<b>30(1)</b>	<b>24(4)</b>	<b>52(6)</b>	<b>26(2)</b>	<b>19(4)</b>	<b>15(2)</b>	<b>13(2)</b>	<b>9</b>	<b>188(21)</b>

**Transitioning From SAL Outreach -2011/2012 (no longer on SAL Plan)**

<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
61	49	111

**Students Shared between SAL Outreach – Home School**

	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
Home Schools	1	4	18
System Alt Ed	<u>12</u>	<u>16</u>	<u>30</u>
<b>Total</b>	<b><u>13</u></b>	<b><u>20</u></b>	<b><u>48</u></b>

\*\*\*\*\* Students transitioning to Home school or System Alt Ed but remaining on a SAL Plan\*\*\*

**Students Returned to Home Schools**

	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
Term 1	11	14	5
Term 2	<u>12</u>	<u>15</u>	<u>47</u>
<b>Total</b>	<b><u>23</u></b>	<b><u>29</u></b>	<b><u>52</u></b>

**Students Referred to System Alter Ed Programs**

	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
Term 1	05	06	17
Term 2	<u>07</u>	<u>10</u>	<u>13(1)</u>
<b>Total</b>	<b><u>12</u></b>	<b><u>16</u></b>	<b><u>30</u></b>

**Compass** (Lynwood Charlton Centre –Children’s’ Mental Health Program –Sect 23) 2(1)

**Students Exit HWDSB:**

	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>
Term 1	07	02	13
Term 2	<u>07</u>	<u>02</u>	<u>14</u>
<b>Total</b>	<b><u>14</u></b>	<b><u>04</u></b>	<b><u>27</u></b>

**Destination**

Students Referred to Continuing Education	08 (3)
St. Martin's Manor	03
Employment	05
Other School Boards (Local and Out of Jurisdiction)	11
<b><u>Total</u></b>	<b><u>27</u></b>

**Students Returning to SAL Outreach**

<b><u>2009/2010</u></b>	<b><u>2010/2011</u></b>	<b><u>2011/2012</u></b>
39	97	77

**Students Engaged in Academic Courses**

	<b><u>2009/2010</u></b>	<b><u>2010/2011</u></b>	<b><u>2012/2012</u></b>
Students Working on Credits	100	146	188
Credits Granted	108	120	147 (14)

**Accomplishments**

- Added to the SAL Team are a Transitions Class. The Transitions Class is designed for students who are able to attend class in a school location and who do not require Outreach Team support in a community location.
- Complete Transition from SALEP Centre to SAL Outreach Team
- Teacher's, EA's and SW meet all SAL Students at sites throughout HWDSB area
- Nu Deal Partnership: Great for students wanting to explore careers in fine arts
- High number of 'attending' students
- New forms to support SAL Plan, Extensions, Closing
- Possibilities of smoother transitioning 17 yr old students into CCE programming
- Increased partnerships and transitions with home school
- Increase in students who wrote OSSLT
- Increased partnership with home school Co-op programs
- Increased emphasis on credit recovery
- Positive peer relationships were developed among students at sites.
- Increased participation of SAL students in Alt Ed anxiety group
- Increased number of In-School SAL Plans
- Investigation of PLAR preparation program

**Challenges**

- Volume of students placed on SAL plans during 2011/2012
- Need to move to an electronic data management system
- Transitions and reporting information back to home schools
- Data collection and storage as Team is mobile
- Lack of clear role definitions within the Outreach Team
- Wider range of students needs than in past –(now serving 17 yr olds that require subjects usually taught by subject specialists)



- Late year intakes (momentum is to complete courses not to begin them)

### **SAL TRANSITIONS Class Summary: Semester 2 – 2012**

#### Initial accomplishments:

- Aligned classroom timetable to mirror schedule used by System Alternative Education classes to facilitate smoother transitions into System Alternative Education (SEA) programming options, and increase accessibility to transition teacher support for students currently enrolled in SEA classes
- Developed transition protocol for SAL outreach team, parents/caregivers and SAE into Transitions class
- Established protocol for, and implemented practices to provide ongoing support to students in SAE or home school classes

#### Current program features:

- Number of students utilizing transitions support: 10- 12 students per timeframe
- Number of credits: 12 credits achieved with direct instruction; 15 credits supported
- Transition support includes provision of; direct academic instruction; organization/time management coaching for academic success; personal challenge/crisis management support for SE issues as appropriate; referral to appropriate staff/resources; establish and maintain regular frequent communication with family/caregivers; attendance monitoring and outreach; collaborative program development and/or intervention planning with SAE, IMHSS, family and other relevant community partners
- Frontier College Partnership: 2 volunteers worked with Transition class students

#### Life-long learner opportunities that Transitions students were able to participate in:

1. CBT Anxiety Management Group – 4 students
2. Girl's Group, a social skills development group - 5 students

#### Other skills development accessible in combination with Transition class enrolment:

1. Resume writing – 3 students
2. Co-op experiences – 2 students
3. Community Lunch program participation– 1 student

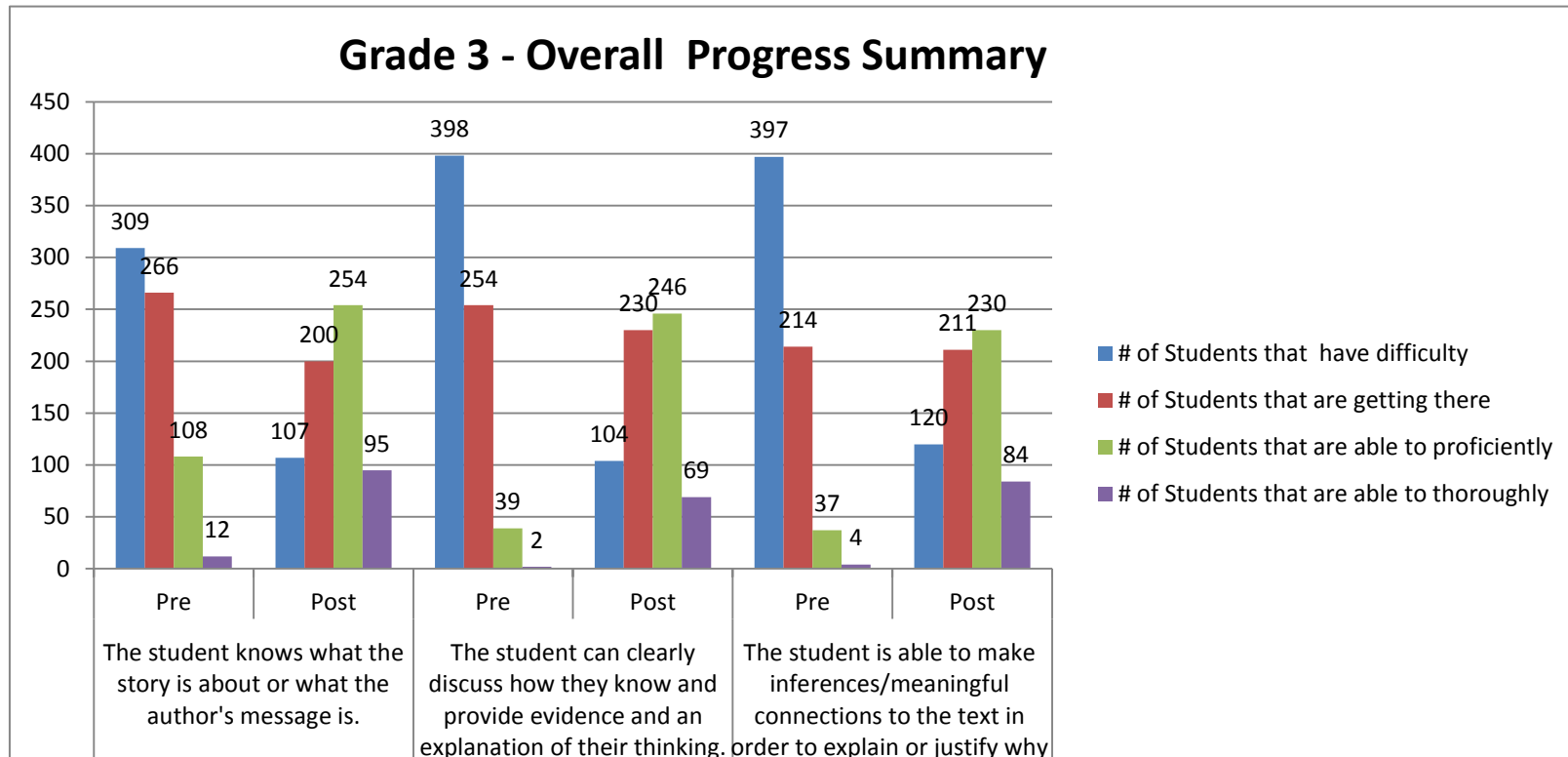
#### Other Positive Indicators:

- Approximately 70% of transition students either established or maintained improved or consistent attendance patterns and demonstrated increased capacity to participate in increasing structured learning environments (either Transition classroom or SAE classes)

#### Transition Destinations:

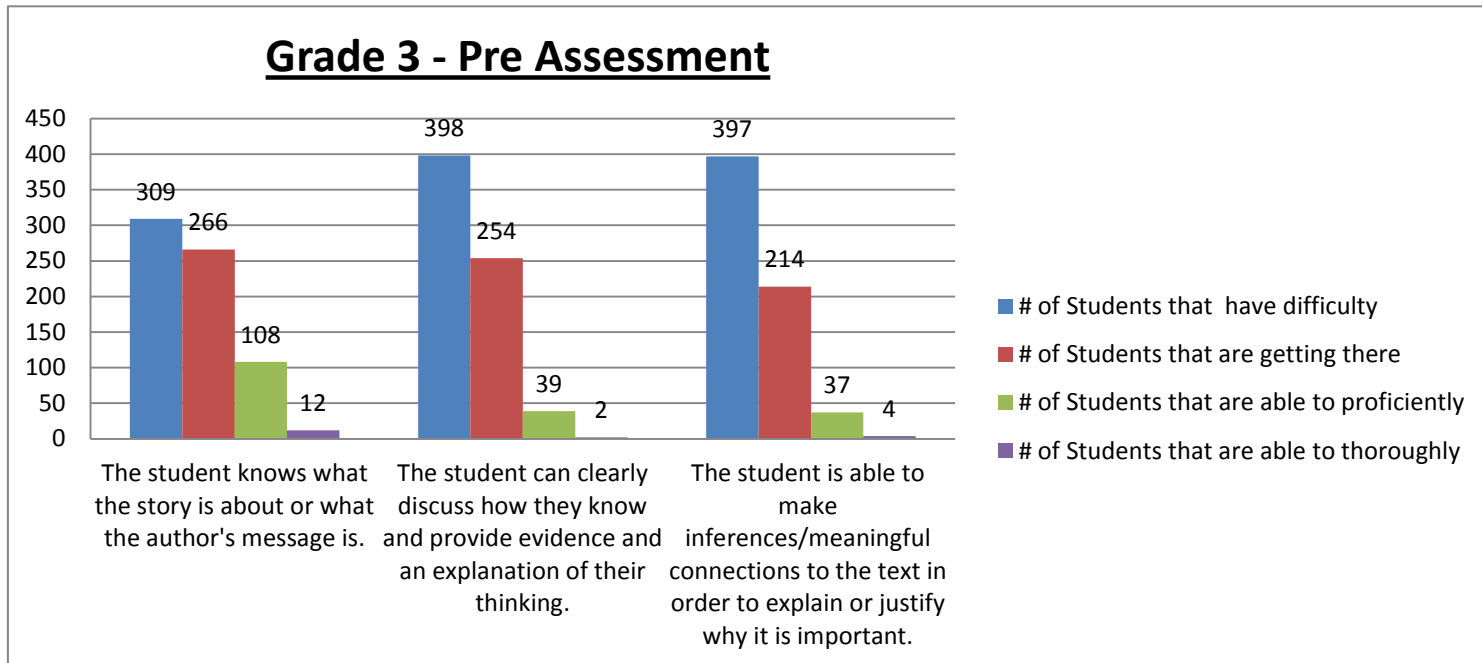
- Returning to Home School – 2 students
- To SAE classes at Composite high school – 1 student
- To other SAE programs – 8 students
- Return to Transitions class – 6 students
- To adult Continuing Education – 3 students

	The student knows what the story is about or what the author's message is.		The student can clearly discuss how they know and provide evidence and an explanation of their thinking.		The student is able to make inferences/meaningful connections to the text in order to explain or justify why it is important.	
	Pre	Post	Pre	Post	Pre	Post
# of Students that have difficulty	309	107	398	104	397	120
# of Students that are getting there	266	200	254	230	214	211
# of Students that are able to proficiently	108	254	39	246	37	230
# of Students that are able to thoroughly	12	95	2	69	4	84

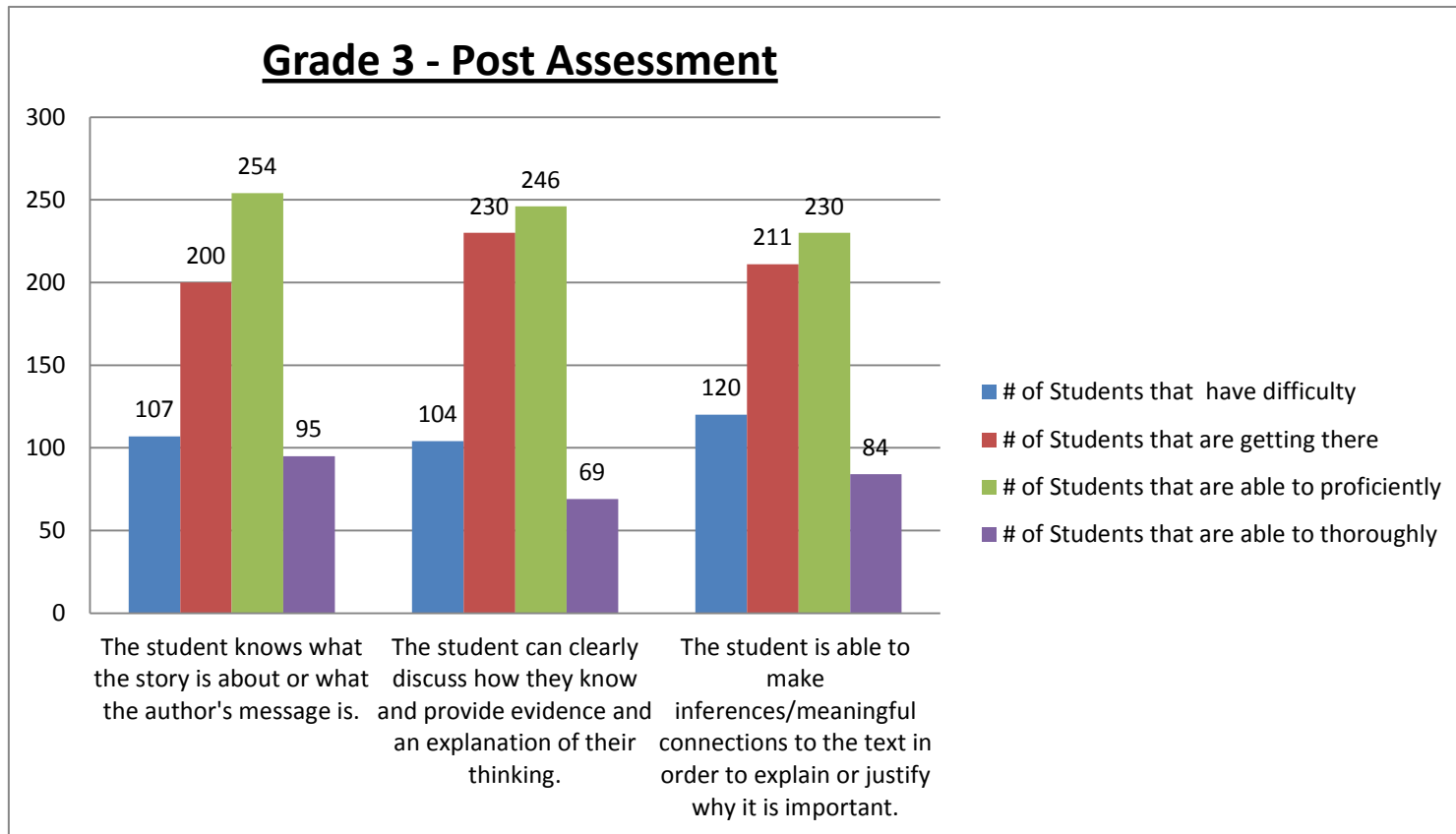


**Pre-Assessment -Grade 3**

	The student knows what the story is about or what the author's message is.	The student can clearly discuss how they know and provide evidence and an explanation of their thinking.	The student is able to make inferences/meaningful connections to the text in order to explain or justify why it is important.
# of Students that have difficulty	309	398	397
# of Students that are getting there	266	254	214
# of Students that are able to proficiently	108	39	37
# of Students that are able to thoroughly	12	2	4



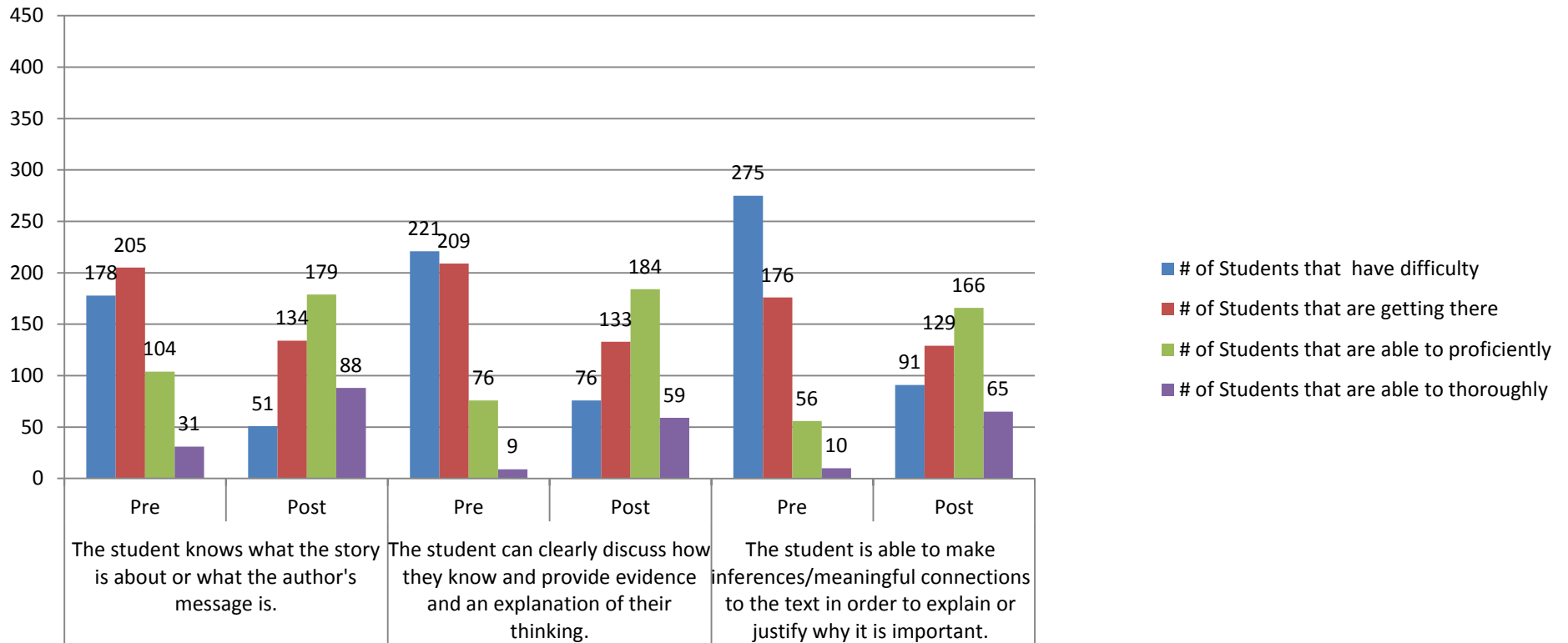
	The student knows what the story is about or what the author's message is.	The student can clearly discuss how they know and provide evidence and an explanation of their thinking.	The student is able to make inferences/meaningful connections to the text in order to explain or justify why it is important.
# of Students that have difficulty	107	104	120
# of Students that are getting there	200	230	211
# of Students that are able to proficiently	254	246	230
# of Students that are able to thoroughly	95	69	84



**Grade 6 Overall Summary**

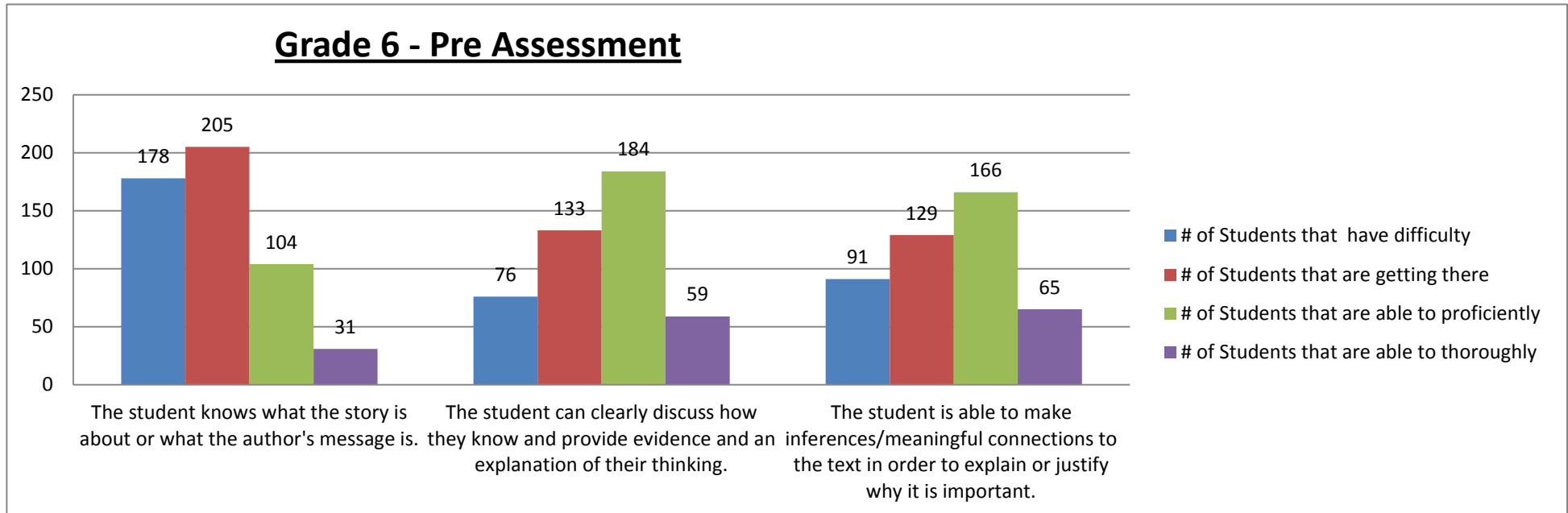
	The student knows what the story is about or what the author's message is.		The student can clearly discuss how they know and provide evidence and an explanation of their thinking.		The student is able to make inferences/meaningful connections to the text in order to explain or justify why it is important.	
	Pre	Post	Pre	Post	Pre	Post
# of Students that have difficulty	178	51	221	76	275	91
# of Students that are getting there	205	134	209	133	176	129
# of Students that are able to proficiently	104	179	76	184	56	166
# of Students that are able to thoroughly	31	88	9	59	10	65

**Grade 6 - Overall Summary**



**Pre-Assessment -Grade 6**

	The student knows what the story is about or what the author's message is.	The student can clearly discuss how they know and provide evidence and an explanation of their thinking.	The student is able to make inferences/meaningful connections to the text in order to explain or justify why it is important.
# of Students that have difficulty	178	76	91
# of Students that are getting there	205	133	129
# of Students that are able to proficiently	104	184	166
# of Students that are able to thoroughly	31	59	65



**Post Assessment -Grade 6**

	The student knows what the story is about or what the author's message is.	The student can clearly discuss how they know and provide evidence and an explanation of their thinking.	The student is able to make inferences/meaningful connections to the text in order to explain or justify why it is important.
# of Students that have difficulty	51	104	120
# of Students that are getting there	134	230	211
# of Students that are able to proficiently	179	246	230
# of Students that are able to thoroughly	88	69	84

**Grade 6 - Post Assessment**

