COMMITTEE OF THE WHOLE

MONDAY, JANUARY 14, 2013

6:30 pm

1.	Call to Order	R. Barlow
2.	Approval of Agenda	
3.	Declaration of Conflict of Interest	

DELEGATION

4.	Living Wage	Tom Cooper/Judy Travis

ACTION ITEMS

5.	2012-2013 Revised Budget	D. Grant
6.	Key Parameters/Assumptions to Guide 2013/2014 Budget Development	D. Grant
7.	Student Code of Conduct Policy and Policy Directive – Interim	K. Bain/P. Reinholdt
8.	Bullying Prevention and Intervention Policy and Policy Directive	K. Bain/P. Reinholdt
9.	Long Term Facilities Master Plan	J. Malloy/D. Del Bianco
10.	East Flamborough Boundary Review	J. Malloy/J. Laverty
11.	Linden Park Grade Organization Approval	J. Malloy/M. Gardner
12.	Cardinal Heights/Ridgemount Grade Reorganization	J. Malloy/M. Gardner
13.	The Full Day Kindergarten Implementation Year Four	J. Malloy/E. Warling

MONITORING ITEMS

14.	Gatestone/Mount Albion Boundary Review	J. Malloy/M. Figueiredo
15.	HWDSB Director's Report to the Community	J. Malloy
16.	Budget Priorities for Consultation Purposes	D. Grant
17.	Year End Financial Report – August 31, 2012	D. Grant
18.	Safe and Equitable Schools Report	P. Reinholdt

19.	Public Questions for Clarification
20.	Adjournment

Upcoming Public Meetings

Meeting	Date	Time	Location
Parent Involvement Committee	Tuesday, January 15, 2013	6:30 p.m.	Central School, Gym
Special Governance Meeting	Monday, January 21, 2013	6:00 p.m.	City Hall - Council Chambers
Governance	Tuesday, January 22, 2013	6:00 p.m.	100 King St W - 6th Floor - Room E
Policy Working Sub-Committee	Wednesday, January 23, 2013	6:00 p.m.	100 King St W - 6th Floor - Room E
Board	Monday, January 28, 2013	6:30 p.m.	City Hall - Council Chambers
Special Education Advisory Committee	Wednesday, January 30, 2013	7:00 p.m.	Helen Detwiler School - Library

Meeting times and locations are subject to change. Please refer to our website for the latest information.
www.hwdsb.on.ca/aboutus/meetings/meetings.aspx

LIVING WAGE HAMILTON

What is a Living Wage?

A living wage enables wage earners living in a household to:

- Feed, clothe and provide shelter for their family
- Promote healthy child development
- Participate in activities that are an ordinary part of life in the community
- And avoid the chronic stress of living in poverty

LIVING WAGE HAMILTON

What is a living wage?

- Based on premise that employment should lift you out of poverty!
- A living wage is a level of pay that enables someone working full-time to earn enough to meet basic needs and participate fully in community

LIVING WAGE
HAMILTON

Why isn't Minimum Wage Enough?

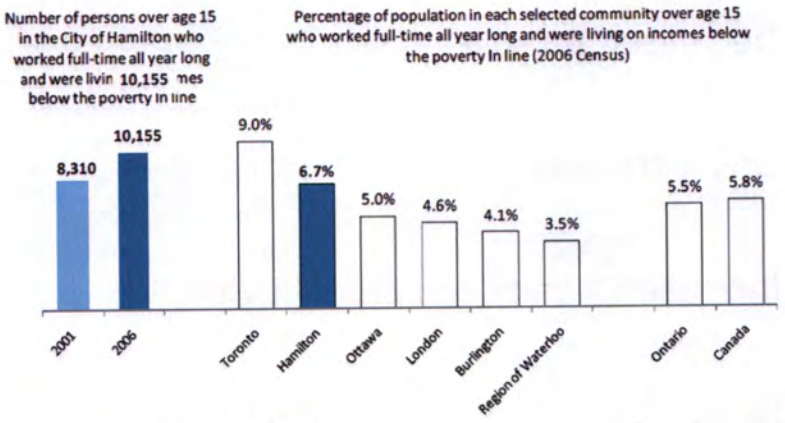
- 30,000 Hamiltonians work but live in poverty

(10,000 were full time /full year employees)

- Minimum Wage has not kept up to cost of living
- Minimum wage isn't calculated based on costs of essential items

LIVING WAGE
HAMILTON

Persons working full-time yet still living in poverty, city of Hamilton and selected communities



Data source: 2006 Census of Canada, Statistics Canada

LIVING WAGE HAMILTON

Benefits of Living Wages to Employees

- Receive fair compensation
- Raised out of poverty
- Better quality of life and improved health
- Possibility of savings and/or skills training

LIVING WAGE HAMILTON

Benefits of Living Wages to Employers

- Decreased turnover
- Lower training costs
- Increased loyalty and productivity
- Recognition for responsible employers

LIVING WAGE HAMILTON

Benefits of a Living Wage to the Community

- Greater consumer purchasing power
- Increased local spending (maybe savings!)
- Increased civic participation

LIVING WAGE HAMILTON

Living Wage Hamilton

Welcome

What is a Living Wage?

Explaining the Living Wage Calculation

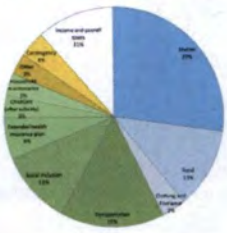
Benefits of a living wage

Becoming a living wage champion

Explaining the Living Wage Calculation

Hamilton's living wage rate in 2011 is $14.95.

Chart 1. Hamilton Living Wage budget breakdown



Living Wage Hamilton
LivingWageHAM

LivingWageHAM @hamiltonpoverty @SPRCHamOnt #LivingWage work group at #HamOnt City Council Monday a.m. with economist Hugh Mackenzie. http://t.co/bq072etl
9 hours ago · reply · retweet · favorite

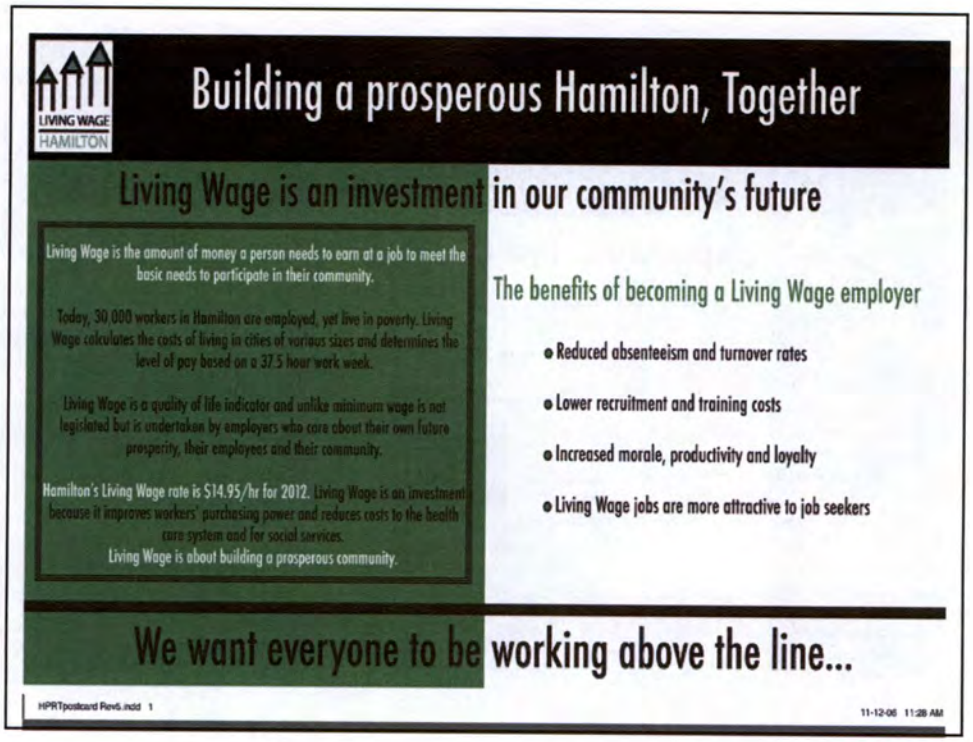
LivingWageHAM Don Wells: "Should #HamOnt become a '#LivingWage' community?" http://t.co/hDUoP9xB
yesterday · reply · retweet · favorite

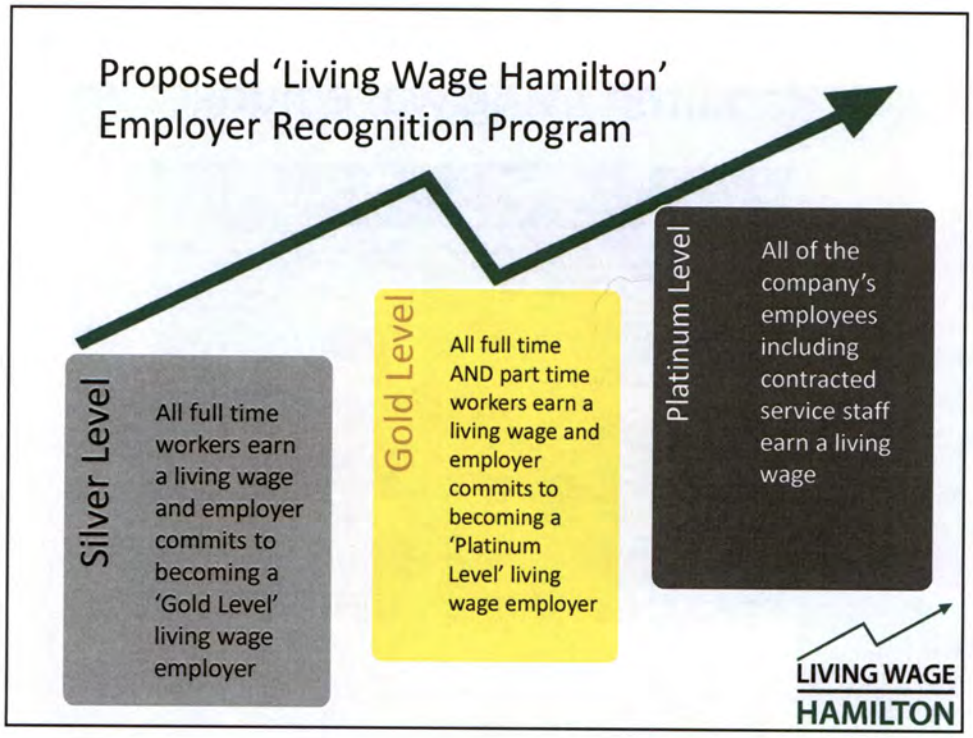
LivingWageHAM "Minimum wage is not a living wage" says Corinna Stroop at launch of Living Wage Hamilton. Read about it in @thespec http://t.co/bg08IEZq
yesterday · reply · retweet · favorite

twitter Join the conversation

Hamilton living wage budget

	Family of 4	Family of 2	Single person
Food	$769	$306	$241
Clothing and footwear	$161	$93	$72
Rent and utilities	$1,090	$880	$709
Childcare centre, after-school and/or summer care	$758	$338	$0
Transportation	$718	$582	$316
Health insurance	$263	$178	$94
Social Inclusion	$371	$259	$246
Contingency	$180	$136	$78


LIVING WAGE
HAMILTON
Building a prosperous Hamilton, Together
Living Wage is an investment in our community's future
Living Wage is the amount of money a person needs to earn at a job to meet the basic needs to participate in their community.
Today, 30,000 workers in Hamilton are employed, yet live in poverty. Living Wage calculates the costs of living in cities of various sizes and determines the level of pay based on a 37.5 hour work week.
Living Wage is a quality of life indicator and unlike minimum wage is not legislated but is undertaken by employers who care about their own future prosperity, their employees and their community.
Hamilton's Living Wage rate is $14.95/hr for 2012. Living Wage is an investment because it improves workers' purchasing power and reduces costs to the health care system and for social services.
Living Wage is about building a prosperous community.
The benefits of becoming a Living Wage employer
• Reduced absenteeism and turnover rates
• Lower recruitment and training costs
• Increased morale, productivity and loyalty
• Living Wage jobs are more attractive to job seekers
We want everyone to be working above the line...
HPRTpostcard Rev5.indd 1
11-12-06 11:28 AM


Proposed 'Living Wage Hamilton' Employer Recognition Program
Silver Level
All full time workers earn a living wage and employer commits to becoming a 'Gold Level' living wage employer
Gold Level
All full time AND part time workers earn a living wage and employer commits to becoming a 'Platinum Level' living wage employer
Platinum Level
All of the company's employees including contracted service staff earn a living wage
LIVING WAGE
HAMILTON

www.livingwagehamilton.ca

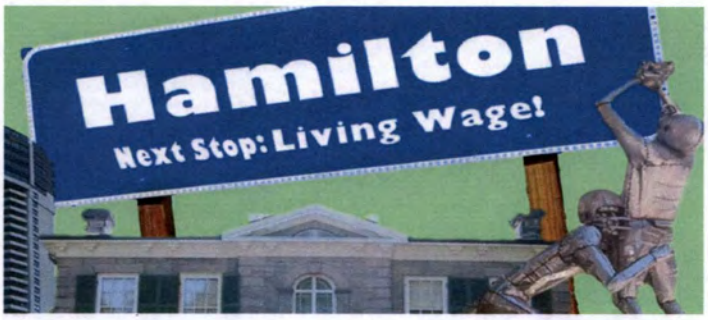
SPRC Social Planning & Research Council of Hamilton

Hamilton Roundtable for Poverty Reduction

Making Hamilton the best place to raise a child

McMaster-Community Poverty Initiative

Hamilton Training Advisory Board
Commission consultative sur la formation à Hamilton



CALCULATING A LIVING WAGE FOR HAMILTON

Companion Report to *Working and Still Poor? It doesn't add up!*

December 2011

Prepared for Living Wage Hamilton

LIVING WAGE
HAMILTON

Funding provided by the United Way of Burlington and Greater Hamilton

United Way
Burlington & Greater Hamilton

Prepared by:
Sara Mayo, Social Planner (Geographic Information Systems)

SPRC
SOCIAL PLANNING & RESEARCH COUNCIL OF HAMILTON

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ACKNOWLEDGEMENTS

This report would not have been possible without the expertise provided by Hugh Mackenzie, of Hugh Mackenzie Inc., and the author and the other members of the Living Wage Working Group of the Hamilton Roundtable for Poverty Reduction are indebted to him for his contribution. The author would also like to thank for their advice members of the Living Wage calculation subcommittee: Tom Cooper, Deirdre Pike, Judy Travis, Mark Weingartner, Don Wells, and Jeff Wingard. Special thanks to SPRC colleagues who gave advice about this report, especially Deirdre Pike, Don Jaffray, and Carla Klassen. A final thank you to the United Way of Burlington and Greater Hamilton who provided the funding to the SPRC which made possible the in-depth research that went into this report.

Any mistakes in this report are solely due to the author.

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1.0 INTRODUCTION: WHAT IS A LIVING WAGE?

The issue of what should be the minimum value that employers should pay for the labour that is a key part of their profit has been a debate for at least 100 years. In 1907, a turning point in Australian labour standards occurred when a judge ruled that wages from employment "must be enough to support the wage earner in reasonable and frugal comfort"[1].

The premise of a living wage is that individuals who work should not have to live in poverty but should be able to sustain themselves and their families. A living wage "is envisioned as a wage that allows employees not just to survive (in minimal physiological terms) but to have a decent quality of life to raise children to be healthy and successful citizens to enjoy recreation, culture, and entertainment, and participate fully in social life"[2].

For additional information about living wage in Hamilton, including benefits to employers and workers, and demographics of Hamilton's population of working poor, please read *"Working and Still Poor? It doesn't add up"* report available at www.livingwagehamilton.ca

2.0 HOW WAS THE LIVING WAGE CALCULATED IN HAMILTON?

Consultations about what a living wage should include were conducted in public forums and workshops across Hamilton, since the launch of the living wage campaign in 2006. Over 600 Hamiltonians participated in these events, and many completed sample budgets to indicate what they would or would not include in a living wage budget.

In 2011, the Hamilton Roundtable for Poverty Reduction convened a Living Wage Calculation Sub-committee, which included additional representatives from the City of Hamilton, McMaster University, the Social Planning and Research Council of Hamilton, and the Workforce Planning Hamilton (formerly Hamilton Training Advisory Board). This group worked on the details of how to calculate the living wage and what data sources to use in the calculation.

To calculate a specific living wage for Hamilton, generalized budgets were developed based on trustworthy data sources about actual living expenses in Hamilton.

The calculations are based on a custom spreadsheet developed and graciously provided by Hugh Mackenzie, a prominent Canadian economist and Research Associate with the Canadian Centre for Policy Alternatives and of the Centre for Urban Studies at the University of Toronto.The spreadsheet calculation includes all relevant tax credits, income and payroll taxes, as well as subsidies for which the families would be eligible, such as Hamilton's childcare subsidy program.

---

[1] Australian Broadcasting Corporation. *A Fair Go Economy: The Harvester Judgement.* http://www.abc.net.au/federation/fedstory/ep3/ep3_events.htm

[2]Canadian Centre for Policy Alternatives. (2008). A Living Wage for Toronto. Ottawa, ON.

3.0 WHAT IS THE HOUSEHOLD COMPOSITION USED IN THE CALCULATION?

Hamilton's living wage budget was developed for three different households. The household types do not encompass the diversity of family formations in Hamilton, but attempt to show that there are similarities in budgets for many households. Even when there are major differences (in areas such as childcare, transportation and housing), the applicable subsidies and taxes often balance out these differences.

The household types used for the living wage calculation are as follows:

Single person
Male[3], age 32, working full time (37.5 hours/week)

Family of two
Lone parent[4]: female, age 30, working full time (37.5 hours/week)
One child: boy, age 3

Family of four
Two parents: age 37 years old, both working full-time (37.5 hours/week)
Two children: one boy, age 14 and one girl, age 10

4.0 WHAT IS INCLUDED IN HAMILTON'S LIVING WAGE CALCULATIONS?

In addition to the basic needs of food, shelter and clothing, Hamilton's living wage budget includes other items such as:

- Transportation (used vehicle or transit pass and money for car share and taxis depending on size of family)
- Private health insurance for extended health benefits such as prescription drugs and dental care
- Childcare for children (including after-school and summer care). The lone parent family is eligible for a provincial childcare subsidy from the City of Hamilton, and that amount is included in the budget to off-set the costs.
- Continuing education for adults to upgrade skills
- Household operation, maintenance, furnishings and equipment
- Items that contribute allow for fuller participation in society (also known as "social inclusion"):
    - Children's school fees, field trips and fundraising events
    - Allowance for older child
    - Basic phone, cable and internet
    - City of Hamilton recreation pass and swimming lessons for children

[3]Genders and ages have been specified because the City of Hamilton's nutritious basket calculations (used in the living wage calculation) are different for males and females and for different age groups.

[4]Lone parent budget includes child support payments from child's other parent. Contribution is set using federal child support guidelines, assuming both parents earn $14.95 per hour for full-time work.

  - Monthly family outing to local tourist attraction
  - Family vacation in Ontario
  - Gifts for family birthdays
  - Reading and entertainment supplies
- Other items include:
  - Tenant's insurance in case of fire or theft
  - Personal care items
  - Bank fees
- Contingency of 4% of household budget in case of emergencies or unforeseen expenses

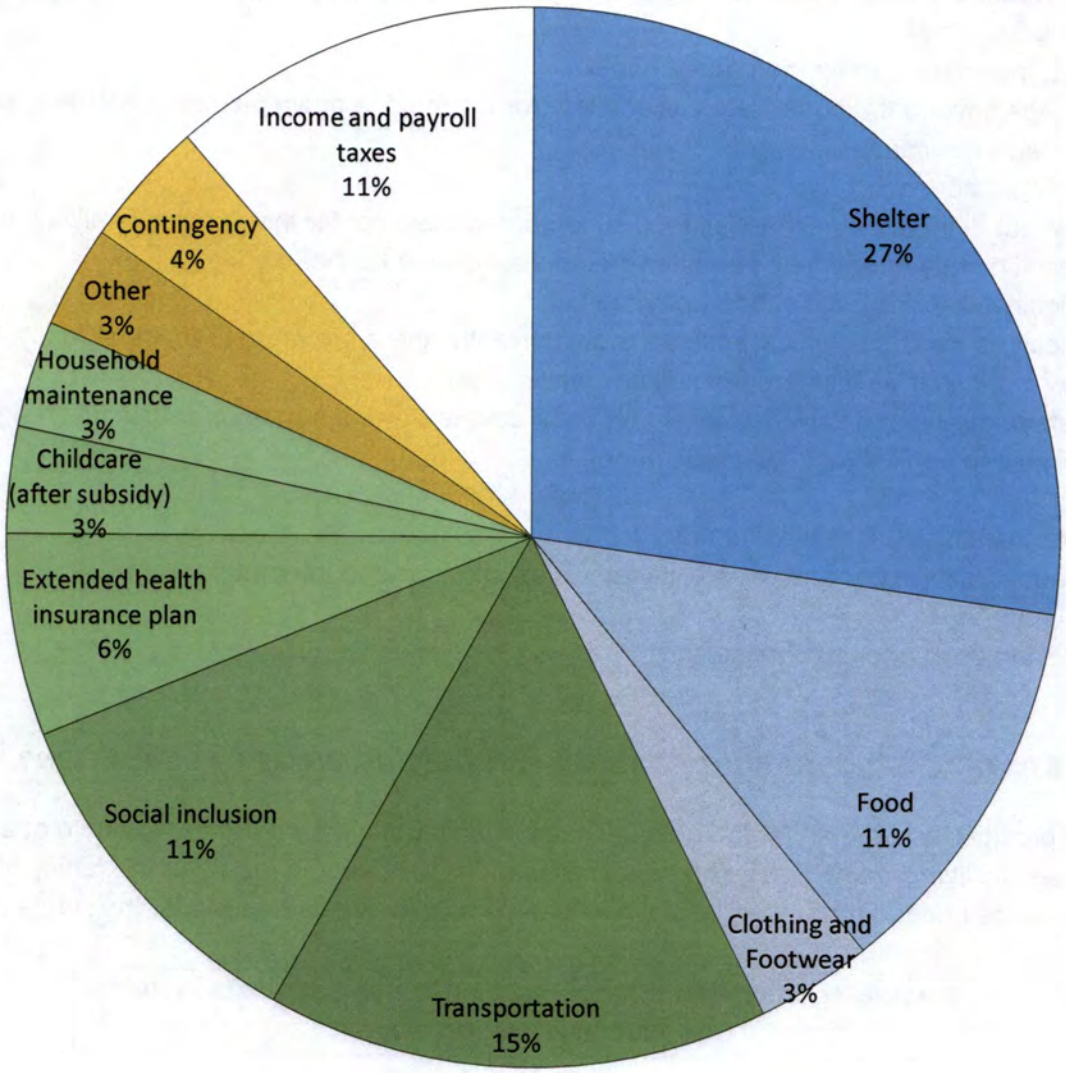
Table 1 summarizes amounts for each major category included in Hamilton's living wage budget:

Table 1. Hamilton's living wage monthly budget, by major expense category and household type, 2011

	Family of four	Family of two	Single person
Food	$705	$294	$266
Rent and utilities	$1,090	$880	$709
Clothing and footwear	$182	$105	$81
Extended health plan	$263	$211	$94
Transportation	$696	$576	$295
Childcare (including after-school and/or summer care)	$338	$64 ($758 before subsidy)	$0
Skills development	$96	$48	$48
Household maintenance	$154	$100	$77
Social Inclusion	$385	$187	$179
Other	$140	$95	$79
Contingency	$169	$135	$79

Chart 1 averages the budgets for the three household types and shows the general allocation for each category.

Chart 1. Hamilton's living wage monthly budget summary by major expense category, 2011



For a detailed breakdown of the budget, as well as data sources for each item, please see Appendix I.

5.0 WHAT IS NOT INCLUDED IN HAMILTON'S LIVING WAGE CALCULATIONS?

The example budgets provided in Appendix I do not account for various expenses that are a part of many household budgets in Hamilton. Many families would make different choices, and many families in Hamilton would still find it difficult to live decently on a living wage budget. For example, there are no provisions for:

- Debt, including student loan repayments
- Savings beyond the contingency allocation (for example: a down payment, RRSP or RESP for children's education),
- Owning a house
- Take-out dinners or lunches (all food is homemade, except for the monthly family outing)
- Special dietary needs, such a gluten-free diets, halal or kosher diets
- Difficulty receiving child support payments
- Difficulty accessing childcare fee subsidy (currently, there are more than 1,000 families on the City of Hamilton's childcare fee subsidy waiting list)
- Costs related to a disability that might not be covered by insurance (or that would render one ineligible for individual health insurance).
- Pets
- Poker nights or drinks with friends
- Extended cable package or satellite television, or upgraded internet package
- Cell phones
- Smoking or alcohol purchases

6.0 WHAT IS THE RESULT OF HAMILTON'S LIVING WAGE CALCULATION?

Appendix I provides a summary of the detailed calculations that were performed to arrive at a Hamilton-specific living wage. Based on these calculations, the wage needed for the family of four is $15.05, the wage needed for the family of two is $14.85 and the wage needed for the single person is $14.90.

Averaging these three amounts, $14.95 has been established as Hamilton's living wage.

This calculation will be revised every two years. In 2013, the Social Planning and Research Council with Living Wage Hamilton will re-examine the data and update the living wage rate for Hamilton to take into account the rising cost of living.

7.0 SHOULD EMPLOYERS CALCULATE LIVING WAGES SPECIFIC TO THEIR OWN EMPLOYEES?

The detailed calculations in this report are included to show the work that has gone into developing Hamilton's living wage and to show how different household types need a similar living wage. Employers, however, should not attempt to recreate this budget for individual employees to establish a living wage for each person based on their specific situations, as that may have legal implications with regards to the Ontario Human Rights Code, employment equity or labour standards legislation. The

calculations in this report show that there is one number for a living wage in Hamilton: $14.95. Employers may of course pay their employees more than the living wage, but employers are encouraged to consider this number as the floor to any wages that they should pay their employees.

8.0 ARE BENEFITS INCLUDED IN THE LIVING WAGE?

The $14.95 calculation assume no employer-paid medical or dental benefits. The living wage calculation allows for each household to purchase private medical and dental insurance. If an employer does pay for group employee health benefits, the living wage hourly rate would be lower. Appendix III shows that the health benefits included in the living wage average $1.25 per hour. It is up to employers to add up their hourly wages and what they pay for employee benefits to determine if the total is $14.95 or higher. It is important that health benefits cover both prescription drugs and dental care.

9.0 HOW IS A LIVING WAGE DIFFERENT FROM MINIMUM WAGE?

As Table 2 indicates, minimum wages are not based on any actual living expenses, but rather set by governments in a fairly arbitrary manner taking into account political pressures from workers and business. Minimum wages are legally binding and cover most (but not all) workers. For most workers in Ontario, the current minimum wage is $10.25 per hour. A person working full-time at this minimum wage would earn less than Statistics Canada's Low Income Cut-off (LICO) one of the most commonly used poverty lines in Canada. Campaigns such as "Poverty free Ontario" led by the Social Planning Network of Ontario have advocated for an increase of the minimum wage to $12.50 per hour. Only the provincial government can change Ontario's minimum wage.

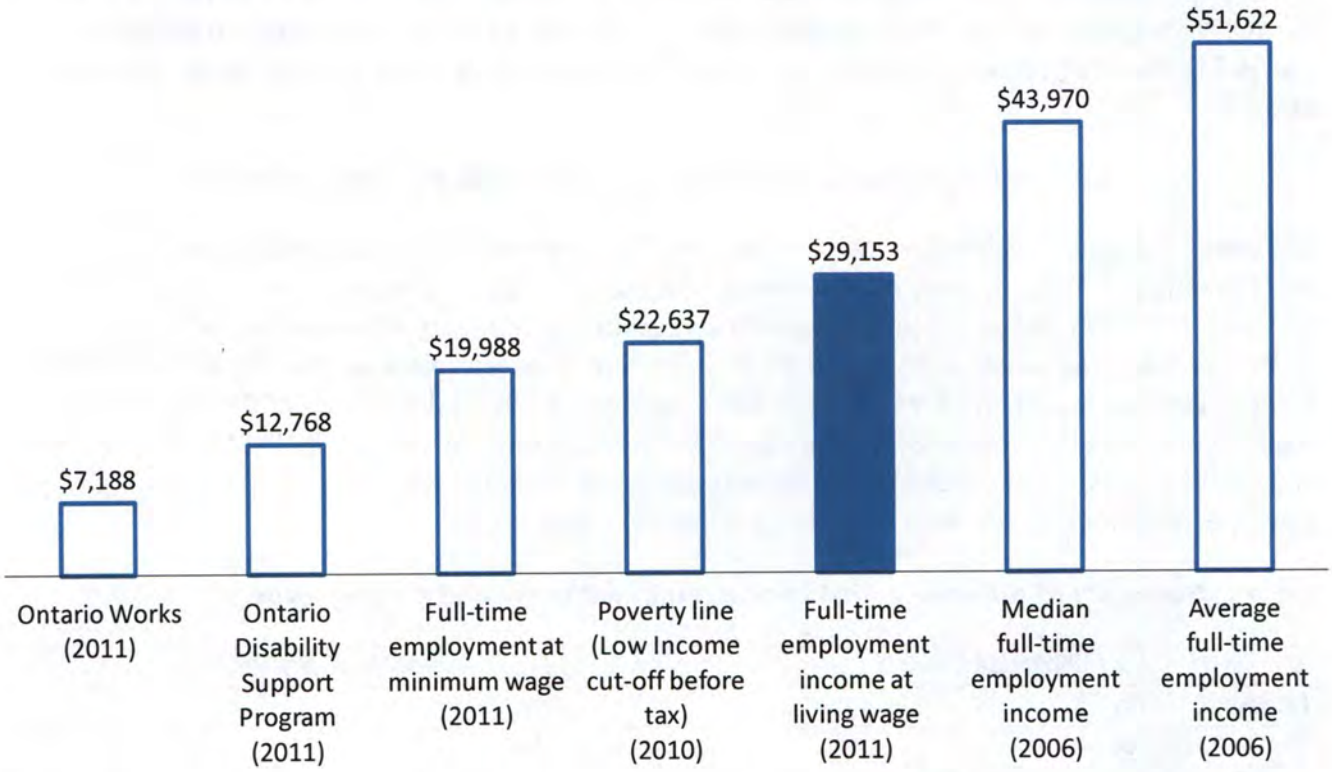
Table 2. Summary of differences between a minimum wage and a living wage

MINIMUM WAGE	LIVING WAGE
Legally binding	Voluntary
Set by province	Locally-led
Level not related to costs of living	Level set by careful research into local costs of living. Open and transparent.
Creates 'working poor' and does not lift workers out of poverty	Provides a decent standard of living to sustain a family and allows for participation in society ("social inclusion")
Has no community-building effect	Can help to attract families to move to a "living wage community"

10.0 HOW DOES THE LIVING WAGE COMPARE TO THE POVERTY LINE, MINIMUM WAGE AND AVERAGE INCOMES IN HAMILTON?

Chart 2 shows that Hamilton's median earner who works full-time, that is the person in the middle of the full-time employment income distribution, is paid almost $15,000 more than the full-time living wage income. The average full time worker in Hamilton earns more than $22,000 more than a living wage worker.

Chart 2. Comparison of annual incomes for a single person, City of Hamilton



11.0 ARE INCREASED TAX CREDITS FOR LOW-WAGE WORKERS A BETTER SOLUTION?

The Ontario Chamber of Commerce has suggested that a better approach to reduce poverty among workers is to increase childcare, housing and transit subsidies[5]. Many anti-poverty advocates are currently supporting the creation of a provincial housing benefit that would allow low-wage workers to be able to afford housing without taking other essentials of their list. A housing benefit would be an important step to reduce poverty in Ontario, and if implemented like the Ontario Child Tax Credit would be helpful both to people on social assistance and workers earning a minimum wage.

[5] http://occ.on.ca/2010/living-wage-wrong-approach-london-chamber-of-commerce/

In fact, the detailed living wage budget prepared for Hamilton shows that on average for the three household types, workers earning a living wage already receive $1.08 per hour that in the form of tax credits that are specifically aimed at low income households: the HST credit, Child Tax Benefits, and the Property Tax credit (See Appendix III). If these credits were removed, the Hamilton's living wage would have to be increased to $16.03.

In addition, the lone parent family in this report's living wage calculation receives an additional $4.45/hour in childcare subsidy. If the Ontario government ended its childcare subsidy program the living wage for a lone parent with a young child would be $19.40 per hour[6]. In contrast, if childcare for young children was viewed as an investment in the future skill building of all children and delivered as a universal early childhood education programin the same way that the school system provides care and education for older children, subsidies targeted at low income families would not be needed. As economist Andrew Jackson from the Canadian Labour Congress points out: "Many working-poor families would not be poor, or would be a great deal less poor, if they had access to free or heavily subsidized prescription drugs, public transit, public recreation programs, good quality child care, public educational institutions which did not charge extra fees, and so on."[7]

A living wage of $14.95, although very modest in comparison to average wages for workers in Hamilton, is just above the income threshold to be eligible for additional subsidies, which are only available to lower wage workers. Incomes much closer to the minimum wage would make a family or individual eligible to the federal Working Income Tax Credit, the Ontario Child Tax benefit, as well as Hamilton's Affordable Transit Pass program. Certainly, if the income threshold eligibility for these tax credits were increased, the extra income would be very helpful to families earning a living wage and would remove pressure on low-wage employers to pay a living wage.

But wage supplements bring their own set of challenges. Jackson places the issue of wage supplements in a broader framework: "A central underlying question is whether governments should recognize the reality of low-paid and precarious jobs, and top-up low family incomes, or intervene directly to ensure that there are better-paid and more secure jobs for workers."

Jackson's view is that "wage supplements can play useful supporting roles in assisting the working poor," but "if wage supplements were quite generous in a context of high unemployment, they could allow employers to lower wages and effectively shift part of their labour costs on to governments".[8] The living wage approach on the other hand, places the onus on employers to pay the true cost of the labour supplied by their workers.

---

[7] Jackson, A. (2006). *Are wage supplements the answer to the problems of the working poor?* Canadian Centre for Policy Alternatives: Ottawa
http://www.policyalternatives.ca/sites/default/files/uploads/publications/National_Office_Pubs/2006/Wage_Supplements.pdf

[8] For more on wage supplements as hidden subsidies to employers, see also Maxwell, J. (2003). *The Great Social Transformation: Implications for the Social Role of Government in Ontario.* Canadian Policy Research Network: Ottawa. Pages 20-21.

12.0 WHAT ARE THE LIVING WAGE CALCULATIONS IN OTHER CITIES?

The living wage calculation model from the Canadian Centre for Policy Alternatives has been used to calculate living wages for communities in B.C., Toronto, and most recently Kingston. With this report, Hamilton becomes the third city in Ontario to use this tool along with community consultations to develop a community consensus around what should and should not be included in a living wage budget. The following table compares the living wages amounts across Canada.

Table 3. Living wages in Canada

Community	Living Wage	Budget guide used	Date of calculation or last update	Link to calculation report
Kingston	$16.29	CCPA model	2011	http://www.policyalternatives.ca/publications/reports/living-wage-kingston
Toronto	$16.60	CCPA model	2008	http://www.policyalternatives.ca/publications/reports/living-wage-toronto
Metro Vancouver	$18.81	CCPA model	2011	http://www.policyalternatives.ca/livingwage2011
Metro Victoria	$18.03	Community Social Planning Affordability Index	2011	http://www.communitycouncil.ca/pdf/2011_CSPC_AI_backgrounder.pdf
Waterloo Region	$13.65	Locally-developed model	2007	Not available

Other communities have living wage campaigns, notably Ottawa and Calgary, but their living wage calculations are not based on evaluating the actual costs of living in their communities. Instead, they have simply divided the Low Income Cut-Off (LICO) for their community, which is a poverty line, by the hours in a full-time work week to determine an hourly wage. The result for Calgary was $12.50 plus benefits; for Ottawa, the result was $13.50 per hour. Since, by definition, a living wage is more than just getting to the poverty line but instead is a wage that reflects actual costs of living to have a decent quality of life and participate fully in social life, it can be argued that these communities have not yet completed the work of calculating a true living wage.

APPENDIX I: DETAILED CALCULATIONS FOR HAMILTON'S LIVING WAGE

Calculations are based on specialized spreadsheet developed by Hugh Mackenzie, of Hugh Mackenzie Inc, prominent Canadian economist and Research Associate with the Canadian Centre for Policy Alternatives and of the Centre for Urban Studies at the University of Toronto. Where applicable, data on local costs was added by the Living Wage Calculation Subcommittee to develop a Hamilton-specific living wage.All data are from 2011, or adjusted for inflation to reflect 2011 dollars.

Category	Item	Average monthly cost			Data source and explanation of calculations
		Family of 4	Family of 2	Single person	
Food, clothing and shelter	Food	$705	$294	$266	**City of Hamilton's Public Health** Nutritious basket calculator (2011)
	Clothing and footwear	$182	$105	$81	**Statistics Canada** Market Basket Measure for the Hamilton CMA, representing "basic standard of living" (2009 figure adjusted for inflation)
	Rent and utilities	$1,090	$880	$709	**Canada Mortgage and Housing Corporation**. Average market rent (2010 figure adjusted for 2011 inflation). Market rent figures may not include heat and other utilities according to CMCH, so a person/family earning a living wage may have to find a unit at below market rent price so that their total shelter cost including utilities would fit in this budget. Figures are prices for a 1 bedroom apt. for the single person, 2 bedroom apt.for the lone parent and 1 child family and a 3 bedroom apt.for the two parents and two child family.
Childcare	Childcare centre, after-school and/or summer care	$338	$64 Without subsidy the cost would be $758 per month.	$0	**City of Hamilton.** Average childcare costs for licensed childcare programs. Family of 2: toddler attends full day childcare centre. Family of 4: youngest child attending after-school child care program during school year, with additional childcare during PA days and 6 weeks of summer. Family of 2 is eligible for provincial childcare fee subsidy from the City of Hamilton. The amount of the subsidy would be $674 per month.

Category	Item	Average monthly cost			Data source and explanation of calculations
		Family of 4	Family of 2	Single person	
Transportation	Vehicle	$551	$576	$0	**Multiple sources** No car for single person. Families buy 5 year old Pontiac Vibe and use it for 4 years (autotrader.ca), depreciation averaged out over this period. Other: gas @ $1.15 per litre, NRCan fuel consumption calculator, insurance quotes for parent driver(s) (kanetix.ca), quotes for winter tire installation, maintenance (Runzheimer International repair cost guidelines), annual registration, CAA membership (needed to lower insurance rate). Insurance is higher for lone parent because of younger age and shorter priori insurance record. All insurance quotes assume clean record. These calculations are lower than CAA's annual published car ownership and operating costs. In 2011, the CAA estimate was $811 per month for a 4 door sedan .
	Transit, taxi and/or car share	$145	$0	$295	**HSR, Taxi and Hamilton Car Share** Single person: HSR bus pass each month; 2 round trip taxi trips per month; 8 hours per month of car share trips Family of 4: 1 bus pass for one parent and 1 bus pass for teenage child
Health	Non-OHIP health insurance:	$263	$211	$94	**Greenshield** Quotes using kanetix.ca for 2nd least expensive plan. Amounts based on no prior medical conditions. Coverage includes dental, prescription drugs, hospital and other extended health.
Social inclusion	Monthly family outing	$108	$54	$40	**Costs of local tourist attractions** One monthly outing to local museum or other tourist attraction and a modest restaurant meal

Category	Item	Average monthly cost			Data source and explanation of calculations
		Family of 4	Family of 2	Single person	
	Family vacation (two weeks per year)	$107	$78	$83	**Ontario Parks, www.cottageportal.com** Family of 4: Alternating every year, lowest price cottage on Lake Erie and camping and Ontario Park Family of 2: Camp Wanakita for 1 week, 1 week "staycation" at home Single: Camping trip to Ontario Park and car rental
	Children's school fees and fundraising	$42	$0	$0	**Social Planning Toronto** *Public System, Private Money: Fees, fundraising and equity in the Toronto District School Board* report. Conservative estimate based on schools adhering to new 2011 Ministry of Education guidelines prohibiting some types of school fees. Budgeted amount includes for each child in school: annual $60 school activity fee, $30 annually for school photos, $10 per month for field trips, and $6 per month in contribution to pizza days and other fundraisers.
	Internet, cable and phone	$111	$111	$111	**Cogeco** Quote for monthly bundle of basic cable (no extra channels), basic phone (landline), and standard internet
	Recreation	$41	$27	$21	**City of Hamilton** Family of 4: annual gym and pool family pass, family skate pass, three 9-week classes (swimming, or basketball for example) per year per child, and annual pass for Hamilton Conservation Authority. Family size adjustment for 2 person family and single person
	Child's allowance	$42	$0	$0	**canadianliving.com** Allowance for older child only. Amount set at the same number of dollars as their age per week.
	Gifts	$25	$16	$12	**Statistics Canada.** Conservative estimate based on Survey of Household Spending: 25% of average amount spend by households in the 2nd income quintile on gifts and contributions. Family size adjustment for 2 person family and single person

Category	Item	Average monthly cost			Data source and explanation of calculations
		Family of 4	Family of 2	Single person	
Other	Continuing education	$96	$48	$48	**Mohawk College** Two courses per year per adult to upgrade skills to obtain higher wage employment
	Tenant's insurance	$18	$18	$18	**Kanetix.ca** Quotes for basic content insurance against fire and theft and personal liability.
	Household operation, main-tenance, furnishings and equipment	$154	$100	$77	**Statistics Canada** Typical household budget proportion for this item from Survey of Household Spending (for households in the 2nd income quintile). Proportion was then applied to total for Market Basket Measure "Other" category for Hamilton CMA. Family size adjustment for 2 person family and single person
	Personal care	$39	$25	$20	**Statistics Canada** Same method as previous item (household operation)
	Reading and entertain-ment supplies	$19	$12	$9	**Statistics Canada** Same method as household operation and personal care items.
	Bank fees	$11	$11	$11	**Quotes from banking websites** Average cost for unlimited banking, but no outside AMT fees
	Other not specified	$91	$59	$48	**Statistics Canada** Market Basket Measure for the Hamilton CMA total for category "Other" subtracting the total of all the specified items listed here, except for the family vacation, which is not included in the MBM spending allotments. Pro-rated for family size.
Contingency		$169	$135	$79	4% (two weeks of family household budget)

Taxes and contributions

Category	Annually		
	Family of 4	Family of 2	Single person
Taxes after credits	$4,283	$8	$2,863
CPP and EI contributions	$3,574	$1,761	$1,768

Income totals and wage result

Category	Annually			Data source and explanation of calculations
	Family of 4	Family of 2	Single person	
Household employment income	$58,695	$28,958	$29,055	
Child tax benefits	$1,987	$2,883	$0	
Universal Child Care Benefit	$0	$1,200	$0	
Child support	$0	$237	$0	**Department of Justice** Calculated using Federal Child Support Amounts (simplified tables) and assuming other parent has same income as primary parent.
Household income after taxes and transfers	$54,412	$42,205	$26,349	
Wage (assuming 37.5 hour work week)	$15.05	$14.85	$14.90	
Average living wage (rounded to nearest nickel)	**$14.95**			

APPENDIX II: ANALYSIS OF FINANCIAL SUPPORT AVAILABLE TO LOW INCOME FAMILIES

All amounts presented here are already included in calculations and amounts presented in Appendix I.

Value of tax credits, refunds and benefits available specifically to low income households

Category	Family of 4	Family of 2	Single person
Child tax benefits	$1,987	$2,883	$0
GST/HST and Ontario Sales Tax credits	$0	$319	$0
Property tax credit	$0	$276	$154
Working Income Tax Benefit	$0	$0	$0
Total value	$1,987	$3,514	$154
Additional wage necessary if there was no financial support for low income households	$0.70 (for each parent)	$2.35	$0.15
Average wage supplement for low income workers	**$1.07**		

Other subsidies accessed by households

Category	Family of 4	Family of 2	Single person
Child care subsidy	$0	$8,045	$0
Additional wage necessary if there was no childcare subsidy available	**$0**	**$4.45**	**$0**

APPENDIX III: VALUE OF HEALTH BENEFITS IN LIVING WAGE CALCULATIONS

Category	Family of 4	Family of 2	Single person
Living wage	$15.05	$14.95	$14.90
Wage without cost of health plan	$13.85	$13.15	$13.85
Value of health plan	$1.20	$1.80	$1.05
Average value of benefits	**$1.25**		

The impact on business of adopting Living Wage policies:

by Sarah V. Wayland, PhD,
Prepared for the Hamilton Roundtable for Poverty Reduction Living Wage Working Group
November, 2011

"Living wage" refers to an hourly wage that allows employees and their families to meet their basic needs. Living Wage policies have been in place since the mid 1990s and are now working in some 140 municipalities and counties in the United States, including Boston, Detroit, Chicago, Los Angeles and New York City. In London, UK, at least 115 companies have now committed to pay the London Living Wage of £7.85 an hour, including 50 private firms, 39 third sector employers, 16 public sector and 10 Higher Education and Think Tanks (City of London 2010). In 2010, the City of New Westminster, B.C., became the first Canadian municipality to enact a comprehensive Living Wage policy.

There are many obvious benefits to workers who receive a living wage, especially when it boosts working poor people and their families out of poverty. But what does living wage mean for employers? The costs of paying a living wage are often cited as a significant barrier to its implementation. In actuality, however, these costs either do not materialize, are counter-balanced by reduced costs in other areas (such as lower turnover rates and less sick leave among employees), or are minimal. Based on a search of research reports and scholarly articles, this briefing paper makes the business case for the living wage.

How paying a living wage benefits employers

Decreased employee turnover; cost savings for staff hiring and training; improved job quality, productivity and service delivery; lower absenteeism

- A study of employers in Los Angeles found lower rates of labour turnover, absenteeism and overtime rates and higher rates of training amongst 75 living wage contractors when compared to 210 similar non-living wage firms. Staff turnover rates at firms covered by the law averaged 17% lower than at firms that were not (Fairris and Reich 2005).

- A leading study of the San Francisco airport by researchers at the University of California found that after the airport boosted wages, turnover among contracted security screeners plummeted from 95% to 19% as their hourly wage rose from $6.45 to $10.00 an hour. Service quality improved dramatically, as did morale: 35% of employers reported improvements in work performance, 47% reported better employee

morale, 44% reported fewer disciplinary issues, and 45% reported that customer service had improved, and the airport saved thousands of dollars per worker in new employee recruitment and training costs (Reich, Hall and Jacobs 2005).

- A study of home-care workers in San Francisco found that turnover fell by 57% following implementation of a living wage policy.

- In 2004, Barclays Bank in London specified that its cleaning contractees in Canary Wharf provide a better pay and benefits package that included pension contributions, sick pay, bonuses, an increased holiday entitlement and training to an industry recognised standard. Barclays deemed the increased costs to be "completely commercially viable" by attracting higher quality employees and improving cleaning standards. Indeed, the new policy resulted in a dramatic drop in absenteeism and turnover, from 30% to 4%, along with rising performance and customer satisfaction levels. In 2007, Barclays expanded the living wage rate for cleaners to all its City offices (cited in SERTUC, n.d.: 6).

- KPMG London halved its turnover rate after it introduced a living wage policy for all its in-house and contract staff. Other benefits were seen as well: "No one abused the new sick pay scheme", said Head of Corporate Services Guy Stallard, "and absenteeism is very low. We get the benefit of reduced training costs and increased staff continuity. It is a much more motivated workforce" (cited in SERTUC, n.d.: 6).

Top London Accounting Firm KPMG signs on to Living Wage

London KPMG was one of the first firms to sign on to the London Living Wage policy in 2005. According to John Griffith-Jones, chairman of KPMG in the UK:

We pay our staff a Living Wage because we firmly believe it is the right thing to do. It also makes good business sense. We have found that paying the Living Wage results in higher levels of motivation, loyalty and productivity. Turnover amongst staff receiving the Living Wage has more than halved. In short, paying the Living Wage seems right from a moral standpoint and more than pays for itself.

- Harvard Business Review article finds that wholesale retailer Costco's higher wage rate than other retailers results in less turnover. Turnover is unusually low, at 17% overall, compared to 44% a year at Wal-Mart which is close to the industry average. Study also found greater productivity and lower levels of employee theft at Costco (Cascio 2006).

- A study of San Francisco's 2004 minimum wage increase found workers in fast-food restaurants remained employed for longer periods of time (an average increase of 3.5 months) and were more likely to have full-time jobs (Reich, Dube, and Naidu 2005).

- A 2005 study of a living wage for home care workers in the San Francisco Bay Area found that turnover fell by 57% following an increase in their wages (Howes 2005).

- An investigation of the decision by Queen Mary University of London to bring its cleaning service in-house and become a living wage employer found that it stimulated improvements in job quality, productivity and service delivery, with very little increase in costs (Wills, Kakpo and Begum 2009).

Boosts competition for contracts

- The state of Maryland found that encouraging living wages boosted competition for state contracts by expanding the pool of "good" firms that could compete on a level playing field (cited in *Los Angeles Times* editorial, July 6, 2010).

Benefits the broader economy by stimulating consumer spending

- A 2009 Goldman Sachs report confirms that increasing the income of people with lower wages has a proportionately larger stimulating effect on the economy than increasing the income of those on high incomes. Low–earners tend to spend more of their increased income than those on much higher incomes, because those on low-incomes have more essential spending needs to be met by any income increases. Higher income populations deliver only 3-5 cents increased spending per additional dollar of wealth (Goldman Sachs 2009).

- A 2008 study by economists at the Federal Reserve Bank of Chicago, which examined 23 years of household spending data, found that an increase in the minimum wage leads households with a minimum wage worker to significantly increase their spending over the next year: for every dollar increase in the minimum wage, families with minimum-wage workers tend to increase spending by more than $800 per quarter (Aaronson et al. 2008).

- Other researchers have concluded that increasing the minimum wage is an effective stimulus that helps workers who need it the most and supports the economy by boosting consumer spending (Filion 2009:3).

Greater corporate social responsibility and firm reputation

- Private firms are becoming increasingly aware that commitment to corporate responsibility is essential to their public image. Private companies and public institutions are conscious of their "brand" image, but lofty mission statements mean little if the public becomes aware that they hide the exploitation of low paid staff.

- Statement from KPMG London: "Research suggests that most people want to work for a company whose values are consistent with their own and that a majority of young people believe in the power of responsible business practice to improve profitability. Thus corporate responsibility is increasingly a key factor in attracting and retaining a talented and diverse workforce. Our last annual People Survey showed that almost all of our people believe KPMG is socially responsible and makes a positive contribution to the communities in which we operate."

- satisfies growing consumer demand for ethical consumption (Turcotte 2010)

City of Hamilton already has a limited 'fair wage' policy

Since at least the late 1970s, the City of Hamilton has had a fair wage policy in the Industrial Commercial and Institutional (ICI) construction sector, with its own minimum standards and wage levels. The policy is meant to ensure that all contracts tendered through the procurement process offer fair compensation and proper training to workers.

This existing policy sets an interesting precedent. If ICI construction workers deserve living wages, shouldn't this extend to people doing other types of work for the City?

Conclusion

Raising wages reduces costly employee turnover and increases productivity. Under living wage policies, employers can enjoy these benefits of paying higher wages without being placed at a competitive disadvantage, especially when all employers in their field are required to do the same. Raising wages also puts money in the hands of consumers, boosting demand for goods and services.

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Working and still poor? It doesn't add up!

Why living wage is coming to Hamilton

Report prepared by:
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Social Planning and Research Council of Hamilton
December 2011

Funding provided by the United Way of Burlington and Greater Hamilton

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SPRC SOCIAL PLANNING & RESEARCH COUNCIL OF HAMILTON

United Way
Burlington & Greater Hamilton

What is a living wage?

A living wage enables wage earners living in a household to:

- Feed, clothe and provide shelter for their family
- Promote healthy child development
- Participate in activities that are an ordinary part of life in the community
- And avoid the chronic stress of living in poverty

(Canadian Centre for Policy Alternatives)

30,000 Hamiltonians are working and still living in poverty. How is this possible? It used to be that if someone was having a tough time making ends meet, the simple answer was "get a job". However, it has become increasingly difficult to find employment with adequate wages to lift workers above the poverty line.

In 2006, there were 30,000 Hamiltonians with a job but still not above the poverty line. Of those, just over 10,000 were full-time, full-year workers. 9,000 were part of families where at least one parent worked full-time but still lived in poverty.

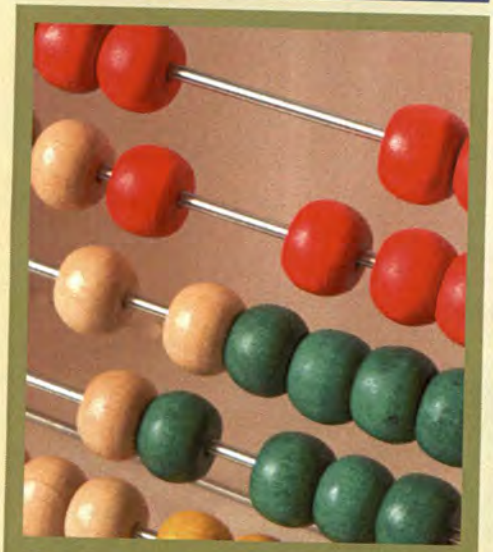
Issues such as the impact of eroding labour standards on workers' health and safety, declining wages, and an increase in part-time, casual and temporary work, all add up to the reality of precarious employment in our community, much of it not paying enough to lift an individual or family out of poverty.

As a starting point to reverse some of these trends, living wage policies have been adopted in 140 cities in the United States. The 2012 Summer Olympics in London will be the first international games where all employees will be paid a living wage. With two new cities in B.C. adopting living wage policies, the living wage movement in Canada is gaining momentum.

For more information about Hamilton's new living wage coalition, please visit: www.livingwagehamilton.ca

What is the poverty line?

One of the most commonly used poverty lines is Statistics Canada's Low Income Cut-Off (LICO). In 2010, the before tax LICO for large cities like Hamilton was just over $22,000 for a single person, $28,000 for a single parent with one child, and $42,000 for a family of four. In comparison, Hamilton's median full-time employment income was almost $44,000 per worker in 2006, well above the poverty line and above Hamilton's living wage.



Are benefits included?

The $14.95 calculation does not include any employer paid medical and dental benefits. The living wage calculation allows for each household to purchase private medical and dental insurance. If an employer does pay for group employee health benefits, the living wage hourly rate would be lower.

For a detailed explanation of how Hamilton's living wage was calculated and what amounts were included in the budgets, please read the full calculation report available at:
www.livingwagehamilton.ca

Minimum wage is not a living wage

Minimum wage is a rate set by provincial governments as the bare minimum workers must be paid, and does not reflect cost of living. The current rate of $10.25 an hour in Ontario is not enough to raise a single person working 40 hours per week out of poverty, never mind a family unit with more than one adult or including children.

A living wage is a rate determined by individual communities and voluntarily implemented by employers. A living wage is based on actual costs of living so it reflects the income that people need in order to participate in their communities.

How much is a living wage?

A living wage is calculated by individual communities using local costs. The living wage for Hamilton is based on a detailed formula created by Hugh MacKenzie, a prominent Canadian economist, and Research Associate of the Canadian Centre for Policy Alternatives and of the Centre for Urban Studies at the University of Toronto. Trustworthy local and national data sources were used and, where necessary, cost estimates were obtained from local businesses such as insurance providers. The calculation includes all income and payroll taxes, tax benefits, credits and applicable subsidies (such as for childcare).

Included

- Food
- Shelter
- Transportation
- Utilities
- Personal care
- Household items
- Extended health and dental insurance
- Continuing education to upgrade skills
- Childcare
- Social activities

Not Included

- Household debt
- Home ownership
- Saving for children's education
- Saving for retirement

The Social Planning and Research Council of Hamilton with the Living Wage Working Group of Hamilton's Roundtable for Poverty Reduction calculated a living wage for three family types: an unattached individual in their 30s; a single parent with a three year old child; and a family of four with two parents and two children, aged 10 and 14. Each adult works 37.5 hours per week to arrive at an hourly living wage rate. Even though these households have very different costs, the living wage that each needs to make their budget balance is very similar due to different levels of income tax paid, and differing eligibility for tax credits and subsidies.

The living wage rate in Hamilton is:

$14.95 per hour

Demographics of Hamilton's full-time working poor population

Seven percent of Hamilton's full-time workers live on incomes below the poverty line, according to the last census. Within this group, there is a wide variety of age groups represented, with the majority aged 35 years or older (Chart 1).

Chart 2 shows that women working full-time are slightly more likely to be living in poverty than full-time working men.

Among full-time workers who are members visible minority groups, the rate of poverty is 13%, compared to 7% for the city. Similarly, 12% of full-time workers who self-identify as Aboriginal are living in poverty. The fact that members of these groups are almost twice as likely to be living in poverty is evidence of the racialization of the labour market, and occurs even though racialized groups are better educated than their non-racialized peers. For example, 24% of Hamilton's population who identify with a visible minority group have university education, compared to 16% of the city's population overall.

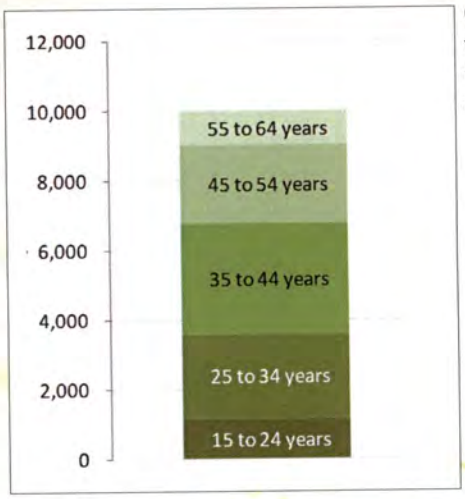


Chart 1. Number of full-time workers living on incomes below the poverty line by age groups, city of Hamilton, 2006 Census

Chart 2. Percentage of full-time workers living on incomes below the poverty line, by sex and selected groups, city of Hamilton, 2006 Census

Changes in median wages by occupation categories

The distribution of wages within Hamilton's working population is changing. The highest paid occupation category, managers, saw a 55% increase in their salaries in the last two decades, while the lowest paid workers, in sales and service occupations, saw only a 5% increase in their wages.

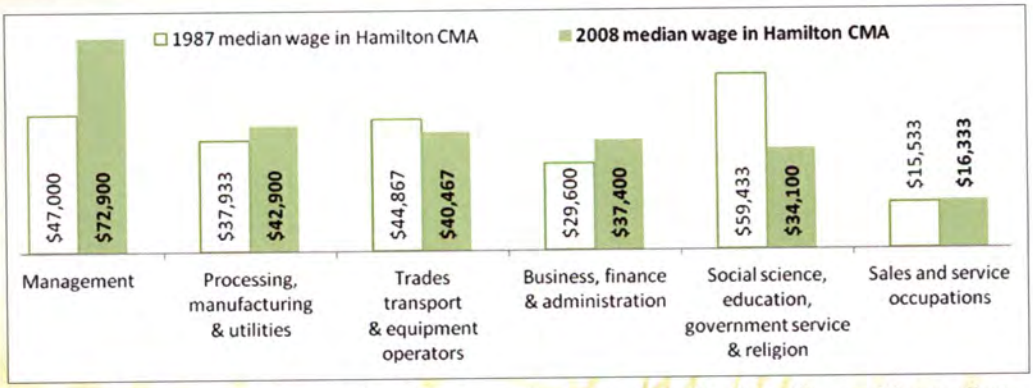


Chart 3. Changes in median earnings by occupation categories, Hamilton Census Metropolitan Area, 1987-2008, Survey of Labour and Income Dynamics (Statistics Canada)

What workers would do if they earned a living wage

In Hamilton, living wage advocates have been asking low wage workers, "What difference would earning a living wage make in your life?" Here are some of those responses:

"I wouldn't need to go to the food bank anymore."

"I'd be able to quit one of my 3 part-time jobs and go back to school at night."

"I'd be able to pay off my student loan."

WHO BENEFITS FROM A LIVING WAGE?

BENEFITS FOR WORKERS

- Receive fair compensation
- Raised out of poverty
- Better quality of life
- Improved health
- Opportunities for education/skills training

BENEFITS FOR EMPLOYERS

- Reduced absenteeism
- Decreased turnover which lowers training costs
- Increased morale, loyalty and productivity
- Decreased in-house shoplifting
- Recognition for responsible employers

BENEFITS FOR THE COMMUNITY

- Greater consumer purchasing power
- Increased spending in local economy
- Increased civic participation

Living Wage - An investment in Hamilton's economy

A living wage policy is good for the local economy because higher incomes allow individuals and families to purchase more goods and services in their neighbourhoods and in the larger community. This is particularly beneficial for small local businesses that tend to draw their customers from the local community.

Small businesses, and organizations that represent them, are sometimes alarmed at the idea of having to pay a living wage as it is assumed to be unaffordable. But many small businesses do pay a living wage and have found it to be good for business, noting savings from decreased training costs, increased productivity and staff morale.

However, living wage campaigns primarily work to bring flagship employers in a community forward to be champions of paying a living wage or moving in that direction. In many communities, such as New Westminster, B.C., the municipal corporation becomes the lead living wage employer. In others it may the university or another large employer.

LIVING WAGE
HAMILTON

Living Wage Hamilton (LWH) is a coalition of community partners including the Hamilton Training Advisory Board, the Hamilton Roundtable for Poverty Reduction, the McMaster Community Poverty Initiative, and the Social Planning and Research Council. LWH is embarking on community conversations with employers in the private, non-profit and public sectors to determine what steps can be taken to make Hamilton a living wage community. A Living Wage Employer Program is in development that will recognize employers for the commitment they make toward paying all their workers a living wage.

For more information, please visit:
www.livingwagehamilton.ca

LIVING WAGE
HAMILTON

Building a prosperous Hamilton, Together

Living Wage is an investment in our community's future

Living Wage is the amount of money a person needs to earn at a job to meet the basic needs to participate in their community.

Today, 30,000 workers in Hamilton are employed, yet live in poverty. Living Wage calculates the costs of living in cities of various sizes and determines the level of pay based on a 37.5 hour work week.

Living Wage is a quality of life indicator and unlike minimum wage is not legislated but is undertaken by employers who care about their own future prosperity, their employees and their community.

Hamilton's Living Wage rate is $14.95/hr for 2012. Living Wage is an investment because it improves workers' purchasing power and reduces costs to the health care system and for social services.
Living Wage is about building a prosperous community.

The benefits of becoming a Living Wage employer

- Reduced absenteeism and turnover rates
- Lower recruitment and training costs
- Increased morale, productivity and loyalty
- Living Wage jobs are more attractive to job seekers

We want everyone to be working above the line...

Living Wage is an investment in our community's future

Hamilton's Living Wage calculation covers:

- Food
- Shelter(rental accomodations)
- Utilities
- Personal care items
- Household items
- Basic transportation needs
- Childcare expenses
- Non-OHIP medical needs / basic dental coverage
- Participation in occasional social activities

Living Wage calculation does not cover:

- Household debt
- Saving for children's education
- Saving for retirement
- Home ownership

* for a detailed costing of Hamilton's Living Wage calculation please go to www.livingwagehamilton.ca

How you can get involved:

- Learn more about becoming a Living Wage employer
- Apply to become a Living Wage Champion
- Endorse the Living Wage campaign
- Talk to your colleagues, suppliers or customers about Living Wage

www.livingwagehamilton.ca

LIVING WAGE
HAMILTON

LIVING WAGE

HAMILTON DECLARATION

As employers we recognize that:

1) Low wages prevent workers from fully participating in our community
2) Low wages contribute to illness among our workers and health disparities in our community
3) Low wages can lead to lower worker morale, decreased productivity and higher employee turn-over which negatively affect our bottom lines
4) Ontario's minimum wage is not calculated based on the cost of living in a community
5) **Living Wage Hamilton's calculation of $14.95 per hour** for 37.5 hours of work/week (including benefits) is an appropriate floor for a minimally decent standard of living in Hamilton

As citizens we recognize that:

1) Acknowledgement by employers of the hazards of low wages for workers, the community and employers is a first step towards improving wages in Hamilton
2) Economic conditions are constrained for many private and public sector employers and limit the speed at which wages can be increased
3) Implementing a living wage for an employer's lowest paid staff in some cases may oblige them to increase the pay of some higher wage workers due to pay grid policies, which affects the cost of implementing a living wage policy

As signatories to this declaration we share the common goal:

Making Hamilton a Living Wage Community

As employers we commit to:

1) Determine the costs for our organization to move our low wage employees to a living wage
2) Set a target for when our organization will become a living wage employer (if we aren't already) with milestones to achieve this goal
3) Speak with other employers about the benefits of living wage and share our strategies to get towards our goal
4) Accept to be recognized for signing this declaration and for our progress towards becoming a living wage employer at an internal staff meeting and in the community

As citizens we commit to:

1) Educate our neighbours and friends about how the prices they are willing to pay for goods and services affects the wages paid to workers as well as the health of the workers they do business with
2) Publicly recognize the achievements of employers' progress towards becoming a living wage employer

I am signing as: ❑ an employer ❑ a citizen

Name _____ Signature_____

Phone and email contact_____

❑ I would like to receive more information
❑ I would like to receive monthly email updates from Living Wage Hamilton

If singing on behalf of employer:

Title_____

Organization name_____

❑ I would like a visit from a living wage ambassador
❑ I would like to join public registry of signatories to the Living Wage Hamilton declaration
❑ I will give annual updates to be recognized for progress towards becoming living wage employer
❑ I would like to receive stickers ("We want to help make Hamilton a living wage community") for my organization's window or materials (including electronic versions)

Return signed declaration

- by fax to Living Wage Hamilton: 905-523-0741
- by mail to: Living Wage Hamilton, c/o Hamilton Community Foundation, 120 King Street West, Suite 700, Hamilton, Ontario L8P 4V2
- by email to: info@livingwagehamilton.ca

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: January 14 2013

TO: Committee of the Whole

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

RE: **2012/2013 Revised Operating Budget**

Action ✓ **Monitoring** ☐

Recommended Action

That the Board approve the 2012/2013 Revised Operating Budget in the amount of $506,286,676 and that the Superintendent of Business and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix A.

Rationale/Benefits:

The following are the key changes adopted by the 2012-2013 Revised Budget from the budget originally approved by the Board in June 2012:

- Provisions to recognize grid movement on the 97th day of the school year for teachers and non-teaching staff
- The per-pupil funding benchmark for professional learning under the elementary Pupil Foundation Grant has been rolled back for 2012/13 and 2013/14; a reduction of $709,200 in Staff Development revenue and expenditures
- The 2012/13 investment in Secondary Programming, which was scheduled as part of the 2008-12 Provincial Discussion Table (PDT) agreements, has been rolled back; a reduction of $438,770 in revenue and expenditures
- Changes to revenues and expenditures as of result of revised enrolment projections based on October 31 actual enrolment and other adjustments by the Board.

Background:

The Putting Students First Act, 2012 was proclaimed in force on September 12, 2012. Accordingly, revisions to the 2012-2013 education funding regulations were made as part of the government's plan to protect the gains made in education and secure the financial sustainability of Ontario's publicly funded education system. Therefore, school boards are required to adjust the 2012/2013 operating budgets to align with the revised regulations

Given the potential for significant changes from the Board Budget approved in June 2012, the Ministry requires approval of the revised budget by a motion of the board.

The Finance Advisory Sub-Committee has reviewed and approved the 2012/2013 Revised Operating at their December and January meetings.

Attachment

Hamilton-Wentworth District School Board

2012/2013 Revised Operating Budget

Summary of Revenues and Expenditures

	2012/2013 Approved Budget	2012/2013 Revised Budget	Inc (Dec) Over Approved Budget		Notes
	$	$	$	%	
Revenues:					
Grants for Student Needs	486,453,594	484,493,252	(1,960,342)		1
Other Ministry Grants	15,593,696	16,839,983	1,246,287		2
Miscellaneous	4,528,441	4,953,441	425,000		3
Total Revenues	**506,575,731**	**506,286,676**	**(289,055)**	**(0.06%)**	
Expenditures:					
Program Instruction:					
Classroom Teachers	305,208,667	305,499,944	291,277		4
Consultants	5,506,928	5,506,928	-		
Occasional Teachers	7,494,918	7,494,918	-		
Educational Assistants	27,222,850	27,222,850	-		
Early Childhood Educators	6,750,325	6,861,193	110,868		5
Professional & Para-Professionals	15,145,208	15,145,208	-		
Class Texts, Instructional Supplies	13,890,280	14,434,280	544,000		6
Instructional Computers	6,195,203	5,395,203	(800,000)		7
Staff Development	2,847,857	2,138,657	(709,200)		8
School Administration	34,724,896	34,724,896	-		
Continuing Education	4,824,632	4,624,632	(200,000)		9
	429,811,764	429,048,709	(763,055)	(0.18%)	
Program Support:					
Board Administration & Governance	13,307,284	13,307,284	-		
School Operations	48,714,340	48,714,340	-		
Community Use of Schools	680,704	680,704	-		
Transportation	13,535,639	13,535,639	-		
	76,237,967	76,237,967	-	0.00%	
Contingency	526,000	1,000,000	474,000	90.11%	10
Total Expenditures	**506,575,731**	**506,286,676**	**(289,055)**	**(0.06%)**	

Hamilton-Wentworth District School Board

2012/2013 Revised Operating Budget

Summary of Revenues and Expenditures

Notes

Revenue:

1	Grants for Student Needs changes as follows	
	Bill 115 Legislation	**$**
	Impact of 97th day increment	2,159,766
	Reduction in Professional Learning	(709,200)
	Reduction in Secondary Programming	(438,770)
	Reduction in Q& E grant due to actual placement on grid	(3,358,476)
	Enrolment Changes	290,645
	Other miscelleanous adjustments	95,693
		(1,960,342)
2	Increase in Full Day Kindergarten EPO Grant	1,246,287
3	Miscelleanous Revenue	
	Increase in Visa Fees	513,000
	OSBIE Insurance Refund	112,000
	Continuing Education Revenue decrease	(200,000)
		425,000
	Change in Total Revenue	**(289,055)**

Expenditures:

4	Classroom Teachers	
	Impact of 97th day increment	2,401,523
	Net Impact of Elemantary Teacher Increase	1,687,000
	Impact due to actual teacher placement on grid & use of LTOS	(3,358,476)
	Reduction in Secondary Programming Teachers due to Bill 115	(438,770)
		291,277
5	Increase in ECEs due to increments & additional staff	110,868
6	Machine Guarding Project less Cancopy savings	544,000
7	Realignment of Long Term Project (SIS) funding	(800,000)
8	Reduction in Professional Development	(709,200)
9	Adjustment to Expenditure to align with Funding	(200,000)
10	Reinstatement of Contingency	474,000
	Change in Total Expenditures	**(289,055)**

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: January 14 2013

TO: Committee of the Whole

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

RE: **Key Parameters/Assumptions to Guide 2013/2014 Budget Development**

Action ✓ **Monitoring** ☐

Recommended Action

That the Board approve the Parameters and Assumptions outlined in Appendix A dated January 14, 2013 to guide the 2013/2014 Budget Development.

Rationale/Benefits:

In order to provide for the development of the 2013/2014 budget the following key steps and timelines have been identified:

- January Key Parameters/Assumptions to Guide Budget Development.
- February Consultation re Board Budget Priorities
- March Finalize Budget Priorities (as informed by consultation process)
- April School Based Staffing Recommendations;
- May Public Budget Workshop and Budget Refinements to reflect new information if necessary
- By June Approval of Budget

Appendix A dated January 14, 2013 outlines the Key Parameters/Assumptions that will guide the development of the 2013/2014 Budget; in particular, the Preliminary Budget scenario. The identification of parameters and assumptions is helpful since decisions must be made in the very near future regarding the orderly preparation and startup of the 2013/2014 school year; yet many variables regarding next years operation are not known at this time.

Background:

The fiscal year for all School Boards in Ontario is in alignment with the school year and runs from September 1 to August 31. According to Ministry of Education reporting and accountability requirements a School Board's budget must be submitted to the Ministry by the end of June preceding the start of the fiscal year in question. Consequently, the 2013/2014 budget must be submitted prior to the end of June 2013

Attachment

Appendix A
January 14, 2013

Hamilton Wentworth District School Board
Key Parameters/Assumptions to Guide Budget Development
2013/2014 Budget

Assumptions

- **Enrolments** (ADE) to be projected as follows:

	2012/2013 Revised Budget	2013/2014 Projections	Incr (Decr)	Incr (Decr) %
Elementary	30,882.00	30,776.00	(106.00)	(0.34)%
Secondary	16,444.00	16,134.75	(309.25)	(1.88)%
Total	47,326.00	46,910.75	(415.25)	(0.88)%

- **Revenues**:
  - Estimate Grants for Student Needs (GSN) to reflect 0% increase in funding benchmarks; subject to Ministry confirmation.

- **Expenditures:**
  - Salaries, benefits and staffing to reflect provincial legislation, memorandum of understanding and/or collective agreements in place
  - In order to provide for stability in the system and minimize in-year budget adjustments; set aside a sum of $1,000,000 for unforeseen events that may arise
  - Strategic decision of board regarding implementation of full day kindergarten.

Allocation Parameters

- Ensure that the allocation of resources supports the HWDSB's strategic and operational plans.

- The Ministry's revenue allocation framework will provide a useful reference for the allocation of Board resources on a major expenditure category basis.

- Compliance with balanced budget requirement and Ministry basic enveloping requirements: Special Education, Board Administration and Governance and Accommodation. In addition, care will need to be exercised to ensure that funding associated with specific Ministry initiatives is allocated for the purpose designated.

- Where staff reductions may be necessary, statutory positions to be given priority for inclusion in the budget. Statutory positions to be calculated as the number required for class size requirements, collective agreement compliance and special education per Ministry enveloping requirement.

- Where enhancements to budget is possible, concentrate on initiatives included in the Board's listing of Budget Priorities as outlined in Appendix B

Appendix B: Hamilton-Wentworth District School Board Listing of 2013/2014 Board Budget Priorities

These priorities are currently being funded, but we would like to allocate additional funds if possible.

Priority	Definition	Example of program related to priority
Early Years Strategy	Our Early Years Strategy supports all students to reach their goals. Our goal is to have students reading at grade level by the end of Grade 2. We are focused on working with families and children. Research shows that student achievement and engagement starts before children ever enter a school. Our Early Years Strategy begins to support our students at birth. We know we have a role to play with families and the community to make the move into school easier for children.	Empower: http://www.youtube.com/watch?v=qdiNHp60ue0&feature=youtu.be Full-Day Kindergarten: http://www.hwdsb.on.ca/kindergarten/?page_id=9
Program Strategy	We want all students to have what they need to succeed at any one of our schools. We are listening to what our students tell us they need and what interests them. Our Goal is to improve student success in reading, writing and math by providing equity of access. Our Program Strategy focuses on making every school a great school, giving students more choice, and providing the same opportunities to all students.	True Colours: http://www.youtube.com/watch?v=wzQKjolyDEM Learning for All : HWDSB Program Strategy http://www.hwdsb.on.ca/aboutus/strategic-directions/learning-for-all/documents/Program-Strategy.pdf
Special Education	We believe all students can succeed. This is why we work with families to meet the needs of all students. Because each student has different learning strengths and needs, we offer a variety of programs to meet these needs. Our Oral Language / Early Reading and Mental Health Strategies are two examples. All students need to have the supports they need to succeed and to feel safe and welcome in our schools.	Westdale Special Education Class: http://www.youtube.com/watch?v=cEOTMxlRn7c Special Education/Student Services http://www.hwdsb.on.ca/programs/specialed/
Wireless	Our Wireless Strategy aims to improve student achievement and equity. This encourages students to use their own tools to access the Internet when and where they want it to support their learning. We live in a digital world where learners prefer to learn, live and work together this way. These are vital tools that prepare students for their ongoing and future achievement.	21st Century Fluency Awareness: http://www.youtube.com/watch?v=j6SXYVuHvRI 21st Century Fluenices http://www.hwdsb.on.ca/programs/21cf/

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: **January 14, 2013**

TO: **Committee of the Whole**

FROM: **Executive Council**

RE: **Code of Conduct Policy**

Action X **Monitoring**

Recommended Action:

That the Student Code of Conduct Policy and Policy Directive be moved to Committee of the Whole pending no changes as a result of the forthcoming PPM. This was moved by T. White, seconded by J. Brennan and received a unanimous vote.

Rationale/Benefits:

In June, 2012, The Accepting Schools Act was enacted. The supporting Policy/Program Memorandum No. 128: The Provincial Code of Conduct and School Board Codes of Conduct (PPM 128) were received in December, 2012.

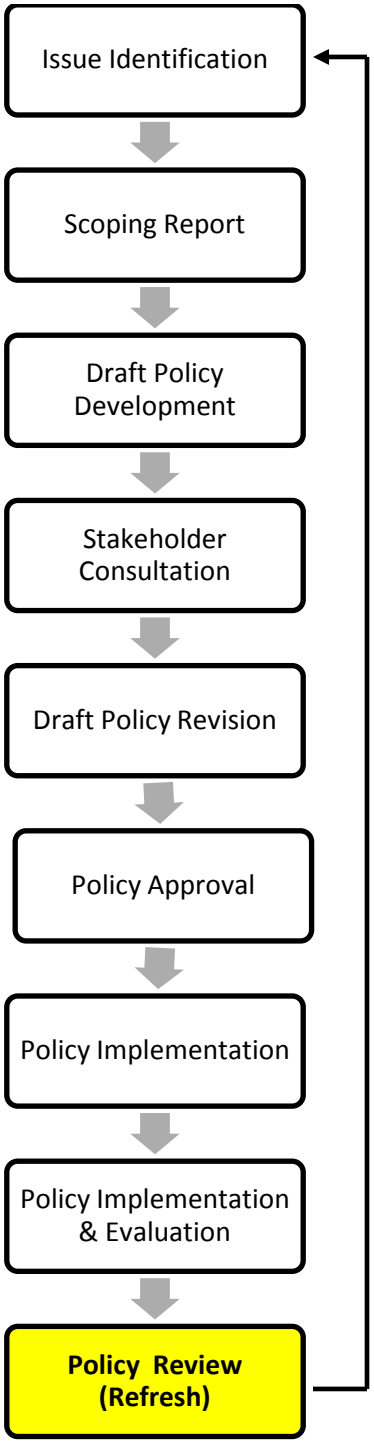
. The changes required by The Accepting Schools Act (Bill 13) and PPM 128 are reflected in the revised Code of Conduct Policy and Code of Conduct Policy Directive.

Background:

The Hamilton-Wentworth District School Board Code of Conduct and the corresponding Policy Directive were fully reviewed and updated last school year. The mandated changes that have now been incorporated to strengthen both the policy and the policy directive. There is an increased focus on prevention and intervention, which has always been a focus in our school board. The new legislation more closely aligns the connections between, safe schools, equity, special education, and mental health. This reflects the current direction of our board.

POLICY WORKING SUB COMMITTEE - COVER PAGE

Title: **Code of Conduct Policy** and **Code of Conduct Policy Directive**



Recommended Action: Refer Code of Conduct Policy to Committee of the Whole to proceed to Board for Interim Approval.

Receive the Code of Conduct Policy Directive as information.

Bill 13, Accepting Schools Act, has been enacted.

The policies impacted by these legislative changes are required to be in place and implemented as of February 1, 2013.

In December, 2012, we received Policy Program Memoranda No.128 from the Ministry regarding policy changes. The changes required by the Accepting Schools Act, Bill 13, and PPM 128 are reflected in the revised Code of Conduct Policy and Code of Conduct Policy Directive.

Policy No. 7.22

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Code of Conduct Policy

(reference: PPM 128)

Date Approved: March 2012

Projected Review Date: March 2016
(Revised PPM 128 Dec. 2012)

Purpose

The purpose of this policy is to provide all members of the school community with the right to be safe and to feel safe in their school community by establishing standards of behaviour consistent with the Provincial Code of Conduct. All members of the school community are expected to promote a positive school climate that is inclusive and accepting of all pupils, and that promotes the prevention of bullying.

Intended Outcomes

The Hamilton-Wentworth District School Board recognizes that it is the responsibility of all individuals to contribute to a positive school climate. It is also recognized that everyone has the right to be safe and to feel safe in their school community. The standards of behaviour which include respect, civility, responsible citizenship, and safety apply to individuals involved in the Hamilton-Wentworth District School Board. Relationships founded in mutual acceptance and inclusion, foster a culture of respect when modeled by all, as outlined in the Equity Policy of the Hamilton-Wentworth District School Board. Through a shared understanding of expectations for standards of behaviour, consistent with the Provincial Code of Conduct, all stakeholders are expected to follow the Code of Conduct outlined in the policy.

The intended outcomes are to:

- promote a positive school climate
- ensure that all members of the school community are treated with respect and dignity
- promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- promote the prevention of bullying in schools
- promote non-violent means to resolve conflict
- promote the safety of people in schools
- promote the prevention of bullying
- provide clear expectations of the standards of behaviour and applicable consequences if inappropriate behaviours exist (see policy directive).

Definition of School Climate

School climate may be defined as the sum total of all of the personal relationships within a school. These relationships must be founded in mutual acceptance, inclusion, respect, responsibility, and civility, and must be modeled by all. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must recognize that a whole school approach is required, and that everyone including trustees, Board employees, students, parents/guardians, Home and School, School Council, visitors, volunteers, contractors, community members on school premises, while on school buses, at school related events or activities, or in any other circumstances that could have an impact on the climate of the school must:

- respect and comply with all applicable federal, provincial, and municipal laws
- respect and model HWDSB Character Education attributes and comply with the Equity Policy and other Board policies
- demonstrate honesty and integrity
- respect differences in people, their ideas, and their opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, creed, sex, gender identity, gender expression, marital status, family status or disability
- respect the rights of others
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- respect all members of the school community, especially persons in positions of authority
- respect the need of others to work in an environment that is conducive to learning and teaching
- not swear at a teacher or at another person in a position of authority
- follow standards consistent with the Provincial Code of Conduct
- promote the prevention of bullying
- model appropriate behaviour

Safety

All members of the school community must not:

- engage in any bullying behaviours including the use of any physical, verbal, electronic, written, or other means of bullying
- engage in gender-based violence and incidents based on homophobia, transphobia or biphobia
- commit sexual assault
- traffic weapons or illegal drugs
- give drugs or alcohol to a minor
- commit robbery
- be in possession of any weapon, including firearms
- use any object to threaten or intimidate another person
- cause injury to any person with an object
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- inflict or encourage others to inflict bodily harm on another person
- engage in propaganda and other forms of behaviour motivated by hate or bias, and/or commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Violations of the Code of Conduct shall be addressed through other relevant Hamilton-Wentworth District School Board Policies and provincial legislation. In addition to this Code of Conduct, reference to these specific policies and legislation, including specific roles and responsibilities, is found in the Code of Conduct Policy Directive (Section 4.0).

Responsibility

- Executive Council
- School Administrators

Action Required

The Code of Conduct Policy applies to persons on school or Board property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on school climate. Any person who enters into an agreement, or uses school board property (third party), must follow standards consistent with the Provincial Code of Conduct and with HWDSB Code of Conduct Policy. Principals have a legislated responsibility to maintain proper order and discipline of pupils in the school, and the organization and management of the school (Reg. 298.11 (1a, b)).

Under the leadership of the Principal, in conjunction with School Councils and the Safe and Accepting Schools Team, schools will develop a School Code of Conduct (see Section 6.0 of the Code of Conduct Policy Directive) which reflects HWDSB and provincial Codes of Conduct governing the behaviour of all persons in the school.

All individuals attending on Board or school property, on school buses, or at school-related events or activities, will adhere to the policy.

HWSDB and/or schools will develop communication strategies that will include, but are not limited to:

- developing protocols and partnership agreements to assist with the needs of students
- providing opportunities for teachers (including guidance counselors), support staff, administrators, and trustees to participate in training on topics such as antiracism, antidiscrimination, and gender-based violence, and will provide information for students and parents to increase their knowledge and understanding of equity and inclusive education
- posting the Board Code of Conduct Policy on the Board website; and
- ensuring that parents, guardians, students, Parent Involvement Committee, Student Senate, Special Education Advisory Committee and other appropriate Board committees, and teaching and support staff are aware of the Code of Conduct Policy through school newsletters, student agendas, School Council meetings, Home and School Association meetings, publications, and staff meetings.

Progress Indicators

Key Areas	Components
Communication of the Policy	▪ Regular communication with employees through staff meetings ▪ Review of the policy by department or school at the beginning of each school year. ▪ Review of the policy with School Councils,Home & School, and Student Senate annually ▪ Communicate to third parties, in rental agreements regarding school space, the need to follow standards consistent with the Provincial and Board Codes of Conduct.
Conflict Prevention	▪ Incorporate conflict resolution/management into leadership training.
Professional Development Programs	▪ Establish and provide annual development programs for teachers and other staff.

References

- Part XIII of the Education Act
- Accepting Schools Act (Bill 13), 2012
- Policy/Program Memorandum 128, (Dec. 5 2012)
- An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007 Ont Reg 472/07
- Safe Schools: Creating a Positive School Climate
- Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs
- Through Progressive Discipline K-12
- Ontario's Equity and Inclusive Education Strategy,2009
- Ontario First Nation, Metis, and Inuit Education Policy Framework, 2007
- English Language Learners: ESL and ELD Programs and Services, 2007
- Trespass Act
- Access to School Premises – Ontario Regulation 474/00
- OCT Standards of Teaching
- Ontario Human Rights Code
- Ontario Criminal Code
- Provincial Code of Conduct

HWDSB Strategic Directions:

- Creating Safe and Equitable Learning Environments

HWDSB Policies:

- Progressive Discipline and Promoting Positive Student Behaviour Policy
- Bullying Prevention and Intervention Policy
- Suspension of Pupils Policy
- Expulsion of Students Policy
- Information Technology Policy
- Equity Policy
- Respectful Working and Learning Environments
- Harassment Policy
- Progressive Discipline Procedures (employees)
- Collective Agreements for all Employee Groups
- Purchasing/Procurement Policies
- Trustee Code of Ethics
- Community Use of Board Facilities

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Code of Conduct

Policy Directive
(reference: PPM128)

Date Approved: Feb. 2012

Projected Review Date: Feb. 2016
(Revised PPM 128 Dec. 2012)

1.0 Background Information

The Education Amendment Act (Keeping Our Kids Safe at School) came into force in February 2010, amending Part XIII of the Education Act dealing with behaviour, discipline, and safety. Policy and Program Memorandum 145 (2009) "Progressive Discipline and Promoting Positive Student Behaviour "provided direction to school boards regarding progressive discipline policies. HWDSB Code of Conduct establishes standards of behaviour that are consistent with the Provincial Code of Conduct and apply to all members of the school community. The Code of Conduct promotes respect within the learning and teaching environment, and sets clear provincial and board standards of behaviour. Furthermore, Bill 13, Accepting Schools Act, 2012, reestablishes the importance of promoting a positive school climate that is inclusive and accepting of all pupils and promotes the prevention of bullying.

The Hamilton-Wentworth District School Board believes that all individuals attending on Board or school property, on school buses, or at school-related events or activities, should be treated with dignity and respect.

The Code of Conduct promotes a positive school climate which is a contributing factor to a safe and orderly environment. It also supports the Hamilton-Wentworth District School Board's commitment to Character Education.

Violations of the Code of Conduct shall be addressed through other relevant Hamilton-Wentworth District School Board Policies and provincial legislation. (see Key Roles and Responsibilities)

Boards are required to revise their Codes of Conduct and Principals are to engage in reviews of School Codes of Conduct to align their policies with the changes in the Policy/program 128, December 2012.

2.O Purpose of the Code of Conduct (Education Act 301(2)

- to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- to encourage the use of non-violent mea ns to resolve conflict;
- to promote the safety of people in the schools;
- to discourage the use of alcohol and illegal drugs;
- to prevent bullying in schools.

3.0 Definition of School Climate

School climate may be defined as the sum total of all of the personal relationships within a school. These relationships must be founded in mutual acceptance, inclusion, respect, responsibility, and civility, and must be modeled by all.

4.0 Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community, including trustees, Board employees, students, parents/ guardians, Home and School, School Council, visitors, volunteers, contractors, community members on school premises, while on school buses, at school related events or activities, or in any other circumstances that could have an impact on the climate of the school must:

- respect and comply with all applicable federal, provincial, and municipal laws,
- respect and model HWDSB Character Education attributes and comply with the Equity Policy and other Board policies
- demonstrate honesty and integrity
- respect differences in people, their ideas, and their opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, creed, gender identity, gender expression, marital status, family status or disability
- respect the rights of others
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- respect all members of the school community, especially persons in positions of authority
- respect the need of others to work in an environment that is conducive to learning and teaching
- not swear at a teacher, or at another person in a position of authority.
- follow standards consistent with the Provincial Code of Conduct
- promote the prevention of bullying
- model to others what is appropriate and respond to inappropriate behaviour

Safety

All members of the school community must not:

- engage in any bullying behaviours including the use of any physical, verbal, electronic, written or other means of bullying
- engage in gender-based violence and incidents based on homophobia, transphobia, or biphobia
- commit sexual assault
- traffic weapons or illegal drugs
- give drugs or alcohol to a minor
- commit robbery
- be in possession of any weapon, including firearms
- use any object to threaten or intimidate another person
- cause injury to any person with an object
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- inflict or encourage others to inflict bodily harm on another person
- engage in propaganda and other forms of behaviour motivated by hate or bias; and/or
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

5.0 Key Roles and Responsibilities

All members of the school community have a responsibility to uphold the HWDSB Code of Conduct. Violations of the Code of Conduct will be addressed through relevant policy and legislation.

For Board personnel, including Executive Council, examples would include:

- Respectful Working and Learning Environments,
- Harassment Policy
- Ontario Human Rights Code

For parents/guardians, examples would include:

- A verbal request to stop the offending behaviour,
- A letter of warning advising them to stop the inappropriate behaviour and advising them if the offending behaviour persists, they may be issued a trespass notice,
- Or a trespass notice issued in relation to any of the following: Access to School Premises (Ont. Reg.474/00), Trespass Act, Ontario Human Rights Code.

For students, examples would include:

- Promoting Positive Student Behaviour and Progressive Discipline Policy
- Suspensions
- Expulsions
- Ontario Human Rights Code

For Trustees, examples would include:

- Trustee Code of Ethics,
- Ontario Human Rights Code

For Third Parties, examples could include:

- Provincial Code of Conduct
- Harassment Policy

Principal Roles/Responsibilities

Principals will hold everyone to the highest standard of respectful/responsible behaviour and will take a daily leadership role in the school when they:

- demonstrate care and commitment to academic excellence in a safe teaching and learning environment
- hold everyone under their authority, accountable for their behaviour and actions
- empower students to be positive leaders in their school and community
- communicate regularly and meaningfully with all members of their school community
- model respect, responsibility, and civility and ensure these are taught as part of the curriculum
- encourage and promote a positive school climate through modeling and ongoing professional development for staff
- promote the prevention of inappropriate behavior, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia, or biphobia
- notify the parent of student who may have been harmed in an incident as well as the student the principal believes has engaged in the activity that resulted in the harm
- maintain consistent standards of behaviour for all students; and
- model the character attributes of the Hamilton-Wentworth District School Board.

Teacher and Staff Roles/Responsibilities

Under the leadership of their principals, teachers and school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful/responsible behaviour. As role models they can do this when they:

- help students work to their full potential and their sense of self-worth
- empower students to be positive leaders in their classrooms, school, and community
- communicate regularly and meaningfully with parents/guardians
- maintain consistent standards of behaviour for all students
- promote a safe learning environment for students
- promote the prevention of bullying
- address inappropriate student behavior and promote early intervention
- demonstrate respect for students, staff, parents/guardians, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship; and
- model the character attributes of the Hamilton-Wentworth District School Board.

Student Roles/Responsibilities

Students demonstrate respect and responsibility when they:

- come to school prepared, on time, and ready to learn
- show respect for themselves, others and those in authority
- refrain from bringing anything to school that may compromise the safety of self or others
- demonstrate responsibility for actions or behaviour off school property or outside of the school day that would have an impact on the school climate
- follow the established rules and take responsibility for their own actions
- model the character attributes of the Hamilton-Wentworth District School Board
- promote the prevention of bullying
- demonstrate appropriate participation in the civic life of the community.

Parent/Guardian Roles/Responsibilities

Parents/Guardians support a safe and respectful learning environment when they**:**

- show an active interest in their child's school work and progress
- communicate regularly with the school
- help their child be neat, appropriately dressed and prepared for school
- ensure that their child attends school regularly and on time
- promptly report to the school their child' absence or late arrival
- become familiar with the Code of Conduct and school rules
- promote the prevention of bullying
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child.

Trustees and Executive Council Roles/Responsibilities

Trustees and Executive Council members will model behaviour consistent with the Code of Conduct and character attributes of the Hamilton-Wentworth District School Board when they:

- monitor and evaluate the effectiveness of policies developed by board under clause

6.0 Community Partners, Police, Volunteers, Board retained Contractors and Consultants, and Visitors Roles/Responsibilities

All community partners and service providers, volunteers, Board retained contractors and consultants, and visitors should be made aware of the Code of Conduct to enable them to model it when in schools or at school related events, or on school property. Any agreements, protocols and/or contracts with partners, contractors and consultants will clearly articulate the expectation that all individuals and groups shall follow standards consistent with the Code of Conduct.

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with Hamilton-Wentworth District School Board that was revised in 2011, based on a provincial model .

7.0 Development of School Codes of Conduct

Under the leadership of the Principal, the development of the School Code of Conduct shall include the School Council and the Safe Schools Team.

The following shall also be considered when developing the School Code of Conduct:

- Involve staff, student councils/students where appropriate, Home and School, and community members if available
- Ensure the School Code of Conduct is consistent with the HWDSB Code of Conduct and the Provincial Code of Conduct

The School Code of Conduct shall include:

- the definition of positive school climate
- the purpose of the Code of Conduct to prevent bullying in schools
- the standards of behaviour identified as respect, civility, and responsible citizenship
- the key roles and responsibilities for staff, students, and parents/guardians

School Codes of Conduct should be reviewed every three years.

8.0 Communication of School Codes of Conduct

- Ensure each staff member, and new staff each year, are provided with a copy of the School Code of Conduct.
- Provide each student with a copy of the Code of Conduct to be sent home each year. (The student responsibilities may be included in the student agenda with a reference to the full policy on the HWDSB website, and the availability of the full policy in the school).
- Direct and/or facilitate visitors, volunteers, etc. to view the HWDSB Code of Conduct on the Board website.
- Ensure the School Code of Conduct is placed on the school website.

9.0 References

- Part XIII of the Education Act
- Accepting Schools Act , 2012 (Bill 13)
- The Education Amendment Act: Keeping Our Kids Safe At School (2009)
- Policy/Program Memorandum 144(2012)
- Safe Schools: Creating a Positive School Climate
- Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline K-12
- Ontario's Equity and Inclusive Education Strategy,2009
- Ontario First Nation, Metis and Inuit Education Policy Framework, 2007
- English Language Learners: ESL / ELD Programs and Services, 2007
- The Education Amendment Act: Keeping Our Kids Safe At School (2009)
- Ontario Regulation 472/07
- Access to School Premises—Ontario Regulation 474/00
- Ontario Human Rights Code
- Ontario Criminal Code
- Policy/Program Memorandum No.145 (Oct/2009): Progressive Discipline and Promoting Positive Student Behaviour
- OCT Standards of Teaching Practice
- Municipal Freedom of Information and Protection of Privacy Act

HWDSB Strategic Directions

- Creating Safe and Equitable Learning Environments

HWDSB Policies

- Progressive Discipline and Promoting Positive Student Behaviour Policy
- Bullying Prevention and Intervention PPM 144, 2012
- Suspension of Pupils Policy
- Expulsion of Students Policy
- Information Technology Policy
- Visitors to Schools and Trespass to Property Administrative Memo
- OCT Standards of Teaching Practice
- Equity Policy
- Respectful Working and Learning Environments
- Harassment Policy
- Progressive Discipline Procedures (employees)
- Collective Agreements for all employee groups
- Purchasing/Procurement Policies
- Safe Schools Pillar Policy
- Volunteer Policy
- Partnership Policy
- Transportation Policy

Summary of Revisions

Title: Code of Conduct Policy

Policy Working Sub-Committee
Date: January 5, 2013

PAGE NUMBER	ORIGINAL	REVISED
	PURPOSE	
	No changes	
Page 1	**Intended Outcomes**	
		add: promote the prevention of bullying in schools
	.	
		.

		✓

Summary of Revisions

Title: Code of Conduct Policy Directive

Policy Working Sub-Committee
Date: January , 2013

PAGE NUMBER	ORIGINAL	REVISED
Page 1	**PURPOSE**	
	Was not in previous directive	**2.O PURPOSE OF THE CODE OF CONDUCT** (Education Act 301(2) 1.To Ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity; 2 To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community; 3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility; 4. To encourage the use of non-violent mea ns to resolve conflict; 5. To promote the safety of people in the schools; 6. To discourage the use of alcohol and illegal drugs; 7. To prevent bullying in schools
Page 2	**Standards of Behaviour**	
	6th bullet: ▪ respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, creed, gender identity, marital status, family status or disability last bullet: ▪ model to others what is appropriate behaviour and inappropriate behaviour	• respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, creed, gender identity, gender expression, marital status, family status or disability • model to others what is appropriate behaviour and respond to inappropriate behaviour
Page 4	**Principal Roles and Responsibilities**	
	Principals will hold everyone to the highest standard of respectful/responsible behaviour and will take a daily leadership role in the school when they: • demonstrate care and commitment to academic excellence in a safe teaching and learning environment • hold everyone under their authority, accountable for their behaviour and actions • empower students to be positive leaders in	Principals will hold everyone to the highest standard of respectful/responsible behaviour and will take a daily leadership role in the school when they: • demonstrate care and commitment to academic excellence in a safe teaching and learning environment • hold everyone under their authority, accountable for their behaviour and actions • empower students to be positive leaders in their school and community

	their school and community • communicate regularly and meaningfully with all members of their school community • model respect, responsibility, and civility and ensure these are taught as part of the curriculum • encourage and promote a positive school climate • promote the prevention of inappropriate behavior, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia, or biphobia • notify the parent of student who may have been harmed in an incident as well as the student the principal believes has engaged in the activity that resulted in the harm • maintain consistent standards of behaviour for all students; and • model the character attributes of the Hamilton-Wentworth District School Board.	• communicate regularly and meaningfully with all members of their school community • model respect, responsibility, and civility and ensure these are taught as part of the curriculum • encourage and promote a positive school climate through modeling and ongoing professional development for staff • promote the prevention of inappropriate behavior, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia, or biphobia • notify the parent of student who may have been harmed in an incident as well as the student the principal believes has engaged in the activity that resulted in the harm • maintain consistent standards of behaviour for all students; and • model the character attributes of the Hamilton-Wentworth District School Board.
Page 4	Teacher and Staff Roles/Responsibilities	
	Teachers and school staff will hold everyone to the highest standard of respectful/responsible behaviour by: ▪ helping students work to their full potential and self-worth ▪ empowering students to be leaders in class, school, and community .	Under the leadership of their principals, teachers and school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful/responsible behaviour. As role models they can do this when they: ▪ help students work to their full potential and their sense of self-worth ▪ empower students to be positive leaders in their classrooms, school, and community
Page 5	5.0 Community partners,etc All community partners, police, volunteers, Board retained Contractors and Consultants, and visitors should be made aware of the Code of Conduct to enable them to model it when in schools or at school related events, or on school property. Any agreements and/or contracts with partners, contractors and consultants will clearly articulate the expectation that all individuals and groups shall follow standards consistent with the Code of Conduct.	All community partners and service providers, volunteers, Board retained contractors and consultants, and visitors should be made aware of the Code of Conduct to enable them to model it when in schools or at school related events, or on school property. Any agreements, protocols and/or contracts with partners, contractors and consultants will clearly articulate the expectation that all individuals and groups shall follow standards consistent with the Code of Conduct. The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with Hamilton-Wentworth District School Board that was revised in 2011, based on a provincial model .

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: **January 14, 2013**

TO: **Committee of the Whole**

FROM: **Executive Council**

RE: **Bullying Prevention and Intervention Policy**

Action X **Monitoring ☐**

Recommended Action:

That the Bullying Prevention and Intervention Policy and Policy Directive be moved to Committee of the Whole pending no changes as a result of the forthcoming PPM. This was moved by T. White, seconded by A. Johnstone and received a unanimous vote.

Rationale/Benefits:

The Accepting Schools Act (Bill 13), was enacted in June, 2012. Policy Program Memoranda 144 PPM 144) titled Bullying Prevention and Intervention from the Ministry was received in early December, 2012. The legislation and corresponding PPM necessitates that Board policies incorporate these legislated changes. These changes are required to be in place and implemented as of February 1, 2013.
The necessary revisions from the legislated changes have been made to reflect current Ministry direction.

Background:

The Bullying Prevention and Intervention policy underwent a full review last year. Both the policy, which reflects Ministry direction regarding Bullying Prevention and Intervention, and the Policy Directive, which provides further details for implementation of the policy, have been updated to reflect the new changes. These changes strengthen our current policy and implementation strategies. A “summary of changes” chart is included for both the policy and the directive.

POLICY WORKING SUB COMMITTEE - COVER PAGE

Title: Bullying Prevention and Intervention Policy and Bullying Prevention and Intervention Policy Directive

Bill 13, Accepting Schools Act, was enacted in June, 2012. The supporting Policy Program Memoranda 144 from the Ministry were received in early December, 2012.

The policies impacted by these legislative changes are required to be in place and implemented as of February 1, 2013.

The necessary revisions from the legislated changes have been made to reflect current Ministry direction.

Policy No. 11.01

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Bullying Prevention and Intervention Policy

(reference: PPM 144)

Date Approved: March 2012 Projected Review Date: March 2016
(Revised Legislation: PPM144, Dec.5, 2012)

**All Board employees, who work directly with students,
must respond to all student behaviours that may lead to bullying.**

Purpose

The purpose of this policy is to reinforce that The Hamilton-Wentworth District School Board recognizes the importance of healthy relationships and a positive school climate to create a safe, inclusive and caring environment. Bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstance (eg.on-line), where engaging in bullying will have a negative impact on the school climate, or adversely affects a student's ability to learn.

Intended Outcomes

The Hamilton-Wentworth District School Board promotes a safe, caring, and orderly environment through the shared understanding of the definition of bullying, communicated to all within the school environment. The Board recognizes that bullying adversely affects a student's ability to learn. Bullying also adversely affects the school climate, including healthy relationships.

The intended outcomes of this policy are to:

- foster a positive school experience for all students
- support a positive school climate
- acknowledge that it is shared responsibility to stop bullying from happening within school communities
- set guidelines for prevention and intervention of bullying behaviour, and
- share a common understanding of the definition of bullying behaviour.

Responsibility

- Executive Council
- School Administrators
- All staff within the Hamilton-Wentworth have a responsibility to:
  - model caring, respectful interactions
  - respond to incidents of bullying
  - raise awareness of bullying behaviour and help to reduce its long-term effect on all students
  - treat everyone with dignity and respect
  - raise their awareness and understanding of bullying behaviour and its long-term effects; and
  - realize that bullying behaviour is never acceptable;

Definition of Bullying

Bullying is defined as aggressive and typically repeated behaviour by a student where:

a) the behaviour is intended, by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
   i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation, harm to the individual's property, or
   ii) creating a negative environment at a school for another individual, and

b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as sex, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education,

For the purposes of the definition, "bullying" behaviour includes the use of any physical, verbal, electronic, written or other means.

Students who bully are learning to use power and aggression to control and distress others. Students use power in many ways:

- size, strength, intelligence, age
- social status
- economic status
- knowledge of another person's vulnerability
- membership in a dominant group

Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused.

Types of Bullying

Physical: may include hitting, pushing, slapping, tripping, kicking, shoving, beating up, stealing, or damaging another person's property

Verbal: may include name-calling, mocking, insults, threats, teasing, and sexist or racist comments

Social (or Relational): rolling of the eyes, excluding others from the group, gossiping, spreading rumours or images, humiliating others, making hurtful comments verbally or electronically, and damaging another person's friendships

Electronic/Cyber: including:

a) creating a webpage or a blog in which the creator assumes the identity of another person
b) impersonating another person as the author of content or messages posted on the internet
c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals
d) use of any social or electronic media such as email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships, or any other type of social bullying using electronic media

Racial: aggression, or repeatedly saying negative things, or repeated name calling directed to a person or persons because of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religious beliefs or background

Religious: aggression, exclusion, or negative comments directed to a person or persons because of their religious beliefs, background, dress code, or observances; repeatedly calling a person or persons names or making fun of their religious beliefs, background, dress code, or observances

Sexual: leaving a person or persons out or treating them badly because of their gender, gender identity or gender expression; repeatedly making sexist or transphobic comments or jokes, touching or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons

Sexual Orientation: leaving a person or persons out or treating them badly because of their sexual orientation; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly calling a person or persons derogatory or inappropriate names regarding their sexual orientation.

Disability: excluding a person or persons or treating them badly because of a disability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability; mocking or teasing those who use assistive technology.

Action Required

School Climate Surveys (Safe, Equitable & Inclusive Schools surveys) shall be used to collect information from pupils, staff, and parents/guardians of its pupils every two years.

Bullying Awareness and Prevention Week will begin on the third Sunday in November of each year.

A multi-year plan is to be developed to promote a positive school climate within Hamilton-Wentworth District School Board schools. The plan will be:

- congruent with the Provincial model of a bullying prevention and intervention,
- posted on the Board's and schools' websites;
- reviewed every two years

Inclusion in Code of Conduct

- Schools will incorporate into their Code of Conduct, the stipulations of this policy and associated procedures.
- Schools will incorporate into their Code of Conduct, the responsibilities for staff, students and parents/guardians as outlined in this policy.

Training

The Board shall establish and provide annual professional development programs to:

- educate teachers and other staff of the board about bullying prevention and strategies for promoting positive school climates, including responding to bullying
- provide curriculum-linked training strategies on bullying-prevention and intervention

Communication Strategies

The Board and/or schools will develop communication strategies that will:

- inform parents, students, and staff of the policy using the Board website, brochures, awareness campaigns, etc.
- promote partnerships and the development/update of protocols with community partners
- provide updates of Bullying Prevention and Intervention initiatives on an on-going basis through the Safe and Equitable Annual Workplan Report

Progress Indicators

Key Areas	Component
Promoting Positive School Climate	• School Climate Surveys indicate an increase in positive school climate. • Surveys indicate students and teachers have positive relationships.
Continuous training (school staff, caretakers, casual staff, bus drivers)	• A multi-year plan to promote a positive school climate will accompany the Safe and Equitable Schools Report to the Board of Trustees.
Reduce incidents of Bullying	• Recorded and monitored through data collection of safe schools surveys, suspensions and expulsions, and school data collection. • Appropriate supports put into place as identified through data collection.

Resources

- Part XIII of the Education Act
- Accepting Schools Act (Bill 13), 2012
- An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007
- Policy/Program Memorandum 144 (Dec. 5, 2012)
- Safe Schools: Creating a Positive School Climate
- Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline K-12
- Ontario's Equity and Inclusive Education Strategy, 2009
- Ontario First Nation, Metis, and Inuit Education Policy Framework, 2007
- English Language Learners: ESL and ELD Programs and Services, 2007
- Ontario Regulation 472/07
- Access to School Premises -Trespass Act
- OCT Standards of Teaching Practice
- Ontario Human Rights Code
- Ontario Criminal Code

HWDSB Strategic Directions

- Creating Safe and Equitable Learning Environments

HWDSB Policies

- Progressive Discipline and Promoting Positive Student Behaviour Policy
- Code of Conduct Policy
- Suspension of Pupils Policy
- Expulsion of Students Policy
- 21st Century Learning Policy
- Equity Policy (PPM 119)
- Respectful Working and Learning Environments Policy
- Harassment Policy
- Progressive Discipline Procedures (employees)
- Collective Agreements for all employee groups
- Purchasing/Procurement Policies
- Municipal Freedom of Information and Protection of Privacy Act
- Safe Schools Pillar Policy
- Partnership Policy
- Volunteer Policy

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Bullying Prevention and Intervention

Policy Directive

Date Approved: 2012 Projected Review Date: 2016

(Revised in accordance with Bill13- June 2012 and PPM 144 Dec.-2012)

Schools will incorporate the following procedures/guidelines into their School Bullying Prevention and Intervention Strategies

Principals are required by legislation to review annually with all staff the duty to respond to all incidents of bullying, as well as the duty to report serious incidents of bullying. Serious incidents of bullying include, but are not limited to racist, sexual, sexist, and homophobic remarks slurs, jokes, or graffiti, prolonged or repeated social and cyberbullying, as well as incidents that could lead to suspensions and/or expulsions.

1.0 RATIONALE

The Hamilton-Wentworth District School Board believes that every student has the right to be treated with dignity and respect and to feel safe within the school environment. The research concerning the safe and orderly correlate of effective schools currently being implemented by Hamilton-Wentworth schools supports this belief. Students who are free from bullying are able to give their education the full attention and effort needed for success.

Bullying behaviour adversely affects not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems not only for those powerless individuals who are the victims of repeated aggression, but for those who perpetrate it and also for those who see it happening.

Bullying will not be tolerated on Hamilton-Wentworth District School Board property, at school related activities, on school buses, or in any other circumstances (eg. on-line) where engaging in bullying behaviour will have a negative impact on healthy relationships and the school climate.

At the Hamilton-Wentworth District School Board we believe that it is everyone's responsibility to stop bullying behaviour within the school community.

2.0 DEFINITION OF BULLYING

Bullying is defined as aggressive and typically repeated behaviour by a student where:

a) the behaviour is intended, by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

   i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation, harm to the individual's property, or
   ii) creating a negative environment at a school for another individual, and

b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as sex, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education,

For the purposes of the definition, "bullying" behaviour includes the use of any physical, verbal, electronic, written or other means.

Students who bully are learning to use power and aggression to control and distress others. Students use power in many ways:

- size, strength, intelligence, age
- social status
- economic status
- knowledge of another person's vulnerability
- membership in a dominant group

Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused.

3.0 TYPES OF BULLYING BEHAVIOURS

3.1 Physical: may include hitting, pushing, slapping, tripping, kicking, shoving, beating up, stealing, or damaging another person's property.

3.2 Verbal: name-calling, mocking, humiliating, teasing, threatening, racist comments, sexual harassment.

3.3 Social: rolling of the eyes, excluding others from the group, gossiping, spreading rumours or images, humiliating others, making hurtful comments verbally or electronically, and damaging another person's friendships.

3.4 Electronic/Cyber: including:

- creating a webpage or a blog in which the creator assumes the identity of another person
- impersonating another person as the author of content or messages posted on the internet
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals
- use of any social or electronic media such as email, cell phones, text internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships, or any other type of social bullying using electronic media.

3.5 Racial: aggression, or repeatedly saying negative things, or repeated name calling directed to a person or persons because of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religious beliefs or background.

3.6 Religious: aggression, exclusion, or negative comments directed to a person or persons because of their religious beliefs, background, dress code, or observances; repeatedly calling a person or persons names or making fun of their religious beliefs, background, dress code, or observances.

3.7 Sexual: leaving a person or persons out, or treating them badly because of their gender, gender identity or gender expression, repeatedly making sexist or transphobic comments or jokes, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons.

3.8 Sexual Orientation: Repeatedly leaving a person or persons out, or treating them badly because of their sexual orientation; repeatedly making crude comments about a person or person's sexual behaviour; repeatedly calling a person or persons derogatory or inappropriate names regarding their sexual orientation.

3.9 Disability: Repeatedly excluding a person or persons or treating them badly because of a disability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability; mocking or teasing those who use assistive technology.

4.0 STAFF, STUDENT, PARENTAL RESPONSIBILITIES

All members of the school community have responsibility for bullying prevention and for addressing bullying when it occurs. Although this responsibility rests with all members of the school community, some members have responsibility to provide leadership in specific areas/ situations.

4.1 STAFF

All staff members within the Hamilton-Wentworth District School Board will:

- model caring, respectful interactions
- raise awareness of bullying behaviour and its long-term effect on all students
- recognize that a creating a positive school climate is key in the prevention of bullying behaviours in schools
- develop and share a clear and developmentally appropriate definition of bullying behaviour, based on the definition in this policy directive
- include bullying prevention as a regular item on staff meeting agendas
- provide support to new students to ensure that they understand expectations and routines
- provide opportunities for positive student leadership for all students
- encourage students to report bullying behaviours. Teach students the difference between **tattling/ratting** (getting someone into trouble) and **telling** (helping someone who is in trouble)
- develop a safe and anonymous way for students to report bullying (drop box, phone line, and website)
- take every report of bullying seriously
- respond to all incidents of bullying, if it is safe to do so in their opinion, by labeling and intervening quickly to any bullying behaviour of which they are aware
- engage bystanders – teach skills needed to deal with bullying situations positively and safely
- work with students and parents to resolve bullying issues in a timely and developmentally appropriate manner
- teach students pro-social behaviours and prompt and reinforce them throughout the school day
- provide intervention and support to assist students who engage in bullying behaviours to change their behaviours
- communicate to students and parents that a student who is engaged in bullying conduct will be subject to a range of interventions, including suspension or expulsion
- develop a safe intervention plan for students who are victims of bullying;
- report incidents of bullying to the Principal if the bullying may lead to suspension or expulsion

4.2 STUDENTS

All students within the Hamilton-Wentworth District School Board will:

- treat everyone with dignity and respect
- raise their awareness and understanding of bullying behaviour and its long-term effects
- realize that bullying behaviour is never acceptable
- report incidents of bullying behaviour whenever they see it
- engage in positive leadership opportunities
- provide support to new students or students who are alone/friendless
- endeavour to disengage from being a bystander to bullying behaviours
- actively support their school's bullying prevention and intervention programs
- support a positive school climate

4.3 PARENTS

All parents of students within the Hamilton-Wentworth District School Board will:

- treat everyone with dignity and respect
- report incidents of bullying behaviour whenever they see it
- raise their awareness and understanding of bullying behaviour and its long-term effects
- in partnership with the school staff, work to address and rectify incidents of bullying behaviour (whether the parent of the student who is victimized, engaging in bullying behaviour, or bystander to bullying incidents)
- create awareness among their children/youth that bullying is never acceptable
- endeavour to get appropriate social/emotional help for their child if necessary
- support their school's anti bullying initiatives
- encourage their children/youth to report incidents of bullying behaviour
- model caring and respectful interactions
- teach their children/youth to be respectful and caring individual

5.0 RESPONDING BY BOARD EMPLOYEES TO INCIDENTS THAT MAY LEAD TO BULLYING

All Board employees who work directly with students must respond to any inappropriate and disrespectful student behaviours, including bullying, that is likely to have a negative impact on school climate, if it is safe to do so, in the employee's opinion. (Education Act Part X111,300.4)

Board employees who work directly with students include administrators, teachers, and non-teaching staff (including staff in social work, child and youth, psychology, and related areas, educational assistants, early childhood educators etc).

Responding may include: asking a student to stop the behaviour, naming the behaviour and explaining why it is inappropriate and/or disrespectful, and asking the student to correct the behaviour (eg. apologize for a hurtful comment and/or to rephrase a comment).

***Note**: Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves, a student, or to another person.

6.0 REPORTING BY BOARD EMPLOYEES TO BULLYING INCIDENTS

All Board employees who work directly with students must report all incidents of bullying to the Principal. The purpose of reporting serious student incidents to the principal is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

Board employees who work directly with students include administrators, teachers, and non-teaching staff (including staff in social work, child and youth, psychology and related areas, educational assistants, early childhood educators, etc). bus drivers, and employees, and employees and contractors of third party operators providing before/after school programs for Full Day Kindergarten on the school site must also report incidents of bullying.

Verbal Reports: A verbal report must be made to the Principal for incidents for which suspension or expulsion would not be considered. The verbal report is to be made as soon as possible following the incident.

Written Reports: For incidents of bullying for which suspension or expulsion must be considered, Board employees must report to the principal as soon as is reasonably possible, and in any case, no later than the end of the school day. Board employees must confirm their report in writing using the Ministry Safe Schools Incident Reporting Form Part 1. The written report is to be submitted as soon as possible, and in any case within 24 hours of the incident.

7.0 PRINCIPAL RESPONSE TO REPORTS

7.1 After a report is submitted, the Principal is required to:

- provide a written acknowledgement of the receipt of the report using the Ministry Safe Schools Incident Reporting Form Part II to the employee who reported. Information that could identify the student(s) involved must not be part of the acknowledgement
- indicate if the investigation is “completed” or “in progress”
- investigate reported incidents of specified activities that may lead to suspension or expulsion, including bullying
- communicate the results of an investigation to the teacher who reported the incident or, if reported by another employee, to that employee unless it would not be appropriate to do so
- notify the parent/guardian of a student who the principal believes has been harmed as a result of a specified activity
- notify the parent/guardian of any student who engaged in the activity that resulted in harm.

Principals must suspend a student and consider referring that student for expulsion for any incident under subsection 306(1) of the Education Act, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (eg. socio-economic status, appearance).

Principals must suspend a student for bullying and consider referring that student for expulsion for any incident if (i) the student has previously been suspended for bullying, and (ii) the student’s continuing presence in the school creates, in the principal’s opinion, an unacceptable risk to the safety of another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing.

7.2 **<u>If no further action is taken</u>** by the Principal, there is no requirement to retain the report and it should be destroyed. The report is not to go in the Ontario School Record (OSR).

7.3 **<u>If action* is taken</u>**, the form and documentation must be kept in the students Ontario School Record (OSR) for a minimum of one year, and,

- the names of all the other students appearing on the form (aggressors and victims) must be removed except the name of the student in whose OSR the form is going
- nothing about the incident is to go into the victim's OSR unless the victim/parent of the victim specifically request that this is done
- where the student who has been bullied has also engaged in a serious student incident, information regarding the incident and the action taken and documentation will be placed in the student's OSR for a minimum of one year.

Note: This formal report does not replace conversations between the employee and the Principal. The Principal and the employee are encouraged to talk about the incident regardless of action taken.

*Possible actions taken can include anything on the progressive discipline continuum (eg. warning, contacting parent/guardian, removal of privileges, suspension, expulsion).

8.0 NOTICE TO PARENT/GUARDIAN (Section 300.3(3) Ed. Act)

8.1 **a) Of Students who have Been Harmed**

Principals are required to inform parent/guardian of students who have been harmed as a result of any serious student incident for which suspension or expulsion must be considered. Principals shall disclose the following information:

- the nature of the activity that resulted in the harm to the student
- the nature of the harm to the student
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response the activity
- the supports that will be provided for the student in response to the harm that resulted from the activity (eg. safe intervention plan)

b) **Of Students who have Engaged in Serious Incidents**

Principals are required to inform the parent/guardian of students who have engaged in serious student incidents. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student
- the nature of the harm to the other student
- the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to his/her engagement in the activity (eg. student services support, support for referral to community agency, etc.)

Principals must invite parents/guardians to have a discussion with him/her about the supports that will be provided for their child.

8.2 Principals are not permitted to inform the parents of a victim when, in the Principal's opinion, doing so would put the victim at risk of harm from the parent. If the Principal decides not to notify the parent/guardian, the Principal must:

- consult with the manager of student services for further advice
- document the rationale for the decision not to notify the parent/guardian of the student
- inform the school Supervisory Officer of this decision
- if a teacher reported the harm to the principal, inform the teacher of the decision
- if it is determined it is appropriate to do so, inform other Board employees of the decision not to notify a parent/guardian of the student

8.3 **Principals must not disclose** the name of the aggressor or any other identifying or personal information with the parents/guardians of the victim or harmer beyond what is listed above (eg. referral to counselling or any other personal information).

8.4 If a staff person has any reasonable grounds to suspect that a student, who is under the age of 16, is or may be in need of protection from the person having charge of him or her, the staff person must report this directly to the CAS, and not rely on any other person to report on his or her behalf.

9.0 SUPPORTS FOR VICTIMS OF SERIOUS STUDENT INCIDENTS

(incidents leading to suspension or expulsion: Education Act Subsection 306(1) or 310(1))

9.1 All Board employees must take allegations of gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour (PPM145) and bullying (PPM144) seriously and act in a timely, sensitive, and supportive manner.

9.2 Board employees working directly with students must support all students, including those who disclose/report such incidents by:

- providing contact information about professional supports (eg. community agency)
- making this information readily available to students who may wish to discuss issues of healthy relationships, gender identity, and sexuality (eg. public health)
- provide parents with student services pamphlet if they are not satisfied with the supports their child receives
- contact the manager of student services for assistance in referring students to a community agency for confidential support when his/her parents/guardians are not notified (eg. Sexual Assault Centre, Kids Help Phone, LGBT Youth Line)
- developing specific student plans to protect the student (eg. safe intervention plans)

9.3 When the Board (in consultation with the Principal) determines that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved, unless the victim/parent/guardian makes a specific request to do so.

10.0 PREVENTION STRATEGIES

10.1 Positive School Climate

A positive school climate is defined by the Ministry of Education as "the sum total of all the personal relationships within a school." When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable, and accepted.

All schools will develop programs that actively promote and support positive behaviours and reflect the Hamilton-Wentworth District School Board's Character Education development initiatives.

Schools will support students who want to establish and lead activities or organizations that promote a safe and inclusive learning environment, the acceptance and respect for others and the creation of a positive school climate. The name of any activity or organization must be consistent with the promotion of a positive school climate that is inclusive and accepting of all students. Principals may not refuse the name of gay-straight alliance or a similar name for certain organizations.

10.2 Teaching Strategies

Teaching strategies will be used that focus on developing healthy relationships including curriculum-linked bullying prevention and intervention in daily classroom teaching.

10.3 Code of Conduct

All members of the school will become familiar with and demonstrate understanding of the Board's and School's Code of Conduct which sets out expected standards for behaviour.

10.4 Partnerships with Community Agencies and Businesses:

The Hamilton-Wentworth District School Board actively pursues community partnerships that will assist schools and communities to work toward eliminating bullying in all of our environments.

10.5 Safe and Accepting Schools Teams (an existing school committee/team, eg. Healthy Action Team, Healthy Schools Team, can assume this role):

- Each school shall have a Safe and Accepting Schools Team
- The Safe and Accepting Schools Team shall be composed of at least one of: each of the following, parent, teacher, student, support staff, community partner, and principal.
- The Chair of the Team must be a staff member
- The Team monitors and reviews the school climate, including data from the mandatory safe schools survey administered every two years, and recommends appropriate interventions/preventions as needed.
- The Committee should use data related to bullying behaviours to monitor and review the effect of school bullying prevention programs. Data may include safe school survey information, suspension and expulsion data, student comments, parental input, etc.

10.6 Training

The Hamilton-Wentworth District School Board will continue to provide bullying prevention and intervention training to staff and students. Locally, schools are encouraged to provide programs for parents on bullying prevention and intervention.
Students will also be provided with training on bullying prevention and on leadership initiatives within their own schools. Training will include a focus on cultural sensitivity, respect for diversity, and special needs. Schools will implement their plans to promote a positive school climate, with support from the Board

11.0 SCHOOL PLANS

Each school shall develop and implement school climate plans including bullying prevention and intervention plans as part of the school improvement planning.

These plans must include:

- the definition of bullying
- prevention strategies
- intervention strategies
- communication strategies
- monitoring and review process, including data from the School Climate (Safe, Equitable and Inclusive) surveys to be completed every two years.

12.0 BOARD PLAN

The Board will develop and implement a multi-year safe schools plan with implementation to begin September, 2013.

13.0 MONITOR AND REVIEW

- The Board will establish a monitoring and review process to determine the effectiveness of this Policy. The multi-year plan will be reviewed annually to respond to trends/data within the Board.
- The Safe and Accepting Schools Team is to review the school plan and results of the school climate survey. Areas of concern are to be addressed annually in the school plan.

14.0 REFERENCES

- Part XIII of the Education Act
- Accepting Schools Act , 2012 (Bill 13)
- The Education Amendment Act: Keeping Our Kids Safe At School (2009)
- Policy/Program Memorandum 144(2012)
- Safe Schools: Creating a Positive School Climate
- Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline K-12
- Ontario's Equity and Inclusive Education Strategy,2009
- Ontario First Nation, Metis and Inuit Education Policy Framework, 2007
- English Language Learners: ESL / ELD Programs and Services, 2007
- Ontario Regulation 472/07
- Access to School Premises – Ontario Regulation 474/00
- OCT Standards of Teaching Practice
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario Human Rights Code
- Ontario Criminal Code

HWDSB Strategic Directions

- Creating Safe and Equitable Learning Environments

HWDSB Policies

- Progressive Discipline and Promoting Positive Student Behaviour Policy
- Code of Conduct Policy
- Suspension of Pupils Policy
- Expulsion of Pupils Policy
- 21st Century Learning Policy
- Equity Policy (PPM 119)
- Respectful Working and Learning Environments Policy
- Harassment Policy
- Progressive Discipline Procedures (employees)
- Collective Agreements for all employee groups
- Purchasing/Procurement Policies
- Municipal Freedom of Information and Protection of Privacy Act
- Safe Schools Pillar Policy
- Partnership Policy
- Volunteer Policy
- Transportation Policy

SUGGESTED RESOURCES FOR SCHOOL USE

Intervention Strategies

Aggressive Incident_____Bullying

Usual disciplinary process

Perpetrators confirmed:

- Protection of victimized student is first priority
- Victimized student and/or parents should be part of the problem-solving re safety
- Ask student if this is first time/how long has been going on
- Inform parents of both/all students involved
- Serious talk with student(s) who is engaging in bullying behaviour
- Developmentally appropriate consequence for student engaged in bullying behaviour
- Create a contract with student(s) engaging in bullying behaviour. List specific things they are going to do to change behaviour
- Review this at suitable interval
- Share this with the parent(s) of this student
- Share with the target student and their parents
- Serious talk and problem-solving with bystanders re what they can do to support student who is being targeted.
- Let bystanders know that they will also be held accountable if bullying behaviour is repeated

Perpetrators unconfirmed:

- Take every report seriously
- Protection of the student reporting that they have been bullied is the first priority
- Ask student 'Has this happened before and how often?'
- Student who has reported the incident/s should be part of the problem-solving re safety.
- Parents of this student should be informed of incident(s) and should also be involved in problem solving re safety
- Are there other students who may be able to help keep this student safe? (i.e. sit with in cafeteria, play with at recess, walk home with, sit on bus with)
- Inform teachers on playground duty to watch out for this student
- Inform peer mediators to watch out for this student and approach to assist or report to teacher on duty if they see aggression directed at this student.
- Encourage student to develop friendships
- Provide a teacher/peer mentor
- Check in with student and parents on a regular basis

Elementary Bullying Intervention Benchmark Check List

This checklist has been developed from the research literature on bullying prevention and intervention. It highlights the most important elements of a school anti-bullying program.

Interventions at the School Level

- ❑ Questionnaire/Survey
- ❑ Staff in-service (include all staff in the building)
- ❑ Formation of a coordinating committee which must include at least one teacher, parent, student (where appropriate), support staff, community partner
- ❑ Develop clear and developmentally appropriate definition of bullying behaviour
- ❑ Take every incident seriously
- ❑ Develop clear rules and post (should be developed with the participation of all stakeholder groups and stated positively)
- ❑ Develop clear and consistent consequences
- ❑ School Assembly to introduce topic (may use play or inspirational speaker)
- ❑ Increased adult presence at high risk times/places
- ❑ Develop a way for students to report bullying anonymously (drop box which is checked daily)
- ❑ Provide a safe place/person for students to go if being bullied or harassed
- ❑ In-service for parents to raise awareness and facilitate discussion
- ❑ Regular agenda item at Staff, Divisional or Department Meetings
- ❑ Parent Support Groups for parents of students who are victims and/or parents of students who engage in bullying behaviour
- ❑ Whole School Social Skills Programs
- ❑ Peer Mentoring and Peer Mediation programs to prevent repeated aggression
- ❑ Use of Restorative Justice practices to repair harm and promote positive social skill development

Interventions at the Classroom Level

- ❑ Class rules developed by students and teacher (should follow clearly from school-wide rules)
- ❑ Class develops levels of non-punitive consequences for bullying behaviour
- ❑ Regular class discussion of bullying issues
- ❑ Role playing/Practice of appropriate interactions (social skills program)
- ❑ Cooperative Learning
- ❑ Common Positive/Fun Activities (to build classroom/team cohesion)
- ❑ Parent/Teacher/Student meetings when necessary

Interventions at the Individual Student Level

- ❑ Serious talks with bullies/victims
- ❑ Take every report seriously
- ❑ Serious talks with parents of both victims and students engaging in bullying
- ❑ Non-punitive, developmentally appropriate, consequences for engaging in bullying behaviour
- ❑ Help from ‘neutral’ students (pairing isolated students with more popular peers to carry our tasks in the classroom or school)
- ❑ Groups for students who are isolated/anxious/withdrawn
- ❑ Discussion groups for parents of victims

Secondary Bullying Intervention Benchmark Check List

This checklist has been developed from the research literature on bullying prevention and intervention. It highlights the most important elements of a school anti-bullying program.

Interventions at the school level

- ❑ Build awareness and involvement of all staff and parents
- ❑ Survey school population
- ❑ Co-coordinating committee must include at least one teacher, parent, student, support staff, community partner and administration
- ❑ School conference day
- ❑ Develop and share a clear definition of bullying
- ❑ Develop clear and consistent consequences
- ❑ Effective adult presence during break times
- ❑ Provide anonymous reporting format (drop box or phone line) checked daily
- ❑ Provide a safe place for students to go if they are being bullied or harassed.
- ❑ Regular agenda item at staff meetings
- ❑ Regular agenda item at school council meetings
- ❑ Regular agenda item at student council meetings
- ❑ In-service for parents to raise awareness and facilitate discussion
- ❑ Social Skills/Substance Abuse programs
- ❑ Peer Mediation/Peer Mentoring programs to prevent repeated aggression
- ❑ Use of Restorative Justice practices to repair harm and promote positive social skill development

Interventions at the class level

- ❑ Class rules against bullying developed by teachers and students
- ❑ Label bullying when you see it and make it clear that it is not acceptable behaviour
- ❑ Watch out for students who are alone, shy, anxious and try to pair with more outgoing students for projects etc.
- ❑ Encourage students to befriend (look out for) those who may be isolated
- ❑ Consequences for bullying behaviour developed by students and teachers
- ❑ Regular class discussions around bullying
- ❑ Meeting with parents of students who are being victimized or are engaging in bullying behaviour

Interventions at the individual student level

- ❑ Serious talks with students who engage in bullying behaviour
- ❑ Serious talks with the parents of students who bully
- ❑ Consistent and appropriate consequences for bullying behaviour
- ❑ Provide place of safety for students who are being victimized
- ❑ Development of individual intervention plan

Summary of Revisions

Title: Bullying Prevention and Intervention Pollicy

Policy Working Sub-Committee
Date: January 5, 2013

PAGE NUMBER	ORIGINAL	REVISED
Page 1	**PURPOSE**	
	The purpose of this policy is to reinforce that The Hamilton-Wentworth District School Board recognizes the importance of healthy relationships and a positive school climate to create a safe, and caring environment. Bullying will not be **tolerated** on school property, at school related activities, on school buses, or in any other circumstance (eg.on-line), where engaging in bullying will have a negative impact on the school climate, or adversely affects a student's ability to learn.	The purpose of this policy is to reinforce that The Hamilton-Wentworth District School Board recognizes the importance of healthy relationships and a positive school climate to create a safe, **inclusive** and caring environment. Bullying will not be **accepted** on school property, at school related activities, on school buses, or in any other circumstance (eg.on-line), where engaging in bullying will have a negative impact on the school climate, or adversely affects a student's ability to learn.
Page 1	**INTENDED OUTCOMES**	
	The Hamilton-Wentworth District School Board promotes a safe, caring, and orderly environment through the shared understanding of the definition of bullying, communicated to all within the school environment.	The Hamilton-Wentworth District School Board promotes a safe, caring, and orderly environment through the shared understanding of the definition of bullying, communicated to all within the school environment**. The Board recognizes that bullying adversely affects a student's**

		ability to learn. Bullying also adversely affects the school climate, including healthy relationships. **:**
Page 1	**DEFINITIONS**	
	Definition of Bullying Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.	**Definition of Bullying:** **Bullying is defined as aggressive and typically repeated behavior by a student where:** **a) the behavior is intended, by the pupil to have the effect of, or the pupil ought to know that the behavior would be likely to have the effect of,** **i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or** **ii) creating a negative environment at a school for another individual, and** **b) the behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as sex, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education** **Bullying (1.0.0.1)** **For the purposes of the definition of "bullying" in subsection (1), behavior includes the use of any physical, verbal, electronic,**

		written or other means. **Cyber-bullying (1.0.0.2)** **For the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means(commonly known as cyber-bullying), including,** **a) creating a web page or a blog in which the creator assumes the identity of another person;** **b) impersonating another person as the author of content or messages posted on the internet; and** **c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals**
Page 2	**Types of Bullying** **Physical: Repeated** kicking, shoving, beating up, stealing, or damaging another person's property **Verbal:** Repeated name-calling, mocking, insults, threats, teasing, and sexist or racist comments **Social (or Relational):** Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours , making another person or persons look foolish, and damaging reputations or friendships, or any other type of social bullying using electronic	**Types of Bullying** **Physical: may include hitting, pushing, slapping, tripping,** kicking, shoving, beating up, stealing, or damaging another person's property **Verbal:** may include name-calling, mocking, insults, threats, teasing, and sexist or racist comments **Social (or Relational):** Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours or images, humiliating others, **making hurtful comments verbally or electronically, and damaging another person's**

	media **Electronic/Cyber:** The repeated use of any social or electronic media such as email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships, or any other type of social bullying using electronic media **Racial:** Repeated aggression, or repeatedly saying negative things, or repeated name calling directed to a person or persons because of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religious beliefs or background **Religious**: Repeated aggression, exclusion, or negative comments directed to a person or persons because of their religious beliefs, background, dress code, or observances; repeatedly calling a person or persons names or making fun of their religious beliefs, background, dress code, or observances	**friendships** **Electronic/Cyber:** Bullying by electronic means, including: **a) creating a webpage or a blog in which the creator assumes the identity of another person** **b) impersonating another person as the author of content or messages posted on the internet** **c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals** **d) use of any social or electronic media such as email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships, or any other type of social bullying using electronic media** **Racial:** Repeated aggression, or repeatedly saying negative things, or repeated name calling directed to a person or persons because of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religious beliefs or background **Religious**: Repeated aggression, exclusion, or negative comments directed to a person or persons because of their religious beliefs, background, dress code, or

	Sexual: Repeatedly leaving a person or persons out or treating them badly because of their gender, gender identity repeatedly making sexist comments or jokes, touching or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons **Sexual Orientation:** Repeatedly leaving a person or persons out or treating them badly because of their sexual orientation; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly calling a person or persons derogatory or inappropriate names regarding their sexual orientation. **Disability:** Repeatedly excluding a person or persons or treating them badly because of a disability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability; mocking or teasing those who use assistive technology.	observances; repeatedly calling a person or persons names or making fun of their religious beliefs, background, dress code, or observances **Sexual:** Repeatedly leaving a person or persons out or treating them badly because of their gender, gender identity **or gender expression**; repeatedly making sexist or **transphobic** comments or jokes, touching or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons **Sexual Orientation:** Repeatedly leaving a person or persons out or treating them badly because of their sexual orientation; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly calling a person or persons derogatory or inappropriate names regarding their sexual orientation. **Disability:** Repeatedly excluding a person or persons or treating them badly because of a disability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability; mocking or teasing those who use assistive technology.

Page 2	**Action Required** **<u>Action Required</u>** **Develop a Policy Directive to support the implementation of this policy that would include:** • Responding by Board employees to incidents that may lead to bullying • Reporting by Board employees to bullying incidents • Principals response to reports • Notice to parents/guardians of victims • Disclosure to parents/guardians of victims • Supports for victims of serious student incident • Prevention strategies	**<u>School Climate Surveys</u> shall be used to collect information from pupils and staff, and parents and guardians of its pupils every two years.** **<u>Bullying Awareness and Prevention Week</u> will begin on the third Sunday in November of each year.** **<u>A multi-year plan</u> is to be developed to promote a positive school climate within Hamilton-Wentworth District School Board schools. The plan will be:** • **congruent with the Provincial model of a bullying prevention and intervention,** • **posted on the Board's and schools' websites;** • **reviewed every two years**
Page 3	**Training** A plan will be developed to ensure all staff affected by this policy receive appropriate training. The plan should be reviewed annually, and updated as needed.	**The Board shall establish and provide annual professional development programs to:** • **educate teachers and other staff of the board about bullying prevention and strategies for promoting positive school climates, including responding to bullying** • **provide curriculum-linked training strategies on bullying-prevention and intervention**

Progress Indicators **Current Policy**

Key	Compone
Promoting Positive School Climate	School Climate Surveys indicate an increase in positive school climate
Continuous training (school staff, caretakers, casual	Superintendents monitor implementation of in-service on an annual basis
Reduce incidents of bullying	· Recorded, and monitored through data collection of safe schools surveys, suspensions and expulsions, and school data collection.

Page 4 **Progress Indicators** **New Policy**

Key Areas	Component
Promoting Positive School Climate	· **School Climate Surveys indicate an increase in positive school climate.** **Surveys indicate students and**
Continuous training (school staff, caretakers, casual staff, bus drivers)	· **A mulit-year plan to promote a positive school climate will accompany the Safe and Equitable**
Reduce incidents of bullying	· Recorded and monitored through data collection of safe schools surveys, suspensions and expulsions, and school data collection.

Summary of Revisions (Revisions Bolded)

Bullying Prevention and Intervention Policy Directive

Policy Working Sub-Committee
Thursday, November 22, 2012

PAGE NUMBER	ORIGINAL	REVISED
	PURPOSE	
Page 2	**DEFINITION**	
	Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. Students who bully are learning to use power and aggression to control and distress others Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused Students use power in many ways: · Size, strength, intelligence, age · Social status · Economic status · Knowledge of another person's vulnerability · Membership in a dominant group	**Bullying is defined as aggressive and typically repeated behavior by a student where ,** **a) the behavior is <u>intended</u>, by the pupil to have the effect of, <u>or the pupil ought to know</u> that the behavior would be likely to have the effect of,** **i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or** **ii) creating a negative environment at a school for another individual, and** **b) the behavior occurs in a context where there is a <u>real or perceived power imbalance</u> between the pupil and the individual based on factors such as sex, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education,**
Page 2		
	3.1 Physical : kicking, shoving, beating up,stealing, or damaging another person's property **Electronic/Cyber:** The repeated use of any social or electronic media such as email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships, or any other type of social bullying using electronic media	3.1 Physical: **may include hitting, pushing, slapping, tripping** kicking, shoving, beating up, stealing, or damaging another person's property **Electronic/Cyber:** Bullying by electronic means, including: a) creating a webpage or a blog in which the creator assumes the identity of another person. b) impersonating another person as the author of content or messages posted on the internet,

Page 3	**3.7 Sexual:** Repeatedly leaving a person or persons out or treating them badly because of their gender, gender identity, repeatedly making sexist comments or jokes, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons;	c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals, d) use of any social or electronic media such as email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships, or any other type of social bullying using electronic media. 3.6 **Religious**: Repeated aggression, exclusion, or negative comments directed to a person or persons because of their religious beliefs, background, dress code, or observances; repeatedly calling a person or persons names or making fun of their religious beliefs, background, dress code, or observances **3.7 Sexual:** Repeatedly leaving a person or persons out or treating them badly because of their gender, gender identity or **gender expression,** repeatedly making sexist or **transphobic** comments or jokes, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons; **3.8 Sexual Orientation**: Repeatedly leaving a person or persons out or treating them badly because of their sexual orientation; repeatedly making crude comments about a person or person' sexual behavior; repeatedly calling a person or persons derogatory or inappropriate names regarding their sexual orientation.
Page 4 and 5	4.1 Staff: Bullet 3: recognize that a creating a positive environment is key in the prevention of bullying behaviours in schools; Bullet 16: communicate to students and parents that a student who is engaged in bullying conduct will be subject to a range of interventions, including suspension	4.1 Staff: Bullet 3: recognize that a creating a positive **school climate** is key in the prevention of bullying behaviours in schools; Bullet 16: communicate to students and parents that a student who is engaged in bullying conduct will be subject to a range of interventions, including suspension **or expulsion**
Page 7	5.0 **Responding By board Employees:** All Board employees who work directly with students must respond to any student behaviours, including bullying, that is likely to have a negative impact on school climate, *(Education Act Part X111,300.4)*	5.0 **Responding By board Employees** All Board employees who work directly with students must respond to any **inappropriate and disrespectful** student behaviours, including bullying, that is likely to have a negative impact on school climate, **if it is safe to do so, in the employee's opinion**.

	Board employees who work directly with students include administrators, teachers, and non- teaching staff (including staff in social work, child and youth, psychology, and related areas, educational assistants, etc). **6.0 REPORTING BY BOARD EMPLOYEES TO BULLYING INCIDENTS** All Board employees who work directly with students must report all incidents of bullying to the Principal. Board employees who work directly with students include administrators, teachers, and non- teaching staff (including staff in social work, child and youth, psychology, and related areas, educational assistants, ,etc). Bus drivers must also report incidents of bullying.	*(Education Act Part X111,300.4)* Board employees who work directly with students include administrators, teachers, and non- teaching staff (including staff in social work, child and youth, psychology, and related areas, educational assistants, **early childhood educators**, etc). **7.0 REPORTING BY BOARD EMPLOYEES TO BULLYING INCIDENTS** All Board employees who work directly with students must report all incidents of bullying to the Principal. **The purpose of reporting serious student incidents to the principal is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.** Board employees who work directly with students include administrators, teachers, and non- teaching staff (including staff in social work, child and youth, psychology, and related areas, educational assistants, **early childhood educators,etc).** Bus drivers **and employees and contractors of third party operators providing before/after school programs for Full Day Kindergarten on the school site** must also report incidents of bullying.
Page 8	**Written Reports**: For incidents of bullying for which suspension or expulsion must be considered, Board employees must report to the principal as soon as is reasonably possible and no later than the end of the school day. Board employees must confirm their report in writing using the Ministry Safe Schools Incident Reporting Form Part 1. The written report is to be submitted, within 24 hours of the incident.	**Written Reports**: For incidents of bullying for which suspension or expulsion must be considered, Board employees must report to the principal as soon as is reasonably possible, **and in any case**, no later than the end of the school day. Board employees must confirm their report in writing using the Ministry Safe Schools Incident Reporting Form Part 1. The written report is to be submitted **as soon as possible, and in any case**, within 24 hours of the incident.

Page 8 and 9	*Note: The changes in this section combine **several** sections of both the former policy and directive. The new directives provide stronger direction regarding: investigating incidents, communicating to the teacher or employee who reported, communication with parents/guardians of victim and harmer, and provision of supports for victim, harmer, and bystander.* **7.0 PRINCIPAL RESPONSE TO REPORTS** **7.1 After a report is submitted, the Principal is required to:** provide a written acknowledgement of the receipt of the report using the Ministry Safe Schools Incident Reporting Form-Part II to the employee who reported. Information that could identify the student(s) involved must not be part of the acknowledgement; identify if action* has been taken or no action is required,etc	**7.0 PRINCIPAL RESPONSE TO REPORTS** **7.1 After a report is submitted, the Principal is required to:** • provide a written acknowledgement of the receipt of the report using the Ministry Safe Schools Incident Reporting Form-Part II to the employee who reported. Information that could identify the student(s) involved must not be part of the acknowledgement; • **indicate if the investigation is "completed" or "in progress"** • **investigate reported incidents of specified activities that may lead to suspension or expulsion, including bullying.** • **communicate the results of an investigation to the teacher who reported the incident or, if reported by another employee, to that employee unless it would not be appropriate to do so.** **.** • **notify the parent or guardian of a pupil who the principal believes has been harmed as a result of a specified activity.** • **notify the parent or guardian of any pupil who engaged in the activity tha resulted in harm.** **Principals must suspend a student and consider referring that student for expulsion for any incident under subsection 306(1) of the Education Act, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (eg. socio-economic status, appearance);** **Principals must suspend a student for bullying and consider referring that student for expulsion for any incident if(1) the student has previously been suspended for bullying, and (2) the student's continuing presence in the school creates, in the principal's**

opinion, an unacceptable risk to the safety of another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing

.

7.2 **<u>If no further action</u>** is taken by the Principal, there is no requirement to retain the report and it should be destroyed. The report is not to go in the Ontario School Record (OSR).

7.3 **<u>If action* is taken</u>**: the form and documentation must be kept in the students Ontario School Record (OSR) for a minimum of one year, and,

- the names of all the other students appearing on the form (aggressors and victims) must be removed except the name of the student in whose OSR the form is going;
- nothing about the incident is to go into the victim's OSR unless the victim/parent of the victim specifically request that this is done.
- **where the student who has been bullied has also engaged in a serious student incident, information regarding the incident and the action taken and documentation will be placed in the student's OSR for a minimum of one year.**

Note: This formal report does not replace conversations between the employee and the Principal. The Principal and the employee are encouraged to talk about the incident regardless of action taken.

* Possible actions taken can include anything on the progressive discipline continuum
eg. warning, contacting parent, removal of privileges, suspension, **expulsion**

Page 10	8.0 a) Principals are required to inform parents/guardian of students who have been harmed as a result of any incident for which suspension/expulsion must be considered. Principals shall disclose the following information: • the nature of the activity that resulted in the harm to the student • the nature of the harm to the student • the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity	**8.1** a) Principals are required to inform parents/guardian of students who have been harmed as a result of any incident for which suspension/expulsion must be considered. Principals shall disclose the following information: • the nature of the activity that resulted in the harm to the student • the nature of the harm to the student • the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity • **the supports that will be provided for the student in response to the harm that resulted from the activity (eg. safe intervention plan)** b)Principals are required to notify the parents of **students who have engaged in serious student incidents**. Principals shall disclose the following information: • the nature of the activity that resulted in harm to the other student • the nature of the harm to the other student • the nature of any disciplinary measures taken in response to the activity • the supports that will be provided for the student in response to his/her engagement in the activity (eg.student services support, support for referral to community agency, etc.) Principals must invite parents to have a discussion with him/her about the supports that will be provided for their child.
Page 12	**10.0 PREVENTION STRATEGIES** 10.1 Positive School Climate A positive school climate is defined by the Ministry of Education as "the sum total of all the personal relationships within a school." When these	**10.0 PREVENTION STRATEGIES** 10.1 Positive School Climate A positive school climate is defined by the Ministry of Education as "the sum total of all the personal relationships within a school." When these relationships

	relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable, and accepted. All schools will develop programs that actively promote and support positive behaviours and reflect the Hamilton-Wentworth District School Board's Character Education development initiatives. 10.2 Teaching Strategies Teaching Strategies will be used that focus on developing healthy relationships including bullying prevention in daily classroom teaching.	are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable, and accepted. All schools will develop programs that actively promote and support positive behaviours and reflect the Hamilton-Wentworth District School Board's Character Education development initiatives. **Schools will support pupils who want to establish and lead activities or organziations that promote a sage and inclusive learning environment, the acceptance and respect for others and the creation of a positive school climate. The name of any activity or organization must be consistent with the promotion of a positive school climate that is inclusive and accepting of all pupils. Principals may not refuse the name of gay-straight alliance or a similar name for certain organzations.** 10.2 Teaching Strategies Teaching Strategies will be used that focus on developing healthy relationships including **curriculum-linked** bullying prevention and **intervention** in daily classroom teaching
Page 13	**11.0 Safe Schools Committee:** (an existing school committee can assume this role): Each school shall have a Safe Schools Committee. The school's Safe Schools Committee shall be composed of at least one student where appropriate, parent, teacher, support staff, community partner, and administrator. The Safe Schools Committee monitors and reviews the school climate, including data from the mandatory safe schools survey administered every two years, and recommends appropriate interventions/preventions as needed. The Chair of the committee must be a staff member. The Safe School Committee should use data related to bullying behaviours to monitor and review the effect of school bullying prevention programs. Data may include safe school survey information, suspension and expulsion data, student comments, parental input, etc.	**11.0 Safe and Accepting School Teams: (an existing school committee/team, eg. Healthy Action Team, Healthy Schools Team)** ✓ **Each school shall have a Safe and Accepting Schools Team** ✓ **The Safe and Accepting Schools Team shall be composed of at least one of: each of the following, parent, teacher, student, support staff, community partner, and principal.** ✓ **The Chair of the Team must be a staff member** ✓ **The Team monitors and reviews the school climate, including data from the mandatory safe schools survey administered every two years, and recommends appropriate interventions/preventions as needed.** ✓ **The Committee should use data related to bullying behaviours to monitor and review the effect of school bullying prevention**

		programs. Data may include safe school survey information, suspension and expulsion data, student comments, parental input, etc.
Page 13	**12.0 Training** The Hamilton-Wentworth District School Board will continue to provide bullying prevention and intervention training to staff and students. Locally, schools are encouraged to provide programs for parents on bullying prevention and intervention. Students will also be provided with training on bullying prevention and on leadership initiatives within their own schools. Training will include a focus on cultural sensitivity, respect for diversity and special needs.	**12.0 Training** The Hamilton-Wentworth District School Board will continue to provide bullying prevention and intervention training to staff and students. Locally, schools are encouraged to provide programs for parents on bullying prevention and intervention. Students will also be provided with training on bullying prevention and on leadership initiatives within their own schools. Training will include a focus on cultural sensitivity, respect for diversity and special needs. **Schools will implement the multi-year plan to promote a positive school climate, with support from the Board**
Page 14	**13.0 MONITOR AND REVIEW** The Board will establish a monitoring and review process to determine the effectiveness of this Policy. The Safe and Equitable Schools survey is to be completed by each school every other year. The safe schools committee is to review the results of the school survey and implement plans in the school improvement plan to address areas of concern.	**13.0 MONITOR AND REVIEW** The Board will establish a monitoring and review process to determine the effectiveness of this Policy. The Safe and Equitable Schools survey is to be completed by each school every other year. The safe schools committee is to review the results of the school survey and implement plans in the school improvement plan to address areas of concern. **The multi- year plan will be reviewed annually to respond to trends /data within the Board.**
Page 14	**14.0 SCHOOL PLANS** Each school shall develop and implement bullying prevention and intervention strategies as part of their school improvement planning. These plans must include: ▪ the definition of bullying ▪ prevention strategies ▪ intervention strategies ▪ communication strategies ▪ monitoring and review process, including data from the school climate surveys to be completed every two years.	**14.0 SCHOOL PLANS** Each school shall develop and implement **school climate plans, including** bullying prevention and intervention strategies as part of their school improvement planning. These plans must include: ▪ the definition of bullying ▪ prevention strategies ▪ intervention strategies ▪ communication strategies ▪ monitoring and review process, including data from the school climate surveys to be completed every two years.

Page 14 - 15	**15.0 REFERENCES** **Government Documents** Part XIII of the Education Act An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007 Policy/Program Memorandum 144(2012) Ontario Regulation 472/07 Access to School Premises – Ontario Regulation 474/00 OCT Standards of Teaching Practice Ontario Human Rights Code Ontario Criminal Code **HWDSB Strategic Directions** Creating Safe and Equitable Learning Environments **HWDSB Policies** Progressive Discipline and Promoting Positive Discipline Code of Conduct Policy Suspension of Pupils Policy Expulsion of Students Policy Equity Policy (PPM 119) Respectful Working and Learning Environments Policy Harassment Policy Progressive Discipline Procedures (employees) Purchasing/Procurement Policies Municipal Freedom of Information and Protection of Privacy Act Safe Schools Pillar Policy Partnership Policy Volunteer Policy	**15.0 REFERENCES** **Government Documents** Part XIII of the Education Act **Accepting Schools Act , 2012 (Bill 13)** An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007 Policy/Program Memorandum 144 (2012) **Policy/Program Memorandum 128 (2012)** **Safe Schools: Creating a Positive School Climate** **Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline K-12** **Ontario's Equity and Inclusive Education Strategy,2009** **Ontario First Nation, Metis and Inuit Education Policy Framework, 2007** **English Language Learners: ESL / ELD Programs and Services, 2007** Ontario Regulation 472/07 Access to School Premises – Ontario Regulation 474/00 OCT Standards of Teaching Practice Ontario Human Rights Code Ontario Criminal Code **HWDSB Strategic Directions** Creating Safe and Equitable Learning Environments **HWDSB Policies** Progressive Discipline and Promoting Positive **Student Behaviour Policy (in progress)** Code of Conduct Policy Suspension of Pupils Policy Expulsion of Students Policy **Information Technology Policy** Equity Policy (PPM 119) Respectful Working and Learning Environments Policy Harassment Policy Progressive Discipline Procedures (employees) Purchasing/Procurement Policies Municipal Freedom of Information and Protection of Privacy Act Safe Schools Pillar Policy Partnership Policy Volunteer Policy **Transportation Policy**

Page 17	**Elementary Bullying Intervention Checklist** Interventions at the School Level ❑ Questionnaire/Survey ❑ Staff in-service (include all staff in the building) ❑ Formation of a coordinating committee which must include at least one teacher, parent, student (where appropriate), support staff, community partner ❑ Develop clear and developmentally appropriate definition of bullying behaviour ❑ Take every incident seriously ❑ Develop clear rules and post (should be developed with the participation of all stakeholder groups and stated positively) ❑ Develop clear and consistent consequences ❑ School Assembly to introduce topic (may use play or inspirational speaker) ❑ Increased adult presence at high risk times/places ❑ Develop a way for students to report bullying anonymously (drop box which is checked daily) ❑ Provide a safe place/person for students to go if being bullied or harassed ❑ In-service for parents to raise awareness and facilitate discussion ❑ Regular agenda item at Staff, Divisional or Department Meetings ❑ Parent Support Groups for parents of students who are victims and/or parents of students who engage in bullying behaviour ❑ Whole School Social Skills Programs ❑ Peer Mentoring and Peer Mediation programs to prevent repeated aggression	**Elementary Bullying Intervention Checklist** Interventions at the School Level ❑ Questionnaire/Survey ❑ Staff in-service (include all staff in the building) ❑ Formation of a coordinating committee which must include at least one teacher, parent, student (where appropriate), support staff, community partner ❑ Develop clear and developmentally appropriate definition of bullying behaviour ❑ Take every incident seriously ❑ Develop clear rules and post (should be developed with the participation of all stakeholder groups and stated positively) ❑ Develop clear and consistent consequences ❑ School Assembly to introduce topic (may use play or inspirational speaker) ❑ Increased adult presence at high risk times/places ❑ Develop a way for students to report bullying anonymously (drop box which is checked daily) ❑ Provide a safe place/person for students to go if being bullied or harassed ❑ In-service for parents to raise awareness and facilitate discussion ❑ Regular agenda item at Staff, Divisional or Department Meetings ❑ Parent Support Groups for parents of students who are victims and/or parents of students who engage in bullying behaviour ❑ Whole School Social Skills Programs ❑ Peer Mentoring and Peer Mediation programs to prevent repeated aggression ❑ **Use of Restorative Justice practices to repair harm and promote positive social skill development**
Page 19	**Interventions Checklist at Secondary** Interventions at school level ❑ Build awareness and involvement of all staff and parents ❑ Survey school population ❑ Co-coordinating committee must include at	**Interventions Checklist at Secondary** Interventions at school level ❑ Build awareness and involvement of all staff and parents ❑ Survey school population ❑ Co-coordinating committee must include at

	least one teacher, parent, student, support staff, community partner and administration ❑ School conference day ❑ Develop and share a clear definition of bullying ❑ Develop clear and consistent consequences ❑ Effective adult presence during break times ❑ Provide anonymous reporting format (drop box or phone line) checked daily ❑ Provide a safe place for students to go if they are being bullied or harassed. ❑ Regular agenda item at staff meetings ❑ Regular agenda item at school council meetings ❑ Regular agenda item at student council meetings ❑ In-service for parents to raise awareness and facilitate discussion ❑ Social Skills/Substance Abuse programs ❑ Peer Mediation/Peer Mentoring programs to prevent repeated aggression	least one teacher, parent, student, support staff, community partner and administration ❑ School conference day ❑ Develop and share a clear definition of bullying ❑ Develop clear and consistent consequences ❑ Effective adult presence during break times ❑ Provide anonymous reporting format (drop box or phone line) checked daily ❑ Provide a safe place for students to go if they are being bullied or harassed. ❑ Regular agenda item at staff meetings ❑ Regular agenda item at school council meetings ❑ Regular agenda item at student council meetings ❑ In-service for parents to raise awareness and facilitate discussion ❑ Social Skills/Substance Abuse programs ❑ Peer Mediation/Peer Mentoring programs to prevent repeated aggression ❑ **Use of Restorative Justice practices to repair harm and promote positive social skill development**

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: January 14, 2013

TO: Committee of the Whole

FROM: Dr. John Malloy, Director of Education

RE: Long-Term Facilities Master Plan

Action ☒ **Monitoring** ☐

Recommended Action:

That the Board approve the "Long Term Facilities Master Plan Guiding Principles" used in the development of the Long-Term Facilities Master Plan.

Rationale/Benefits:

In order to ensure that Hamilton-Wentworth District School Board (HWDSB) provides equitable, affordable and sustainable learning facilities the following Long Term Facilities Master Plan (LTFMP) Guiding Principles have been created. These help to create the framework for determining the viability of our schools, which is a key component in the development and implementation of the Long-Term Facilities Master Plan.

The following **LTFMP guiding principles** are located in **Section 5** of the LTFMP and are consistent with the commitment to provide quality teaching and learning environments that are driven by the needs of students and programs:

1. HWDSB is committed to providing and maintaining quality learning and teaching environments that support student achievement *(HWDSB Strategic Directions, Annual Operating Plan 2011-12)*
2. Optimal utilization rates of school facilities is in the range of 90- 110%
3. Facilities reflect the program strategy that all students need personalized learning, pathways, schools with specialization and cluster and community support *(Learning for All: HWDSB Program Strategy)*
4. Transportation to school locations will not normally exceed 60 minutes one way *(Transportation Policy, 2011)*
5. School facilities meet the needs of each of our students in the 21st century *(Education in HWDSB, 2011)*
6. Accessibility will be considered in facility planning and accommodation (*Accessibility (Barrier-Free)"Pathways" Policy, 1999)*
7. School facilities provide neighbourhood and community access that supports the well-being of students and their families *(A Guide to Educational Partnerships, 2009)*
8. School facilities have flexible learning environments including adaptive and flexible use of spaces; student voice is reflected in where, when and how learning occurs *(Education in HWDSB, 2012)*

Rationale/Benefits (Con't):

9. Specific principles related to elementary and secondary panels:

Elementary

a) *School Capacity* - optimal school capacity would be 500 to 600 students, which creates two to three classes for each grade
b) *School Grade/Organization* –Kindergarten to-Grade 8 facilities
c) *School Site Size* - optimal elementary school site size would be approximately 6 acres
d) *French Immersion* - In dual track schools a balance between French Immersion and English track students is ideal for balanced program delivery

Secondary

a) *School Capacity* - optimal school capacity would be 1000 to 1250 students
b) *School Site Size* - ideal secondary

These LTFMP guiding principles provide the framework for the accommodation strategies as outlined in the LTFMP. As such the balance of the LTFMP, including a discussion of funding strategies, the impact of the LTFMP on our Facilities Management along with the proposed schedule of upcoming accommodation reviews, can only be presented and approved once these guiding principles have been formalized.

Background:

Within Hamilton-Wentworth District School Board's (HWDSB) mandate is an obligation to provide *equitable, affordable, and sustainable learning facilities* for students. To address the numerous facets related to this mandate and to provide clear direction, HWDSB, led by the Facilities Management Department, has produced a 'plan' to guide us toward achieving sustainable facilities.

The Long-Term Facilities Master Plan captures the current and future state of the HWDSB. Understanding where we are is a necessary step towards achieving where we need to be. This document is divided into 11 Sections which include:

- **Section 1: HWDSB Facilities at a Glance:** This section provides a general overview of the age, size and condition of HWDSB facilities
- **Section 2: Demographics:** This section analyzes population, immigration and live birth trends and their potential impact on enrolment trends
- **Section 3: Development:** This section identifies development areas across the communities
- **Section 4: Enrolment Trends**: This section summaries student yields and apportionment rates along with historical and projected elementary and secondary enrolment
- **Section 5: LTFMP Guiding Principles**: Lists the guiding principles used in the development of the LTFMP
- **Section 6: Boundary Reviews:** This section identifies proposed boundary reviews and reorganizations
- **Section 7: Planning Areas:** This section analyzes 14 elementary planning areas and 1 secondary planning area. These planning area allow for comprehensive and in-depth analysis of each area of the city.
- **Section 8: Program Initiatives:** This section provides an overview of existing and proposed program initiatives for the elementary/secondary panel, special education, French Immersion and alternative education

Background (Con't):

- **Section 9: Temporary Accommodation Strategy:** This section summarizes our existing inventory of portables and proposes a strategy to reduce the number of portables required
- **Section 10: Community Partnerships/Childcare/Centres in Schools:** This sections outlines our commitment to continue to encourage the involvement of partners and the community in our schools
- **Section 11:** Glossary of Terms

HAMILTON-WENTWORTH
DISTRICT SCHOOL BOARD

HWDSB

LONG TERM FACILITIES MASTER PLAN- 2012

City of Hamilton Skyline

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

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HAMILTON•WENTWORTH
DISTRICT SCHOOL BOARD

Introduction

Within Hamilton-Wentworth District School Board's (HWDSB) mandate is an obligation to provide *equitable, affordable, and sustainable learning facilities* for students. To address the numerous facets related to this mandate and to provide clear direction, HWDSB, led by the Facilities Management Department, has produced a 'plan' to guide us toward achieving sustainable facilities. The Long Term Facilities Master Plan (LTFMP) represents that 'plan'.

The LTFMP will capture the current and future state of the HWDSB. Understanding where we are is a necessary step towards achieving where we need to be. As of 2012, the HWDSB elementary panel is experiencing a surplus of pupil spaces - approximately 5,000 pupil places or 13% of existing inventory. This document illustrates past, present and future enrolments as well as the factors that influence student enrolments (e.g., demographics, birth rates, residential development, program offerings etc.). The LTFMP will provide an inventory of our facilities in order to address both our immediate and long term requirements. It will identify funding strategies, program initiatives, and accommodation strategies (boundary reviews, grade reorganizations, portable allocations, accommodation reviews). This document will serve as a clear direction to align the Board of Trustees, administrators, school staff, and the facilities management team toward the delivery of academic instruction and program in the best possible facilities.

The LTFMP Guiding Principles will provide the framework for decision making, which is a key component in the development and implementation of the Long Term Facilities Master Plan. Principles that will be identified include:

- Facilities supporting quality teaching and learning
- Optimal school utilization rates
- Alignment with our Program Strategy
- School size, organization, and site size
- Transportation and accessibility
- Flexible learning environments for 21st century learning, and
- Neighbourhood and community access

Elementary school *Planning Areas*, with logical groupings of schools, have been established as part of the LTFMP process. The planning areas allow for a comprehensive and in-depth analysis of each area of the Board. Analyses of accommodation and utilization challenges, along with facility needs is done on a smaller scale to determine the optimal solution for the each planning area. Fourteen (14) elementary planning areas have been created. The secondary panel has been placed into a single planning area. The impact of the already approved Board decisions will be monitored closely as they are implemented. Boundary reviews and program placement are part of the Secondary School Program Strategy currently being implemented.

The document recommends a series of accommodation strategies. The timing for the strategies will be presented at a later date. These accommodation related initiatives that are proposed for various schools are included in the document to give direction to the board and to assist in long-term planning. The inclusion of these projects does not imply a definitive commitment to these projects. Each individual project will be considered by senior administration and the Board of Trustees before implementation and may also be subject to approval from the Ministry of Education.

Section 1: HWDSB Facilities at a Glance

Age of Facilities

There are currently 95 elementary schools and 18 secondary schools in the Hamilton-Wentworth District School Board. In total, there are 113 active schools which totals 7,270,440 square feet of space. The schools range in age from less than 1 year old to 161 years old. Currently, the board has 14 schools that were built in the last 15 years and 15 schools that were built 75 years or more years ago. Due to the history and age of some of Hamilton's neighborhoods, original neighbourhood school facilities still stand and continue to be in use. The board has 45 schools that are between the ages of 45 and 60, meaning they were built between 1952 and 1966 (the Baby Boom Era). Below in figure 1, is a chart that depicts the ages of schools in the HWDSB inventory.

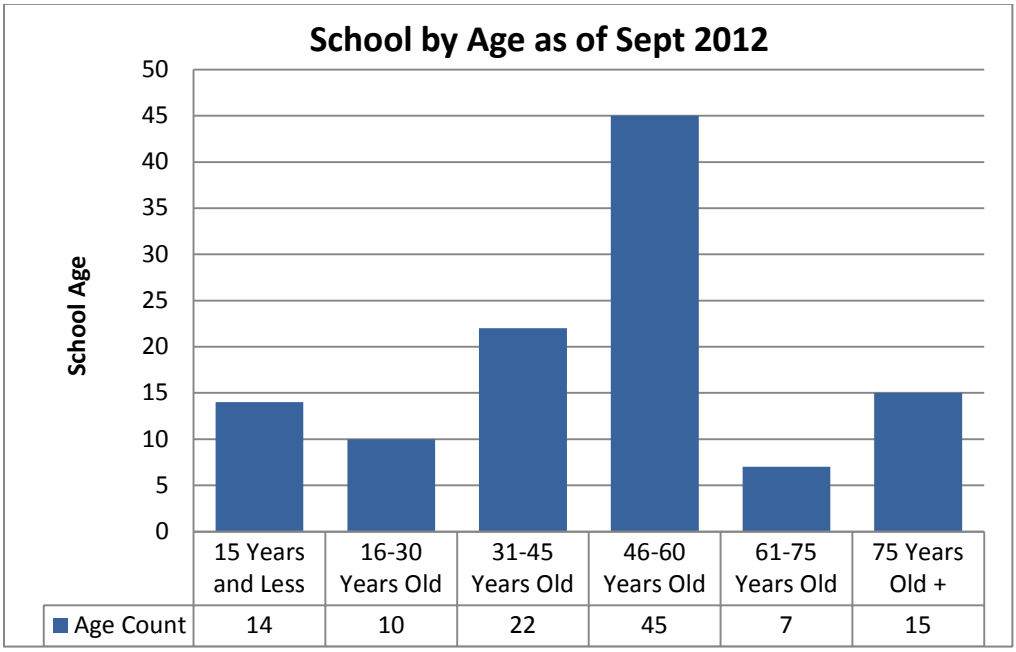

Figure 1: School by Age Chart

Since 2000, the Board has closed 30 schools, rebuilt 6 of those closed schools, and has built 9 new schools. There are 21 fewer elementary facilities then in 2001. The Board has also approved the closure of 7 secondary schools and building 3 new secondary schools in their place by 2015. The board has also approved the closure of Prince Philip Elementary School.

Size of Facilities

In figure 2 below, the chart indicates the square footage currently in the Hamilton-Wentworth District School Board inventory and the gross floor area (GFA) of the proposed school closures.

Gross Floor Area (GFA)	15 Years and Less	16-30 Years Old	31-45 Years Old	46-60 Years Old	61-75 Years Old	75 Years Old +	Total
Current Building GFA	926,716	838,634	1,643,726	2,400,979	320,860	1,139,525	7,270,440
GFA with Approved Closures	926,716	838,634	1,358,743	1,870,644	320,860	911,889	6,227,486

Figure 2: Gross Floor Area Table (note: does not include proposed new construction)

HWDSB's school inventory totals more than seven million square feet. With the planned closure of 8 secondary schools and one elementary school the gross floor area would be reduced approximately one million square feet. The distribution of square footage in figure 2 above is the same as the school age graph in the previous section. There is over 2.4 million square feet in HWDSB's inventory that is 46-60 years old and over 1.1 million square feet over 75 years old. The reduction of gross floor area reduces maintenance and capital costs for HWDSB. The reduction in square footage allows for allocating more funds to remaining schools as funding is based on the number of pupils a School Board has not the number of pupil places.

On the Ground Capacity (OTG) is the number of students (by instructional space) the permanent structure of a building can accommodate as per calculations set by the Ministry of Education. The calculations can be found in the School Facility Inventory System (SFIS). SFIS is a web- based database that tracks information for all schools in Ontario. SFIS indicates a capacity for each classroom based on its intended use which can be, at the elementary panel, a classroom, special education room, resource room or a kindergarten room. Each room has a capacity rating and the total of the rooms in a school are added together to form its OTG. Below, in figure 3 is the total capacity of the elementary panel since 2000.

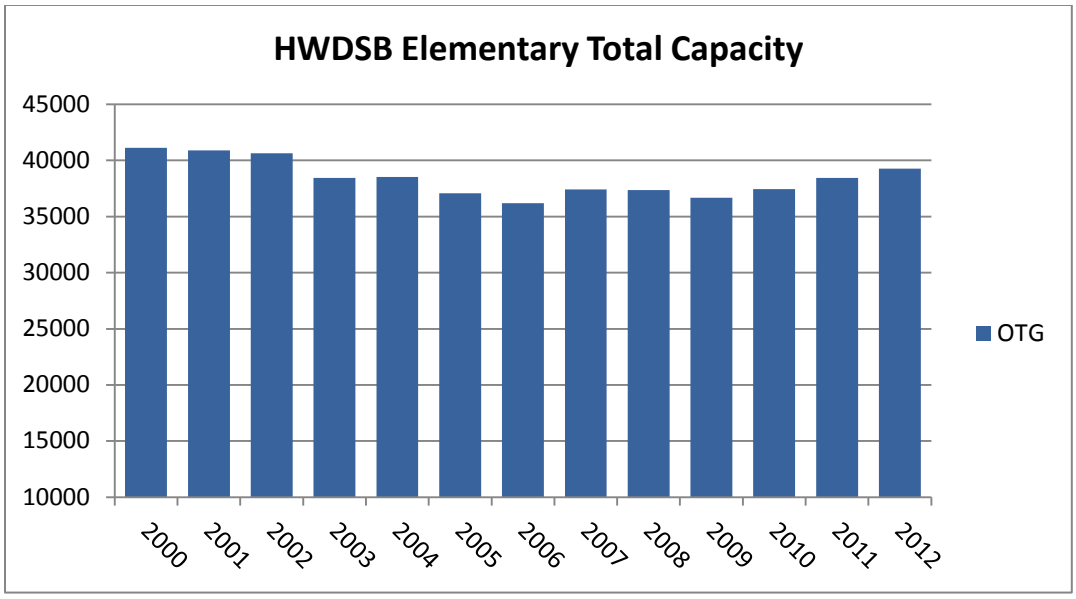

Figure 3: Elementary Total Capacity Chart

HWDSB inventory of elementary schools has gone from 116 schools in 2000 to 95 in 2012. As of 2012, the combined capacity of the elementary panel is just over 39,000 while enrolment is approximately 34,100. This equates to roughly 5,000 excess pupil places. As a comparison, in 2000, HWDSB had a similar combined elementary panel OTG yet the enrolment at that time was just over 37,000 students.

Since 2000, the Board's total secondary panel capacity has remained stable at approximately 20,000. The last year that HWDSB secondary enrolment counts closely matched this total capacity (20,000) was also in 2000 - approximately 19,500. The only two significant changes to the secondary capacity took place in June 2001 when Scott Park closed, and in 2012 when Waterdown opened a new wing with the capacity to accommodate approximately 700students. The change in capacity can be seen in figure 4 below.

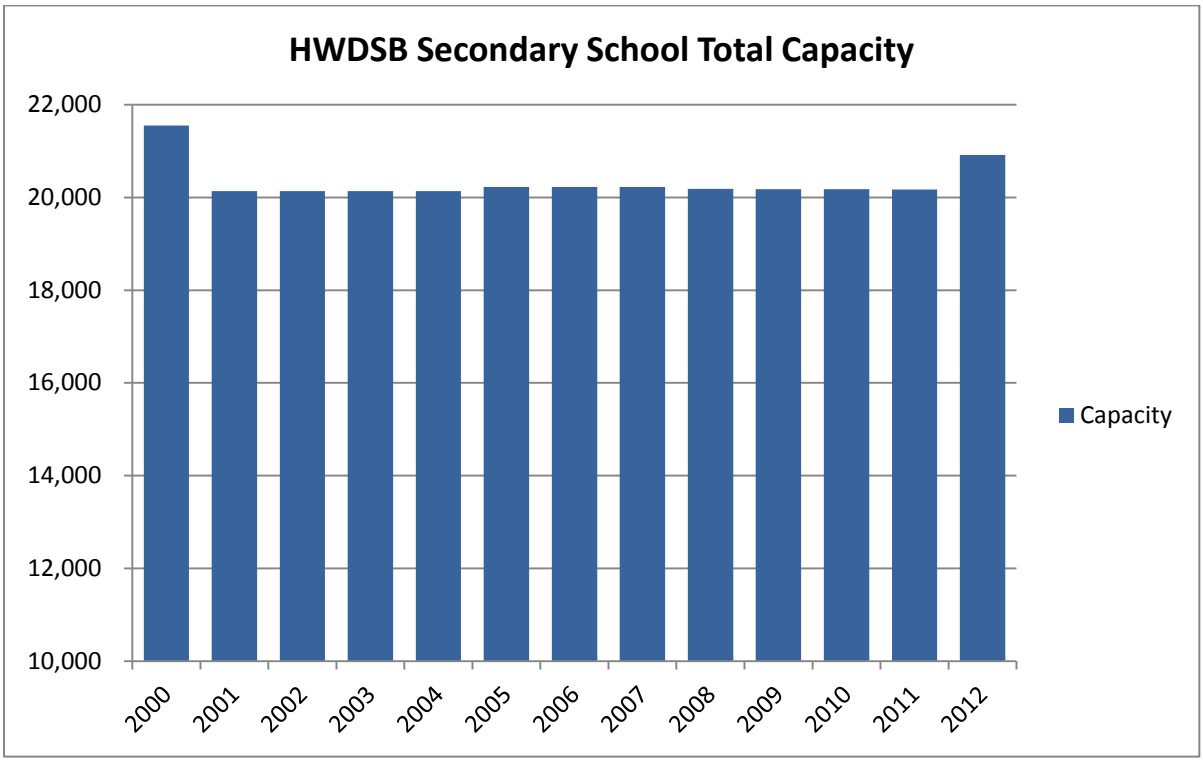

Figure 4: Secondary School Total Capacity Chart

Currently, there are approximately 4,000 excess secondary pupil places. Hamilton-Wentworth District School board has approved the closure of eight secondary schools and the construction of three new secondary schools. If Ministry funding is approved and schedules move forward, in 2015 the capacity of the secondary school panel will be reduced to approximately 17,000.

In the last 15 years Hamilton-Wentworth District School Board has built 15 new schools. Over those 15 years the average school size accommodates 645 students. This is considerably larger than the average size of elementary schools built prior to 1997. Schools with ages between 16 and 30 averaged almost 200 less pupil places. School built between 31 to 45 years old were even smaller with an average OTG of 354. Schools built between 30 to 60 years ago were built as neighbourhood schools, hence the small capacity. Figure 5 below shows the average OTG of elementary schools in HWDSB's inventory.

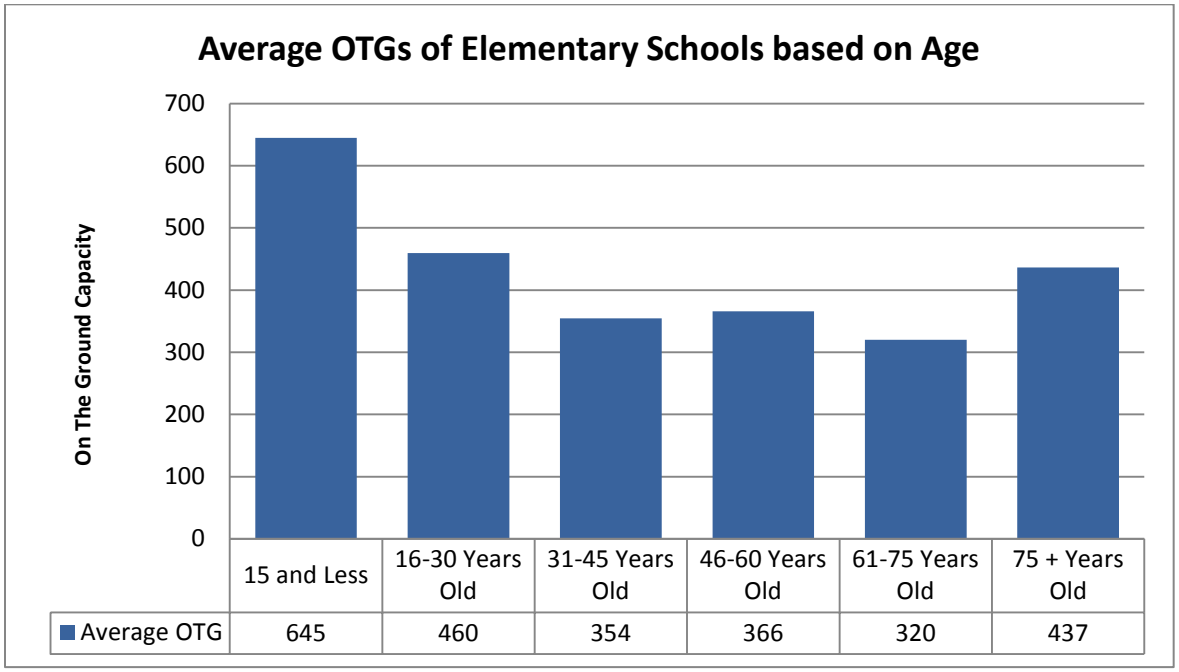

Figure 5: Average OTG of Elementary Schools by Age Chart

The reason why HWDSB has 95 elementary schools in the inventory is due to the large number of small schools. In Hamilton, 58 of the 95 elementary schools have a capacity of 400 or less.

HAMILTON•WENTWORTH DISTRICT SCHOOL BOARD

Condition of Facilities

Deferred Maintenance (capital) is defined as an amount needed but not yet expended for restoration or rehabilitation to retain a building's functionality.

This practice of postponing maintenance in order to save costs, meet budget funding levels or realign available budgets leads to building deterioration and ultimately component/building failure.

Figure 6 below identifies current and 10 year deferred maintenance estimates for all identified components in current Board facilities.

Additionally the report includes estimates for current and 10 year "critical" items. Critical items are those components, if they fail will close the facility.

Facility Condition Index (FCI)

The FCI is the ratio of estimated deferred maintenance costs to estimated replacement cost of the facility. To calculate the FCI, divide the total estimated cost to complete deferred maintenance by the estimated replacement value.

A facility with a lower FCI will require less expenditure for remedial or renewal work relative to the facility's value.

The attached schedule (figure 7) identifies the impact of the Condition Index on the asset performance based on 5 years of renewal needs.

CURRENT DEFERRED MAINTENANCE			
ELEMENTARY	Current deferred maintenance (less King George includes Prince Philip)	$156,118,136	
SECONDARY	Current deferred maintenance (all schools included)	$189,455,284	
		TOTAL	**$345,573,420**
10 YEAR DEFERRED MAINTENANCE *1			
ELEMENTARY	10 Year deferred maintenance(less King George includes Prince Philip)	$368,392,205	
SECONDARY	10 Year deferred maintenance (all schools included)	$259,146,952	
		TOTAL	**$627,539,157**
With ARC closures			
ELEMENTARY	10 Year deferred maintenance(less King George and Prince Philip)	$365,086,215	
SECONDARY *2	10 Year deferred maintenance (less 8 schools indentified in ARC reports)	$149,115,547	
		TOTAL	**$514,201,762**
CURRENT CRITICAL ITEMS *3			
ELEMENTARY	Current critical items (less King George includes Prince Philip)	$69,913,027	
SECONDARY	Current critical items (all schools included)	$79,649,643	
		TOTAL	**$149,562,670**
10 YEAR CRITICAL ITEMS *1 * 3			
ELEMENTARY	10 Year critical items (less King George includes Prince Philip)	$163,587,066	
SECONDARY	Current critical items (all schools included)	$107,691,450	
		TOTAL	**$271,278,516**
With ARC closures			
ELEMENTARY	10 Year critical items (less King George and Prince Philip)	$161,903,404	
SECONDARY *2	Current critical items (less 8 schools indentified in ARC reports)	$ 58,274,131	
		TOTAL	**$220,177,535**

NOTES:

* 1. Assume no Capital funding committed to deferred maintenance
* 2.Total does not include allocation for 3 proposed secondary schools
* 3. Critical items have been identified as items that could close school if components fail.

Figure 6: Current Deferred Maintenance Chart

Impact of Condition Index on Asset Performance (5 Year FCI)				
FCI Levels	**HWDSB Schools**	**Facilities**	**Learning**	**Staff and Budgets**
Good 0-20%	-A.M. Cunningham -A.A. Greenleaf -Ancaster Meadow -Balaclava -Bellmoore -Cathy Weaver -Chedoke -Dr. Davey -Gatestone -Guy Brown -Hillcrest -Janet Lee -Lawfield - -Prince of Wales -Queen Victoria -Ray Lewis -Saltfleet -Sir Wilfred Laurier -Sir William Osler -Templemead -Waterdown DHS -Winona	-Facilities will look clean and functional -Limited and manageable component and equipment failure may occur -Facilities will compete well for enrollment	-Student achievement will be optimized by high quality facility conditions -Student and staff morale will be positive and evident	-Maintenance and operations staff time will be devoted to regular scheduled maintenance
Average 21-40%	-Bell-Stone -Bennetto -C. B. Stirling -Central -Dr. J. Seaton -Earl Kitchener -Eastmount Park -Franklin Road -G.R. Allan -Glendale -Glen Echo -Billy Green -Gordon Price -Helen Detwiler -Hill Park -Holbrook -Lake Avenue -Lincoln Alexander -Lisgar -Memorial (Ham) -Millgrove -Mountain View -Mount Hope -Mountview -Norwood Park -Orchard Park -Parkview -Pauline Johnson -Queen Mary -Queen's Rangers -R.L. Hyslop -Ridgemount -Roxborough Park -Ryerson -Sir Allan MacNab -Strathcona -Tapleytown -Westwood	-Facilities are beginning to show signs of wear -More frequent component and equipment failure will occur	-Student achievement is unlikely to be at risk from facility conditions -Student and staff morale may be affected	-Maintenance and operations staff time may be diverted from regular scheduled maintenance -May be some variability in operational costs

Fair 41-64%	-Adelaide Hoodless -Ancaster H & VS -Barton -Beverly Central -Buchanan Park -Cardinal Heights -Collegiate Ave -Delta -Dundana -Dundas Central -Eastdale -Ecole Elementaire Michaelle Jean -Fessenden -Flamborough Centre -G.L. Armstrong -Glen Brae -Glenwood -Green Acres -Hess Street -Highland -Huntington Park -James MacDonald -Mary Hopkins -Memorial (SC) -Mountain S.S. -Parkside -Prince Philip -Queensdale -R.A. Riddell -Richard Beasley -Rosedale -Rousseau -Sir Isaac Brock -Sir John A. MacDonald -Sir Winston Churchill -Spencer Valley -Viscount Montgomery -W.H. Ballard -Westdale -Westview -Yorkview	-Facilities will look worn with apparent and increasing deterioration -Frequent component and equipment failure may occur. Occasional building shut down might occur -The facility will be at a competitive disadvantage and enrollment could be impacted	-Student achievement will be at risk of deterioration (5%-10%) -Symptoms will become apparent in: • Attendance issues • Student and staff wellness • Disciplinary incidents • Staff turnover -Concern about negative morale with student s and staff will be raised and become evident	-Emergency repairs and maintenance costs can impact budgets -Maintenance and operations staff time will likely be diverted from regular scheduled maintenance and forced to “reactive” mode which increases costs
Poor over 65%	-Ancaster Senior -C.H. Bray -Dalewood -Elizabeth Bagshaw -Greensville -Highview -Linden Park -Mount Albion -Parkdale -Sherwood -Westmount -Woodward	-Facilities will look worn with obvious deterioration -Equipment failure in critical items more frequent. Occasional building shut down could occur. Management risk is high -The facility will be at a competitive disadvantage and will be at a high risk of enrollment shortfalls	-Student achievement could be impacted -Growing organizational stress will also become apparent to: • Attendance issues • Student and staff wellness • Staff turnover -Lack of maintenance will affect the attitudes and morale of students and staff	-Emergency repairs and maintenance costs can consume budgets -Maintenance and operations staff will not be able to provide regular scheduled maintenance due to high level of “reactive” calls which increases costs

Figure 7: Impact of Condition Index on Asset Performance

Section 2: Demographics

Population Trends

The City of Hamilton is comprised of six communities - Ancaster, Stoney Creek, Dundas, Flamborough, Glanbrook, and Hamilton. With a population of 519,949 in 2011, the City of Hamilton is ranked 5th largest in the province of Ontario and 10th in the nation. Since 2006, Hamilton has seen a 3.1% population growth which is below Ontario's provincial population growth of 5.7%. (Statistics Canada, 2012)

Hamilton's population age profile, based on 2001, 2006 and 2011 census data from Statistics Canada, illustrates the age distribution of the city's population.

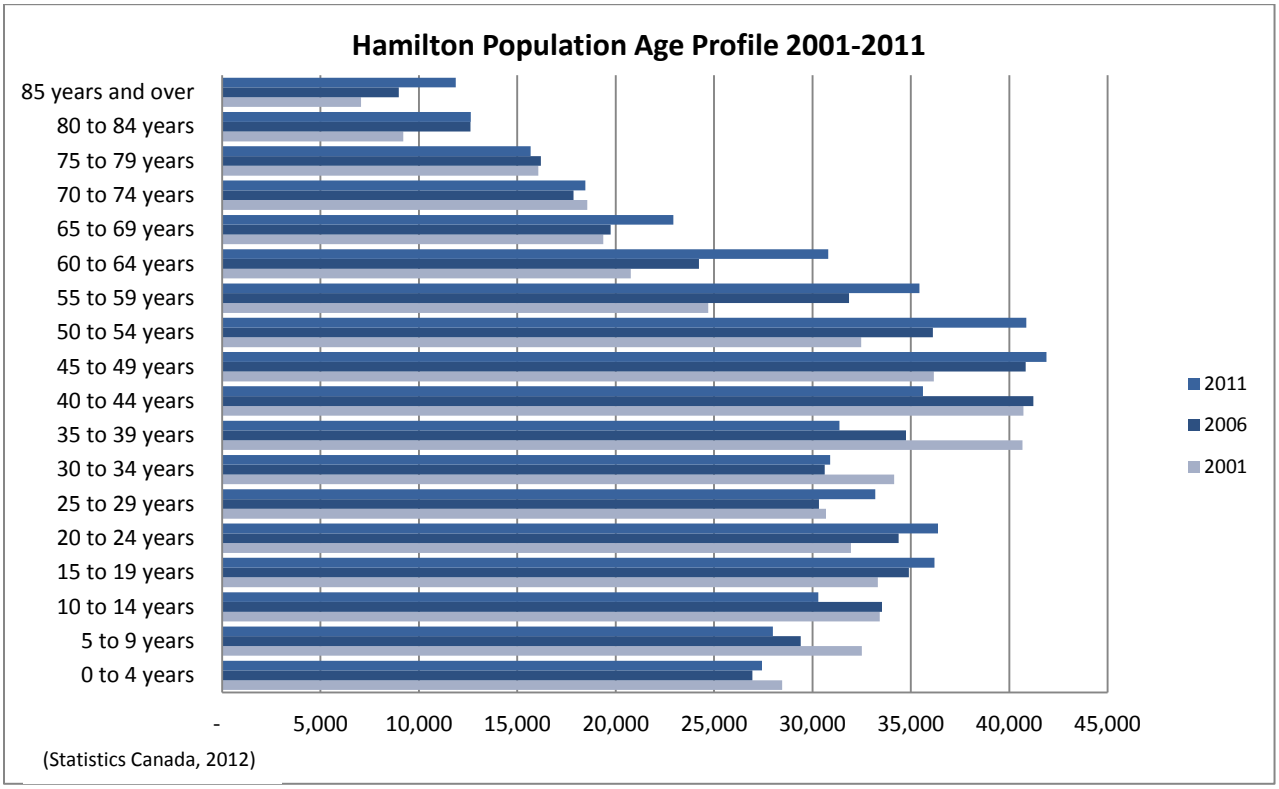

Figure 8: Hamilton Population Age Profile Chart - 2001-2011

Figure 6 above illustrates the change in population, by age, since 2001. Since 2001, Hamilton's total population has increased from 490,270 to 519,950 which is an increase of 6.1%. The largest increase in population in Hamilton from 2001 to 2011 occurred between the ages of 45 to 65. This twenty year age cohort is the baby boom generation which was responsible for much of Hamilton's school infrastructure growth from the 1950's to the 1970's and is now contributing to Hamilton's and Ontario's overall aging population. As the baby boom generation entered into adulthood and typical child bearing years, the school age population remained steady throughout the 1980s and 1990s. With the baby boomers in the age ranges of 40 to 60 in the early 2000's a new smaller group of adults moved into their typical child bearing years and has resulted in a decrease of school age children.

Along with this increase in an aging population, there is a parallel decrease in the number of school age children. Currently, these effects are being felt in Hamilton and Ontario. In Hamilton, from 2001 to 2011 the population of children between the ages of 5 and 19 has dropped 4.8% in Hamilton. (Statistics Canada, 2012) Although Hamilton's overall population continues to grow the population of school age children is decreasing but will begin to level off and is projected to rise in the distant future as the following section will illustrate.

Population Projections

According to the Ontario Ministry of Finance Population Projections update 2011, Hamilton's population will continue to increase over the next 25 years. Ontario's population is projected to increase by 4.4 million to 17.7 million which is a 32.7 per cent increase. Hamilton's population is projected to increase by 25 percent from 519,950 to 651,000 by 2036. (Ministry of Finance, 2012)

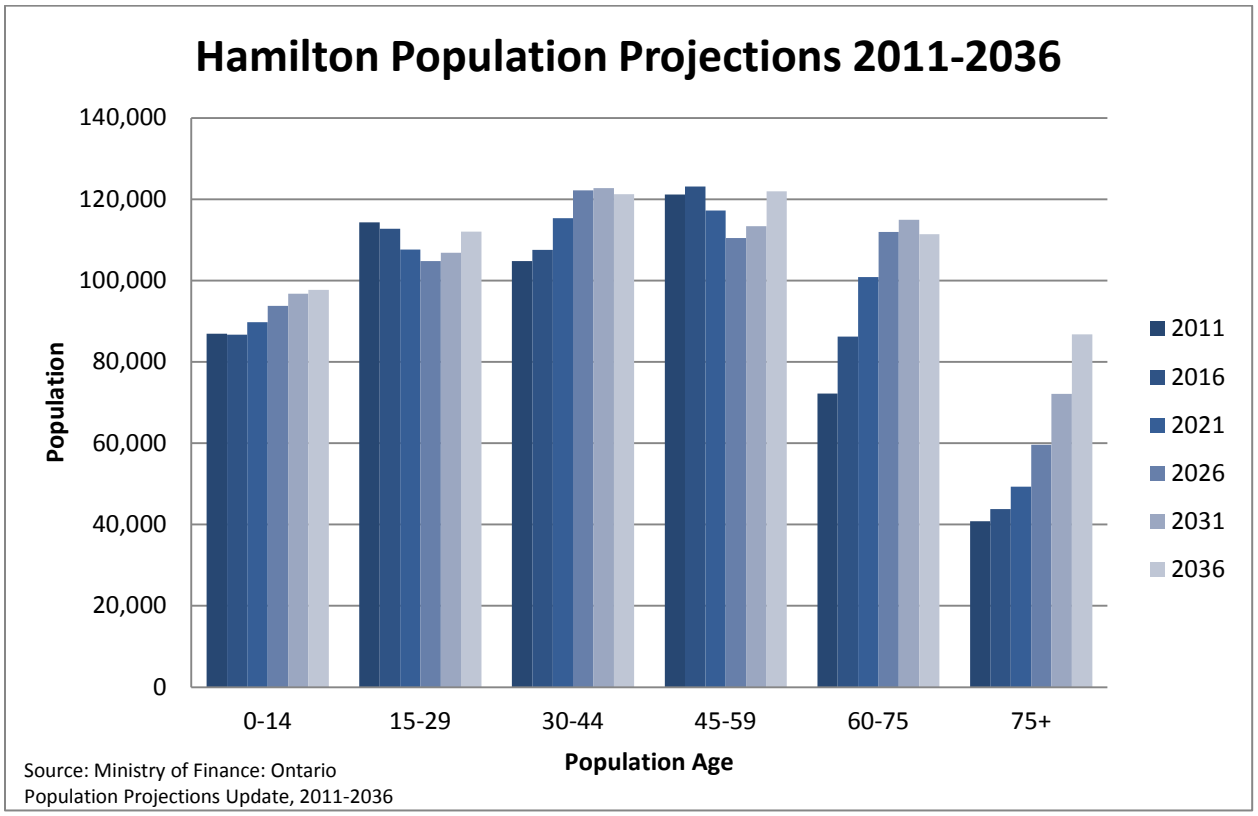

Figure 9: Hamilton Population Projections Chart - 2011-2036

Figure 7 above illustrates the projected change in Hamilton's population over the next 25 years. The most noticeable change occurs in the age ranges 60-75 and 75 plus. The rapid increase of elderly people is due to the aging baby boom generation. Another change to note is the variation in the 0-14 cohort. From 2011 to 2016 the amount children ages 0-14 remains relatively stable at just over 86,000 but from 2026 through 2036 the amount increases to just over 97,000. This is due to children of the baby boomers reaching their child bearing years. It is expected with this change in the age profile there will be an increase in school age children in Hamilton starting in approximately 2026 and continuing the next ten years. (Ministry of Finance, 2012)

Immigration

Immigration has also played a significant role in the change in Hamilton's population and this is projected to continue in the future. Immigration data for Hamilton is based upon the Census Metropolitan Area (CMA), which not only includes Hamilton's city limits but Burlington and Grimsby which are outside of the Hamilton-Wentworth District School Board's jurisdiction. This information is meant to give an overview of how immigration affects the region.

From 2002 to 2011 Hamilton's CMA has averaged approximately 3,800 new landings a year. A new landing is an official arrival of a new permanent resident to Canada. Ontario averaged approximately 119,000 new permanent immigrants from over the same 10 year period. According to Citizenship and Immigration Canada data Hamilton over the past 10 years has averaged 3.2 per cent of newly landed permanent immigrants ranking third in Ontario CMAs behind Ottawa-Gatineau of 5.38 per cent and Toronto's CMA 79.56 percent. (Citizenship and Immigration Canada, 2011) Although Hamilton's percentage seems low it is higher than most in Ontario. Figure 8 shows the number of permanent immigrants in Hamilton's CMA over the last 10 years.

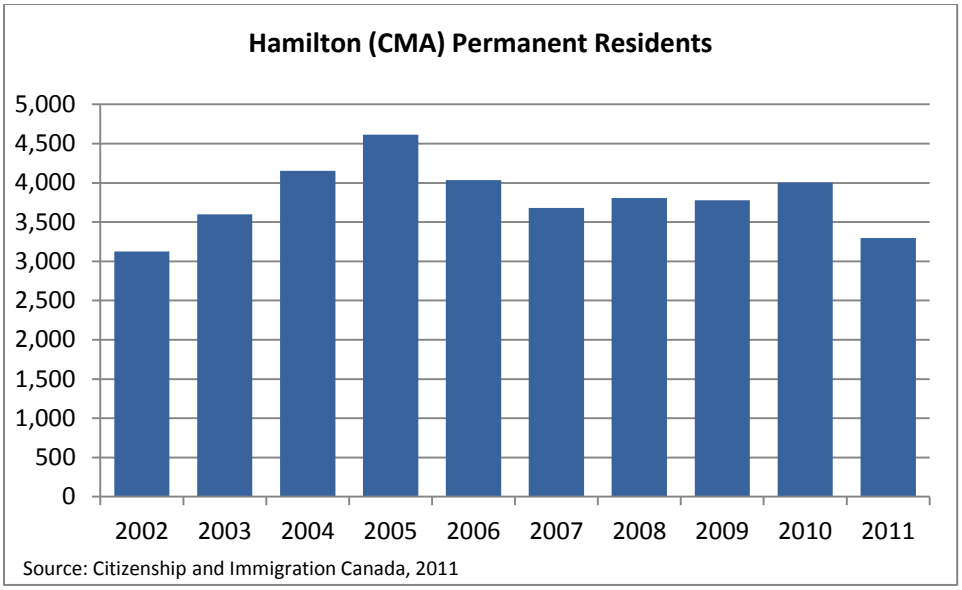

Figure 10: Hamilton (CMA) Permanent Residents per Year Chart

Hamilton's CMA saw in increase in new permanent residents from 2002 to 2005 but the number has stabilized over the past 5 years to between 3,500 and 4,000. From the 1970s to 1990s, Hamilton was a destination of choice for new permanent residents, but over the last 10 years immigration has declined. That being said, approximately 40 per cent of Hamilton's total new permanent resident population settled prior to 1971. (Wayland, 2010) Although Hamilton's CMA does have a healthy influx of newcomers each year it is has been generally decreasing since the 1970s. Due to the amount of new permanent in Hamilton, certain areas within the city have become more transient.

Live Birth Data

In Hamilton, the number of live births since 1996 has fluctuated from a high in 1996 of 5,855 to a low 5,050 in 2007. From 1996 to 2000 the live birth rate declined steadily and then stabilized until 2007. There has been a slight increase since 2008 but it has not reached the high of 1996. With a slight increase in child births a slight increase in elementary students may be realized. Live birth data allows for analysis of trends and assist in the development of projections. (Statistics Canada, 2006)

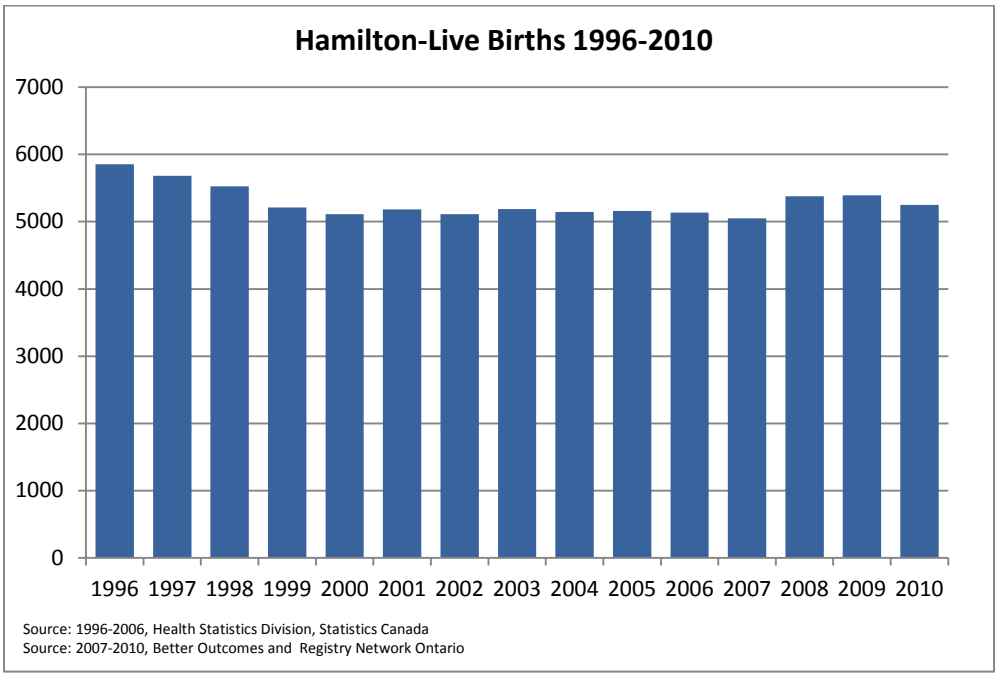

Figure 11: Hamilton Live Birth Chart - 1996-2010

The Total Fertility Rate (TFR) in Ontario has decreased over the past twenty years. (Ministry of Finance, 2012) In 2002, Ontario reached its lowest TFR of 1.48 children per woman. The latest available data from 2010 shows a slight increase to 1.53, but this is very low in comparison to the baby boom era when the fertility rate was as high as 3.8 children per woman. (Ministry of Finance, 2012) The replacement rate of population is 2.1 children per woman, meaning that Ontario is dependent on immigration and migration for population growth as long as the fertility rate stays below 2.1. In 2008, Hamilton's CMA had a total fertility rate of 1.59 children per woman. (Statistics Canada, 2010) With Hamilton's TFR at 1.59 in 2008, immigration and migration are significant factors in Hamilton's population growth.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Section 3: Development

Residential Development in Hamilton has been averaging over 1800 housing completions a year since 2009 (Canadian Mortgage and Housing Corporation, 2012). Development is beginning to reach the edge of the urban boundary. There is now a greater focus on higher density residential dwellings. The urban boundary ensures compactness of urban development and protection of the agricultural and rural areas surrounding Hamilton. With limited space in Hamilton, a change from predominantly single family home neighbourhoods to neighbourhoods with a combination of single houses, semidetached, townhouses and mixed- use buildings has occurred. Since 2009, 37 per cent of the housing completions in Hamilton have been townhouses, 54 per cent have been single family homes and the other 9 per cent are semidetached homes and apartments (Canadian Mortgage and Housing Corporation, 2012). The trend of higher density housing is expected to continue based on the residential development plans circulated by the City of Hamilton. Hamilton's Planning and Economic Development Department has release a Residential Intensification Guide which focuses on redevelopment, infill housing, reuse of land and new development that involves combining mixed use housing and high density housing.

In the following section Hamilton is broken down into five areas to better illustrate where the majority of development is occurring. Unit numbers are split into 3 categories; pending phase, draft approved and active. The pending phase has a number of steps in the subdivision approval process laid out by the City of Hamilton (See Appendix 6 for a schematic representation of the Municipal Planning Process). The steps were condensed into one phase to simplify the process.

- The pending phase includes completing and submitting an application, preliminary circulation by the city to stakeholders, community information meeting, and formal public meeting.
- City Council will review the application then makes a decision and the notice of decision is released to the public.
- After a public appeal period the decision of the council is final and draft plan approval is granted.
- Draft plans usually have a set of conditions developers must fulfil before a subdivision can be registered with the city.
- The draft plan is registered and declared active if all conditions are met.

A residential development can remain in the draft plan approval phase for many years depending on the conditions imposed by the city and the current market conditions. There are residential developments in Hamilton that have been draft approved for over 30 years, but there are also developments which met their conditions quickly and development was registered with the city and moved to active status within the same year. The appeal process can delay a residential development by significant periods of time depending on the appeal. Appeals are heard by the Ontario Municipal Board which is an independent tribunal which rules on Land Use Planning, development charges and other related planning legislation. These factors make it difficult to precisely project when residential developments will begin to affect the enrolment at schools. Planning and Accommodation tracks development data using the information provided by developers and the City of Hamilton to ensure that development is properly calculated into enrolment projections.

The maps in the following section show all stages of development and the checkered line represents Hamilton's urban boundary.

Ancaster

The majority of the development in Ancaster is located in the Meadowlands which is North of Garner Road along Southcote, Springbrook and Raymond Road. There are 8 plans that are active developments and 9 draft approved developments. The 8 active registered plans are currently under construction and when complete will yield slightly over 800 housing units. There is also roughly 200 units pending in Ancaster and there is still vacant land available that could potentially produce more residential development. The potential land indicated is only speculative and has yet to begin the subdivision approval process.

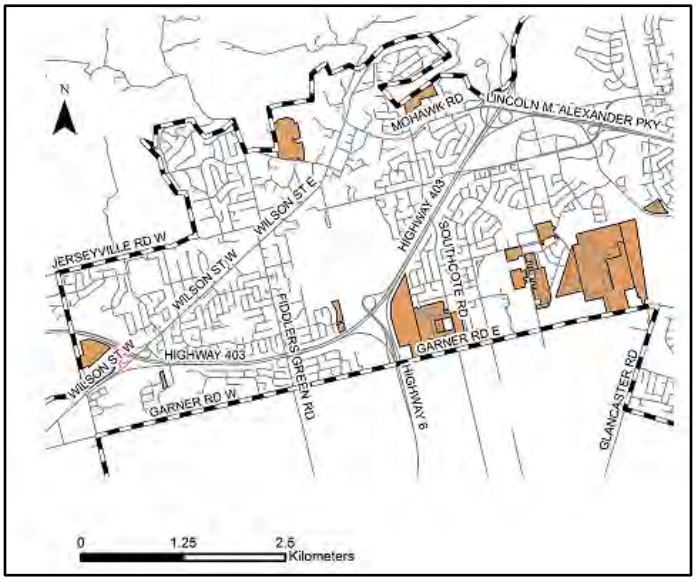

Figure 12: Ancaster Development Map

Dundas

There is very limited new development in Dundas. There is a major condo development at Ogilvie and Governors road that still has one complex to be completed. The majority of Dundas' new developments are apartments.

Flamborough

The majority of development in Flamborough is occurring in Waterdown. There are 3 active residential developments that are under construction and when completed will yield roughly 400 units. There are approximately 600 units which are draft approved and there are more units pending. The largest of these developments is Waterdown Bay phase 1B, 2 and 3 which are currently appealed to the Ontario Municipal Board (OMB). Waterdown Bay phase 1 has already built 176 single homes, 72 townhomes are slated to be built and the other phases are projected to yield over 2,600 units. Before the development can move forward the development must meet specific guidelines set out by the OMB. Therefore the timing of the construction of this development is not identified.

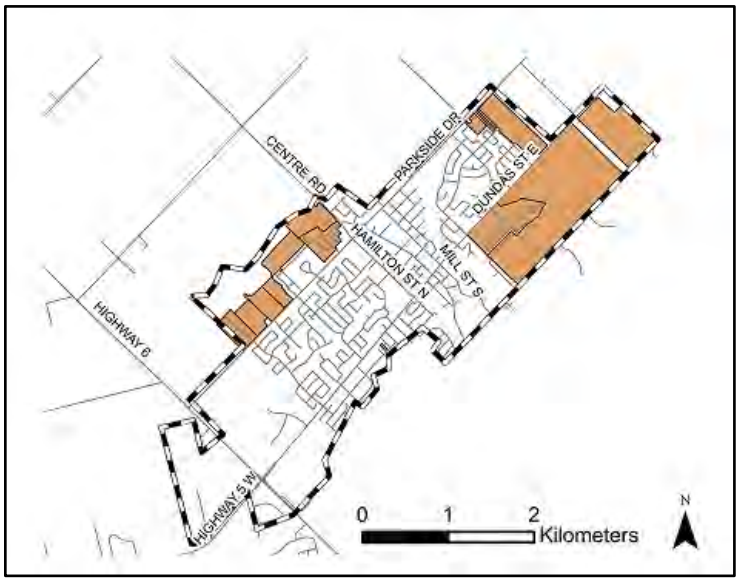

Figure 13: Flamborough Development Map

Glanbrook

Glanbrook has 3 major areas of development Binbrook, Mt. Hope, and North Glanbrook. North Glanbrook will be discussed in the Upper Stoney Creek section. Figure 12 (right) is the Binbrook area. This area has been growing over the last 10 years and will continue to grow. There are approximately 5 active developments in this area and when complete will yield approximately 650 units. Another 1,000 units are in the pending phase of development. Other land is available in Binbrook with potential for residential development. These lands have not yet entered the secondary planning stage.

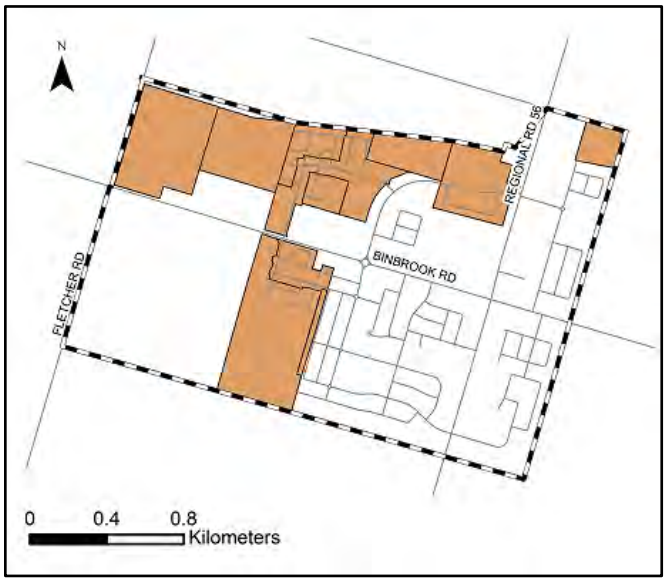

Figure 14: Binbrook Development Map

The second Glanbrook area is Mount Hope. Mount Hope has seen a large amount of development in the past ten years and the area is reaching its limit. There are 3 residential developments in this area and when complete will yield a total of approximately 250 units. There are 5 developments that are draft approved or pending which are projected to yield approximately 400 units.

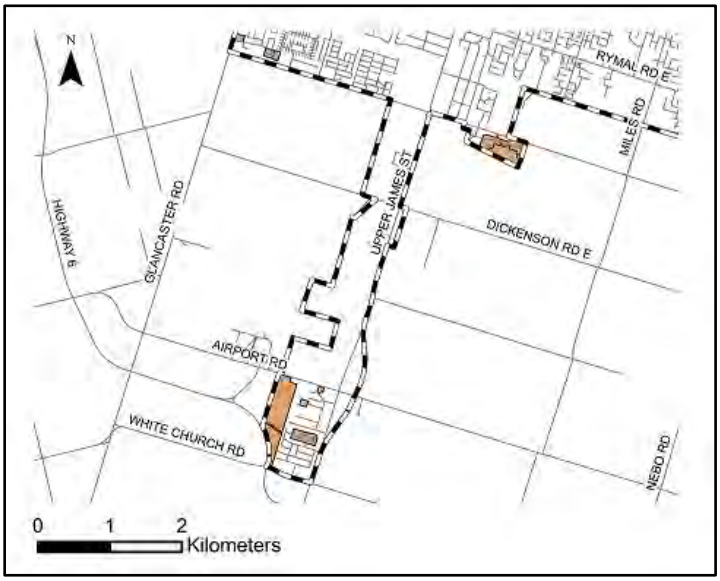

Figure 15: Mount Hope Development Map

The third residential area within Glanbrook is North Glanbrook. It is located just south of Rymal Road East. Its development potential is discussed as port of the Upper Stoney Creek area.

Hamilton

The majority of the remaining vacant land within the urban boundary of the City of Hamilton is found south of the Lincoln Alexander Parkway. There are approximately 8 active residential housing development in Hamilton and when complete will yield approximately 550 units. Many of these developments are small in scale due to limitations of the remaining land. There are approximately 1,300 units in the draft approved phase. The largest developments are located along Rymal Road East and West, stretching across the southern limits of Hamilton's urban boundary. In north Hamilton, around the downtown core, there is limited development. This area is predominantly apartments or condominium developments. There are projected to be approximately 3,000 apartment/condo units built throughout this planning area.

Figure 16: Hamilton Development Map

Stoney Creek

Stoney Creek is separated into two development areas, Upper and Lower Stoney Creek. Lower Stoney Creek is shown in figure 15. In this area there are 4 active developments currently under construction. They will yield approximately 400 units. There are approximately 700 units in the pending phase. The majority of the development in this area is located in Winona which is the eastern portion of Stoney Creek. Much of the area is developed, considered industrial lands or is protected lands under the Niagara Escarpment Plan.

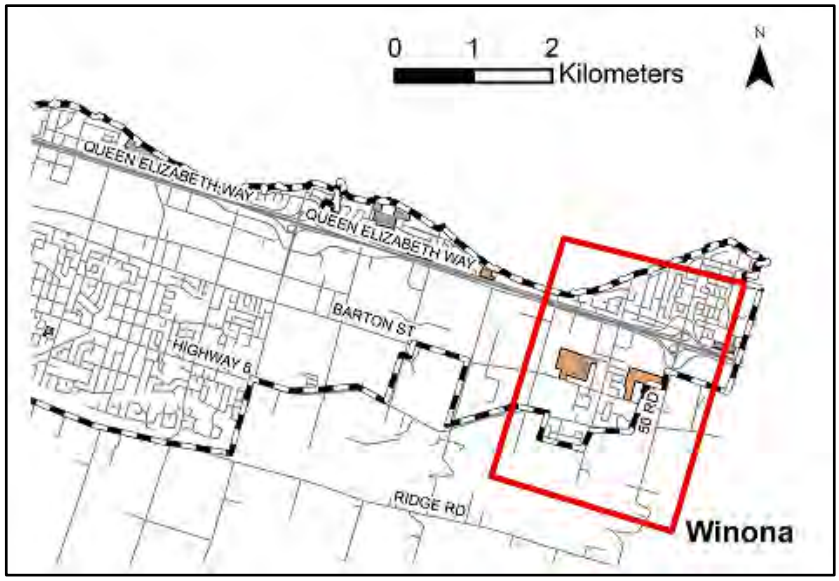

Figure 17: Stoney Creek Development Map

Upper Stoney Creek and North Glanbrook are represented in Figure 16. This area is projected to see significant future development. There are 7 active developments under construction and when complete will yield approximately 850 units. There are 9 draft approved developments that are projected to yield over 2,500 units. The timing of the subdivisions will vary as proposed by the City of Hamilton. The subdivisions will be serviced starting between 2012 and 2014 and beyond. They would become active and begin yielding houses after servicing is complete.

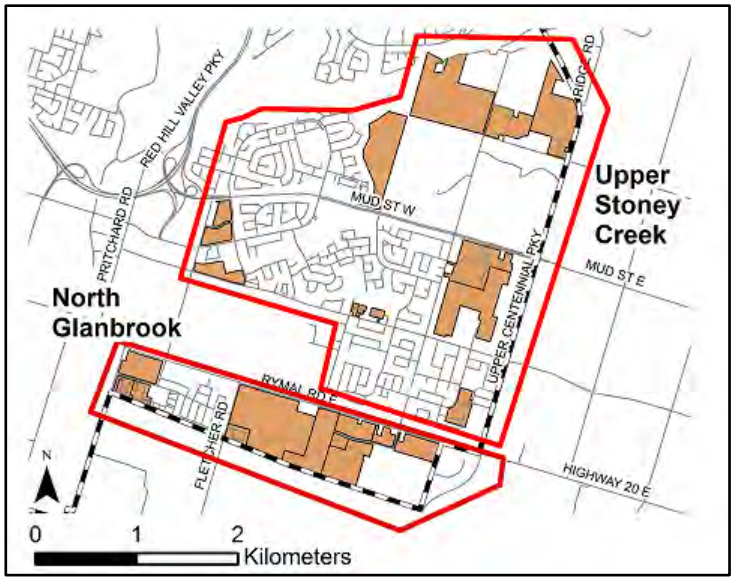

Figure 18: North Glanbrook and Upper Stoney Creek Development Map

Tracking development is important in the formation of enrolment projections. Ensuring that projected enrolments account for future housing developments allows for Planning and Accommodation to have a proactive approach in areas of the city with new development. Determining the potential timing of residential development requires continuous monitoring.

Section 4: Enrolment Trends

Student Yields

HWDSB's student yield analysis for projected new residential development provides the actual student yields for a specified geography using the housing data from the Municipal Property Assessment Corporation (MPAC) and the Board's student data. The MPAC and student data are both geocoded (digitally referenced on a map) which allows for matching to be done on each individual property to determine the units that have students. From this, yield factors are calculated based on dwelling types (single family homes, semi-detached, townhomes, and apartments) to determine and become comprised within projected student enrolments.

Residential development yields will vary from development area to development area and are calculated accordingly. The following graphic illustrates the current Board- wide student yields for elementary and secondary – they represent a single family yield and a townhome yield. As per the current Board-wide yield, 4 new single family homes would yield 1 HWDSB elementary aged student (.24 x 4) and approximately 6.5 townhome units for 1 student (6.6 x .15).

Student Apportionment

HWDSB's apportionment of students compared to our co-terminus Board is illustrated in the table below by elementary and secondary panel. HWDSB's elementary apportionment has been steady at approximately 65% - secondary approximately 62%. The secondary panel has declined slightly by 2% since 2006. Both Boards have been experiencing decline in the elementary panel for the past 6 years. In the secondary panel, HWDSB has been in enrolment decline longer than enrolment at the co-terminus Board.

Apportionment Rates

Elementary Apportionment

	HWDSB Elementary Students						
2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change
33,109	32,444	31,884	31,372	31,221	31,080	-2,029
64.7%	64.6%	64.6%	64.5%	64.7%	64.8%	0.0%

	HWCDSB Elementary Students						
2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change
18,034	17,794	17,496	17,295	17,003	16,911	-1,123
35.3%	35.4%	35.4%	35.5%	35.3%	35.2%	0.0%

Secondary Apportionment

	HWDSB Secondary Students						
2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change
18,091	17,877	17,648	17,582	17,213	16,788	-1,303
64.4%	63.8%	63.2%	62.4%	62.3%	62.2%	-2.3%

	HWCDSB Secondary Students						
2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	Change
9,985	10,136	10,270	10,598	10,432	10,219	234
35.6%	36.2%	36.8%	37.6%	37.7%	37.8%	2.3%

SOURCE: Ministry of Education, School Board Funding Projections for the 2012-2013 School Year (Sept 2012)

Figure 19: Elementary and Secondary Apportionment Rate Tables

Elementary

The following graph illustrates the elementary historical and projected enrolment of Hamilton-Wentworth District School Board from 2002 to 2022.

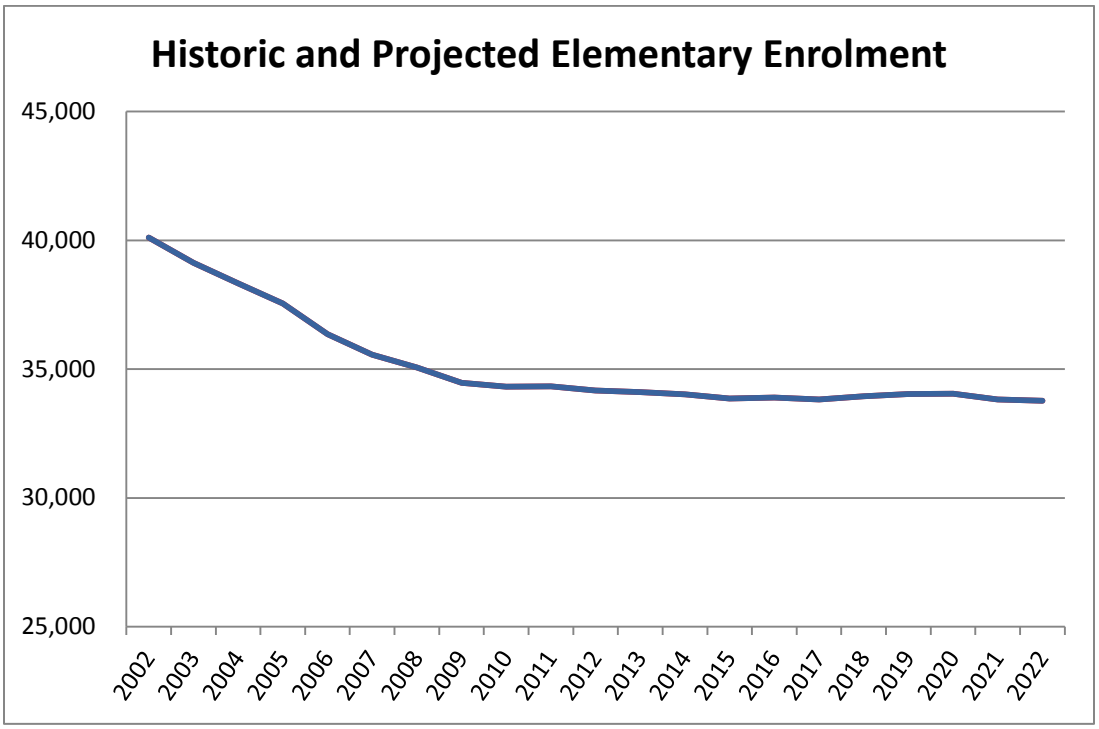

Figure 20: Historic and Projected Elementary Enrolment Chart

It is clear from the graph above that historically, elementary enrolment declined rapidly from 2002 to approximately 2012. It is also evident that elementary enrolment is projected to continue to decline from 2012 to 2015. The decline is estimated to be at a much slower rate, ultimately stabilizing between 2016 and 2022. The above elementary enrolment trend coincides with Hamilton's overall school age children population trend. It is also decreasing and is projected to level out in the near future.

Secondary

The following graph demonstrates the secondary historic and projected enrolment of the Hamilton-Wentworth District School Board from 2002 to 2022.

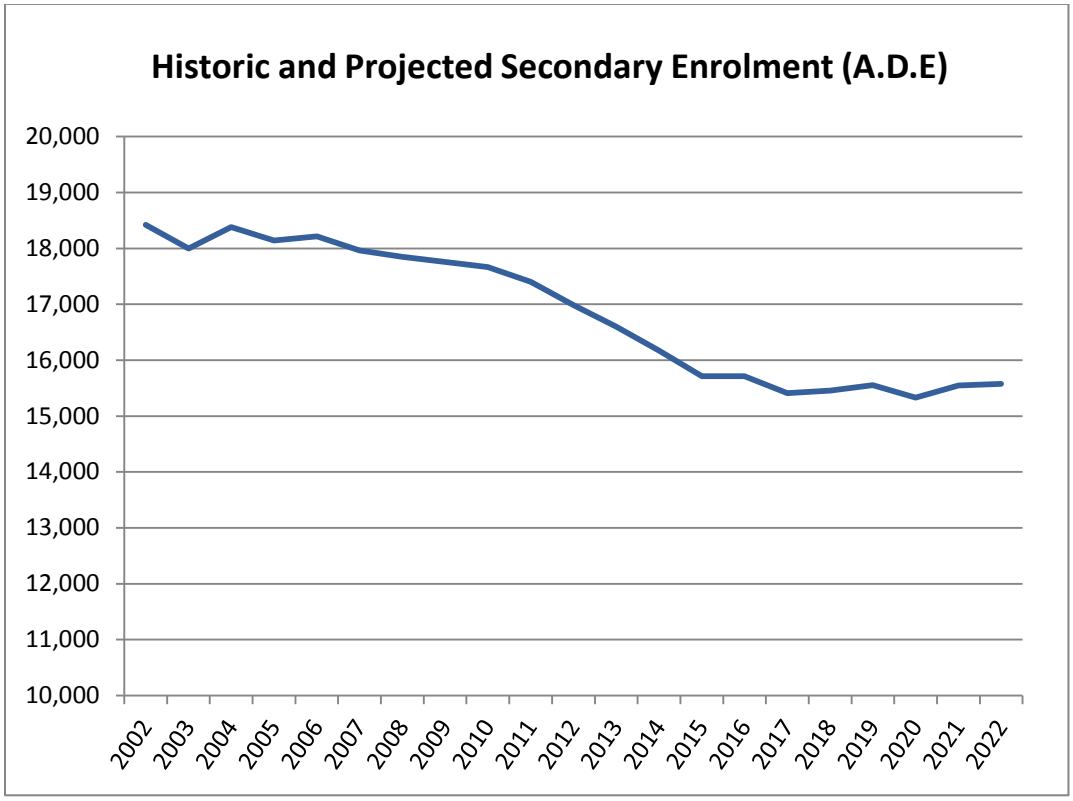

Figure 21: Historic and Projected Secondary Enrolment Chart

Secondary enrolment historically saw minor changes from 2002 to approximately 2006. From 2007 to 2012, secondary enrolment decreased at a steady rate. It is projected to continue to decrease at the same rate until approximately 2017. The remainder of the projected secondary enrolments (2018- 2022) illustrates a general plateauing as represented in the 'flattening' of the trend line in the graph above. This can largely be attributed to the stabilizing elementary populations feeding up into the secondary panel.

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Section 5: LTFMP Guiding Principles

In order to ensure that Hamilton-Wentworth District School Board (HWDSB) provides equitable, affordable and sustainable learning facilities, the following LTFMP Guiding Principles have been created. These principles guide and assist in creating the framework for determining the viability of our schools, which is a key component in the development and implementation of the Long Term Facilities Master Plan.

The following guiding principles are consistent with the commitment to provide quality teaching and learning environments that are driven by the needs of students and programs:

1. HWDSB is committed to providing and maintaining quality learning and teaching environments that support student achievement *(HWDSB Strategic Directions, Annual Operating Plan 2011-12)*
2. Optimal utilization rates of school facilities is in the range of 90- 110%
3. Facilities reflect the program strategy that all students need personalized learning, pathways, schools with specialization and cluster and community support *(Learning for All: HWDSB Program Strategy)*
4. Transportation to school locations will not normally exceed 60 minutes one way *(Transportation Policy, 2011)*
5. School facilities meet the needs of each of our students in the 21st century *(Education in HWDSB, 2011)*
6. Accessibility will be considered in facility planning and accommodation (*Accessibility (Barrier-Free)"Pathways" Policy, 1999)*
7. School facilities provide neighbourhood and community access that supports the well-being of students and their families *(A Guide to Educational Partnerships, 2009)*
8. School facilities have flexible learning environments including adaptive and flexible use of spaces; student voice is reflected in where, when and how learning occurs *(Education in HWDSB, 2012)*
9. Specific principles related to elementary and secondary panels:

   <u>Elementary</u>

   a. *School Capacity* - optimal school capacity would be 500 to 600 students, which creates two to three classes for each grade
   b. *School Grade/Organization* –Kindergarten to-Grade 8 facilities
   c. *School Site Size* - optimal elementary school site size would be approximately 6 acres
   d. *French Immersion* - In dual track schools a balance between French Immersion and English track students is ideal for balanced program delivery

   <u>Secondary</u>

   a. *School Capacity* - optimal school capacity would be 1000 to 1250 students
   b. *School Site Size* - ideal secondary school site size would be approximately 15 acres, including a field, parking lot and building

   (NOTE: Not meeting the aspects of the program specific principles above (#9), does not preclude that a school has been pre-determined for automatic closure or other accommodation strategies. The principles are intended to be guides).

Section 6: Boundary Reviews

Boundary Evolution:
Boundaries are established/created as a result of several factors – for example: upon the construction of a new school; as the result of school consolidations; and, attendance boundary changes. The shape, or contour, of a boundary can be attributed to the residential development land formations. Land parcels are often not perfectly square 'geographic blocks' of land. Geographic features (e.g. rivers, escarpments) and 'man-made' features (e.g. rail lines, major arteries and highways) also influence boundary formations. It may become necessary to make modifications to boundaries (boundary changes) as enrolments change, leading to accommodation pressures at a school - or conversely, empty spaces. Other factors which impact enrolments include program changes, shifts in community demographics, and residential developments.

Considerations:
Boundary changes are often a solution when addressing an accommodation pressure for one school while another neighbouring school is underutilized. Boundary changes are not convenience measures and only considered when necessary. The following are items to consider when contemplating a boundary change:

- Current and projected utilization of the schools involved
- Condition of the facilities
- Have the schools been involved in a boundary change in the recent history?
- What level of support from the community is there for a boundary change?
- Rectifying irregularities may require the review of more than two schools
- Altering attendance boundaries in one panel should be done in concert with consideration of the other panel and programs
- What policies or procedures are in place to guide the boundary change?

Proposed Boundary Reviews for 2013
To date, this report proposes boundary reviews/grade reorganizations be undertaken at the following schools (by Planning Area):

- Flamborough
  - Allan Greenleaf
  - Guy Brown
  - Spencer Valley
- East Glanbrook and Upper Stoney Creek
  - Gatestone
  - Mount Albion
- Central Mountain
  - Cardinal Heights and Ridgemount Grade Reorganization

These reviews should be completed this winter (2013) with the intent to implement in September 2013.

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Section 7: Planning Areas

Planning areas allow for comprehensive and in-depth analysis of each area of the city. Analysis of accommodation/utilization issues and facility needs are done on a smaller scale to determine the right solution for each planning area. Planning and Accommodation has identified 14 planning areas using a variety of factors. Geography, facility utilization, enrolment, facility condition and associated junior elementary and secondary school boundaries were all considered when creating the 14 planning areas. Planning areas will be involved in accommodation reviews, boundary reviews and grade reorganizations if necessary. It should be understood that because a school is included in an accommodation review does not mean it will be destine to close. Having large groups of schools in a review allows for boundary changes and other accommodation solutions to occur within the terms of reference of the accommodation review.

The following summary pages represent the planning areas. Each page contains a map of the area, the schools involved, enrolment information, facility information and suggested next steps.

Elementary Planning Areas:

1. Westdale
2. Flamborough
3. Central Mountain
4. East Hamilton City 1
5. West Hamilton City
6. West Glanbrook
7. East Mountain
8. Lower Stoney Creek
9. West Hamilton Mountain
10. Ancaster
11. East Hamilton City 2
12. Central Hamilton City
13. Dundas and West Flamborough
14. East Glanbrook and Upper Stoney Creek

Secondary Planning Area:

1. Hamilton

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 1- Westdale

School	Grades	FI Grades	Portables
Dalewood	6- 8	6- 8	2
George R. Allan	JK- 5	Sk- 5	0
Prince Philip	JK- 5		1 Portapack (4)

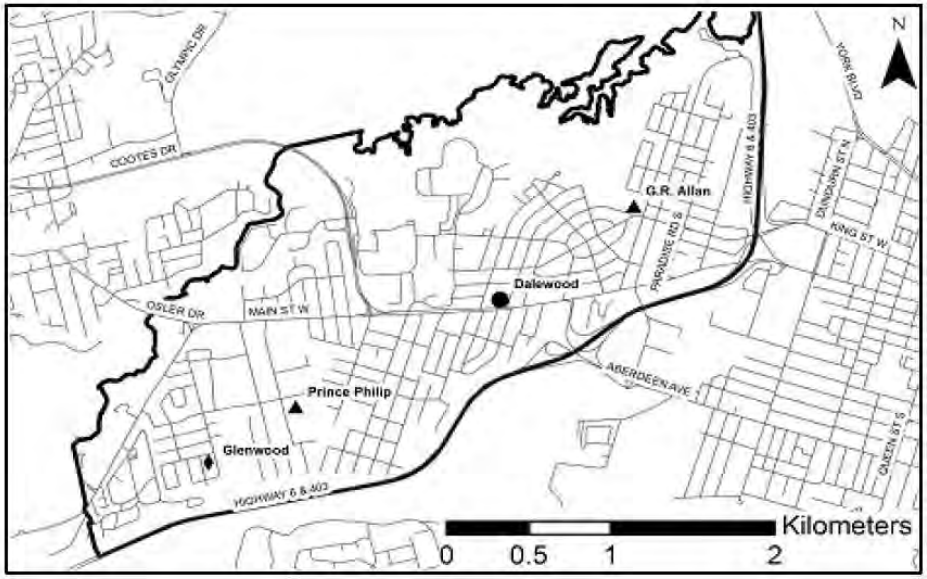
School	Capacity	Enrolment	Utilization
Dalewood	392	367	94%
George R. Allan	668	445	67%
Prince Philip	247	199	81%

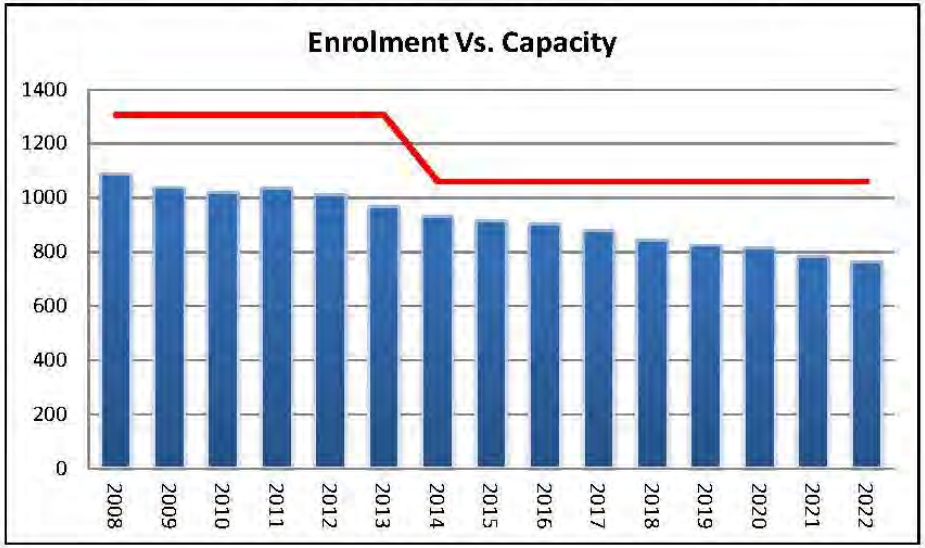
Observations

- **Accommodation Review has been completed and the HWDSB has approved the closure of Prince Philip in June 2013.**

Next Steps

- **Additional FDK and capital projects at GR Allan and capital projects at Dalewood have been proposed by the board pending Ministry approval.**





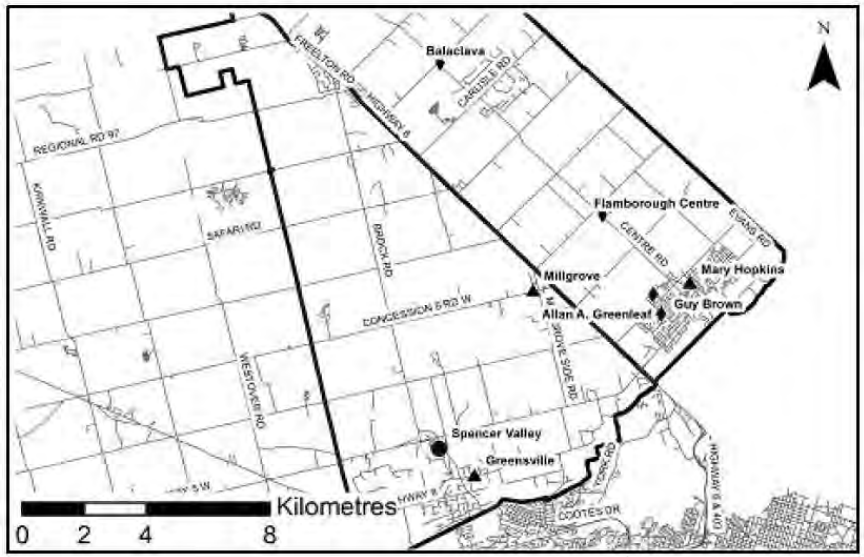
*Enrolment and Capacity Data Based on October 2012 Data

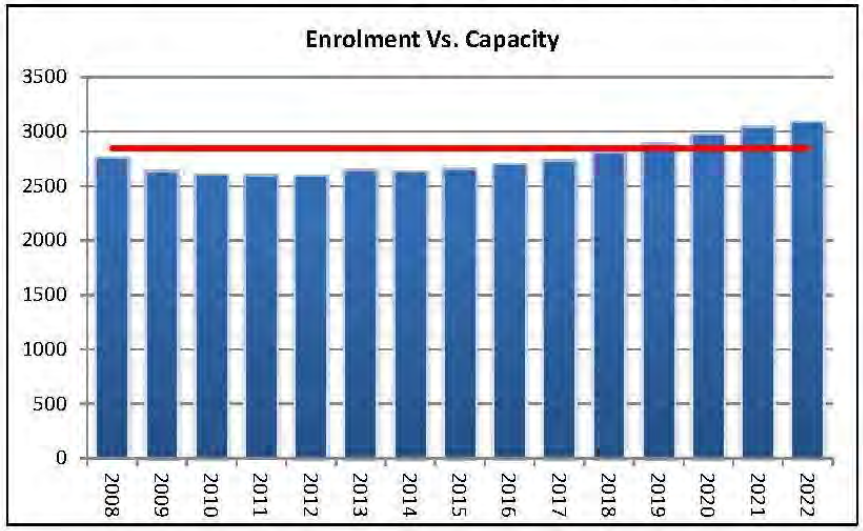
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 2- Flamborough

School	Grades	FI Grades	Portables
Allan A. Greenleaf	JK- 8		4
Balaclava	JK- 8		1 Portapack (6)
Flamborough Centre	JK- 8		1 Portapack (6)
Greensville	JK- 5		1
Guy B. Brown	JK- 8	SK- 5	0
Mary Hopkins	JK- 5		1 Portapack (6)
Millgrove	JK- 5		1
Spencer Valley	6- 8		0

School	Capacity	Enrolment	Utilization
Allan A. Greenleaf	492	508	103%
Balaclava	397	368	93%
Flamborough Centre	240	294	123%
Greensville	222	197	89%
Guy B. Brown	638	539	84%
Mary Hopkins	385	328	85%
Millgrove	227	183	81%
Spencer Valley	248	177	71%





Observations

- Total capacity of planning area is 2,849.
- In 2012 the eight schools have a total population of 2,594 students.
- Projection indicates an increasing enrolment in the Flamborough planning area due to development in the south end of Waterdown.

Next Steps

- The planning area's accommodation could be solved by a combination of boundary reviews and accommodation reviews. Rural Flamborough could be reduced by 300 pupil places and Waterdown will need approximately 500 additional pupil places.
- Land Purchase in Waterdown South for new elementary school.
- Boundary reviews are suggested to occur in 2012/2013.
- Accommodation review suggested to occur.

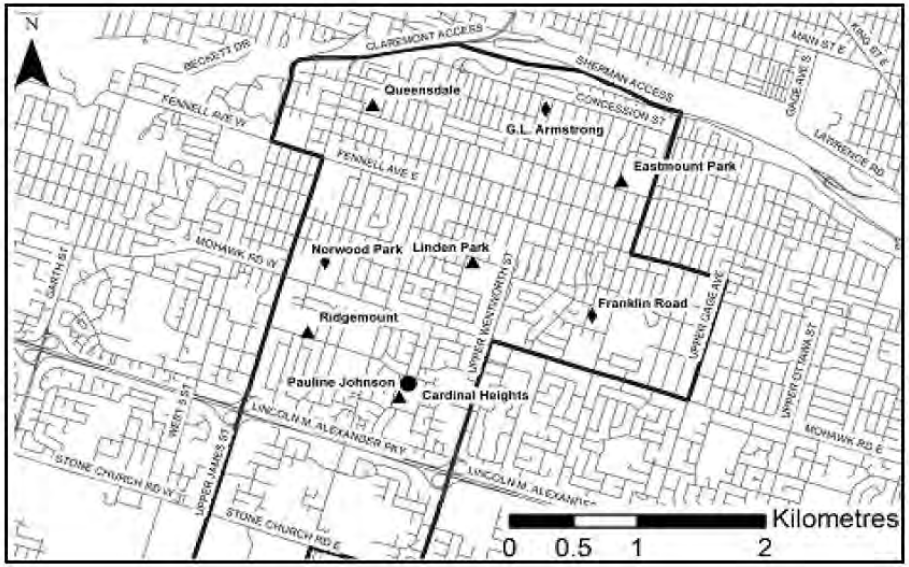
*Enrolment and Capacity Data Based on October 2012 Data

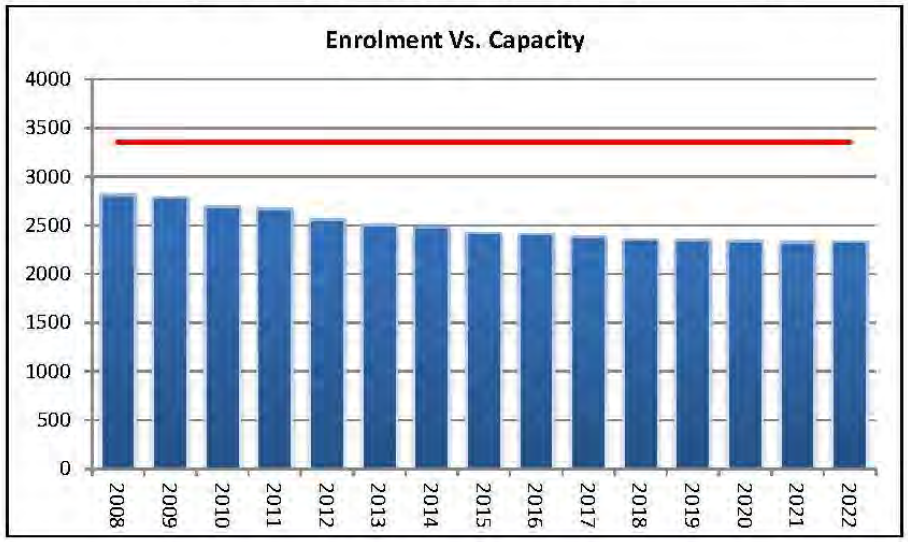
HAMILTON·WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 3- Central Mountain

School	Grades	FI Grades	Portables
Cardinal Heights	6- 8		0
Eastmount Park	JK- 6		0
Franklin Road	JK- 8		0
George L. Armstrong	JK- 8		0
Linden Park	JK- 6		0
Norwood Park	JK- 8	SK- 8	8
Pauline Johnson	JK- 5		0
Queensdale	JK- 6		0
Ridgemount	JK- 6		4

School	Capacity	Enrolment	Utilization
Cardinal Heights	308	307	100%
Eastmount Park	348	219	63%
Franklin Road	463	351	76%
George L. Armstrong	633	338	53%
Linden Park	319	157	49%
Norwood Park	443	483	109%
Pauline Johnson	314	254	81%
Queensdale	279	190	68%
Ridgemount	250	260	104%





Observations

- **Total capacity of planning area is 3,357.**
- **In 2012 the nine schools have a total population of 2,559 students.**
- **Projection indicates a declining enrolment in Central Mountain planning area.**

Next steps

- **The planning area's capacity could be reduced by 1,000 pupil places to obtain better utilization.**
- **Accommodation review suggested to occur.**

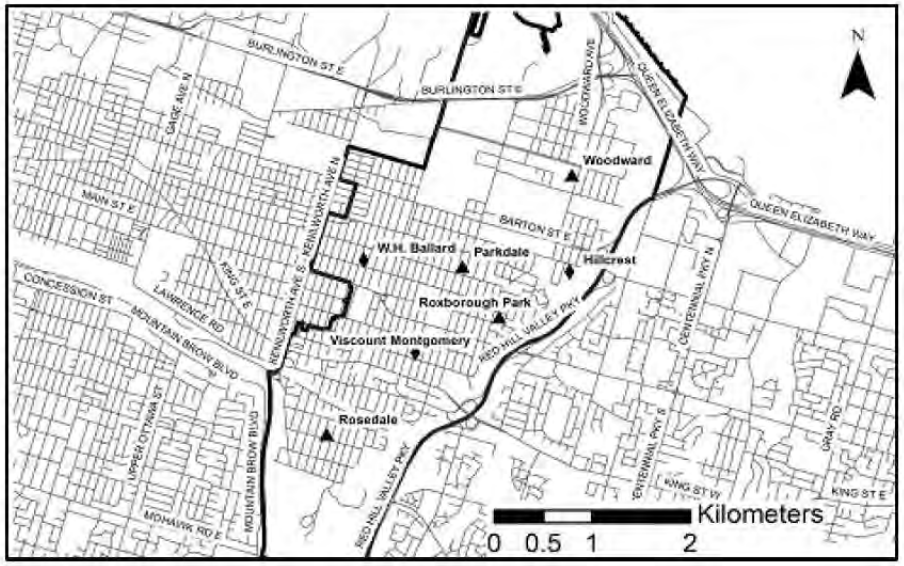
*Enrolment and Capacity Data Based on October 2012 Data

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 4- East Hamilton City 1

School	Grades	FI Grades	Portables
Hillcrest	JK- 8		0
Parkdale	JK- 5		0
Rosedale	JK- 5		0
Roxborough Park	JK- 5		0
Viscount Montgomery	JK- 8		0
W.H. Ballard	JK- 8		0
Woodward	JK- 5		0

School	Capacity	Enrolment	Utilization
Hillcrest	690	483	70%
Parkdale	291	175	60%
Rosedale	236	149	63%
Roxborough Park	371	220	59%
Viscount Montgomery	469	345	74%
W.H. Ballard	837	577	69%
Woodward	201	131	65%

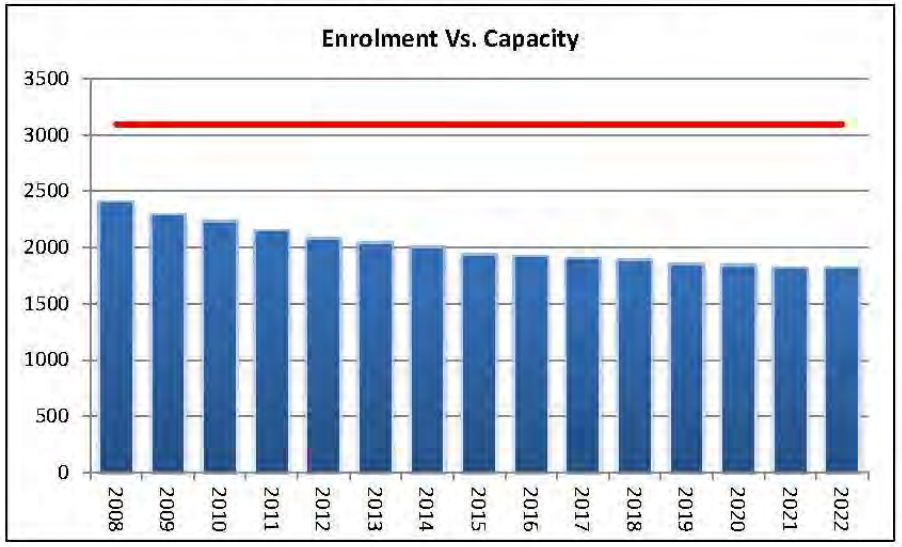


Observations

- **Total capacity of planning area is 3,095.**
- **In 2012 the seven schools have a total population of 2,080 students.**
- **Projection indicates a declining enrolment in East Hamilton City planning area.**

Next Steps

- **Planning area's capacity could be reduced by 1,000 pupil places to obtain better utilization.**
- **Accommodation review suggested to occur.**



*Enrolment and Capacity Data Based on October 2012 Data

HAMILTON·WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 5- West Hamilton City

School	Grades	FI Grades	Portables
Bennetto	JK- 8		0
Cathy Wever	JK- 8		0
Central	JK- 5		0
Dr. J. Edgar Davey	JK- 8		0
Earl Kitchener	JK- 5	SK- 5	0
Hess Street	JK- 8		0
Queen Victoria	JK- 8		0
Ryerson	6- 8	6- 8	4
Strathcona	JK- 5		0

School	Capacity	Enrolment	Utilization
Bennetto	765	535	70%
Cathy Wever	791	648	82%
Central	297	227	76%
Dr. J. Edgar Davey	768	609	79%
Earl Kitchener	532	509	96%
Hess Street	446	347	78%
Queen Victoria	723	496	69%
Ryerson	297	371	125%
Strathcona	247	210	85%

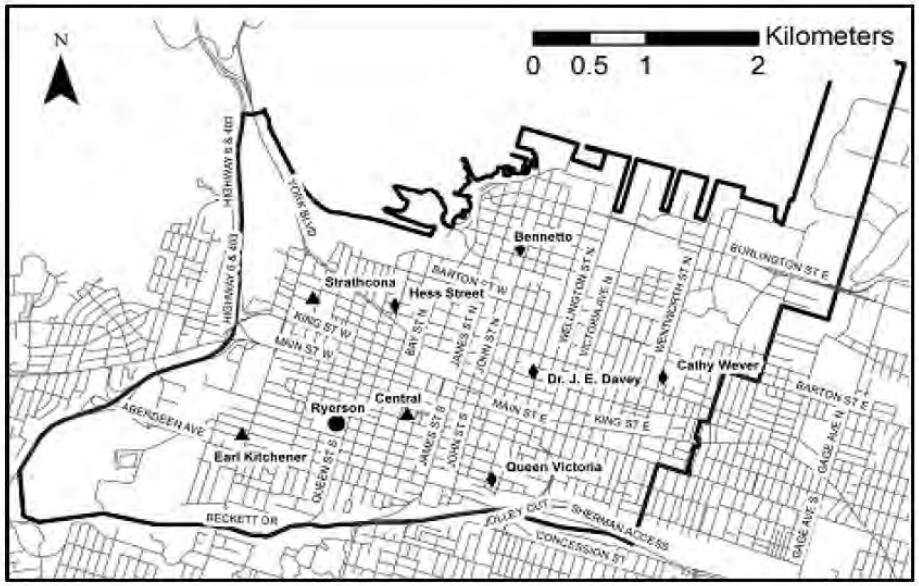
Observations

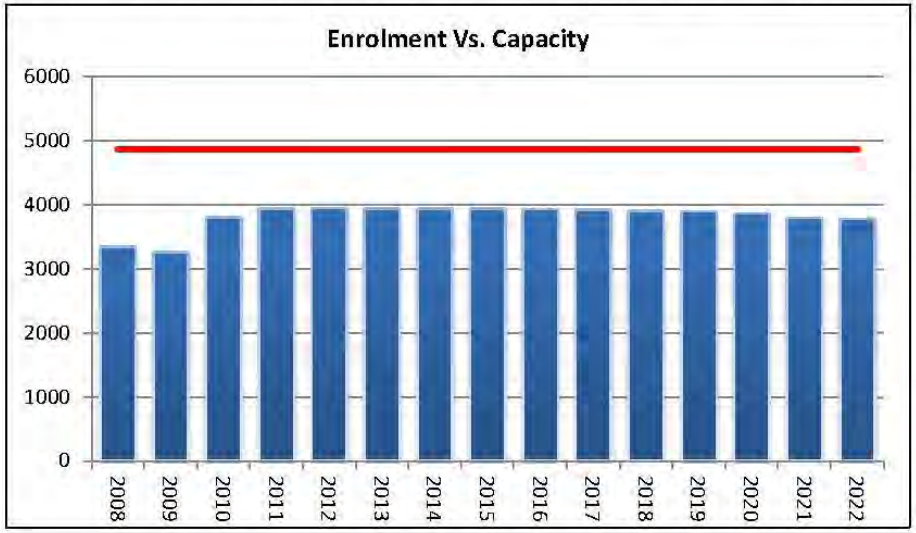
- **Total capacity of planning area is 4,866.**
- **In 2012 the nine schools have a total population of 3,952 students.**
- **Projection indicates a stable enrolment in West Hamilton City planning area.**

Next Steps

- **The planning area's capacity could be reduced by 1000 pupil places to obtain better utilization.**
- **Accommodation review is suggested to occur.**

*Enrolment and Capacity Data Based on October 2012 Data





HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 6- West Glanbrook

School	Grades	FI Grades	Portables
Bell-Stone	JK- 6		0
Mount Hope	JK- 8		0

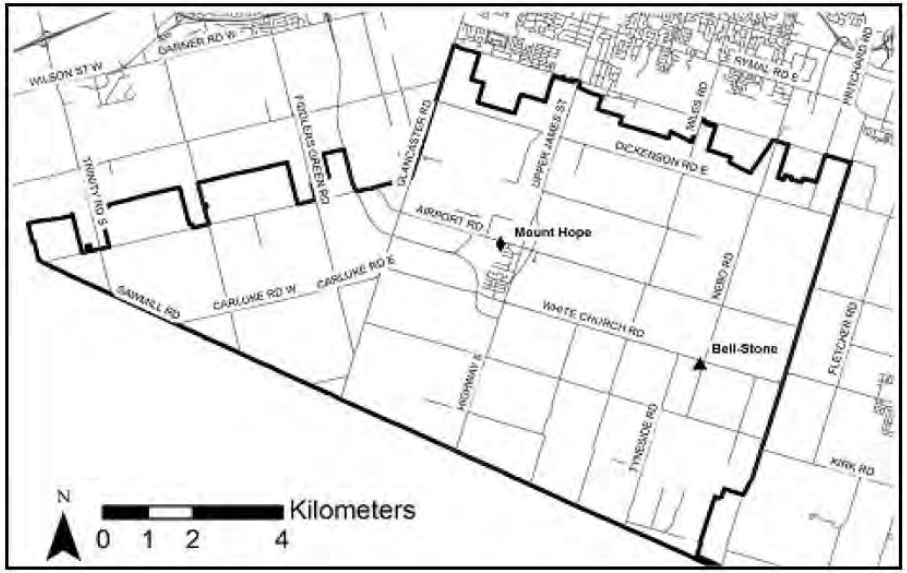
School	Capacity	Enrolment	Utilization
Bell-Stone	181	61	34%
Mount Hope	365	290	79%

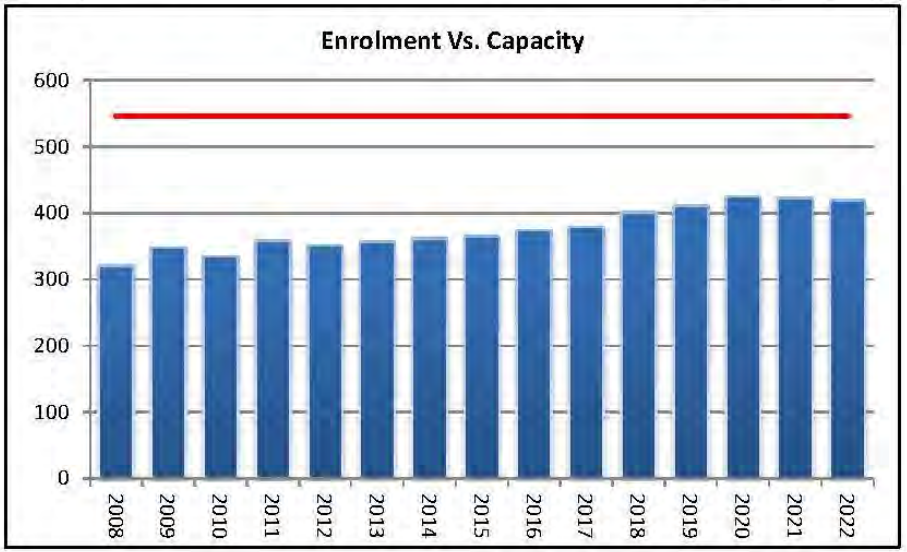
Observations

- **Total capacity of planning area is 546.**
- **In 2012 the two schools have a total population of 351 students.**
- **Projection indicates a slight increase enrolment in West Glanbrook planning area due to development.**

Next Steps

- **The planning area's capacity could be reduced by 200 pupil places to obtain better utilization.**
- **Accommodation review suggested to occur.**





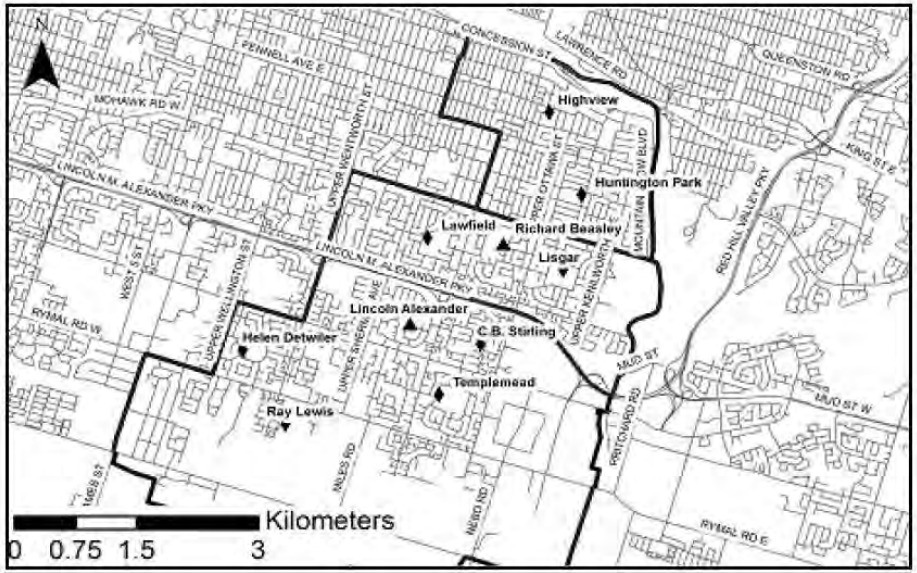
*Enrolment and Capacity Data Based on October 2012 Data

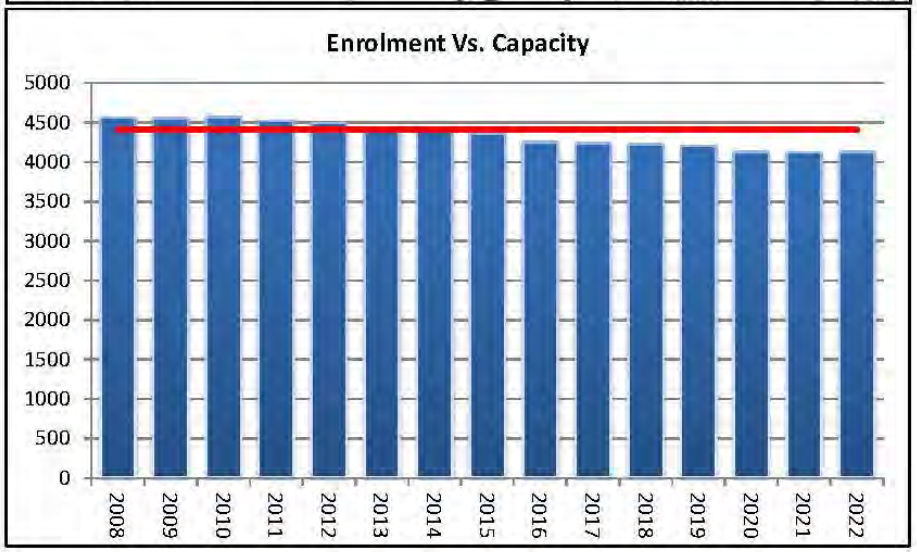
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 7- East Mountain

School	Grades	FI Grades	Portables
C. B. Stirling	JK- 8		1 Portapack (6)
Helen Detwiler	JK- 8		1 Portapack (6)
Highview	JK- 8		0
Huntington Park	JK- 8		1 Portapack (6)
Lawfield	JK- 8	1- 6	6
Lincoln M. Alexander	JK- 6		0
Lisgar	JK- 8		0
Ray Lewis	JK- 8		2
Richard Beasley	JK- 5		0
Templemead	JK- 8		6

School	Capacity	Enrolment	Utilization
C. B. Stirling	293	365	125%
Helen Detwiler	483	573	119%
Highview	490	431	88%
Huntington Park	457	429	94%
Lawfield	633	725	115%
Lincoln M. Alexander	326	211	65%
Lisgar	380	289	76%
Ray Lewis	599	668	112%
Richard Beasley	256	187	73%
Templemead	495	615	124%





Observations

- **Total capacity of planning area is 4,412.**
- **In 2012 the ten schools have a total population of 4,493 students.**
- **Projection indicates a slightly declining enrolment in the East Stoney Creek planning area.**

Next Steps

- **The planning area's accommodation pressure can be resolved by boundary review and accommodation review.**
- **Accommodation review suggested to occur.**

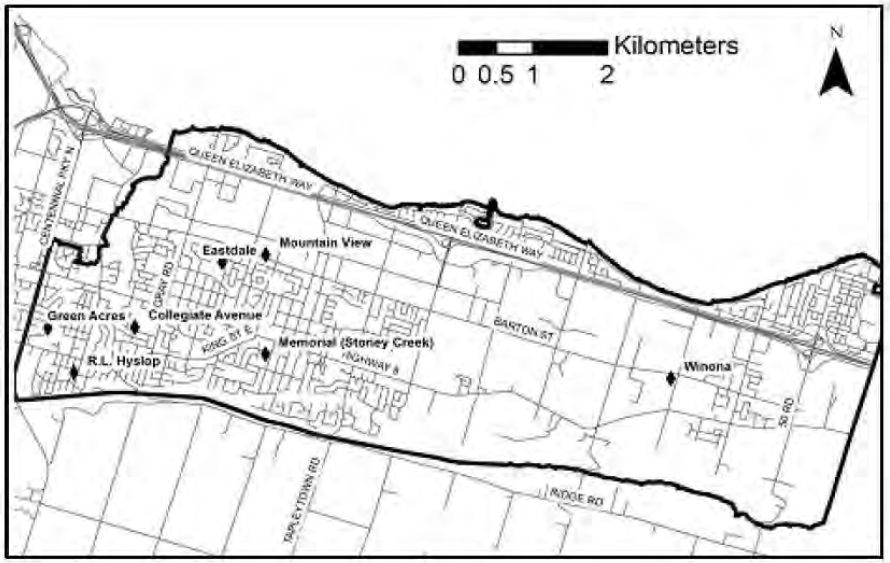
*Enrolment and Capacity Data Based on October 2012 Data

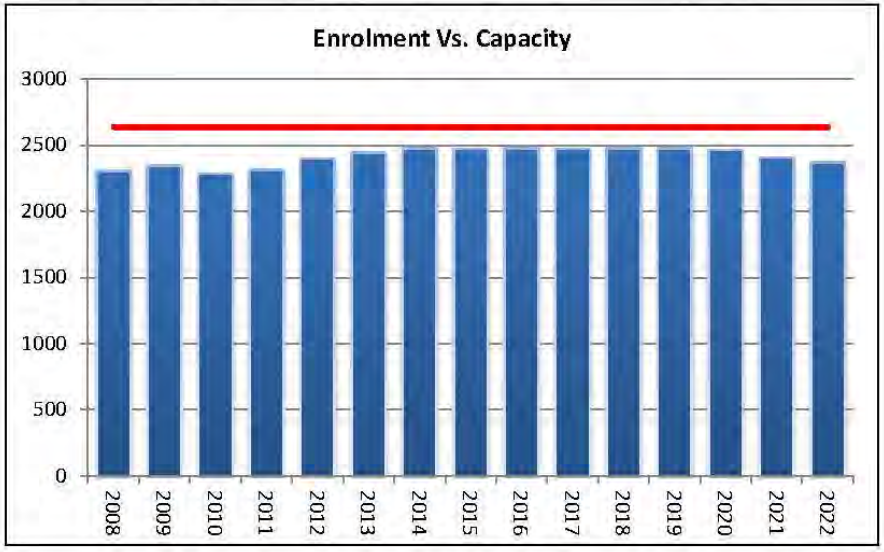
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 8- Lower Stoney Creek

School	Grades	FI Grades	Portables
Collegiate Avenue	JK- 8		0
Eastdale	JK- 8		0
Green Acres	JK- 8		0
Memorial (SC)	JK- 8		0
Mountain View	JK- 8		1 Portapack (6)
R.L. Hyslop	JK- 8		0
Winona	JK- 8		0

School	Capacity	Enrolment	Utilization
Collegiate Avenue	345	265	77%
Eastdale	247	206	83%
Green Acres	381	335	88%
Memorial (SC)	334	325	97%
Mountain View	299	323	108%
R.L. Hyslop	285	197	69%
Winona	770	749	97%





Observations

- Total capacity of planning area is 2,661.
- In 2012 the seven schools have a total population of 2,400 students.
- Projection indicates a stable enrolment in the East Stoney Creek planning area.

Next Steps

- The planning area's capacity could be reduced by 400 pupil places to obtain better utilization.
- Accommodation review suggested to occur.

*Enrolment and Capacity Data Based on October 2012 Data

HAMILTON·WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 9- West Hamilton Mountain

School	Grades	FI Grades	Portables
Buchanan Park	JK- 6		
Chedoke	JK- 8		
Gordon Price	JK- 8		2
Holbrook	JK- 6		
James Macdonald	JK- 6		
Mountview	JK- 6		
R.A. Riddell	JK- 8		7
Westview	6- 8		
Westwood	JK- 5		

School	Capacity	Enrolment	Utilization
Buchanan Park	236	186	79%
Chedoke	567	489	86%
Gordon Price	428	430	100%
Holbrook	302	219	73%
James Macdonald	339	257	76%
Mountview	256	211	82%
R.A. Riddell	521	748	144%
Westview	308	270	88%
Westwood	325	223	69%

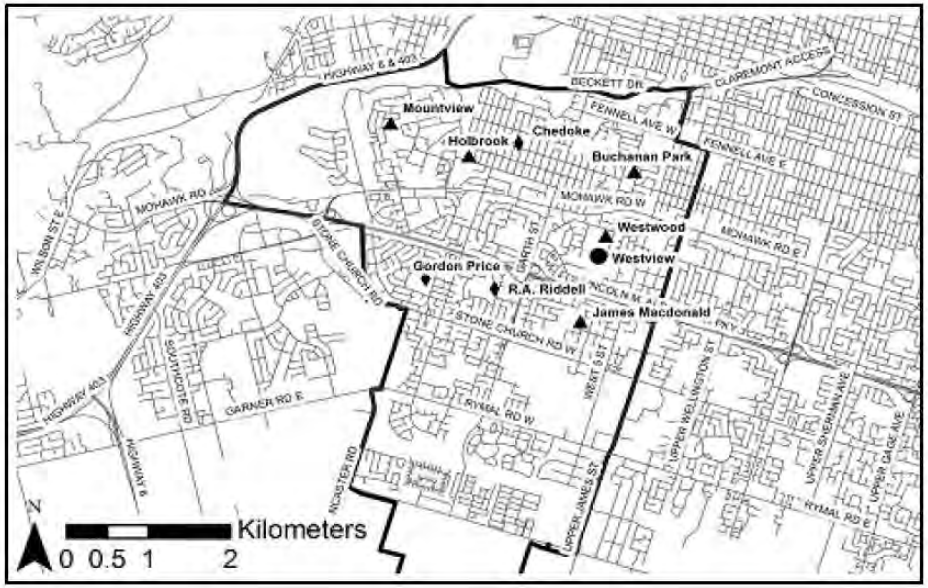
Observations

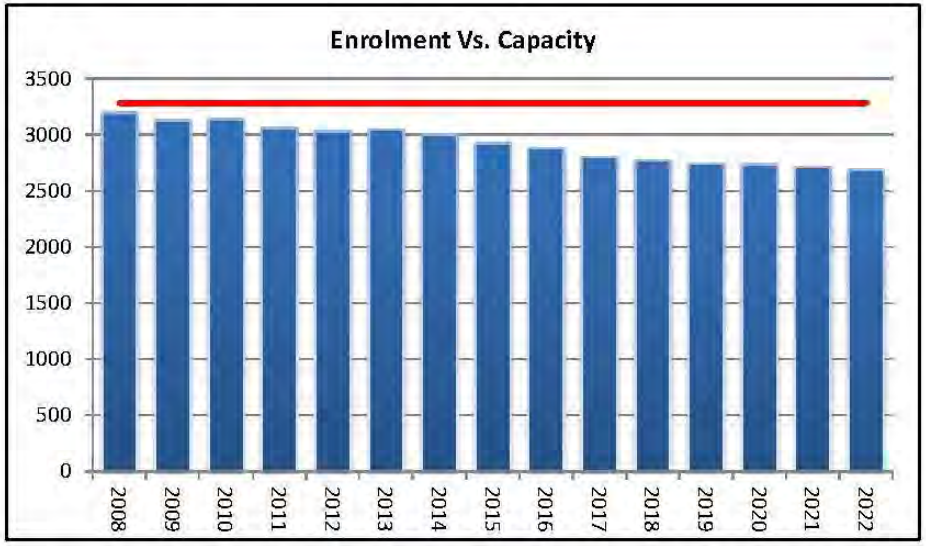
- **Total capacity of planning area is 3,282.**
- **In 2012 the nine schools have a total population of 3,033 students.**
- **Projection indicates a declining enrolment in the West Hamilton Mountain planning area.**

Next Steps

- **The planning area's capacity could be reduced by 500 pupil places to obtain better utilization.**
- **Accommodation review suggested to occur.**

*Enrolment and Capacity Data Based on October 2012 Data



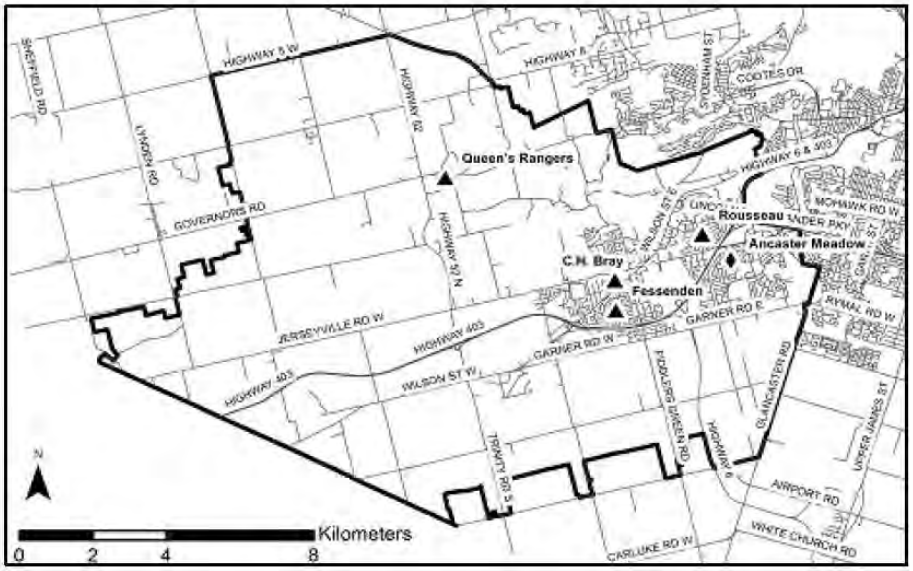


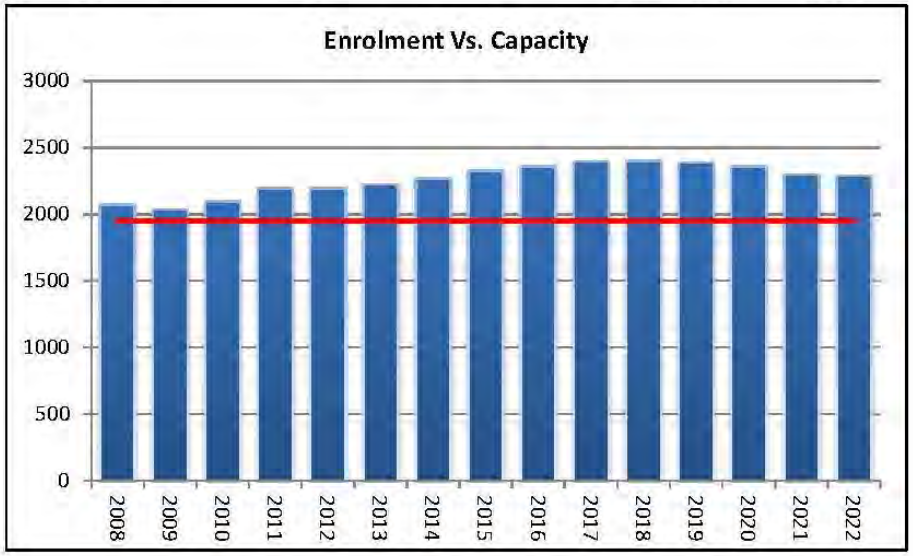
HAMILTON·WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 10- Ancaster

School	Grades	FI Grades	Portables
Ancaster Meadow	JK- 8		7
Ancaster Senior	7- 8		0
C.H. Bray	JK- 6		Portapack (6) 1 Portable
Fessenden	JK- 6	1- 4	3
Queens Rangers	JK- 6		1
Rousseau	JK- 6		0

School	Capacity	Enrolment	Utilization
Ancaster Meadow	578	756	131%
Ancaster Senior	331	295	89%
C.H. Bray	201	322	160%
Fessenden	372	431	116%
Queens Rangers	190	131	69%
Rousseau	279	261	94%





Observations

- Total capacity of planning area is 1,951.
- In 2012 the eight schools have a total population of 2,196 students.
- Projection indicates an increasing enrolment due to continuing development in Ancaster.

Next Steps

- The planning area's capacity could be increased in Ancaster by 500.
- Land purchase in Meadowlands for future elementary school.
- Accommodation review suggested to occur.

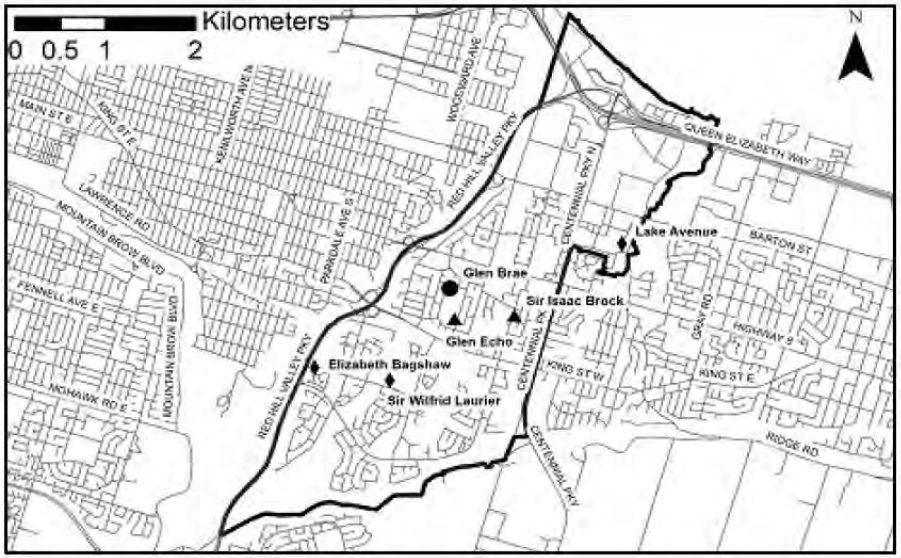
*Enrolment and Capacity Data Based on October 2012 Data

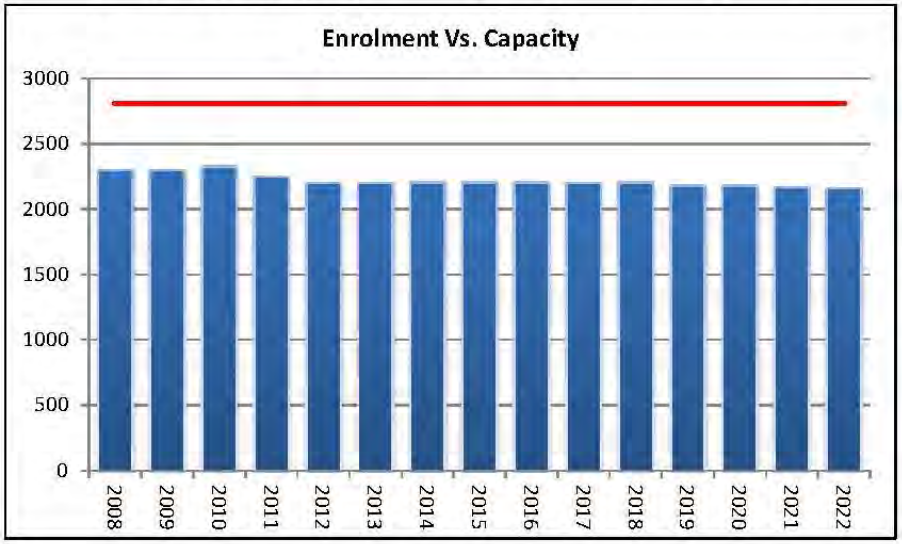
HAMILTON·WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 11- East Hamilton City 2

School	Grades	FI Grades	Portables
Elizabeth Bagshaw	JK- 8		0
Glen Brae	6- 8	6- 8	0
Glen Echo	JK- 5	SK- 5	4
Lake Avenue	JK- 8		6
Sir Isaac Brock	JK- 5		0
Sir Wilfrid Laurier	JK- 8		0

School	Capacity	Enrolment	Utilization
Elizabeth Bagshaw	653	337	52%
Glen Brae	271	273	101%
Glen Echo	328	293	89%
Lake Avenue	546	576	105%
Sir Isaac Brock	256	223	87%
Sir Wilfrid Laurier	756	499	66%





Observations

- **Total capacity of planning area is 2,810.**
- **In 2012 the six schools have a total population of 2,201 students.**
- **Projection indicate a stable enrolment throughout the next 10 years.**

Next Steps

- **The planning area's capacity could be reduced by 600 pupil places to obtain better utilization.**
- **Accommodation review suggested to occur.**

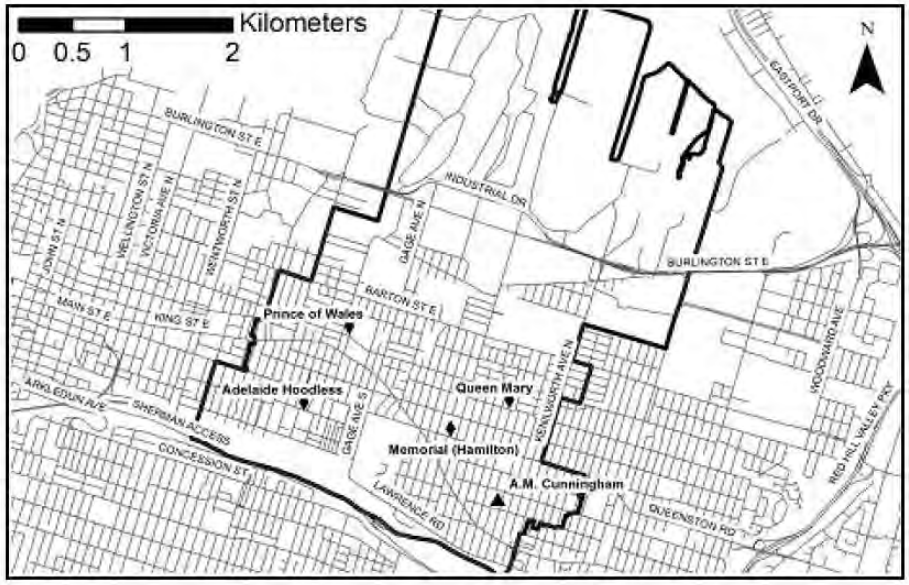
*Enrolment and Capacity Data Based on October 2012 Data

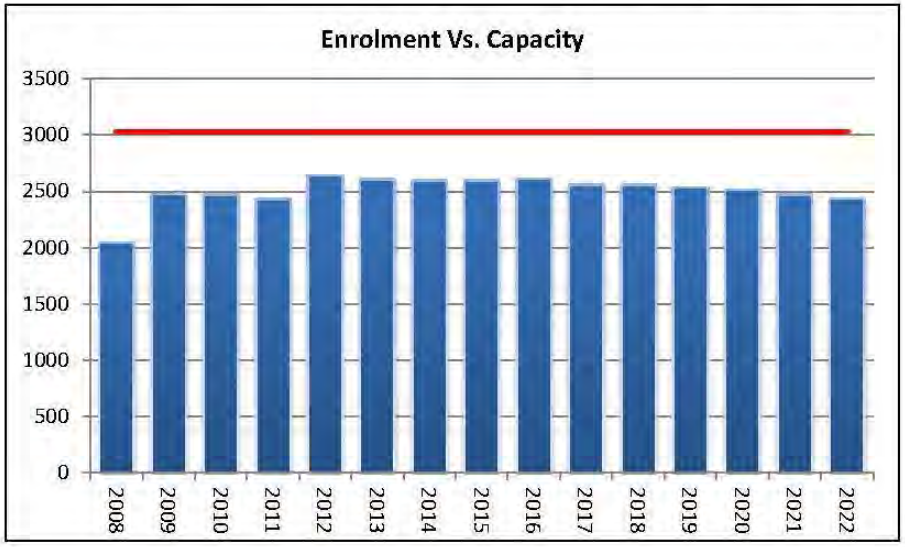
HAMILTON·WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 12 - Central Hamilton City

School	Grades	FI Grades	Portables
A.M. Cunningham	JK- 5	SK- 5	6
Adelaide Hoodless	JK- 8		0
Memorial (City)	JK- 8		0
Prince of Wales	JK- 8		0
Queen Mary	JK- 8		0

School	Capacity	Enrolment	Utilization
A.M. Cunningham	406	452	111%
Adelaide Hoodless	572	399	70%
Memorial (City)	634	514	81%
Prince of Wales	746	662	89%
Queen Mary	671	615	92%





Observations

- Total capacity of planning area is 3,031.
- In 2012 the five schools have a total population of 2,642 students.
- Projection indicates a declining enrolment in the Central Hamilton City planning area.

Next Steps

- The planning area's capacity could be reduced by 500 pupil places to obtain better utilization.
- Accommodation review suggested to occur.

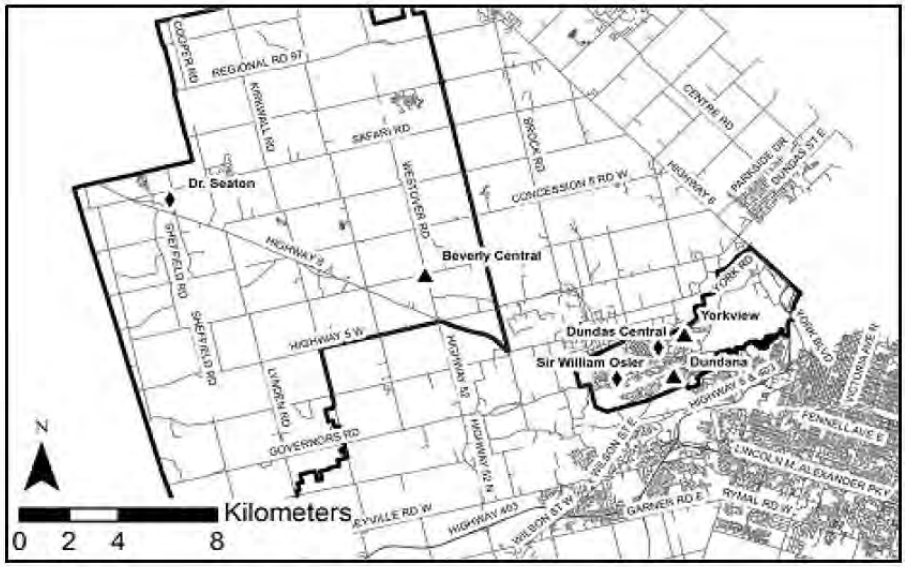
*Enrolment and Capacity Data Based on October 2012 Data

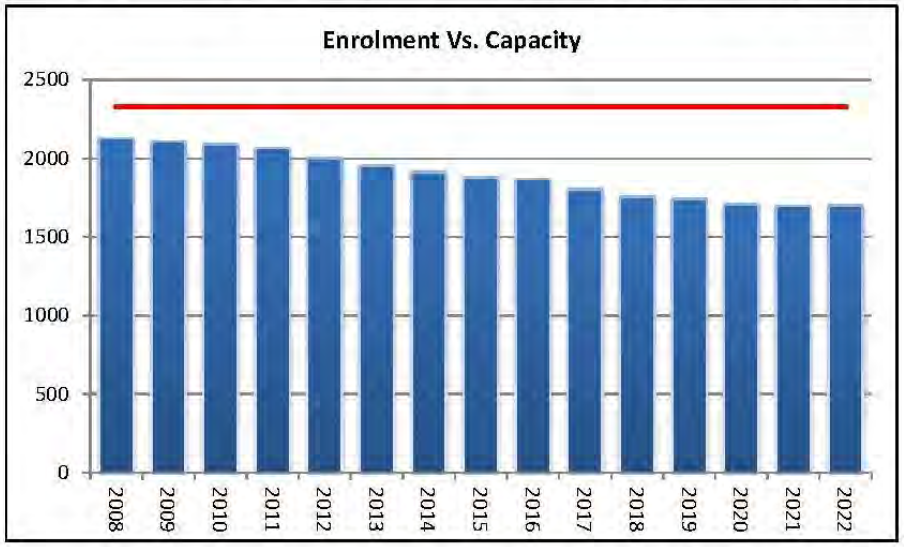
HAMILTON·WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 13 - Dundas and West Flamborough

School	Grades	FI Grades	Portables
Beverly Central	JK- 5		0
Dr. John Seaton	JK- 8		0
Dundana	JK- 5	1- 5	1
Dundas Central	JK- 8		1
Sir William Osler	JK- 8	6	1
Yorkview	JK- 5		1 Portapak(4)

School	Capacity	Enrolment	Utilization
Beverly Central	230	166	72%
Dr. John Seaton	348	243	70%
Dundana	386	348	90%
Dundas Central	526	487	93%
Sir William Osler	644	597	93%
Yorkview	213	162	76%





Observations

- **Total capacity of planning area is 2,347.**
- **In 2012 the four schools have a total population of 2,003 students.**
- **Projection indicates a declining enrolment in the Dundas and West Flamborough planning area.**

Next Steps

- **The planning area's capacity could be reduced by 600 pupil places to obtain better utilization.**
- **Accommodation review suggested to occur.**

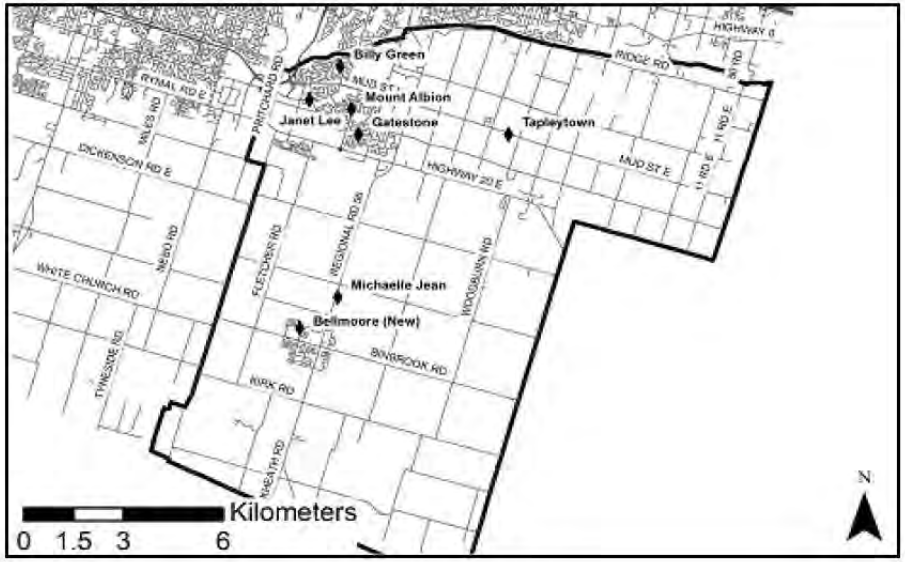
*Enrolment and Capacity Data Based on October 2012 Data

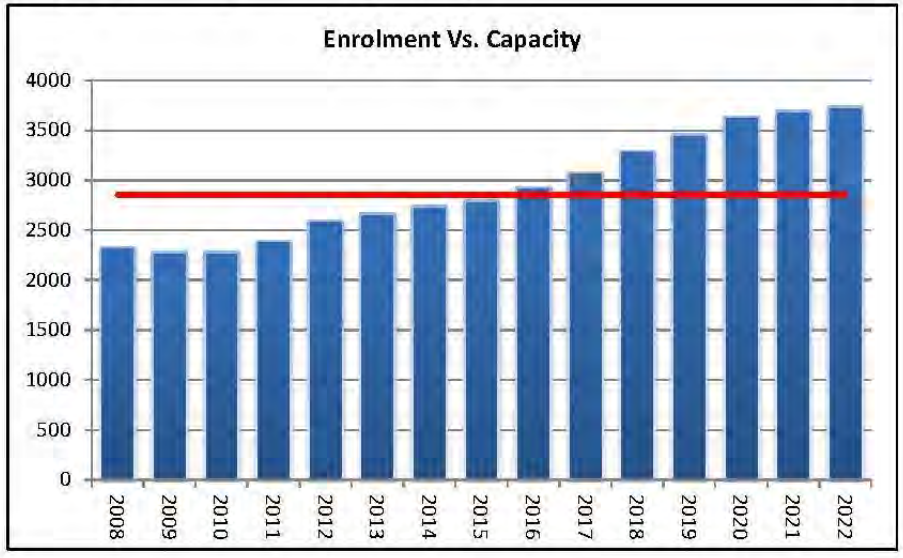
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Elementary Planning Area 14- East Glanbrook and Upper Stoney Creek

School	Grades	FI Grades	Portables
Bellmoore	JK- 8		0
Billy Green	JK- 8		0
Gatestone	JK- 8		3
Janet Lee	JK- 8		0
École Élémentaire Michaëlle Jean	1- 6	1- 6	0
Mount Albion	JK- 8		1 Portapack (10)
Tapleytown	JK- 8		0

School	Capacity	Enrolment	Utilization
Bellmoore	668	597	89%
Billy Green	348	381	109%
Gatestone	575	662	115%
Janet Lee	368	411	112%
École Élémentaire Michaëlle Jean	282	64	23%
Mount Albion	308	282	92%
Tapleytown	305	199	65%





Observations

- Total capacity of planning area is 2,854.
- In 2012 the seven schools have a total population of 2,596 students.
- Projection indicates an increasing enrolment due to a large amount of development in the planning area.

Next Steps

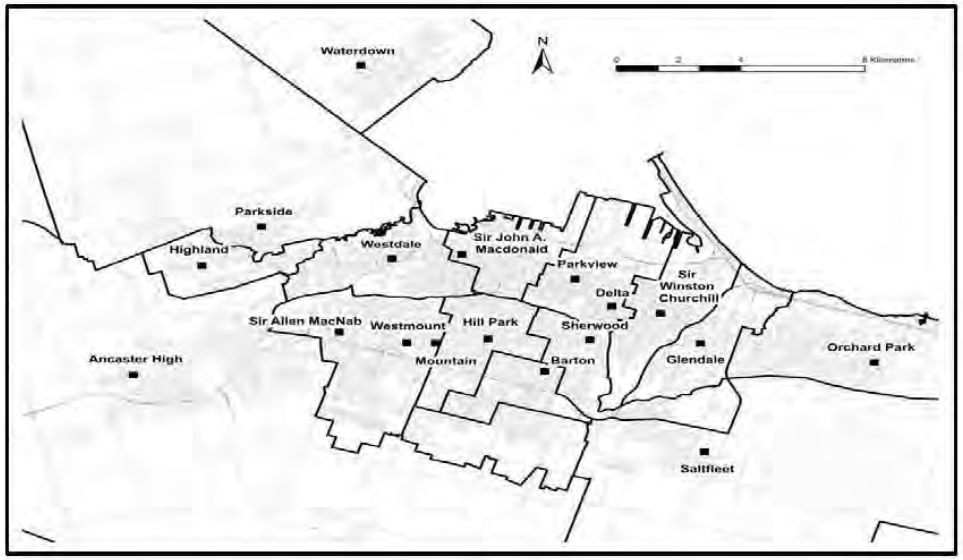
- The planning area's capacity could be increased by 800 pupil places to obtain optimal utilization.
- A boundary review will be conducted in early 2013 between Gatestone and Mount Albion to alleviate some accommodation pressure caused by current development.
- Land purchase in Upper Stoney Creek for future elementary school.
- No Accommodation review suggested to occur.

*Enrolment and Capacity Data Based on October 2012 Data

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

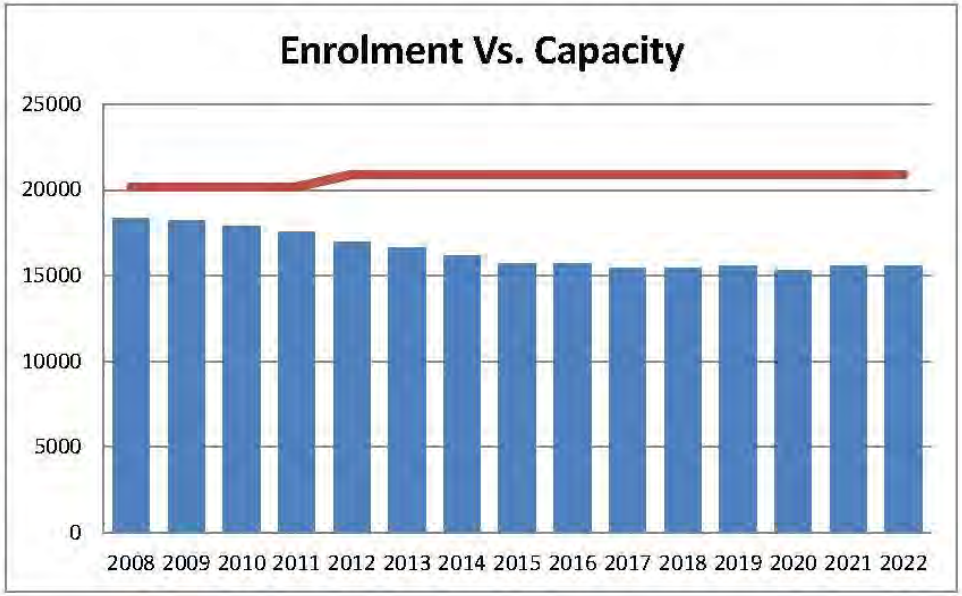
Secondary Planning Area

School	Grades	FI Grades	Portables
Ancaster	9-12		0
Barton	9-12		0
Delta	9-12		0
Glendale	9-12		2
Highland	9-12		0
Hill Park	9-12		1
Mountain	9-12		0
Orchard Park	9-12		0
Parkside	9-12		2
Parkview	9-12		0
Saltfleet	9-12		12
Sherwood	9-12		0
Sir Allan MacNab	9-12		0
Sir John A. Mcdonald	9-12		0
Sir Winston Churchill	9-12		2
Waterdown	9-12		0
Westdale	9-12	9-12	0
Westmount	9-12		8



School	Capcity	Enrolment	Utilization
Ancaster	1344	1076	80%
Barton	1092	700	64%
Delta	1431	721	50%
Glendale	1122	979	87%
Highland	936	780	83%
Hill Park	1194	741	62%
Mountain	525	176	34%
Orchard Park	1293	1109	86%
Parkside	756	458	61%
Parkview	534	245	46%
Saltfleet	954	1223	128%
Sherwood	1308	1112	85%
Sir Allan MacNab	1413	874	62%
Sir John A. Mcdonald	1569	1180	75%
Sir Winston Churchill	1089	1099	101%
Waterdown	1701	1170	69%
Westdale	1521	1684	111%
Westmount	1122	1494	133%

*Enrolment and Capacity Data Based on October 2012 Data



Observations

- Currently 18 secondary schools in HWDSB's inventory.
- Approximately 4,000 excess pupil places.
- Saltfleet, Westdale and Westmount have accommodation pressure.
- In June 2012, after three secondary accommodation reviews, the Hamilton-Wentworth District School Board approved the closure of 8 secondary schools and building of three new secondary schools in the North, South and West clusters.
- Schools to close by June 2015:

- Barton
- Highland
- Mountain
- Parkview
- Delta
- Hill Park
- Parkside
- Sir John A. Macdonald

- The school closures and new builds would reduce the secondary capacity by approximately 4,700.
- HWDSB completed a Capital Priorities Submission for the Ministry of Education in June 2012.

Next Steps

- Continue to monitor the accommodation issues at secondary schools.
- Await announcement of funding from Ministry of Education.

Section 8: Program Initiatives

Elementary

Elementary programming is greatly influenced by the LTFMP. As we continue to implement the Annual Operating Plan directions of "Knowing our Students, Knowing our Staff", and "Knowing our Parents and Communities", how and where programs are delivered (within classrooms, in small learning environments, individual instruction/assessment areas, collaborative spaces) is constantly evolving. Our expectations as an intelligent responsive system include ensuring that each student is engaged in learning environments that meet their interests, strengths and needs in the most personalized way possible, preparing them for pathways to secondary school and beyond. This requires learning environments that are safe, caring, inclusive, accessible, and promote teaching and learning.

A school's physical environment has a decided effect on the overall school climate and the ability of students, staff, families, and the community to feel comfortable, valued, accepted, and secure.
It is an expectation that staffs are engaged in collaborative work and professional development to promote student achievement and engagement. In addition, we continue to work in a more multi-disciplinary way and to increase the involvement of families and the community as meaningful partners in the learning process. It is important for schools to include environments which will allow for these differing interactions which support student achievement and well-being. As such, it will be necessary to have physical spaces in elementary schools to permit an increased emphasis on community collaboration and a variety of learning configurations (e.g., individual, small group, large group).

Secondary

The LTFMP is an important part of the implementation of the HWDSB's secondary program strategy. The program strategy restructures the secondary program offerings including how and where programs are delivered. New and improved school facilities will ensure the program strategy can meet the needs of all students in the 21st century. This means providing learners with safe, inclusive, innovative and engaging school environments. Today's learners require new approaches to program delivery supported by physical spaces that enhance their learning opportunities.

The HWDSB's recent decision to close a number of secondary schools will allow funds to be redirected away from the maintenance of underused facilities to the renewal of school facilities. The program strategy and facility renewal are inextricably linked. This linkage will allow every secondary school to be a great school offering engaging programs for diverse learners who are following all pathways.

The program strategy envisions a tiered program offering. These tiers support the goals of meeting the needs of all learners regardless of their program requirements.

- Tier 1 offers programs and interventions at all secondary schools that will support every student. Each school will be large enough to offer a program with significant breadth and depth.
- Tier 2 offers targeted programs if there is student interest within a school. For the most part these programs will not require specialized facilities. Tier 2 will offer targeted interventions that will support students who are struggling academically or who are dealing with socio-emotional/mental health challenges
- Tier 3 offers performance targeted programs for a few students requiring specialized or intensive programming. These programs will be located in a few school sites located strategically across the district.

This organization of program offerings will require extensive planning by Facilities Management. Current physical spaces must be reviewed for functionality and renewal needs. Planned spaces must reflect the requirements of a tiered program model.

The long-term goal is to achieve congruence between the program strategy and the secondary school physical space through a well-developed management plan, supported by careful budgeting.

Special Education

HWDSB provides a spectrum of special education supports and services in order to meet the individual and diverse needs of our students. This spectrum includes both in-school as well as itinerant support, short-term intervention services, and placements in regular class, special class and at Glenwood Special Day School. The Board endeavours to meet the needs of all students accessing Special Education/Student Services supports in the most enabling environment, in accordance with parental preference. The Board's practice, consistent with the Ministry direction is that, wherever possible, special learning needs are addressed within the home school. This aligns with our Program Strategy, where we envision a school system in which students can find what they need at any one of our schools. Thus, there will be an increased emphasis, in alignment with accessibility legislation, on providing school environments in which students with various disabilities can participate alongside their peers.

Special Education programs are based on a tiered approach. Most students can and should have their needs met within the regular class, or tier 1, environment. However, some students require short-term, tier 2 interventions which can occur in the home school or in school locations within the district. These time-definite interventions require specialized settings to permit the transition in and out of these types of intensive, small group interventions, and will need to be considered in addition to general classroom requirements. In addition, a few students require more specialized, or tier 3 settings. As part of the Program Strategy, Special Education classes are being reviewed to ensure that students receive programming that will enable them to reach their potentials through appropriate life skills training and be reflective of the types of personal care requirements that the students may have. This can result in additional facility requirements (e.g., washroom renovations, therapy areas, lifts, ceiling tracks, electrical outlets, etc.).

Many professionals, including itinerant teachers, educational assistants, special education consultants, speech-language pathologists, kinesiologists, psychoeducational consultants, social workers, and system special education teams provide services to assist schools to meet the needs of all students, and in particular those with special education needs. In addition, the Board works collaboratively with many community partners, including medical professionals, in the provision of specialized services. The need for specific spaces within schools to allow for the involvement of these services needs to be considered in the LTFMP.

French Immersion

Our program strategy includes a plan for French Immersion (FI) programming in HWDSB. HWDSB has been committed to providing a quality French Immersion program since it began in 1975 in the Hamilton Board of Education. Today, the FI program continues to offer an excellent opportunity for students to develop and refine their ability to communicate in French and to understand and appreciate Canada's francophone heritage, language and literature.

Effective September 2012, French Immersion (FI) began for students in grade 1 and is offered until they graduate from secondary school. The change to a Grade 1 entry point for the FI Program will come with the implementation of Full Day Kindergarten in all our elementary schools by September 2014. Junior kindergarten (JK) and Senior Kindergarten (SK) students interested in FI attend their home school for kindergarten and move to a nearby FI school if it is not offered in their home school.

The LTFMP plays a significant part in the placement of FI programming and our efforts to continue with a healthy FI program enrolment across the system. The following guiding principles inform our practice and help to address the accommodation and fiscal considerations for FI programming:

- Providing an engaging program for all students
- Long term reduced reliance on portable classrooms
- For single track schools – a healthy enrolment in the program
- For dual track schools – a balanced and healthy enrolment in both FI and English programs (65%/35% French/English or English/French)
- Long term preferred 1-8 models for elementary schools
- Pathway to an FI program in secondary school
- Equity of access (transportation, facilities)
- Equity of opportunity
- Equitable distribution of programs across the system

Presently, there is one secondary school offering the French Immersion program to students in grades 9 to 12. If however, the current enrolment of elementary FI students maintains their interest in FI beyond grade 8, there may be sufficient enrolment to provide an additional site for a full range FI program at the secondary level.

Alternative Education

While our goal is to provide program for students in their catchment school, there may be times when students, for a period of time, may find it difficult to attend school in a traditional school environment. Where this is the case, students may access System Alternative Education Programs. Where a student attends will be based upon the student's strengths and needed supports. Programs will be located in:

- Community locations where there is valued-added for the students and where the location supports their next steps/pathway (i.e. Mohawk College);
- HWDSB sites that are not secondary schools (i.e. Vincent Massey) when a student is unable to be in a secondary school setting;
- Secondary schools where students are able to be in secondary school but need an alternative structure within the school or as a support in transitioning to a secondary school timetable.

Section 9: Temporary Accommodation Strategy

In 2011, a new approach to portable and portapak management was undertaken at HWDSB. The Portable Allocation Process (Appendix 7) provides the framework for making use of, and reducing the reliance of temporary accommodation. The result of the process is decreased operating expenses, eliminated old portables in need of repair and ensured equitable allocation of temporary classrooms across the system. The process helps ensure that schools who have temporary accommodation are utilizing the built space to its maximum capacity before using portables. If the built space is deemed sufficient then the portables are to be moved or demolished depending on the condition.

There are three different types of temporary accommodation. There are portables, portapaks and relocatable classroom module (RCM). A portable is an individual transportable classroom that is independent from the school. A portapak and RCM is a space configured for instructional use, can be integrated into the building and to be permanent must meet a variety of building code requirements. If the RCM/portapak does not meet the building code requirements it is considered non-permanent.

There are significant costs associated with the purchase, maintenance and relocation of portables. The purchase price of a portable is approximately $77,000 to $83,000, while the cost of moving a portable is approximately $35,000. Annual operating cost of a portable is approximately $20,000 which includes heating, cooling, electricity, regular cleaning, and maintenance and capital costs. While HWDSB does not currently lease portables it is important to note that leasing costs are approximately $20,000 per portable per year. This is in addition to the heating and cleaning costs estimated at approximately $7,000 per year. The demolition costs for a portable is roughly $4,000 and is strongly recommended for portables in poor condition.

Below in figure 20 is the portable count for the Hamilton Wentworth District School Board over the last five years. Since 2007 the board has disposed of 64 portables and portapak rooms. The majority the reduction has took place with the implementation of the Portable Allocation Protocol. From 2011 to the end of the 2012 school year Facilities Management will have removed 27 portables and 18 portapak classrooms from the inventory.

	2007	2008	2009	2010	2011	*2012
Portables	138	144	146	148	143	114
Portapaks/RCM	100	100	100	100	90	77
Total	238	244	246	248	233	191

Figure 22: Portable Count Table - 2007-2012

* The number of portapaks includes only classroom space

Since 2010, Facilities Management has reduced the Board's portable and portapak inventory by 52 classrooms. A potential of $1,000,000 in maintenance, capital and operating costs could be saved with this reduction. Hamilton-Wentworth District School Board has approximately 9,000 excess pupil places within existing permanent buildings. There is another 4,155 pupil places in temporary accommodation throughout the system. Some of these temporary accommodations are at schools with accommodation pressure yet others may not be required for classrooms program delivery. Upon implementation of Full Day Kindergarten it is estimated that HWDSB portable inventory could be less than 100 classes to properly accommodate the enrolment pressures at appropriate schools.

The portable and portapak inventory is updated and revised each year. The breakdown of the age of portables/portapaks and the ranking of the current inventory can be found below in figures 21 and 22.

Age of Portables		**Age of Portapaks/RCM**	
Year	**Number**	**Year**	**Number***
1970-1984	3	**1970-1984**	16
1985-1989	35	**1985-1989**	6
1990-1994	24	**1990-1994**	33
1995-1999	11	**1995-1999**	16
2000-2004	7	**2000-2004**	6
2005-2009	26	**Total**	77
2010+	5		
Unknown	3		
Total	114		

Figure 23: Age of Portables and Portapaks Table

* The number of portapaks includes only classroom space

The portable ranking indicates the physical condition, 1 being excellent condition and 5 being poor condition.

Rank of Portables		**Rank of Portapaks/RCM**	
Rank 1-5	**Number**	**Rank 1-5**	**Number***
1	21	**1**	6
2	17	**2**	6
3	32	**3**	46
4	33	**4**	19
5	8	**5**	-
Unknown	3		
Total	114	**Total**	77

Figure 24: Ranks of Portables and Portapaks Table

* The number of portapaks includes only classroom space

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Portable Summary List

Elemenatry School	Portable	Portapaks/RCMs
Allan A. Greenleaf	4	0
A.M. Cunningham	6	0
Ancaster Meadow	7	0
Balaclava	0	6
C.B. Stirling	0	6
C.H. Bray	2	6
Chedoke	2	0
Dalewood	2	0
Dundana	1	0
Dundas Central	1	0
Fessenden	3	0
Flamborough Centre	0	6
Gatestone	3	0
Glen Echo	4	0
Gordone Price	2	0
Greensville	1	0
Helen Detwiler	0	6
Huntington Park	0	6
Lake Avenue	6	0
Lawfield	6	0
Mary Hopkins	0	6
Millgrove	1	0
Mount Albion	0	10
Mountain View	0	6
Norwood Park	8	0
Prince Philip	0	4
Queens Rangers	1	0
R.A. Riddell	7	0
Ray Lewis	2	0
Ridgemount	4	0
Ryerson	4	0
Sir William Osler	1	0
Templemead	6	0
Yorkview	0	4
Total	84	66
Capacity of existing	1932	1518

Secondary School	Portable	Portapaks/RCMs
Glendale	2	0
Hill park	1	0
Parkside	2	0
Saltfleet	12	0
Sir Winston Churchill	2	0
Westmount	8	0
Total	27	0
Capacity	567	0

School Total	Portables	Portapaks/RCMs
Total	111	66
Capacity	2499	1518

Closed Schools	Potable	Portapaks/RCMs
Winona (old)	2	9
Total	2	9

Admin Buildings	Potable	Portapaks/RCMs
Maple Lane	1	2
Total	1	2

Figure 25: Portable and Portapak Location Tables

*Portapaks totals are classroom counts only

Section 10: Community Partnerships/Childcare/Centres in Schools

We will continue to encourage the involvement of partners and the community in our schools. Where there may be facility changes that will have a potential impact on partners or groups that use schools outside of regular hours, we will ensure ongoing, proactive communication and will seek to support their transition to alternate, suitable locations. This will be supported by the Communication Protocol between HWDSB and Community-based Programs that is currently being developed.

Our Early Learning Strategy outlines our commitment to children from birth to graduation. It outlines our goal 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

Extended Day, child care, Ontario Early Years Centres and Parenting and Family Literacy Centre space needs in schools will be considered when determining long term accommodation needs. Childcare partners and the City of Hamilton – Consolidated Municipal Service Managers (CMSMs) will be key partners in this work as we collaborate on responding to parent and child needs within the region.

Child care spaces in schools are considerations when determining long term accommodation needs. The Ministry of Education, as part of the Schools-First Child Care Capital Retrofit Policy (July 10, 2012), address the need to plan for and repurpose school space to transition to serving children aged 0 to 3.8 years old. School boards, Consolidated Municipal Service Managers (CMSMs), and District Social Services Administration Boards (DSSABs) “are required to develop a local child care plan for retrofit investments together”. To this end, the HWDSB has been allocated funding for 416 child care spaces (approximately 21 rooms @ 20 children per room) based on a formula that incorporates current data on licensed child care spaces and FDK at maturity with a geographic adjustment factor.

Section 11: Glossary of Terms

Accommodation Review
Any review of a school or group of schools where accommodation issues have been identified. Such accommodation issues may arise from enrolment pressures, excess surplus space, building condition concerns, program changes or changing demographics.

Administrative Costs
These include all of the expenditures associated with a school's administrative staff including the salaries of the principal, vice- principle(s), secretaries, etc.

Average Daily Enrolment (ADE)
The calculation of the number of students enrolled in a school based on two count dates within the academic year- October 31st and March 31st. The ADE total is calculated by averaging these two full- time equivalent enrolments, which is meant to capture the second semester decline in enrolment as a result of students who graduated at the end of the first semester.

Boundary Review
A review undertaken to alter the existing boundary of a school or group of schools. A boundary review may apply in an area with a new school opening, or in areas where enrolment distribution does not efficiently utilize available capacity.

Census Metropolitan Area (CMA)
Statistics Canada defines a CMA as an area consisting of one or more adjacent municipalities situated around a major urban core. To form a CMA, the urban core must have a population of at least 100,000.

Equity
Equality of access and outcome. An equity program is one that is designed to remove barriers to equality by identifying and eliminating discriminatory policies and practices. Such a program is intended both to remedy the effects of past discrimination and to prevent inequities.

Facility Condition Index (FCI)
A ratio used to measure the relative condition of a building taking into account all building systems. It is calculated by dividing the cost of repairs for the building by the replacement value.

Full- Day Kindergarten (FDK)
The Full- Day Kindergarten program is a child- centered, developmentally appropriate, integrated, extended day program of learning for four and five year old children.

Full Time Equivalent (FTE)
The adjusted Head Count enrolment to take into account part- time students.

Gross Floor Area (GFA)
The total constructed area of a building

Head Count
The actual number of students attending a school at any given time for any program.

Live Birth Rate
The number of live births per 1,000 populations.

Municipal Property Assessment Corporation (MPAC)
A non-share capital, not- for- profit corporation whose main responsibility is to provide its customers (property owners, tenants, municipalities, and government and business stakeholders) with consistent and accurate property assessments. MPAC administers a uniform, province-wide property assessment system based on current value assessment in accordance with the provisions of the Assessment Act.

On- The- Ground Capacity
The rated capacity for a facility (number of students the permanent structure can accommodate) as indicated on the Ministry of Education's School Facilities Inventory System which is a web- based database containing facility- related data of all schools in Ontario. Depending on the type of room, the space will have a different loading (i.e. secondary classroom at 21 pupil places). This value does not represent the physical limit of the space.

Operating Costs
These encompass all of the expenditures required to operate and maintain the school including heating, lighting, cleaning and routine maintenance.

Prohibitive- to- Repair (PTR)
Designation attached to a building when the FCI is equal to or greater than 65%. A high FCI is indicative of the cost of repairs to the building compared to the cost to rebuild the facility. The 65% FCI threshold that results in the designation of a school as PTR was set by the Ministry of Education.

Relocatable Classrooms Module (RCM)
Permanent- Space configured for general classrooms space. Units which are connected and integrated with the main building; constructed of non-combustible materials and are either on full perimeter foundations or engineered concrete piers. Non-permanent is a RCM that does not meet on of the building criteria.

Total Fertility Rate (TFR)
An estimate of the average number of live births a woman can be expected to have in her lifetime, based on the age-specific fertility rates of a given year. The total fertility rate equals the sum of single year of age- specific fertility rate.

Urban Residential Development 3 Phase Process
Pending Phase: is assigned when a subdivision or condominium application is submitted to the city, which includes preliminary circulation by the city to stakeholders, community information meeting and a formal public meeting.

Draft Approved Phase: occurs when the subdivision or condominium plan satisfies all the criteria set by the city. Conditions are then set by the City and any other parties (such as Bell Canada and Canada Post)

Active or Registered Phase: Once all conditions are set in the second phase are met, the City gives Final Approval to the plan. The plan is then sent to the Land Registry Official of Ontario to be officially registered by the Province.

Utilization Rate
The measurement of the physical use of the permanent school facility based on the comparison on Enrolment to the On-The-Ground (OTG) Capacity of the school.

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Appendices/Additional Information

1. Accommodation Review Policy and Procedure

The existing HWDSB Pupil Accommodation Review Policy (No. 12.0) was approved in December 2009. The purpose of the Pupil Accommodation Review Policy is to provide direction regarding public accommodation reviews undertaken to determine the future of a school or group of schools. The policy ensures that where a decision is taken regarding the future of a school, that decision is made with the full involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. The policy also ensures that the decision making process is in accordance with the revised guidelines established by the Ministry of Education.

HAMILTON• WENTWORTH DISTRICT SCHOOL BOARD

Policy No. 12.0

Pupil Accommodation Review Policy

Date Approved: December 2009
Projected Review Date: December 2013

1. Purpose

1.1 School Boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement.

1.2 The purpose of the Pupil Accommodation Review Policy is to provide direction regarding public accommodation reviews undertaken to determine the future of a school or group of schools.

1.3 The policy ensures that where a decision is taken regarding the future of a school, that decision is made with the full involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students. The policy also ensures that the decision making process is in accordance with the revised guidelines established by the Ministry of Education. A copy of those guidelines is provided in Appendix A.

2. Initiation of a Pupil Accommodation Review:

2.1 The Hamilton-Wentworth District School Board ("the Board") is committed to provide viable learning programs in quality facilities in a fiscally responsible manner. Various factors may result in the need to consolidate, close or relocate one or more schools in order to align pupil accommodation with resident enrolment. These factors include changes in demographics and student enrolment; mobility rates and migration patterns; government policies and initiatives; curriculum and program demands; operating costs; and the physical limitations of buildings.

2.2 Periodically the Associate Director shall ensure that a report is prepared to update the Board's Long-term Capital Plan. The capital update report is part of the ongoing capital planning process and is intended to provide for a review of capital needs and the determination of priorities. The report will also serve to identify the need to consider closure of a school or schools[1]. Additionally, recommendations to consider school closures will also factor in the potential for partnerships. Generally, such a need would result from one or more of the following factors:

(a) Program Issues, i.e.

- the number of students in a school and/or study area has declined or is projected to decline to a point where program delivery is negatively impacted;
- the specialized facilities required to meet current curriculum requirements are not available in a school and the cost to upgrade the school to address this deficiency is prohibitive;

(b) Occupancy Issues, i.e.

- the potential exists within a review area to accommodate current and/or projected enrolment in fewer educational facilities than currently exist;
- enrolment levels at one or more existing schools will be negatively impacted as a result of the construction of new schools to accommodate enrolment from recent or newly proposed residential developments within the area;

[1] Following a decision by the Board to close a school, the Board will determine if the school/ property will be deemed surplus to its needs. Should the Board deem a school/property surplus to its needs, the process for disposition will be in accordance with the approved "Property Disposition Protocol" (Appendix C)

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- the operating costs (i.e. the costs of school administration and the costs for heating, lighting and cleaning) of one or more schools in the area negatively affect the Board's ability to operate all of its schools within the grants provided for these purposes;

(c) School Condition Issues; i.e.

- the cost to address existing and/or expected facility renewal needs in one or more schools in the area (e.g. mechanical condition; code compliance) is prohibitive.

(d) Parental Requests; i.e.

- a high percentage of the parents in a particular school has requested that it be closed in the interests of current or future students

2.3 Except as noted below[2], if the Board believes that it may be necessary to close one or more schools offering elementary or secondary regular day-school programs in an area it will establish an Accommodation Review Committee (ARC) to undertake a public review of the facilities and learning opportunities for students.

2.4 Whenever possible, accommodation reviews will focus on a group of schools rather than examine a single school to facilitate the development of viable and practical solutions for student accommodation. In normal circumstances, it is expected that it will not be necessary to undertake an accommodation review for schools within an area more than once every five years.

3. Accommodation Review Committee Terms of Reference:

3.1 The Accommodation Review is lead by an ARC appointed by the Board. The ARC assumes an advisory role and will provide recommendations that will inform the final decision made by the Board of Trustees.

3.2 The membership of the ARC is defined under Section 4 of this Policy.

3.3 The Board will provide the ARC with a Terms of Reference that includes the following components:

(a) Mandate – refers to the Board's educational and accommodation objectives in undertaking the ARC and reflects the Board's strategy for supporting student achievement.

(b) Reference Criteria – frames the parameters of the ARC discussion and includes the educational and accommodation criteria for examining schools under review and accommodation options, i.e. grade configuration, school utilization, and program offerings.

(c) ARC Membership and the role of voting and non-voting members, including Board and School administration.

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[2] Consistent with Ministry guidelines, an accommodation review is not required when:

- a replacement school is to be rebuilt by the board on the existing site or located within the existing school attendance boundary as identified through the board's existing policies; (e.g. replacement school of a rural school within its existing rural community);
- a lease is terminated;
- a board is considering the relocation of a grade or grades, or a program in any school year or over a number of school years, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years.
- a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- a facility has been serving as a holding school for a school community whose permanent school is under construction or repair.

In such circumstances, although a full accommodation review is not required, the board will provide appropriate notice of decisions that would affect the accommodation situation of students.

(d) Operating Procedures – includes meetings, materials, support and analysis to be provided by Board administration and the material to be produced by the ARC.

4. Composition of the Accommodation Review Committee:

4.1 Each ARC will include membership drawn from the education community and the broader community. Consequently it will include educators, Board officials, students, parents, community and municipal leaders. The Associate Director (i.e. the Senior Official responsible for accommodation, planning and facilities) will be responsible to facilitate the work of the ARC.

4.2 The committee will include individuals that are not directly associated with any of the schools in the Review Area to provide an objective perspective, as well as individuals directly associated with the schools in the Review Area to provide the community perspective.

4.3 The ARC is expected to work towards consensus among all committee members on recommendations and the overall direction of the report to the Board of Trustees. Where consensus cannot be achieved, the Chair will rely on the "Voting" members of the committee to provide direction.

4.4 A vote is to be called only when a quorum of the voting members is present. When a vote is called only the voting members present will cast their vote. Should there be a tie vote the motion/recommendation is defeated. Quorum shall be defined as fifty percent (50%) plus one of the number of voting members on the committee. The definition of consensus and the determination of voting procedures (e.g. by ballot or show of hands) is to be established by the committee at its first meeting.

4.5 ARC Committee Representation: The membership of the ARC will be defined by the Board in the ARC Terms of Reference. The following individuals will be invited to be a member of the ARC:

(a) **Chair - One Member of Executive Council** *(to be appointed by the Office of the Director who will not have any "Voting" status)*;

(b) **Voting Members:**

- **One Principal** that is not directly associated with any of the schools in the Review Area *(to be chosen by the respective Principal's Association)*;
- **One Teacher** that is not directly associated with any of the schools in the Review Area *(to be chosen by the respective Teacher Union Executive)*
- **Two Student Leaders** from outside the review area (to be chosen by Executive Council in the case of an Elementary ARC and Student Senate in the case of a Secondary ARC);
- **Two "Public School Supporter" Community Leaders** *(Community Leaders must not be directly associated with any of the schools in the Review Area. Community Leaders are to be appointed by the Parent Involvement Committee)*;
- **Two Parent Representatives** from each of the schools directly affected by the accommodation review *(to be appointed by School Council)*

(c) **Non-voting Members:**

- **Any Superintendent of Education** whose direct responsibilities include a school in the Review Area;
- **The Trustee(s)** whose ward includes a school in the Review Area;
- **The Ward Councilor(s)** whose ward includes a school in the Review Area;
- **One Principal** from each of the schools directly affected by the accommodation review;

- **One Teacher** from each of the schools directly affected by the accommodation review *(to be chosen by teaching peers)*;
- **One Non-Teaching Staff Representative** from each of the schools directly affected by the accommodation review (to be chosen by non-teaching staff members at each of the schools)

(d) *Note: The total number of individuals on the committee will depend upon the number of schools in the review area.*

(e) The ARC will be deemed to be properly constituted whether or not all the listed members are willing and able to participate.

(f) Alternates: Should a member miss two consecutive meetings, the Chair of the ARC may invite an alternate member. The alternate member must meet the same criteria as outlined in parts (a), (b) or (c) above of the member being replaced (i.e. an alternate parent representative must be from the same school and be designated by the School Council of the member that they are replacing).

5. School Information Profile

5.1 Board administration are required to develop a School Information Profile to help the ARC and the community understand how well schools meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School

5.2 Information Profile includes data for each of the following four considerations about the school(s)

(a) Value to the student

(b) Value to the school Board

(c) Value to the community

(d) Value to the local economy

5.3 It is recognized that the school's value to the student takes priority over other considerations about the school. A School Information Profile will be completed by Board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize.

5.4 The School Information Profile Template attached in Appendix "B" provides a sample of the information that will be provided.

6. The Accommodation Review Process

6.1 Accommodation Options and School Information Profile

(a) Board administration must present to the ARC at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, Board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.

(b) The ARC will discuss and consult about the School Information Profile(s) prepared by Board administration for the school(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

(c) The ARC may also create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report to the Board.

(d) ARCs may recommend accommodation options that include new capital investment. In such a case, Board administration will advise on the availability of funding. Where no funding exists, the ARC with the support of Board administration will propose how students would be accommodated if funding does not become available.

(e) As the ARC considers the accommodation options, the needs of all students in schools of the ARC are to be considered objectively and fairly, based on the School Information Profile and the objectives and Reference Criteria outlined in the Terms of Reference.

6.2 Community Consultation, Public Information and Access

(a) Public consultation is to be at the heart of the accommodation review process. A minimum of four public meetings, structured to encourage an open and informed exchange of views, are to be held by the Accommodation Review Committee. If possible the meetings are to be held at the school(s) under review, or in a nearby facility if physical accessibility cannot be provided at the school(s).

(b) The ARC is responsible to ensure that a wide range of local groups is consulted.

(c) These groups may include the School Council of the schools in the review area, parents, guardians, students, teachers, the local community and other interested parties.

(d) The ARC is responsible to ensure that public meetings are well publicized, well in advance of the scheduled meeting date. The School Board and ARC are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the school Board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.

(e) Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)' councils, parents, guardians, students, school staff, the local community, and other interested parties.

(f) As indicated above, the ARC will consult about the customized School Information Profile prepared by Board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback about the accommodation options and the ARC's Accommodation Report to the Board. Discussions will be based on the School Information Profile(s) and the ARC's Terms of Reference.

(g) Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.

(h) At a minimum, ARCs are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.

(i) Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARCs and Board administration are to respond to questions they consider relevant to the ARC and its analysis, at meetings or in writing appended to the minutes of the meeting and made available on the Board's website.

6.3 ARC Accommodation Report to the Board

(a) The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the Board's Director of Education, who will have the Accommodation Report posted on the Board's website. The ARC will present its Accommodation Report to the Board of Trustees. Board administration will examine the ARC Accommodation Report and present the administration analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the Board must outline clear timelines around when the school(s) will close.

(b) The Board of Trustees will hold the following public meetings in order to complete the decision-making process regarding the closure of a school or schools:

- A meeting to receive the report of the Accommodation Review Committee (to be presented by the committee's chair or delegate) and the Staff report (to be presented by the Associate Director or delegate). Following this meeting both reports will be made available to the public on the Board's website.
- A meeting to receive public input on the ARC report and the Staff Report.
- A meeting for the Board of Trustees to make the final decision regarding the future of the schools. As part of any resolution to close a school, the Board will outline anticipated timelines for the school closure. The ARC is to submit its final report to the Superintendent of Business who shall direct Board staff to analyze the committee's report and prepare their proposals and recommendations regarding the future of the schools for the Board of Trustees.

7. Timelines

7.1 Board decisions to establish an Accommodation Review Committee will also include the date in which the final (ARC) report is to be presented with due regard for the following provisions related to the timelines for an accommodation review process as specified in the Ministry of Education's Pupil Accommodation Review Guidelines:

(a) Following the establishment of the ARC to conduct an accommodation review, there must be no less than thirty (30) days notice before the first public meeting of the ARC.

(b) Beginning with the first public meeting, the public consultation period must be no less than ninety (90) days.

(c) After receipt of the ARC and Staff Reports by the Board of Trustees, there must be no less than sixty (60) days prior to the meeting where the trustees will vote on the recommendations.

7.2 Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods. For schools with a year-round calendar, any holiday that is nine calendar days or longer, including weekends, should not be considered part of the 30, 60 or 90 calendar day periods.

2. Educational Design Manual Highlights and Facilities Template

Hamilton-Wentworth District School Board

Educational Design Manual (EDM)

for

Kindergartens

November 2012

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SECTION A

EXECUTIVE SUMMARY

The HWDSB Educational Design Manual for Kindergartens is based on the HWDSB EDM and can be referenced in accordance with this document. This document is a detailed guide for implementing school design for Kindergartens. This document outlines essential concepts and detailed facility needs. It contains standards, requirements and technical building and program descriptions. As a guide to future school construction, renovation and addition, this document is intended to be updated periodically to reflect changes or new developments in facility technology, curriculum needs, and Ministry requirements.

For renovation and addition projects the Kindergartens EDM can be amended to suit specific conditions. The goal is to achieve new construction standards in renovation projects however where this is not feasible the HWDSB will determine the extent of work to be completed keeping in mind the EDM, Ministry standards and budget restraints.

The Kindergarten EDM illustrates various design principles including, clear plan organization, efficient space and circulation planning to meet the current Ministry funding benchmark model, student safety and security, barrier-free design, flexibility and future use, low maintenance, high quality materials, and efficient systems to optimize life cycle costing.

Note: Schools scheduled for or currently involved in *Accommodation Reviews* (ARC) are to receive a **reduced scope of work** due to potential closure – to be determined on a site by site basis.

Hamilton-Wentworth District School Board

Educational Design Manual (EDM)

for

Elementary Schools

November 2012

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Section A – Executive Summary

The HWDSB Educational Design Manual for Elementary Schools is a detailed guide for implementing school design for new and major renovations in Elementary Schools. This document outlines essential concepts and detailed facility needs. It contains standards, requirements and technical building and program descriptions. As a guide to future school construction, renovation and addition, this document is intended to be updated periodically to reflect changes or new developments in facility technology, curriculum needs, and Ministry requirements.

For renovation and addition projects the Elementary School EDM can be amended to suit specific conditions. The goal is to achieve new construction standards in renovation projects however where this is not feasible the HWDSB will determine the extent of work to be completed keeping in mind the EDM, Ministry standards and budget restraints.

The Elementary EDM illustrates various design principles including; clear plan organization, efficient use of space and circulation planning to meet the current Ministry funding model (see space template), student/staff safety, security (i.e. HWDSB Lockdown protocol), barrier-free design (i.e. ODA compliance), flexibility and future use considerations, low maintenance, high quality building materials, and efficient systems to optimize life cycle costing.

Note: Schools scheduled for or currently involved in *Accommodation Reviews* (ARC) are to receive a **reduced scope of work** due to potential closure – to be determined on a site by site basis.

Hamilton-Wentworth District School Board

Educational Design Manual (EDM)

for

Secondary Schools

November 2012

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

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Section A - Executive Summary

The HWDSB Educational Design Manual (EDM) for secondary schools is a detailed guide for implementing school design. It's intent is to outline essential design concepts and facility requirements. The EDM contains standards, requirements and technical building and program descriptions. As a guide to future school construction, the EDM is intended to be updated periodically to reflect changes or new developments in facility technology, curriculum needs and Ministry of Education funding benchmarks (see space template).

The Secondary EDM illustrates various design principles including; clear plan organization, efficient use of space and circulation planning to meet the current Ministry funding model, student/staff safety, security (i.e. HWDSB Lockdown protocol), barrier-free design (i.e. ODA compliance), flexibility and future use considerations, low maintenance, high quality building materials, and efficient systems to optimize life cycle costing.

Elementary School Template (600 Pupils)

Instructional Areas

Kindergarten

The Kindergarten is designed to be self-contained and to provide full day programs for four and five year old students. The recommended standard includes sufficient space for full-day programming, storage, self-contained washrooms, change area and a separate entrance. The recommended space is 1,200 square feet inclusive of all the elements identified above.

Regular Classroom

Regular classrooms are intended to deliver programs from grades 1 to 8. The area proposed for a regular classroom is 750 square feet.

Art Room

The art room is a classroom space designed for the delivery of art programs. The room includes specialized storage, sinks and millwork to support the art program. The art room is intended to be loaded on a full time basis. The area proposed for the art room is 1,050 square feet.

Science Room

The science room is a large classroom space designed for the delivery of science and technology programs. Each school is provided with one science room. The science room is intended to be loaded on a full time basis with classes. The recommended space for the science room is 1,050 square feet.

Unloaded Instructional Area

The unloaded instructional area/ classroom is a space where a number of itinerant specialized programs can be taught, such as instrumental music or second language training. This space is not loaded to allow flexibility in a school with a minimum area of 750 square feet.

Resource Area

Resource areas are smaller teaching spaces used to provide a range of withdrawal and support programs. The space proposed for resource areas in the elementary template is 1700 square and is not loaded.

Special Education Area

Special education rooms are teaching spaces used to provide a range of withdrawal or self-contained programs for students. It is recommended that a minimum of 750 square feet be provided for each school.

It should be noted that unloaded instructional areas, resource areas and special education areas can be aggregated to generate approximately 3,750 square feet.

Gymnasium and Stage

The gymnasium is used for physical education. For schools with more than 300 students, a space of 6,000 square feet is to be provided.
In addition to the main gymnasium area, two 400 square foot change rooms are included.

Library

The library is used for a number of curricular and extra-curricular purposes including reading, research and small group work. For schools greater than 300 students, the recommended area is 2,400 square feet. With

the development of digital and electronic media there may be a reduced reliance on the storage of printed materials; therefore, the area defined for library could be flexibly planned for alternative use.

Operational Areas

General Office

The general office is the administrative centre of an elementary school and performs a number of critical roles related to student supervision, records storage, and meeting space for the staff or administration with parents and students. The office includes the area of the principal's office, vice principal's office (where appropriate), guidance area, first aid area/health room, the Ontario Student Record storage area, and workroom. The area of the office is a minimum of 1,200 square feet and a maximum of 1,500 square feet.

Staff Room and Staff Work Room

The staff room and work areas includes any self-contained washrooms, the kitchen area and office spaces or work rooms used by the teaching staff within the school. The staff room is a minimum of 750 square feet.

Custodial Area

The custodial areas include the custodial office, receiving area, custodial storage areas, recycling room, internal garbage room, storage areas for caretaking equipment, and slop or mop rooms. Minimum of 400 square feet for each school.

Meeting Room

The meeting room is used by a number of internal departments within the board or external agencies working in partnership with the school, staff or its students. The proposed meeting room is 300 square feet for each school.

Kitchen

The kitchen supports a range of breakfast programs, school lunch programs, student nutrition and other food programs and is proposed to be 210 square feet for each elementary school. Kitchen facilities permit the heating, but not cooking, of food to support these programs.

Academic Storage

Academic storage is recommended to be 1.0 square feet per student.

Washrooms

The washroom area includes regular student washrooms, unisex staff washrooms and barrier free washrooms, but excludes the washrooms within the Kindergarten room and staff washrooms located within the staff room. It is recommended that washrooms be 1600 square feet in schools with 500 students.

Mechanical Spaces

Mechanical spaces within elementary schools allow boards to build a centralized plant for heating, ventilation and air conditioning. They are a minimum of 1,500 square feet for each school. For schools with 500 students the space recommended is 2,900 square feet.

Gymnasium Storage

A gymnasium storage area of 330 square feet is included in the operational area, as well as a chair storage area of 130 square feet. These areas are in addition to academic storage recognized above.

ELEMENTARY SCHOOL SPACE TEMPLATE

600 PUPIL SCHOOL

School Board:	HAMILTON -WENTWORTH DISTRICT SCHOOL BOARD	
Grade Range:	JK-8	
Program		
School Name:	TBD	
Proposed OTG Capacity:	600	
Elementary Space Benchmark:	109.1	Square Feet per students
Maximum GFA (ft^2):	65,460	Square Feet per students x OTG

Room/Comments	Instructional Spaces: Size (ft^2)	Size (m^2)	Number	Load	Capacity	Floor Area (ft^2)
Regular classrooms	**Regular classrooms**					
Kindergarten (Avg Size)	1,200	111	5	26	130	6,000
Classroom (Avg Size)	750	70	16	23	368	12,000
				Subtotal	**498**	**18,000**
Other Classrooms & Rooms						
Art	900	84	1	23	23	900
Science	900	84	1	23	23	900
Music (vocal)	0	0		23	0	0
Music (Instrumental)	1000	93	1			1,000
Computer Laboratory	900	84	1	23	23	900
Technical/ Vocational	0	0		23	0	0
Special Education	1000	93	1	9	9	1,000
Resources Room (Loaded)	750	70	2	12	24	1,500
Resources Room (unloaded)	900	84	1			900
				Subtotal	**102**	**7,100**
Other						
Stage	0	0				0
Library/ Library Resource Centre	2,825	262	1			2,825
General Purpose	0	0				0
				Subtotal	**0**	**2,825**
Gymnasium						
Gymnasium Area	3,000	279	2			6,000
Change Rooms	400	37	4			1,600
Storage	1,000	93	1			1,000
Chair Storage	500	46	1			500
				Subtotal	**0**	**9,100**
				Total OTG of all Instructional Spaces	**600**	
				Total GFA of all Instructional Spaces (ft^2)		**37,025**

Spaces/Comments	Operational Spaces: Size (ft^2)	Size (m^2)	Number	Load	Capacity	Floor Area (ft^2)
Non instruction spaces	**Non instructional spaces**					
General Administration Office	1500	139	1			1,500
Staff Lounge	500	46	1			500
Kitchen	210	20	1			210
Custodial	1000	93	1			1,000
Staff Work Room	800	74	1			800
Meeting Room	300	28	1			300
Academic Storage	700	65				700
Washroom	1920	178				1,920
				Subtotal	**0**	**6,930**
Mechanical Spaces	**Non instructional spaces**					
Fan Room	680	63				680
Boiler Room	900	84				900
Mechanical Room	650	60				650
Sprinkler Room	300	28				300
Electrical Room	400	37				400
Elevator/ Machine Room	250	23				250
LAN/WAN/Hub Room	300	28				300
				Subtotal	**0**	**3,480**
				Total of all Operational Spaces		**10,410**
				Total of all Instr. & Oper. Spaces		**47,435**

Summary Information for Sample School	
Total Capacity	600
Instructional Area	37,025
Instructional Area per pupil place	61.70833333
Operational Area	10,410
Operational Area per pupil place	17.4
Gross Floor Area	65,460
Ratio of GFA to Instructional Area	1.77
Ratio of GFA to Instructional and Operational Area	1.38
Gross up factor - Circulation/Stairs/Walls (suggested	38%
Area of Circulation, Stairs and Walls (0.38 of	18,025
Percent of GFA that is Circulation Area, Stairs and	27.54%
Square Feet per student	**109.10**

Other Spaces not funded by EDU	Other spaces within Sample School			
Child Care	0	0		0
Early Years Hub	0	0		0
Community Use	0	0		0
Other	0	0		0
Other	0	0		0
Other	0	0		0
Other	0	0		0
			Subtotal	**0**
			Total Sample School Size	**65,460**

SECONDARY SCHOOL SPACE TEMPLATE

NEW SECONDARY SCHOOL- SOUTH

DRAFT - FOR DISCUSSION ONLY

School Board:	HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD	
Grade Range:	9-12	
Program		
School Name:	TBD	
Proposed OTG Capacity:	1000	
Elementary Space Benchmark:	136	Square Feet per students
Maximum GFA (ft^2):	136,000	Square Feet per students x OTG

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Room/Comments	Instructional Spaces Size (ft^2)	Size (m^2)	Number	Load	Capacity	Floor Area (ft^2)
Regular classrooms						
Regular Classroom (Avg Size)	750	70	25	21	525	18,750
				Subtotal	525	18,750
Science Laboratories						
Science General (Avg. Size)	1000	93	2	21	42	2,000
Science Biology (Avg. Size)	1250	116	1	21	21	1,250
Science Chemistry (Avg. Size)	1250	116	2	21	42	2,500
Science Physics (Avg. Size)	1250	116	1	21	21	1,250
				Subtotal	126	7,000
Music						
Music - Instrumental	1390	129	1	21	21	1,390
Music - vocal		0		21	0	0
				Subtotal	21	1,390
Arts						
Graphics/ Visual Arts	1130	105	1	21	21	1,130
Theatre Arts		0		21	0	0
Photography		0				0
Media Arts		0				0
				Subtotal	21	1,130
Health						
Dance/ Aerobics Studio		0				0
Exercise Room	1,000	93	1			1,000
Weight Room	1,000	93	1			1,000
				Subtotal	0	2,000
Technical/ Vocational						
Business		0		21	0	0
Communication		0		21	0	0
Computer Engineering		0		21	0	0
Computer Laboratory	1040	97	4	21	84	4,160
Construction		0		21	0	0
Cosmetology	1250	116	1	21	21	1,250
Design/ Drafting		0		21	0	0
Family Studies (Food)	1230	114	1	21	21	1,230
Family Studies (Textiles/ Fashion)	2500	232	1	21	21	2,500
Food/ Nutrition	1250	116	1	21	21	1,250
Green Technologies		0		21	0	0
Health Sciences	1250	116	1	21	21	1,250
Integrated		0		21	0	0
Manufacturing	2500	232	1	21	21	2,500
Transportation		0		21	0	0
Welding	2500	232	1	21	21	2,500
Wood		0		21	0	0
				Subtotal	231	16,640
Special Education/ Resource Room						
Special Education	750	70	2	9	18	1,500
Resources Room (Loaded)	750	70	1	21	21	750
Resources Room (Unloaded)	750	70	1			750
				Subtotal	39	3,000
Other Spaces						
Stage	1,500	139	1			1,500
Library/ Library Resource Centre	3,000	513	1			3,000
Cafetorium/ Cafeteria	5,000	641	1			5,000
Lecture				21	0	0
Seminar						0
Chapel						0
				Subtotal	0	9,500
Gymnasium						
Gymnasium Area - Quadruple		0		63	0	0
Gymnasium Area - Triple	12000	1115	1	42	42	12,000
Gymnasium - Double		0		21	0	0
Gymnasium Area - Single		0				0
Change Rooms	690	64	6			4,140
Storage	400	37	2			800
Chair Storage	800	74	1			800
				Subtotal	42	17,740
Total OTG of all Instructional Spaces					1,005	
Total GFA of all Instructional Spaces (ft^2)						77,150

Spaces/Comments	Operational Spaces Size (ft^2)	Size (m^2)	Number	Load	Capacity	Floor Area (ft^2)
Non instruction spaces						
General Administration Office	3000	279	1			3,000
Guidance	1300	121	1			1,300
Coop Office	280	26	1			280
Staff Lounge	1000	93	1			1,000
Kitchen/ Servery	1100	102	1			1,100
Custodial	340	32	5			1,700
Staff Work Room	2500	232	1			2,500
Meeting Room	300	28	1			300
Academic Storage	1000	93				1,000
Washroom	3200	297				3,200
					Subtotal 0	15,380
Mechanical Spaces						
Fan Room	1000	93				1,000
Boiler Room	2000	186				2,000
Mechanical Room	1000	93				1,000
Chiller/ Compressor	500	46				500
Sprinkler Room	300	28				300
Electrical Room	300	28				300
Elevator/ Machine Room	300	28				300
LAN/WAN/Hub Room	400	37				400
					Subtotal 0	5,800
Total of all Operational Spaces						21,180
Total of all Instr. & Oper. Spaces						98,330

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Summary Information for Sample School	
Total Capacity	1,005
Instructional Area	77,150
Instructional Area per pupil place	76.77
Operational Area	21,180
Operational Area per pupil place	21.1
Gross Floor Area	139,629
Ratio of GFA to Instructional Area	1.81
Ratio of GFA to Instructional and Operational Area	1.42
Gross up factor - Circulation/Stairs/Walls (suggested 42% of Instruc. & Oper.)	42%
Area of Circulation, Stairs and Walls (0.42 of Instructional and Operational)	41,299
Percent of GFA that is Circulation Area, Stairs and Walls	29.58%
Square Feet per student	138.93

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Other Spaces not funded by EDU	Other spaces within Sample School				
Child Care	0	0			0
Early Years Hub	0	0			0
Community Use	0	0			0
Other	0	0			0
Other	0	0			0
Other	0	0			0
Other	0	0			0
				Subtotal	0
Total Sample School Size					139,629

SECONDARY SCHOOL SPACE TEMPLATE

NEW SECONDARY SCHOOL - NORTH

DRAFT - FOR DISCUSSION ONLY

School Board:	HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD	
Grade Range:	9-12	
Program		
School Name:	TBD	
Proposed OTG Capacity:	1250	
Elementary Space Benchmark:	133	Square Feet per students
Maximum GFA (ft^2):	166,250	Square Feet per students x OTG

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Room/Comments	Instructional Spaces Size (ft^2)	Size (m^2)	Number	Load	Capacity	Floor Area (ft^2)
Regular classrooms						
Regular Classroom (Avg Size)	750	70	33	21	693	24,750
				Subtotal	693	24,750
Science Laboratories						
Science General (Avg. Size)	1000	93	2	21	42	2,000
Science Biology (Avg. Size)	1250	116	1	21	21	1,250
Science Chemistry (Avg. Size)	1250	116	2	21	42	2,500
Science Physics (Avg. Size)	1250	116	2	21	42	2,500
				Subtotal	147	8,250
Music						
Music - Instrumental	1390	129	1	21	21	1,390
Music - vocal		0		21	0	0
				Subtotal	21	1,390
Arts						
Graphics/ Visual Arts	1130	105	1	21	21	1,130
Theatre Arts		0		21	0	0
Photography		0				0
Media Arts		0				0
				Subtotal	21	1,130
Health						
Dance/ Aerobics Studio		0				0
Exercise Room	1,000	93	1			1,000
Weight Room	1,000	93	1			1,000
				Subtotal	0	2,000
Technical/ Vocational						
Business		0		21	0	0
Communication		0		21	0	0
Computer Engineering		0		21	0	0
Computer Laboratory	1040	97	5	21	105	5,200
Construction		0		21	0	0
Cosmetology	1250	116	1	21	21	1,250
Design/ Drafting		0		21	0	0
Family Studies (Food)	1250	116	1	21	21	1,250
Family Studies (Textiles/ Fashion)	2500	232	1	21	21	2,500
Food/ Nutrition	1250	116	1	21	21	1,250
Green Technologies		0		21	0	0
Health Sciences	1250	116	1	21	21	1,250
Integrated		0		21	0	0
Manufacturing	2500	232	1	21	21	2,500
Transportation	2500	232	1	21	21	2,500
Welding	2500	232	1	21	21	2,500
Wood		0		21	0	0
				Subtotal	273	20,200
Special Education/ Resource Room						
Special Education	750	70	3	9	27	2,250
Resources Room (Loaded)	750	70	1	21	21	750
Resources Room (Unloaded)	750	70				0
				Subtotal	48	3,000
Other Spaces						
Stage	1,500	139				0
Library/ Library Resource Centre	4,000	513	1			4,000
Cafetorium/ Cafeteria	6,250	641	1			6,250
Lecture				21	0	0
Seminar						0
Chapel						0
				Subtotal	0	10,250
Gymnasium						
Gymnasium Area - Quadruple		0		63	0	0
Gymnasium Area - Triple	12000	1115	1	42	42	12,000
Gymnasium - Double		0		21	0	0
Gymnasium Area - Single		0				0
Change Rooms	690	64	7			4,830
Storage	500	46	4			2,000
Chair Storage	1,000	93	1			1,000
				Subtotal	42	19,830
Total OTG of all Instructional Spaces					1,245	
Total GFA of all Instructional Spaces (ft^2)						90,800

Spaces/Comments	Operational Spaces Size (ft^2)	Size (m^2)	Number	Load	Capacity	Floor Area (ft^2)
Non instruction spaces						
General Administration Office	4000	372	1			4,000
Guidance	1625	151	1			1,625
Coop Office	300	28	1			300
Staff Lounge	1200	111	1			1,200
Kitchen/ Servery	1375	128	1			1,375
Custodial	425	39	5			2,125
Staff Work Room	3200	297	1			3,200
Meeting Room	300	28	2			600
Academic Storage	1250	116				1,250
Washroom	4000	372				4,000
					Subtotal 0	19,675
Mechanical Spaces						
Fan Room	1600	149				1,600
Boiler Room	2250	209				2,250
Mechanical Room	1200	111				1,200
Chiller/ Compressor	600	56				600
Sprinkler Room	300	28				300
Electrical Room	500	46				500
Elevator/ Machine Room	300	28				300
LAN/WAN/Hub Room	500	46				500
					Subtotal 0	7,250
Total of all Operational Spaces						26,925
Total of all Instr. & Oper. Spaces						117,725

DRAFT - FOR DISCUSSION ONLY

Summary Information for Sample School	
Total Capacity	1,245
Instructional Area	90,800
Instructional Area per pupil place	72.93
Operational Area	26,925
Operational Area per pupil place	21.6
Gross Floor Area	167,170
Ratio of GFA to Instructional Area	1.84
Ratio of GFA to Instructional and Operational Area	1.42
Gross up factor - Circulation/Stairs/Walls (suggested 42% of Instruc. & Oper.)	42%
Area of Circulation, Stairs and Walls (0.42 of Instructional and Operational)	49,445
Percent of GFA that is Circulation Area, Stairs and Walls	29.58%
Square Feet per student	134.27

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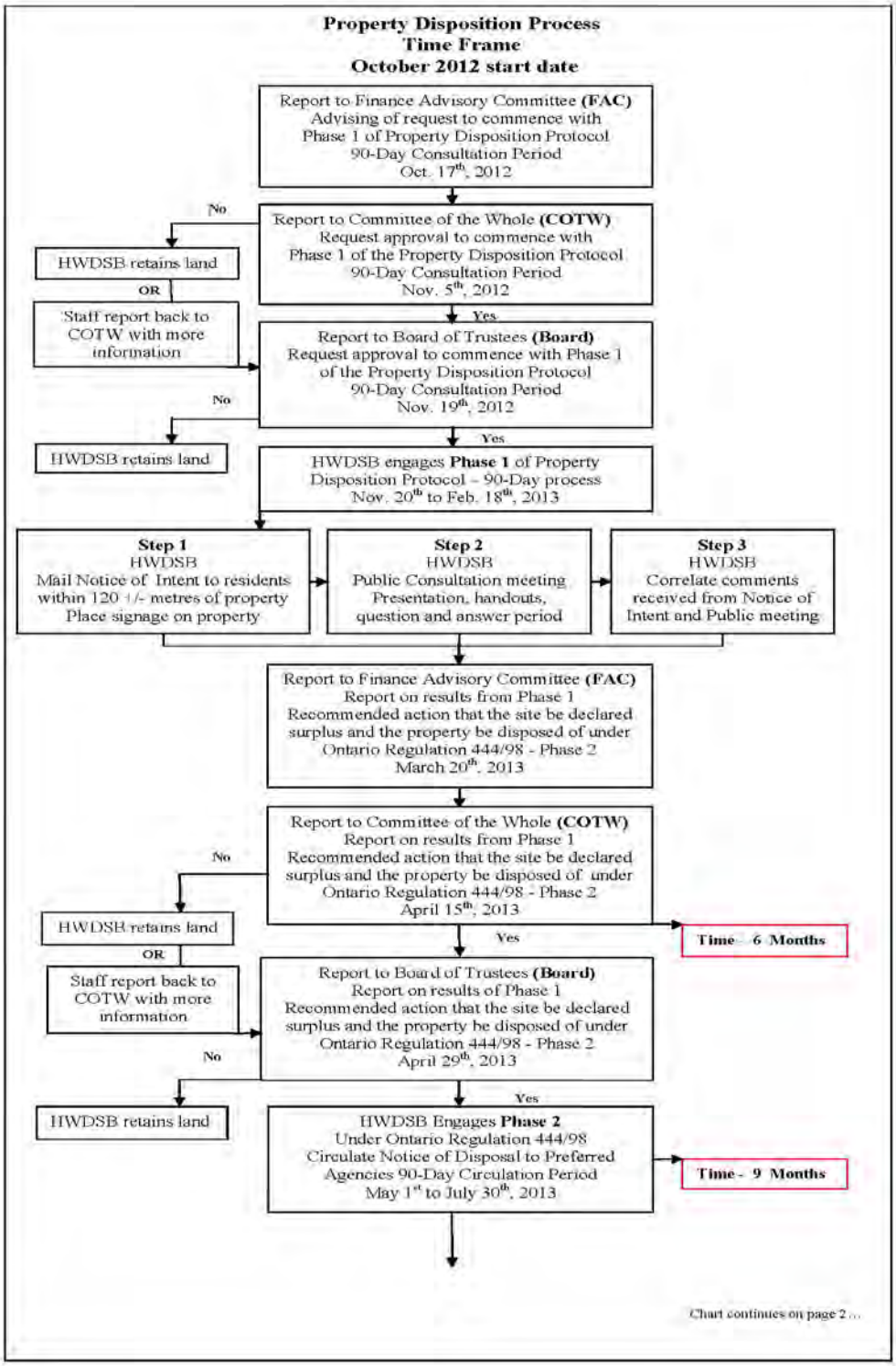
Other spaces within Sample School					
0	0				0
0	0				0
0	0				0
0	0				0
0	0				0
0	0				0
0	0				0
				Subtotal	0
Total Sample School Size					167,170

3. Property Disposition Process

The property disposition process is the set of steps that has been approved by the Hamilton-Wentworth District School Board in order to sell vacant and school sites. The following flow chart is meant to simplify the process and illustrate the various outcomes, steps and time frames which it takes to sell property at the Board. The process takes at least one year to one and a half years to complete and can take much longer if there are any issues that obstruct the process. The flow chart below indicates best case scenario in terms of timelines for the process.


Property Disposition Process
Time Frame
October 2012 start date
Report to Finance Advisory Committee (FAC)
Advising of request to commence with
Phase 1 of Property Disposition Protocol
90-Day Consultation Period
Oct. 17th, 2012
No
Report to Committee of the Whole (COTW)
Request approval to commence with
Phase 1 of the Property Disposition Protocol
90-Day Consultation Period
Nov. 5th, 2012
HWDSB retains land
OR
Staff report back to COTW with more information
Yes
Report to Board of Trustees (Board)
Request approval to commence with Phase 1
of the Property Disposition Protocol
90-Day Consultation Period
Nov. 19th, 2012
No
HWDSB retains land
Yes
HWDSB engages Phase 1 of Property
Disposition Protocol – 90-Day process
Nov. 20th to Feb. 18th, 2013
Step 1
HWDSB
Mail Notice of Intent to residents
within 120 +/- metres of property
Place signage on property
Step 2
HWDSB
Public Consultation meeting
Presentation, handouts,
question and answer period
Step 3
HWDSB
Correlate comments
received from Notice of
Intent and Public meeting
Report to Finance Advisory Committee (FAC)
Report on results from Phase 1
Recommended action that the site be declared
surplus and the property be disposed of under
Ontario Regulation 444/98 - Phase 2
March 20th, 2013
Report to Committee of the Whole (COTW)
Report on results from Phase 1
Recommended action that the site be declared
surplus and the property be disposed of under
Ontario Regulation 444/98 - Phase 2
April 15th, 2013
No
HWDSB retains land
OR
Staff report back to COTW with more information
Yes
Time - 6 Months
Report to Board of Trustees (Board)
Report on results of Phase 1
Recommended action that the site be declared
surplus and the property be disposed of under
Ontario Regulation 444/98 - Phase 2
April 29th, 2013
No
HWDSB retains land
Yes
HWDSB Engages Phase 2
Under Ontario Regulation 444/98
Circulate Notice of Disposal to Preferred
Agencies 90-Day Circulation Period
May 1st to July 30th, 2013
Time - 9 Months
Chart continues on page 2 ...

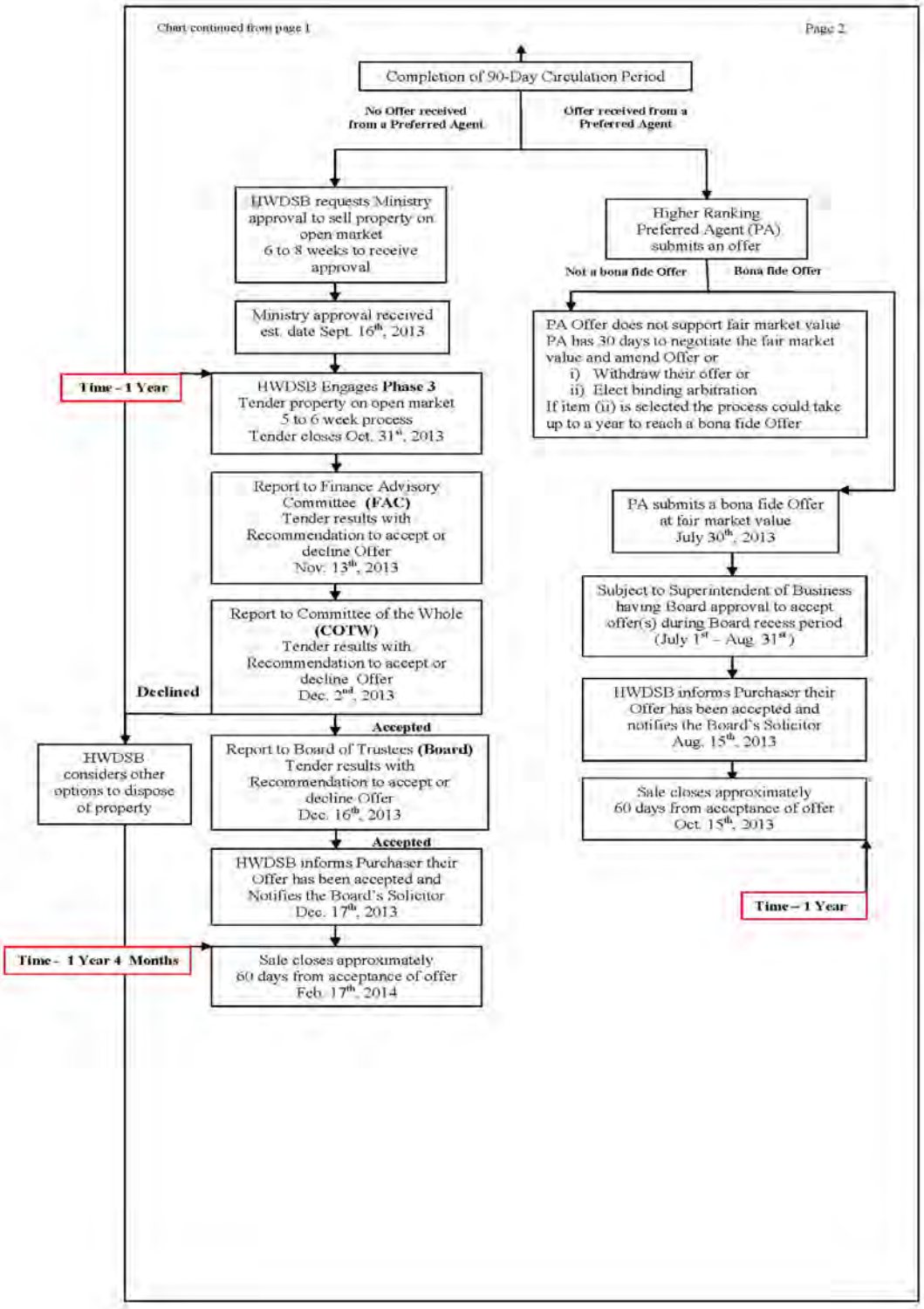
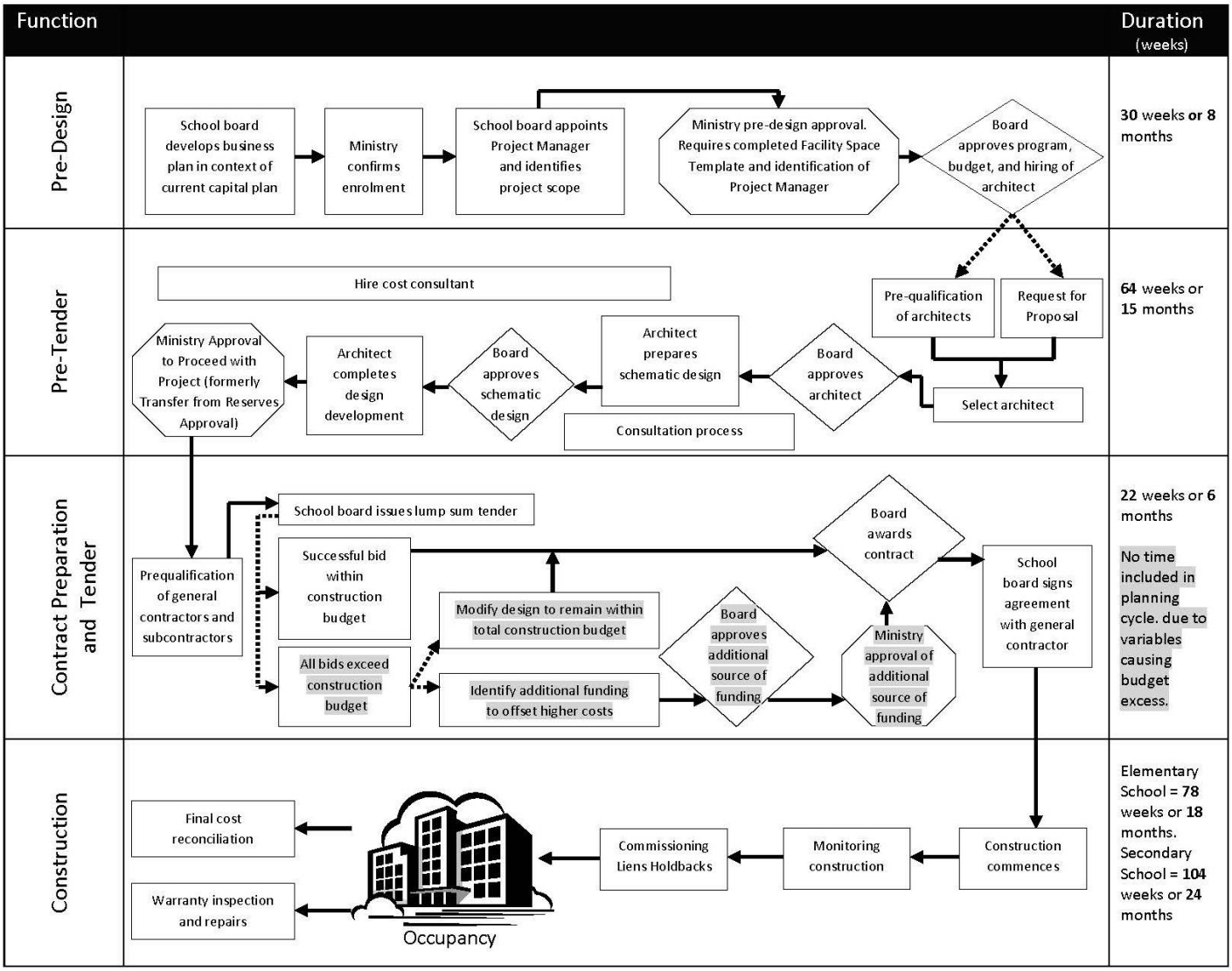


Chart continued from page 1
Page 2
Completion of 90-Day Circulation Period
No Offer received from a Preferred Agent
Offer received from a Preferred Agent
HWDSB requests Ministry approval to sell property on open market
6 to 8 weeks to receive approval
Ministry approval received est. date Sept. 16th, 2013
Time – 1 Year
HWDSB Engages Phase 3
Tender property on open market
5 to 6 week process
Tender closes Oct. 31st, 2013
Report to Finance Advisory Committee (FAC)
Tender results with Recommendation to accept or decline Offer
Nov. 13th, 2013
Report to Committee of the Whole (COTW)
Tender results with Recommendation to accept or decline Offer
Dec. 2nd, 2013
Declined
Accepted
HWDSB considers other options to dispose of property
Report to Board of Trustees (Board)
Tender results with Recommendation to accept or decline Offer
Dec. 16th, 2013
Accepted
HWDSB informs Purchaser their Offer has been accepted and Notifies the Board's Solicitor
Dec. 17th, 2013
Time - 1 Year 4 Months
Sale closes approximately 60 days from acceptance of offer
Feb. 17th, 2014
Higher Ranking Preferred Agent (PA) submits an offer
Not a bona fide Offer
Bona fide Offer
PA Offer does not support fair market value
PA has 30 days to negotiate the fair market value and amend Offer or
i) Withdraw their offer or
ii) Elect binding arbitration
If item (ii) is selected the process could take up to a year to reach a bona fide Offer
PA submits a bona fide Offer at fair market value
July 30th, 2013
Subject to Superintendent of Business having Board approval to accept offer(s) during Board recess period
(July 1st – Aug. 31st)
HWDSB informs Purchaser their Offer has been accepted and notifies the Board's Solicitor
Aug. 15th, 2013
Sale closes approximately 60 days from acceptance of offer
Oct. 15th, 2013
Time – 1 Year

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

4. Project Planning Cycle

Project Planning Cycle For Typical New Elementary and Secondary School (Duration NOT Schedule)

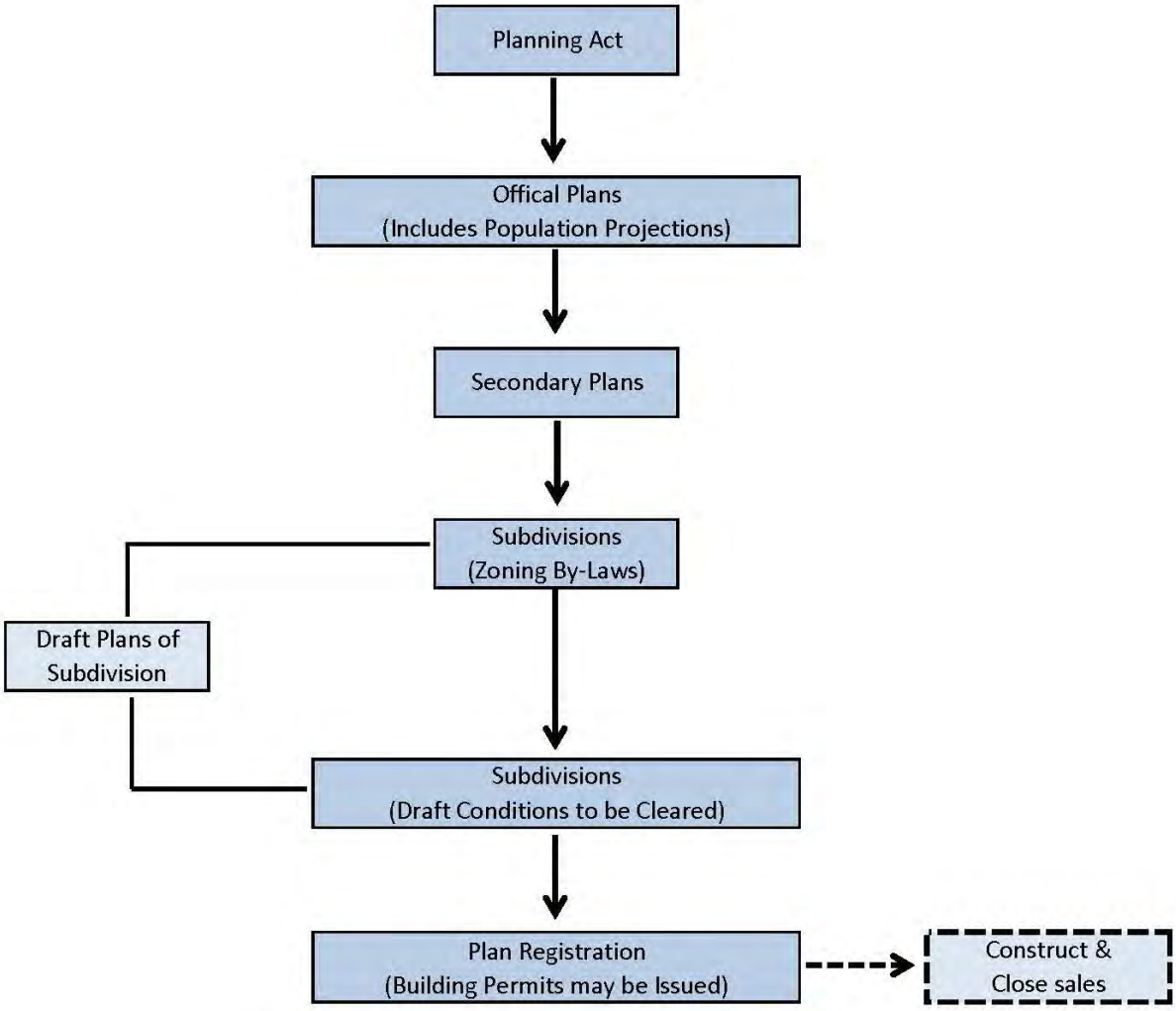


NOTES:

This represents the duration for each of the tasks. Some of the tasks do not impact on the overall schedule since several of the tasks can run concurrently which reduces total duration time.

A specific schedule would be developed for each project when approved to proceed.

5. Municipal Planning Process



6. Boundary Review or Grade Reorganization Process

1. Board Approval and Initiation of a Boundary Change Review
    a. The Planning & Accommodation Division of the Facilities Management Department and/or the Superintendent of Student Achievement for the schools identified brings forth a recommendation to the Board for approval for consultation.
2. Boundary Review Committee
    a. Boundary Review Committee be struck with the following membership:
        i. Co-Chair: Cluster Superintendent of Student Achievement
        ii. Co-Chair: Senior Planner or Planner of Accommodation & Planning
        iii. All School Principals Affected
        iv. All Trustees affected
        v. Up to Two School Council Reps from each School affected.
    b. The Boundary Review Committee will meet at least once and will review the following:
        i. Rationale for change
        ii. Preferred option(s)
        iii. Enrolment & facility utilization impacts
        iv. Financial impacts
        v. Transportation impacts
        vi. Political considerations
        vii. Implementation considerations including “grandparenting”, timelines, temporary and permanent status.
    c. The mandate of the Committee shall be to review the proposed rationale, options and impacts identified above and to provide local expertise or input. The committee can suggest new options for considerations.
    d. The Committee shall present at least one recommendation for community consultation.
3. Community Consultation
    a. The Boundary Review Committee will hold one public meeting to allow the community an opportunity to provide input regarding the recommendation(s).
4. Community Consultation Review
    a. Planning & Accommodation and SOSA review community feedback and make final a recommendation(s) to go to Board.
5. Board Approval
    a. Planning & Accommodation and SOSA will present their recommendation as well as the results of community consultation to the Board for their approval.

7. Portable Accommodation Process

Portable Inventory Updating Responsibilities:

- Planning and Accommodation Division will ultimately be responsible for maintaining and updating a list of portables, their locations and prior locations
- Maintenance and Energy Division will be responsible for maintaining a condition index on the portables.
- Capital Division will be responsible for moving and demolition aspects of portable allocations. Capital Division will also be responsible for informing Planning and Accommodation on any temporary accommodation needs based on scheduled capital projects and emergencies (Fire, flood, etc.)

Portable Accommodation Process:

1. Planning and Accommodation Division generates the annual enrolment projections for staffing purposes.
2. Staffing allocations are completed based on the collaborative work of the Planning and Accommodation, Budget and Human Resources Departments.
3. School organizations are then completed by HR Staffing Manager, Budget Department and Principals.
4. Any requests for portables are directed to Manager of Planning and Accommodation.
5. Planning and Accommodation Division reviews the space available in schools with existing portables and those schools who are projected to need temporary accommodation.
    - This process consists of a floor plan being sent to each school principal to be used to illustrate how they plan to utilize their school for the following school year.
    - Planning and Accommodation will review the submissions and determine if a portable is required or can be removed from site based on enrolment and proper utilization of space.
6. Planning and Accommodation create a list of schools which identifies where portable are required and where they are available.
7. Manager of Planning and Accommodation notifies Executive Facilities Management Team of the planned moves, replacements or demolitions.
8. Manager of Maintenance to review the portable moves, replacements or demolitions to determine the conditions of the portable are appropriate for the suggested outcome. Any changes will be made between the Managers and the Senior Facilities Officer.
9. Area Superintendent and Principal will be notified by Planning and Accommodation on any decision affecting a schools temporary accommodation.
10. Manager of Capital will appoint a Project Manager from the Capital Division to carry out the move, replacement or demolition of the portable(s).
11. Site selection for portable will ensure that all Building Code requirements and Fire Code Requirements are met. Accessibility for students will also be taken into consideration.
12. Capital Division will process and coordinate the project, municipal applications, building permits or demolition permits etc.
13. Once the projects are complete, the Planning and Accommodation Division will be notified to update the portable inventory.

8. Accessibility Plan

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER 2012 TO DECEMBER 2017

Prepared in accordance with
Accessibility for Ontarians with Disabilities Act (2005)
Integrated Accessibility Standards Regulation 191/11

November 2012

This publication is available through the Hamilton-Wentworth District School Board's

- website (www.hwdsb.on.ca → BOARD → Accessibility)
- Administrative Office: 100 King Street West
- In accessible formats upon request
  Contact the Administrative Office:
  Corporate Communications
  100 King Street West; 6th Floor
  Hamilton, ON L8P 1A2
  905-527-5092

  Or www.hwdsb.on.ca -> "contact us"

  Mailing address: Corporate Communications
  Hamilton-Wentworth District School Board
  P.O. Box 2558
  Hamilton ON L8N 3L1

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

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HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Hamilton-Wentworth District School Board

Hamilton-Wentworth District School Board (HWDSB) Multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation 191/11 under the Accessibility for Ontarians with Disabilities Act, (2005). It incorporates the intentions of HWDSB to meet its obligations under the Ontarians with Disabilities Act, 2001.

The Plan describes the measures that HWDSB will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parent(s)/guardian(s), volunteers and visitors to HWDSB and its schools. The plan will be guided by HWDSB's Integrated Accessibility Standard Policy and Directives: Accessibility in Employment; Accessibility Standards for Information and Communication; Accessibility Standards for Student Transportation; Accessibility Plans and HWDSB's Vision, Mission, Values, and Directions (available at www.hwdsb.on.ca)

Vision: All Students Achieving Their Full Potential

Mission: Providing relevant, responsive education so that each student becomes a life-long learner and contributing citizen in a diverse world.

Values: Respect, Creativity, Excellence, Citizenship

Directions:

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, university or workplace.

ENGAGEMENT MATTERS

- HWDSB will achieve high levels of student engagement in our schools.
- HWDSB will achieve high levels of parent engagement in our school communities.
- HWDSB will maintain and strengthen collaborative relationships with employee groups.
- HWDSB will maintain and strengthen collaborative relationships with community partners.

EQUITY MATTERS

- HWDSB will ensure equitable resource allocation to schools, staff, and students.
- HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential.
- HWDSB will provide safe, inclusive, and respectful learning environments for all staff and students.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Hamilton-Wentworth District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017

1.0 Objectives

This Plan:

1.1 Describes the process by which the Hamilton-Wentworth District School Board will identify, remove and prevent barriers;

1.2 Reviews recent efforts of the Hamilton-Wentworth District School Board to remove and prevent barriers;

1.3 Describes the measures the Hamilton-Wentworth District School Board will take in the period 2012-2017 to identify, remove and prevent barriers;

1.4 Makes a commitment to provide an annual status report on the Hamilton-Wentworth District Board's implementation of the multi-year accessibility plan;

1.5 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;

1.6 Describes how the Hamilton-Wentworth District School Board will make this accessibility plan available to the public.

2.0 Terminology

2.1 Disability

The Ontarians with Disabilities Act (2001) adopts the broad definition for disability that is set out in the Ontario Human Rights Code. Disability is defined as:

(a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
(b) a condition of mental impairment or a developmental disability;
(c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
(d) a mental disorder; or
(e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

2.2 Barrier

A barrier is anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability.

Architectural barriers may result from the design of the building, shape of rooms, size of doorways, or width of hallways, for example.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Physical barriers refer to objects added to the environment, such as doors, windows, elevators, furniture, bathroom hardware, etc.

Information or communication barriers 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 refer to persons who do not know how to communicate with people with disabilities, or persons who display discriminatory behaviours.

Technology barriers refer 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.

(from: Ministry of Community and Social Services: www.mcss.gov.on.ca)

3.0 Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities and with HWDSB's Special Education Advisory Committee (SEAC), Accessibility Working Group and the Accessibility Advisory Group , and other stakeholder groups as deemed appropriate. It will be presented to the Board for approval. The Hamilton-Wentworth District School Board is committed to:

3.1 Maintaining an Accessibility Working Group and Advisory Group;

3.2 Continuing the process of consulting with the Special Education Advisory Committee (SEAC), Parent Involvement Committee (PIC) and with persons with disabilities;

3.3 Ensuring, wherever practicable, that HWDSB policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Working and Advisory Groups will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;

3.4 Improving access to facilities, policies, programs, practices and services for students, staff, parent(s)/guardian(s), volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Working Group and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Working and Advisory Groups to review and update the Multi-Year Accessibility Plan that will enable the Hamilton-Wentworth District School Board to meet these commitments.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Hamilton-Wentworth District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017

4.0 Hamilton-Wentworth District School Board: Quick Facts

Total Size:	1117 square kilometers	
Total Number of Schools:	Elementary: 95	Secondary: 18
Total Number of Students:	Elementary: 34,048	Secondary: 17,950
Total Number of Staff:	Academic: 6,235	Business /Support: 1,066

Students enrolled in French programs:	1,971
Students served through Special Education:	10,387
Students enrolled in English as a Second Language:	3,683
Students traveling by bus:	16,000
Permits for Community Use of Schools:	2,299

5.0 Accessibility Working and Advisory Group Members

The accessibility committee was originally established in April 2003 and presently consists of the following members:

Working Group	Role	E-mail Address
Vicki Corcoran	Superintendent: Leadership and Learning	vicki.corcoran@hwdsb.on.ca
Elizabeth Rutherford	Principal: Special Education	elizabeth.rutherford@hwdsb.on.ca
Elio Dicienzo	Transportation Coordinator	elio.dicienzo@hamiltonschoolbus.ca
Allyson Bentley	Transportation Officer	allyson.bentley@hamiltonschoolbus.ca
Mark Taylor	Communications Officer	mark.taylor@hwdsb.on.ca
Corey Boyle	Health & Safety Officer	corey.boyle@hwdsb.on.ca
Ron Gowland	Manager: Facilities Management	ron.gowland@hwdsb.on.ca
Timothy Story	Project Supervisor: Facilities Management	timothy.story@hwdsb.on.ca

Advisory Group	Role	E-mail Address
Judy Colantino	Chair: Special Education Advisory Committee	judycolantino@hotmail.com
Wanda Bielak	Principal: Mountain Secondary School	wanda.bielak@hwdsb.on.ca
Keith Muldoon	Principal: Glenwood School	keith.muldoon@hwdsb.on.ca
Larry Thomas	Itinerant Teacher: Blind / Low Vision	larry.thomas@hwdsb.on.ca
Jennifer Faulkner	Manager: Staff Development	jennifer.faulkner@hwdsb.on.ca
Gail Belisario	Principal: Equity and Engagement	gail.belisario@hwdsb.on.ca
Jane Lee	Director :Customer Service: Access and Equity, City of Hamilton	jlee@hamilton.ca
Don Grant	Superintendent: Business Services	don.grant@hwdsb.on.ca
Daniel Del Bianco	Senior Facilities Officer: Facilities Management	daniel.del bianco@hwdsb.on.ca
Julia Lockhart	Occupational Therapist: Hamilton Health Sciences	lockhart@hhsc.ca

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

6.0 Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all Hamilton-Wentworth District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the Ontarians with Disabilities Act (2001), the Hamilton-Wentworth District School Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the Accessibility for Ontarians with Disabilities Act (2005) with regard to customer service, information and communications, employment, and school transportation.

7.0 Barrier Identification Methodologies

The Accessibility Planning Committee uses the following information gathering methods:

Methodology	Description	Status
Public feedback re: commenting on Board Plan and/or Status Report; providing input / suggestions	Comments gathered through webpage access	Ongoing
Employee feedback re: commenting on Board Plan and/or Status Report; providing input / suggestions	Comments gathered through employee web portal	Ongoing
Accessibility Working Group review of Facilities report of physical environment upgrades	Surveys of buildings considered and identification of criteria for action within multi-year strategy and update of annual status report	Bi-Annually
Accessibility Working Group review of Plan and development of Status Report	Potential actions re: identified accessibility issues discussed within multi-year strategy	Bi-Annually
Review of Plan and Status Report by Board, Accessibility Advisory Group, Special Education Advisory Committee (SEAC), and Parent Involvement Committee (PIC)	Opportunity for input and feedback prior to approval of status update and posting on website	Annually

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

8.0 Recent Barrier Removal Achievements

Hamilton-Wentworth District School Board continues to identify, remove, and prevent barriers for people with disabilities through the following processes. The following information identifies the most recent actions taken in the removal of barriers:

Architectural

HWDSB continues to move forward on its vision of School Revitalization by building new schools with accessibility features. As a feature of HWDSB's School Revitalization Program, all newly constructed schools incorporate Barrier Free Design. In most cases minimal requirements identified within the Ontario Building Code (OBC) are exceeded to permit improved accessibility for both adult and child occupants.
Wherever possible, major renovation projects undertaken at school sites strive to incorporate OBC requirements, as well as meeting the provisions of the ODA and the AODA.

Physical

Hamilton-Wentworth District School Board continues to access the Ministry of Education Special Equipment Amount (SEA) funding, which assists with the costs of equipment essential to support students with special education needs. This equipment provides students with accommodations to attend school (such as adjustable desks, computer tables, positioning devices for sitting/standing/lying, personal care items, and lifts or harnesses for moving students) and/or access curriculum (such as computers or communication devices). In addition to specialized equipment for students, HWDSB continues to provide staff with assistive devices and equipment as determined to be necessary for them to perform the functions of their employment and access HWDSB resources and facilities.
Each year the HWDSB allocates an amount from the annual School Renewal Grant (SRG), provided by the Ministry of Education, to address school accessibility issues. Identified projects may be part of an annual building renewal program (i.e.: washroom upgrades, auditorium upgrades), or to meet the emerging needs of a specific handicap (accessibility upgrades – ramps, visible fire alarms, acoustic treatments). This program also includes improvements to HWDSB Administrative Facilities, as required.
Many of HWDSB's facilities were constructed when accessibility features were not a high consideration. Consequentially, there are limitations at some sites where accessibility features are not feasible, or practical, to meet all the provisions of the ODA.

Information / Communication

HWDSB's website will continue to be monitored to ensure accessibility to staff, students, and the community, including accessibility to JAWS, a web-page reader. HWDSB's Special Education Report addresses access for students with disabilities through program modifications, accommodations and alternative expectations. Amendments to the Report are reviewed annually, and the Report is available on the HWDSB website.
Special Education and Curriculum staff continue to provide support to schools for learning in diverse, inclusive environments through the principles and guidelines provided by universal design and differentiated instruction, as outlined in the Ministry of Education document, Education for All (2005) and the draft document, Learning for All (2011).

Attitudinal

In 2011-12, schools will again be provided with websites and information about the International Day of Persons with Disabilities in December, and encouraged to have their staff and students participate in activities associated with the day.
Through various system- and school-based strategies (i.e., Character Builds; Mental Health Strategy; Student Success Initiatives), HWDSB endeavours to help every student strengthen their character, become caring and contributing citizens, and reach their full potential.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Student Leadership initiatives provide opportunities for students to develop their leadership potential and to assume responsibility for leadership initiatives at their local schools that can address issues such as bullying prevention and raising awareness of issues facing physically and learning disabled youth and adults. HWDSB believes in and promotes inclusive education as defined by the Ministry of Education: "Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected." (Ontario Ministry of Education, 2009)
HWDSB Equity Policy states and its commitment to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act. The Leadership & Learning Department provides equity awareness opportunities for both students and staff, and these are provided throughout the school year. Equity is the lens through which decisions are made.

Technology
Assistive technology plays an increasing role in the provision of differentiated instruction. Hamilton-Wentworth District School Board continues to access the Ministry of Education Special Equipment Amount (SEA) funding to provide students with accommodations to access the Ontario curriculum and/or a board-determined alternative program and/or course. This equipment includes such items as soundfield systems, FM systems, computer hardware, computer software that provides access to curriculum, Braillers, and other communication aids. HWDSB employees also receive appropriate accommodations, which may include assistive technology, based on identified needs. In addition, assistive technology is provided for staff as required.

Systemic
As policies/procedures are developed and/or revised, they will be examined to reflect Hamilton-Wentworth District School Board directions with regard to accessibility.

9.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the Accessibility for Ontarians with Disabilities Act (2005), identified specific requirements to achieve accessibility in the areas of:

- ✓ Information and Communications;
- ✓ Employment; and
- ✓ Transportation.

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Hamilton-Wentworth District School Board intends, through this Multi-year Accessibility Plan for the period 2012-2017, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work HWDSB is undertaking with regard to identification and removal of barriers in HWDSB's physical environment.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Hamilton-Wentworth District School Board
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For the years December 2012 – 2017

2012-2013

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Develop Accessibility Policy Statement	January 1, 2013
Attitudinal – Information and Communications	Board-wide	Develop a Procedure re Accessible Information and Communications	January 1, 2013
Attitudinal – Employment	Board-wide	Develop Procedure re Accessible Employment	January 1, 2013
Systemic	Board-wide	Review procurement practices to incorporate accessibility criteria for goods, services, facilities	January 1, 2013
Information and Communication	Board-wide	Provide accessibility awareness training for all educators/ classroom-based staff on accessible instruction/program delivery	Ongoing 2012-2013
Information and Communication	Board-wide	Review practices to ensure readiness to provide educational resources or materials, student records and information on program requirements in accessible formats upon request	January 1, 2013
Physical	Dundas Central G.R. Allan Huntington Park Mary Hopkins Memorial (City) R.A. Riddell	Renovate to meet Section 3.8 (Barrier Free Design) of 2006 Ontario Building Code	Ongoing 2012-2013

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Hamilton-Wentworth District School Board
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For the years December 2012 – 2017

2013-2014

Type of Barrier	Location	Action	Effective Date
Systemic - attitudinal	Board-wide	Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training	Ongoing 2013-2014
Information and Communication	Board Offices	Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above.	January 1, 2014
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after Jan 1, 2012 meet WCAG 2.0, Level A standards.	January 1, 2014
Systemic - Employment	Board-wide	Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance appraisal, career or professional development, redeployment	January 1, 2014
Information and Communication – Student Transportation	Board-wide	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	January 1, 2014
Information and Communication	School Libraries	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request (in anticipation of the 2015 compliance date	Ongoing 2013-2014
Physical	Adelaide Hoodless Billy Green C.B. Stirling Mount Albion Rosedale Sir Winston Churchill	Renovate to meet Section 3.8 (Barrier Free Design) of 2006 Ontario Building Code	Ongoing 2013-2014

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

2014-2015

Type of Barrier	Location	Action	Effective Date
Information and Communication	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events)	January 1, 2015
Information and Communication	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	A.M. Cunningham Dalewood G.L. Armstrong Orchard Park Queen's Rangers R.L. Hyslop	Renovate to meet Section 3.8 (Barrier Free Design) of the 2006 Ontario Building Code	Ongoing 2014-2015

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

2015-2016

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for 2020 deadline
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Ancaster High Bennetto Beverly Central Franklin Road Janet Lee W.H. Ballard	Renovate to meet Section 3.8 (Barrier Free Design) of the 2006 Ontario Building Code	Ongoing 2015-2016

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

2016-2017

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing 2016-2017
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing 2016-2017
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	Ongoing preparation for 2020 deadline
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Dr. J. Seaton Eastdale Mountview Mount Hope Parkdale Sherwood	Renovate to meet Section 3.8 (Barrier Free Design) of the 2006 Ontario Building Code	Ongoing 2015-2016

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

10.0 Review and Monitoring Process

The Accessibility Working Group meets to review the progress and evaluate the effectiveness of implementation of barrier removal and prevention strategies and to plan for increased accessibility throughout the Board. Any updates and suggested changes to the Accessibility Plan are communicated to the Accessibility Advisory Group for their review and input into these revisions.

The Accessibility Working and Advisory Groups will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

(a) An annual status report on the progress of the measures taken to implement the plan is prepared and posted on the Board website;

(b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee (SEAC) and other stakeholders, as deemed appropriate.

11.0 Communication of the Plan

In addition to the public availability of the plan on the website, the Hamilton-Wentworth District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Corporate Communications
100 King Street West; 6th Floor
Hamilton, ON L8P 1A2
905-527-5092

Or www.hwdsb.on.ca -> "contact us"

Mailing address: Corporate Communications
Hamilton-Wentworth District School Board
P.O. Box 2558
Hamilton ON L8N 3L1

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Subject to Pupil Accommodation Review. Information accurate as of Friday, September 28, 2012

SCHOOL	LEVEL 1. Building cannot reasonably be made accessible.	LEVEL 2. Building can reasonably be made accessible, but may require a ramp, elevator, door, parking or washrooms upgrades	LEVEL 3. Building is accessible , has some washroom modifications and some interior access.	LEVEL 4. Building has complete access and washrooms.	# of Storeys	5 Year Accessibility Plan Year.	Comments
Dundas Central	Yes	NA	NA	No	2	1	All areas of building will require upgrades for accessibility, only exterior ramp is compliant. New interior and exterior doors, barrier free pathways, elevators, washrooms, stairwells all will be required to be installed. School is a heritage building with 7 levels with-in the corridors.
George R. Allan	Yes	NA	NA	No	3	1	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances, barrier free pathway in corridors between exits, additions and rooms. Basement corridor and rooms are multi-leveled in student occupied areas.
Huntington Park	No		NA	No	1	1	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, barrier free entrances, barrier free pathway from designated parking spaces.
Mary Hopkins	Yes		NA	No	3	1	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances, barrier free pathway in corridors between exits, additions and rooms. Corridors and rooms are multi-leveled in student occupied areas.
Memorial (City)	No	NA	Yes	No	2	1	School will require a new universal barrier free washroom, student washroom upgrades.
R. A. Riddell	No	Yes	NA	No	2	1	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, barrier free entrances, barrier free pathway from designated parking spaces, elevator.
Adelaide Hoodless	Yes	NA	NA	No	2	2	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances, barrier free pathway in corridors btween additions and rooms. Basement corridor and rooms are multi-leveled in student occupied areas.
Billy Green	No	Yes	NA	No	2	2	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances, barrier free pathway from designated parking spaces.
Cecil B. Stirling	No	Yes	NA	No	2	2	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, barrier free entrances, barrier free pathway from designated parking spaces, elevator.
Mount Albion	No	Yes			2	2	School will require a new universal barrier free washroom, student washroom upgrades, barrier free entrances, barrier free pathway from designated parking spaces, elevator.
Rosedale	No	NA	Yes		1	2	School will require a new universal barrier free washroom, student washroom upgrades, barrier free entrances.
Sir Winston Churchill	No	NA	Yes	No	2	2	School is accessible from the exterior via the rec centre only. School will require a new universal barrier free washroom, student washroom upgrades, barrier free entrances barrier free pathways between corridor levels.

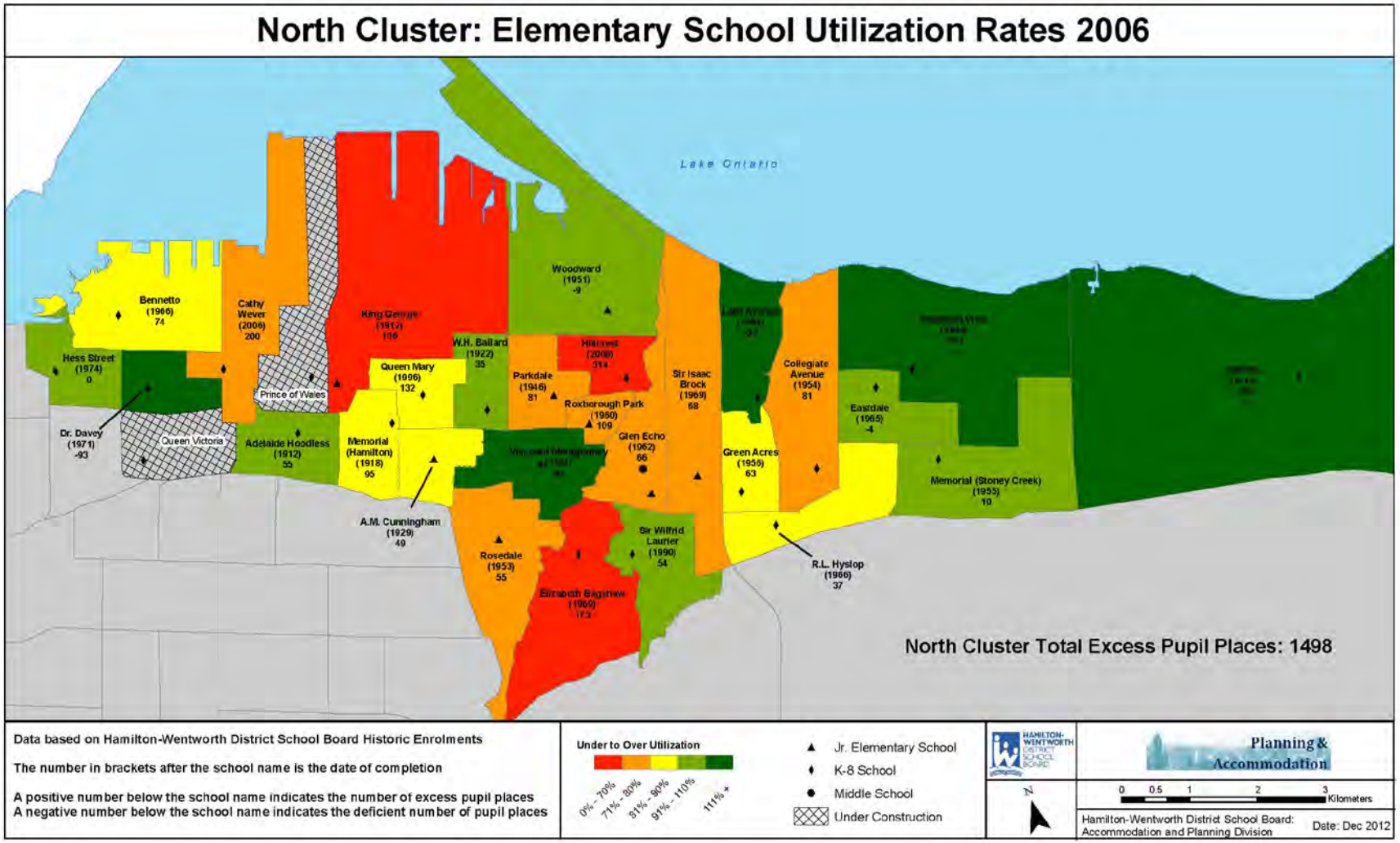
SCHOOL	LEVEL 1. Building cannot reasonably be made accessible.	LEVEL 2. Building can reasonably be made accessible, but may require a ramp, elevator, door, parking or washrooms upgrades	LEVEL 3. Building is accessible ,has some washroom modifications and some interior access.	LEVEL 4. Building has complete access and washrooms.	# of Storeys	5 Year Accessibility. Plan Year.	Comments
A.M. Cunningham	No	Yes	NA	No	3	3	School will require a new universal barrier free washroom, barrier free entrances, barrier free pathway from designated parking spaces, elevator.
Dalewood	No	Yes	NA	No	2	3	Currently school is only accessibile via the red centre. School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances, barrier free pathway in corridors between additions, elevator.
George L. Armstrong	No	Yes			3	3	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances, barrier free pathway in corridors between additions, elevator.
Orchard Park	No	NA	Yes	No	2	3	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances.
Queen's Rangers	No	NA	Yes	No	1	3	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances and AC for entire building for existing student requirements.
R. L. Hyslop	No	Yes	NA	No	2	3	School will require a new universal barrier free washroom, designated parking spaces , barrier free entrances, barrier free pathway from designated parking spaces, elevator.
Ancaster High	No	NA	Yes	No	2	4	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, barrier free pathway in corridors between additions.
Bennetto	No	Yes	NA	No	2	4	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, barrier free entrances, barrier free pathway in corridors between additions, elevator.
Beverly Central	No	NA	Yes	No	1	4	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces.
Franklin Road	No	NA	Yes	No	1	4	School will require a new universal barrier free washroom, barrier free pathway in corridors between additions.
Janet Lee	No	NA	Yes	No	1	4	School will require a new universal barrier free washroom.
W. H. Ballard	No	NA	Yes	No	3	4	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances, barrier free pathway in corridors between additions or rooms.
Dr. John Seaton	No	NA	Yes	No	1	5	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces.
Eastdale	No	Yes	NA	No	2	5	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances, elevator.
Mount Hope	No	NA	Yes	No	1	5	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free pathway in corridors between additions, elevator.
Mountview	No	NA	Yes	No	1	5	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SCHOOL	LEVEL 1. Building cannot reasonably be made accessible.	LEVEL 2. Building can reasonably be made accessible, but may require a ramp, elevator, door, parking or washrooms upgrades	LEVEL 3. Building is accessible ,has some washroom modifications and some interior access.	LEVEL 4. Building has complete access and washrooms.	# of Storeys	5 Year Accessibility. Plan Year.	Comments
Parkdale	No	Yes	NA	No	2	5	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances, barrier free pathway in corridors between additions, elevator.
Sherwood	No	Yes	NA	No	2	5	School will require a new universal barrier free washroom, student washroom upgrades, designated parking spaces, , barrier free entrances, barrier free pathway in corridors between additions.

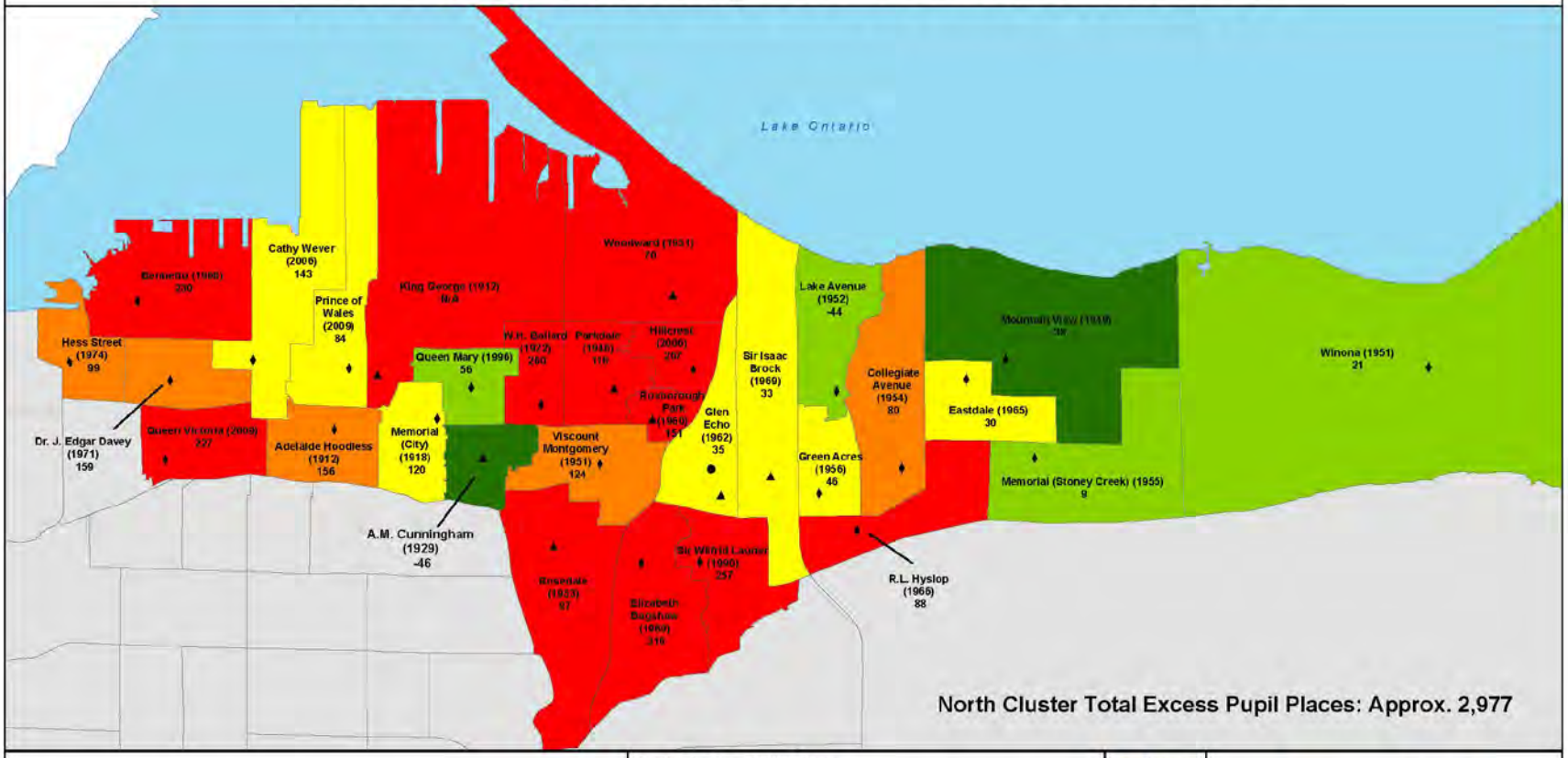
3 of 8

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD



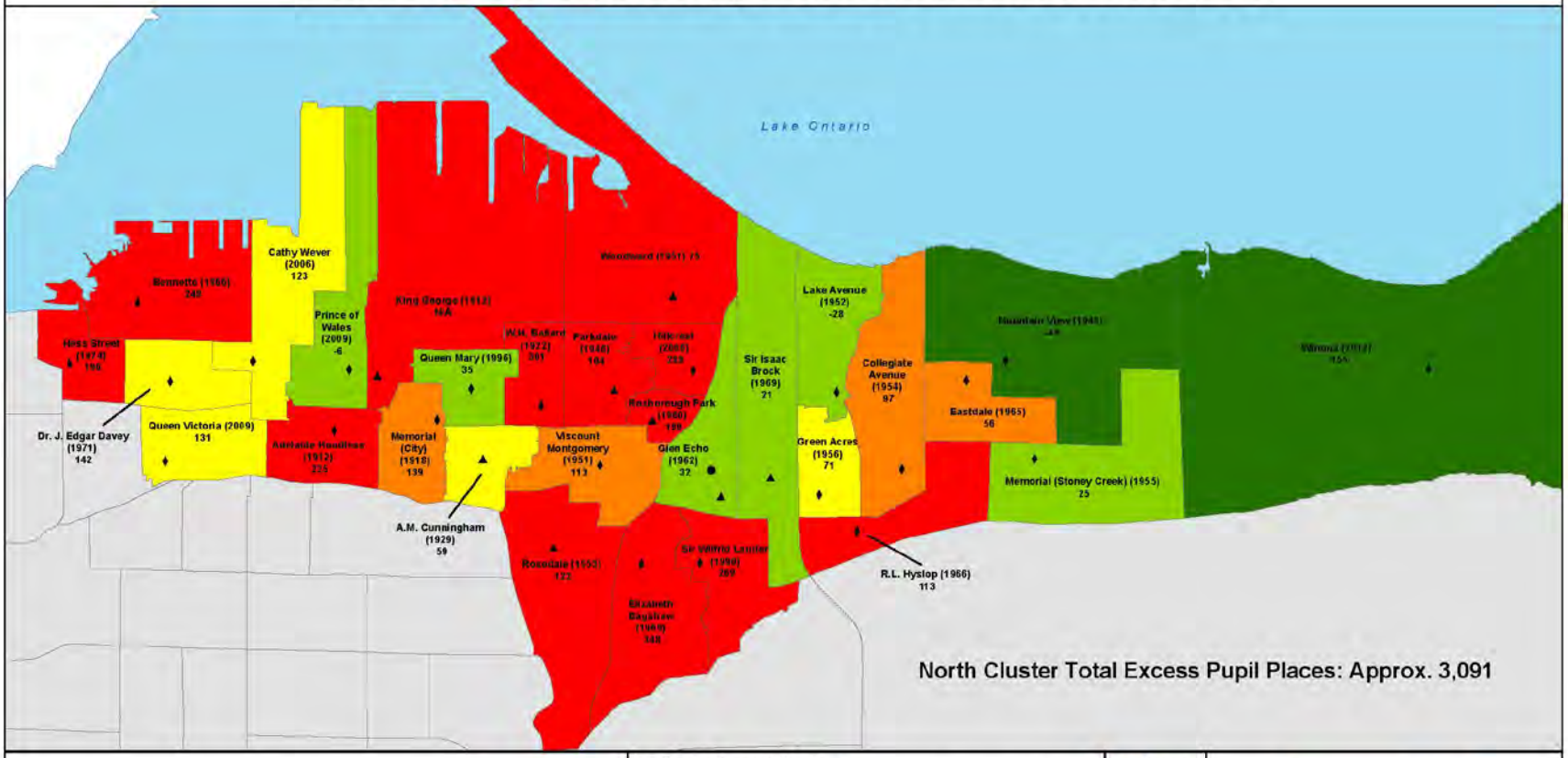
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

North Cluster: Elementary School Utilization Rates 2012



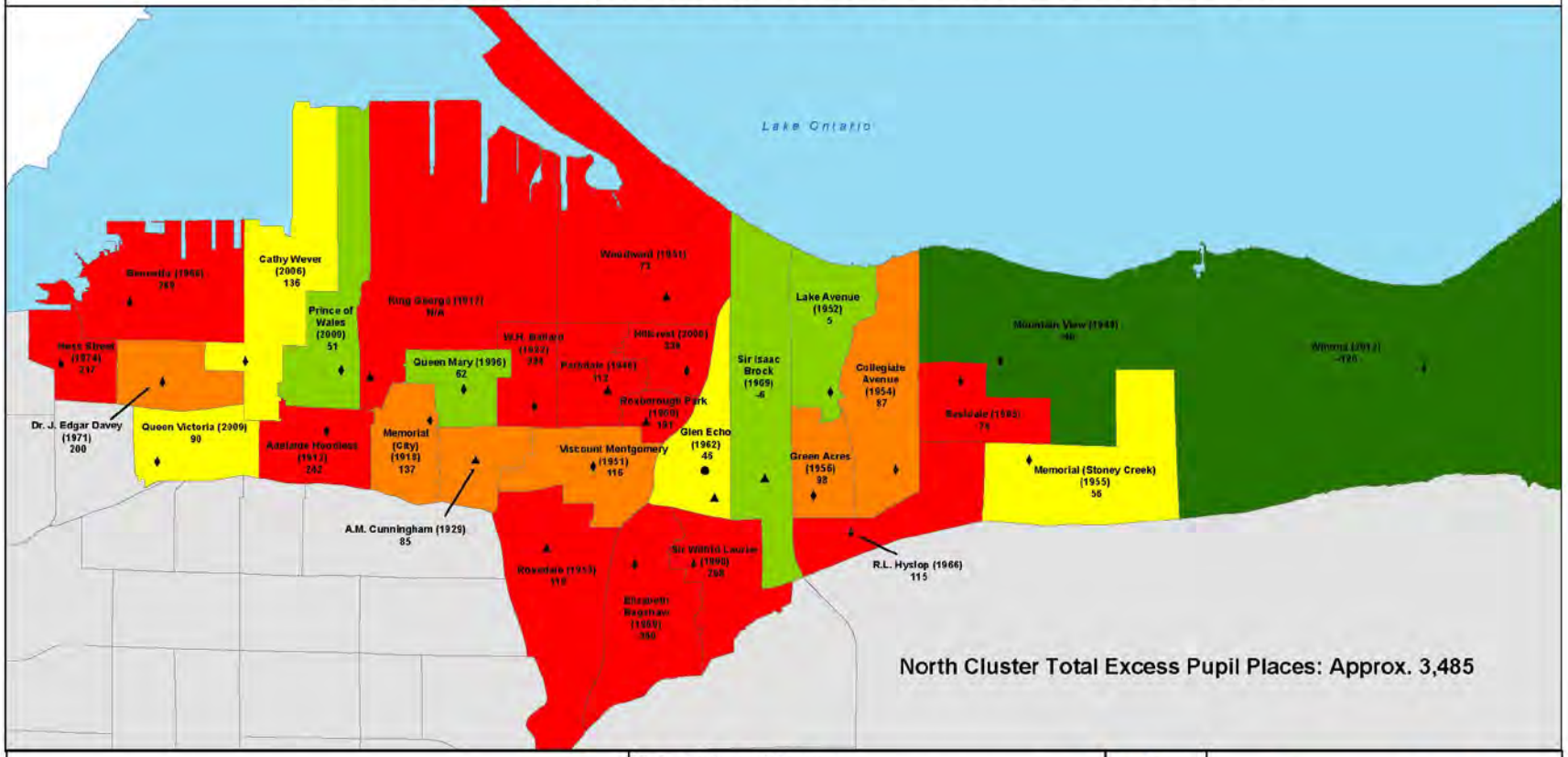
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

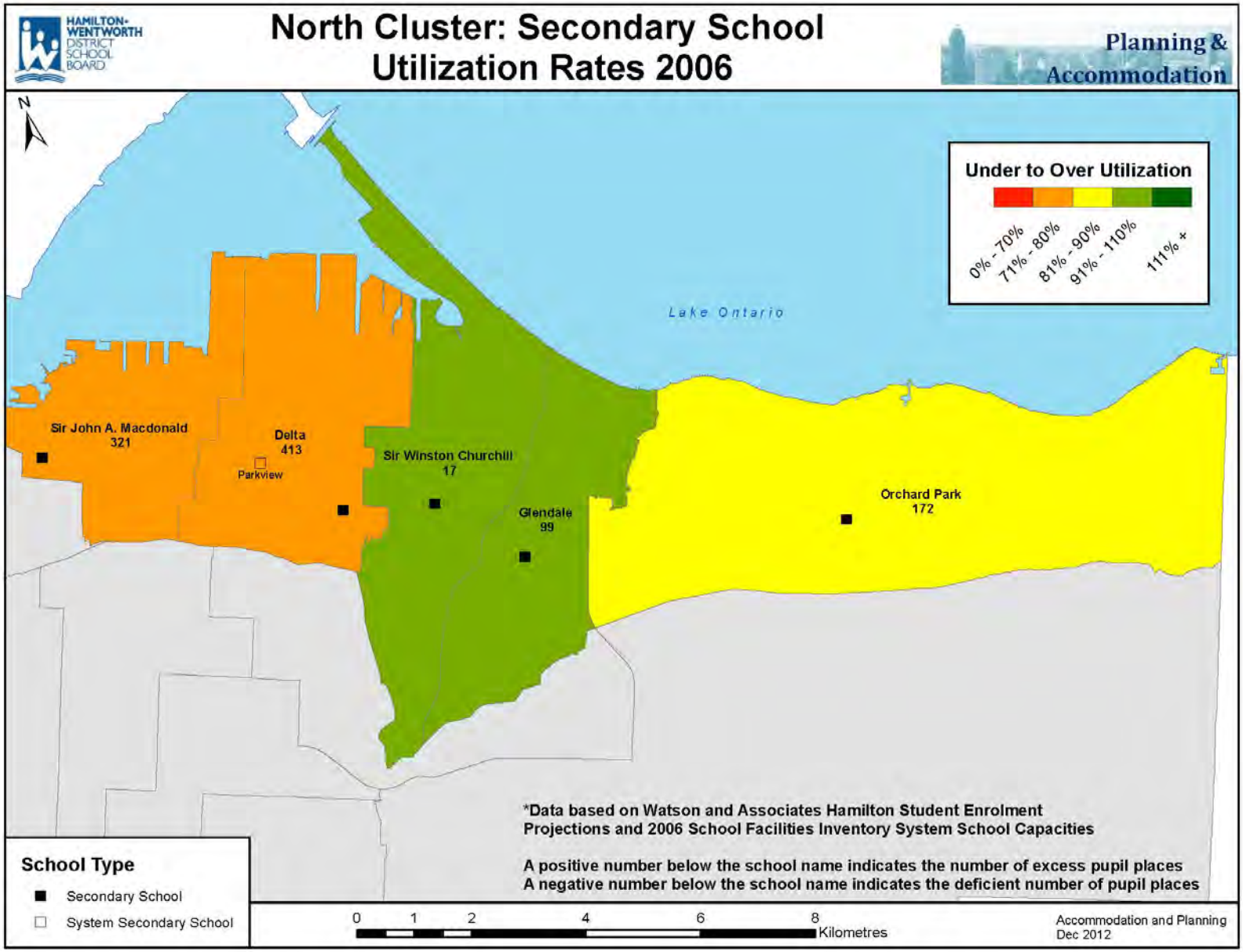
North Cluster: Elementary School Utilization Rates 2017



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

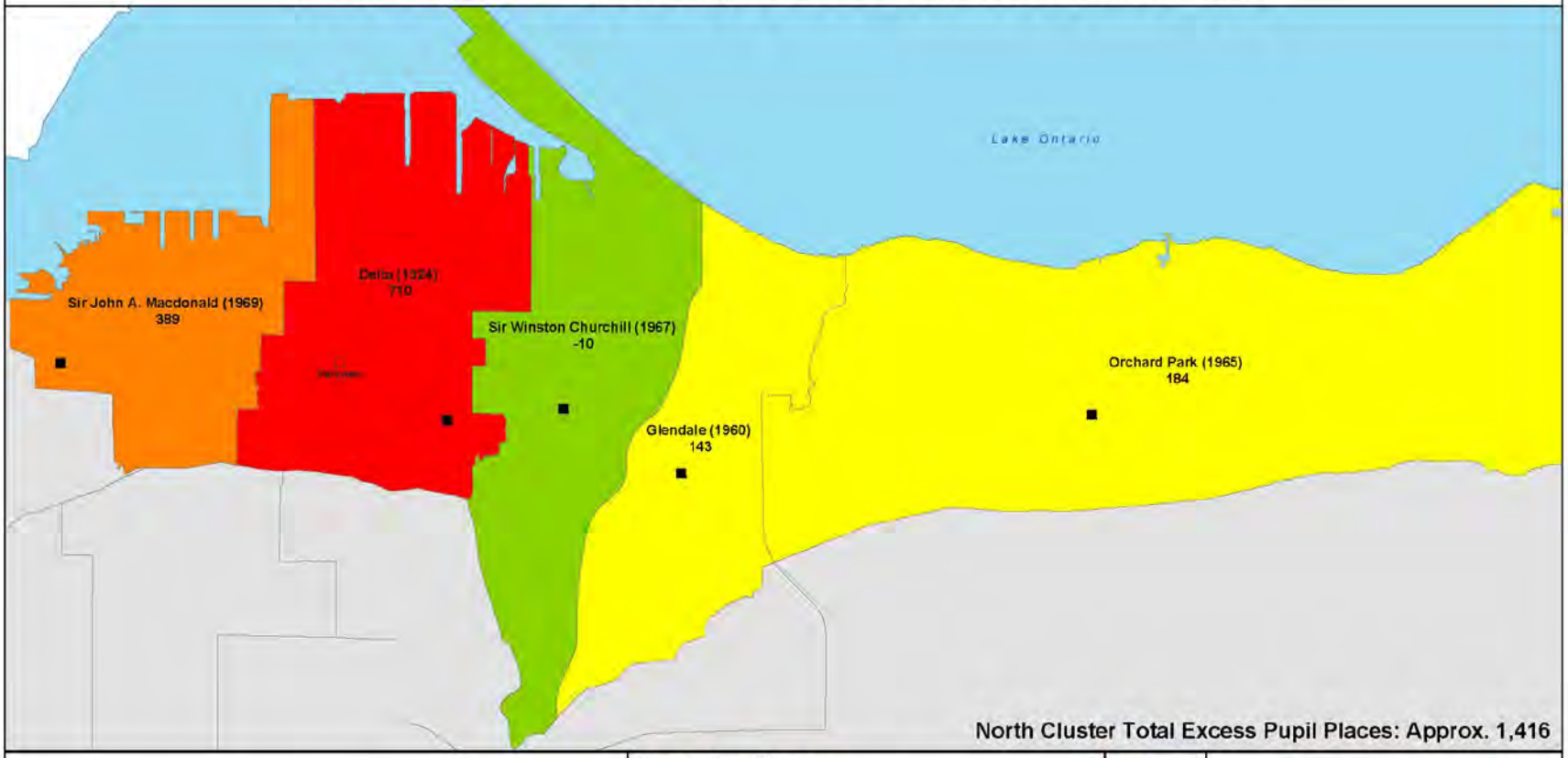
North Cluster: Elementary School Utilization Rates 2022




HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
North Cluster: Secondary School Utilization Rates 2006
Planning & Accommodation
N
Under to Over Utilization
0% - 70%
71% - 80%
81% - 90%
91% - 110%
111% +
Lake Ontario
Sir John A. Macdonald
321
Delta
413
Parkview
Sir Winston Churchill
17
Glendale
99
Orchard Park
172
*Data based on Watson and Associates Hamilton Student Enrolment Projections and 2006 School Facilities Inventory System School Capacities
A positive number below the school name indicates the number of excess pupil places
A negative number below the school name indicates the deficient number of pupil places
School Type
Secondary School
System Secondary School
0 1 2 4 6 8
Kilometres
Accommodation and Planning
Dec 2012

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

North Cluster: Secondary School Utilization Rates 2012



The number in brackets after the school name is the date of completion

A positive number below the school name indicates the number of excess pupil places
A negative number below the school name indicates the deficient number of pupil places

Under to Over Utilization

0% - 70% | 71% - 80% | 81% - 90% | 91% - 110% | 111% +

System Secondary School

Secondary School

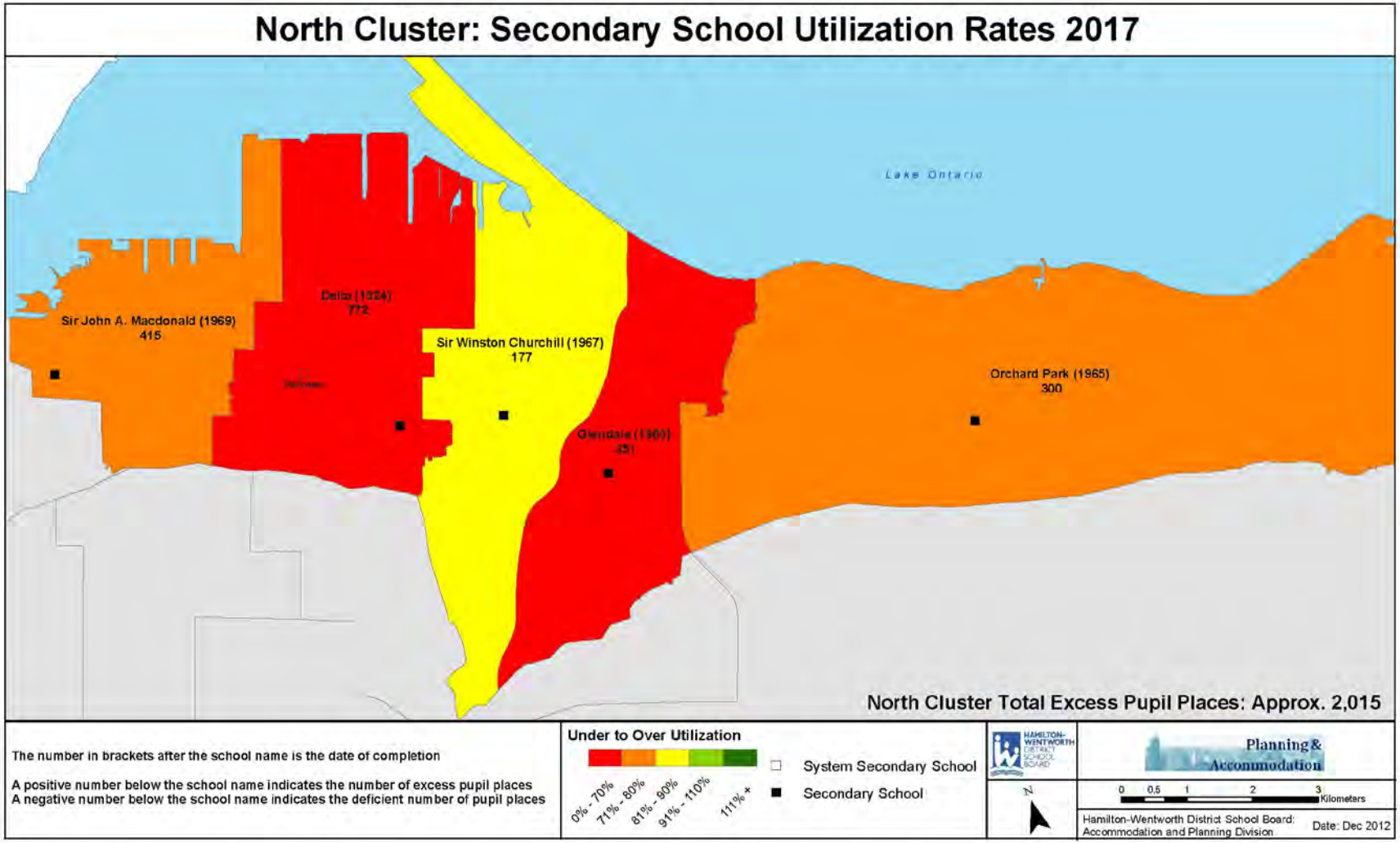
Planning & Accommodation

0 0.5 1 2 3 Kilometers

Hamilton-Wentworth District School Board: Accommodation and Planning Division

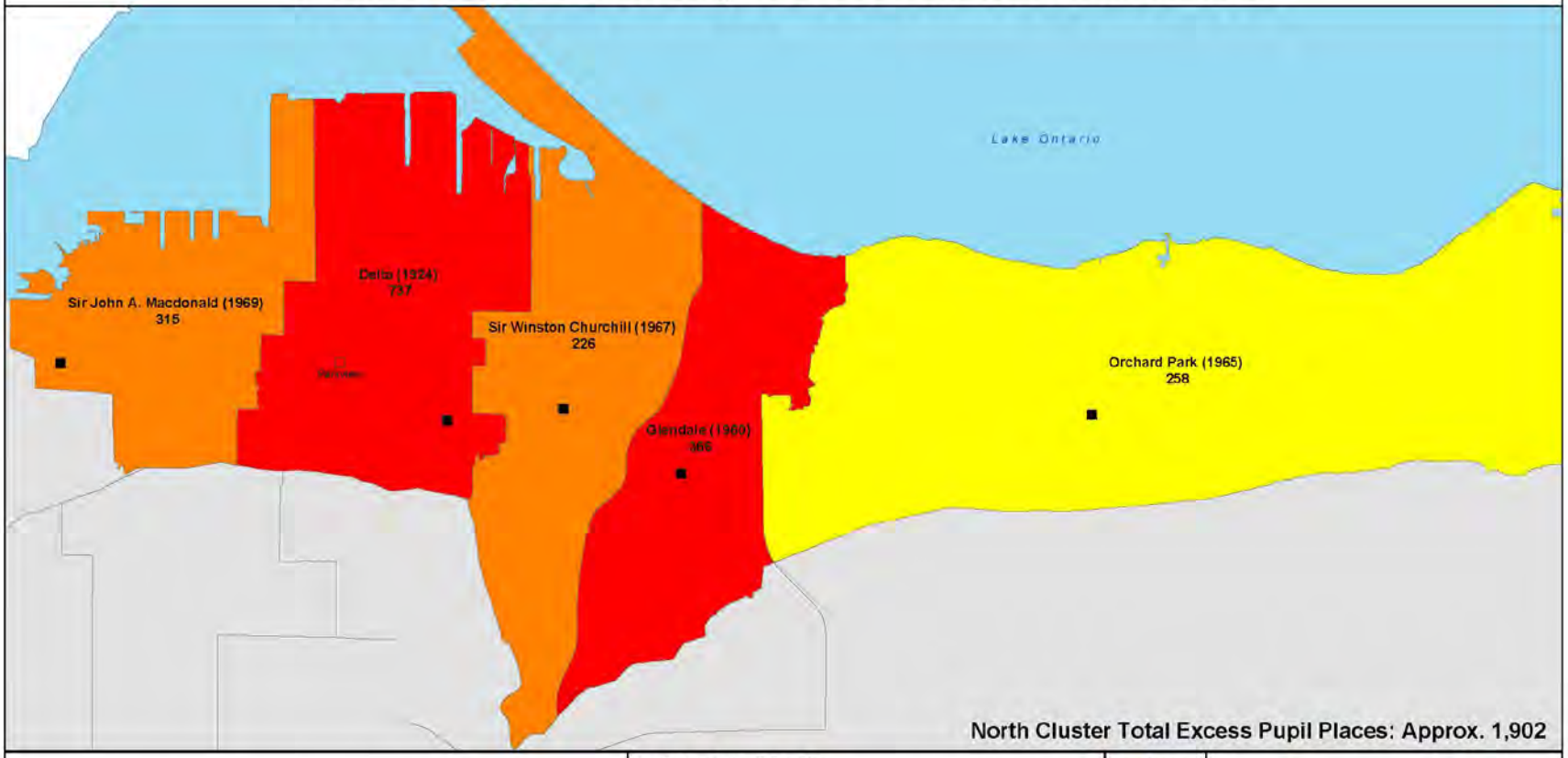
Date: Dec 2012

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

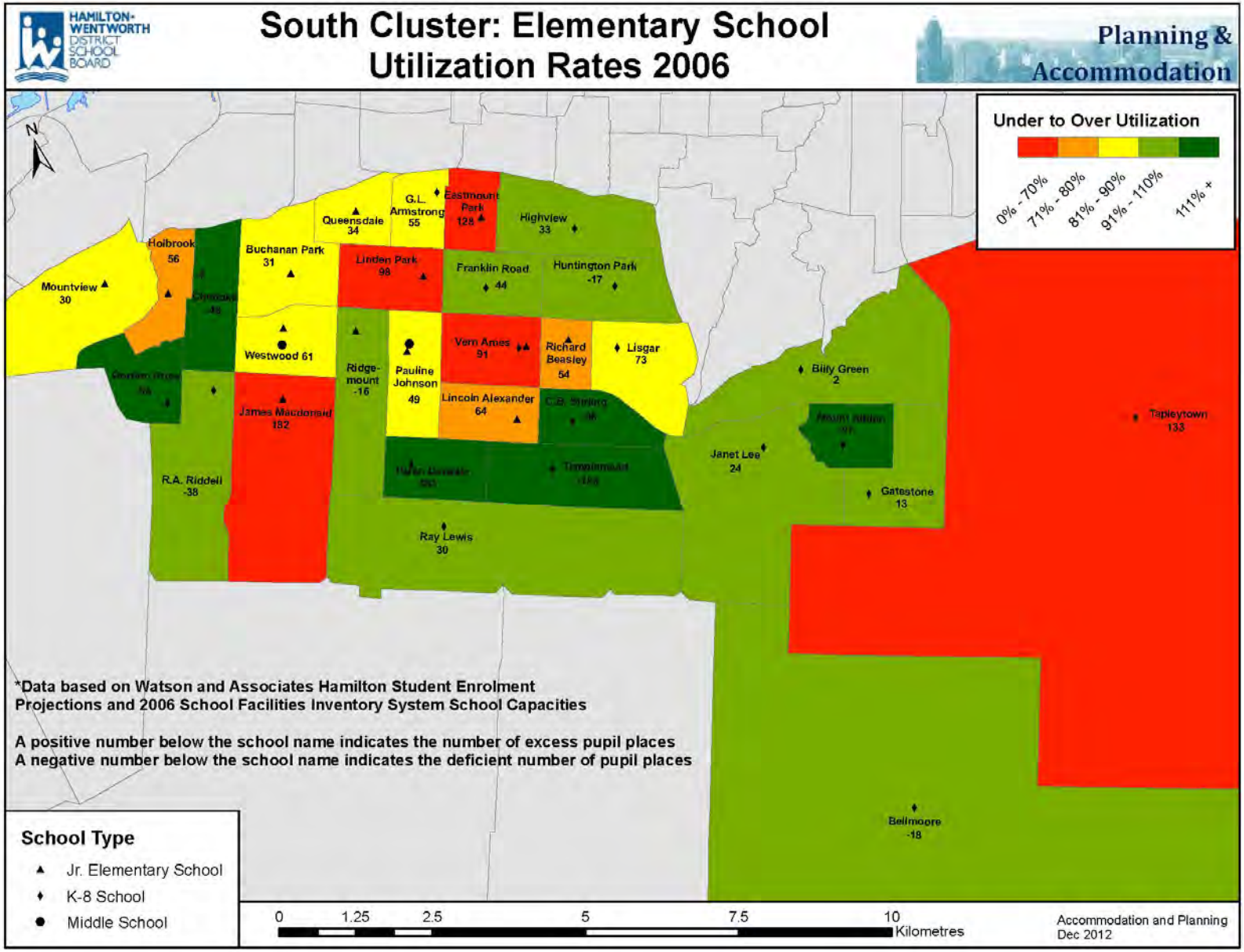


HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

North Cluster: Secondary School Utilization Rates 2022

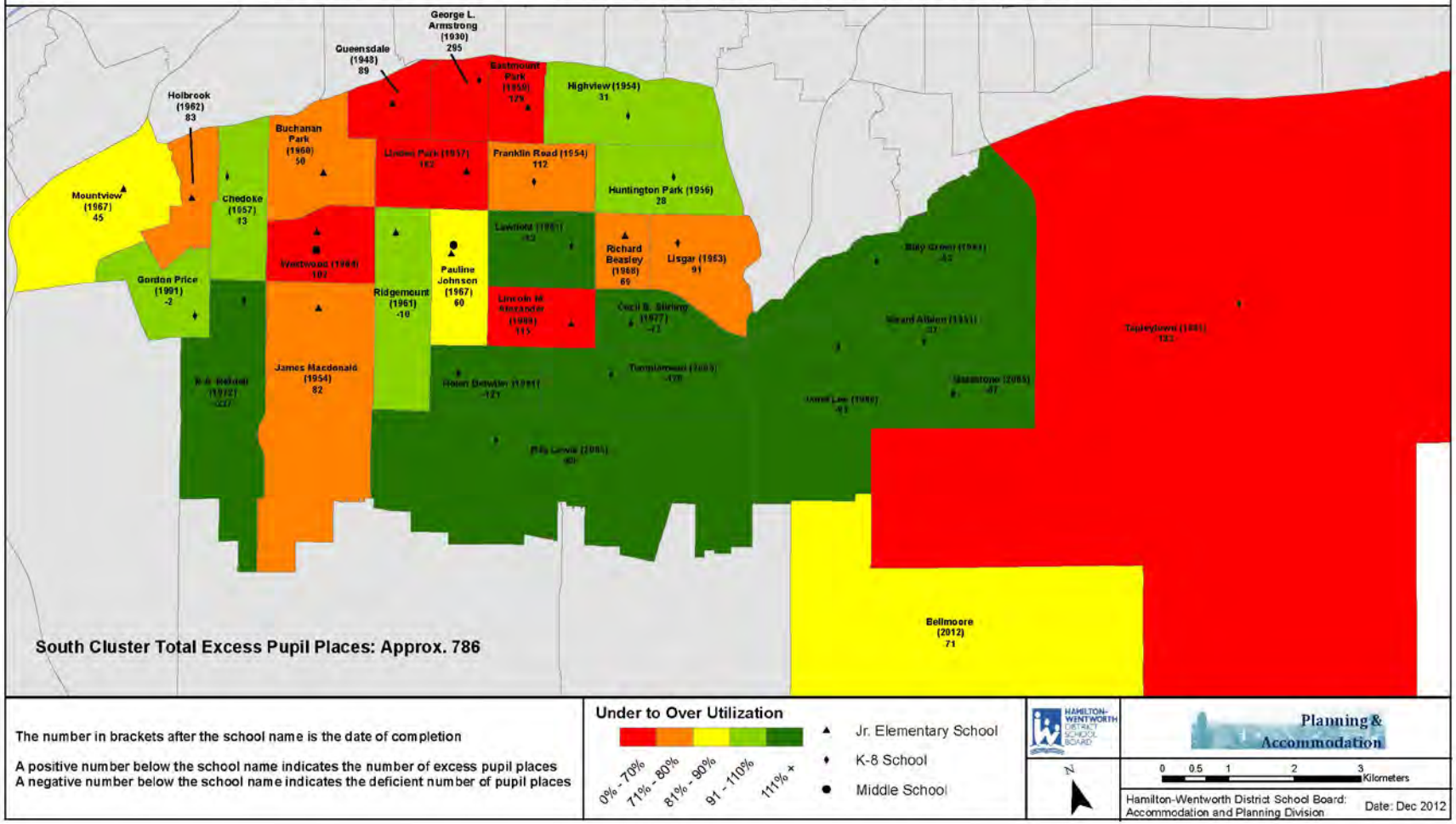


HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD



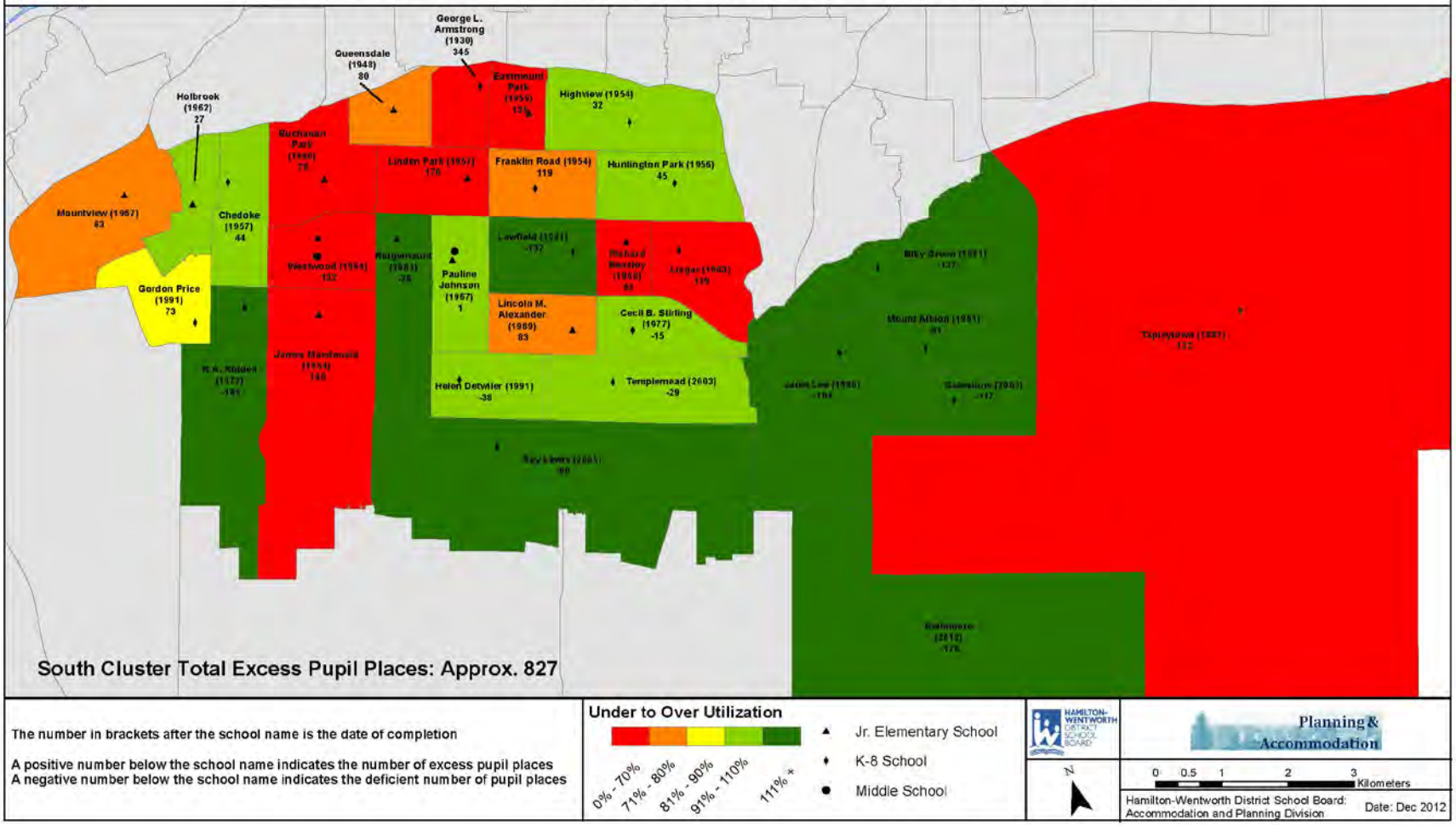
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

South Cluster: Elementary School Utilization Rates 2012

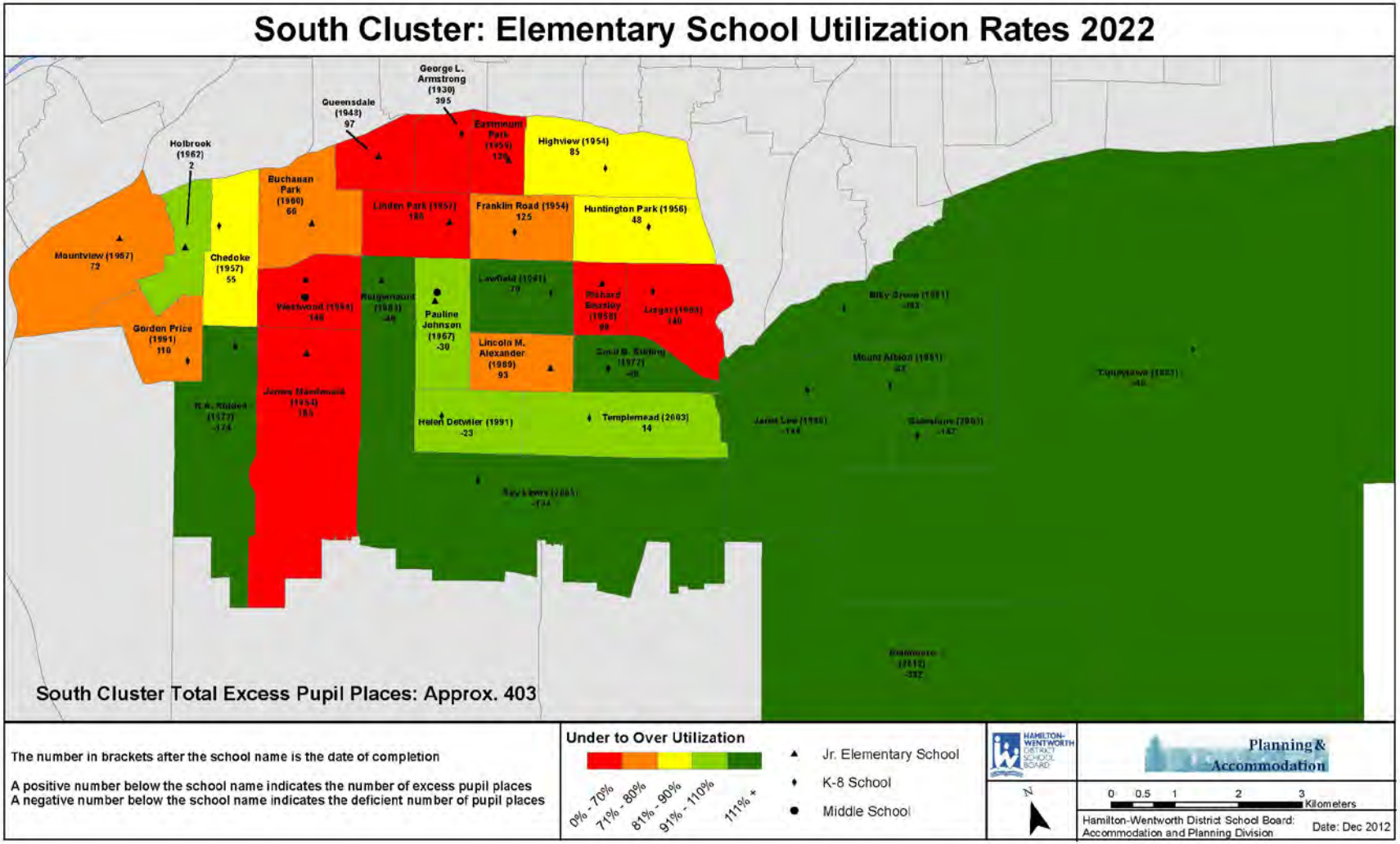


HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

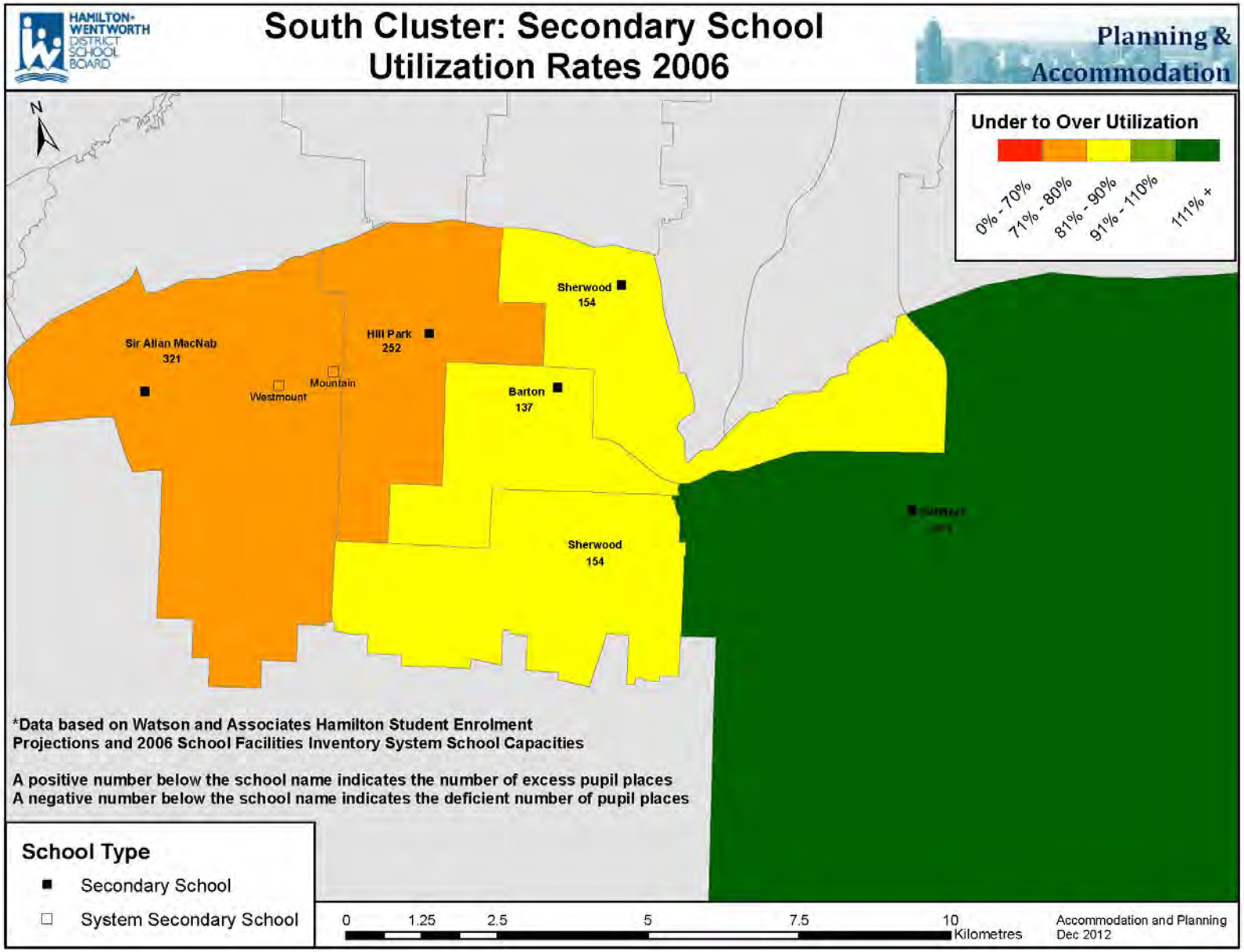
South Cluster: Elementary School Utilization Rates 2017

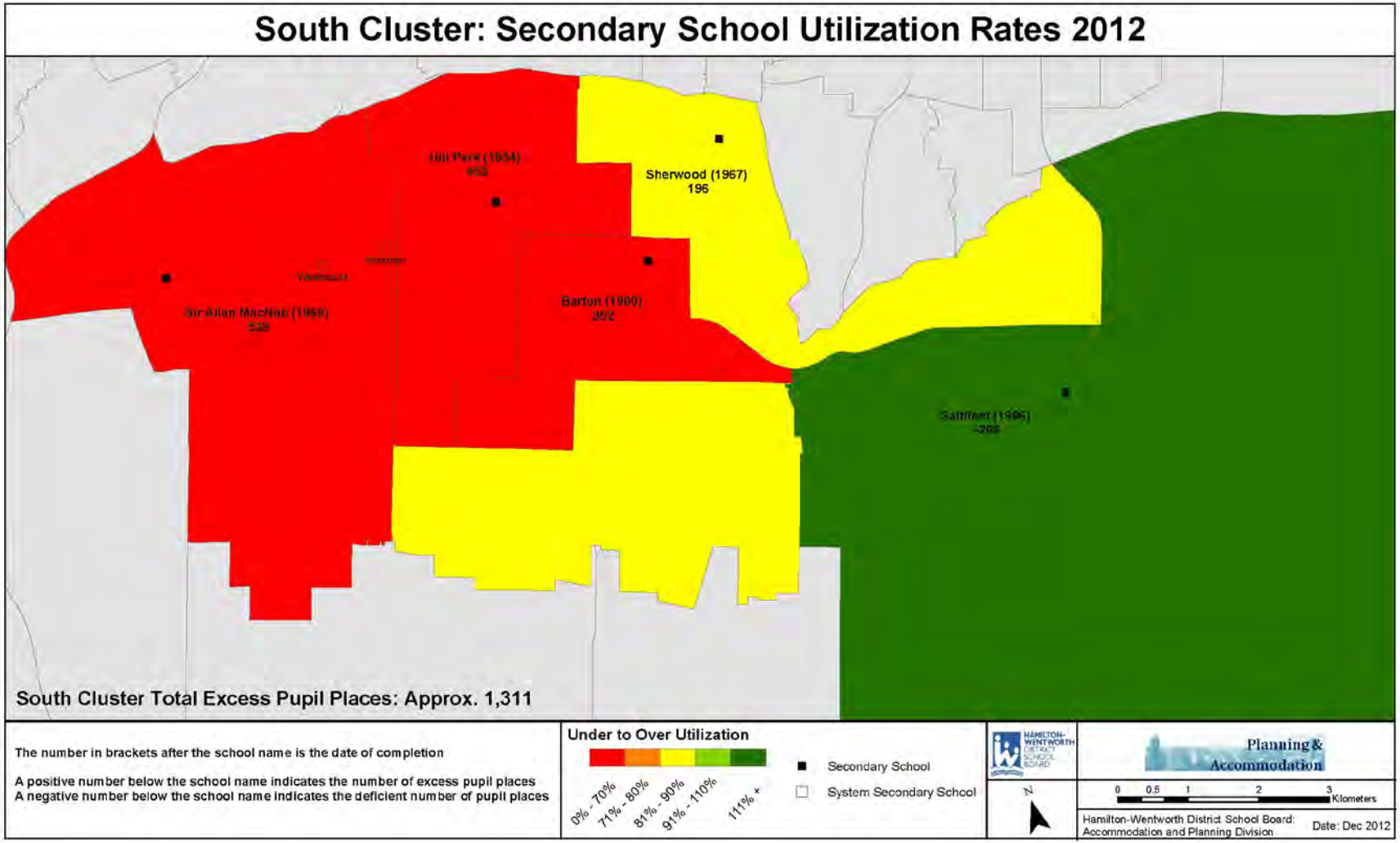


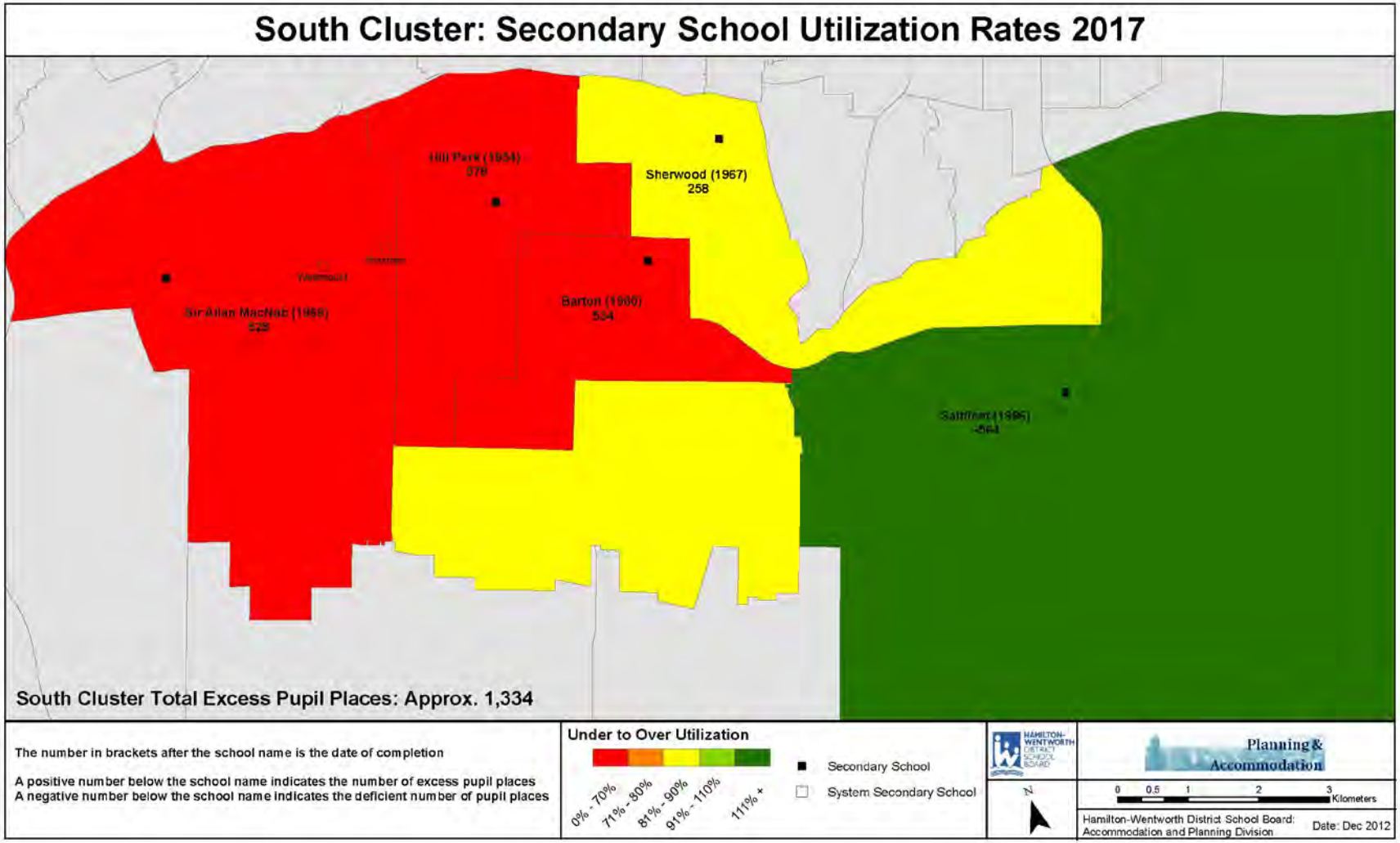
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD



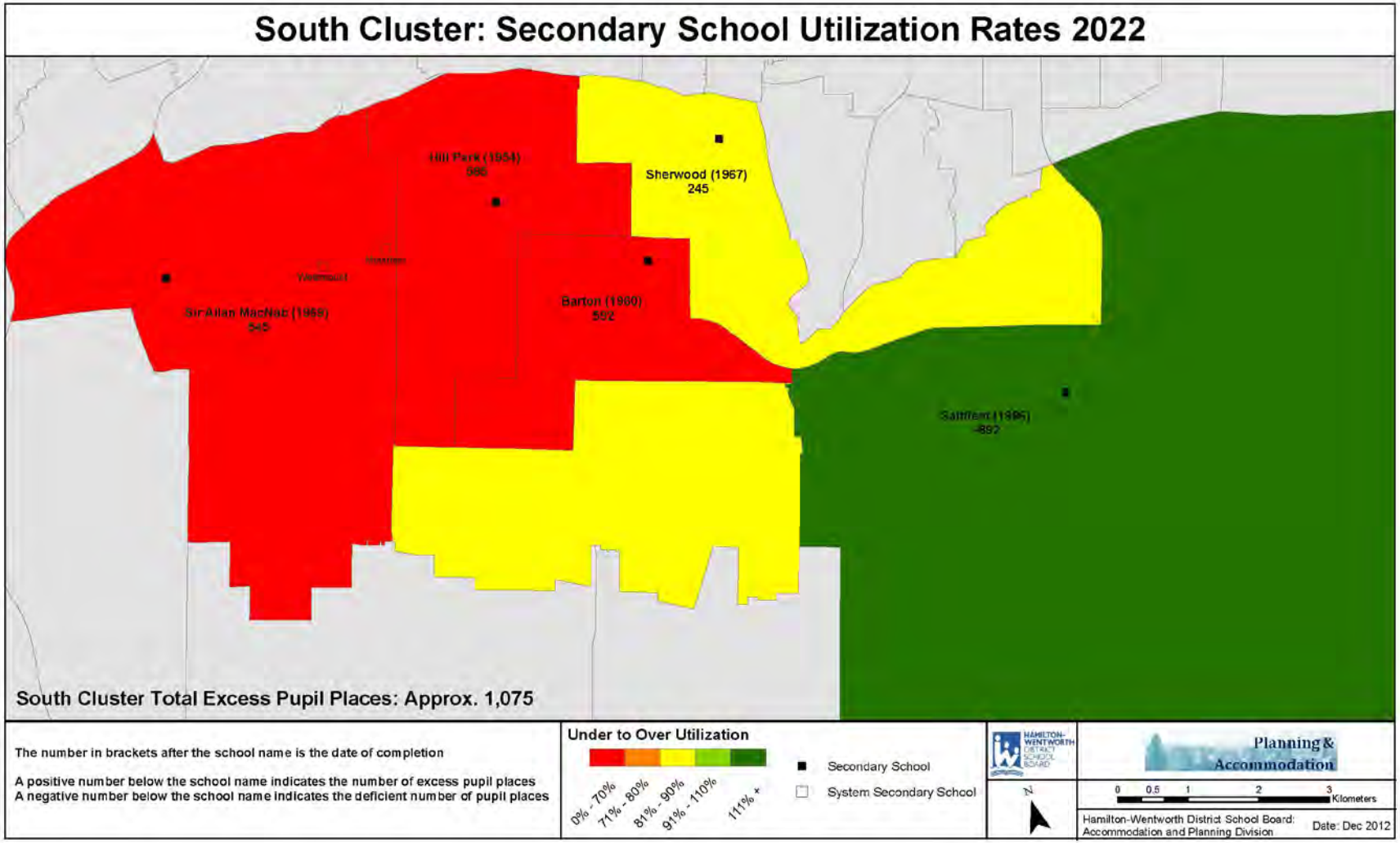
HAMILTON·WENTWORTH DISTRICT SCHOOL BOARD



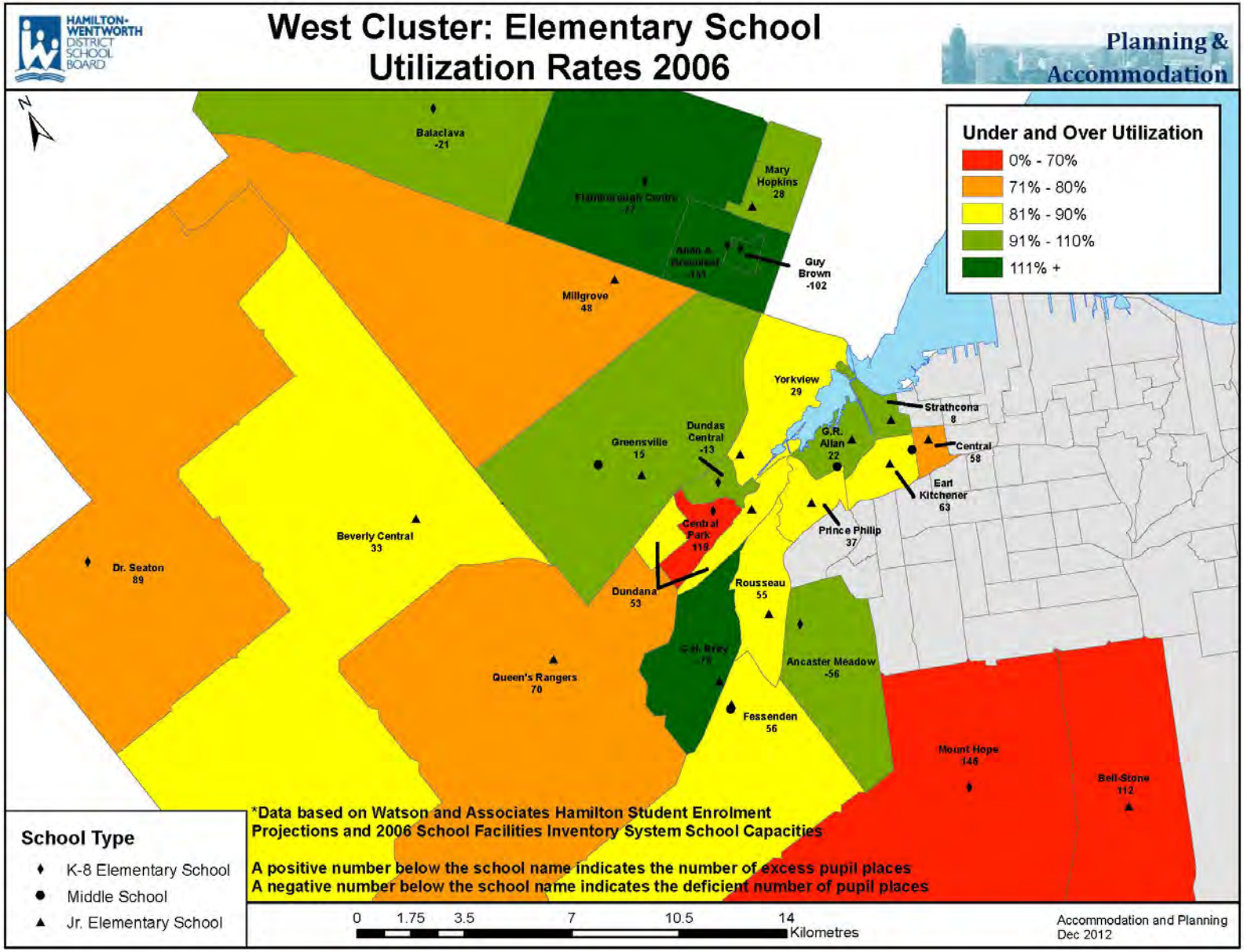

South Cluster: Secondary School Utilization Rates 2012
Hill Park (1954)
453
Sherwood (1967)
196
Sir Allan MacNab (1958)
538
Barton (1980)
392
Saltfleet (1985)
-288
South Cluster Total Excess Pupil Places: Approx. 1,311
The number in brackets after the school name is the date of completion
A positive number below the school name indicates the number of excess pupil places
A negative number below the school name indicates the deficient number of pupil places
Under to Over Utilization
0% - 70%
71% - 80%
81% - 90%
91% - 110%
111% +
Secondary School
System Secondary School
Planning & Accommodation
0 0.5 1 2 3 Kilometers
Hamilton-Wentworth District School Board:
Accommodation and Planning Division
Date: Dec 2012


South Cluster: Secondary School Utilization Rates 2017
Hill Park (1954)
378
Sherwood (1967)
258
Sir Allan MacNab (1958)
525
Barton (1960)
534
Saltfleet (1985)
-564
South Cluster Total Excess Pupil Places: Approx. 1,334
The number in brackets after the school name is the date of completion
A positive number below the school name indicates the number of excess pupil places
A negative number below the school name indicates the deficient number of pupil places
Under to Over Utilization
0% - 70%
71% - 80%
81% - 90%
91% - 110%
111% +
Secondary School
System Secondary School
Planning & Accommodation
0 0.5 1 2 3 Kilometers
Hamilton-Wentworth District School Board:
Accommodation and Planning Division
Date: Dec 2012

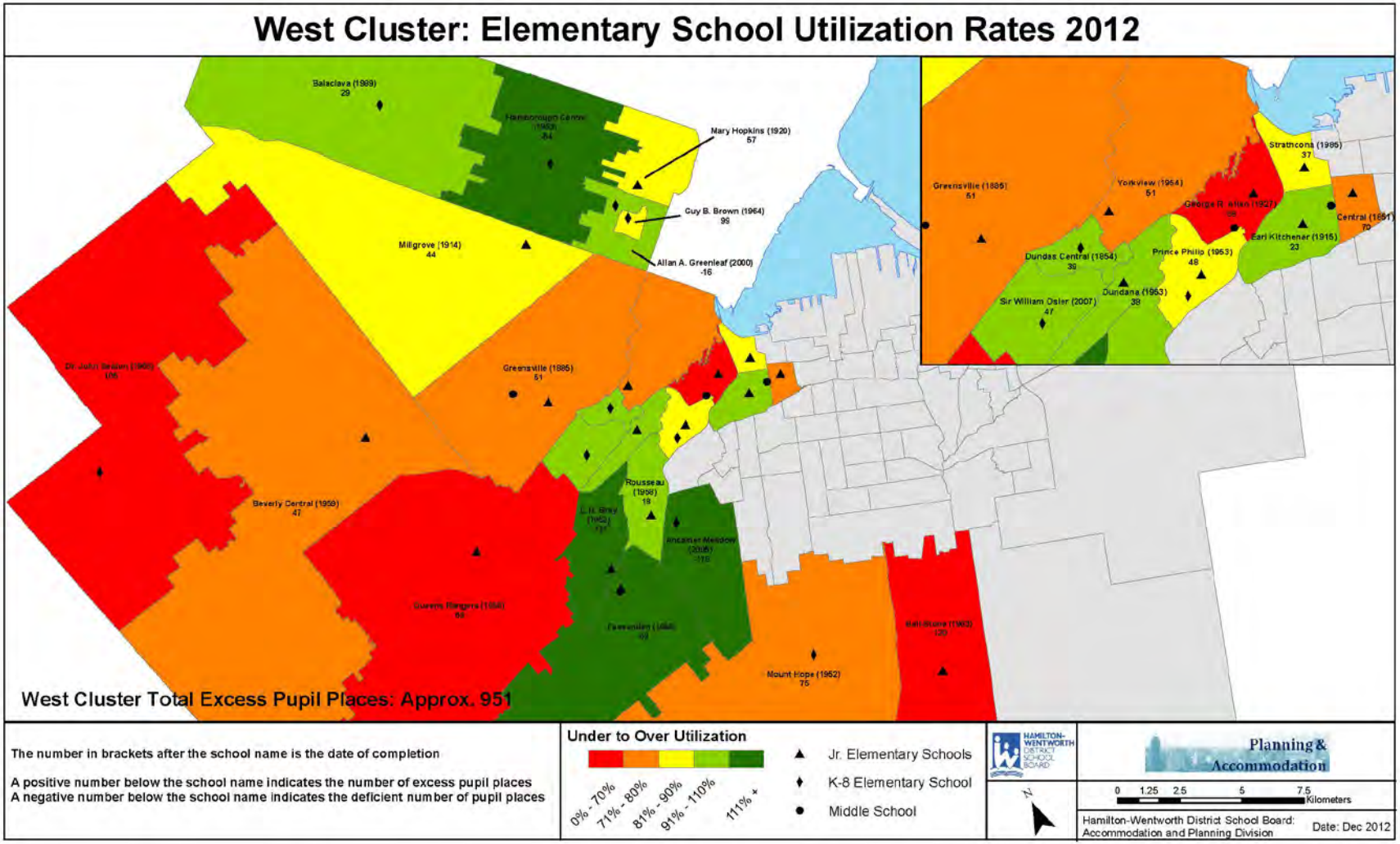
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD



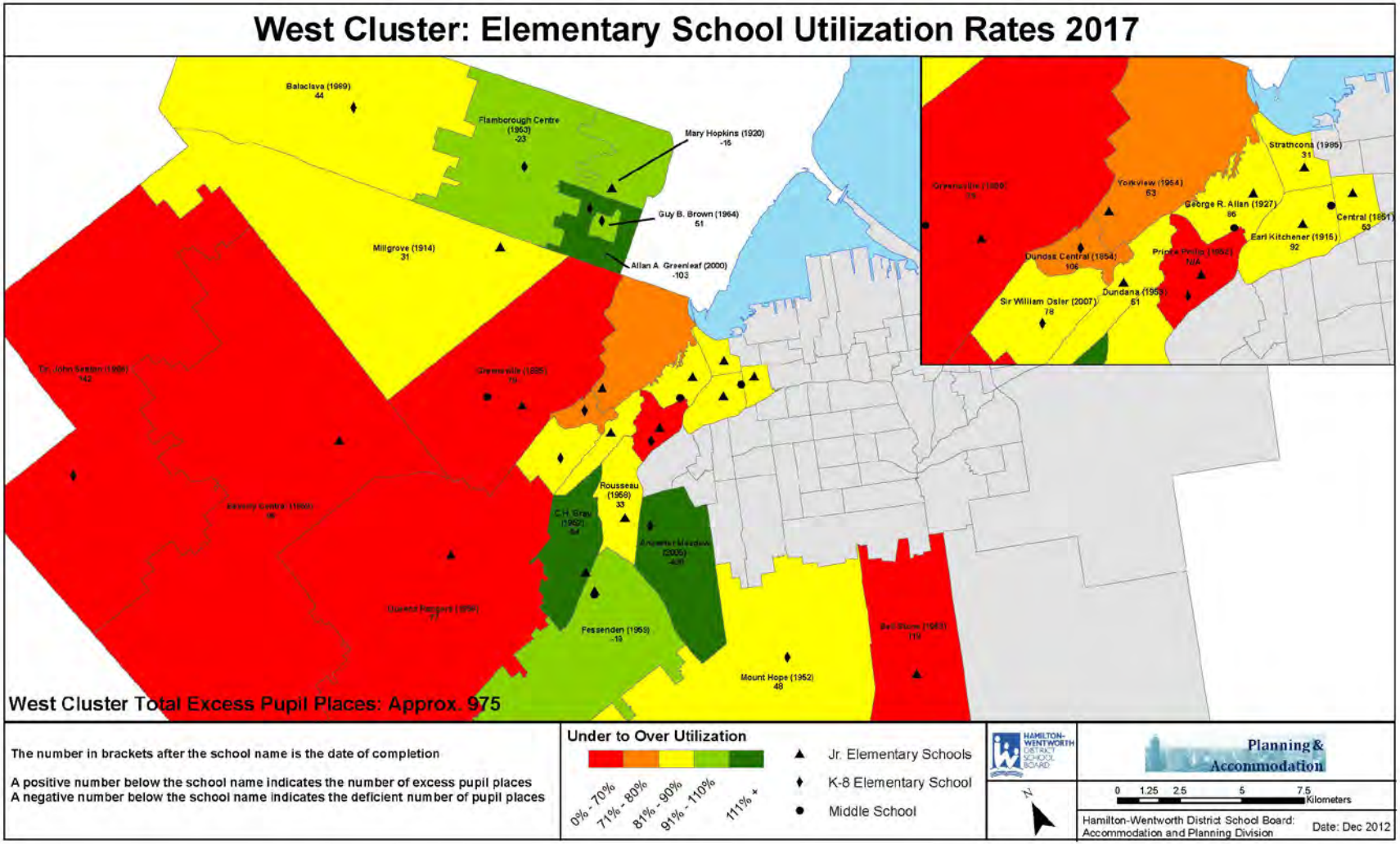
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD



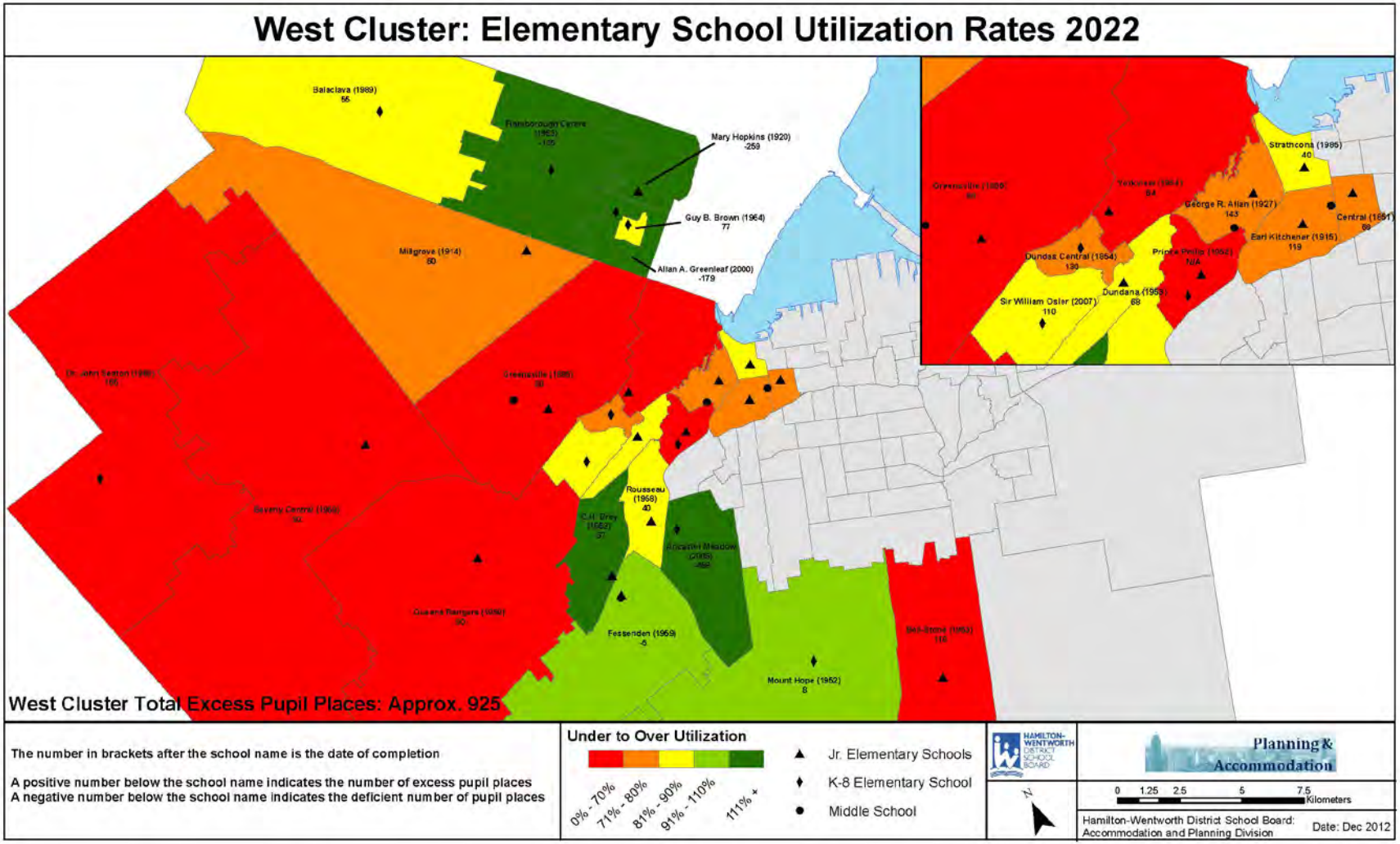
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

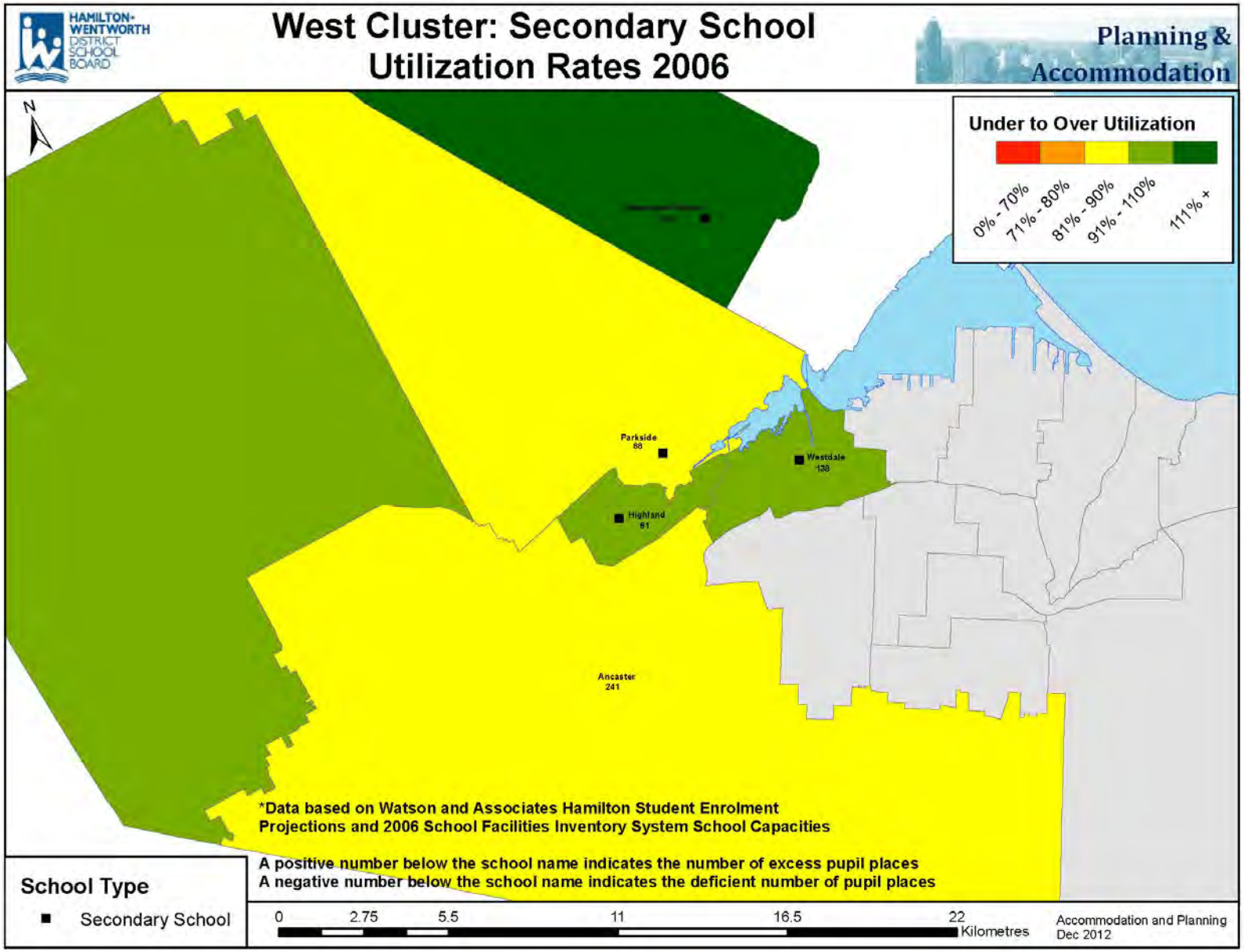


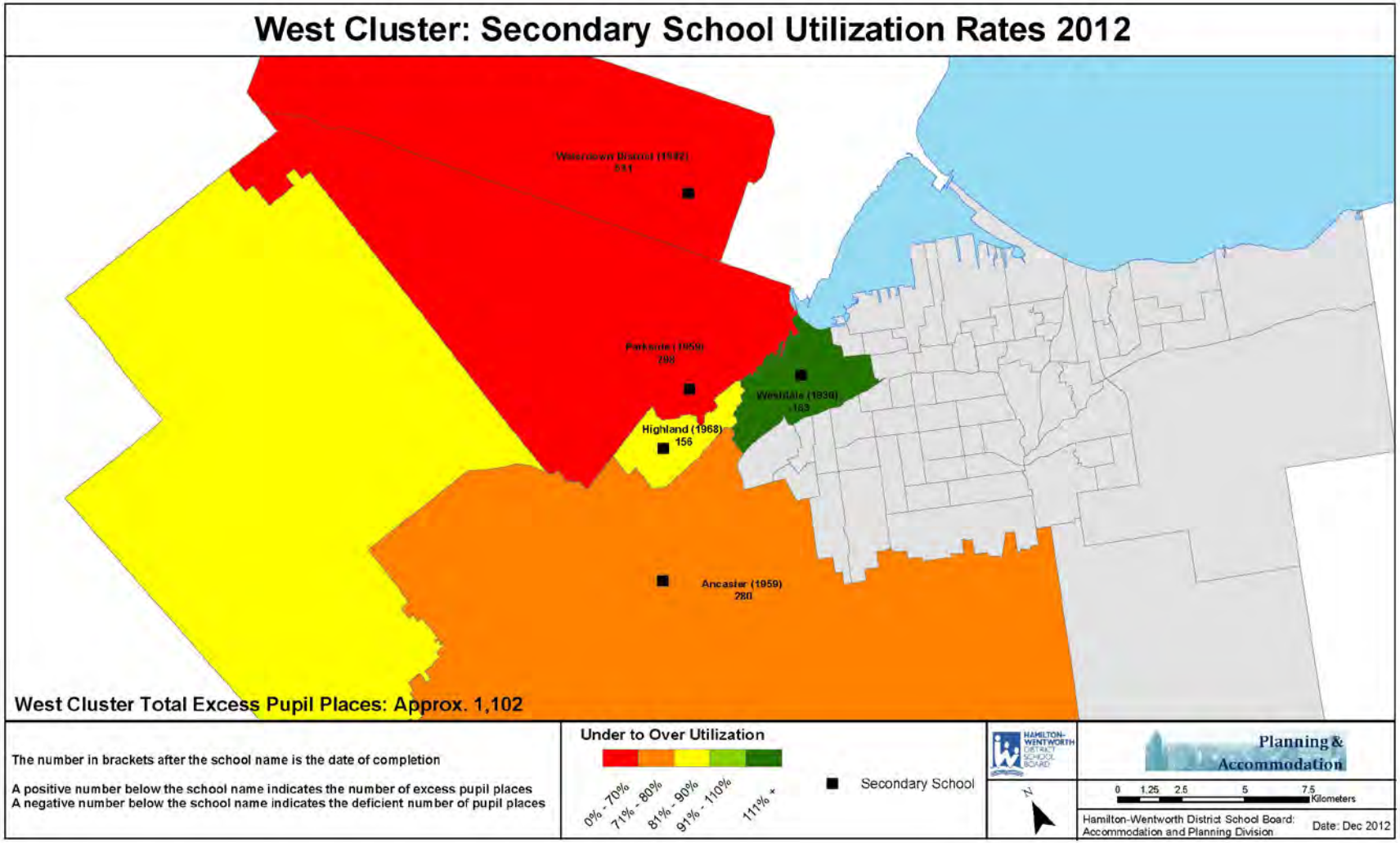
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD



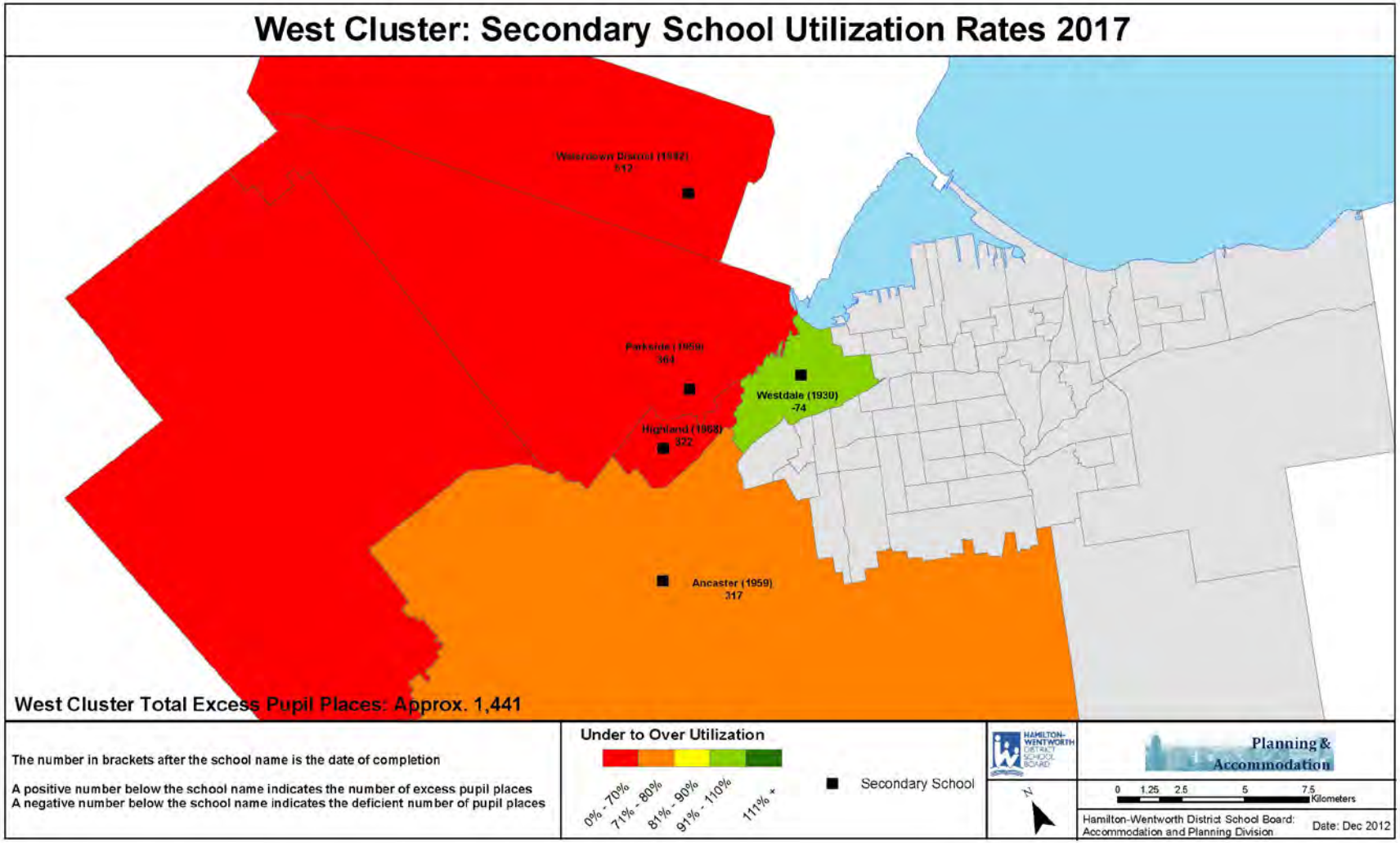
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

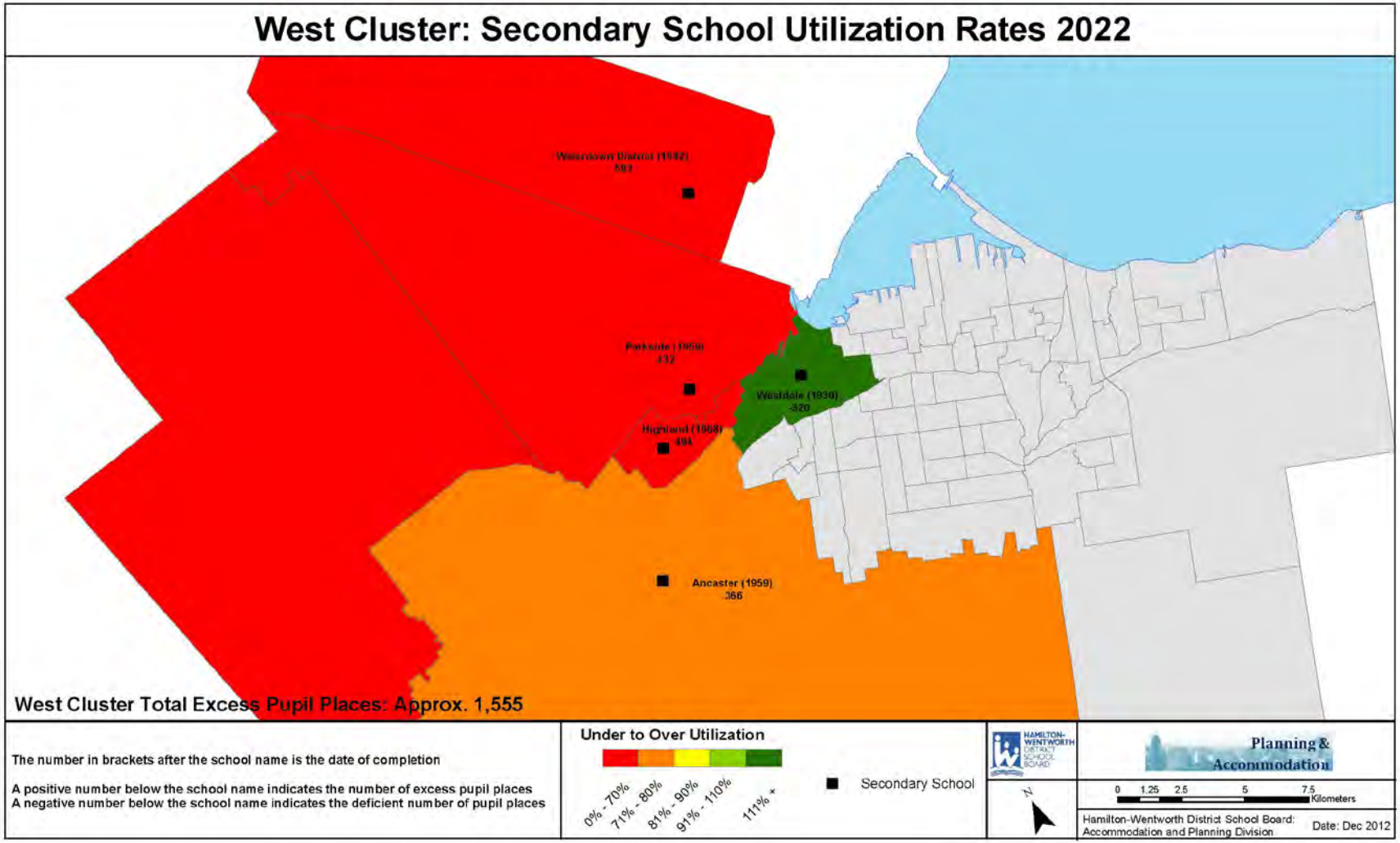



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
West Cluster: Secondary School Utilization Rates 2006
Planning & Accommodation
N
Under to Over Utilization
0% - 70%
71% - 80%
81% - 90%
91% - 110%
111% +
Parkside 88
Westdale 138
Highland 61
Ancaster 241
*Data based on Watson and Associates Hamilton Student Enrolment Projections and 2006 School Facilities Inventory System School Capacities
A positive number below the school name indicates the number of excess pupil places
A negative number below the school name indicates the deficient number of pupil places
School Type
Secondary School
0 2.75 5.5 11 16.5 22 Kilometres
Accommodation and Planning Dec 2012


West Cluster: Secondary School Utilization Rates 2012
Waterdown District (1972)
511
Parkside (1959)
298
Westdale (1930)
183
Highland (1968)
156
Ancaster (1959)
280
West Cluster Total Excess Pupil Places: Approx. 1,102
The number in brackets after the school name is the date of completion
A positive number below the school name indicates the number of excess pupil places
A negative number below the school name indicates the deficient number of pupil places
Under to Over Utilization
0% - 70%
71% - 80%
81% - 90%
91% - 110%
111% +
Secondary School
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
Planning & Accommodation
N
0 1.25 2.5 5 7.5
Kilometers
Hamilton-Wentworth District School Board:
Accommodation and Planning Division
Date: Dec 2012

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD




West Cluster: Secondary School Utilization Rates 2022
Waterdown District (1992)
591
Parkside (1958)
432
Westdale (1930)
-320
Highland (1968)
494
Ancaster (1959)
366
West Cluster Total Excess Pupil Places: Approx. 1,555
The number in brackets after the school name is the date of completion
A positive number below the school name indicates the number of excess pupil places
A negative number below the school name indicates the deficient number of pupil places
Under to Over Utilization
0% - 70%
71% - 80%
81% - 90%
91% - 110%
111% +
Secondary School
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
Planning & Accommodation
N
0 1.25 2.5 5 7.5
Kilometers
Hamilton-Wentworth District School Board:
Accommodation and Planning Division
Date: Dec 2012

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: January 14, 2013

TO: Committee of the Whole

FROM: John Laverty , Superintendent of Student Achievement
Ellen Warling, Manager of Planning & Accommodation

RE: East Flamborough Boundary Review

Action X **Monitoring ☐**

Recommended Action:
That the Board approves the following recommendations:

1. That a Boundary Review Committee be struck, as per the Boundary Review Process, in the 2012-13 school year for the following schools : Allan Greenleaf, Guy Brown

2. That a Boundary Review Committee be struck, as per the Boundary Review Process, in the 2012-13 school year for the following schools : Allan Greenleaf, Balaclava, Millgrove, Spencer Valley

Rationale/Benefits:
This strategy promotes working and learning in safe environments that are conducive to supporting students in reaching their full potential.

1) Allan Greenleaf is experiencing enrolment pressures (Appendix A – Status Quo Enrolments). Guy Brown's attendance boundary is completely within Allan Greenleaf boundary (see Appendix B) and can accommodate the southern portion of Allan Greenleaf's boundary.
2) This review will examine where Millgrove's students attend middle & secondary school. It addresses expressed interest of the community to attend Waterdown schools. Current excess capacity at Waterdown DHS allows this boundary review to occur at this time

Background:
Residential construction within Allan Greenleaf's boundary is occurring. This will place enrolment pressures at Allan Greenleaf. There are currently 4 portables on site. Changing the school's attendance boundary will alleviate some of the current enrolment pressures while making use of available spaces at Guy Brown. Appendix C (Map) illustrates the proposed boundary (JK-8) for both Allan Greenleaf and Guy Brown.

It is the understanding of administration that the Millgrove school community has more of an affiliation to Waterdown, than it does Dundas. Geographic proximity to Waterdown lends itself to this affiliation. This strategy is proposing to direct middle school students living in the Millgrove junior school boundary to existing associated elementary schools of Waterdown DHS. Approximately ½ of the middle school students would attend Balaclava for middle school - the other ½ to Allan Greenleaf. This will, in effect, change the middle school attendance boundary for Spencer Valley – see Appendix D. Enrolment projections reflecting the proposed strategy are illustrated in Appendix A – "After Accommodation Strategy".

If the middle school boundaries are recommended for change through the consultation process, a secondary school boundary change will result to align secondary boundaries with middle school boundaries

School	Code	Cap	Port	PortCap	2008	2009	2010	2011	2012	Utilization including Portables	2013	2014	2015	2016	2017	Utilization including Portables	2018	2019	2020	2021	2022	Utilization including Portables
Status Quo Enrolments:																						
Allan A. Greenleaf	10	492	4	92	595	568	573	553	508	87%	523	530	558	582	595	102%	628	650	671	678	671	115%
Balaclava	16	397	8	138	430	392	384	393	368	69%	363	343	348	357	353	66%	352	353	353	346	342	64%
Guy B. Brown	176	638	0	0	338	349	389	450	539	84%	562	563	566	566	556	87%	553	557	530	520	529	83%
Millgrove	274	227	1	23	194	178	171	171	183	73%	188	194	192	199	196	79%	201	189	180	172	167	67%
Spencer Valley	407	248	0	0	230	235	210	207	177	71%	189	197	188	185	172	69%	163	169	174	180	172	69%
					1787	**1722**	**1727**	**1774**	**1775**		**1825**	**1826**	**1851**	**1889**	**1872**		**1897**	**1918**	**1908**	**1896**	**1880**	
After Boundary Changes:																						
Allan A. Greenleaf	10	492	4	92	595	568	573	553	508	87%	406	440	493	522	544	93%	577	611	639	661	660	113%
Balaclava	16	397	8	138	430	392	384	393	368	69%	376	368	389	395	391	73%	385	393	395	394	387	72%
Guy B. Brown	176	638	0	0	338	349	389	450	539	84%	693	682	676	669	651	102%	640	637	602	580	578	91%
Millgrove	274	227	1	23	194	178	171	171	183	73%	188	194	192	199	196	79%	201	189	180	172	167	67%
Spencer Valley	407	248	0	0	230	235	210	207	177	71%	163	146	107	110	96	39%	98	90	90	85	83	33%
					1787	**1722**	**1727**	**1774**	**1775**		**1826**	**1830**	**1855**	**1895**	**1878**		**1901**	**1920**	**1906**	**1891**	**1873**	

East Flamborough Planning Area - Current Boundaries

Appendix B

Planning & Accommodation

Legend

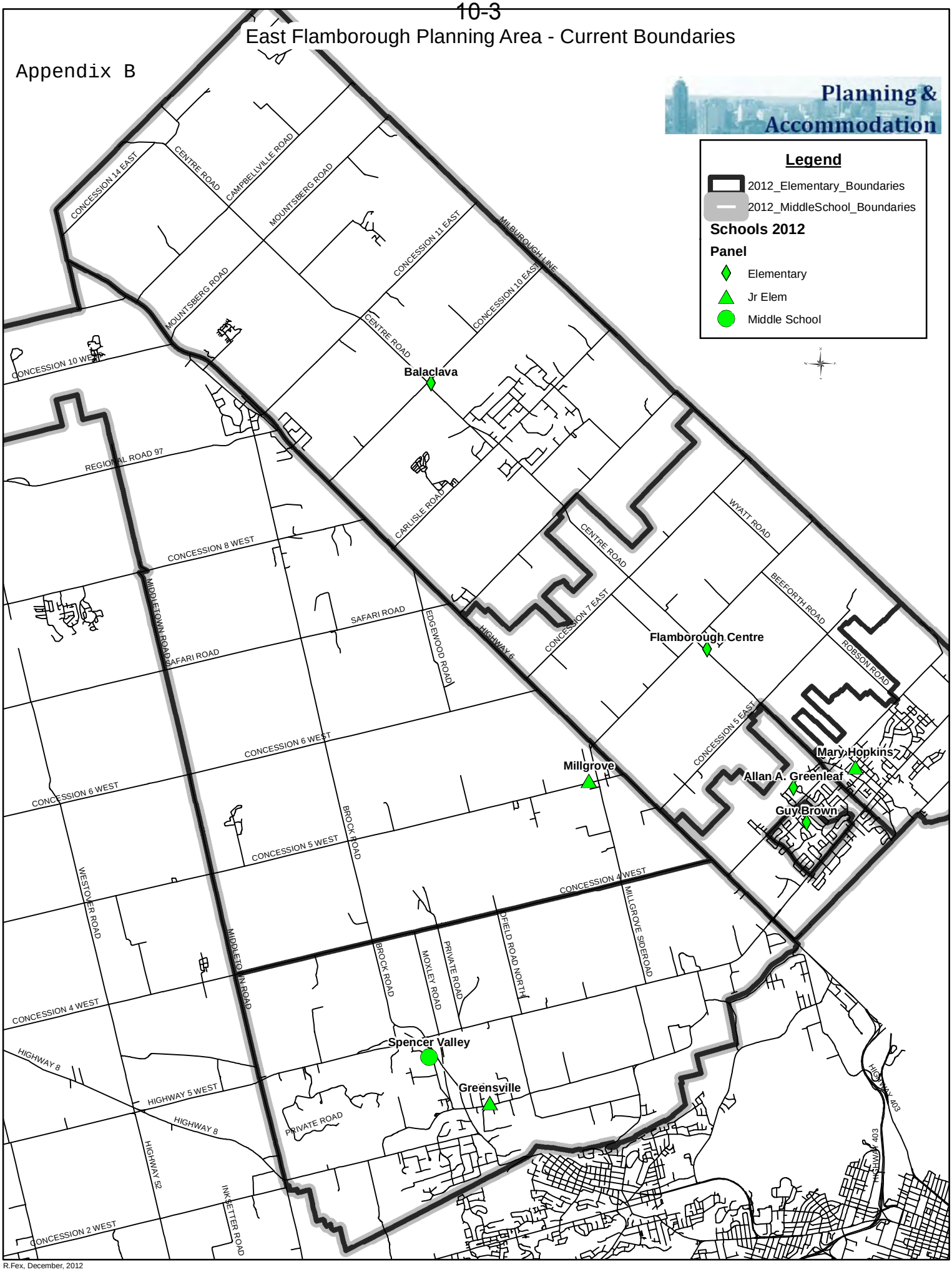
2012_Elementary_Boundaries

2012_MiddleSchool_Boundaries

Schools 2012

Panel

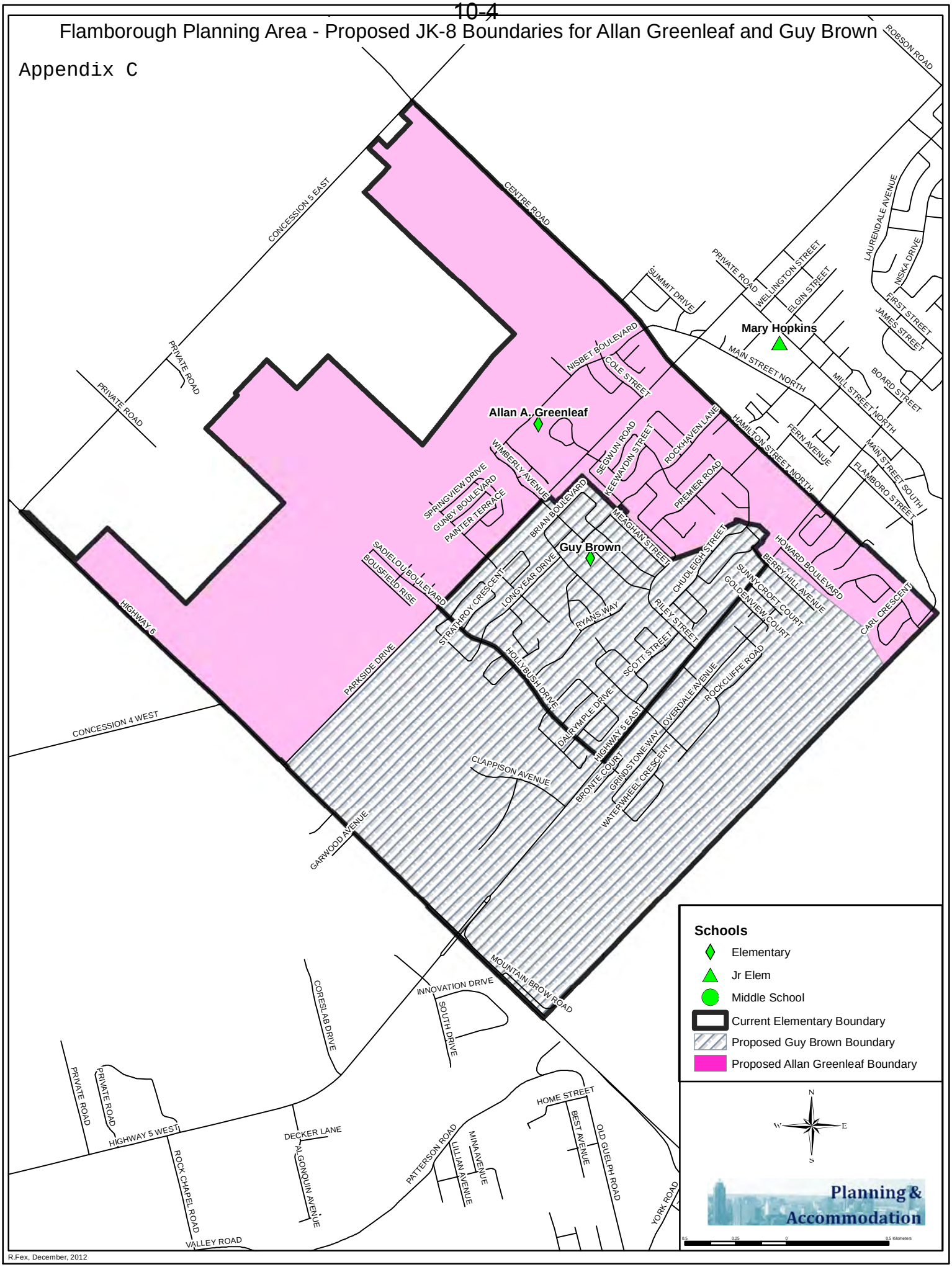
- Elementary
- Jr Elem
- Middle School



R.Fex, December, 2012

Flamborough Planning Area - Proposed JK-8 Boundaries for Allan Greenleaf and Guy Brown

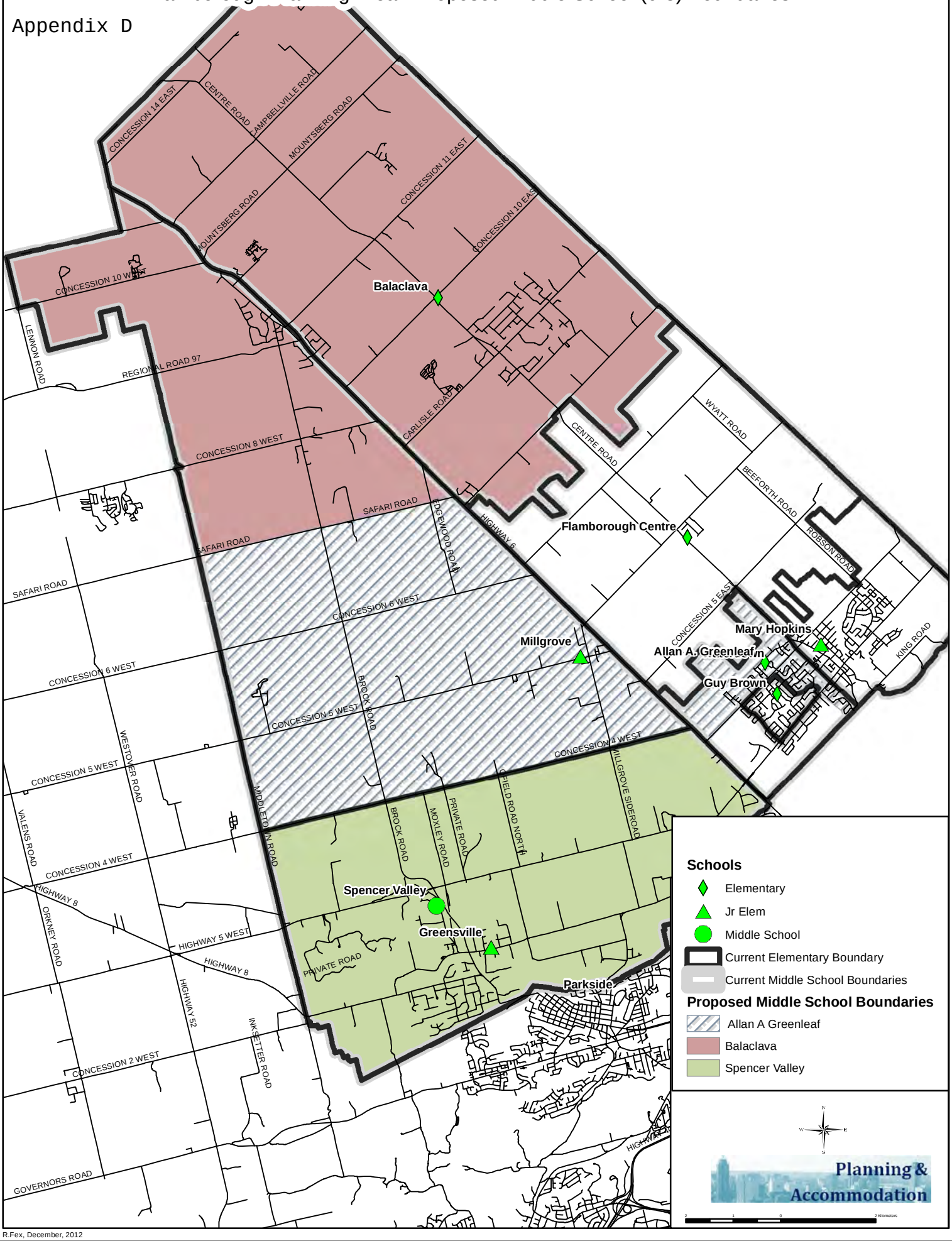
Appendix C



R.Fex, December, 2012

Flamborough Planning Area - Proposed Middle School (6-8) Boundaries

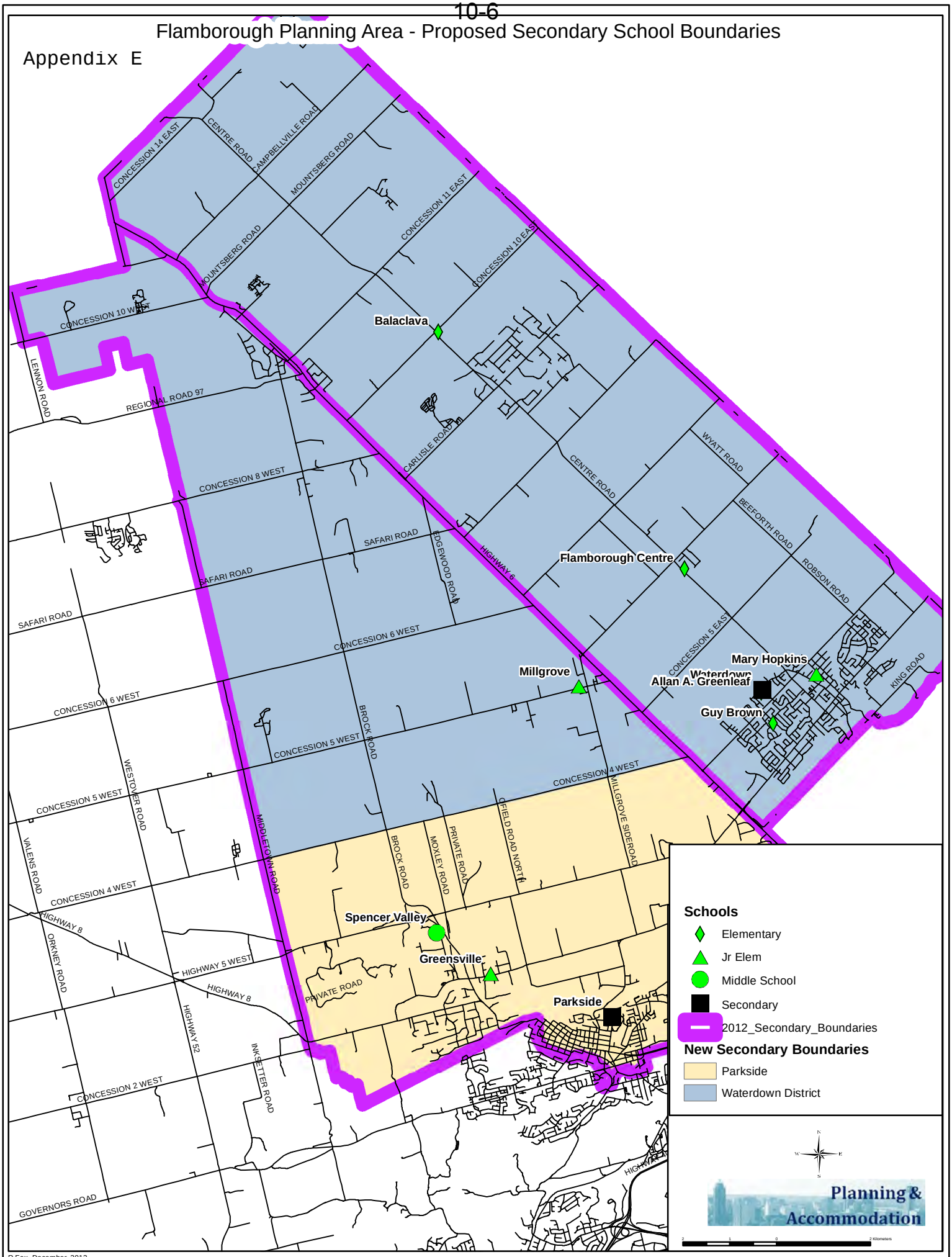
Appendix D



R.Fex, December, 2012

Flamborough Planning Area - Proposed Secondary School Boundaries

Appendix E



R.Fex, December, 2012

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: **January 14, 2013**

TO: **Committee of the Whole**

FROM: **Mag Gardner, Superintendent of Student Achievement**
Ellen Warling, Manager of Planning and Accommodation

RE: **Linden Park Grade Reorganization Approval**

Action X **Monitoring** ☐

Recommended Action:

That the Board approves the following recommendation:

- The grade organization of Linden Park as a K-5 School be approved.

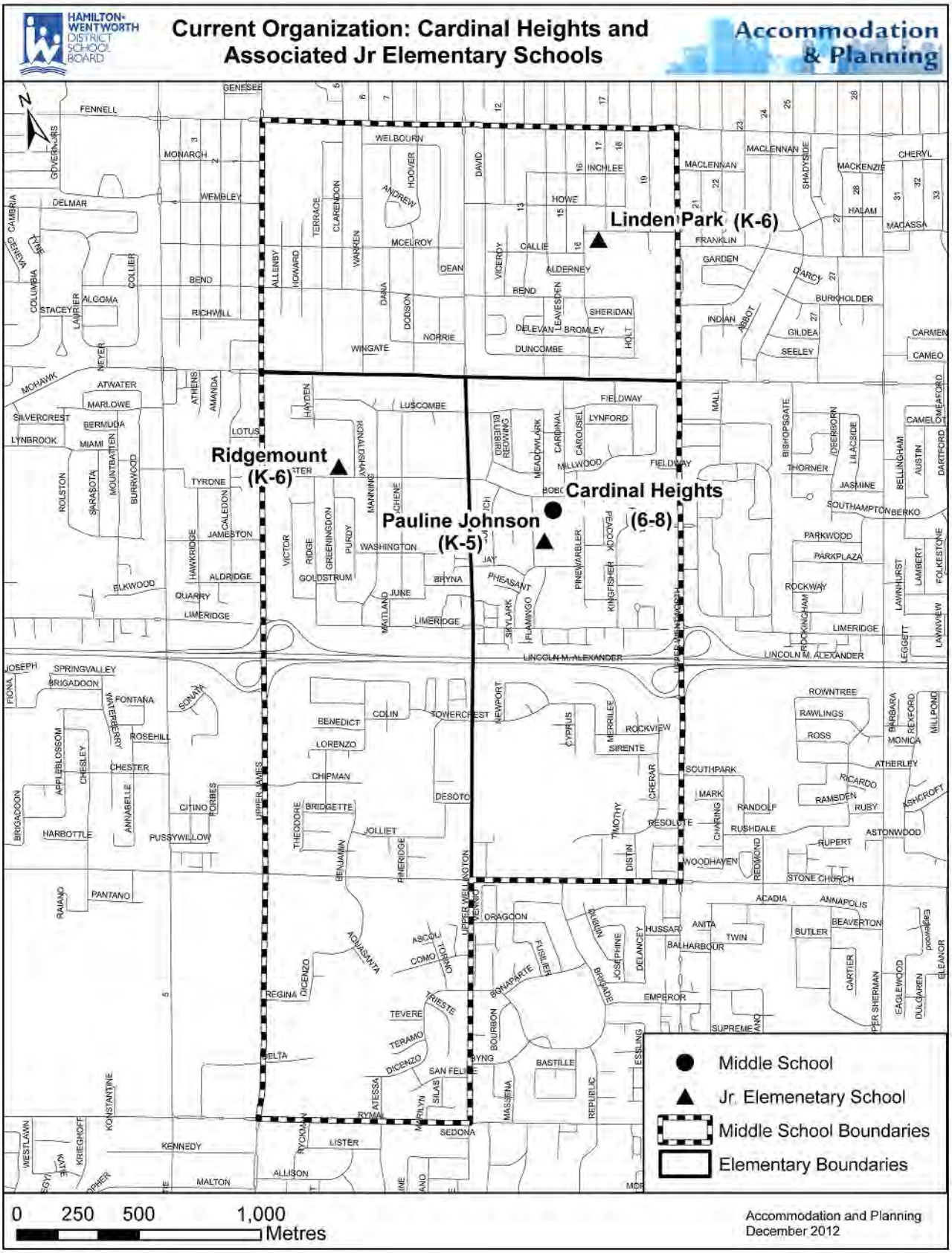
Rationale/Benefits:

Currently, all grade 6 students from the Linden Park boundary attend grade 6 at Cardinal Heights as out of catchment students. The organization of Linden Park as a K-5 elementary school has never been formally approved by the Board. Approval of the recommended action will formally change the grade organization for Linden Park. This approval allows all materials for Linden Park to accurately reflect the grades offered at the school.

Background:

Starting in September 2008, the Linden Park parent community began directing the grade 5 students to Cardinal Heights for grade 6 using the out of catchment process. The grade reorganization has never been formally approved by the board.

Appendix A - Boundary Map



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: **January 14, 2013**

TO: **Committee of the Whole**

FROM: **Mag Gardner, Superintendent of Student Achievement**
Ellen Warling, Manager of Planning and Accommodation

RE: **Cardinal Heights and Ridgemount Grade Reorganization**

Action X **Monitoring ☐**

Recommended Action:

That the Board approves the following recommendation:

- That a Grade reorganization Committee be struck as per the Boundary Review Process, in January 2013 to explore the opportunity for grade reorganization between Ridgemount and Cardinal Heights.

Rationale/Benefits:

This strategy promotes working and learning in safe environments that are not overcrowded and are conducive to supporting students in reaching their full potential.

Ridgemount is experiencing enrolment pressures, as seen in Appendix A. Ridgemount will be implementing Full-Day Kindergarten in September 2013 which calls for an addition and renovations to an existing classroom. Ridgemount currently has four portables onsite. Moving to a JK-5 grade structure reduces reliance on temporary accommodation and maximizes the use of built space. Cardinal Heights has space to accommodate the grade 6 students within its existing brick and mortar.

Background:

In March 2012, a preliminary meeting was held to discuss the potential for grade reorganization between Ridgemount and Cardinal Heights. The meeting members included Superintendent Mag Gardner, Principals of Ridgemount and Cardinal Heights, parent council members from Ridgemount, Cardinal Heights, Pauline Johnson and Linden Park and a member of the Planning and Accommodation division. The feedback from the meeting was positive and the option to allow Ridgemount students to attend Cardinal Heights for grade 6 as out of catchment students was offered. In September 2012, 14 grade 6s from the Ridgemount attendance area attended Cardinal Heights for grade 6 and 16 student remained at Ridgemount. The change in enrolment allowed Ridgemount school utilization to drop from 115% to 104% while Cardinal Heights' enrolment reached 100% utilization.

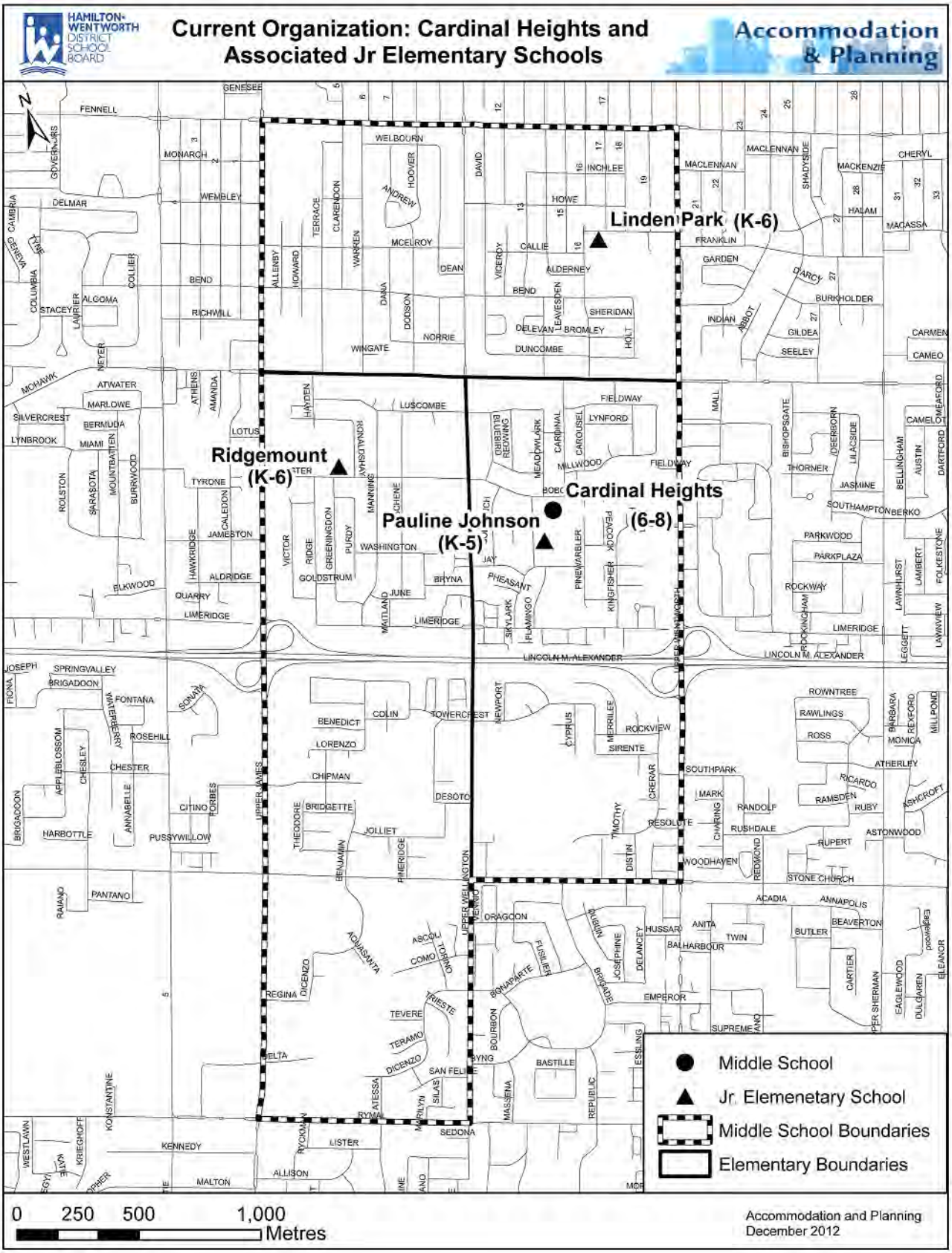
Appendix A - Cardinal Heights and Ridgemount Enrolment Projections with Ridgemount as K-5

Cardinal Heights	OTG: 308				
Year	6	7	8	Total	Util
2011	61	120	113	294	95%
2012	89	100	118	307	100%
2013	92	107	100	300	97%
2014	86	93	108	286	93%
2015	86	87	93	266	86%
2016	73	86	87	246	80%
2017	107	74	87	268	87%
2018	99	108	75	283	92%
2019	96	100	109	304	99%
2020	93	98	102	293	95%
2021	95	95	100	290	94%
2022	97	97	97	291	95%

Ridgemount	OTG:250									
Year	JK	SK	1	2	3	4	5	6	Total	Util
2011	31	38	32	49	34	34	34	32	284	114%
2012	35	31	40	28	41	34	33	18	260	104%
2013	35	34	31	40	28	41	34	0	244	98%
2014	35	31	34	31	40	28	41	0	242	97%
2015	36	31	31	34	32	41	29	0	233	93%
2016	36	31	31	31	34	32	41	0	236	94%
2017	37	32	32	32	32	35	33	0	234	93%
2018	38	33	33	33	33	33	36	0	240	96%
2019	38	34	34	34	34	34	34	0	242	97%
2020	39	35	35	35	35	35	35	0	247	99%
2021	40	36	36	36	36	36	36	0	253	101%
2022	41	36	36	36	36	36	36	0	259	104%

OTG: On the ground capacity

Appendix B- Boundary Map



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: January 14, 2013

TO: Committee of the Whole

FROM: Dr. John Malloy, Director of Education

RE: Full Day Kindergarten Implementation of Year 4

Action X **Monitoring ☐**

Recommended Action:

That the board approve the criteria that will be used to decrease the number of kindergarten spaces by up to and no greater than 420 students, subject to Ministry approval.

Rationale/Benefits:

Full Day Kindergarten is currently in Year 3 of a 5 year implementation plan for the program. Every year the board has been over its Full Day Kindergarten allocation of pupil places from the Ministry. In September 2014, the program will be fully implemented and all kindergarten students will be receiving Full Day Kindergarten.

Twenty-four additional schools are currently scheduled to receive Full Day Kindergarten in September of 2013. The projected enrolment for Full Day Kindergarten for 2013/14 school year is expected to exceed the Ministry Funding Cap for Full Day Kindergarten by approximately 420 students. This represents a minimum of a $2.3 million shortfall in funding for the program for the 2013/14 school year.

The Ministry does not provide additional money to cover the expenses incurred to deliver the program when a board exceeds the Ministry allocated number of spaces.

Board staff have contacted the Ministry of Education regarding the potential to defer already approved Year 4 Full Day Kindergarten sites. The final approval for deferral of sites rests with the Ministry of Education.

To select the sites to defer, the staff developed the following criteria through which the schools were identified.

1) all schools currently receiving Full Day Kindergarten continue to receive Full Day Kindergarten
2) schools in the high and moderate categories on the Learning Opportunities Plan be excluded
3) number of spaces affected must not unreasonably burden a single ward or community

Based on the criteria listed above the staff have identified the following schools for deferral of implementation until September 2014/15:

Mary Hopkins
R.A. Riddell
Ray Lewis
Sir William Osler

Background:

The Ministry currently funds the Full Day Kindergarten program through two components. The first is the Grants for Student Needs which provides funds for a half day Kindergarten program. The second half of the Full Day Kindergarten program is funded through an additional grant that is limited to 4550 pupil places for the 2013/14 school year.

Since the initial implementation of the Full Day Kindergarten program, the board has always had an enrolment in excess of the Ministry Allocation for the program. The chart below summarizes this impact.

Impact of Full Day Kindergarten (FDK) since 2010/11

	2010/11	**2011/12**	**2012/13**	**2013/14 (Estimated)**
# of Schools offering FDK	11	16	40	64
Ministry FDK Cap	884	1248	3016	4550
# of students over Cap	39	125	279	420
Lost Revenue	$207,090	$690,823	$1,513,874	$2,300,000

The Out of Catchment procedures have been changed to eliminate the option to attend a school for Out of Catchment at the JK/SK grades if the school has Full Day Kindergarten or is receiving Full Day Kindergarten in the upcoming year. This move has significantly decreased the number of Out of Catchment students at the JK/SK level in the schools currently providing Full Day Kindergarten.

Board staff have contacted the Ministry of Education regarding the potential to defer already approved Year 4 Full Day Kindergarten sites. To be able to do this the board must provide the following to the Ministry:

- the rationale for the delay in implementation
- a plan on how it will address community concerns and issues that arise from the decision, and
- a communications plan to inform the parents, coterminous boards, municipal and/or community partners outlining:
    - reason(s) for the deferral
    - new timelines for implementation of FDK at the deferred site(s)
    - other local impacts as applicable.

The final approval for deferral of sites rests with the Ministry of Education.

Should the board recommended that the board resolve this issue by requesting deferred Full Day Kindergarten implementation at some schools, it is important that the decision be made in a timely fashion to allow the Ministry time to review the request while still providing ample opportunities for our communities to make alternative child care accommodations for September 2013.

The chart on the following page provides the projected enrolment at each of the school proposed to be deferred and the estimated cost to provide Full Day Kindergarten at the school. The attached map illustrates the location of the four schools recommended for deferral to year 5 implementation.

Background (Continued):

Schools recommended for Deferral to Year 5 Full Day Kindergarten Implementation

Schools	# of K students 2013/14	Estimated Cost of FDK for 2013/14	Ward
Mary Hopkins	105	$570,000	15
R.A. Riddell	110	$597,000	8
Ray Lewis	120	$651,000	7
Sir William Osler	84	$456,000	13

The schools selected have some of the highest kindergarten enrolments projected for 2013/14. This makes these schools ideal to impact the fewest number of schools while reaching the goal of reducing the total number of students projected to receive Full Day Kindergarten to match Ministry funding. As well, all schools are spread among different wards across the municipality and none of the schools are identified in the low or moderate category of the Learning Opportunities Plan.

Appendix A

2010-2015 Full Day Kindergarten Sites

Completed FDK Sites – Year 1
Bennetto
Cathy Wever
Dr. J. Edgar Davey
King George (Closed 2012)
Parkdale
Pauline Johnson
Prince of Wales
Queen Mary
Richard Beasley
Roxborough Park
Sir Isaac Brock

Completed FDK Sites – Year 2
Guy Brown
Lisgar
Mount Hope
Westwood
Yorkview

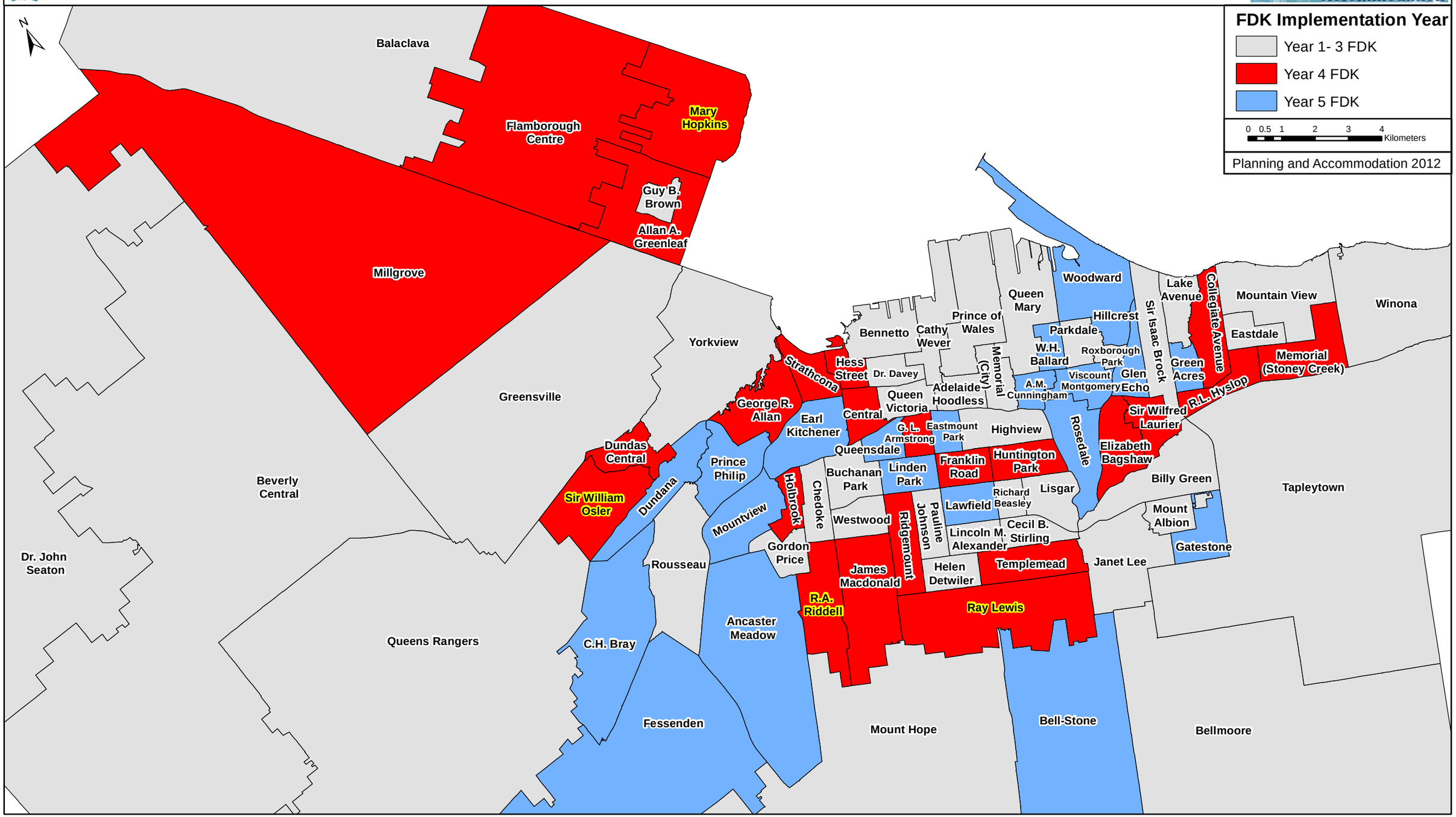
Completed FDK Sites – Year 3
Adelaide Hoodless
Balaclava
Beverly Central
Billy Green
Bellmoore
Buchanan Park
Cecil B. Stirling
Chedoke
Dr. John Seaton
Eastdale
Gordon Price
Greensville
Helen Detwiler
Highview
Janet Lee
Lake Avenue
Lincoln M. Alexander
Memorial (Hamilton)
Mount Albion
Mountain View
Queen Victoria
Queen's Rangers
Rousseau
Tapleytown
Winona

Planned FDK Sites – Year 4
Allan A. Greenleaf
Central
Collegiate Avenue
Dundas Central
Elizabeth Bagshaw
Flamborough Centre
Franklin Road
George L. Armstrong
George R. Allan (Ministry approval not yet received)
Hess Street
Holbrook
Huntington Park
James MacDonald
Mary Hopkins
Memorial (Stoney Creek)
Millgrove
R.A. Riddell
R.L. Hyslop
Ray Lewis
Ridgemount
Sir Wilfrid Laurier
Sir William Osler
Strathcona
Templemead

Proposed FDK Sites – Year 5
A.M. Cunningham
Ancaster Meadow
Bell-Stone (Ministry approval not yet received)
C.H. Bray
Dundana
Earl Kitchener
Eastmount Park (Ministry approval not yet received)
Fessenden
Gatestone
Glen Echo
Green Acres
Hillcrest (Ministry approval not yet received)
Lawfield
Linden Park
Mountview
Norwood Park
Queensdale (Ministry approval not yet received)
Rosedale (Ministry approval not yet received)
Viscount Montgomery
W.H. Ballard
Woodward (Ministry approval not yet received)

Current Scheduled Year of FDK Implementation

Planning & Accommodation



HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: **January 14, 2013**

TO: **Committee of the Whole**

FROM: **Manny Figueiredo, Superintendent of Student Achievement**
Ellen Warling, Manager of Planning & Accommodation

RE: **Gatestone/Mount Albion Boundary Review**

Action ☐ **Monitoring X**

Rationale/Benefits:

The Boundary Review strategy promotes working and learning in safe environments that are not overcrowded and are conducive to supporting students in reaching their full potential. Gatestone is experiencing enrolment pressures due to new residential development occurring within its boundary. Mount Albion has excess capacity necessary to accommodate students arriving from the new development.

Monday June 11, 2012, the Committee of the Whole minutes supporting the boundary review read: "That the Board accepts the following strategy to address pupil accommodation in the Gatestone attendance area beginning in September 2012:

- Mt Albion receive students from new residential development formally within Gatestone's boundary.
- That a Boundary Review Committee be struck in the 2012-13 school year to make the development area a formal part of Mt Albion's boundary as per Long Term Facilities Master Plan guidelines to be released in 2012." (Carried Unanimously)

Background:

Gatestone is currently over capacity with an enrolment of 662 in 2012/13 and a Ministry-Rated Capacity (On-The-Ground (OTG) Capacity) of 575. Gatestone also has 3 portables on site. New development, which is located directly east of Mount Albion, in an urban 'block' of land defined by Rymal Rd E / Mud St W / First Rd W / Upper Centennial Pkwy (see attached map – area outlined in black) has commenced construction and currently within the Gatestone boundary.

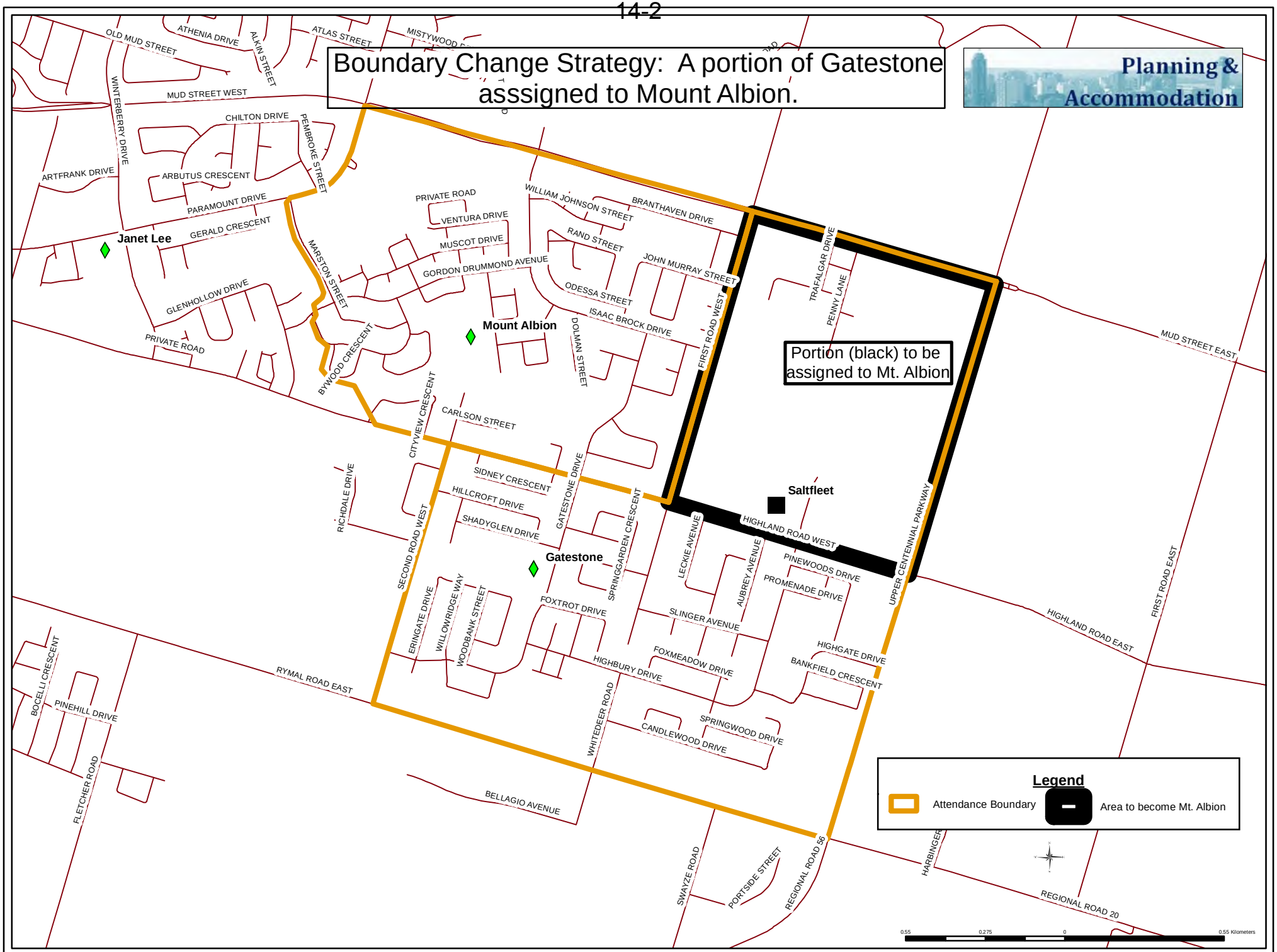
Mount Albion, which is located directly north of Gatestone, has an enrolment of 282 as of October 2012. Mount Albion has received 3 new purpose built kindergarten rooms for Full Day Kindergarten implementation and has a six as well as a four-room portapac. Acknowledging that these are temporary accommodations, Mount Albion is one of the 2012 Capital Priority submissions. The submission recommends that a permanent four-room addition be built to replace the four-room portapac. The six-room portapac has been identified for removal.

On June 11 2012, the Board of Trustees received and approved the boundary review to commence in the 2012 -13 school year.

This will be in accordance with the HWDSB Boundary Change Process.

Boundary Change Strategy: A portion of Gatestone asssigned to Mount Albion.

Planning & Accommodation



R.Fex, December, 2012

Hamilton-Wentworth District School Board

Annual Work Plan Report (Monitoring)

Name of Report: Director's Annual Report

To: Committee of the Whole

From: John Malloy

Date: December 17, 2012

Organizational Alignment

- **Strategic Direction:** Achievement Matters, Engagement Matters, Equity Matters
- **Annual Operating Plan:** Knowing our students, Knowing our staff, Knowing our parents and communities
- **Director's Performance Appraisal:**
  Communicate and support the focus and precision needed in HWDSB to implement our Strategic Directions and Annual Operating Plans.

Overview/Context

The Ministry of Education requires all Directors of Education to produce a Director's annual report on the actions taken during the previous academic year. As per the past five years, the Ministry continues to have minimum requirements for Directors' annual reports in order to encourage the sharing of consistent information across the province.

Our Strategic Directions are the foundation for this report. These directions include a vision of all students achieving their full potential, and a mission that sees the Board "providing relevant, responsive education so that each student becomes a lifelong learner and contributing citizen in a diverse world."

Similar to last year, the Director's Annual report follows the three overarching Strategic Directions themes of Achievement Matters, Engagement Matters and Equity Matters. The report highlights our accomplishments in each area as we work towards achieving our vision of all students achieving their full potential.

What We Did

Once again this year, we have produced a Director's Annual Report that is visual, interactive via social media links and which can be read by screen readers used by those with visual impairments. The response we have received over the past few years has been positive. We are continuing with an online format as it brings our strategic directions and our accomplishments over the year to life using a variety of multi-media formats. The report also translates the text on each page into a number of languages using Google Translate, making it more accessible to a wider audience.

The report can be found by visiting the following link
http://www.hwdsb.on.ca/aboutus/director/annual-report/

What We Learned

In 2012, we listened to our community's desire for a clear, concise interpretation of our strategic directions for 2009-13. To interpret these directions for parents and interested community members, we produced a tri-fold brochure that condenses the Director's Annual Report for members of our wider education community, while also sharing the web link to the full, online report. We plan to complete these actions again in the upcoming new year.

Action Plan

Distribution of the Director's annual report

Audience/Group	Communications Activity & Content	Frequency	Timeframe
Ministry of Education	Send link to report	One time	December 31, 2012
Internal	Draft letter to all internal groups (SEAC, PIC, FIAC, School Councils, Home and School)	One time	January 2013
Internal/External	Draft letter to Directors, MPPs, MPs, City Councillors, Community Partners	One time	January 2013
Internal/External	Draft feature story for website	One time	January 2013
Internal/External	Draft story for Virtual Blackboard	One time	January 2013
Internal	Post in principals' and managers' conferences	One time	January 2013
External	Post link on twitter	One time	January 2013
External	Post link on Facebook	One time	January 2013
External	Draft small insert for school newsletter via Board Bulletin	One time	January 2013
External	Draft tri-fold brochure condensing Director's Annual Report.	One time	January 2013

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: January 14, 2013

TO: Committee of the Whole

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

RE: **Preliminary Listing of 2013-2014 Board Budget Priorities for Consultation Purposes**

Action ☐ **Monitoring** ✓

Rationale/Benefits:

In order to provide for the development of the 2013/2014 budget the following key steps and timelines have been identified:

- January: Key Parameters/Assumptions to Guide Budget Development;
- February: Consultation re Board Budget Priorities;
- March: Finalize Budget Priorities (as informed by consultation process);
- April: School Staffing Recommendations;
- May: Public Budget Workshop and Budget Refinements to reflect new information; if necessary;
- By June: Approval of Budget

The HWDSB sees the identification and finalization of Board Budget Priorities as a very important and foundational step in its Budget Development Process. Consequently, Board stakeholders will be invited to comment on and provide input to the Preliminary Listing of Board Budget Priorities.

The following four main benefits of public consultation have been identified:

1. Improves the public's understanding of issues and builds strong lines of communication.
2. Helps the Board to become fully aware of the possible impact of a decision.
3. Helps the Board to make an informed, education decision, taking the public's views into consideration.
4. Establishes a better environment for the implementation of decisions because people have been able to participate in the process and understand the reasons for the decision.

The consultation process in support of the development of the 2013-2014 Budget has been developed under the advisement of the Finance Advisory sub Committee.

Background:

The fiscal year for all School Boards in Ontario is in alignment with the school year and runs from September 1 to August 31. According to Ministry of Education reporting and accountability

Background (cont.):

requirements, a School Board's budget must be submitted to the Ministry by the end of June preceding the start of the fiscal year in question.

The Board has assigned the responsibility for "Budget Planning and Development of the school board's budget" to the Finance Advisory Sub Committee (FASC).

A Leading Budget Planning and Development Practice is to demonstrate that the annual budget is linked to strategic Board-approved goals and priorities. The identification of the Board's Budget Priorities will assist with the understanding of all Board stakeholders of the core programs and initiatives that the Annual Budget is designed to support. As a school board develops its budget it is helpful to establish a clear statement of the Board's Budget Priorities to ensure that decisions (final and intermediate) are influenced by these priorities.

As reported to Committee of the Whole in December 2012; FASC has reviewed the Budget Development Process deployed last year and determined to implement the following improvements in this year's approach:

- We will continue to facilitate a consultation process regarding the finalization of Board Budget Priorities supported by an information package that clearly outlines the preliminary Priorities.
- In addition, administration will connect with more internal groups to encourage greater internal stakeholder participation in the consultation effort.

The public consultation process is planned to begin on January 17, 2013 and will remain open until February 20, 2013. This end date will facilitate the sharing of consultation results with the Committee of the Whole in March 2013. Information in support of the consultation process is provided in Appendix A to this report. The communication plan in support of the consultation process is provided in Appendix B to this report.

Attachments:

- Appendix A Preliminary Listing of Budget Priorities for Consultation and Consultation Survey
- Appendix B Communication Plan in support of the Budget Consultation Process

2013 / 2014 Budget Priorities Feedback Form

As part of HWDSB's commitment to be accountable to its community stakeholders, the Board informs its stakeholders of its budget for the upcoming school year to show how it uses its resources wisely, efficiently, effectively and equitably.

Hamilton-Wentworth District School Board's Strategic Directions focus on Achievement Matters, Engagement Matters and Equity Matters. We have created many strategies to meet these directions. Four of these strategies are our focus for the 2013/2014 Budget. Through our budget we will supply additional resources needed to support our budget priorities above the level of funding that is provided by the province. We would like your comments and views on these priorities. As such, HWDSB has developed a survey to gather feedback on our current Board wide priorities and your responses will help HWDSB's Trustees further refine HWDSB's budget to benefit our students and staff in 2013/2014.

Please complete this survey by 4:00 PM on February 20, 2013

All mailed surveys must be received by this date.

This survey is voluntary. All responses will remain anonymous and confidential. Responses will be compiled and reported in general themes and will not link answers to any individual or group. Feedback will only be accessed by the HWDSB research department and will be securely stored in their office (if paper copies).

If you have any questions or concerns, please contact Don Grant, Superintendent of Business at 905-527-5092, extension 2500 or by email at don.grant@hwdsb.on.ca.

2013 / 2014 Budget Priorities Feedback Form

PART A: ABOUT YOU

1. Please indicate which group you belong to:
_ Parent/Guardian
_ Community member
_ Student
_ HWDSB staff member

1a. If a "Community Member", please complete the following:
Your organization or affiliation (if applicable): _____
Your position in the organization (if applicable): _____

2. Do you have children attending an HWDSB school?
_ Yes
_ No

3. How many children do you have in an HWDSB school?
_ 1
_ 2
_ 3
_ 4
_ 5+

Part B - 2012-2013 HWDSB Budget Priorities

HWDSB defines a priority as "initiatives and/or programs to which the board is committed to and would direct funds to if financially possible". The following is a list of priorities, in alphabetical order, that HWDSB is committed to for 2013-2014:

Please refer to Appendix A for priority definitions.

- Early Years Strategy
- Program Strategy
- Special Education
- Wireless

2013 /2014 Budget Priorities Feedback Form

4a. Using this table, please comment on the priorities HWDSB has identified for 2013-2014. You may comment on as many priorities as you wish.

Priorities	Definition	Example of program that supports priority	Do you think HWDSB should be committed to this priority?		What direction(s) should HWDSB take with regard to this priority? (select as many that apply)		
			Yes	No	Post more information about this priority on the HWDSB website	Allocate additional resources to students, schools and clusters on a per-need basis	Engage in consultation with expert groups and committees (e.g., Parent-Involvement Committee)
Early Years Strategy	Pdf <link>	Video <link>					
Program Strategy	Pdf <link>	Video <link>					
Special Education	Pdf <link>	Video <link>					
Wireless	Pdf <link>	Video <link>					

2013 / 2014 Budget Priorities Feedback Form

4b. Indicate additional direction(s) for any of the following priorities that HWDSB is committed to for 2013/2014:

Priority	Direction
Early Years Strategy	
Program Strategy	
Special Education	
Wireless	

5. Please list additional priorities that HWDSB should consider for its 2013/2014 Budget:

Thank you for your feedback!

Appendix A: Hamilton-Wentworth District School Board Listing of 2013/2014 Board Budget Priorities

These priorities are currently being funded, but we would like to allocate additional funds if possible.

Priority	Definition	Example of program related to priority
Early Years Strategy	Our Early Years Strategy supports all students to reach their goals. Our goal is to have students reading at grade level by the end of Grade 2. We are focused on working with families and children. Research shows that student achievement and engagement starts before children ever enter a school. Our Early Years Strategy begins to support our students at birth. We know we have a role to play with families and the community to make the move into school easier for children.	Empower: http://www.youtube.com/watch?v=qdiNHp60ue0&feature=youtu.be Full-Day Kindergarten: http://www.hwdsb.on.ca/kindergarten/?page_id=9
Program Strategy	We want all students to have what they need to succeed at any one of our schools. We are listening to what our students tell us they need and what interests them. Our Goal is to improve student success in reading, writing and math by providing equity of access. Our Program Strategy focuses on making every school a great school, giving students more choice, and providing the same opportunities to all students.	True Colours: http://www.youtube.com/watch?v=wzQKjolyDEM Learning for All : HWDSB Program Strategy http://www.hwdsb.on.ca/aboutus/strategic-directions/learning-for-all/documents/Program-Strategy.pdf
Special Education	We believe all students can succeed. This is why we work with families to meet the needs of all students. Because each student has different learning strengths and needs, we offer a variety of programs to meet these needs. Our Oral Language / Early Reading and Mental Health Strategies are two examples. All students need to have the supports they need to succeed and to feel safe and welcome in our schools.	Westdale Special Education Class: http://www.youtube.com/watch?v=cEOTMxlRn7c Special Education/Student Services http://www.hwdsb.on.ca/programs/specialed/
Wireless	Our Wireless Strategy aims to improve student achievement and equity. This encourages students to use their own tools to access the Internet when and where they want it to support their learning. We live in a digital world where learners prefer to learn, live and work together this way. These are vital tools that prepare students for their ongoing and future achievement.	21st Century Fluency Awareness: http://www.youtube.com/watch?v=j6SXYVuHvRI 21st Century Fluenices http://www.hwdsb.on.ca/programs/21cf/

Appendix B

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

HWDSB 2013 / 2014 Budget
Consultation Plan

Prepared By: Mark Taylor
Superintendent Responsible: Don Grant
Department: Superintendent of Business

Date Prepared: November 29, 2012

Context

At the direction of Trustees, staff has been asked to engage the public in the Budget Process. This will be done through a consultation process

Communications Strategy

As per the direction of the Finance Advisory Sub-Committee, staff will engage in a public consultation on the priorities of HWDSB. The consultation will begin on January 17, 2013 and end on February 20, 2013. This will allow HWDSB to inform the public of its priorities, while soliciting feedback on what, if any priorities should change. This also allows for the priorities in the budget to coordinate with the strategic planning process, which allows for consistency from year to year.

Target Audience

Overall, 112 groups will be targeted for consultation:

Group Classification
Staff
1. Trustees 2. Executive Council 3. Hamilton-Wentworth Elementary Teachers' Local 4. Ontario Secondary School Teachers' Federation 5. Canadian Union of Public Employees, Local 4153 6. Canadian Union of Public Employees, Local 4977 7. Canadian Office and Professional Employees Union, Local 527 8. Hamilton-Wentworth Occasional Teachers' Local 9. Hamilton-Wentworth Principals' Council 10. Professional Administrative Support Staff 11. Managers Cabinet 12. Hamilton Wentworth Student Transportation Services
Parents
1. French Immersion Advisory Committee 2. Hamilton-Wentworth Home & School Association 3. Interfaith Advisory Committee 4. Parent Involvement Committee 5. Rural Schools Committee 6. School Councils 7. Special Education Advisory Committee
Students
1. Student Senate

Community

1. Ainslie Wood/Westdale Community Association of Resident Homeowners Inc.
2. Allison Park Community Association
3. Alternatives for Youth
4. Ancaster Community Council
5. Beasley Neighbourhood Association
6. Berrisfield Community Council
7. Best Start Network
8. BOND
9. Bonnington, Buchanan, Mohawk, Southam Neighbourhood Association
10. Boys and Girls Clubs of Hamilton
11. Central Neighbourhood Association
12. Chamber of Commerce
13. Citizens for Citizens Ward Three Neighbourhoods
14. City of Hamilton
15. City of Hamilton – City Council
16. CNIB
17. Community Action Program for Children
18. Corktown Neighbourhood Association
19. Crown Point Community Planning Team
20. Davis Creek Community Hub
21. Delta West Community Association
22. Dundas Community Council
23. Durand Neighbourhood Association
24. Eastmount Community Council
25. Eleanor Community Council
26. Environment Hamilton
27. Federation of Urban Neighbourhoods of Ontario
28. Flamborough Community Council
29. Food Share
30. Friends of Rural Communities and the Environment (FORCE)
31. Friends of the Eramosa Karst
32. The Friends of Gage Park
33. Gilkson Park Community Associations
34. Glanbrook Conservation Committee
35. Good Shepherd Centres
36. Gourley Park Community Association
37. Hamilton Aboriginal Education Council
38. Hamilton Beach Community Council
39. Hamilton Centre for Civic Inclusion
40. Hamilton Community Foundation
41. Hamilton East Mountain Community Association
42. Hamilton Executive Director's Aboriginal Coalition
43. Hamilton Industrial Environmental Association
44. Hamilton Partners In Nutrition
45. Hamilton Police Services
46. Hamilton Public Library
47. Hamilton Roundtable for Poverty Reduction
48. Hamilton Waterfront Trust
49. Hamiltonians for Progressive Development
50. Industry Education Council of Hamilton
51. John Howard Society
52. Kinsmen Club of Hamilton

53. Kirkendall Neighbourhood Association
54. Kiwanis Club
55. Knights of Columbus (various councils)
56. Landsdale Area Neighbourhood Association
57. Lawson Ministries
58. Lions Club (various councils)
59. McMaster University
60. McQuesten Community Planning Team
61. Mohawk College
62. Neighbour to Neighbour Centre
63. North Central Community Council
64. North End Neighbours
65. North Hamilton Community Health Centre
66. Pleasant View Rate Payers Association
67. Red Hill Valley Neighbourhoods Association
68. Riverdale Hub
69. Robert Land Community Association
70. Rosedale Community Council
71. Rotary International (various councils)
72. Royal Botanical Gardens
73. Sacajawea Non-Project Housing Inc.
74. Scenic Woods Neighbouhood Association
75. SHAE
76. Social Planning and Research Council
77. The SOOT Group
78. South Centre Community Council
79. South Sherman Community Planning Team
80. South Stipeley Neighbourhood Association
81. Spring Valley Community Association
82. St. Joseph's Immigrant Women
83. Stinson Community Association c/o Central Memorial Rec Centre
84. Strathcona Community Council
85. Templemead Community Council
86. Today's Family
87. Umbrella Board of Family & Child Care Centres United Way
88. Waterdown South Residents' Association
89. Wesley Urban Ministries
90. Wever Community Hub
91. YMCA
92. Zonta Club

Tactics

Group	Activity
Staff	Memo/Letter – where applicable
	myHWDSB
	Media Release
	Social Media
Parents	Letter
	School Newsletters
	School Website

	Media Release
	Social Media
Students	Presentation
	School Website
	Media Release
	Social Media
Community	Letter
	Media Release
	Availability at local school
	Social Media

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

DATE: Monday January 14, 2013

TO: Committee of the Whole

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

RE: **Year-End Financial Report – August 31, 2012**

Action ☐ **Monitoring X**

Rationale/Benefits:

Budget to actual activity have been reviewed to prepare the 2011-2012 year- end position from a financial, enrolment and staffing perspective. The 2011-2012 year end operating results as compared budget are presented in this Financial Report

Background:

As a result of the Operational Reviews conducted by the Ministry of Education, a provincial committee was formed to develop, based on best practices, a common template and format, for the presentation of interim (year-end) financial information.

The Year-End Financial Report consists of:

(i) Enrolment information, showing budgeted, actual and in-year change, in numeric and graph format, with explanations of key variances

(ii) Staffing information, showing budgeted, actual and in-year change, in numeric and graph format, with explanations of key variances

(iii) Revenue and Expense schedules that compares the year-end forecast to the Budget, with explanations of key variances

(iv) Summarization of all information presented, in numeric and graph format, with explanations of key variances

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

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

Hamilton-Wentworth District School Board
Year-End Financial Status Report
For the Period Ending August 31, 2012

Summary of Financial Results

	Revised Budget	Actual August 31, 2012	In-Year Change $	In-Year Change %
Revenue				
Grants For Student Needs	492,433,216	490,056,033	(2,377,183)	(0.5%)
Miscellaneous Revenue	15,786,774	17,946,542	2,159,768	13.7%
Total Revenue	**508,219,990**	**508,002,575**	**(217,415)**	**(0.0%)**
Expenditures				
Program Instruction	429,271,389	425,069,126	4,202,263	1.0%
Program Support	78,948,601	82,273,282	(3,324,681)	(4.2%)
Total Expenditures	**508,219,990**	**507,342,408**	**877,582**	**0.2%**
Surplus/(Deficit)	**-**	**660,167**	**660,167**	**0.1%**

Change in Revenue
Change in revenue results from the calculation of the year end Grants for Student Needs which reflect enrolment changes; teacher grid placement; and other adjustments. Miscellaneous Revenue surplus is a result of additional Full Day Kindergarten funding, additional Visa Student fees and additional other miscellaneous revenues generated.

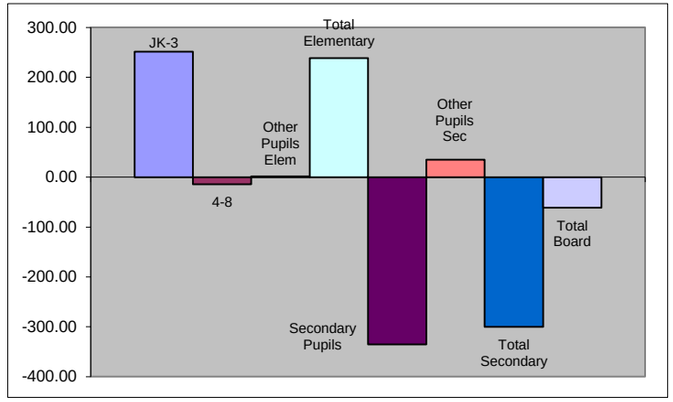
Change in Expenditures
Change in expenditures includes staff changes, changes in grid placement; and savings from teachers on leave being replaced by long-term occasional teachers. In addition, there are expenditures exceeding budget for occasional teachers, Educational assistants and Casual Caretakers.

Surplus/Deficit
The board has achieved an overall operating surplus for the 2011/2012 budget year of $660,167

Summary of Enrolment

Average Daily Enrolment	Budget	Actual	Increase (Decrease) #	Increase (Decrease) %
Elementary				
JK-3	13,163.50	13,415.00	251.50	1.9%
4-8	17,712.00	17,697.64	(14.36)	(0.1%)
Other Pupils	5.00	6.50	1.50	30.0%
Total Elementary	**30,880.50**	**31,119.14**	**238.64**	**0.8%**
Secondary <21				
Pupils of the Board	17,050.50	16,715.38	(335.12)	(2.0%)
Other Pupils	70.00	105.00	35.00	50.0%
Total Secondary	**17,120.50**	**16,820.38**	**(300.12)**	**(1.8%)**
Total	**48,001.00**	**47,939.52**	**(61.48)**	**(0.1%)**

Changes in Enrolment: Budget versus Actual



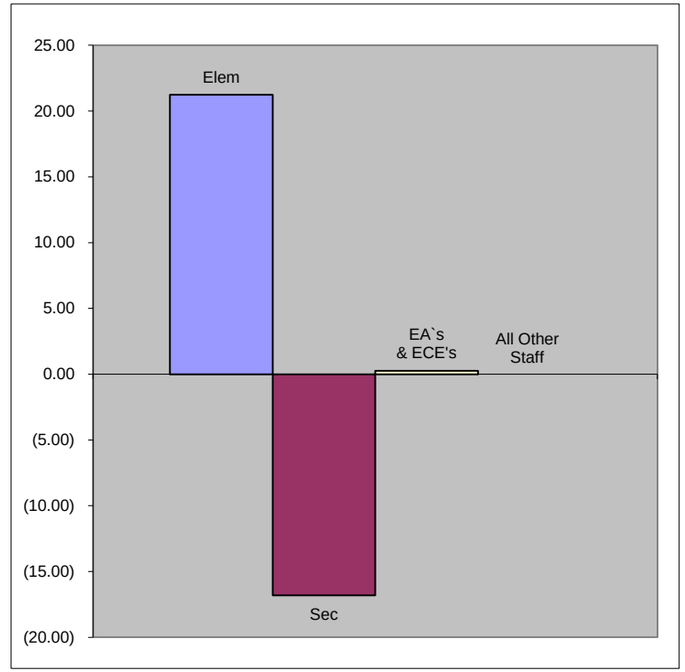
Highlights of Changes in Enrolment:

- Enrolment for JK-3 pupils is 251.50 ADE greater than budget projections, due to growth in FDK enrolment of 96.00 ADE, JK/SK enrolment 85.50 ADE greater than budget and Grades 1-3 enrolment growth of 70.00 ADE over budget.
- Enrolment in Grades 4-8 is 14.36 ADE less than budget projections.
- Secondary enrolment is 335.12 ADE less than budget projections.
- Enrolment for Secondary Other Pupils (Visa) is 35.00 ADE greater than budget projections.
- It should be noted that these enrolments reflect actual enrolment as of October 31, 2011 and March 31, 2012

Summary of Staffing

Full-Time Equivalent	Budget	Actual ADE	Increase (Decrease) #	Increase (Decrease) %
Program Instruction				
Program Instruction	4,511.15	4,515.83	4.68	0.1%
Program Support	598.95	598.95	0.00	0.0%
Capital	11.00	11.00	0.00	0.0%
Total	**5,121.10**	**5,125.78**	**4.68**	**0.1%**

Changes in Staffing: Budget versus Forecast



Highlights of Changes in Staffing:
Elementary teachers reflect an increase of 21.2 FTE over budget in order to meet Ministry and Board class size compliance and school and student needs due to increased enrolment.
Secondary teachers reflect an decrease of 16.80 FTE over budget due to a projected decline in enrolment.

Hamilton-Wentworth District School Board

Annual Work Plan Report (Monitoring)

Name of Report: **2011-2012 Safe, Equitable & Inclusive Schools Report**

To: John Malloy, Director of Education

From: **Executive Council**
Pam Reinholdt, Superintendent - Student Achievement

Date: **January 14, 2013**

Organizational Alignment

Strategic Directions:

- **Engagement Matters:**
  HWDSB will achieve high levels of student engagement in our schools.
  HWDSB will achieve high levels of parent engagement in our communities.

- **Equity Matters:**
  HWDSB will provide safe, inclusive and respectful learning environments for all staff and students.

Board Annual Operating Plan:

- **Knowing Our Students**
  Student Voice
  Engaging/re-engaging all students
  Equity Lens

- **Knowing Our Staff**
  Professional Learning for schools and departments within a responsive system

- **Knowing Our Community**
  Parent Voice

Director's Performance Appraisal:
Provide safe, equitable and inclusive learning environments for each student.

Overview/Context
(includes a brief comment on where we were at in the previous year's report in terms of "Next Steps" if possible, and attach previous year's Action Plan with Monitoring and Review Completed)

The Safe, Equitable and Inclusive Schools Report has been built upon the fundamental beliefs of:

- ✓ we will serve each student (Achievement Matters);
- ✓ we will provide an engaging program to meet each student's interests and to improve student achievement (Engagement Matters); and
- ✓ we will provide access to programming that meets each student's needs (Equity Matters).

The goal of a safe, equitable and inclusive school (SE&IS) strategy is to encourage school practices that promote a safe and caring school culture—a culture that models and reinforces socially responsible and respectful behaviours, so that learning and teaching can take place in a safe and caring environment. (Mather, 2001). HWDSB schools need to create and maintain environments that foster a sense of belonging, enhance the joy of learning, and honour diversity. A safe, caring and equitable school is a place where all partners—students, staff, parents, and community members—treat others fairly, with respect and kindness, and act in a socially responsible way towards all members of the school

community, including students with special education needs. It is an inclusive community where diversity is affirmed within a framework of common values, and where all members participate in decision making and cooperate to promote the well–being of all. (Caring and Safe Schools in Ontario, MOE, 2010)

In response to a delegation to the Board in June 2012, the Board of Trustees directed staff to provide further information defining the school board's obligations related to safe schools legislation.
The Education Act and several Policy/Program Memoranda (eg.PPM 144-Bullying Prevention and Intervention, PPM 141 School Board Programs for Students on Long-Term Suspension, PPM 142, School Board Programs for Expelled Students, PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct, PPM 145 Progressive Discipline and Promoting Positive Student Behaviour) outline the obligations of a school board as they relate to safe schools. The Education Act, specifically Part XIII -Behaviour, Discipline, and Safety: Section 300,0 to 316 relating to safe schools, provides definitions, purpose and direction related to the Act, as well as direction and the requirements for Boards such as developing policies or requiring specific programs such as those for expelled students, mandating school climate surveys, collecting and uploading data/information to the Ministry, etc.. The Policy/Program Memoranda (PPMs) provide specifics for a school board relating to implementation of the Act , regarding policy development at the Board level, and implementation, definitions, etc. that are to be included in the policies and programs developed as required at the Board level. An annual Safe, Equitable, and Inclusive Schools Report is provided for the Board of Trustees to monitor the implementation and progress in this area.

Bill 13, the Accepting Schools Act was enacted in June, 2012, and is now included in the Education Act.. The Act supports the direction provided by the Ministry of Education in the documents and resources listed in the 2010-2011 SE&IS report. The Accepting Schools Act strengthens the emphasis on developing a positive school climate using a whole school approach. Research shows "that there is a direct link between students' success and the school environment in which learning takes place" (Jaffe 2010). A whole school approach involving all education and community partners is an important step to bring about systemic changes. "A positive school climate makes negative behaviours such as bullying and harassment unacceptable and requires relationship solutions to extend beyond the students themselves to include relationships with teachers, parents, and the community. (Peplar and Craig, 2004)

"An effective school is more than achieving academic markers; it involves the development of relationships among staff, among students, and between staff and students to promote a safe environment and a positive school climate." (Jaffe, 2010). Safe, equitable, and inclusive schools establish conditions for promoting student success. Students who have positive relationships in schools are more likely to have a sense of belonging, feel connected to their schools, and generally make academic progress. This work requires a coordinated approach, especially as it relates to what we expect of schools for students, and for school-based teams.

This past year we responded to our learning from the focus groups conducted in elementary and secondary schools. One hundred and forty-four students (8 per secondary school) participated in the Ontario Education Leadership Camp in Orillia for 3 days to discuss safe schools issues, to review the data from their own school's safe schools surveys, and to consider ways in which they could support their schools. These student groups actively participated in developing and/or supporting school-based activities to support Bullying Awareness Week.

Work is underway to develop our student behavior and discipline policy, and relevant directives. Several policies need to be tweaked to reflect the legislated changes related to Accepting Schools Act(Bill 13), 2012. The supporting Policy/Program Memoranda were received in December 2012, and work is underway to our policies to incorporate the legislated changes.

Through collaboration of several departments, we have been working to build the capacity (knowledge and skills) of our school climate consultants to support schools in several areas including:

- Safe Schools, Equity
- Peer Mediation Training
- How to use School Climate Data to develop school-based plans
- Mental Health Strategy

Superintendents, consultants, E-Best and social workers with expertise in Violence Prevention and in Mental Health assisted schools to consider their data with a focus on further promoting a positive school climate. School Teams also identified areas where they need more support, and these areas are included in the work plan for 2012-2013.

With other community partners and our co-terminus Board, we are working with the Student Support Leadership Initiative to develop a Violence Threat/Risk Assessment (V-TRA) protocol. In November, Kevin Cameron (Canadian Centre for Threat Assessment and Trauma Response) provided risk assessment awareness and basic training to our social workers, recently appointed school administrators, and community partners from over 20 agencies who work with children and youth in Hamilton. Work will be ongoing in this area as we do further training to provide a tiered responsive approach to meet our student's' needs in the school and the community.

We received feedback from some schools that completed the survey this past year. Much of the feedback was related to grade 4 and 5 students not fully understanding certain questions because of the terminology used. This issue is addressed in the work plan for the upcoming year.

This past year we provided schools with 'Appropriate Dress', 'Arrival Check' and 'Restorative Justice: Information for Parents and Students' pamphlets—the seventh, eighth and ninth in our series of Safe and Caring Schools information booklets written in parent-friendly language .

What We Did

(Highlights of actions taken based upon previous year's plan)

As required by legislation, one-half of our schools completed the SE&IS survey last year. We had 5403 elementary students and 4617 secondary schools participate, compared to 8600 elementary and 932 secondary students the previous year. These surveys provide a collective student voice of evidence-based information for the system and schools to use when planning for next steps.

The SE&IS survey not only provides collective student voice for HWDSB as a whole board, but also provides a snapshot for each participating school with regards to their own students' feedback. The following are highlights from the feedback we received in 2011-2012 from students across elementary and secondary schools. These results highlight the different forms of bullying/harassment that students reported experiencing, engaging in and witnessing along with students' impressions of their school's environment. In comparison to previous years, the following provides a more detailed report of feedback received from our students with regards to bullying/harassment.

Bullying Behaviors:

- Verbal bullying is the most common form with 14-21% of students reporting being a victim of verbal bullying.
- Bullying occurs most often in less closely supervised areas of the school (e.g. hallways).
- Bullying regarding appearance was the most reported reason for bullying students who were victims of bullying (around 21%), students who witnessed bullying (36-44%) and students engaged in bullying (around 13%). Appearance far exceeded any other reasons for being a victim of, witnessing or engaging in bullying/harassment. Other top reasons that were endorsed included grades or marks, and sexual orientation.
- When asked about bullying/harassment related to religion or faith, 4-5% of students reported being a victim of bullying/harassment, 12-16% reported witnessing bullying/harassment and 3-4% reported engaging in bullying/harassment.

Bullying Attitudes:

- 26-32% of HWDSB students hold beliefs that are consistent with the notion that bullying is a normal part of student life.
- Over 70% of students feel it's their responsibility to help when they see bullying/harassment.
- Over 80% of students said that students who get picked on <u>do not</u> deserve it when it happens.

School Culture:

- The majority of students enjoy being at school (over 52%) and believe it's a friendly, welcoming place (over 66%).
- Close to 80% of students feel safe at their school most of the time.
- The majority of students feel accepted by other students (over 69**%**) and adults (over 76%) in their school.

Getting Help at School

- Over 54% of students said there is a caring adult at the school.
- Over 75% of students said there is extra help available at their school when they need it.

Mental Health & Well-being (secondary only)

- 74% of students said that student emotional well-being is important for being successful at school.

The Board of Trustees also directed staff to provide an update of our student data related to bullying. This information is included in this report. We have also compiled comparative data of these highlights for 2010-11 and 2011-12, which can be found in Appendix B.

For schools that completed the survey in 2011-2012, the School-Based Teams attended a half-day session to consider their data, learn about a whole school approach to promote a positive school climate and conditions for learning and teaching (Bill 13). They then developed their Safe School Plans for the 2011-12 year. Schools that completed the survey in 2010-2011 attended a half day session to learn about Bill 13 and then updated their plans accordingly. For these two sessions, a total of over 270 staff attended with approximately 60 parents (members of safe schools teams or school councils) and 40 students who are, or will be members of school based teams. The school climate consultants, three superintendents, Social Worker for Violence Prevention, and Principal of Equity provided information related to safe schools and positive school climate. The teams then considered their own data using the whole school approach to promoting a positive school climate lens. Feedback from the participants indicated that they liked the connections that were made for them as the information was presented, as well as the support provided at their tables as they planned. Participants also provided feedback regarding the content of the survey itself. These insights, which included the options included in several questions about bullying/harassment, were used when developing the 2012-2013 SE&IS survey.

In 2011-2012 we also included questions related to school climate in our Parent Voice Survey. While the key learnings from this survey will be detailed in the spring Parent and Community Engagement Report, it is worthy to note that parent/guardian/caregiver perceptions related to school climate also inform our work.

Through the work of the Social Worker for Violence Prevention, we responded to school based parent groups who asked for education and awareness sessions regarding bullying prevention and intervention. From this, some support was also provided individually for parents in terms of providing strategies that could be used with individual students. Similar work was also done at school based staff meetings in response to school requests.

The group of 144 students who attended the Ontario Leadership Camp supported a number of Bullying Awareness and Prevention activities in our schools, as did other student-led groups within our schools, such as Student Councils and Healthy Action Teams. Some of these have been highlighted in local newspapers, on our website, in school newsletters, and in our Blackboard series. We are extremely proud of our students' work throughout our schools in helping us to ensure that our schools are safe and caring places to learn, and we thank them for their leadership and involvement.

Students and staff continue to expand our peer mediation program in elementary schools, which research indicates is one of the most effective prevention strategies related to bullying. The Social Worker for Violence Prevention is using a "train-the-trainer" model to build capacity with consultants as we strive to expand this program to all of our elementary schools. Over the past two years, we have been able to support schools more with this initiative with funding to provide vests for the mediators in every participating school. As well, 2 half-day teacher learning release days for those who volunteer with these student groups in schools has/will be provided. The school climate consultants also follow up with

schools to provide support. Peer mentoring programs in secondary schools continue to assist us in keeping more students engaged and connected in our secondary schools.

We have enhanced our model of Superintendent support for school administrators this past year as it relates to suspensions and expulsions. Superintendents have collaboratively developed deeper knowledge of the legislation and processes involved in safe schools, allowing each of us to support administration, students, and parents in our own schools. We are able to collectively identify the needs for professional development of both current and new legislative information, as well as best practice in implementing our policies and programs. This structure has also resulted in more collaboration between safe schools, mental health, special education, equity, and more importantly, how our work relates to student learning and achievement.

Over the past year we have been exploring different ways to implement anonymous reporting of bullying in schools. This has resulted in the exploration of a mobile app that will allow students to report bullying using technology. Further details are provided in the 'What we Learned' section of this report.

Three policies and corresponding policy directives were completed last year: Bullying Prevention and Intervention, Promoting Positive Student Behaviour and Progressive Discipline, and Code of Conduct.
As well, parent information booklets for Safe Arrival Check, Appropriate Dress, and Restorative Justice were distributed to schools.

What We Learned (Include data that measures progress and include previous year's data as a comparison if possible)

The feedback regarding the school climate surveys indicated that we need to provide more support for teachers in administering the surveys. We will develop further tools and strategies, such as: expanding the teacher script definitions of terms used in the survey, more background information in the introduction, and have teachers read and explain some of the questions before the class answers them. We will also consider phrasing the questions differently for grades 4-5, and grades 6-8 based on this feedback.

Student engagement, as referenced in the Student Achievement and Engagement Report speaks to the importance of engagement to 'not be viewed as separate from achievement but rather intricately linked and part of the same ongoing conversation'. This includes conversations with students. These conversations were a focus for the OELC in October. We learned that our students are very interested in the data from their own schools surveys, and how that compares to board data. The students wanted to know how we knew so much about their school. This taught us that we need to provide schools with a school report that more easily allows staff, and school-based teams to share the information with their student body and their parents.

Our parent information nights (3 per year), that are co-sponsored by the Hamilton Coalition for Bullying Prevention and Intervention, started with an evening with Perry Mason, Hamilton Police Services, speaking about 'Social Media and Bullying: What Parents Need to Know.' We had 64 parents and community members attend, indicating that parents are interested in safe schools topics and we should continue with these sessions. Two additional parent evening will be held between January and June, 2013.

Through our Parent Voice Survey, parents were also asked to comment on the climate of the school (Appendix C), consistently the results showed that at least 70% of responses indicated that the school:

- Is a friendly and welcoming environment and that staff make parents feel welcomed
- Is a safe and inviting place for learning
- Has at least one adult to whom a child can turn for support

An area of improvement with regard to school culture includes making an increased effort for schools to understand family's background, religion, culture, interests and/or goals. This supports our increased focus at the school level of "knowing our parents and community."

We still face challenges when encouraging students to report bullying. We have learned from the Director's forums that we need to use the tools that the students themselves use. The HWDSB Mobile App will provide stakeholders with a convenient and standardized means of mobile access to a variety of services, including but not limited to: HWDSB anonymous reporting service, individual school communications (phone and email contacts), third party and community resources (e.g. Kids Help Phone), and current information on school news, activities and events. The HWDSB Mobile App will be released on iPhone and Android and may be extended to additional operating systems based on market demands.

An mobile app, to be called TipOff in HWDSB, will provide an anonymous reporting communication system, central call center (text) and mobile-centric software platform. The service supports the accurate, timely receipt of, and response to, anonymous reports from students, parents and staff. Users will be able to make anonymous reports via a central ten digit phone number or, for those with smart phones, via the HWDSB TipOff Mobile App. Each text report received by the Service Center will be associated with a school name, tagged with an incident type and assigned a priority flag as appropriate. Assigned school personnel will be immediately notified of incidents related to their school, and will be able to track, intervene, and/or resolve incidents. The Service Center will be managed and operated by InTouch Mobile personnel in strict accordance with HWDSB directives regarding operating hours and standard operating procedures and protocols. The Service Center will conduct daily and weekly audits and reports on behalf of HWDSB. The Service Center simply gathers details/facts and does not offer any advice or counseling.

We are working with InTouch Mobile to implement a 3 month pilot of the app for mobile devices in 6 of our schools. The schools are Saltfleet, Glendale, Westdale, Waterdown, Sir Winston Churchill, and Cardinal Heights. A 3 month pilot will be implemented in late January or early February, 2013. An update can be provided to the Trustees on the effectiveness of the pilot through a verbal Director's Report to the Board.

As referenced in the Student Achievement and Engagement Report in September, 2011, '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.' This includes not only the achievement markers, but also the well-being of our students. Both contribute to a student's success. The Student Support Leadership Initiative continues to work to support the Children's Network Table, which has approximately 25 members from children and youth serving agencies, school boards, John Howard Society, and Hamilton Police Services. We have learned that a tiered approach to supports and intervention to meet this wide range of needs is essential, and further work supported by all partners needs to be done in this area. The Student Support Leadership Initiative has received MOE and MCYS funding for the 2012-2013 year.

Progress on "Next Steps" that were outlined in 2010-2011 Safe Schools Report to Guide the Work for this past school year 2011 – 2012

SAFE SCHOOLS WORK PLAN FROM 2011-2012

Essential Component	Strategies	Evidence	Implementation and Monitoring
Knowing Our Students			
*Skill Building through an Equity Lens	*RHVP (Reduce Homophobic Violence Period)- a program to address homophobic violence and hate crimes	*Presentations by HPS and JHS to grade 9 classroom	*SOSAs and L& L were introduced to program and to monitor completion of presentations
*Peer Mediation Implementation	*Social worker to model training to build capacity with consultants	*Increase in number of schools using peer mediation	*Support for peer mediation school 'leads' 2 meetings per year to share best practice * Consultants have been implementing training and providing support
*Provide Leadership experiences for inclusion of all groups of students as per focus group feedback	*leadership camp for building relationships; collaboratively planned with student engagement , safe schools, and student leadership	*Exit cards and feedback sheets provided student comments re: positives, and areas for improvement in the organization and activities at the Ontario Education Leadership Camp	*Consultants, key leaders, and OELC planned 3 day experience; consultants reviewing feedback; consultants working with groups and staff leader to implement the plans of each school team at their home school; consultants supported students re: Bullying Awareness Week activities
Knowing Our Staff			
*Continue professional learning for staff related to Bill 157 to promote clarity and consistency	*Incorporate into professional learning times for administrators	*scheduled sessions for 'instructional' segment of OLM meetings	*Follow-up with schools during school visits
*Support for schools to implement Safe Schools Plan, including anonymous bullying reporting	*Consultants responding to requests directly in schools as needed	*Schools have a plan and are implementing the plan	*SOSAs and L&L have monitored plan .
*Provide training for new administrators and social workers who have yet to be trained re: Bill 157	*Needs identified by schools with special programs and differentiated support was provided by multi-disciplinary teams(special education, safe schools, equity, social workers, etc)	*Training has been part of PD component of staff meetings and/or PA days.	*Consultants have been in schools on all PD days and attended at many staff meetings in Sept-Dec./12
*Continue support for elementary and secondary EAs and Character Networks teachers *continue to build capacity for facilitators	*Build capacity using a multi-disciplinary team from safe schools, mental health, special education, and equity	*Strategies learned are used in classroom to improve both program and promote conditions for teaching and learning	*monitored through Superintendent visits *Additional emerging needs are identified and addressed by school

Knowing Our Parents and Community			
*Implement Bullying Awareness Week (3rd week of November, 2012)	*Information evening for parents	*Coalition forum held at Bishop Ryan Nov. 21/12	*64 people attended
*Bullying Awareness Evenings for Parents **(Not completed due to lack of interest)**	*Information pamphlet to parents, by cluster, sessions would run once per week for 8 weeks, topics to be generated by the group	*parent involvement, feedback at end of sessions	* Monitored by Lead Safe Schools SO and Social Worker – Violence Prevention
*Conduct parent interest survey to determine need for support group for parents of children/youth who have been bullied	*Respond to requests generated through Hamilton Coalition for Bullying Prevention and Intervention (HWDSB is a member)	*Focus group sessions were held as requested.	*implemented by Social Worker-Violence Prevention

Policy Development and Review			
*Complete 3 policies in progress during previous year.	*PWSC process	*Reviewed Policies Completed: √ Bullying Prevention Policy √ Code of Conduct Policy	Both policies were Board approved in March, 2012 *(both policies will need revisions again in 2012-2013 work-plan to reflect legislated changes in Bill13, PPM 144 and PPM 128)*
Suspension Policy, Expulsion Policy (Not Completed) *to be revised 2012-2013*	*PWSC process	***pending legislation*	Moved to 2012-2013 work-plan

SAFE AND CARING SCHOOLS WORK PLAN FOR 2012-2013

Work Plan	Actions	Timelines	Progress Indicators
KNOWING OUR STUDENTS			
* Continue to engage students in bullying prevention *Incorporate a focus on anonymous reporting of bullying schools	* Consultants meet regularly with the OELC students as they address bullying prevention strategies in their schools *provide resources and ideas for students as needed *Safe Schools Teams meetings will incorporate suggestions for schools *Monitor 6 pilot schools using cell phone app to determine whether to expand or terminate project	*Students are actively promoting positive school climate in schools throughout the school year *Board support teams to hold 2 meetings per calendar year with school based teams	*Consultants, school administrators, and SOSAs monitor /discuss the work as part of positive school climate and whole school approach section of school plans *Data provided: eg, number of contacts, types of incidents, etc. and assess viability of project
*Promote the well-being of students through programs to address bullying, substance abuse	*In partnership with public health, HPS, mental health team, educate students re: substance abuse (gr. 5/6), 'sexting'(gr. 7/)	*Presentations are done in schools throughout the year	*Feedback from school staff and students *data re: number of schools, classes, students involved
*Inform administration and staff of legislative changes resulting from Bill 13	**Changes to Bill 13 to be part of OLM meetings, etc.	****scheduled sessions for 'instructional' segment of OLM meetings	**Follow-up with schools during school visits
*Support for schools to implement Safe Schools Plan, with particular emphasis on anonymous bullying reporting	*Two sessions per year-provide template that incorporates essential elements	*Schools have a plan and are implementing the plan	*SOSAs and L&L monitor plan with emphasis on anonymous reporting mechanism
*Continue the Violent Threat Risk Assessment work *(will be part of defining 'teams' in our schools that support students)*	*Consultants responding to requests as needed directly in schools *SSLI workgroup to plan next steps	*continuous 2012-2013	Assessment tool developed and implemented using a 'tiered team' approach
*Develop a tiered approach to Positive School Climate that supports academic excellence and student well-being	Support development of multi-year plan, provide leadership, resources, professional development /training to administrators and schools re: implementation	*completed by June, 2013	*Awareness and knowledge of the plan by all school personnel *Supports in place to assist schools *Professional development and training implemented
KNOWING OUR STAFF			
*Support teachers to administer the Safe Schools Survey	*Incorporate changes in the teacher script as recommended by teachers *provide strategies for teachers to implement the survey with better student understanding of the terminology	***Changes to be complete for survey implementation in April/May,2013	*2012-2013 will include completion of recommendations
*Build staff capacity to support positive school climate	* Develop questions to guide development of in-services to promote conditions for learning and teaching using a multidisciplinary lens (eg. Pyramid of Interventions, RJ practices, Caring Adult, Mental Health and Student Well –being, Equity) *Build capacity of consultants to support schools re: Bill 13(training, conferences, sessions with superintendents)	*Spring, 2013 *ongoing	*Questions developed and used
*Build capacity of/ support for safe schools teams to share survey data with students	*Prepare strategies from MOE, other school boards, etc.	***Spring, 2013	*student voice is evident in school-based plans

Work Plan	Actions	Timelines	Progress Indicators
KNOWING OUR STUDENTS			
KNOWING OUR PARENTS/COMMUNITY			
*Continue with parent forums as they relate to positive school climate issues	*topics for forums to be determined	*hold 3 forums per year	*parents attend the forums
*Engage parents in pilot schools in the Mobile App project	*Schools to introduce to school councils and parents *assist schools to obtain feedback from parents re: the project	January/February, 2013 Mar/April 2013	Meetings held and feedback received
POLICY DEVELOPMENT AND REVIEW (Training to follow)			
*Develop Student Behaviour and Discipline Policy and 2 Policy Directives	*Develop draft policy and supporting policy directive: Suspension and Expulsion, and Promoting Positive Student Behaviour and Progressive Discipline	*January to March, 2013	*Policy to PWSC
*Code of Conduct Bullying Prevention and Intervention Policies	*Adjust to reflect legislated changes	*Nov. 2012 –Jan.2013	*Policy Changes to Board January 2013
*Communicate Policy changes to stakeholders	*work with Corporate Communication to develop communication plan	*as policies are approved by Board	*Communication has been completed
*Ensure alignment of the language and terminology in related policies with the language of the Ministry documents	**Safe Schools, Equity, Mental Health will collaboratively review policies to ensure consistency and alignment of language and terminology	January 2012-June, 2013	*Review completed and noted by legislative reference on policies and policy directive, where appropriate *School administrators and staff have a clear understanding of the terminology

GATEWAY PROGRAM:

The Gateway data is included in numbers on others charts. It is separated here for the purposes of monitoring the program and to provide an overview of the number of students who accessed the program.

The Gateway program provides academic and social/emotional supports for students who are on long-term suspension (6 to 20 days) and for students who are expelled from all schools of the Board. There has been a re-organization of the elementary Gateway program that aligns with the character Network and Mental Health Strategy for support.

During the 2011-2012 school year, 112 students were enrolled at Gateway. This number included students who carried forward in the program from June, 2011, long term suspended students, and the 16 students expelled from all schools in the 2011-12 school year. Four students graduated from Gateway in June, 2011 (4 from grade 8 and none from grade 12). One student returned to regular programming at either their home school or a different school within HWDSB, and 6 students went to Alternative Education within HWDSB or were non-attending. Total number of credits earned by students at Gateway in 2011-2012 was 67.

We have learned that better facilitation of data collection is needed so that we may know more about students enrolled in the Gateway Program. In collaboration with E-BEST, we will develop and implement a new system for gathering data about our students who are suspended and/or expelled. The system will allow us to track such information as attendance, credit accumulation, graduation, destination following the Gateway program and recidivism. While this data will be collected outside of the Student Information System in 2011-2012, the goal will be to incorporate this data collection in the new Student Information System in 2012-2013.

Program Category	**Number of Students**		
	09-10	**10-11**	**11-12**
# of Students attending on a 6 to 10 day suspension	13	12	14
# of Students attending on a 11 to 20 day suspension	16	10	32
# of students attending on 20 day pending expulsion –became 20 suspension	12	9	14
# of Students attending on an expulsion	56*	53	39
# of Students attending on intervention	4	1	13

Panel			
# of Students attending in the Elementary Panel	21	18	37
# of Students attending in the Secondary Panel	80	67	75

Gender			
# of Students attending --Male	83	65	85
# of Students attending --Female	18	20	16

Category—Special Education Students in Program			
# of Special Education Students - BEHAVIOURAL	10	0	0
# of Special Education Students - COMMUNICATIONS LD	0	0	0

DATA COLLECTION

Data collection provides schools and the system with information that helps us to focus our work for the upcoming year. At the system level, we provide direction, resources, supports, and training that will assist schools and their communities to enhance our safe and caring environments. We will continue to consider our data to assess our areas of strength and areas for improvement through a lens that promotes a positive school climate. The work of safe schools is to support our school leaders and staff to help students build healthy relationships, positive interactions, decision-making skills, and coping strategies.

Suspension and expulsion rates continue to decrease. Alternatives to suspension, and in some cases expulsion, include progressive discipline measures, prevention and early intervention strategies, restorative practices, support services either within the Board or through community supports, and program modifications and accommodations.

Overall, we are seeing improvements in the total number of students suspended, the number of suspensions being given, and suspensions by gender, with the exception of a slight increase in female suspensions in secondary.

The categories of infractions for suspensions show improvement in most areas; however, there are increases in some areas. In secondary, these are bullying, physical assault, and robbery.
There are small increases in threatening bodily harm and uttering threats; and a larger increase in swearing and physical assault. Schools are able to consider their own data to determine concerns for their specific schools and to establish plans to address these concerns, with support from the Board where needed.

Overall, we continue to make slight gains in the number of identified students who are being suspended. More work is yet to be done to implement the training modules that have been developed, and program delivery models continue to be reviewed to better serve our students.

Data for suspensions and Expulsions are found in Appendix A.

Appendix A

SUSPENSION / EXPULSION TOTALS

School Year	Total Suspensions	# of Exceptional Student Suspensions	Total Expulsions
2008 -2009	5,524	556	46
2009-2010	4,916	511	40
2010-2011	4,407	500	37
2011-2012	4,461	194	18 (16 from all schools in board;2 from his/her own school)

SUSPENSION DATA *(includes 1 suspension, 2 suspensions, and more than 2 suspensions)

	Elementary		Secondary		Total	
	10-11	**11-12**	**10-11**	**11-12**	**10-11**	**11-12**
Total number of students	31,225	31,120	17,277	16,821	48,502	47,941
Number of suspensions	2,393	2,177	2,128	2,284	4,407	4,461
Number of students suspended *	1,245	1,148	1,407	1,524	2,652	2,672
Percentage of students suspended	4.0%	3.7%	8.1%	9.1%	5.5%	5.6%

Number of Students Receiving One, Two, Three or More Suspensions in 2011-12

Panel	# of Students Suspended 1x			# of Students Suspended 2x			# of Students Suspended 3x or more		
	M	F	Total	M	F	Total	M	F	Total
Elementary	555	142	697	179	38	217	204	30	234
Secondary	754	332	1086	193	75	268	132	38	170

Total Suspensions by Gender

	Elementary		Secondary	
	10-11	**11-12**	**10-11**	**11-12**
Male	2030	1,839	1,552	1,670
Female	363	338	576	614
Total	2393	2,177	2,128	2,284

Total Suspensions by Category

Category	Elementary			Secondary		
	09-10	**10-11**	**11-12**	**09-10**	**10-11**	**11-12**
Bullying	108	65	74	16	27	16
Physical Assault	12	21	32	18	23	17
Robbery	12	6	18	8	13	12
Possession of Weapon	26	19	12	22	14	14
Influence of Alcohol	2	0	0	36	29	23
Possess Alcohol/Drugs	21	11	4	176	155	154
Trafficking	4	0	1	8	4	7
Alcohol to Minor	0	0	0	1	0	0
Swearing	144	154	136	187	177	172
Threaten Bodily Harm	8	10	20	3	2	3
Utter Threat	83	98	115	43	36	57
Vandalism	47	43	18	28	13	12
Sexual Assault	6	4	5	0	0	1
Other Board-set infraction	2,138	1,962	1,742	1,759	1,635	1,796
TOTAL	**2,611**	**2,393**	**2,177**	**2305**	**2,128**	**2,284**

Suspensions: Identified (Exceptional) Students
(extension of, and included in, information above)

	Elementary		Secondary		Total	
	10-11	**11-12**	**10-11**	**11-12**	**10-11**	**11-12**
Number of identified students	1,849	1,605	1,901	1,989	3,750	3,594
Number of identified students suspended	248	194	252	300	500	494
% of identified students suspended	13.4%	12.1%	13.3%	15.1%	13.3%	13.7%

Number of Suspensions by Exceptionality for Identified Students (elem & sec combined)

Exceptionality	Number of Suspensions		
	09-10	**10-11**	**11-12**
Autism	4	10	9
Behaviour	97	84	63
Deaf/HOH	0	1	0
Blind/Low Vision	1	1	0
Language Impairment	20	3	5
Speech Impairment	3	2	1
Learning Disability	252	264	269
Mild Intel Disability	121	120	133
Developmental Disability	2	3	0
Physical Disability	2	1	0
Giftedness	7	7	9
Multiple Except	2	4	5
Total	**511**	**500**	**494**

EXPULSION DATA

	Elementary		Secondary		Total	
	10-11	**11-12**	**10-11**	**11-12**	**10-11**	**11-12**
Total number of students	31,225	31,120	17,277	16,821	48,502	47,941
Total number of students expelled	3	2	30	16	37	18
Total number of Identified students expelled	1	0	5	1	6	1
Percentage of students expelled (including Identified)	.0001%	.0001%	.0017%	.001%	.0007%	.0004%

TOTAL EXPULSIONS BY CATEGORY

Category	**10-11**	**11-12**
Possession of a weapon	2	3
Using a weapon to cause or to threaten bodily harm to another person	4	3
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	6	3
Committing sexual assault	0	1
Trafficking in weapons or in illegal drugs	3	3
Committing robbery	0	0
Giving alcohol to a minor	0	0
Engaging in any other activity that may be established by policy of the Board	18	5
TOTAL	**37**	**18**

APPENDIX B

Comparison of Key School Climate Survey Results for Safe Schools Report (Jan 2012)

Topic	2011-2012	2010-2011
Bullying Behaviors		
• Student who were victims of Verbal bullying	14-21%	12-17%
o Bullying occurs most often in less closely supervised areas of the school (e.g., hallways).	Same across both years	
o Bullying regarding appearance was the most reported reason for bullying students who were victims of bullying (around 21%), students who witnessed bullying (36-44%) and students engaged in bullying (around 13%). Appearance far exceed any other reasons for being a victim of, witnessing or engaging in bullying/harassment. Other top reasons that were endorsed included grades or marks and sexual orientation.	In 2010-2011 "my appearance" was not an option that students could select. In addition, other options were added in the 2011-2012 survey for this questions (e.g., sexual orientation) that did not appear in the 2010-2011 survey.	
Bullying Attitudes:		
• HWDSB students hold beliefs that are consistent with the notion that bullying is a normal part of student life	Over 26-32%	26-30%
• Students feel it's their responsibility to help when they see bullying/harassment.	Over 70%	Over 78%
• Students said that students who get picked on do not deserve it when it happens.	Over 80%	Over 83%
School Culture:		
• Students enjoy being at school	·Over 52%	Over 59%
• it's a friendly, welcoming place	Over 66%	Over 67%
• Students feel safe at their school most of the time.	Close to 80%	Over 71%
• Students feel accepted by other students	·Over 69%	Over 70%
• Students feel accepted by adults in their school	Over 76%	Over 77%
Getting Help at School		
• Students said there is a caring adult at the school.	Over 54%	Over 56%
• Students said there is extra help available at their school when they need it.	Over 75%	Over 74%
Mental Health & Well-being (secondary only)		
• Students said that student emotional well-being is important for being successful at school.	73.6%	N/A

Note: The values represent results from both elementary and secondary students.

Appendix C

Parent Voice Data Related to School Climate

Note: 2011-2012 was the first year in which school climate questions were asked of parents/guardians/caregivers as part of the Parent Voice Survey

Topic	
Your child's school is a friendly and welcoming place (N= 467)	**Over 73%**
Your child's school is a safe place (N= 467)	**Over 80%**
Your child's school is an inviting place to learn (N= 465)	**Over 70%**
There is at least one adult in the school that my child can turn to for support (N= 464)	**Over 76%**
The school makes an effort to understand my family's background, religion, culture, interests, concerns and/or goals (N= 462)	**Over 53%**
When I visit the school, I feel welcomed by staff (N= 467)	**Over 71%**

Parents were asked to comment on whether their child has been bullied by other students.

- 53% of parents responding (467 parents responded) indicated that their child had been bullied
- 39% of parents indicated that their child had not been bullied
- 8% of parents did not know if their child had been bullied

For those parents that indicated that their child had been bullied, verbal and social bullying were the most common forms (versus physical and electronic)