

# COMMITTEE OF THE WHOLE

**MONDAY MAY 7, 2012**

7:00 pm

1. Call to Order R. Barlow
2. Approval of Agenda
3. Declaration of Conflict of Interest
4. Approval of Minutes
  - A. February 6 2012 (tabled) – Special Committee of the Whole
  - B. March 20 2012 – Dalewood ARC Delegation Night
  - C. March 27 2012 – North ARC Delegation Night
  - D. April 2 2012 – West ARC Delegation Night
  - E. April 3 2012 – Special Committee of the Whole
  - F. April 16 2012 – Regular Committee of the Whole

## **ACTION ITEMS**

5. [Student Trustee 2012-13 – Election Results](#) R. Barlow
6. [Parent Involvement Committee \(PIC\) Terms of Reference](#) S. Stephanian
7. [Naming of the New School](#) M. Figueiredo
8. [Policy Working Sub-Committee:](#) J. Bishop
  - A. [Curriculum Process Policy](#)
9. [Referral from Board: Hamilton-Wentworth Council of Home and School Associations Correspondence](#) T. Simmons

## **MONITORING ITEMS**

10. [HWDSB Mental Health Strategy](#) V. Corcoran
11. [Early Learning Report](#) K. Croxall
12. [HWDSB Foundation](#) S. Stephanian
13. Public Questions for Clarification
14. Adjournment

### **Upcoming Public Meetings**

<b><u>Meeting</u></b>	<b><u>Date</u></b>	<b><u>Time</u></b>	<b><u>Location</u></b>
Parent Involvement Committee	Tuesday May 8 2012	6:30 pm	Ed Centre, Lower Auditorium
Finance Advisory Sub-Committee	Wednesday May 9 2012	1:00 pm	Ed Centre, Room I
Special Committee of the Whole – North ARC	Wednesday May 9 2012	6:00 pm	Boardroom
Special Committee of the Whole – West ARC	Monday May 14 2012	6:00 pm	Boardroom
Finance Advisory Sub-Committee	Wednesday May 16 2012	1:00 pm	Ed Centre, Room I
Special Committee of the Whole – South ARC	Wednesday May 23 2012	6:00 pm	Boardroom
Board Meeting	Monday May 28 2012	6:30 pm	Boardroom
Special Education Advisory Committee	Tuesday May 29 2012	7:00 pm	Ed Centre, Room I
Policy Working Sub-Committee	Thursday May 31 2012	5:45 pm	Boardroom

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](http://www.hwdsb.on.ca/aboutus/meetings/meetings.aspx)



# Minutes of the Special Committee of the Whole

Monday, February 6, 2012

**PRESENT:**

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

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

**REGRETS:**

Trustees: **Todd White (Ward 5).**

**1. Call to Order**

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 7:50 p.m., welcoming everyone.

**2. Approval of Agenda**

Revision:

Items 4A (December 5, 2011 – Regular CTW Minutes) and 4B (December 12, 2011 – Special CTW Minutes) – should be reflected as tabled minutes.

**Moved by: K. Turkstra  
Seconded by: A. Johnstone**

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

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

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

Student Trustee Janas voted in favour.

Student Trustee Shen was not in the Board Room during the vote

**3. Declaration of Conflict of Interest**

None received.

**4. Approval of Minutes**

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

That item 4A (December 5, 2011 – Regular CTW minutes) be lifted from the table.

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

**Moved by: K. Turkstra**

**Seconded by: J. Bishop**

That the minutes of the December 5, 2011 regular Committee of the Whole be approved as amended.

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

**Moved by: K. Turkstra**

**Seconded by: L. Orban**

That item 4B (December 12, 2011 – Special CTW minutes) be lifted from the table.

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

**Moved by: Turkstra**

**Seconded by: T. Simmons**

That the minutes of the December 12, 2011 special Committee of the Whole be approved.

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

**Moved by: K. Turkstra**

**Seconded by: T. Simmons**

That the minutes of the January 16, 2012 regular Committee of the Whole be approved.

There were some changes to the minutes.

The Chair did not accept Trustee Peddle's request that her rationale for the lost motion regarding a request for verbal update on the Education Centre Projected be added to the minutes.

The Chair's ruling was challenged.

The Director requested Trustee Peddle to provide the reason for the challenge. Trustee Peddle stated that the public has the right to understand the rationale for her motion.

The Chair referred to the new way of facilitating the minutes (i.e., lesser details) which the trustees decided on last year based on Robert's Rules of Order.

**Moved by: J. Bishop**

**Seconded by: J. Brennan**

That the Chair's rule be sustained.

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

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

Student Trustees Janas and Shen voted in favour.

To the following original motion as amended:

**That the minutes of the January 16, 2012 regular Committee of the Whole be approved.**

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

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

Student Trustees Janas and Shen voted in favour.

**ACTION ITEMS:**

**5. Special Education Advisory Committee Report**

V. Corcoran presented the report.

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

**That the following report of the Special Education Advisory Committee dated January 17, 2012 be approved:**

**PRESENTATION – BEST BUDDIES PROGRAM**

It was moved by S. Starr, seconded by J. McEwen-Hill: SEAC recommends that the Board support the Best Buddies Program as it expands into the elementary system and continue to support the expansion of this program into all secondary schools as part of the Secondary School Program Strategy.

**CARRIED.**

As trustee representatives on SEAC, Trustees Bishop and Johnstone complimented the Best Buddies presentation at the committee, expressing hope that the other trustees will support the motion.

To the motion,

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

**Moved by: L. Peddle  
Seconded by: L. Orban**

**That SEAC provide a recommendation to the Board in the context of the Accommodation Reviews and specific to the Mountain and Parkview Secondary School programs on continuing to provide full range of services currently offered for students with special needs.**

Trustees' comments were noted as follows:

- SEAC is offering its expertise specific to the programs at these schools. The committee felt that the report brought to the Board was only a generic one.
- The motion may implicate the tight mandated rules regarding the ARC process.
- SEAC has done considerable work on this during the last several months through input from parents, students and school administrators from these schools.
- There are many ways to get information to the Board, SEAC can have an addendum to its previous report or come as delegation through the ARC process.

- One student trustee commented that student voice should be considered closely.

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

- SEAC can make recommendations to the Board relative to special education.
- The work of ARC is finished when its report comes forward to the Board. The motion will not jeopardize the ARC process.
- Trustees are free to seek advice from anyone to facilitate decision making.

To the motion,

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

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

Student Trustees Janas and Shen voted in favour.

## 6. Parent Involvement Committee (Parent Charter)

S. Stephanian presented the report.

Moved by: W. Hicks  
Seconded by: J. Bishop

That the Hamilton-Wentworth District School Board adopt the Hamilton Parent Charter in all classrooms, schools and offices.

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

- The intent of Hamilton Best Start is to endorse this charter.
- The Parent Involvement Committee invited a Best Start representative, posed their questions, further reflected, decided and voted on the charter, including the language.
- This is a community-wide document which is endorsed by the City and had input from a variety of agencies.
- This is a final document developed by Best Start and approved by the City. There is no expectation that HWDSB post this charter but only endorse it in terms of concept.

Trustees' concerns were as follows:

- There are risks in adopting this charter in terms of language, parents' rights and responsibilities, the student's rights and security (e.g., custody situation) and expectations from HWDSB.
- The child/student should be first in the learning environment.
- There may be impact on access to assistance and support, receiving information in a timely manner.
- It may not be appropriate for trustees to amend or refer this document as the Board has no ownership of this.

Moved in amendment by: **J. Bishop**  
Seconded by: **W. Hicks**

That the phrase "in all classrooms" be deleted.

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

FOR:	Trustees Johnstone, Hicks, Mulholland, Simmons, Barlow, Bishop.	(6)
OPPOSED:	Trustees Brennan, Orban, Turkstra, Peddle.	(4)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen voted in favour.

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

That the following original motion be withdrawn:

That the Hamilton-Wentworth District School Board adopt the Hamilton Parent Charter in all classrooms, schools and offices.

Trustee Hicks called the question and it was

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

To the amendment (That the following original motion be withdrawn: That the Hamilton-Wentworth District School Board adopt the Hamilton Parent Charter in all classrooms, schools and offices.),

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

FOR:	Trustees Brennan, Orban, Turkstra, Peddle.	(4)
OPPOSED:	Trustees Johnstone, Hicks, Mulholland, Simmons, Barlow, Bishop.	(6)
ABSTENTIONS:	None.	(0)

Student Trustees Janas and Shen abstained from voting.

Trustee Hicks called the question and vote.

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

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

Student Trustees Janas and Shen voted in favour.

To the following original motion as amended:

That the Hamilton-Wentworth District School Board adopt the Hamilton Parent Charter in all schools and offices.

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

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

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

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

**That the Hamilton Parent Charter be referred to the Policy Working Sub-Committee**

Trustee Mulholland called the question.

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

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

Student Trustees Janas and Shen voted in favour.

The following motion was voted on:

**That the Hamilton Parent Charter be referred to the Policy Working Sub-Committee**  
**CARRIED UNANIMOUSLY.** Student Trustees Janas and Shen voted in favour

#### **7. Finance Advisory Sub-Committee – Terms of Reference**

In presenting the report, J. Brennan noted the second bullet in Appendix A under Meetings which refers to the requirements under sub-section 207(2) of the Education Act relative to closed meetings.

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

**That the revised Terms of Reference for Finance Advisory Sub-Committee as per Appendix A dated January 16, 2012 be approved.**

It was confirmed that meetings of sub-committees are now open to the public with the agendas and minutes posted on the website.

To the motion,

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

**8. March 2012 Ontario Financing Authority (OFA) Debt Offering: Good Places to Learn, Growth Schools Funding and Primary Class Size**

D. Grant presented the report, and highlighted that for any proceeds placed in HWDSB's benefit, the Ministry of Education commits to providing full funding for the whole principal and interest.

**Moved by: T. Simmons**  
**Seconded by: W. Hicks**

**That the Board authorize HWDSB to participate in a loan offering from the Ontario Financing Authority to the maximum amount available as of August 31, 2011.**

It was clarified for one trustee that it is the expectation from the Ministry that schools under the Good Places to Learn initiative will not close for the period of ten years but there is no absolute guarantee that this will happen as there may be changes from the Ministry at any time.

The Chair thanked Aaron Lofts (Manager of Capital and Grants) for coming to the meeting for this report.

To the motion,

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

**MONITORING ITEMS:****9. 2010-2011 Safe, Equitable and Inclusive Schools Report**

P. Reinholdt reviewed the highlights and noted the new name of the report.

Several trustees commended the excellent thorough report, noting the improvements and success gained in this area through the years.

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

- The possibility of developing a Bullying policy was revisited and the proposed directives will be presented to the Policy Working Sub-Committee at its meeting on Thursday night (February 9<sup>th</sup>). The key elements are not only consequences and prevention but also teaching students the skills to deal with and prevent bullying.
- P. Reinholdt agreed to take under advisement one trustee's suggestion of including more information about restorative justice in future reports. She also noted the collaboration with the police and the need to look closer on serious situations.
- There are very few expelled students (probably about 4 to 5 students) who do not accept the offer to attend Gateway. For students who refuse to attend Gateway, a social worker is assigned to make regular home visits until the student is ready to attend. There are some parents who seek alternative options for their expelled children.
- More changes will be forthcoming in the future, including the suggestion of expanded "bulk" data for Appendix A and comparison of policies and understanding the work needed around these areas.

The Chair thanked Superintendent Reinholdt for her time and efforts.

**10. Budget Development Timetable and Consultation**

D. Grant presented the report, noting the launch HWDSB's consultation process regarding its budget with support from Corporate Communications and E-Best. In speaking about the key steps and



timelines for this year's budget process, he referred to the plan of holding the Trustee budget workshop in a public session and improving communication by making budget information available on the website.

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

- Conducting consultation regarding Board priorities.
- The Trustee workshop will now be in public.
- E-Best is developing a survey around Educational Assistant allocation with consultation beginning on March 2<sup>nd</sup>. Notification will be extended to all community groups based on the listed priorities.
- Key footnotes regarding the budget will be included in the budget information posted on the website.

## **II. Public Questions for Clarification**

None received.

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

**That the meeting be adjourned, this being done at 9:54 p.m.**

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

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## Dalewood Area Delegation Night

Tuesday, March 20, 2012

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### **PRESENT:**

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

Administration: John Malloy, Ken Bain, Krys Croxall, Ellen Warling, Ron Gowland, and Resource Staff Daniel Del Bianco.

### **REGRETS:**

**J. Janas and L. Peddle will be arriving late.**

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

The Chair of Committee of the Whole, Tim Simmons, called the meeting at 6:06 p.m. The Chair introduced himself and welcomed the members of the public to the Dalewood Delegation night. He spoke about the updated agenda and added correspondence.

#### **2. Approval of Agenda**

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

**That the agenda be approved.**

**CARRIED UNANIMOUSLY**

#### **Presentations**

**3. C. Morgan – C. Morgan thanked the committee for the opportunity to present. She spoke about the education that Prince Philip has to offer. She spoke about the other schools that she has taught at and how she returned to Prince Philip four years ago and feels that it is an ideal learning facility. C. Morgan feels that it is needed for sustainability of the community and HWDSB. Prince Philip has a unique population and program. Every student has the opportunity to participate in school events and parent engagement is a huge component. There is a close teacher/staff and parent/student relationship and this small school provides a wonderful learning environment. Every student has wonderful resource support. There are a number of different programs especially the Mandarin program offered at Prince Philip. Outside there is a green space which offers a great learning environment. They know everyone in the school and have daily physical activity which does not happen in large school. Every student gets the attention that they deserve. C. Morgan was an ARC member and found that there was not a lot of work required on the building when they attended the school tour of the three Dalewood ARC schools. Every room is utilized and there are designated rooms for lunch, music and more. She shared the rooms that are available for use at Prince Philip and reviewed the impact that this will have on the entire community.**

Questions: There were none

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

**That the Board receive the delegation.**

**CARRIED UNANIMOUSLY**

4. A. Reid came as a Community representative representing both Ainslie woods and the Westdale community. They have a campaign “we need three”. A petition was started and they have over 1,000 people as of last Wednesday and the numbers continue to grow daily. The petition contains names from people from all of the HWDSB Trustee’s wards. These constituents are concerned about the closure of Prince Philip and there are lawn signs posted in the Westdale neighbourhoods. A. Reid read some of the petitions that have been posted on their web site.

Questions:

Trustee Orban

Do you bus any students to Prince Philip?

Currently 2% are bussed to the school.

Trustee Turkstra

Can you tell me the two previous schools that were closed and when did that take place?

The schools were Princess Elizabeth and Binkley. It was determined that the closures took place in 1983.

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

**That the Board receive the delegation.**

**CARRIED UNANIMOUSLY**

5. M. Reid was a parent representative on the ARC Committee. He spoke about excess pupil spaces and the FCI and indicated that neither of these are a challenge so Prince Philip should remain open. He spoke to the money spent on each of the schools. G.R. Allan received the most money in the last few years. All three schools have a similar FCI. Prince Philip is the newest school and nothing urgent needs to be done at this school. Dalewood has the most excess pupil spaces if projections are accurate and nothing is being done about those excess pupil spaces and this is a rotary school where you never have 100% utilization. M. Reid spoke about the French Immersion (FI) students that will be moving from G.R. Allan to Dundas because those students want to attend a school in their community. Why are we moving Prince Philip students into G.R. Allan because their pupil spaces are dropping? We are sacrificing one community for another. He spoke about the classrooms in the basement of G.R. Allan and the excessive noise in those classrooms. If they eliminated those basement classrooms they could eliminate 92 excessive student spaces leaving only 50 excessive student spaces. There is a lack of space available for the proposed renovations to G.R. Allan. The Mandarin program has been approved to go to Grade 4 at Prince Philip so that will add 9 students and by 2015 there will only be 20 excess pupil spaces. He spoke about the value of a small school to the student and the strong numbers of the Ontario testing for the Prince Phillip and G.R. Allan students. G.R. and Prince Philip are good healthy schools who are performing well. These schools are in good physical condition. He asked the Board to please reconsider keeping Prince Philip open and address the excess pupil spaces by renovating G.R. Allan. This would be the least expensive solution for this area.

**Questions:****Trustee Peddle**

What would be the total cost of renovations if a school closure were to take place and what are the renovations that would be required at Prince Philip if we were to keep it? There was some discussion about total costs involved and K. Bain shared that staff will track the questions and collate them and put the response on the web site after submitting them to the Trustees.

L. Peddle asked the presenter if there were any stairs at Prince Philip.

M. Reid indicated that students do not use any stairs to get to their classes and Prince Philip is a one storey building.

**Trustee Turkstra**

How many FI students are moving back to Dundas?

M. Reid indicated that he was not aware of the number.

How many students attending G.R. Allan are from Dundas?

The Chair indicated that staff will take that away for an answer.

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

**That the Board receive the delegation.**

**CARRIED UNANIMOUSLY**

6. A. McGowan was a parent representative on the Dalewood ARC Committee and shared her background. She spoke about the variance in the enrolment projection numbers and when questioned it was determined that the difference came from variation in population and programming. A. McGowan spoke about the projections for 2011 and the projection methodology, the Mandarin program, the full day kindergarten program as well as the Special Education program. She spoke to the out of catchment numbers and the policy. The impact through the opening of Guy Brown and Dundana is almost completely felt in schools throughout the system. She spoke about the September 8<sup>th</sup> projections and the JK student enrolment numbers were higher than projected. She spoke to a graph where the data was changed to reflect the October 31, 2012 projections based on the new numbers available. She feels that the projections are grossly underestimating the future population based on what is happening today.

**Questions:**

Trustee Brennan asked A. McGowan to do a narrative of the presentation to support the slides. M. Reid will do the same.

Trustee Turkstra was intrigued by the September 8<sup>th</sup> to October 31<sup>st</sup> projections and asked if we know the impact of Innovation Park on that community – e.g. day cares, new developments – this was directed to the staff for clarification.

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

**That the Board receive the delegation.**

**CARRIED UNANIMOUSLY**

7. A. Paez shared his background and has feels proud to be engaged in the ARC process as well as the community. He has been looking at strategic disinvestment. His question is – “Is this the place to disinvest and does it follow some meaningful strategy?” He spoke about the previous PTR (prohibitive to repair) which led to strategic disinvestment due to a data entry error. When enrolment is dropping we are asked to believe that this is a pessimistic situation. This leads to circular logic creating a pessimistic situation where HWDSB does not invest in the school leading to deteriorating facilities. He spoke about the value of walkable communities which creates healthy kids and better learning. Studies have shown that walkable communities promote fitness and this is very important because it becomes habitual behaviour which these children will carry with them throughout their life span. The decision today will impact these children for years to come. Walkable schools become a hub and generate a healthy community. He spoke about the dynamic Ainslie Wood community and by closing the school we are gambling with the students by indicating that students will thrive better in a nicer facility. What is the vision? Do we have a case for strategic disinvestment here?

Questions:

Trustee Orban

Currently 2% are bussed to Prince Philip because it is a walking school?

A community is created because a lot of the students and their parents walk to Prince Philip. If the school is closed most people will begin to drive their kids. This has long term implications where we are not creating healthy norms and this would deprive the students of their very basic activities of walking to school every day.

Trustee Turkstra (asked of staff)

Please provide clarification on the % of students that are bussed to the three schools?

Trustee Brennan (asked staff)

What would transportation look like if the staff recommendation is approved?

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

**That the Board receive the delegation.**

**CARRIED UNANIMOUSLY**

8. L. King – has a background in statistical compilation. He spoke about the ReCAPP data and the 3.2 million dollar savings by the closure of Prince Philip. ReCAPP is a useful tool; however, he felt there are challenges and uncertainties with the data. He feels that this should trigger detailed inspections to determine what really needs to be replaced or fixed. He spoke about the Drummond report and feels that we should not gamble away the children’s communities for a quick buck.

Questions:

Trustee Johnstone shared that all neighbourhoods are experiencing the same pressures and concerns.

L. King understands that other neighbourhoods feel the same way.

Trustee Turkstra

In regards to the ReCAPP data vs. real expense ,do we have an itemized list of what is real and not real in terms of the ReCAPP data?

Student Trustee Shen

If this is not the best method what is the alternative to give a better outcome.

L. King -avoid just going with the RECAPP data and go for on the ground inspections.

9. Councillor B. McHattie acknowledged the difficulty of dealing with the situation and the constraints of the Province. He spoke of the good decisions that have been made downtown and Trustee Bishop's difficult task. He shared that Dalewood is different then the downtown area and requires a different decision. It is important to continue to find ways to work together and noted the talent of the people in the ARC Committee. He thanked Trustee Bishop for her hard work at Prince Philip and the implementation of the Mandarin program. Ainslie wood is challenged by student housing and rental housing which has changed the character of the area. He is working with McMaster on a solution. A task force has been formed with McMaster, community members and himself on ways to recruit families back into the community. The school and the park are beneficial. The need to repair is difficult due to funding by the Ministry. What can the city do to assist? They will likely rebuild the recreation centre in 2015 and perhaps they can invest in an elevator and repairs to Prince Philip. He would like to use area money to contribute \$500,000 to Prince Philip repairs. Neighbourhoods are important and to lose the walkability would impact the community. He would like to see the ARC recommendations adopted.

Questions:

Trustee Orban

Do all councillors have access to area rating funds?

Yes Wards 1-8 (1.6 million dollars per year to be shared by wards 1-8).

Trustee Turkstra

With the initiative to recruit families to the area, are there any specifics on Innovation Park?

There are a lot of folks retiring so we would like to encourage new staff coming into McMaster to live in the Ainslie wood community – perhaps through interest free loans for renovations to the people in the park. We have nothing specific for Innovation Park; however, we can talk about it.

Are there day care plans?

No not that I am aware of.

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

**That the Board receive the previous speakers.**

**CARRIED UNANIMOUSLY**

10. K. Gringhuis – spoke about the proposal and feels that the proposal is not well thought out. She spoke about the green space at G.R. Allan being destroyed, traffic issues, the benefits of having a walkable school, being on the playground and participating in the school daily due to its current location. K. Gringhuis spoke about the relationships with the teachers, principal, staff and the community and the value of all three schools. The community has come together and they support the ARC Committee. We want all of the schools to remain open and please hear what we have to say.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

11. N. Coakley – The biggest frustration is “why are we having this ARC?” She does not understand the rationale behind it or the closure of Prince Philip. The sale of Dalewood would be the most fiscally responsible. Prince Philip is the only school that will have an increase in enrolment in the coming years. 98% of the school of Prince Philip can walk saving on transportation. The reason the parents do not enrol their children in French Immersion (FI) is because they do not want to put them on the bus. If they close Prince Philip they will enrol them in FI.

Questions:

Trustee Turkstra

If we close Dalewood where would the students go?

Put an addition on Prince Philip and G.R. Allan to accommodate the students.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

12. L. Scott –students sang a song called “three fine schools.” A. Reid – read the lyrics prior to the children singing. They involved the audience – “three fine schools, three fine schools, see how they fit, see how they fit, they each have a place in this neighbourhood, they all do their jobs like we knew they would. We like it that way, and we think it’s good. Three fine schools. Three fine schools.”

L. Scott a grade 5 student at Prince Philip shared that he liked his school because it is close by and easy to get to, it has a large playground, friends close by, a good bell ringer program.

A. Greenleaf a grade three student in a  $\frac{3}{4}$  split class shared why Prince Philip is worth a lot to her. Changing schools twice in 2 yrs will be difficult for some students and it will take longer to get home from school if bussed. She shared the pros of remaining at Prince Philip and the cons of attending G.R. Allan. She concluded with “please do not make us leave our second home.”

Questions:

Trustee Johnstone shared that it was a brilliant presentation and gave thanks to all participants. Who wrote the song?

A. Reid wrote the song.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

13. M.L. Pigott – stated that Westdale was built on bricks and mortar and the people who built these communities knew what they were doing. She sang a song “Ode to the magic of the number three” with four children. She chose walkability over her faith. Her children are in the English program and the balance will suffer if they close Prince Philip due to the increase in French programming. She loves the diversity in the area and McMaster will be affected if we do not have a quality English school in the neighbourhood.

Questions: There were none.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**I4. E. Bumbaca** – read material from the ARC and 21<sup>st</sup> century fluencies. When the school board found the error in the PTR did they neglect that or do something about that? He spoke about the ReCAPP data. A stairway isn't there but could be because this was built with the intent of having a second storey. He felt that the numbers were not correct and the building requires an inspection.

Questions: There were none.

**Moved by: L. Orban**  
**Seconded by: W. Hicks**

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**A. George** – quoted Jane Jacobs and feels that it is a great loss to close Prince Philip. There is no going back for the community and the budget when a vibrant school becomes a vacant lot. She doesn't want to raise the children by showing them that financial is the most important. They want to teach the value of family, community, diversity and having a voice. She shared her concern about the risk of crossing a main street. She does not understand keeping two schools, in close proximity, open while closing a unique small school. The community have a wonderful mandarin program where the students have the great opportunity to learn, share and meet the mandarin students. Innovation Park has only just begun and there are great things to come with this. She would like to see all three schools remain open and shared that her daughter would like her to tell the Trustees not to close her school.

Questions: There were none.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**K. Kohler** – gave thanks to the Board staff and the ARC members for their hard work. She has attended all of the meetings and feels that the best option is the ARC's option. She spoke about the values of Prince Philip and G.R. Allan, walkability and the high EQAO scores. Bussing the students puts them at a disadvantage especially for after school programs. She spoke about the location of Prince Philip and the fact that if closed the students may attend a separate school that is in close proximity to Ainslie wood. When there is no school in the area then it would have less of a draw to have families move into the area which would affect the community. The ARC recommendation is more financially sound than the Board recommendation. She spent time quoting data from the ARC report and the cost of bussing Prince Philip students. Please vote to keep all three schools open.

Question:

Trustee Turkstra - where did you get the data of 13.4% (fill rate)  
In the ARC report on page 16 – note number 3 after the table.

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

**That the Board receive the speaker.**



**CARRIED UNANIMOUSLY**

**17.** S. Macdonald-Payete is a music teacher at Prince Philip. She spoke about the funding that the Board receives from the Ministry and does not understand the closure of Prince Philip. Many Prince Philip parents would choose a walkable school like Canadian Martyrs and St. Mary's for Secondary over a public school. She spoke of the financial loss and the impact that this would have on the Board and the fact that the Board could not afford this kind of financial loss.

Questions: There were none.

**Moved by: W. Hicks**  
**Seconded by: L. Orban**

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**18.** C. Burley – Prince Philip is a thriving school. He spoke about his son, his challenges and the immense importance of having his son in a small school and how important routine is to him as well as home, community and neighbourhood. His son has flourished at Prince Philip. He knows everyone's name and they know him. He wanted to know what he tells his son if they choose to close his school, or the neighbourhood kids move to other schools, or they can not walk to school, or he has the learn the name of 400 new children. How will a school with 125% capacity meet his needs?

Questions: There were none.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**19.** K. West was a member of the ARC committee and a Planner. She is unable to justify the closure of Prince Philip and consolidation with G.R. Allan. The staff proposal did not change from the beginning of the process to the end of the process which she finds confusing. At this point she would like to have her questions answered:

Why were these 3 schools chosen first for consolidation before other areas and not the schools with the least enrolment?

With minimum maintenance spent on the three schools over the last 10 years there is not an apparent need to close a school due to an inadequate learning environment and they have an overall utilization rate of 91%. Why are you closing Prince Philip with its growing enrolment and 83% utilization above another school? Why not consider G.R. Allan down the road after enrolment declines

What real and tangible benefit would be realised by this school consolidation? Will this eliminate \$3.2 million in legacy costs? She spoke about the ReCAPP data and PTR.

How will the English and French Immersion Programs be balanced by the closure of Prince Philip? If the current trend in dual track schools is for 75% of all registrants to opt for FI, then why would a consolidated G.R. Allan not follow this trend?

How does this protect the future viability of the remaining schools?

Why create a triple track school? How are building 550 pupil spaces acceptable for 650 students in 3 language programs?

From a community perspective, why would you think that it is acceptable to wait for actual students before schools are built, but close schools based on a projection?

If closing Prince Philip closes off that community it will cost the Board when the students leave and the enrolment will decline at G.R. Allan and Dalewood.

Questions:

Trustee Peddle - why was this ARC started in the first place? Did you ever get a reason or logic?

K. West –This is the Board’s kick at \$860,000 full day kindergarten money by closing a school and it had to be done now due to the Dalewood Recreation Centre. The City wanted a decision made by the Board they did not mean that it was necessary to have an ARC. The Board decided to put it through an ARC.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**20.** V. Debruyne-Smith is a local realtor who specializes in the West End. When moving into the area people can check online and having a school in the area is a key marker of where people are going to reside. There is a lot of pressure from student rental and the immediate area around the University the further you go out the less pressure there is. People want to be close to McMaster and have affordable homes so this is a draw to the Ainslie Wood area. You have shopping, churches, beautiful park, rail trail and a wonderful school. You should not be shutting Prince Philip down because you are affecting new people moving into the area. This is key to new immigrants and it is a safe community. She has received a communication from someone in the Toronto area to look for housing in Prince Philip due to the Mandarin program.

Questions:

Student Trustee Shen – McMaster is growing so if students don’t have an area to move to where would the students go?

If McMaster goes downtown then it would draw people there. McMaster is a draw to bring families into the area.

Trustee Turkstra – have people been selling homes and converting them to student homes?

It is not rapid but it is steady. Due to low interest rate this is happening. The city needs to look at investing into housing for students.

Student Trustee Janas – would you say that the need for student housing is higher or housing for young families?

There is a need for balance in the area before things get out of control. It would be healthier for the community at large if Prince Philip remains open and the families move into the area.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**20A.** B. Spinner lives opposite Prince Philip and has lived there for more than 30 years. They chose their house due to the proximity to the school as well as the sense of community. Four children have gone to local schools successfully. He shared that he purchased the house from Associate Director Bain’s family. K. Bain admitted to walking to all of his schools. If walking to school is good enough for Associate Director Bain then it is good enough for all of us.

Questions: There were none.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**20. B.** S. Luke shared that it took five years to find a school for her children, which required some special needs programming. Two of top schools were Prince Philip and G.R. Allan. Her children have been at G.R. Allan and she has been very pleased with receiving the opportunity to send her children to either school. These are healthy, happy schools that are doing a great job so please do not close them.

Questions:

Trustee Turkstra - What was the problem with your home school?

It is unbalanced 80/20 FI/Eng and many students left that school.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**20.C** J. Brander shared that when the ARC process started there seemed to be a strong financial basis; however, the ARC Committee has not been convinced of the need for closure. 100% enrolment is not necessary and the current enrolment meets the needs. She went on the tour and feels that these are good solid buildings. The schools looked great so she is unsure of what renovations are required. They moved into the neighbourhood for the school. I think that the decision to be made needs to be made on a vision – so please make a great decision that is practical but has a good vision behind it.

Questions: There were none.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

D. Crawshaw - thanks was extended to all involved in the ARC process. She is a past Chair of G.R. Allan and was a member of the PIC Committee. She spoke about the fact that they had a special Education sub-committee and discussed necessary renovations at G.R. Allan. There are students who are unable to attend their local schools due to mobility issues. There are many community staff, parents and students who have mobility issues and require renovations. There are some students who are unable to wash their hands and the school only has one washroom for the boys and one for the girls. She recognizes that the decision will be difficult.

Questions:

Trustee Orban asked if the request was to have more washrooms?

Yes these have been well attended meetings where as a community we demanded to have those facilities updated. Hand washing is a big concern.

Trustee Peddle

Do you know how many washrooms there are for Prince Philip?

I am not involved with Prince Philip so I am not sure how many washrooms?

J. Bishop shared that this is a one storey school and has two washrooms.

Trustee Hicks

Being on PIC you must understand that there are limited resources

Yes I am aware of the challenges with resources.

**Moved by: J. Brennan**

**Seconded by: T. White**

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

The Chair thanked the staff, audience, presenters and speakers.

**Correspondence**

**Moved by: J. Brennan**

**Seconded by: J. Bishop**

**That the Board receive correspondence items 21 to 51.**

**CARRIED UNANIMOUSLY**

**Moved by: A. Johnstone**

**Seconded by: J. Brennan**

**A motion to adjourn.**

**CARRIED UNANIMOUSLY**

## North Area Delegation Night

Tuesday, March 27, 2012

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### **PRESENT:**

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

Administration: John Malloy, Ken Bain, Vicki Corcoran, Peter Joshua, Pat Rocco, Pam Reinholdt, Jackie Penman, Kevin Morgan, Daniel DelBianco.

### **REGRETS:**

None were noted.

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

The Chair of Committee of the Whole, R. Barlow, called the meeting at 6:00 p.m., stating the evening's focus was on the North accommodation review.

#### **2. Approval of Agenda**

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

The Chair made a motion to amend the Agenda as follows:

- P. Barnes on the speakers list be changed to R. Barnes
- K. Turkstra has requested the opportunity to ask questions regarding the Dalewood ARC for staff to take away.

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

**That the agenda be approved.**

**CARRIED UNANIMOUSLY**

### **Presentations**

**3.** Y. Hashimoto & J. Eby are MA Candidates, School of Geography & Earth Sciences at McMaster University. Their studies have included Human Geography and places that matter to women.

Parkview was their first introduction to the neighbourhood. They felt that it was important to contribute to the neighbourhood since Parkview has been very welcoming to them. Their research has included the lower city and they were concerned when they discovered that the North ARC was recommending the closure of Parkview, Delta and Sir John A Macdonald. They want to ensure that the closeness and programming currently at Parkview Secondary School is carried on as a whole, especially if the program is moved. The core mantra of Human Geography is place matters and Parkview is a landscape of care. They spoke about Hamilton's social landscape and about "sense of place." They spoke about the decrease in schools in the poverty areas and the importance of having a sense of community. Research has shown that the highest drop out rate exists in the poverty areas. They

presenters shared their concerns about the school's role in the neighbourhood. What school closures would do to those neighbourhoods? They felt that emotion is important in this consideration and having a sense of belonging. They asked the question who has been included in the conversation about school closures. When considering the next steps they feel it is important to consider other possibilities, for example partnerships. In closing they shared that the neighbourhoods won't facilitate a sense of community by removing these schools and the role of the school in the neighbourhood and emotion are important.

#### Questions:

- A. Johnstone – You spoke about school creating a “caring landscape” can another entity replace this role in the absence of a school for example a community neighbourhood house, community policing centre, libraries, etc?
- Y. Hashimoto shared that they do contribute; however, she still feels that a school is unique - this would add to the “caring landscape” it would not replace it.
- L. Orban – do you feel that there could be another forum that could create neighbourhoods, and a sense of family especially with the technology that we have today.
- Y. Hashimoto - for Parkview the place is important because it is a bounded place and no sense of technology can replace that. The students, teachers and fellowship provide a very unique feeling of community and acceptance.
- J. Janas – based on the points about poverty and newcomer youth – was the family environment in correlation to the school proximity considered?
- J. Eby– that was not something that we really considered. In terms of the research that was conducted it showed that the families are very connected to the schools, neighbourhoods, and community making it an important place for everyone.
- J. Brennan thanked the students for a new way of thinking. If this group does not feel that they are part of downtown how would they view themselves?
- J. Hashimoto - they look at their own particular neighbourhood and community being separate and not really as part of the downtown core.

The Chair thanked J. Eby and Y. Hashimoto

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

**That the Board receive the delegation.**

**CARRIED UNANIMOUSLY**

#### **Speakers List**

4. R. Barnes – spoke on behalf of his wife because she was unable to attend the meeting. He shared their concerns about the quality of education, bullying, not feeling included and being lost in a large school if Parkview were to close. R. Barnes indicated the schools that his daughter had attended over the years and how she has flourished since attending Parkview.

#### Questions:

- J. Bishop assured R. Barnes that quality education and bullying were a very big topic discussed among the North ARC and the Trustees want to ensure a high level of education for all students.
- K. Turkstra – are you aware that the North ARC included in their recommendation that a sub-committee be established post ARC if the Board were to embrace their recommendation? This sub-committee would be comprised of students, teachers, community members, parents, etc. Perhaps a member of your family would like to participate in this sub-committee and we would

be happy to keep you abreast of any new information as it becomes available regarding the sub-committee. This was very important to the ARC members.

- R. Barnes indicated that he would like to participate.

**Moved by: L. Orban**  
**Seconded by: W. Hicks**

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

5. N. Leach – was a member of the North ARC and presented to the Board of Trustees. She is a child and youth worker and currently a Student Success Mentoring Educational Assistant at Parkview School. She feels that the Parkview students need to have their own facility and that the Parkview Program should be preserved. Putting them in a wing would create segregation. When these students were in a larger school they were segregated and treated badly and bullied. In their own school they are all the same and equal to their peers. Individualized programming and smaller classrooms allow them an incredible opportunity. They strive to achieve more when they are with their peers and they feel like they fit in. We are not here for the ones that will make it no matter what we do; we are here for the ones that will make it because of what we do. Give them the means to be like everyone else. Ensure that our students don't become drop out students who fall through the cracks. Let's give them their own place where they can hope, strive to achieve and be more than they ever thought they could be.

Questions: There were none.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

6. E. Morris – indicated that most of her concerns have already been addressed by the previous speakers. She indicated that she was concerned upon reading about code red and hearing Paul Beattie speak about the situation. She became involved in Parkview School and spoke about how these kids are flourishing in this unique environment. She understands the Board's vision of integration; however, there is more than the student's psycho educational profiles. This involves low self esteem, poverty and various family situations as well. They have no other place to feel secure then at school and they are too vulnerable to go into a wing of a large school. They need time to develop and some have no hope until they get to a place like Parkview. Please talk to these students and spend some time with them so that you can see for yourself first hand. These are the most vulnerable in our community so we need to support them in breaking the pattern of poverty. They feel the clubs are theirs, they have friends and they have a sense of belonging. A lot of these students do not have community support so please allow them to have their own space.

Questions: There were none.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**Correspondence –**

7. J. Aird

8. J. Eby and Y. Hashimoto

**Moved by: J. Bishop****Seconded by: A. Johnstone****That the two letters of correspondence be received together as one.****CARRIED UNANIMOUSLY****9. The following questions were asked by Trustees related to the Dalewood Area ARC for clarification:****Trustee Turkstra**

1. What is the current JK/SK enrolment at PP and GRA for September 2012 and how many of these are OOC registrations?
2. In an accommodation review, it is the perfect opportunity to examine consolidation of schools to a JK-8 model. Why was this not considered by closing Dalewood and making both PP and GRA JK-8 schools leaving one dual track school in the Westdale area and one dual track school in the Ainslie Woods area?
3. Staff is proposing to spend \$80-100K per year to bus an additional 138 students from PP to GRA if PP closes. Why are we treating an urban location like a rural community by bussing the majority of its students? How many HWDSB elementary schools do we bus over 70% of the students who are in an urban setting?
4. Is the Dalewood Recreation Centre rebuild for 2015 dependent upon the Dalewood School being open and operating as a school?
5. Is there any literature or data on the success/failure of triple language track schools?
6. For staff, how does the \$500,000 of area rating funds offered by Councillor McHattie affect staff's financing options for PP or Dalewood?
7. There seems to be a lot of talk about 'modern learning'. Why close the newest school in the area review if modern learning is deemed important? Please define modern learning, its direct correlation to physical plant issues & capital dollars?
8. When a school was deemed PTR, what capital monies would be approved for this school and under what criteria and funding cap would be used due to the PTR designation?
9. Given that ReCapp is a flag for repairs of schools, what are the real costs of repair to PP and GRA if Dalewood were to be closed?
10. Given the Councillor's and realtor's opinion that the Westdale and Ainslie Woods areas will likely benefit from incoming McMaster staff and the expansion of Innovation Park, did the staff enrolment projections include these initiatives?
11. Once the new washrooms are built, the basement vacated and an elevator installed at GRA, there will be little to no excess pupil places to put an entire other school population into GRA without an expansion. Given the expansion could be for JK-5 or grades 6-8, why not spend the capital dollars on a JK-8 school with purpose built middle school classrooms over more primary spaces which are age specific and less flexible in terms of classroom usage by all students?
12. Why close an already fully accessible school that is one storey over retrofitting two 2-3 storey schools at significant expense?



13. What is the driving distance and "as the crow flies" distance between GRA and Dalewood?

**Trustee Bishop**

1. Could staff explain how they have arrived at enrolment projections.
2. The ARC is claiming that current enrolment in 2011-12 is higher than staff had predicted. Could we have the current numbers. Are the current numbers still inflated by OOC?
3. What information do we have about the McMaster Innovation Park possible expansion? And possible impact on enrolment?
4. Could staff explain how ReCAPP is used by the Board, and what the data means.
5. Could there be an explanation of the funding suggested for staircase at Prince Philip.
6. In the ARC recommendation how long would the two George R. Allan basement classrooms need to be used?
7. In the staff recommendation how long would the basement classrooms need to be used?
8. Would there be any need for portables in either recommendation and for how long?
9. When was the information about PTR provided to the ARC?
10. When were revised FCI numbers provided to the ARC?
11. How many eligible and courtesy students are bussed to Prince Philip currently?
12. There is growing interest in the Mandarin program. As only a quarter of the students reside in the neighborhood there has been concern from parents about child care issues. When FDK starts in 2012 this will no longer be an issue. The base of the program could then possibly be 15 students per grade (total FDK of 30). What will the implications be? Have we allowed for this sort of expansion?
13. What renovations would take place if the staff recommendations were not passed?
14. The Board pays approximately \$90,000/year to heat the Dalewood community centre pool. How will this be paid for in the future?
15. What are the future plans for the community centre?
16. Does HWDSB have to provide an elevator if one is requested?

**Trustee Hicks**

1. With regards to Councilor McHattie's, what are the Ministry of Education guidelines for receiving funds from external sources for the purposes of capital improvements?
2. If we are allowed to except funding from external sources, what is the process/timelines for receiving these funds?
3. Can staff provide a site plan which identifies the renovations/additions proposed for G.R. Allan.

**Trustee Orban**

1. Why did staff abandon the K-8 model when it has been considered in the past?
2. How much consideration was given to transportation (walkability) under the staff recommendation?
3. How frequently does staff review ReCAPP data?
4. What is the process for validating ReCAPP data?
5. Are the estimators that conducted the original survey used when we review ReCAPP data?

**Trustee Peddle**

1. What was the driving force for making the Dalewood ARC a priority compared to the other proposed ARCs on the list?

2. Provide a list of schools that we have closed with a recreational centre attached. Identify the level of difficulty (simple/complicated) and costs associated with closing those schools.

**Trustee Simmons**

1. What is the proximity to the closest Catholic school (identify the capacity, enrolment and which programs are offered at the school)?
2. Does McMaster have any plans for student housing?

**Trustee Brennan**

1. Summary of out of catchment students for all three schools (by-grade, by-program).

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

**That the meeting be adjourned, this being done at 7:18 p.m.**

**CARRIED UNANIMOUSLY**

## West Area Delegation Night

Monday, April 2, 2012

### **PRESENT:**

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

Administration: John Malloy, Ken Bain, Sharon Stephanian, Krys Croxall, John Laverty, Don Hall, Jackie Penman, Daniel Del Bianco, Robert Fex.

**REGRETS: Laura Peddle (Ward 6),**

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

The Chair of Committee of the Whole, Tim Simmons, called the meeting at 6:00p.m

### **2. Approval of Agenda**

There were additions to the Agenda.

- Extra pieces of correspondence were added 25B & 25 C from Sue Taylor
- North ARC questions #26
- Adjournment #27
- Students #16 will move up to #3 prior to the presentations

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

**That the agenda be approved.**

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

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

Student Trustees Janas and Shen voted in favour.

**Speaker #16** R. Brown, C. Antoski and A. Scardamaglia represent Highland students. These students support the renovations to Highland in order to support all of the Dundas students due to the accommodating facilities that Highland currently has to offer. R. Brown spoke about the music rooms that are currently being used. They do not want to lose music or drama rooms. A. Scardamaglia the

head of the girl's athletic association stated that Highland is located on 18 acres and backs on to neighbouring trails which are used daily. There is room to build a second gym which would be advantageous to host tournaments. They are close to elementary schools who share the space as well. They would like two new gyms and a state of the art facility. C. Antoski shared that the tech department is superb and won the 50,000 Future Shop grant. Highland has 6 large shops and SHSMs that use these facilities. They would like a new school if possible or serious upgrades to Highland.

**Questions:**

Trustee Brennan

Liked the three aspects of the program that was presented. The staff report recommended 6 science labs – do you have any understanding of the science labs now and what would need to be upgraded both inside the labs and in terms of the number of labs?

Currently we have 4 labs; however, we are not familiar with the upgrades that are required.

**Moved by: W. Hicks  
Seconded by: L. Orban**

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**Presentations**

**3.** A. Sloat – J. Bethune, President of Ancaster Minor Sports Association introduced A. Sloat.

A. Sloat shared some history about the philosophy of co-operative partnership between the Municipality and the School Board. She spoke about the land that was purchased on Jerseyville Rd to build a secondary school with room enough for future expansion, sports fields and land that could be used by the community. A. Sloat gave examples of how this has flourished and spoke of the community partnership use. The appetite for development in Ancaster is insatiable and this development would produce enough students to retain Ancaster High to retain the land and preserve the co-operation between the school and the town. There is concern about the land so please do not sell the land. It is expensive and scarce.

**Questions:**

Trustee Orban

Was the purchase of 40 acres deeded to Wentworth County Board of Education?

No it was deeded to the Ancaster High School Board of Education which was appointed at that time. They were an entity of their own.

When was the land deeded to the Wentworth County Board?

Under the terms of the Act that produced the Wentworth County Board of Education the land became part of the Wentworth County Board of Education.

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

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

**4.** J. Bethune – is the Treasurer of Ancaster Soccer and a past president. Ancaster soccer has grown exponentially over the last few years and is a key educational tool for youth. Ancaster High represents 50% of the field space, has paid for the construction of some of the fields and pays for much of the

maintenance and upkeep of the fields. Six days a week the fields are packed from May 1<sup>st</sup> until the end of September. They offer year round academies now. Participation is about 2500 kids for the outdoor summer program and 1000 indoors. They run the largest single weekend soccer tournament and have 20,000 people attend. It is the 2<sup>nd</sup> largest revenue generator for Ancaster. They invite university coaches for scouting opportunities and offer scholarships. He spoke about an academy based long term player development plan of which the Ancaster Soccer Club are positioned to be one of the leaders in this Province. The school and the club will be very important for the community. Ancaster Soccer Club will be a centre of excellence and Ancaster High will be crucial in this. This will draw students from all over the City. They are committed as a club to the plan and Ancaster High. They want to continue to create a legacy for greater Hamilton.

Questions:

Trustee Bishop

Do you do this through a permit with the City or the school board?

We have City permits for City fields and we have an agreement with the School Board.

How much are you charged?

We pay for maintenance to fix the soccer/football fields and the track.

Trustee Hicks

How many registrants are outside of Hamilton?

About 400—less than 20%. A lot of those would be competitive based and 150 of those would be house league based.

Trustee Johnstone

If you were to lose a couple of fields how would that impact you?

If we were to lose a couple of fields it would not be huge depending on which fields—we want to co-operate with the Board.

Trustee Turkstra

When you have large tournament do you have a spill over to Morgan Firestone fields?

We use 28 fields – there are 15 fields between Morgan, Firestone and Ancaster High – they are the hub. We serve 15000 meals at a Market place set up on the Ancaster High site and it is a huge revenue generator and if that site does not remain almost the same it would drastically alter the tournament.

Is there a soccer program of choice going to Ancaster High?

There is significant interest in a program like this and we are currently working on implementing a program.

Trustee Orban

Are you looking to train students for future Olympic potentials?

Absolutely and we employ about 150 students each year.

**That the Board receive the presentation.**

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

**CARRIED UNANIMOUSLY**

5. A. Croxall & G. Conroy are two of the three founding members of Theatre Ancaster. They are former teachers and spoke about the role of the auditorium in the past and the future. The auditorium was built in 1969 and everything was planned as a community school resource. Renovations were done a couple of years ago and funded by both the Board community members "Take a seat" campaign. G. Conroy spoke about the land, aquatic centre and the auditorium. They would love to have a new school; however, he doesn't feel that they would get a 700 seat auditorium in a new school. Many students are deeply influenced by the theatre company.

Benefits to students: Theatre Ancaster is a community partner with HWDSB. They train, run workshops, work with teachers in the school, provide presentations, involve students, co-op education, job shadowing, volunteer options and provide live theatre. Economic benefits: they provide money and help to upgrade the auditorium, maintain the lighting, drapery, sound system. G. Conroy spoke about losing auditoriums in other schools and he believes that having a SHSM in arts and culture would draw students to the school. Bishop Tonas does not have a program like this either. They could have summer programs; however, this would require an upgrade to the Theatre. If air conditioning were added they could have year round programs. Accessible washrooms would also be required. Theatre Ancaster has been able to generate income for the school and they would like to run a music theatre festival in the summer. Programs like this would generate additional income for the school. If there was excess space in the West Wing perhaps it could be rented by community partners – seniors, dance studios, etc. They already have a community hub so this would enhance that. Theatre Ancaster supports a new school; retaining the auditorium, the land and the community pool.

Questions:

Trustee Johnstone

How many students would that bring in and why is an auditorium preferred over a gymnasium or a cafeteria?

There would be a minimum of 50 students in the first year and it will grow. G. Conroy spoke of the ART Smart program at Hill Park and a gymnasium versus an auditorium. A. Croxall spoke about a multi purpose facility at Brantford Collegiate. Ancaster High has dressing rooms, a foyer, make-up room, costume space, etc – this allows for professional use where a gymnasium does not have this.

Student Trustee Shen

What are the economic benefits?

In kind donations or cash (cash goes to the Principal who determines where it is needed for upgrades or maintenance).

Were the goal upgrades to be funded by the Board or the Theatre Company?

We would work in co-operation with the Board. It would also allow for the building to be rented in June, July and August.

Do rehearsals happen in school?

No they initially commence in our Art centre location and then move into the school for a great number of the rehearsals.

Student Trustee Janas (to staff)

Why is the ART Smart program not in Ancaster High?

Ancaster did not apply and six other schools did and Hill Park was the school that was chosen.

Do you perform at the School?

Yes

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

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

L. Swackhammer – Presented on behalf of Ancaster High staff and its students. 3 questions – whether our facility can facilitate education of our students in the future, can we become a 21<sup>st</sup> century learning and teaching environment and will our building allow us to successfully compete for students in our own catchment area?

Can this be addressed by renovation and revitalized and our feeling is “no”. Our staff supports construction of a new building on the existing site keeping the auditorium. Why not renovate? She spoke about the ReCAPP data and capital expenses. Ancaster High needs a lot of work and materials. The challenge is the fragmented nature of the building. She shared pictures and the layout of the school in its current state and what a new build would entail. There is asbestos in the East Wing which would create a challenge if renovating as well as electrical and HVAC challenges. She provided slides showing the interior condition of the building. L. Swackhammer spoke about the infrastructure of a secondary school in the future.

She shared what students would like in their school and information from brain based learning. Students are affected by a number of challenges – e.g. mould, odours, irritants, encapsulated asbestos, roof leaks, air conditioners that break and are not replaced, heating issues, driveway issues, accessibility, we board up windows instead of replace them, science lab challenges. The campus is a jewel and should be treated that way; we have wonderful physical education facilities. Can we compete for students – a new building would attract new students and if not now then when?

Questions:

Trustee Brennan

I did not hear the names of the two other people who are with you. Can you introduce yourselves?

We are Mike Schurer and Reg Varghese.

Trustee Hicks

You mentioned attracting new students to a new school - could you indicate where the students would come from?

We don't retain our entire grade 8 students in the public board. We have lost students from Meadowlands and Scenic Woods due to boundary changes. They were told that they had to go to Sir Allan MacNab so many of them chose to go to Bishop Tonas instead. In new growth areas we lose students to Bishop Tonas because of the state of our facility.

Do you believe that in the future you would have students come from Bishop Tonas?

Yes.

Trustee Turkstra was shocked by the pictures and asked “do staff feel safe?”

We address things when we find them – the mould was addressed – it was cleaned and boarded up. Certain things just don't get done due to lack of funding – asbestos is ongoing and once addressed get contained.

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

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

7. H. MacDonald is presenting something as food for thought as it does not fit into the current situation. She gave three reasons to have Sir Allan MacNab and Ancaster on the current Ancaster site:

What the school site offers – unparalleled amenities.

What the curriculum and extra curricular offers.

The majority of Ancaster population is in old Ancaster outside of Meadowlands.

She gave a review of current boundaries, spoke of the benefits, and the concern around the Bishop Tonas catchment area. She spoke about additional considerations, utilization and ReCapp data and a funding strategy. Please have a big vision and recognize the values and have staff investigate the Ancaster and MacNab concept option.

Questions: Trustee Brennan – why pull everyone geographically that way instead of moving toward Sir Allan MacNab?

The majority of population and growth was in Meadowlands and that is not correct for future growth. In filling will be occurring in old Ancaster. The land at the Jerseyville road site is an ideal site.

Trustee Johnstone

This is outside of the Terms of Reference but is relevant. In this scenario, in light of current Drummond report, where could we get those funds?

That is not my job – and I do not speak on behalf of the Community.

Trustee Turkstra

What apportionment did you use in Sir Allan MacNab to get your numbers?

I used the numbers given during the ARC process – she spoke of the invitation to the South ARC and the late timing of the invitation.

K. Turkstar asked if the option noted previously would require another ARC and J. Malloy confirmed that it would.

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

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

8. T. Leslie & Patrick Rowan– the Parkside location is an envy of any school and integrated into the community of Dundas. T. Leslie spoke of the lease agreement with the City for one dollar per year. He shared the park amenities that the school has use of and large quantities of land. He spoke of Highland land and the maintenance that it requires. He reviewed the traffic challenge on Governor's Rd. vs. the driving park which can house many busses at one time. T. Leslie spoke about the quality of building at Parkside and the proposed additions that could be accommodated and had a design diagram that was shown. These renovations would accommodate 14 new teaching spaces. The budget of Highland versus the budget for Parkside renovations was discussed. He gave reasons to keep Parkside as the one school in Dundas.

Questions:

Trustee Brennan



Would the renovations be constructed on Board land?

Yes.

Are we talking about the private tennis club or some separate courts?

It is leased by the City and there is an agreement for the students to use it.

Can teachers supervise the students getting on/off the bus in the driving park since it is private property?

It is treated like any public street.

Trustee Johnstone

Has there ever been a problem due to lack of supervision?

I live within the area and have never heard of any problems with the school busses.

Trustee Hicks

What is the size of the second gym and where did you get the size? A regulation gym is 50x90.

It is a single size gym, 40x80.

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

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

J. Janas was not in the room at the time of the vote.

9. D. Kenel has been to all meetings, spoke at public meetings and submitted proposals through correspondence.

There is strength in the unique location of Parkside in the core of Dundas. There are 100 diverse co-op opportunities within walking distance of the school. These enhance in school learning and cover all educational levels. All students are able to participate and still have bussing home due to the walkability to the downtown location and the co-op placements. They have 45% higher co-op participation rate than Highland, built in flexibility, which reduces the need for in school desk spaces, has over 1100 full size lockers and with time tabling Parkside has the ability to house over 1000 students as it stands today. Tech shops could be re-opened and offer the technology SHSM and auto classes can be accommodated through community partnerships. Parkside has been on the Fraser institute top ten school list for the past five years. It has lower current renewal needs and is in better shape than Highland. She spoke of the nine million of unfunded renovations allocated for Highland. All renovations to Parkside could be self funded without affecting other schools by the sale of the Highland property. Parkside is the model of efficiency and cost containment.

Questions:

Trustee Orban

Are the students bussed within the community?

Greenville, Millgrove, rural Dundas and Flamborough are bussed and the urban Dundas students walk. The Millgrove students now have the option to go to Waterdown High School so this will reduce the number of busses.

**Moved by: J. Brennan**

**Seconded by: T. White**

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

W. Hicks and R. Mulholland were out of the room.

**10.** M. Carnahan, Liam & Riley (sons) – would like to share their thoughts on which site is preferable if they are only going to have one secondary school in Dundas. She agrees with the ARC recommendation to have the two schools close and build a new one. If the Board is only renovating a school then they believe Parkside is the preferable site. Riley spoke about the large driving park and listed the many amenities of the Parkside site. Liam spoke about the close proximity to downtown Dundas and how the students easily access shops, restaurants, co-op placements and job opportunities. Parkside is pedestrian friendly and he spoke of traffic congestion on Governor's Rd. Parkside is less valuable and might prove to be more difficult to sell due to the building constraints due to its location. They asked the Trustees to consider the huge advantages of having Parkside in the downtown core.

Questions: There were none.

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

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

L. Orban was out of the room.

**11.** R. James, a long time citizen, challenged the prejudice that a school needs to be equal to or greater than 1000 students. We need a school that provides a good education at a reasonable cost. Studies have shown that it is advantageous to have a smaller school versus a large school. They found that schools smaller than 600 students did better than larger schools. In a smaller school there are higher graduation rates, higher marks upon graduation, more students finishing school and going to College, and more satisfaction with the education process. This was an American study. There was an increase in problem students in large schools – psycho/social problems, bullying and decreased community involvement. R. James gave stats on American data of large school versus small school and crime. Parkside is the top end of a small school and the students do well with strong academics and sports, with a great deal of co-op involvement. He spoke about the cost per graduating student – less staff, less crime and American stats show that smaller schools cost the same if not less than large schools. Dare to dream and think small.

Questions:

Trustee Brennan

Are you asking us to keep both schools open?

I would like to renovate and keep both schools.

From the research what would qualify as a large school?

It would be greater than 1000 students.

Student Trustee Shen

Is the data presented related to secondary or elementary schools?

It is for Secondary Schools. He shared about a specialized school in the U.S. (Harlem) where they put six schools within one building each operating as a separate school – graduation rates went up to 90%, parent involvement increased dramatically and the crime rate went down.

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

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

**12. D. Beedie** was a Parkside parent representative on the West ARC. She shared information from the West ARC binders and spoke about the limited amount of available dollars. She showed the overall dollars spent and renewal needs on each of the schools in the West ARC – 15.5 million dollars were spent on the West ARC schools and Parkside received 2% of the funds. Parkside existed on little funding so perhaps Parkside is not in that poor of shape. She shared the Facilities Management Vision statement and spoke about the Fraser Institute web site where it showed the rating over the past five years of the Hamilton schools - Parkside is tied for first place. We are asking for a renovated school on the Parkside site. When asked earlier what is the downside of rebuilding on the Parkside site the answers given were site size and location within the Community – please see T. Leslie’s diagrams to refute this argument. She asked the Trustees to please visit bussing and traffic flow on two separate mornings at both the Highland and Parkside schools.

Questions:

Trustee Turkstra

What was Staff’s response to the \$308,000 spent at Parkside.

D. Beedie’s question was “If I understand your numbers correctly is that because Parkside is in good shape the answer was “yes” – could be.” There was not a definitive answer.

Trustee Brennan

Was that question asked in the public forum of the ARC Committee?

It was asked at a West ARC meeting on June 16, 2011.

**Moved by: K. Turkstra  
Seconded by: A. Johnstone**

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

J. Brennan asked about the appendix by R. James-and asked to have a date on the letter.

**13. P. Rowan** feels that the Board should remove Parkside from the ARC process because it is the only Secondary School that sits close to the protected areas. This allows for a one of a kind school. Parkside is near the conservation area and within walking distance to Cootes Paradise. People come from all over the world to study these protected areas and the Conservation Authority is willing to work with Parkside School to create an outdoor and environmental program and are offering the facilities to accommodate this program. There is a potential to set us above and beyond what other schools have to offer. This kind of education is going to become important in the future and we have to equip our students to take advantage of these kinds of opportunities...this is one of the most unique eco systems in the world. We have an opportunity to teach our students about this unique status. No amount of money would justify the sale of Parkside – it would be a handful of rice for the possible future that we could provide our students.

Questions:

Trustee Orban

Do we have a SHSM program for environmental sustainability?

He has spoken with some teachers from the school and they do a combined learning in Cootes Paradise – no there is nothing like that right now.

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

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

**14.** P. Shambrook spoke of the new building that is presently proposed in the Dundas area and the vacant land. As a retired real estate agent people have expressed concern over the value of their homes if Parkside were to close and this also affects people moving into the new areas if no school is present. He shared why his grand daughter chose Parkside over Highland.

Questions:

Trustee Turkstra

What is the status of these properties?

The townhouses are not at the OMB yet – some have been approved and some are in the planning stages.

Trustee Brennan

Would the new units likely have school age students and would they likely go to a public school?

I am sure that some will have elementary and secondary students in the three and four bedroom units. Houses in Greenville will have school age students.

Do you have a similar list for outside of the Parkside area and more specifically the Highland area?

One on #8 Highway has signs up but the others do not have signs up.

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

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

K. Turkstra was out of the room.

**15.** B. Williams is the Co-Chair of Highland School Council. He shared the reason that an ARC was required. The primary objective is to provide an excellent educational facility for all Dundas students. He shared why the Highland site would be the preferable site. He showed a picture which indicated the proximity to the Dundas core which is walkable. He spoke of the Highland site and its proximity to the Dundas Conservation Trail and other trails close to Highland. Highland is within walking distance to a variety of recreational facilities and a number of walking trails. B. Williams listed a number of co-op placements in the vicinity. Transportation issues will be an important consideration. Highland has access by two roads. Bussing will increase by only 3% and is on a city bus route. Highland did rank higher in the recent Fraser Institute ranking and ranks high in the EQAO testing. They have an excellent athletics program, have won many awards, have great art programs, etc. He listed the benefits of the amalgamation to one unified school on the Highland site.

Questions:

Trustee White

You mentioned recreation facilities – does the school board and students access these facilities?

The track team uses Sanctuary Park for training and the hockey team makes use of the local arena

Do you know if Parkside use these facilities?

The facilities are closer to Highland but I am not aware of Parkside's use.

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

**That the Board receive the presentation.**

**CARRIED UNANIMOUSLY**

#### **4. Speakers List**

**17. D. Arbuckle**, Chair of the Greensville School Council – thanked K. Turkstra for her support during ARC process. Greensville School is a small rural school near Webster's Falls. This is a very dedicated school and community. As a school council they have had discussions of the ARC process and feel that they have been forgotten. They have made a choice not to take sides. They have two basic positions:

- there **must** be a secondary school in Dundas to accommodate the rural students. Their children spend a great deal of time on the bus and they do not want the bus time extended.
- they request that no boundary changes be made that will negatively affect the Greensville students – they do not want to go to Ancaster or other areas.

Questions: There were none..

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

R. Mulholland left the meeting for the remainder of the night.

**18. H. Barker** – apologies were given as H. Barker was unable to attend.

**19. B. Lenart** is a teacher at Highland and was a member of the West ARC. He shared some of the important recommendations by the West ARC.

- that there is a theatre style auditorium on each site and if necessary share space with a theatre or music focus program. The staff recommendation did not adopt this; however, they have allowed for the possibility of it in future by retaining the Highland site.
- that any new school provide space for community partnerships where interest and support is evident. -
- that the existing school programs and the appropriate space in the current schools be retained if moved to any modified school. Although the revised staff recommendation does not allow for a new building it is maintaining all existing programs on the Highland site.
- that the Facilities Management department will consult with principals, specialists and school communities to ensure that the remaining facilities are upgraded to meet the program strategy and address the renewal needs as outlined by the West ARC. Dundas will have the continued use of the football field and track facilities at Highland. Highland also allows the space for the expansion if necessary.

The ARC was a year long process and a lot of hard work was put into it. He asked that the Trustees take the recommendations seriously.

Questions: There were none.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**20.** P. Kramer is a retailer in Dundas and president of BIA. She read a letter that she wrote a couple of months ago and spoke about the after school programming, visiting the library, etc. No businesses have been contacted during the ARC process. The closure of Parkside will have a huge effect on the businesses, and the community as a whole.

Questions:

Student Trustee Shen

Other than Co-ops how do the businesses give back to the schools?

The students work in the stores, they volunteer in our festivals, they become our friends. We are very much a community.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**21.** A. Bienenstock – can't be here tonight. Apologies were given.

**21A.** S. Holford, K Borer, M. Ewen are parents from Sir William Osler.

M. Ewen feels that community needs to be realistic in what the Board can provide for the Community. She spoke in favour of the Highland site and feels that having two secondary schools in Dundas is not feasible. She agrees with both the ARC and revised staff recommendation. The community does not want to continue to lose students to out of catchment schools. Sir William Osler and St. Joseph's community have strong ties with the Highland School.

K. Borer would like a seamless transition and a unified Dundas Community. She also agrees with the ARC's recommendation of one school in Dundas. Highland site is within walking distance to many different Parks and trails. There is ample green space and allows for expansion in future if required. Highland makes the most sense and if a new school is built she feels that a new name should be given to this facility.

S. Holford believes in a unified Secondary School in Dundas. Highland has a wonderful music program and extra curricular programs as well as many other programs and SHSMs.

Questions: There were none.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**21B.** V. Cooke was not present.

**21C.** J. Warren would like to support and applaud the revised staff recommendation. She would like the students at a secondary school with maximum space and room to grow. If the population grew and funding was available there would be space to grow at Highland. Her daughters attend Parkside and she worries about the proximity to the Park for safety reasons. Highland has a huge frontage which will

allow for bussing to be accommodated. She would like to change the name, the colours and the mascot of Highland and create a new Dundas secondary school that is spacious and that all Dundas students can feel a part of.

Questions: There were none

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

**21D.** S. Bukermolen agrees with the recommendation to build a new unified school on the Highland site. This location provides ample space with impressive outdoor facilities, green spaces, and space for parking. It is a jewel with 18 acres that has space and potential now and in the future.

Questions:

Trustee Orban

Is Parkside on the larger Parcel of land? What is the acreage of Parkside?

Highland has 18 acres and Parkside has 4 acres.

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

**That the Board receive the speaker.**

**CARRIED UNANIMOUSLY**

## **5. Correspondence**

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

**That the Board receive all of the correspondence.**

**CARRIED UNANIMOUSLY**

The following questions were asked that require staff follow up:

Trustee Turkstra

Was a Soccer Program of Choice part of the ARC/staff recommendation for Ancaster?

How many hours per week is the theatre at Ancaster in use?

Trustee Orban

What would the cost be to construct an Ancaster type theatre at a new school?

When are we going to look at the accommodation reviews as a big picture (system view)?

Trustee Johnstone

How many secondary theatres are currently in the system and how would that number change under the proposed options?

Has there ever been a problem at Parkside due to the lack of supervision on the Driving Park?

Trustee Brennan

Have there been any issues regarding teacher supervision of the school bus pick-up/drop-off in the Driving Park?

North ARC Questions

Trustee White

Please clarify what is difference between tonight and tomorrow night?

T. Simmons shared that there will be a second chance tomorrow night to continue to ask additional questions related to ARC's.

Trustee Turkstra

When would our information for the West ARC occur?

April 10<sup>th</sup>.

Could more Dalewood questions be asked tomorrow night?

Yes

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

**That the discussion of the Dalewood ARC questions be postponed until the following night.**

**CARRIED UNANIMOUSLY**

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

**That the discussion of the North ARC questions be postponed until the following night.**

**CARRIED UNANIMOUSLY**

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

**Motion to adjourn at 9:50 p.m.**

**CARRIED UNANIMOUSLY**





# Minutes of the Special Committee of the Whole

Monday, April 3, 2012

## **PRESENT:**

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

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

## **REGRETS:**

**Trustees:** Laura Peddle (Ward 6).

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

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 6:03 p.m., welcoming everyone.

### **2. Approval of Agenda**

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

That the agenda be approved.

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

### **3. Declaration of Conflict of Interest**

None received.

## **DALEWOOD AREA ARC:**

### **4. Motion to Receive Correspondence**

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

That the following correspondence be received and filed:

1. Wendy Hancock, Parent (Prince Philip School)
2. Kristen West, Parent (G. R. Allan School)
3. Nadia Coakley, Parent (Prince Philip School)
4. Michael H. Reid, Parent (Dalewood School)
5. Tanya Ritchie, Parent
6. G. R. Allan Special Education Sub-Committee

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

## 5. Trustee Request for Additional Information to Facilitate ARC Decision Making

Note: The following individuals were in attendance to assist in responding to Trustee questions: Daniel Del Bianco (Consultant), Jackie Penman (Corporate Communications Manager), Ellen Warling (Accommodation and Planning Manager), Kevin Morton (Maintenance and Energy Manager).

### Lay down Information

K. Bain drew attention to the following lay down information:

- Dalewood Accommodation Review – Trustee Questions: This report provides the responses to Trustee questions from the Dalewood Accommodation Review.
- Appendix F – Revised: This will replace the original appendix on HWDSB Secondary School Clusters in the information package distributed to trustees at the March 19, 2012 regular Committee of the Whole – there were missing school information in some of the clusters listed. (Not for discussion tonight.)
- Coloured map (Highland and Parkside Student Location) – transportation model on a map in terms of bussing cost: Printed in colour for better clarity. Also included a School Information Profile chart for West Area schools. (Not for discussion tonight.)

K. Bain reviewed briefly the Dalewood Accommodation Review – Trustee Questions report, noting the following points:

### Trustee Turkstra Questions

- #3: There is still one outstanding question and staff response will be brought back.
- #6: The Ministry of Education was consulted and HWDSB was directed to the Education Act (Section 235, clause 2) for reference. The Ministry also asked HWDSB to seek legal counsel on this issue.
- #7: Definition of “modern learning” and its correlation to physical plant issues and capital dollars.
- The Program of Choice lines on the Actual Enrolment Chart on page 5 (Trustee Bishop Questions) and Summary of out of catchment students for all three schools -- by-grade, by-program page 10 (Trustee Brennan Question), both refer to the Mandarin program.

### Trustee Questions and Staff Responses

#### W. Hicks

Requested administration’s interpretation of the Education Act (Section 235, 2) regarding the \$500,000 of area rating funds (question #6).

K. Bain responded that the initial interpretation was that HWDSB is able to accept the money and share this to all schools in the area, including those of the coterminous school board.

J. Penman remarked that this looks similar to regular Ministry grant monies which is based on per pupil and allocated to schools depending on number of students in a school.

W. Hicks inquired further if the \$500,000 is identified in the budget as shared to all HWDSB schools as well as HWCDSD schools.

K. Bain felt that it may be more beneficial getting an explicit understanding of this particular section of the Education Act.

The Director stated that staff's initial read was that the provincial government cannot give to one Board without giving to another.

J. Brennan

Referencing to some of the budgets announcements from the provincial government, J. Brennan requested further clarification regarding decision process for underutilized schools by end May.

The Director noted two issues: (1) All school boards must submit their capital requests by May 31<sup>st</sup> of this year and there is reason to believe that those Boards in need of rapid growth and those in a similar situation like HWDSB are referred to here. (2) All Boards are expected to work through a process in order to deal with their space issues. The message is that, going forward, school boards' capital budgets will be impacted if they do not act on their excess space issue.

Responding to a follow-up question, the Director affirmed that there is reason to believe that Boards with new constructions, new schools and accommodation, including work through ARC process, and school opening by September 2015 will be given recognition to receive the funding dollars. HWDSB falls into this category.

The Director clarified further that staff have a clear understanding in terms of the May 31<sup>st</sup> submission date for capital projects while further details are anticipated regarding the ramifications on the budget.

J. Bishop

Requested further clarification on the percentage in terms of enrolment and eligibility for funding.

K. Bain advised that the Ministry has cut back on this lately but making efforts to get the number closer to 100 percent.

Referring to #8 question, J. Bishop asked of the implication if the ARC recommendation is maintained.

E. Warling advised that under status quo there is no need for additional portables at G. R. Allan School while at Prince Philip School only one is required as replacement for the existing porta pak. For Dalewood School she said that given the declining enrolment, only one portable needs repair and work on remediation of two rooms.

J. Bishop referred to page 5 (under Trustee Bishop Questions) and asked for projected actual enrolment and out of catchment info; what is actual projection relative to out of catchment.

E. Warling indicated that out of catchment numbers increase for G. R. Allan School between 2000 and 2011.

J. Bishop asked if daycare requests have any impact.

E. Warling responded that the impact is related to families who do not live at G. R. Allan area and requested access to the daycare program. She noted that 10 students currently and 6 students for next year will use daycare. The situation at G. R. Allan School will end up with no further out of catchment students and in time decrease in enrolment.

J. Bishop inquired further if this is an overall trend in enrolment.

The Director explained that staff do not see the enrolment going up outside of the out of catchment as this will no longer be the trend when all schools have full day kindergarten.

Relative to #5 question (under Trustee Turkstra Questions), J. Bishop asked for any anecdotes from other schools.

The Director indicated that in terms of planning, any time HWDSB has multiple programs in its schools and these take considerable staff time particularly in case of any issues or concerns coming up. He added that there are challenges which are built into accommodation and planning. However, he noted that each situation can be unique and there is evidence that staff have to work diligently to provide for appropriate student accommodation.

V. Corcoran affirmed there are different programs in schools, e.g., Hillcrest School has 4 special education programs and also at Queen Victoria and Dr. Davey Schools; Sir Winston School has 2 different special education programs. She explained further that with regard to special education, staff try to maintain the number at 3 programs.

A. Johnstone

Referred to page 1, #2 question and asked what is meant by “enrolment imbalance”.

D. Del Bianco explained that this can be a number of things, e.g., split with English and French students in K-8 facilities and not only the number of students per grade but also in the tracks. He noted that the ARCs were provided information for both tracks.

Referring to #5 question, A. Johnstone asked for data available on the success and failure for English, French and Mandarin languages.

Noting there are special programs throughout HWDSB, the Director felt it is very important to emphasize that there is no permission under the Education Act for any school board to offer triple track programming. He clarified further that the Mandarin program is a specialized program for students with special needs (i.e., students with Mandarin as their first language who need oral and written proficiency in English to assist them in their adjustment to school).

A. Johnstone wondered if having a multiple language report as with other school boards will be helpful.

The Director advised that HWDSB is one of two Boards in Ontario but there are no other similar programs like our Mandarin program. He explained further that for #5 question, triple language track has more to do with planning and accommodation. The Director also advised that schools in the United States offer language courses (e.g., Spanish) as language support for some students.

A. Johnstone’s understanding was that the Mandarin program is a regular program at Prince Philip School and an interim one at G. R. Allan School. Referring to #2 question, she recalled it was originally asked what was the option for leaving one dual track school and thinking was that one in one school and Mandarin in another: Prince Philip School with Mandarin and French and G. R. Allan School no Mandarin and with French.

K. Bain referred to Appendix A, ARC Concept Option 3, noting for the 2010 column there is no Mandarin for G. R. Allan School but there is for Prince Philip School, This concept is based on closure of Dalewood and the Mandarin program moving to G. R. Allan School.

A. Johnstone asked which of the pages reflected enrolment imbalance.

E. Warling noted the concern around the ability of staff to deliver a vibrant 6-8 programming. At Prince Philip School the question will be what is available and what is not. She recalled the considerable questions at the ARC table round the quality of programming, reason for splitting unevenly and imbalance on the number of students. E. Warling emphasized that no matter how the division is made, the main concern will be on the quality of programs.

K. Bain stated further that it would be important to stress that these are the ARC's various options and the imbalance should be highlighted a little more.

A. Johnstone asked for some historical background on how Prince Philip School happen to offer the Mandarin program.

Other than there was available space and the declining enrolment at Prince Philip School, K. Bain said he could not give any further background information on this. He offered to take this question back and refer to Superintendent Sincerbox.

L. Orban

Referring back to #6 question, asked if the numbers for declining enrolment will increase because of the Ministry's review of funding distribution and sharing per Section 235 (2) of the Education Act.

The Director clarified that the discussion regarding capital projects is not related with declining enrolment which is being addressed separately. He noted that full information will come with the master plan on capital projects which is forthcoming from staff in September 2012.

L. Orban commented that some of issues border on other areas, wondering how to draw the line here.

In regard to English Language Learners (ELL) and English as a Second Language (ESL), if some of these individuals want to learn the Mandarin language, L. Orban wondered how this will be handled.

The Director explained that ESL and ELL may be interchangeable – may either refer to program or student. He emphasized that the Ministry has been very clear and only allows offering Mandarin to students as transition to learning the English language. For all others wanting to learn Mandarin, they have to do this through the Heritage program.

K. Turkstra

Referring to #3 question, K. Turkstra asked that if the Board decides to close Prince Philip School and move all its students to G. R. Allan School, how many of those students will then be bused. Noting that the current increase is at 20%, she would like to see the percentage increase from this.

K. Bain said staff will take note of this question and provide an answer.

K. Turkstra also requested similar information for rural students.

For her question #5, K. Turkstra said her focus was on teaching resources (grade 1 at 100% and grade 2, 80%-20%). She acknowledged HWDSB does not have any learning resource teacher (LRT) who can help out with French Immersion but students are behind in grade 2. She thought LRTs are allocated on enrolment not on the split.

V. Corcoran clarified that LRT allocation is part of the special education envelope and based on special education needs within the school. Students with no identification will be part of allocation. She stated further that another area to look at is the K-2 strategy although a bit differently -- starting in grade 2, we have this strategy in French and what we do not have in French is the Empower Program which is offered only in English. V. Corcoran noted that staff have been working with the Ministry's Regional Office to look at other resources to consider.

K. Turkstra stated that we have LRTs who are not French speaking and allocated to schools. She noted the very high demand for French LRTs in the province and HWDSB does not have any. K. Turkstra concluded that HWDSB's French program is behind the English program. She asked how can a third program be added and then have an LRT help out with that.

The Director emphasized for clarity on what HWDSB is permitted and what is not by law. He noted that the Mandarin program was approved as a pilot to aid participating students with their transition to English. He stated further that the whole purpose of this K-4 Mandarin program research with English language acquisition entails a 7-year process, noting that HWDSB is not allowed to provide anything beyond that. He continued on to say that use of this special English language tool is provided through OISE. The Director stressed too that the Board is not providing LRT for anything but English and that all factors will be considered in looking at this specialized program with any support provided will be within the complement of the school.

Given a huge capital investment in a rural school for accessibility, K. Turkstra asked why the Dalewood ARC considered closing a school already accessible in favour of one school which needs to be made accessible.

K. Bain referred to Appendix B and the levels of accessibility, stating that in terms of ease of navigation Prince Philip School has ramps but other accessibility measures do not exist in this school.

With regard to additional special education programs, K. Turkstra observed that Individual Education Plans (IEPs) will require an additional LRT or literacy improvement teachers. She felt Mandarin students may not have IEPs but there may be big recommendations about demands on staff relating to children in different valid programs.

V. Corcoran clarified that for special education classes the special education teachers are their own LRTs. In terms of learning English, funding is received through the ESL program support.

T. White

T. White agreed that the argument for quality of program is important. He asked how many students for French program and what it would look like to provide quality programming.

K. Bain responded that some 20-25 students are considered moving sustainably through the grades.

### **NORTH AREA ARC:**

#### **6. Trustee Request for Additional information to Facilitate ARC Decision Making**

J. Janas

J. Janas asked if splitting one school into a smaller one, e.g., ARC suggestion for Parkview School, is feasible.

The Director advised that the “school within a school” concept has been utilized in large urban schools in the United States. Recalling his teaching experience in urban areas there, he indicated that Canadian schools are not built in that magnitude and therefore such concept is not helpful here.

L. Orban

Recalling that one presenter talked the concept, L. Orban wondered if the idea will accommodate 300 students. In regard to North Area ARC, she asked about the integrity of the secondary school program and the idea of having a vocational school within a composite school, asking further if this concept can apply to Parkview and Mountain Secondary Schools with about 366 students.

If approving a new school in the north area, the Director remarked that the answer is more about creating more boundaries. He said staff’s perspective is ensuring appropriate program for appropriate students. He also noted that the whole point is that focus will be on the students and their needs and providing them creative solutions. The Director summed this up as envisioning more broader concepts and for staff to embark on an innovative way of meeting student needs in a new school.

Citing differentiation learning, L. Orban commented this model can be adopted for the north area, noting there are some bright vocational students. She envisioned a model school that will encompass that kind of differential learning for the 21<sup>st</sup> century.

J. Brennan

J. Brennan asked what will be the back-up plan in the event that a new school cannot be built to accommodate vocational programming.

V. Corcoran clarified that the main piece for is the program strategy itself and how to look at the kind of support for those students. Advising that many students benefit from a more “hands on” vocational program, she stated further that staff will be looking at the type of support to offer, student profile and determining the appropriate path. In terms of providing a safe learning environment, she noted that in considering HWDSB’s middle health strategy, staff will look at caring and safe program and encompassing mental health initiatives within this too.

Recalling what she heard from one presentation and also based on general demographics, J. Brennan wondered if the support can come directly from the schools.

The Director clarified that all staff working on the North area ARC will be able to provide information and answer all related questions.

Rather than notes and minutes, J. Brennan asked of any other way to provide this information.

The Director said this can be posted on the website as documentary.

A. Johnstone

In terms of Plan B (back-up plan) option, A. Johnstone would like to see a structured request to support the program. She noted that one concern has been signage, suggesting this should be a very large sign and visible to the best extent possible.

V. Corcoran affirmed that this is absolutely some of the things staff ensure are addressed in terms of needs. She stated further that staff can also take on other things like technology and alternative ways to make the learning environment very engaging.

K. Turkstra

On page 4 (March 5<sup>th</sup> CTW package), K. Turkstra referred to discussion about vocational schools being appropriate. She wondered how a student can apply to the university when there are different levels of programming. She also asked how many vocational students go to university.

P. Joshua clarified that vocational education has been discussed as basically hands-on knowledge for students entering the work world, college or university.

The Director advised that he and Superintendent Reinholdt recently visited Orchard Park School to see the school's Robotics program. He said this is a vocational program when people sometime think of a certain kind of program; however, he noted that he spoke to some students who are looking at going to university.

Referring to page 24 (March 5<sup>th</sup> CTW package), K. Turkstra noted the mention of JumpMath program for grade 9 and 10 students.

P. Joshua clarified that this is available in some schools as a strategy to prepare students for Grade 9 Math. He explained further that this is a combination program which is quite beneficial for students – something similar to the Empower program which is helping students step by step.

Drawing attention to page 32 (March 5<sup>th</sup> CTW package) regarding a chart showing credit accumulation for the two vocational schools, K. Turkstra concluded that this chart speaks volume on why there is a need to do something in this area, particularly the many challenges around credit accumulation and graduation rates. She asked how staff see the amalgamation of these students into the composite school helping the Parkview students in graduation as opposed to being a single vocational school.

The Director pointed out that the staff recommendation does flow from research done which suggests that students with different learning abilities fair better. HWDSB's program strategy does not necessarily suggest a self-contained setting. Staff believe that creating a school environment that offers several types of support will help those students.

P. Joshua added that expected results from this strategy will (a) ensure that students have more choices and options (which a lack of these usually leads to students' loss of interest with learning); and (b) achieve a higher level of student achievement.

K. Turkstra asked what research data indicate regarding student dropout in large urban schools in high poverty areas. Referring to page 103 (March 5<sup>th</sup> CTW package), she asked if consideration can be given for some type of transportation to pick up HWDSB's most vulnerable students.

In terms of specific research on the correlation between distance, size of schools and type of area, the Director that E-Best can certainly assist with providing this information. Relative to transportation, he reminded that anything in terms of student service involves cost and in this case the ball park cost is \$1 million. If trustees wish to consider providing transportation to some type or group of students, then staff will need some variables and direction from the Board for staff to create a different transportation model for deliberation.

V. Corcoran commented that when looking at student non attendance it will be helpful looking at other areas, e.g., meeting the student's specific needs, other programs in larger schools (Peer program and Best Buddies -- peer component is a very large component), socio-economic/emotional environment, and a closer look at the reasons for non attendance.



K. Turkstra would like to have an in-camera session where trustees can receive some information on properties that are being considered for the North Area ARC.

T. White

T. White referred to the whole concept of Plan B (pages 70-71, March 5<sup>th</sup> CTW package) and asked what happens then if Board approval is received to close Sir John A. Macdonald School or Delta School.

K. Bain advised that staff intentionally approached the North and South ARCs as two sets of recommendations: First, to close Parkview and Delta Schools and relocate students to Sir John A. Macdonald School. Second, subject to Ministry approval (with requirement for a business case), securing of appropriate property and financing requirement for a new school. If there is no available site for a new school, then Sir John A. Macdonald School will remain open.

**TRUSTEE QUESTIONS RE WEST ARC**

W. Hicks

When looking at the coloured map (Highland and Parkside Student Location, lay down information), particularly the red and green spots, W. Hicks said it appeared that if closing an elementary school in Parkside and opening a new school in the Highland area, per this map the growth area is in Highland and not Parkside.

K. Bain recalled that in Dundas, Dundas District, Central Park, Pleasant Valley Schools were closed and some boundaries were reconfigured -- those two schools came together.

W. Hicks asked further if the growth area is now more likely in Highland than Parkside.

K. Bain responded that based on staff analysis there is no significant projected growth.

W. Hicks suggested that in future presentation regarding South ARC a plus and minus ledger should be presented when the discussion is about the size of school. Relative to acreage for Highland and Parkside, he also wanted to see a similar ledger.

K. Bain clarified that staff position being quoted to media is that a 15-acre size is ideal, but not saying no consideration for building on a smaller size. He stated further that there are other sizes that can be considered: Highland - 17 or 18, Parkside - 15 and Ancaster High - 15. K. Bain noted that a 15-acre size land allows for building on all requirements.

The Director commented that the lack of understanding around this can be problematic. For clarity, he illustrated that if using lens of space, lens of athletic field or having all these, then a larger size is needed. He added that staff will suggest that, where possible, this is something that we will recommend to trustees, but there should not be a perception of being rigid.

W. Hicks asked for clarification on the meaning of "being ideal". He considered student services important not only within but outside of the building.

The Director felt the question challenging, stating however that 18 acres will be an ideal size. He explained further that in terms of what is important and if interest in something different, staff will recommend that, where possible, building in a larger space. The Director concluded that the direction to go will depend on the different lens or scenarios required although if possible larger is better.

J. Brennan

J. Brennan commented that the schools which closed were not necessarily aligned to Highland nor Parkside Schools, adding that previous growth did not result in a new elementary school.

J. Brennan referred to the land around Ancaster High School. She wanted to know about its usage and the school's soccer tournament. She felt that the idea of moving students from Sir Allan MacNab School to Ancaster High when Sir Allan MacNab School closes is outside the ARC's terms of reference. She wondered why staff is not looking at closing both schools and building a new school closer to the Sir Allan MacNab site.

The Director affirmed that trustees certainly have the right to consider any scenarios for HWDSB schools. He said the challenge is the terms of reference under the guidelines clarify the discussion between the committee and trustees, noting that trustees created the terms of reference and discussion. He cautioned that if an idea emerges now and trustees not created the parameter, they then run the risk of going beyond and there is a need to create a new terms of reference and engage the committee. The Director recalled the key question asked: does the Board need to wait for 5 years and the final answer was that the Board must honor the terms of reference and avoid the risk of a challenge. He cautioned further that developing a new terms of reference document will lead to starting the ARC process again.

J. Brennan clarified her understanding that if selling either Parkside or Highland, the money will go to Highland School. With Ancaster High School, she inquired that, if there is severance of land and selling that land, will the funds go to a general coffer or to Ancaster High. J. Brennan asked further if there is always an agreement to use the money for local area.

K. Bain confirmed that the money goes to a general account, not directly to an account for a new school. Commitments are made along the way to certain capital projects. He explained further that if Parkside is sold, the money will not be going directly to Highland but rather to a general account although a portion of it can be used to meet Highland School's needs.

In terms of a percentage of investment into Parkside School, J. Brennan had the impression that very limited money for the school's renovation was provided. She observed that the lack of renovation funds and health and safety issues have always been the situation for both Parkside and Highland Schools. J. Brennan wondered if staff have never been able to do real renovation and only limited to very minimum school renewal.

K. Bain agreed to address these concerns and come back with the information.

Referring to previous discussion about Parkside School and Co-op Education program for students, J. Brennan voiced her understanding that the downtown opportunities have always been prime territory for Parkside and not for Highland.

K. Turkstra

K. Turkstra noted that when trustees received the funding strategies from both ARC and staff, the idea was keeping the money within the cluster for closed schools. She asked for clarification about a presentation last night about self-funding report.

The Director reminded that the staff recommendation suggested "exceeds what the disposition of land will be". In the particular business case, staff are suggesting this particular situation. Within the context

of ARC and certain commitments made, it will make sense to direct funds to that. For other general cases, trustee decision on the direction to take will be needed.

Referring the Capital Projects report forthcoming this months, K. Turkstra asked if there will be some information regarding remediation for schools needing this.

K. Bain advised that school administration and staff, along with Joint Health and Safety Committee representative, conduct an inspection once a month and report the findings to the Health and Safety Committee which in turn makes its way to the Capital Projects list. He indicated further that twice a year there is a High Risk inspection with the results going to the High Risk overall list. All these reports will include some of the remediation and renovations done. K. Bain assured trustees that the report coming to the April 16<sup>th</sup> Committee of the Whole meeting will include the information from these inspection reports.

In terms of Co-op Education credits and opportunities available at both Parkside and Highland Schools and the notion that Parkside School offers more significant opportunities, K. Turkstra requested information about the Co-op credits for both schools..

K. Bain offered to look into this request and come back to trustees with the information.

Further questions from K. Turkstra were noted as follows:

- 1) Is the arena and pool in Dundas closer to Parkside School and not to Highland School?
- 2) With regard to financial unfunded model, should there be no funding available?
- 3) Can staff provide further information to substantiate the \$308,000 spent at Parkside versus other schools?
- 4) Are there capital dollars for schools identified for closure?

J. Shen

Noting the West ARC report mentioned seeking of community partnership, J. Shen asked if this will change the capacity of the school.

D. Del Bianco advised that if there is a need to decommission classrooms, approach the Ministry of Education and explain this situation, then it will increase utilization.

T. White

T. White referred to the question on page 58 (March 5<sup>th</sup> CTW package) relative to amenities comparison between Parkside and Highland. He asked that some clarification on those amenities cited and based on information from last night's West ARC special delegation hearing be provided to trustees.

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

**That the meeting be adjourned, this being done at 8:29 p.m.**

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

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# Minutes of the Committee of the Whole

Monday, April 16, 2012

## **PRESENT:**

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

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

**REGRETS:** None.

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

The Chair of Committee of the Whole, Robert Barlow, called the meeting to order at 6:33 p.m., welcoming everyone.

### **2. Approval of Agenda**

#### Revision:

Item 11 (Task Force Report under Monitoring Items) was moved as first item under Action Items.

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

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

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

### **3. Declaration of Conflict of Interest**

Trustees Hicks and Mulholland declared a possible conflict of interest for item 7 (2012/2013 School-Based Staffing).

### **4. Approval of the Minutes**

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

**That the minutes of the regular Committee of the Whole dated February 13, 2012 be approved.**

There were some changes to the minutes.

To the motion as amended.

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

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

**That the minutes of the special Committee of the Whole dated February 27 be approved.**

There were some changes to the minutes.

The motion as amended was put to a vote.

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

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

Student Trustees Janas and Shen voted in favour.

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

**That the minutes of the special Committee of the Whole dated March 5, 2012 be approved.**

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

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

Student Trustees: J. Janas abstained from voting and J. Shen voted in favour.

**Moved by: L. Peddle**  
**Seconded by: L. Orban**

**That the minutes of the regular Committee of the Whole dated March 19, 2012 be approved.**

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

## 5. Consent Agenda

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

**That item 5A (Interim Financial Report – January 31, 2012 remain under Consent Agenda.**

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

## **ACTION ITEMS:**

### **6. Task Force Report**

T. Simmons referred to the lay down report, particularly page 11-2 which described the various scenarios being considered by the task force in looking for a downtown location for the new Education Centre.

K. Turkstra reported the following:

- The task force has had three meetings to date, noting this group is composed of Board and City staff (including the City's Business Development - Real Estate and Urban Renewal staff) and the City Solicitor.
- Site selection criteria were developed and sub-divided into primary and secondary criteria. The task force's approved criteria will be based on the Ministry-approved business case for a new Education Centre.
- Some properties for consideration remain in-camera given the impact on the City's urban renewal.

It was clarified for one trustee that the task force's Terms of Reference document was approved by four voting members (two City councillors and two HWDSB trustees).

At this time, the public was advised that, in respecting the City's position in terms of urban renewal, the committee had to move to an in-camera session in order to receive an update on those properties.

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

**That the committee move to in-camera session, this being done at 6:57 p.m.**

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

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

Student Trustees Janas and Shen voted in favour.

The public was further advised that the trustees and appropriate staff would move to the Trustees' Lounge for the in-camera session.

The open session reconvened at 7:33 p.m.

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

**That the Joint Task Force continue meeting up to and including June 18, 2012 in order to continue to review the Education Centre options downtown.**

It was emphasized that it is clear to both parties (City and HWDSB) of the task force that HWDSB's window of opportunity is July 1, 2012.

To the motion,

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

## **6. 2012-13 Elementary and Secondary School Year Calendars**

J. Lavery presented the report.

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

- The Professional Activity Days reflected on both calendars are consistent with the Catholic Board's.

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

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

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

### **7. 2012-13 School Based Staffing**

Having declared a possible conflict interest, Trustees Hicks and Mulholland left the Board Room during the consideration and vote on this item.

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

- a) **That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2012/2013 school based staffing:**

<b>Elementary Teachers</b>	<b>1,913.50</b>
<b>Secondary Teachers</b>	<b>1,121.72</b>
<b>Elementary Principals/Vice-Principals</b>	<b>123.00</b>
<b>Secondary Principals/Vice-Principals</b>	<b>50.00</b>
<b>School Clerical</b>	<b>214.50</b>
<b>School Custodial</b>	<b>383.50</b>

- b) **That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2012/2013 school based staffing:**

**Early Childhood Educator (Early Learning Program) 116.00**

- c) **That the Board approve the preliminary allocation of the following full-time equivalent positions for the purpose of 2012/2013 school based staffing:**

**Educational Assistants 573.00**

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

- Speaking as Chair of the Finance Advisory Sub-Committee, the mover noted that staff and trustees have looked at the various budget parameters and referred to the forthcoming budget workshop which will be held in an open session. She noted that HWDSB has not received from the Ministry of Education the final budget numbers to work with.
- Prior to taking any action relative to the decrease in secondary teaching staff for 2012/2013 school year, two key areas will have to be considered: the number of retiring staff and staffing information from last year. HWDSB was in a similar situation last year.
- The Director advised that administration is in the process of hearing from teachers about retirement and will then be able to arrive at the final number, noting that in the past there were enough retirements to cover the impact of the decrease in secondary teaching staff line.
- Declining enrolment is the assumption for the coming year.
- This year has been complex and unique due to rebase lining, defining enrolment and staff retirements.

The motion was put to a vote.

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

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

(Trustees Hicks and Mulholland declared a possible conflict of interest and left the Board Room during the consideration and vote on this item.)

Student Trustees Janas and Shen voted in favour.

### 8. Public Meeting re ECP Funding Report

D. Grant presented the report and referred to the recommended action as per the requirements of the Ontario Regulation 193/10.

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

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

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

- In terms of timeline per Regulation 193/10, HWDSB has been given at least 21 days (no sooner) to convene the public meeting to have an opportunity to clarify the Ministry-approved modified business plan. Subsequently, there is a 90-day waiting period before staff report to the Board – total time involved with this process is 111 days.
- The Director explained further that whenever a school board's recommendation includes its budget reserves, then by law it is expected to stay within the Ministry-approved business case and also take this document to the public for their understanding. For HWDSB, the expectation is that, even with the possibility of a different site for the new Education Centre, the approved business case is still in place and needed.
- The main intent of the regulation is to assure the public and government that there is heightened accountability and transparency around withdrawing from the capital disposition budget. HWDSB takes that accountability and transparency step to show compliance, particularly assuring the public that funds are not only being used wisely but likewise protecting school capital projects.
- There is no Ministry requirement to split the disposition reserves, only strict compliance to Regulation 193/10.



The motion was put to a vote.

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

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

(Trustee Mulholland declared a possible conflict of interest and abstained from voting.) Student Trustees Janas and Shen voted in favour.

### 9. Dalewood Accommodation Review

K. Bain presented the salient details of the report and noted the presence of Jackie Penman (Corporate Communications Manager), Ellen Warling (Accommodation and Planning Manager), Ron Gowland (Capital Projects Manager), and Daniel Del Bianco (Consultant) who were ready to assist in responding to questions.

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

**That the following Board Staff recommendations be approved:**

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

The mover thanked staff for their hard work and efforts. She recalled the consideration of 13 options, including various ones for a K-8 concept but unfortunately the small size of Prince Philip School will lead to split grades and less opportunities and options for the students. A close look was given to accommodation for two schools or for three but the focus should be providing the best opportunities and services to students. She noted the following key considerations relative to the recommendation to close Prince Philip School:

- Opportunities for some upgrades to the remaining two schools (Dalewood and G. R. Allan Schools)
- Savings from operating two schools
- Gym for G. R. Allan School and community use
- Opportunity to make the two schools accessible through the installation of elevators
- The increasing enrolment projections for G. R. Allan School

The seconder shared the previous speaker's views. He noted the known fact that the Ministry will not be giving funds for empty spaces and in seven years there will be 300 empty spaces for those three schools. The fundamental issue is declining enrolment to save the schools and an opportunity to use funds by end of May.

Trustees supporting the motion provided the following feedback:

- The G. R. Allan School community expressed its desire for school renewal and this direction is a way of going about this concept. Prince Philip School is a smaller school and, like other smaller schools, this is problematic for HWDSB to maintain. Closing schools could mean getting a new school; if status quo is taken, this three schools will continue to suffer given that Ministry funds cover mostly health and safety issues and there is limited funding to address capital project needs. In the long term, this solution is better for HWDSB's survival as one of the best in the province.

- Across the entire district, HWDSB has to close some schools as a result of the ARC process. For the Dalewood Accommodation Review, this is the appropriate direction to go by at this time.
- Closing Prince Philip School which has 91% utilization rate still does not come up as a key factor in the next seven years. The risk of losing funding for renovations/upgrades and the opportunity for a new school will be a significant setback to simply ignore.
- In regards to transportation issues, students in the Dalewood area are always crossing Main Street West – some students receive courtesy transportation while others have parents transporting them to and from school.
- Considerable work has been done in looking at the K-8 model but there are not enough students to sustain this at Prince Philip School even with the addition of French Immersion and could only result to split grades. A variety of ways were considered to justify the K-8 concept but this will not provide equal opportunities for students.
- Smaller schools will continue to be posing some problems logistically and will remain a target for closures.

Trustees opposed to the motion expressed the following views:

- In terms of the safety of students, concerns were expressed regarding the percentage relative to "walkability". It was noted that with the approval of the motion, 27% of elementary students will be crossing Main Street West, one of the busiest roads in Hamilton.
- With the closing of Prince Philip School, Dalewood, there would be no school in the Ainslie Wood area.
- There is better utilization rate for Prince Philip School than Dalewood and G. R. Allan Schools for both 2016 and 2021 years.
- Two elevators (one each for Dalewood and G. R. Allan) while none is required at Prince Philip as this school is more accessible. Why requesting two elevators, when Bennetto School has been asking for one for a long time.
- It will be beneficial to wait for the consultation results on the French Immersion strategy which will be forthcoming in the fall. This may likewise facilitate achieving program balance between the English and French programs, including the need to review single and dual track French Immersion schools. HWDSB has a single track program on the mountain and in the east end (Bellmoore site).
- In spite of its small size, Prince Philip facility is in good shape and student enrolment has been better than expected. The community is very strong in supporting the ARC recommendation of maintaining all the three schools.
- There is a Catholic school (St. Mary's School) across from Prince Philip School and the closure of this school will leave a good field which provides an opportunity for St. Mary's to purchase and expand its sports fields.
- There will be considerable renovation costs for G. R. Allan and Dalewood Schools – two auditoriums will be required and Dalewood's swimming pool entails warming up costs.
- The K-8 concept and the Mandarin program at Prince Philip School should be further revisited.

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

That the following motion be tabled:

That the following Board Staff recommendations be approved:

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

Trustee Mulholland called the question.

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

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

Student Trustees Janas and Shen voted in favour.

The tabling motion (re approval of the Board Staff recommendations – Dalewood Accommodation Review) was put to a vote.

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

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

Student Trustees Janas and Shen voted in favour.

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

- Relative to the maps attached to the report, these were put together based on projections made at the start of the secondary ARC process – all data seen in ARCs for secondary and elementary levels were used for these maps.
- The Director explained further that the maps were created two weeks ago and given to trustees early last week. The information was previously provided as a graph.

Moved by: L. Peddle  
Seconded by: L. Orban

That the following motion be referred back to staff for further consideration of the three schools (Dalewood, G. R. Allan and Prince Philip Schools).

That the following Board Staff recommendations be approved:

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

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

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

Student Trustees Janas and Shen were opposed to the motion.

The original motion to approve the Board Staff recommendations – Dalewood Accommodation Review was put to a vote.

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

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

Student Trustees: J. Janas and J. Shen were opposed.

### **MONITORING ITEMS:**

#### **10. Education Centre Report**

The Director provided the highlights of the report.

Don Hall, Senior Facilities Manager, noted this document's link to a similar report brought last January and now this report confirmed the final sale agreement between HWDSB and McMaster University relative to the Education Centre site at 100 Main St. West.

T. Simmons assumed the the position of Chair.

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

- HWDSB will not be undertaking the demolition but will simply facilitate the demolition application on behalf of McMaster University to complete the sale agreement and move forward.
- With regard to ensuring that important and historical items at the existing Education Centre site are preserved and remained with HWDSB, the Board's Archives (through John Aikman, Curator) has conducted an inventory and this information will be shared with trustees.
- In partnership with McMaster University, HWDSB has secured a lease for the swing space for the duration of two years, with a possibility for extension (the leasing company has to be notified of the extension by October 1<sup>st</sup>).

The Director noted the following key points:

- If there is a need to move out of the swing space in two years, then preferably the Crestwood demolition should be done by August 2012. If the Board decides on a different location option, then a different timeline has to be considered.
- Two years of swing space will be supported by McMaster University to fit the approved business case. After this period, this agreement ends and if an extension for the swing space is required, HWDSB needs a partner. With an extension by 2015, the City will have to be HWDSB's partner and support this cost – this has been communicated with the City in the event that another location (is chosen other than the Crestwood site).

R. Barlow resumed the position of Chair.

#### **12. Parent and Community Engagement Report**

The Director introduced the report and then requested S. Stephanian to review the salient details. April Morganti (Innovation and Community Engagement Manager) and Lisa Kiriakopoulos, Interim Manager, Parent Engagement and Early Learning were in attendance to assist in responding to questions.

Comments and feedback from trustees were noted as follows:

- There was no articulation in the report about critical levels and issues around students, community partners who work with parents (including parents of special needs students), different areas of community engagement the Board wants to see developed (e.g., relationships in terms of health and safety issues, instructional and achievement agendas, the caring adult existence within the community) and where there is need for further work. The Parent Charter should be included and shown how this is going to work into this Parent and Community Engagement document.
- This report should include the process for exit interview for dropout students, those students going to other school boards, staff retirees and staff leaving to work for another board.
- The issue about bullying and how parents are engaged to address this issue.
- Use of the word “parent” may need to be revisited to include other groups or individuals who take on parental role in many families.
- Under Resources, it was suggested to include “Ideas” section where different School Councils or schools can share their views in terms of best practices.

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

- On the areas highlighted, staff will need to provide further details and address the many suggestions in next year’s reporting. In terms of special education, there is an ongoing pilot specific to transitioning.
- Staff are undertaking key steps relative to tracking those students who leave the system
- The Director assured trustees that staff will take back their input. He noted that all the issues identified are part of the various staff reports to the Board. For example, Superintendent Reinholdt recently brought a report about the student and parent engagement in terms of Safe Schools and bullying was a key focus there. He felt the need for staff to reference one report with other reports brought before the Board.
- The Ministry uses the data on the Priority Schools 2011-2012 chart on page 12-32 to determine the priority schools – board staff engage the Ministry in dialogue in providing after school support. For HWDSB schools not on this chart, staff advised that the Ministry will be open for discussion but there is no indication to date on the timeline for this.

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

**That the committee continue to meet until the completion of the agenda.**

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

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

Student Trustees Janas and Shen voted in favour.

### **13. 2011-12 Capital Projects Plan**

K. Bain provided an overview of the report and then requested Ron Gowland (Capital Projects Manager) to present the key details.

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

- In managing all capital projects in conjunction with those linked to the ARC process, staff’s main goal is to get started on these as quickly as possible by mid-August 2012. However, there are issues or

situations beyond the normal scope, e.g., full-day kindergarten, and a number of them involve major maintenance.

- The Director advised that during the third week of August all key updates regarding capital projects can be facilitated through Corporate Communications.
- Relative to the \$2.2 million in support of ARC decisions, there will be two years worth of projects in order to have the schools ready as a result from ARC decisions (includes 20% hold back from final decision).
- If there is a need to go beyond the capital funding intended for ARC decisions, the Director assured trustees that staff will come back with a recommended action for Board consideration and approval.
- For new program initiatives, the Ministry provides funds for basic renovations but there is additional funding for any additional work (e.g., upgrades) required.
- The process for assessing the condition of facilities is facilitated through inspection at the school level, meetings of Facilities Management staff, retaining the service of an architect and a walk through by Board staff.
- Responding to one trustee's question on why FDK is placed in some schools which have declining enrolment, Superintendent Croxall explained that there may be actual space for classrooms – the Ministry wants school boards to have space called “purpose-built kindergarten” with no washrooms, shelving, etc. HWDSB has a plan regarding kindergarten spaces. As to why these schools are selected, she stated that eventually all schools (with or without FDK) have to be converted. HWDSB had to provide its 5-year list of schools for the FDK program; now staff can lock in to that going forward and make changes.
- The Director added that with respect to requirements for purposely built spaces, there is a need to approach the Ministry for any issues or concerns.

#### **14. Trustee Request for Additional Information to Facilitate Secondary ARC Decision Making**

None received.

#### **15. Public Questions for Clarification**

The following public questions were noted and responded to:

A member of the public asked for further information on the upcoming Finance Budget Workshop. Trustee Brennan (Chair of Finance Advisory Sub-Committee) indicated that this will be opened to the public and scheduled for Tuesday, May 1<sup>st</sup>, starting at 6:00 p.m. She noted that this will be posted on the Board's website.

A member of the public asked for clarification on the sale agreement between McMaster University and HWDSB in regards to swing space.

Superintendent Bain advised that one aspect of the sale is the ability for HWDSB to find a swing space for the Education Centre staff which will facilitate McMaster's timeline in acquiring the Education Centre site for its project.

A member of the public asked if there would be community consultation relative to the preservation of historical items existing at the Education Centre.

The Director said this can be done through Corporate Communications.

The Chair of the Board noted that John Aikman of the Board's Archives will be glad to speak to any one about this.

A member of the public asked in regards to McMaster University's severance of the land associated with the sale, will HWDSB get revenue sharing?

The Director explained that the land and this particular building are all part of the negotiations, noting that the buyer has the right to make any decision on the property once the sale is completed and no revenue of any kind is forthcoming to HWDSB with this sale transaction.

Lyla Miklos requested that her question put forward at the February 13, 2012 regular Committee of the Whole be changed to read: "Are you aware that if you change the designation of the school from vocational to special education, it changes the funding formula for that school? Hence you could keep the small classroom sizes and get twice as much or more funding per student?"

The Chair said her revisions will be noted in the minutes.

A member of the public asked what will happen to the programs at Crestwood?

Superintendent Corcoran advised that staff are meeting with every single student there to discuss the program strategy appropriate for them and that they will be working with these students in facilitating the transition. She indicated further that the teachers are completing a profile of each student and school principals will be consulted on those programs as well.

A member of the public asked if students attend a school slated for demolition, why not put them through the ARC process? The Director explained that there are different programs at the Crestwood site and this is the reason why consultation is done with every student to allow for an opportunity for feedback and expression of concerns. He added that moving these students will be based on their various circumstances, noting that these students see Crestwood as their school.

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

**That the meeting be adjourned, this being done at 10:45 p.m.**

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

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**REPORT TO BOARD**

**DATE:** Monday May 7, 2012  
**TO:** Committee of the Whole  
**FROM:** Robert Barlow, Vice-Chair  
**RE:** Student Trustees 2012-13

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Action Monitoring **Recommended Action:**

That the election by Student Senate of Lexi Ewings, student at Highland and Sydney Stenekes, student at Parkside, to the position of Student Trustee be confirmed by the Board of trustees for the term of office August 1 2012 to July 31 2013.

**Rationale/Benefits:****Background:**

There were 15 eligible applications submitted for the position of Student Trustee. Interviews were conducted on April 25 2012 by Pat Rocco, Superintendent of Student Achievement, Tim Simmons, Chair, Margot Burnell-Cimba, Teacher Advisor to Student Senate and Jacqueline Janas, Student Trustee. From the interviews, four candidates were selected to proceed to Student Senate.



**REPORT OF THE PARENT INVOLVEMENT COMMITTEE (PIC)**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_: That Hamilton-Wentworth District School Board approve the revised Parent Involvement Committee (PIC) Terms of Reference.

**Background**

Beginning in January 2011, all school boards in Ontario were required to have a Parent Involvement Committee (PIC). Recent amendments to [Ontario Regulation 612/00, by Ontario Regulation 330/10](#), outline their composition, function and mandate. Hamilton-Wentworth District School Board has had a PIC in place since 2006.

In addition to the regulation amendments, the Ministry has drafted a handbook called “Making a Difference: A Practical Handbook for Parent Involvement Committee Members”. The purpose of the Handbook is to provide practical, helpful and user-friendly information for PIC members to support them in meeting the requirements of Ontario Regulation 612/00. In their second year of operation, our HWDSB Parent Involvement Committee developed a Terms of Reference to guide their activities.

**Changes to PIC Terms of Reference**

Each year, a sub-committee of the Parent Involvement Committee (PIC) reviews the committee Terms of Reference. This year the Terms of Reference underwent a thorough review to reflect Regulation 612 and content of the Handbook. The resulting changes and additions were developed through the work of the PIC Terms of Reference Sub-committee and then reviewed and approved by the PIC membership. The motion is included below:

*Moved by Amber Bourque, seconded by Linda Keegan-Dudley: That the revised Parent Involvement Committee Terms of Reference be approved. CARRIED.*

As PIC is a standing committee of the Board, any changes to the Terms of Reference require Board approval.

*References:*

- Ontario Regulation 612/00
- Making a Difference: A Practical Handbook for Parent Involvement Committee Members (draft April 2011)

Section #	Section Name		Comments
	Title	Addition	new ministry requirement to reference Regulation 612 in Terms of Reference
	Definitions	Addition	clarification of terms used
1.0	Purpose	Addition	consistent with Ministry Regulation
2.1 – 2.4	Mandate	Addition	consistent with Ministry Regulation
3.2	PIC Voting Membership	Change	maximum # of parent members increased by 1 to now be 30
3.9	Membership Attendance	Addition	removal/replacement of non-attending members
4.2	Terms of Office	Addition	consistent with Ministry Regulation
5.1 – 5.2	Officers	Change	election of chair and vice-chair changed from October to May to support continuity
5.2	Officers	Addition	responsibilities of Vice-Chair
5.3	Officers	Addition	nomination process for Chair and Vice Chair
5.4	Officers	Addition	past-chair role and responsibilities to support succession planning
6.9	Meetings	Addition	consistent with Ministry Regulation
8.0	Vacancies	Addition	vacant positions after April
10.0	Conflict Resolution Process	Addition	new process added as required by Ministry Regulation
11.0	Sub-Committees	Addition	new section – consistent with Ministry Regulations
12.0	Membership Selection	Change	sub-committee to be formed in October (was May)
12.1	Membership Selection	Change	sub-committee composition defined
12.3-12.4	Membership Selection	Addition	selection process has been defined
13.0-13.1	Terms of Reference Review	Change	sub-committee to be formed in October (was May) approval of TOR changes in May
14.0	Request for PIC Position or Opinion	Addition	new section – for operational purposes

## Parent Involvement Committee

### TERMS OF REFERENCE

Updated: January 11, 2012

supporting Ontario Regulation 612 – School Councils and Parent Involvement Committees.

#### DEFINITIONS

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The term “parent” is intended to be inclusive and represent parent, guardian and caregiver.

The term “School Council” is intended to be inclusive and represent school councils, Home & School Association and other recognized parent groups.

#### 1.0 PURPOSE

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The purpose of Hamilton-Wentworth District School Board’s Parent Involvement Committee is to:

- support, encourage and enhance parent/guardian engagement at the board level in order to improve student achievement and well-being;
- **provide information and advice to the board on parent engagement;**
- **communicate with and support school councils and home and school associations;**
- **undertake activities to help parents support their children’s learning at home and at school.**

#### 2.0 MANDATE

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Members of the Parent Involvement Committee (PIC) are valued partners of the Hamilton-Wentworth District School Board. Their advice, from their perspective, is much needed, and appreciated. The PIC will champion and demonstrate a commitment to parent engagement, contribute to productive meetings, participate in sub-committee work, represent the broad parent/guardian interest with respect to all PIC work and deliberations and provide input/feedback and raise issues as a representative of a Board Committee. The mandate is as follows:

The **Parent Involvement Committee (PIC)** will

- 2.1 Develop strategies and initiatives that the board and the board’s director could use to communicate effectively with parents and to engage parents in support of their children’s learning at home and at school, and to advise on the use of these strategies;**
- 2.2 Communicate information from the ministry to school councils and parents;**
- 2.3 Determine, in consultation with the director of education, how ministry funding, if any, for parent engagement initiatives is to be allocated;**
- 2.4 Work with school councils:**
  - **to share effective practices to help engage parents in their children’s learning, identify and reduce barriers to parent engagement, and help ensure schools are welcoming to parents;**
  - **to support initiatives that help build knowledge and skills that will assist the PIC and school councils of the board with their work.**
  -
- 2.5 Provide advice to the Board regarding all matters related to the establishment, development, and delivery of parent engagement strategies.

- 2.6 Raise common parental issues of concern with the Board of trustees through formal and informal mechanisms including, but not limited to, written reports to the Committee of the Whole and to HWDSB staff.
- 2.7 Provide a link between parents/guardians and senior staff/trustees, in order to provide parent advice and to support parent engagement.
- 2.8 Be actively involved in supporting and embracing those elements of Effective Schools that relate to positive parent engagement.
- 2.9 Provide support to schools and the Board on ways in which to engage parents/guardians at the board/school/classroom/home level.

This would include supporting the work of School Councils, supporting the sharing of best practices across the district, and providing support for engagement that includes (Joyce Epstein):

- a. Parenting
  - b. Communicating
  - c. Volunteering
  - d. Learning at Home
  - e. Decision-making
  - f. Collaborating with the Community
- 2.10 Liaise with Parent Involvement Committees from other school boards as well as the Provincial Parent Board to ensure it is informed about local and provincial issues related to parent engagement, to include best practices allowing for local adjustment thus ensuring ongoing effectiveness.
  - 2.11 Provide a formal link (see Membership, Section 3) to all mandated and organizational committees in the Board with parental representation, including SEAC, Rural and French Immersion Advisory Committees; and the Hamilton-Wentworth Council for Home and School Associations.
  - 2.12 Provide assistance and support to parents/guardians as they navigate the various areas of the Board.

### **3.0 MEMBERSHIP**

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- 3.1 PIC members will provide a parental perspective on items for which advice is being sought. They are not expected to represent the voice of all parents. At a minimum the HWDSB Public Consultation process will be followed for acquiring a broader perspective.

Every effort will be made to ensure membership is representative of the broader Hamilton-Wentworth community. The objective is to create a balanced membership. The Membership Selection Sub-Committee (See Section 12), through recruitment and applications, will attempt to achieve membership from each cluster, geographic area, elementary/secondary balance, refugees, ethnic/cultural background, aboriginal people etc.

## 3.2 PIC Voting Membership

The PIC will consist of a maximum of **38 voting members**. Membership is open to all parents/guardians who have applied through an application process.

## Article I – Voting Member Composition of PIC

	Minimum	Maximum
Parents/Guardians ( <b>excluding PIC chair &amp; past chair</b> )	14	<b>30</b>
Community Representatives	1	3
Parent Advisory Committee Representatives	<u>1</u>	<u>5</u>
Total Voting PIC Members	16	<b>38</b>

- 3.3 A person is qualified to apply to be a voting member of the Parent Involvement Committee if he or she is a parent/guardian of a child enrolled in an HWDSB school/program.
- 3.4 A person is qualified to apply to be a voting member of the Parent Involvement Committee if he or she is a parent/guardian of a child enrolled in an HWDSB school/program and employed by the board.
- 3.5 A parent/guardian member referred to in subsection (3.4) shall, at his or her first committee meeting, inform the committee of his or her employment with the board.
- 3.6 All HWDSB advisory committees and any additional committees formed where parents/guardians consist of a large part of the membership will be asked to provide a liaison who will be a voting member of PIC and who will bring input/feedback/issues from their representative group.
- SEAC
  - French Immersion Advisory
  - Hamilton-Wentworth Council of Home and School Associations
  - Rural Schools Advisory Committee
  - Any other committee where parents consist of a majority part of membership
- 3.7 PIC will **elect or appoint** up to a maximum of three community representatives who are voting members selected through an application process.
- 3.8 PIC Non-Voting Membership  
The Board shall appoint the following people to the committee:
- the Director of Education or Superintendent designate
  - minimum of one and a maximum of three Trustees
  - one elementary Vice Principal or Principal
  - one Secondary Vice Principal or Principal
  - one representative from the Leadership and Learning Department
  - one Corporate Communications representative
  - additional support staff as determined

The PIC Chair and Past-Chair are also non-voting members of PIC.

### 3.9 Member Attendance

The expectation is that PIC members will endeavor to attend monthly meetings. When absent, regrets should be made to the Chair. After 2 consecutive missed meetings, the Chair or designate will contact the member and inquire about their ability to fulfill his/her commitment. If membership ceases at that time the position will be filled (See Section 8 Vacancies).

**After 4 consecutive missed meetings, the Chair or designate will contact the member to invite him/her to continue to attend as an observing guest. His/her voting seat will be replaced. (see Section 8 Vacancies)**

## 4.0 TERM OF OFFICE

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4.1 The term of office of parent members is two years.

**4.2 A member may re-apply to serve more than one term.**

## 5.0 OFFICERS

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5.1 The Chair must be a parent member of the committee who has participated on PIC for a minimum of 1 year prior to election. He/she shall be elected for a two-year term by the voting members of PIC at the **May** meeting in each school year that there is a vacancy in the office of Chair. An **individual can serve for two consecutive terms as chair.**

The Chair is responsible for:

- a. championing and demonstrating a commitment to parent engagement.
- b. setting the agenda
- c. facilitating productive meetings
- d. acting as the spokesperson for the committee
- e. representing broad parent interest with respect to all PIC work and deliberations
- f. being aware of diverse parent perspectives across the district
- g. attending the first meeting of sub-committee to facilitate the selection of sub-committee chair/co-chair**

The Chair is a non-voting member. In the event of a tie, the motion is defeated.

5.2 The Vice Chair must be a parent member of PIC and is elected in May of each year by the PIC membership.

**The Vice Chair is a voting member unless they are acting in the role of Chair.**

The Vice Chair is responsible for:

- a. championing and demonstrating a commitment to parent engagement
- b. facilitating productive meetings in the absence of the Chair
- c. attending the first meeting of sub-committees to facilitate the selection of sub-committee chair/co-chair**
- d. supporting the work of the PIC Chair**

- 5.3 In the case of multiple nominees for the position of Chair or Vice Chair:**
- a. an allotted time of five minutes shall be given to each nominee to present his/her reasons for seeking this position
  - b. voting shall be by written ballot and all voting members of PIC may vote
  - c. a clear majority, being one vote more than one-half of members present and voting, shall be required to win. If no nominee receives this on the first ballot, the nominee receiving the lowest number of votes shall be dropped and a further ballot or ballots taken until a clear majority is received by one nominee who shall be declared the winner.

- 5.4 The Past Chair is responsible for:**
- a. Championing and demonstrating a commitment to parent engagement
  - b. Providing advice and counsel to the Chair
  - c. Assisting the Chair

**The Past-Chair assumes this role directly upon completion of the Chair's term of office.**

## **6.0 MEETINGS**

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- 6.1 At the September meeting a meeting schedule for the upcoming year will be approved and shared with the community via the Board's website.
- 6.2 Meetings will be held monthly, except for July and August.
- 6.3 PIC meetings are open to the public.
- 6.4 PIC agendas and minutes will be posted on the Board's website.
- 6.5 Minutes of the meetings will be circulated to members prior to approval.
- 6.6 Meeting agendas shall be provided a minimum of two working days prior to the meeting.
- 6.7 Meetings will be held outside of school hours.
- 6.8 Extra meetings may be called at the discretion of the Chair.
- 6.9 The director and trustee, or their designates, must be present at all meetings.**

## **7.0 VOTING BETWEEN MEETINGS**

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- 7.1 Email communication may be used when PIC consultation is sought between meetings. Topics will be presented electronically or by hard-copy to members. Members shall respond in accordance with the terms of the communication. A formal record of all electronic consultations will be presented at the next PIC meeting and will be reflected in the minutes.

## **8.0 VACANCIES**

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If any vacancies occur in the committee, the Membership Selection Sub-Committee (see Section 12) may fill the vacancy using the established protocol. **Any vacant positions identified after April will be filled for the following school year.**

## **9.0 QUORUM**

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Half plus one of the minimum amount of voting members shall constitute a quorum (see Article I).

## **10.0 CONFLICT RESOLUTION PROCESS**

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Members of the PIC have a duty to make decisions consistent with Ministry and Board policy and procedures and in the best interest of students.

- 10.1 Members will not act in order to gain financial or other material benefit personally. There may be times when members will be required to treat discussions, documents or other information relating to the work of the PIC in a confidential manner.
- 10.2 **In the event of a conflict between members the Chair or designate will make every effort to resolve the dispute in the following manner:**
- a. **Every PIC member will be given an opportunity to express his or her concern and/or opinion about the issue at dispute and how the dispute has affected him or her.**
  - b. **Speakers to an issue will maintain a calm and respectful tone at all times.**
  - c. **Speakers will be allowed to speak without interruption at the discretion of the Chair.**
  - d. **The Chair's responsibility is to clarify the statements made by the speakers, to identify common ground among the points of view raised and to set out the joint interests of all members.**
  - e. **If no common ground can be identified, the Chair will seek to clarify preferences among all members before proceeding further.**
  - f. **If all attempts at resolving the conflict have been exhausted without success, the Chair shall request the intervention of the Superintendent. If the conflict involves the Superintendent, the PIC member can request the involvement of other senior administrator to facilitate a resolution to the conflict.**
  - g. **If the conflict is with the Chair, the Superintendent will facilitate the Conflict Resolution process.**
  - h. **If a PIC member or members become disruptive during a meeting, the Chair shall ask for order. If all efforts to restore order fail or the unbecoming behaviour continues, the Chair shall ask for the individual PIC member(s) to leave the meeting, citing the reasons for the request**

## **11.0 SUB-COMMITTEES**

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Sub-committees will be established as required at the **October meeting of each new school year. Additional committees may be established as required.**

- 11.1 **Each sub-committee will elect a parent member as Chair. The Chair responsibilities include coordinating and leading meetings, and reporting back to PIC as required.**
- 11.2 **Each sub-committee will have at least one staff representative. The staff liaison will be the identified point of contact to the Superintendent's office.**
- 11.3 **The majority of sub-committee members must be parents.**
- 11.2 **Each sub-committee will create a workplan (i.e. dates, tasks, etc.) that will be presented to PIC for input and approval. Once approved, the sub-committee will make decisions related to the activities outlined in the plan. Major changes to the workplan must be reviewed by PIC.**



- 11.3 Sub-committee requests for support, documentation and/or information must come through the sub-committee Chair to the staff liaison.**

## **12.0 MEMBERSHIP SELECTION**

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A Membership Selection Sub-Committee will be formed annually in **October**.

- 12.1 Membership **may** include the PIC Chair, Vice Chair, **a minimum of four and maximum of six voting members of PIC** (elected by the voting PIC members if required), one Trustee, one Corporate Communications Representative and the Director or Superintendent designate.
- 12.2 This Sub-Committee will annually (from March to May) process the recruitment, application and selection process for members of the PIC. The Sub-Committee will also be responsible for recruiting members where there are gaps, following the application process.
- 12.3 To maintain the continuity of PIC, a maximum of 40% of the membership could change annually.**
- 12.4 Membership Selection Process**
- i. **Present members entering their second year are automatically renewed for the second year of their two year term.**
  - ii. **Present members ending their two year term, must reapply through the application process.**
  - iii. **New applicants to PIC are reviewed by the Membership Selection Subcommittee based upon the following criteria**
    - a. **Public school supporter**
    - b. **Experience working with a parent organization**
  - iv. **In order to create a balanced membership, the Membership Selection Subcommittee will use the filters of:**
    - a. **Geographic location/cluster/ward**
    - b. **Elementary/secondary affiliation**
    - c. **diversity**
  - v. **New applicants will be selected by consensus (to a maximum of 40%).**
  - vi. **Remaining vacant positions are filled by members who have re-applied after completing their term, based upon the “balance” filter above. Members will be selected by a lottery process.**

**All applicants that meet the required criteria for membership that are not chosen to become members of PIC will be placed in a pool of prospective members. If a vacancy needs to be filled, a member will be chosen from the pool provided that the selection filters are still met. (i.e. geographical coverage). Members will be selected by a lottery process.**

**If a suitable member cannot be found within the pool a request for applicants will be made Board wide.**

**Any vacancies created after April 1<sup>st</sup> will remain vacant for the duration of the school year and will be filled through the normal recruitment process.**

### **13.0 TERMS OF REFERENCE REVIEW**

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A PIC Terms of Reference (TOR) Sub-Committee will be formed annually in **October**.

**13.1 Any revisions to the TOR will be brought forward to PIC for approval in May.**

13.2 Notice of the vote must be provided to members at least 5 days prior to the review meeting.

13.3 Two-thirds of the voting membership is required to change the Terms of Reference.

### **14.0 REQUESTS FOR PIC POSITION OR OPINION**

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A request may be made to PIC for their position or opinion from the media or member of the public. These requests often require a timely response.

**14.1 All PIC members are free to offer their own thoughts on any questions but must be very clear in stating that “this is their own opinion and does not reflect the opinion of PIC”.**

**14.2 All official requests for comment will be answered by the PIC Chair or designate in written form only. The statement released by the Chair will only be made after consultation with PIC members and a formal agreement reached. Agreement may take the form of a motion either by email or within the regular proceedings of a scheduled PIC meeting.**

**14.3 PIC must take into consideration HWDSB policy and Ministry guidelines when taking a formal position on a topic of interest.**

**14.4 If PIC is misquoted, a formal request will be made for correction.**

Passed this day of: \_\_\_\_\_, 2012

Signature: \_\_\_\_\_  
(Chair of Parent Involvement Committee)

Signed: \_\_\_\_\_  
(Vice-Chair of the Parent Involvement Committee)

Parent Involvement Committee Voting Member's Signatures



## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** May 7, 2012

**TO:** Committee of the Whole

**FROM:** Manny Figueiredo, Superintendent of Student Achievement

**RE:** Naming of the New School

Action  Monitoring

### **Recommended Action:**

After much deliberation, the School Naming Advisory Committee would like to recommend that the following three submissions be considered for the new school currently known as Bellmoore Elementary and currently being converted into a single track French Immersion School to open September 2012.

Recommended Names (unranked and in alphabetical order):

- ÉCOLE MICHAËLLE JEAN ELEMENTAIRE
- ÉCOLE SIEUR DE LA SALLE ELEMENTAIRE
- ÉCOLE TWENTY MILE CREEK ELEMENTAIRE

### **Rationale/Benefits:**

The reasons given for these three suggested names included the respect to past as well as present historical figures and acknowledgement of the geographical surroundings where the school is situated.

### **Background:**

Hamilton-Wentworth District School Board is currently renovating Bellmoore Elementary School, 2121 #56 Highway, Binbrook to accommodate a Single Track French Immersion program. Students currently attending Bellmoore Elementary School at this site will be moving into the New Bellmoore School for the start of the September 2012 school year. As per Board Policy No. 7.18, the Board solicited suggestions for a name from all stakeholder groups allowing 30 days' notice. The public consultation was held from February 24<sup>th</sup> to March 28<sup>th</sup>, 2012 and included 19 online responses

Following public consultation, the School Naming Advisory Committee met to determine three top-ranked names for presentation to the Committee of the Whole following the criteria of the policy;

- Reflect HWDSB's vision, mission, commitments and community composition
- Have community and district acceptance
- Be appropriate for the whole district
- Have local community, district, provincial, Canadian or international significance
- Provide inspiration to students
- Address underrepresented groups as determined by the review of current names of schools in HWDSB

Background continued ...

The key measure of success will be that the name chosen will promote a positive image of HWDSB, and provide inspiration to students, and have local community, district, Provincial, Canadian or international significance.

The School Naming Advisory Committee consisted of the following individuals:

Alex Johnstone	Wards Trustee (Advisory Committee Co-chair)
Manny Figueiredo	Superintendent of Student Achievement, Cluster South (Co-chair)
Jacqueline Janas	School Trustee
Shelley Stacey	School Council Rep. Lawfield School
John Aikman	Manager, Educational Archives & Heritage Centre
Lee Gowers	Hamilton Heritage Society
Mark Taylor	Corporate Communications Officer
Giselle Portelance	Principal, Lawfield Elementary School
Greg Moore	Principal, Bellmoore School
Peter Lanilos	Teacher Lawfield School
Sharon Glenney	President, Hamilton-Wentworth Council of Home & School Associations

The School Naming Advisory Committee reviewed the names submitted as a result of public consultation. The summary report provided by S. Philips, Corporate Communications Coordinator, consisted of 17 suggested names with a breakdown summary of rationale provided. These names were endorsed by a unique comment, except for the suggestion 'École Primaire Pierre Elliot Trudeau' which received two comments. Justification for the names listed in Table 1 included the following reasons:

- The name is of an important historical person that made significant contributions to Canada
- The name is of a person that was/is a significant supporter of French Immersion and Canadian Bilingualism
- Name embraces multiculturalism, diversity and celebrates Aboriginal Heritage
- Name stands for an historical Hamilton site

### **Background Information:**

#### **ÉCOLE MICHAËLLE JEAN ELEMENTAIRE**

##### Synopsis

Michaëlle Jean (born September 6, 1957) is a Canadian journalist and stateswoman who served as the 27th Governor-General of Canada from 2005 – 2012. Michaëlle Jean, a refugee from Haiti, came to Canada in 1968. After receiving several university degrees she worked as a journalist and broadcaster for Radio-Canada and the Canadian Broadcasting Corporation. She was also quite involved in charity work, especially assisting victims of domestic violence. She was appointed governor-general by Queen Elizabeth II, Queen of Canada in 2005 and served until 2012.

The Right Honourable Michaëlle Jean was the 27<sup>th</sup> governor general since Confederation. Her motto during her term was 'Breaking down solitudes'. Born in Port-au-Prince, Haiti, her family immigrated to Canada when she was 10 years old to escape the atrocities of the Duvalier dictatorships. She holds a Bachelor of Arts degree in Italian and Hispanic languages and literature from the University of Montreal and is fluent in five languages: French, English, Italian, Spanish and Creole. Ms. Jean has worked in shelters for battered women and as a journalist at Radio-Canada and the CBC. She has been awarded

the Prix Mireille-Lanctôt, the Prix Anik, the inaugural Amnesty International Canada Journalism Award, the 2009 United Nations Development Fund for Women (UNIFEM) Canada Award and the Board of Governors Recognition Achievement Award from the National Quality Institute. She has received 12 honorary degrees and is a Companion of the Order of Canada. This name was submitted during the public consultation phase of the process.

Rationale: Michaëlle Jean is a person who is respected and admired and is a source of inspiration for our students and the community. She is an example of why people come to this great country and how they make it a better place. She describes Canada as 'a county of so many possibilities'. She is fluent in both official languages: very fitting for a French Immersion school. She has demonstrated a commitment to social justice. She is not affiliated with any political party. As Governor General she was the representative of the Queen in Canada, affirming the ties between Canada and the Monarchy, an important part of our heritage. She is a black woman—two groups that are not well represented in the current names of schools within the HWDSB.

#### **Additional notes about Michaëlle Jean**

There is a Michaëlle Jean Public School in Richmond Hill. This is a Grade 1-3 French Immersion School, part of the York Region District School Board. It opened in 2008

#### **ÉCOLE SIEUR DE LA SALLE ELEMENTAIRE**

René-Robert, Cavalier, Sieur de La Salle (1643 - 1687)  
explorer, seigneur

#### Synopsis

Born in France and educated as a Jesuit priest, René-Robert Cavalier, Sieur de La Salle renounced his formal training, to come to New France in 1667 seeking adventure. In 1669 he sold his property (a seigneurie) on Montreal Island and set off on an expedition to discover if the Ohio River would be a route to China. Through inexperience he and his party became disoriented around the western end of Lake Ontario. With the assistance of the native peoples of the Seneca tribe he landed temporarily on the shores of Burlington Bay, near the present site of La Salle Park. He would be the first white person to make reference to this area as the "head of the lake", a term which would be used for many years to refer to the Hamilton-Wentworth area. With the assistance of his guides, along with over fifty natives, his party journeyed in-land to meet with Adrien Jolliet, another French explorer who had been seeking sources of copper in the upper Great Lakes. La Salle eventually returned to the Montreal area and secured the patronage of the governor, Comte de Frontenac. Upon La Salle's return to France, King Louis XIV granted him "letters of nobility" as well as permission to further his explorations into other parts of New France. His journeys took him into the Illinois area and ultimately to the Mississippi River. His expedition travelled by canoe down the Mississippi to its mouth. On April 9, 1682 he named the entire Mississippi basin Louisiana, in honour of the King and claimed it for France. He later returned and explored the mouth of the Mississippi River. He was killed by one of his own men in 1687, as a result of a mutiny while they were exploring that part of North America. He is remembered as a "major figure in the expansion of the French fur trade into the Lake Ontario" He is also remembered as a great explorer and romantic adventure who claimed the Mississippi River, the Gulf of Mexico, the Mississippi River basin for France"

*compiled with information from the "Dictionary of Hamilton Biography" and Wikipedia.*

**ÉCOLE TWENTY MILE CREEK ELEMENTAIRE**

## TWENTY MILE CREEK

## Synopsis

Twenty Mile Creek is so-named as the mouth of the creek is twenty miles west of the mouth of the Niagara River. This is how all the creeks along the lake were named. The Twenty Mile Creek rises just to the north of the present John C Munro International Airport. It flows through the farmlands adjacent to the Twenty Road and south east towards the community of Binbrook. It crosses Highway 56, just north of the present school building before moving eastward through farm lands to Smithville. The Twenty Mile Creek eventually goes over the Niagara Escarpment at Ball's Falls before flowing into Lake Ontario at Jordan Harbour. For many years it was navigable by canoe and portage as far as Smithville. Over the years it was used by the native people as a travel route as well as place for habitation. Many native artifacts have been located along its banks. In later years pioneers would dam up portions of the Twenty Mile Creek to provide sources of water power for the early grist and saw mills.

*(Background Information prepared by John H. Aikman, Manager, Educational Archives & Heritage Centre, HWDSB)*



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

**DATE:** Monday March 19, 2012

**TO:** Committee of the Whole

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

**RE:** Curriculum Process Policy

Title of Document:

Scoping Document   
Policy Review

Draft Policy   
Policy Directive

**Action**       **Monitoring**

### Policy Working Sub-Committee Motion:

Moved by: T. Simmons  
Seconded by J. Bishop

That the Curriculum Process Policy be revoked.

The motion was CARRIED on the following division:

FOR:	Trustees Bishop, Simmons	(2)
AGAINST:	Nil	
ABSTENTIONS:	Trustee Brennan	(1)

### Rationale/Benefits:

The process outlined in this 1999 policy is no longer required, as curriculum standards are regularly reviewed through Ministry direction.

### Background:

The Ministry of Education reviews curriculum standards on a regular basis, involving school board and Ministry staff in the process. (For example – Arts revised 2009; Health & Phys. Ed. revised 2010; Language revised 2006; etc.)

In the past, curriculum directions/standards were not as clearly defined as they are now. This clear definition allows for greater provincial consistency.





## CURRICULUM PROCESSES POLICY

Date Approved: 1999 05 13

Projected Review Date: 2001 05

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**Policy Statement:** It is the policy of the Hamilton-Wentworth District School Board that student achievement is improved through curriculum management which includes stakeholder participation in the processes of curriculum review, development and implementation at the system and school levels.

**RESPONSIBILITY:** Superintendent of Instructional Services  
 Superintendents of Education with curriculum/program portfolios

### OPERATING PROCEDURES:

- 1.0 The Hamilton-Wentworth District School Board shall develop curriculum management plans as required to improve student performance and to meet the expectations of the Ministry of Education's mandated elementary and secondary curriculum. Curriculum management plans will establish major curriculum directions for the system. The plans will outline the resources needed and be brought to the Board for approval.
- 2.0 Curriculum management plans shall be developed at the system and school levels as required.
- 3.0 A variety of stakeholder groups, including but not limited to trustees, supervisory officers, elementary and secondary administrators, elementary and secondary teachers, Instructional Services staff, School Councils, Home and School members, students, Community, business and articulation representatives, shall be invited to participate in the development, implementation and review of system curriculum management plans as appropriate.
- 4.0 Stakeholder participation shall provide a forum for discussion and consultation regarding the system curriculum management plans, including the following:
  - plans for the review, development and implementation of Ministry curricula and/or system program initiatives;
  - service delivery models including the provision of support staff;
  - budget and resource allocations;
  - partnerships with other organizations, institutions or boards;
  - realistic timelines, roles and responsibilities;

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- teacher training and development;
- alignment of curriculum, instruction and assessment
- strategies for meaningful parent and community involvement;
- measures of accountability for individual student achievement, staff, parents and other stakeholders;
- communication strategies.

**REFERENCE:** Education Act, Section 170 and 171



## HAMILTON-WENTWORTH COUNCIL OF HOME AND SCHOOL ASSOCIATIONS

c/o 200 BURRIS STREET  
HAMILTON, ON L8M 2J8

FOUNDED IN 1933  
HAMILTON, ONTARIO

AFFILIATED WITH  
ONTARIO FEDERATION OF  
HOME AND SCHOOL ASSOCIATIONS, INC.

John Malloy  
Director of Education, HWDSB  
Secretary of the Board  
100 Main Street West  
Hamilton ON L8P 1H6

April 19, 2012

In February of 2011 Metrolinx hosted one-day workshop on Sustainable School Transportation. The workshop, held in Toronto, was attended by 75 people representing 50 organizations. We were there on behalf of the Hamilton-Wentworth Council of Home and School Associations and the Ontario Federation of Home and School Associations, respectively. OFHSA was the only parent-based group in attendance.

During that day we became aware of School Travel Plans and their numerous benefits to students, schools, the community at large, the environment and our health care system. Subsequently, the Board of Directors of OFHSA agreed to introduce a resolution concerning STPs to the members at the 2011 Annual Meeting. We are very proud to share with you that it is now the policy of the Ontario Federation of Home and School Associations, Inc. **that every school in the Province of Ontario have a School Travel Plan. (2011)**

We have shared this policy with Laurel Broten, the Minister of Education.

We now respectfully ask you and the trustees of the HWDSB to bring forward a policy requiring each school within our board to develop a school travel plan and provide guidance in the development of these School Travel Plans.

On March 20, Sandra attended a workshop to celebrate the local success of School Travel Planning. The goal of the pilot project was to decrease vehicle traffic at peak periods and move to active transportation for students and staff. Mountview and Earl Kitchener were the public schools recognized for their participation in the pilot project. OFHSA was the only parent-based group represented even though the biggest challenge is changing the parent perspective on safe/active routes to school for their children.

The event was held at the Mancini Center in Hamilton – a 10 minute public transit trip from the Education Centre. To our dismay, once again, there was no representative from the HWDSB in attendance. Our hope is that the non-presence of the HWDSB is not a statement of their interest in this very important and timely subject and we urge the HWDSB to become actively involved in this issue.

Yours truly,

*Sandra Sinns*

President,  
Hamilton-Wentworth Council of Home & School Associations  
[hwCouncil@gmail.com](mailto:hwCouncil@gmail.com)

*Lee Gowers*

President  
Ontario Federation of Home and School Associations  
[president@ofhsa.ca](mailto:president@ofhsa.ca)

*The Ontario Federation of Home & School Associations, a province-wide network of dedicated members, is committed to informed and pro-active involvement in our homes, our schools and our communities to obtain the "Best For Each Student"*



## Annual Work Plan Report (Monitoring)

**Name of Report:** HWDSB Mental Health Strategy

**To:** John Malloy, Director

**From:** Vicki Corcoran, Superintendent: Leadership and Learning  
Michelle Bates, Social Worker: Coordinator, Mental Health Strategy  
Erin Freeburn, Psycho-educational Consultant: Implementation Support Worker, Mental Health Strategy  
David Hoy, Manager: Social work Services  
Dr. Christine Gudas-Murphy, Manager: Psychological Services  
Dr. Kathy Short, Director: School Mental Health ASSIST  
(Awareness, Strategy Selection, & Implementation Support Team)

**Date:** May 7, 2012

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### **Organizational Alignment**

<b>Strategic Directions:</b>	Equity Matters: HWDSB will provide safe, inclusive, and respectful learning environments for all staff and students. Engagement Matters: HWDSB will achieve high level of student engagement in our schools.
<b>Annual Operating Plan:</b>	Equity Matters: Create equitable school environments.
<b>Director's Performance Appraisal:</b>	Engage all students in their learning, which considers student mental health / well-being and analysis and support for other areas identified as obstacles for school success.

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### **Overview/Context**

The HWDSB Mental Health Strategy is designed to mobilize the system around issues of child and youth mental health, to enhance district capacity to recognize and respond to mental health issues, to decrease fragmentation in service delivery, and to increase community collaboration.

Infrastructure, educator mental health literacy, mental health promotion and prevention programming and communication and collaboration are the components of the Mental Health Strategy. Our goals this year have been to:

1. Continue to consolidate HWDSB Mental Health Strategy infrastructure (human resources, processes, tools).
2. Create and provide opportunities for educator mental health literacy with superintendents, principals (elementary and secondary), and front line staff in schools.
3. Identify four to five social-emotional learning (SEL) programs, at each panel level (elementary and secondary), for schools considering SEL program implementation in September 2012.
4. Develop a pathway to care/service resource that identifies who schools can contact when and for what type of help in their work supporting students' mental health and well-being.
5. Carry out a communication plan within our district and community. Continue involvements in local, provincial, national, and international initiatives.

## ***What We Did***

### **Infrastructure**

The HWDSB Mental Health Steering Committee meets monthly. Membership includes a superintendent from Leadership & Learning, elementary and secondary principals, system-level principals and managers, as well as representatives from COPE, PSSP, HWETL, and OSSTF. This year, the inclusion of three youth representatives from Student Senate helps to promote student voice, strengthens the link between the mental health steering committee and Student Senate, and ensures initiatives are relevant for youth. As well, three additional elementary principal representatives provide the committee with greater cluster representation. The role of Steering Committee members has also been strengthened this year through their active representation to their constituent groups.

Previously, the infrastructure included a Mental Health Working Group to complete tasks discussed by the Steering Committee. As we continued to focus on alignment, coordination of services and resources, and with the Steering Committee members taking increasingly more active roles, the Mental Health Working Group was replaced with regular meetings of a Mental Health Leadership Team, consisting of Vicki Corcoran (Superintendent of Leadership & Learning), David Hoy (Manager of Social Work Services), Dr. Christine Gudas-Murphy (Manager of Psychological Services), Dr. Kathy Short (Director, School Mental Health ASSIST) and Michelle Bates (Social Worker coordinating the Mental Health Strategy). To further the focus on alignment, members of the Mental Health Steering Committee and Leadership Team have been part of other existing and emerging committee structures, such as the Program Strategy Committee and the Character Networks/Alternative Education review process. This demonstrates an integrated and coordinated approach to mental health at a system level.

Consistent with the Board's attention to implementation science, a Mental Health Implementation Support Worker position was created in December. Erin Freeburn has joined the team to focus on the development of implementation plans and provide direct implementation support to schools for mental health initiatives.

Community requests to provide services were streamlined and formalized through the introduction of an on-line community application process (<http://www.hwdsb.on.ca/programs/specialed/application/>). A process for vetting these requests was established, and three requests were considered (TAMI Talking About Mental Illness, AA, and Public Health support groups for students) and decisions rendered.

It is important to assess the readiness of the organization to support various mental health initiatives at a system, school and department level (see appendix A). Initial efforts to gauge readiness include a recent in-service with the Mental Health Steering Committee, an evaluation of readiness features with the Mental Health Literacy Modules, and introduction of readiness questions in concert with the offer of the Coping Power Program (more information on these programs in the next section).

As the lead location for School Mental Health ASSIST (Awareness, Strategy Selection & Implementation Support Team), the HWDSB Mental Health staff work closely with Dr. Kathy Short and John Malloy as co-directors of this program. This reciprocal working relationship has helped to inform provincial direction, and HWDSB has benefitted from the resources provided through School Mental Health ASSIST (webinars, decision-support tools, coaching with coordinator of mental health strategy).

The Pathways to Care/Service Model and Resource will assist school staff in providing support to students by promoting a consistent approach to student mental health and streamlined access to board and community services. In the development process, stakeholders (Executive Council, principals, members of Leadership and Learning, managers of Student Services) have been consulted regarding content and design, an internal survey has been developed for board level supports, and the community (through the Community Network Planning Table) is considering the request to facilitate a community level survey scan. Exploration of early identification and

## 10-3

screening tools and practice and implementation considerations related to the use of early identification and screening tools have been conducted. Work continues on this initiative.

Finally, questions related to mental health and well-being were developed and incorporated into the student School Climate Survey (at the secondary level).

### **Educator Mental Health Literacy**

Our efforts in educator mental health literacy have been guided by the following essential understandings. First, mental health literacy exists on a continuum of awareness – literacy – expertise (see appendix B). Everyone can benefit from awareness of basic mental health information. Staff who have a direct role in supporting student mental health benefit from a deeper working knowledge of mental health and well-being that includes understanding signs and symptoms, the continuum of mental health and well-being, the inter-relatedness of achievement and mental health, and initial strategies to support students. Finally, school mental health professionals require expertise – specific skills and knowledge to effectively provide evidence-based promotion, prevention and intervention.

Next, from an implementation perspective, we have adopted a cascading approach that begins with superintendents, then principals, front line staff, and then to students. In this way, as students come forward to seek support they will encounter staff and a system ready and equipped to support them. Educator mental health literacy initiatives also take into account the preferred learning method of teachers, and are consistent with the board's collaborative inquiry approach to professional development. Finally, educator mental health literacy initiatives are not a one-time event; rather, they are a series of opportunities to learn, practice and reflect.

Educator mental health literacy initiatives have been provided for superintendents and principals, support staff and classroom teachers.

During Organizational Leadership Meetings (OLMs), principals have learned about school based mental health, the mental health strategy, School Mental Health ASSIST, and have participated in working sessions on positive school and classroom climate (elementary principals) and knowing our students (secondary principals). Members of Leadership and Learning also participated in an awareness and working session related to positive school and classroom climates, resulting in an articulation and sharing of their strategies used to support schools in this area.

Seventy-five principals participated in a workshop on anxiety and school attendance during the principal conference. As a follow-up, 9 elementary and secondary principals have been actively participating in a professional learning group for a deeper level of mental health literacy related to student anxiety and ways that they, as principals, can support students.

The Mentally Healthy Classroom and Anxiety Mental Health Literacy Modules (see appendix C) were developed and piloted in four schools/programs this past year (Character Networks, Hess Street, Glendale Secondary and Prince of Wales). Each module has four sessions that are co-facilitated by a member of the school staff and a mental health professional (psycho-educational consultant or social worker). Evaluation included focus groups, observation, and readiness interviews with principals and staff members who delivered the sessions. As an emerging field of study, methodologies are not well-established to evaluate mental health literacy efforts. To contribute to, and benefit from, others' efforts in this area, we have consulted the HWDSB Knowledge Mobilization Lab, School Mental Health ASSIST, and researchers engaging in this work.

HWDSB is one of 5 community partners in an initiative led by the Suicide Prevention Council of Hamilton to make Hamilton a suicide-safer community. By June 2013, four school-based staff from each secondary setting, and all of the psycho-educational consultants and social workers in HWDSB will be trained in ASIST – Applied Suicide Intervention Skills Training (see appendix D). To date, a total of thirty staff have received the training from five high schools (Saltfleet, Barton, Mountain, Ancaster High and Orchard Park).

The Jack Project at KidsHelpPhone provides an educator, student and parent workshop to three pilot schools (Orchard Park, Glendale and Ancaster High). This project is designed to improve mental health awareness of signs and symptoms of mental health difficulties and supports available for Grade 12 students who are transitioning away from high school. We have acted as a resource and support to these schools as they implemented this project, and we have worked alongside E-BEST in reviewing the research ethics application.

Throughout the year, upon request, we have also provided workshops on the district Mental Health Strategy and student mental health and well-being during professional development days (OCTU, HWOTL, individual schools), and conferences (Children's Mental Health Organization, Ontario Healthy Schools Coalition Forum).

### **Mental Health Promotion and Prevention Programming**

Social-emotional literacy skills (see appendix E) are a cornerstone of mental health and well-being and are a moderating factor in student learning and achievement (for example, social emotional literacy skills are highly correlated with the learning skills section of students' report cards). Research evidence indicates that social-emotional learning programs that are evidence-based and implemented effectively result in an 11% increase in academic achievement (see appendix F).

One hundred and eleven Social-Emotional Learning (SEL) programs were reviewed. Based upon explicit criterion (see appendix G), a condensed list of 22 programs were considered by two working groups (secondary and elementary) with broad stakeholder representation (ex., principals, Learning Resource Teachers, Social Workers, Classroom and Itinerant teachers from both elementary and secondary schools, etc.). The working groups have created a short list of 4-5 recommended programs, which will be communicated to schools shortly. The recommended list of SEL programs and related implementation support will assist schools in delivering social emotional learning programs that reach all students.

After investigating prevention programs for students presenting with aggression, the implementation team (Lesley Cunningham, Erin Freeburn and Michelle Bates) is supporting the Coping Power program (see appendix H) as a pilot initiative. Beginning in September 2012, Mountain and Parkview Secondary Schools and six elementary schools will offer this 34-session program to students on a whole class or targeted group basis. Sessions are co-facilitated by a trained teacher and mental health professional (psycho-educational consultant or social worker). Evaluation of this project will be supported by E-BEST and represents a collaborative partnership with Dr. John Lochman.

Prevention and intervention programming is frequently associated with packaged evidence-based programs, which can represent financial and sustainability challenges. An emerging concept in the field of mental health is to adopt the 'common elements' of evidence-based programs. This approach will be tested out at Glendale Secondary School in 2012-13. Dr. Kathy Short, Erin Freeburn, and a 4<sup>th</sup> year psychology student have been working alongside staff and students to develop a universal anxiety prevention program. Pre-intervention measures were recently completed, and post-test measures will be completed as part of the process.

### **Communication and Collaboration**

Collaborative relationships are present at the local, provincial and national level. Locally, members of the Mental Health Leadership team participate on the HWDSB/HWCDSB/Public Health Liaison Committee, the Community Mental Health Network Planning Table, the Suicide Prevention Strategy Roundtable, and other collaborative and planning committees that help to strengthen relationships with our community, identify service gaps and promote coordinated and integrated systems of care. Responding to requests to build staff capacity, a half-day training workshop was provided to Lynwood-Charlton Centre staff (December 2011), and Michelle Bates is leading the planning team for a one-day conference for educators as part of the CASP (Canadian Association of Suicide Prevention) Conference (October 2012). Networking with other Mental Health leads across the province has resulted in sharing of resources and strategies.

## 10-5

Dr. Kathy Short continues her work with the School-Based Mental Health and Substance Abuse (SBMHSA) Consortium, the Ontario Public School Boards' Association (OPSBA), the Canadian School Boards' Association, INTERCAMHS (International Child and Adolescent Mental Health in Schools) and the US/Canada Alliance for School Mental Health, and Michelle Bates is co-chair of the Advisory Committee of the Ontario Centre of Excellence for Child and Youth Mental Health.

A parent video has been developed and is in the final stages of editing. This project was funded by Hamilton's SSLI (Student Support Leadership Initiative), The Mental Health Commission of Canada and the School-based Mental Health and Substance Abuse consortium. Four HWDSB parents and the Executive Director of Parents for Children's Mental Health Ontario (PCMH) share their perspectives of what it is like to have a child with a mental illness and the valued role that teachers and the school play in supporting their children. This video was first pre-viewed by SEAC and PIC members (December 2011) and then by a teacher focus group.

In addition to the communication role of mental health steering committee members and presentations to a wide variety of audiences (principals, Leadership and Learning department staff, Heads of Student Services in secondary schools), newsletters (see appendix I for the fall newsletter) have been developed and distributed to each school. This year, Mental Health Awareness Week will be featured on the Board's website, and supporting materials and suggested activities will be provided as a resource for principals.

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

Awareness of, and interest in, mental health is high, however a shared understanding of what is meant by mental health and well-being, and the role that schools and staff can play is in its early stages. For example, many staff equate mental health with mental illness. The absence of an understanding of the continuum of mental health and well-being perpetuates beliefs such as any student struggling requires specialized programming and/or additional staff resources, or as an educator I am unable to support this student because I am not an expert in mental health. We have learned that awareness is different from knowledge and understanding.

Intentionally, the majority of the work of the mental health strategy has focused on building the infrastructure and capacity at the infrastructure, foundational and universal tiers. While intellectually this approach is understood as prudent to help develop the foundation that supports all students, many principals continue to advocate for the need to address student concerns at Tier 3. While efforts are underway, these initiatives represent system level changes that require more time for they reflect the complexity of multiple stakeholders and a change process. We have learned that it is important to support Tier 3 students while simultaneously working towards a changed system.

Relatedly, with the best of intentions, staff want or feel pressured to do something to support their students in the area of mental health and well-being. This can manifest itself in the desire for a quick fix – a brief in-service or an initiative that schools have sought out. The shift to approaching mental health from an integrated, systematic, coordinated and evidence-based approach at a school level (for example by examining organizational readiness conditions that support effective implementation, gathering school level data, inclusion in school improvement plan, etc.) and to a culture of collaborative inquiry reflects early stages of implementation. A few of our schools are at a partial implementation, initial or exploration phase of implementation. We have learned that principals who approach mental health from a systematic perspective are further along the stages of implementation (see Appendix J). Additionally, we have learned that it is important to continue to position mental health initiatives as related to student achievement and learning and to demonstrate how mental health is integrated and related to other current initiatives as opposed to another 'add-on'.

Teachers are not mental health workers, nor should they be, and they are not involved in diagnosing mental health problems. This has been a reassuring message for educators to hear. Sensitive to the needs of students and wanting to help, staff are keen to learn of strategies they *can* use, within their role, to support students. We have



## 10-6

learned that is important to be ever mindful of the role and realities of educators and to ensure that recommended knowledge, skills and programs relate to their daily activities.

Many schools express interest in learning opportunities related to mental health. Learning, distinct but related to awareness and knowledge, requires an approach that is sustained, structured and supported over a period of time. The Mental Health Literacy Module pilot has shown that schools and support staff are struggling to protect the integrity of this approach in the presence of multiple demands. We have learned that it is important to distinguish the difference between interest in educator mental health literacy and readiness to effectively implement these professional learning opportunities. Further, we have learned that staff meetings are not as beneficial as an appropriate venue for professional learning as compared to other structures. Divisional meetings and professional development days are more likely to be suitable.

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

#### **Infrastructure:**

1. Complete and implement Pathways to Care/Service Model and Resource. Include a continuum of mental health and well-being, guidelines for effective school level team meetings, framework for essential components of mentally healthy classrooms, and recommended strategies for common presenting concerns.
2. Determine suitability and use of early identification and screening tools.
3. Based on internal scan results, consider alignment of existing board services and identify service gaps.
4. Increase knowledge and provide tools for members of the Leadership and Learning department to support school level conditions for mental health initiatives.
5. Develop and provide guidelines for mental health speakers in schools.
6. Develop board level procedures for suicide intervention.
7. Review results of student survey to inform additional action items and to ensure alignment of initiatives.

#### **Educator Mental Health Literacy:**

1. Provide Educator Mental Health Literacy Modules to schools.
2. Facilitate training of four staff from 13 secondary schools/programs and remaining psycho-educational consultants and social workers.
3. Support implementation and use of ASIST training, and assist schools in enhancing suicide awareness amongst staff, students and parents.
4. Continue to provide principal professional Learning opportunities re: mental health.

#### **Mental Health Promotion and Prevention Programming**

1. Implement Coping Power program in six elementary schools and two vocational schools. Conduct effectiveness and implementation evaluation.
2. Support school implementation of social-emotional learning programs.
3. Expand implementation of universal anxiety prevention program to additional secondary schools.

#### **Communication and Collaboration**

1. Populate the Mental Health Strategy portal page.
2. Continue to provide leadership and planning for educator conference day of the Canadian Association of Suicide Prevention Conference, Oct. 17, 2012.

# 10-7 Organizational Conditions for School Mental Health - Top 10 Checklist

## Appendix A

### Commitment

1	2	3	4	5
No Demonstrable Commitment	Exploring	Building Commitment	Demonstrating Many Elements	Full Commitment

### School Mental Health Leadership Team

1	2	3	4	5
No District Leadership Team	Exploring	Building a Leadership Team	Demonstrating Many Elements	Fully Functioning Team

### Clear & Focused Vision

1	2	3	4	5
No Stated Vision for Mental Health	Exploring	Building a Vision	Demonstrating Many Elements	Clear, aligned, written vision

### Shared Language

1	2	3	4	5
No Attempt to build a shared language	Exploring	Building a Shared Language	Demonstrating Many Elements	Shared language across care system

### Assessment of Initial Capacity

1	2	3	4	5
No assessment of needs/resources	Exploring	Building an assessment process	Demonstrating Many Elements	Full assessment of needs/resources

### Standard Processes

1	2	3	4	5
No standard processes	Exploring	Building some processes	Demonstrating Many Elements	Clear processes re: roles, referrals, etc.

### Professional Development Protocols

1	2	3	4	5
No systematic plan for PD	Exploring	Building a PD plan for key audiences	Demonstrating Many Elements	Clear plan for PD across audiences

### School Mental Health Strategy / Action Plan

1	2	3	4	5
No Mental Health Strategy / Plan	Exploring	Building a Mental Health Strategy / Plan	Demonstrating Many Elements	Clear, aligned, MH Strategy / Plan

### Broad Collaboration

1	2	3	4	5
No clear MH collaboration	Exploring	Building some collaborations	Demonstrating Many Elements	Strong internal/ external collaboration

### Ongoing Quality Improvement

1	2	3	4	5
No quality assessment process	Exploring	Building a quality assessment process	Demonstrating Many Elements	Clear measures and accountability

# The Capacity-Building Continuum

<b>Mental Health Awareness</b>	<b>Mental Health Literacy</b>	<b>Mental Health Expertise</b>
<i>Strategies for providing basic mental health information, tailored for different school board audiences</i>	<i>Strategies for providing deeper working knowledge for those who have a direct role in supporting student mental health</i>	<i>Strategies for providing SMH professionals with the skills and knowledge to effectively provide evidence-based promotion, prevention, and intervention</i>
<b>ALL</b>	<b>SOME</b>	<b>FEW</b>

Resources will be tailored to different education audiences (e.g., trustees, senior administrators, school mental health professionals, school administrators, school staff, parents, youth)

## Mental Health Literacy for Educators - Training Modules

Teachers and administrators across our board have identified mental health problems in students as a barrier to student achievement, but often feel ill-equipped to help these students. The Mental Health Working Group at HWDSB received funding through a grant from the Knowledge Network for Applied Educational Research (KNAER) to develop mental health literacy training and resources for educators.

Each learning opportunity is designed to take place in short sessions, about 30 minutes in length (although they may be lengthened to 45 minutes). These sessions can be combined to make up a module, which can be delivered in a half-day training session. The training can also be delivered in shorter sessions during a staff meeting or after school. There are two modules that have been developed to date, one on “Building a Mentally Healthy Classroom”, and the second on “Managing Anxiety in the Classroom”.

**Building a Mentally Healthy Classroom** is a prerequisite for all of the other modules as it provides an overview of mental health and how it affects student learning and achievement. The first session talks about mental health and the relationship with student learning and achievement. Key lessons include recognizing stress, understanding the relationship between student stress and teacher stress, understanding resiliency, and discussing and developing strategies to promote resiliency in the classroom.

The second session focuses on the benefits of a mentally healthy classroom for students and teachers, and outlines five strategies for improving mental health in the classroom. As with the first session, hands-on activities and discussion activities are used to support principles of adult learning.

The third session focuses on social and emotional literacy. Participants will identify the causal link between social-emotional literacy and student well-being, learning, achievement and life outcomes. They also learn to understand the difference between positive school environment and social-emotional learning (SEL) programs, and consider the fit for SEL programs in their classroom and school.

In the fourth (and optional) session participants spend additional time deepening their understanding of social and emotional learning. They learn the positive outcomes of SEL programs – for students, teachers and classrooms. They also become familiar

with some SEL programs, and consider the fit for SEL programs in their classroom & school.

Each of these sessions can be delivered in a 30 minutes session, although allocating up to 45 minutes will allow for deeper discussion and potentially more integration and use of the strategies in the classroom. All four sessions can be combined for a single session, although with a 20 minute break in the middle, you will need at least 3 hours.



**Managing Anxiety in the Classroom** is the second module that has been developed. Anxiety was identified by teachers and administrators as a major barrier to improving student achievement, so it made sense for us to start there. While all schools might benefit from the first module, this module is targeted to schools that have identified anxiety in their students as a concern.

The first session focuses on understanding stigma and how that effects identification and help-

seeking behaviour, as well as appreciating that how we think of student 'behaviour' shapes our response to that behaviour. The session also reviews the inter-relatedness between learning and mental health.

The next session helps participants to understand anxiety, recognize the features of anxiety, and increases participants knowledgeable about vulnerable times and/or events for anxiety.

The third session will focus on understanding the three parts of anxiety (thoughts, feelings and behaviour); knowing the difference between normative and problematic anxiety, and will help participants become familiar with the three indicators signalling when anxiety is problematic.

The final session focuses on anxiety in the classroom through identifying what anxiety looks like in the classroom and school, the impact that anxiety has



on learning, achievement and school involvement and the development of tiered strategies to support students with anxiety issues.

The first two sessions are about 15 minutes each, while the last two are 30 minutes in length. They can be combined for three 30-minute sessions, or two 45-minute sessions, or one 90 minute session. This flexibility enables delivery within a series of staff meetings, or as the focus of one or more education sessions.

### Who can deliver the modules?

The modules contain detailed instructions and supporting materials, and don't require expert knowledge of child and youth mental health problems, but there may be circumstances where questions from the audience are beyond the information in the session. Our model is co-leadership, by a classroom teacher in the school, and by either the social worker or psychological associate attached to the school. Evidence from other social-emotional learning programs demonstrates that involvement in leading the program by classroom teachers is vital in ensuring broader effectiveness.

### Measuring the implementation

Because these are new training sessions, they have not been evaluated for effectiveness. This does not mean they don't work, it means we haven't had a chance to measure that yet.

The sessions have been developed with the most current research and understanding available, and they have been reviewed for their clinical information by experts. We have also built these sessions with input and guidance from classroom teachers, and are committed to testing them with front-line teachers in a variety of settings.

We want to make sure that these training sessions are useful to teachers, and they enjoy and learn from the sessions. But we think the more important question is whether the training sessions and resources help teachers to try out new strategies and improve academic outcomes for their students. Once we finish the piloting these sessions with a few schools, we will begin collecting information that will help us understand if the training is effective.

These modules have been developed as part of the HWDSB District Mental Health Strategy.  
For further information about the delivery of the modules in your school,  
contact Michelle Bates, ext. 2710



## Appendix D



## **ASIST Applied Suicide Intervention Skills Training**

ASIST is a two day, interactive workshop that prepares caregivers to provide suicide first aid interventions. Small group discussions and skills practice are based on adult learning principles. ASIST teaches the Suicide Intervention Model, a practical guide to doing suicide interventions. Powerful videos support learning.

### **WHO CAN ATTEND?**

All caregivers formally designated or not; minimum age 16 years.

### **LEARNING OUTCOMES**

By the end of the workshop, participants will be better able to:

- Identify people who have thoughts of suicide
- Understand how beliefs and attitudes can affect suicide interventions
- Seek a shared understanding of the reasons for thoughts of suicide and the reasons for living
- Review current risk and develop a plan to increase safety from suicidal behaviour for an agreed amount of time
- Follow up on safety commitments accessing further help as needed

## Appendix E

**CORE Social Emotional Skills**

<b>Self-Awareness</b>	<b>Social Awareness</b>	<b>Self-Management; Self Regulation</b>
<ul style="list-style-type: none"> <li>➤ Knowledge of emotions</li> <li>➤ Appropriate expression of emotions</li> <li>➤ Looks for and acts on new ideas and opportunities for learning</li> <li>➤ Demonstrates curiosity and interest in learning</li> <li>➤ Approaches new tasks with a positive attitude</li> <li>➤ Sets own individual goals and monitors progress towards achieving them.</li> <li>➤ Assesses and reflects critically on own strengths, needs and interests</li> <li>➤ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognizes the emotion of others</li> <li>➤ Able to take the perspective of others</li> <li>➤ Appreciating diverse groups</li> <li>➤ Demonstrates empathy</li> <li>➤ Understands social cues.</li> <li>➤ Recognizes and advocates appropriately for the rights of self and others</li> <li>➤ Accepts various roles and an equitable share of work in a group</li> <li>➤ Responds positively to ideas, opinions, values and traditions of others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Monitoring and regulating one's own emotions</li> <li>➤ Being conscientious</li> <li>➤ Ability to delay gratification to pursue goals</li> <li>➤ Perseveres in the face of setbacks and frustrations</li> <li>➤ Establishes positive goals, develops a plan, and works towards achieving goals</li> <li>➤ Attention and impulse control</li> <li>➤ Working memory and planning skills</li> <li>➤ Controls inhibitions</li> <li>➤ Cognitive flexibility</li> <li>➤ Completes and submits work according to timelines</li> <li>➤ Uses time well</li> <li>➤ Works with minimal supervision</li> <li>➤ Takes responsibility for and manages own behaviour</li> </ul>
<b>Relationship Skills</b>		<b>Decision-Making Skills</b>
<ul style="list-style-type: none"> <li>➤ Establishing and maintaining healthy, rewarding relationships</li> <li>➤ Conflict resolution skills including social problem solving &amp; negotiation</li> <li>➤ Builds consensus to achieve group goals</li> <li>➤ Demonstrates prosocial, cooperative and respectful behavior</li> <li>➤ Interacts positively with diverse groups</li> <li>➤ Demonstrates the ability to resist inappropriate social pressure</li> <li>➤ Seeks help when help is needed</li> <li>➤ Communicates needs, feelings and ideas clearly</li> </ul>		<ul style="list-style-type: none"> <li>➤ Makes decisions considering alternative courses of action</li> <li>➤ Takes responsibility for own self</li> <li>➤ Fulfills responsibilities and commitments within the learning environment</li> <li>➤ Independently monitors, assesses, and revises plans to complete tasks and meet goals</li> <li>➤ Generates solutions that promote own and others' well-being</li> </ul>

## Appendix F

## Research in Brief: **Enhancing students social and emotional learning**



**Do programs led by teachers and offered to all students in a classroom, improve the social and emotional learning of students?**

A recent meta-analysis of 213 school-based, universal social and emotional learning programs involving more than 270,000 students concludes that students who participated in the programs showed **significantly improved social and emotional skills, attitudes, behaviour**, and improvement in **academic performance** that reflected an **11 percentile-point gain in achievement**.

Students do not typically learn alone, and social and emotional skills can help improve their academic achievement. Because these skills are so important to learning, it is important that schools and families effectively teach these skills to ensure student success.

Our students come from diverse cultural and social backgrounds, with varied abilities and motivations for learning. Students who lack social-emotional competencies may become less connected to school as they progress from elementary to middle to secondary school, and this lack of connection hinders their academic performance.

What is a meta-analysis?

Meta-analysis is a way of combining the results from similar studies to determine if the results from different studies add up to stronger evidence. The important parts of a meta-analysis include a comprehensive search, ensuring that the results can actually be compared across studies (measuring the same thing, the same way), and a way of combining the results that is meaningful.



### ***Why does this matter?***

- ⇒ *This meta-analysis provides **strong evidence that social-emotional learning has a positive impact on academic achievement.***
- ⇒ *The programs also **improved student behaviour by increasing pro-social behaviour and by reducing conduct and internalizing behaviours.***
- ⇒ *The programs were for **all students in a classroom and were delivered by classroom teachers.***
- ⇒ *Programs that were successful focused on **program implementation as well as using a sequenced step-by-step training approach, active forms of learning and were focused with explicit learning goals.***





## Enhancing students social and emotional learning

### What did they do?

The research team used four search strategies to locate studies that met their criterion. They used computer searching in *PsychInfo*, *Medline*, and *Dissertation Abstracts*. Second, they reviewed the reference lists for the articles found in the first search to identify additional studies. Third, they manually searched 11 journals starting in 1970. Finally they searched organization Web sites promoting youth development and social-emotional learning.

They included studies that emphasized the development of social-emotional learning that targeted students between 5 and 18 years without any identified adjustment or learning problems. The studies also included studies that included a control group, and reported sufficient data that an effect size could be calculated.

They excluded studies targeting students with pre-existing behavioural, emotional or academic problems, as these programs have been evaluated in a recent study (Patton et al, 2008). Some of these programs were delivered by school personnel, some were delivered by outside staff, and some programs had a combination of school and outside personnel.

### What did they learn?

They found 213 studies that involve 270,034 students. Most of the studies (75%) were published in the last two decades, and nearly half of the studies (47%) used randomized designs. More than half the programs (56%) were delivered to elementary school students,

about a third were delivered to middle school students (31%), and the remainder included high school students.

The programs showed statistically significant improvements in social-emotional learning, attitudes, positive social behaviour, conduct problems, emotional distress, and academic performance. Some of the studies (15%) collected follow-up data at least 6 months after the intervention. The improvements remained significant across all the outcomes at follow-up.

Programs that were delivered by school personnel produced significantly positive outcomes in all six areas, while programs delivered by a mix of staff produced significant improvements in four outcomes. Programs delivered by outside personnel only produced significant improvement in three outcomes.

Programs that used step-by-step training, active forms of learning, were focused on social-emotional learning, and taught explicit skills (the SAFE design) produced positive outcomes in all six areas, while programs that did not appear to use these methods only produced significant improvements in three areas.

Studies that reported they had difficulties in implementation of the program only produced significant improvements in two areas, while programs that did not report difficulties in implementation reported significant improvement in all six outcomes measured.

*This brief summary was prepared from:*

Joseph A. Durlak; Roger P. Weissberg; Allison B. Dymnicki; Rebecca D. Taylor; Kriston B. Schellinger (2011) The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Intervention *Child Development* 82,405-432

*Please see the original document for full details. In the case of any disagreement between this summary and the original document, the original document should be seen as authoritative.*



## Appendix G

**Social-Emotional Learning Program criterion****Background:**

The recent meta-analysis of universal school-based social emotional learning programs provides evidence that effective SEL programs improves academic achievement and social-emotional literacy skills for students. The research further indicated that effective SEL programs are delivered by teachers, sequential active focused and explicit in the content and format, implemented effectively and are supported by research outcomes that indicate their effectiveness.

Because there are a significantly large number of SEL programs, selection criterion are needed to facilitate decision-making.

**Selection Criterion:**

1. Strong research evidence supporting the program (i.e. multiple studies document positive behavioural outcomes at post-test with at least one study indicating positive behavioural impact at follow-up at least one year after the intervention ended).
2. Program format is SAFE: sequential (step by step, K-12 inclusive), active forms of learning, focused (covers all core social emotional learning skill areas) and explicit (teaches, models and reinforces skills)
3. Implementation support – the program provides training, pre-implementation readiness, and implementation guidelines/benchmarks to provide feedback on implementation.
4. Teacher preference – HWDSB teachers like the program
5. School-family partnership framework (structure provided for ongoing school-community participation).

## Appendix H

**Information Sheet about the Coping Power Program**

“He meant to knock my stuff off my desk.”

“Maybe he just bumped into your desk.”

“No, he did it on purpose.”

“Yelling at other people and getting back at them isn’t a way to solve problems”.

Teachers regularly encounter these kinds of situations. In situations where students get emotionally charged, are unable to understand the social cues of others, when they attribute a negative intention to other people’s behaviours, and when they have limited problem-solving skills, social difficulties result that leads to school discipline and a loss of pro-social peer relationships.

The Coping Power program is an evidence-based ***intervention designed to help students develop skills, reduce negative behaviours, and prevent further isolation and rejection from pro-social peers.***

The Coping Power program is a manualized program that ***fits within the school day.*** Fun and engaging, the program teaches students goal setting and organizational skills, awareness of feelings and emotional arousal, anger coping and self-control, perspective taking, and social problem-solving. In the second half of the program, students reinforce their newly acquired skills through the development of their own videotapes and rehearsal in situations such as teacher-student conflict, peer conflict, and peer pressure.

Evidence from a large school-based trial indicated that students improved their skills and maintained these improvements three years post intervention. Additionally, teachers who deliver the program have added strategies and skills to support students, feel confident that they are helping their students, and experience less behavioural disruptions.

The Coping Power program consists of 34, 50 minute sessions delivered during the school day by a teacher and mental health co-facilitator (school social worker or psycho-educational consultant). There is also a concurrent parent group with up to 10 sessions. The program can be delivered to a whole class of Grade 5 students or a small group (6-8 students) at the Grade 5 level.

Coping Power Program Session Outline

Co- delivered by HWDSB mental health professional (SW or Psych), teacher and/or EA

Sessions 1-4	Goal Setting and Organizational Skills
Sessions 5- 11	Awareness of Feelings and Psychological Arousal, Anger, Coping and Self-control
Session 12- 15	Perspective Taking
Session 16-19	Social Problem Solving
Session 20-24	Group develops video tape and shares with peers
Sessions 23-24	Review
Session 25-32	Application of Social Problem Solving to situations such as Teacher conflict, Making and Being a Friend, Group Entry and Negotiation with Peers, Sibling Conflict, Peer Pressure, Refusal Skills, Neighbourhood Problems, Deviant Peer Groups and Centrality of Group Membership
Session 32	Group Creates Peer Pressure Poster
Session 33	Positive Quality Development and Peer Relationships
Session 34	Review and Termination

Monthly booster sessions for 6 weeks at start of the grade 6 year.

### Appendix I

This brief bulletin will bring you up to date on the activities of the Mental Health Steering Committee at the Hamilton-Wentworth District School Board (HWDSB). The committee provides advice and direction to our efforts at HWDSB to improve the mental health and well-being of all students and all staff, in order to provide the best possible environment for achievement, engagement and equitable outcomes.

#### **Building the District Mental Health Strategy**

Coordinating our District Mental Health Strategy is Michelle Bates, from the Social Work Department. Michelle has presented the District Strategy to many groups this past year, both within HWDSB and to partners in the community. Beginning with Principals and administrators, Michelle has spoken about the importance of working together to improve mental health, and listened to their perspectives on the challenges of helping students with mental health problems.

Michelle also shared the results of a survey that found that almost all Principals felt that mental health problems was very important or extremely important to achievement, and that educators feel ill-prepared to deal with the mental health concerns of their students. Michelle has been supported in this work by members of the District Mental Health Strategy Working Group.

#### *Mapping System resources*

One important initiative has been to determine the breadth and depth of social and emotional supports currently in place across our District. Schools initially completed a self-identification of programs they were offering in fall 2009, and updated this in fall 2010. These ranged from very specific programs that focused on particular mental health problems, to more general "foundational" programs such as school nutrition programs.

We know that a variety of programs help to build an inclusive and mentally healthy school community. This mapping of programs will help schools who are thinking about starting a new initiative to learn from other schools that have successfully launched the program. This mentoring can be an important factor in the implementation of something new.

The mapping has also resulted in a clearer picture of what community programs are being offered in schools. The Steering Committee has established an approval process to ensure that mental health programs offered in our schools are high-quality, and have evidence that they are effective.

#### *Improving educator mental health literacy*

Helping educators understand more about mental health problems was a priority identified by principal and parent groups, and is an important goal of the District Plan. The objective is not to have educators identify or treat students with mental health problems, but to help teachers understand and identify early signs of potential mental health concerns, to understand how they can adjust their teaching so that students with mental health problems can achieve to their potential, and when necessary, to connect with the services available in their schools to provide additional support to students.

A locally-developed resource "[Making a Difference: An Educators Guide to Child and Youth Mental Health Problems](#)" has been used in a number of schools, both in HWDSB and our partners at the Hamilton-Wentworth Catholic District School Board. Developed through partnership with our local community agencies and the School Support Leadership Initiative, the guide has been well-received by teachers.

#### *Upcoming Projects for 2011-2012*

##### *Building Capacity:*

Educators across our organization have identified student anxiety as a major barrier to achievement, and they are interested in promoting good mental health for



students in their classroom. With a grant from the [Knowledge Network for Applied Educational Research](#) (KNAER) HWDSB staff spent two weeks this summer developing training modules on anxiety and on mental health promotion in the classroom. These modules are designed to be delivered in several different formats that that require as little as 30 minutes to complete and support the collaborative inquiry model. We will be piloting these modules this fall in several areas.

HWDSB has been chosen to pilot a new national mental health awareness initiative titled "[The Jack Project](#)". The focus of the initiative is to prepare Grade 12 students for challenges they may experience as they transition to the workplace, to apprenticeship, to college, or to university. Often this transition means that students are cut off from their usual circle of support, and The Jack Project hopes to help them anticipate this change and to learn about other resources where they can find support. Participating schools include Glendale, Ancaster High and Orchard Park

*Communication and Collaboration:*

The Mental Health Working Group continues to share information and ideas with other school

districts that are looking at school-based mental health. Dr. Kathy Short is part of a national consortium that is collecting best practices in school-based mental health intervention, and we will benefit from this expertise.

The Steering Committee will also meet with a few community partners to focus on specific, problem-focused evidence-based interventions that we may jointly offer to students. The aim is to ensure our students receive the best possible programs in our classrooms.

*Monitoring and Tiered Intervention:*

Our District Mental Health Strategy will continue to work within the Tiered Intervention model at HWDSB. That is, we will deliver some programs to all students, some programs to many students, and some programs to a few students, depending on their needs.

We will identify and try out evidence-based programs for anxiety in students at each of these levels. As well we will pilot the Coping Power program, an evidence-based program that helps students develop self-monitoring and self-control strategies. We will also be examining a number of programs that focus on social and emotional learning, to review their effectiveness and to recommend wider implementation.

## Mission, Vision and Values

**Mission:** The Mental Health Strategy is designed to raise awareness, build capacity, engage partners, and provide a coordinated and evidence-based approach to supporting student well-being within HWDSB.

**Vision:**

The HWDSB Mental Health Strategy will provide leadership so that **students** have a strong sense of belonging in their schools, strategies for taking care of their well-being, an understanding of mental health symptoms and supports, and a network of caring adults at school.

The HWDSB Mental Health Strategy will provide leadership so that **staff** demonstrate a shared responsibility for student well-being and each other that is grounded in the ability to recognize signs of concern, to apply supportive strategies in the classroom/workplace, and to mobilize community support.

The HWDSB Mental Health Strategy will provide leadership so that **school communities** work with mental health professionals, parents, and neighbouring schools to share resources and build access to services.

The HWDSB Mental Health Strategy will provide leadership so that **the district** provides a continuum of services that are coordinated, aligned and responsive to the needs of students, parents and staff.

The HWDSB Mental Health Strategy will provide leadership so that **the wider Hamilton community** works collaboratively with the board to minimize stigma, promote positive mental health, advocate for integrated evidence-based services, and support students and families in a coordinated way.

**Values:**

- Culture supporting well-being and positive mental health
- Coordination and alignment of efforts
- Collaboration with practice and research community
- Communication of priorities and protocols
- Capacity-Building for educators
- Continuum of Services, delivered equitably
- Evidence-Based Approach
- Implementation Rigour

## Appendix J

## National Implementation Research Network Levels of Implementation

Level	Description
<b>1 Exploration</b>	Needs assessment, mapping of resources and current practices, review of practices in other jurisdictions, literature review, assessment of organizational/school capacity...resulting in decisions about an evidence-informed course of action.
<b>2 Installation</b>	Ensuring infrastructure (organizational processes, funding streams, human resources, technology), policy development, consultation... <b>resulting in settings that are prepared for implementation.</b>
<b>3 Initial Implementation</b>	Awareness-building, preparation for change, training, small scale piloting of strategies... <b>resulting in introductory use of the evidence-informed strategy.</b>
<b>4 Partial Implementation</b>	Introductory use of a strategy into school/district practices, staff are developing skills for implementing the strategy with fidelity. Different parts of the organization may be more advanced than other parts ... <b>resulting in some use of evidence-informed strategy.</b>
<b>5 Full Implementation</b>	Integration of strategy into school/district practices, alignment with policies and procedures, strategy carried out with proficiency, ongoing coaching to ensure implementation fidelity... <b>resulting in the strategy becoming a regular part of school/district life.</b>
<b>6 Sustainability</b>	Skillful adaptations to new circumstances, succession planning and training to ensure continuity, maintenance of supportive infrastructure... <b>resulting in long-term survival and continued effectiveness of the evidence-informed strategy.</b>

**Hamilton-Wentworth District School Board Early Learning Report**  
**Executive Summary**  
**March, 2012**

This report marks the first Early Learning Report for Hamilton-Wentworth District School Board. It signals an important shift in our culture. It supports our commitment to children from birth to graduation. It represents an opportunity to work differently with community partners, to consider seamless supports for parents and students, creating seamless experiences for students, to rethink how we work with parents as the first and best teachers of their child and to create a vision where all children are:

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

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

The implementation of full day kindergarten provides tremendous opportunities to bring that vision to fruition. The further development of the extended day component of full day kindergarten marries the concept of care and learning that exists in the pre-school child care environment with the school-based curriculum approach. Parents and children are supported with services that bring the resources available through a variety of Ministries and agencies together with school board resources to meet the needs of the child and family.

A HWDSB Early Learning Strategy will help to define our role within the early learning sector and build toward a “seamless” learning experience for students and parents. It will address capacity building and a shifting culture by providing a clear vision and expectation of our Board related to early learning. It will define our role in the early learning and care sector and establish us in the field of early learning as being progressive and responsive to current research and best practices. It will show families that our Board is aware of the years before school, values the role of the family and respects the role of parents in the education of their child. It may increase the level of parent engagement early in a child’s academic career and sustain that engagement as the child moves through their education increasing the likelihood of success for that student.

Our focus on early learning supports our strategic direction priorities of achievement, engagement and equity and is fundamental for our K – 2 Literacy strategy. Achievement in school rests on the important brain development activity that occurs in the early years. The values of equity are established through an inclusive approach that respects and utilizes the strengths, needs, and diversity each child and family brings to the learning process. It expands our view of parental and student engagement in new ways, valuing parents as active partners and children as competent thinkers and



knowledge makers. We can move community engagement forward in creating a “seamless” transition for each child as he/she moves in the early learning continuum from home to child care and school settings and in offering a “seamless” day of learning for children in a welcoming and nurturing environment.

This report provides an overview of the work we have undertaken in early learning including pre-school, extended day, kindergarten programs and community collaboration, and our learning from that work. It identifies the high leverage next steps to achieving our vision including:

- school administration and staff developing a shared understanding and ownership over extended day and early learning
- engaging with early learning partners to expand our understanding of early years learning in order to inform our strategy in support of creating seamless transitions, seamless day and evidence-based developmental programming
- building capacity in the areas of effective pedagogy and engagement



## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**Name of Report:** Early Learning Report

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

**From:** Executive Council

**Date:** March 19, 2012

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### ***Organizational Alignment***

- **Strategic Direction:**
    - *Achievement Matters* – HWDSB will prepare all elementary students to be ready for success at the secondary school level
    - *Engagement Matters* – HWDSB will achieve high levels of student engagement in our schools, HWDSB will achieve high levels of parent engagement in our school communities, HWDSB will maintain and strengthen collaborative relationships with community partners
  
  - **Annual Operating Plan:**
    - *Knowing Our Students* – Tiered approach pre K – 2 literacy focus, equity lens
    - *Knowing Our Staff* – Professional learning for schools and departments within a responsive system, equity lens
    - *Knowing Our Parents and Community* – Tiered approach to parent engagement, continued development of the community engagement plan, equity lens
  
  - **Director’s Performance Appraisal:**
    - Initial implementation of Early Learning Program
- 

### ***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)

In September, 2010 school boards began the implementation of Full-Day Kindergarten in schools across the province. As we move towards Year 3 implementation for 2012/13, the expansion of full day learning provides us with the exciting opportunity to consider the expansion of the work we do beyond that of school-age children. “The evidence is clear – experiences in early childhood have a major impact on future

learning, work, health, and social and emotional makeup.” *With Our Best Future in Mind*, Charles Pascal

The provincial journey to a focus on Early Learning began In November 2004, when the government of Ontario announced the Best Start initiative (Appendix A) as their early learning and care strategy that required the province and municipalities to work together with stakeholders to support healthy child development and early learning. The goal of Best Start is that children will be ready and eager to achieve success in school by the time they start grade one. The Best Start plan is the largest investment in child care and early childhood development in the province’s history and reflects a new commitment to Ontario’s children.

It is imperative in our work that we consider our role within the broader framework of Early Learning. Early Learning consists of two key components: Early Learning and Care Settings (including the home) supported/coordinated by the Best Start Network in Hamilton and School Settings (JK, SK and Grade 1) supported/coordinated by the school board. (See Appendix B for details on the Early Learning Components). Successful collaboration between these components has been a cornerstone of Early Learning in HWDSB for many years; however this collaboration has happened outside of a broader, system-wide approach to Early Learning. A HWDSB Early Learning Strategy will underline the importance of the years from birth to age six, help to define our role within Early Learning and build towards a “seamless” learning experience for students and parents. Further an Early Learning Strategy will reflect the essential collaboration between HWDSB and community partners as we seek their expertise in defining our future direction and determining what we can learn from each other as we move forward.

The pre-school years and the school years of Kindergarten and the early primary grades are connected and aligned through the guiding principles of Early Learning (See “What We Did” Section). The collaboration of partners in supporting the child’s learning in all domains is important to smooth, welcoming and facilitated transitions from home to pre-school/school settings which present a seamless high quality learning and care environment.

***What we did:***

(Highlights of actions taken based upon previous year’s plan)

***Guiding Principles for Early Learning***

Moving from the specific implementation of Full Day Kindergarten (FDK) to a vision of Early Learning that captures all the current facets of the pre-school system and positions the school system as a natural extension of the early learning and care that has nourished the child from birth requires the development of a strategy with strong guiding principles. The *Early Learning for Every Child Today* (E.L.E.C.T.) document

provided the basis for a discussion and development of the principles that the HWDSB see as critical to the development of the strategy and aligned with the Board's strategic directions.

- Early child development sets the foundation for lifelong learning, behaviour and health.
- Partnerships with families and communities are vital in ensuring the ability of early childhood settings to meet the needs of young children.
- A planned curriculum supports early learning.
- High quality play-based activity (a platform for inquiry) is the primary means of learning in the early years.
- Knowledgeable and responsive early childhood instructors are essential facilitators in safe and engaging early learning environments.
- Diversity, equity and inclusion are prerequisites for optimal development in early learning environments.

(See Appendix C for a fuller discussion of the rationale behind the Guiding Principles)

### ***Community Collaboration***

Continuing to collaborate with community partners remained a focus in 2010/11. Staff participated on advisory committees or networks of our third party child care partners and other key early years organizations. These meetings come in a variety of forms whether they are formal meetings or less formal neighbourhood events where stakeholders come together in an open form to discuss the operations of the program and to plan for future activities. Examples of these advisory groups or networks include: Umbrella Family and Child Centres Neighbourhood Nights, AGM, and public Board of Directors meetings; Today's Family AGM; Boys and Girls Club Early Years Advisory Committees (3 in 3 different areas of the city), AGM; YMCA school-based parent meetings.

Community committees include: Mohawk College ECE Advisory Committee, Roots of Empathy, Best Start and multiple Best Start Network subcommittees.

As part of our commitment to providing better service to families and collaborating within the community, HWDSB is part of a community action research project undertaken by The Best Start Network, related to innovation and the role of Parenting and Family Literacy Centres (PFLCs) and Ontario Early Years Centres (OEYCs). The intent of the project is to determine how to capitalize on the strengths of both structures while maximizing the impact on students, parents and families. The results of this project are expected in spring, 2012.

### ***Parenting and Family Literacy Centres***

In September, 2011, we opened our seventh *Parenting and Family Literacy Centre*. PFLCs are designed to support parents and children within high needs communities as identified by the Ministry of Education. In selecting a PFLC site, HWDSB staff collaborate with Best Start, City of Hamilton and HWCDSB staff on where there are unmet community needs and the best location for this community asset. We are pleased to now be providing service for the Adelaide Hoodless community in addition to the following communities:

- Bennetto School
- Lake Avenue School
- Memorial School
- Prince of Wales School
- Queen Victoria School
- Westwood School

PFLCs are model examples of effective parent engagement where effective strategies and approaches are modeled for parents on a one-to-one basis. As part of our customer service commitment, we continue to track attendance at PFLCs and administer client satisfaction surveys to determine whether we are meeting client need. (See Appendix D)

### ***Extended Day***

As we move towards establishing a “seamless” day for students, attention has been given to the Extended Day (former before and after care) programs in our schools. Extended Day programs are intended to act as an extension of the learning that happens during the school day. Where there is a potential of 20 students in an Extended Day program, school boards are obligated to ensure a program is provided. These programs must follow the Extended Day curriculum and can be provided by the school board or by a third party provider (See Appendix E for Extended Day Context). During 2010/11 HWDSB utilized the expertise of 3<sup>rd</sup> party providers in our Extended Day Programs. We met with providers on a regular basis to keep everyone up to date and current on the activities of FDK and the Extended Day programs. Further, HWDSB staff provided capacity building training for 3<sup>rd</sup> party providers on several occasions in a variety of formats. These formats included agency based specific training to meet an identified need, it included bringing all six third-party operators together to review the Extended Day document and the expectations of its use in their programs. This training linked directly to kindergarten classroom approaches.

Third party partners and the broader childcare community have shared concerns about the impact of Year 3 of FDK (2012/13) on the operations of their programs. Our Early Learning Team continues to engage in conversations with Early Learning and Child Care (ELCC) operators and our coterminous board regarding FDK around issues ranging from implementation impacts to professional development. A number of jointly

sponsored PD sessions are planned around FDK and Extended Day, and personnel from Affiliated Services for Children and Youth (ASCY) have kindly offered to assist our Kindergarten teachers (both FDK and regular K) to transition their classroom environment to better align with the FDK vision using the Early Childhood Environment Rating Scale.

### ***Full Day Kindergarten***

#### **Enrolment and Staffing**

The 2010-11 school year saw 15% of Kindergarten students enrolled in FDK for a total of 36 classes (34 funded by the Ministry). The popularity of the FDK program continued in September 2011. Although HWDSB was allotted 14 additional classes to accommodate another 5% of our Kindergarten students, the class size grievance resolution and September reorganization resulted in 33 additional classes for a grand total of 69 classes in 16 schools. (See Appendix F for a list of Year 1 to 5 schools). The basic staffing FDK model involves two professional instructors, a teacher and a qualified Early Childhood Educator (ECE), supporting a class of children with an overall Ministry average of 26. This model was implemented in 59 of the 69 classes. However, the Ministry allows for one other organization per school (or track) with a different staffing model. The teacher only model is allowable within the legislation if there are fewer than 16 students in the class and there is a limit of one such class per school (or track). Under this scenario, the school must have at least one class with an ECE. In 2011-12 we had two SK/Grade 1 blends with a teacher (Dr Davey and Westwood) and 8 stand-alone teacher classes of fewer than 16 students where the ECE in the school collaborated with two or more classroom teachers.

As with Year 1, we projected 1150 students projected and exceeded our enrolment allotment of 1248 students with 1373 registered by October. In Year 3 we will increase our FDK program by 29% for an overall total of 49% of Kindergarten students or 3016 enrolled.

#### **Capital and Equipment**

Facilities Management developed a series of board standards and design specifications for FDK learning environments in schools (washroom additions and upgrades, where possible an increase in square footage, improved access from outside, Bradley basins replacing single sinks for hand-washing, and the replacement of flooring, etc.). These plans (see Appendix G) provide the framework for decision-making regarding additions, renovations and retrofits to accommodate the Full Day Kindergarten program. While the classes which opened in September 2010 did not require funds for retrofits or renovations, some of the classes that opened in September 2011 did have Ministry funding available and three schools went through improvements in their Kindergarten classrooms (Mount Hope, Westwood, and Yorkview).

The scope of Year 3 capital changes will be challenging in some schools. In order to accommodate the more extensive renovations, some work must begin in the March Break necessitating the use of portables and changing accommodation plans around special classes and programs. Three schools that are being impacted the most by these challenges are Billy Green, Lake Avenue and Janet Lee.

Year 4 and 5 schools have been submitted to the Ministry and the full five years of the implementation schedule have been posted to our website in compliance with Ministry requirements.

During year one and two of FDK, HWDSB'S Early Learning Team went to each school to inventory all classrooms and to develop a gap analysis of materials and equipment. This process allowed for each FDK classroom to have standard instructional material (see Appendix H) and resources as a foundation to support the new curriculum. The range of expenses to equip a classroom for FDK can vary from approximately \$3,000 and up to over \$10,000 to fully equip a new room with no current materials or equipment in place.

### **Recruitment, Development and Labour Relations**

The Board and ETFO representing the Early Childhood Educators negotiated our first Collective Agreement for the Early Childhood Educator group. The agreement came into effect September 2010 and will expire August 31, 2012.

The process for hiring/selection of teachers and Early Childhood Educators for Year 2 followed our successful model from Year 1. Staffing challenges were experienced this past fall as a result of our efforts to reconcile the differences between Ministry expectations and our obligations under the Collective Agreement. September reorganization around FDK occurred in a number of schools including a shift from one ECE for each FDK class to one ECE for each FDK class over 16 students and a sharing of ECE expertise between classrooms where there were classes with 16 or fewer students. The Ministry has recently clarified with regulation the class size average of 26 students in Full Day Kindergarten which closes the previous gap between Ministry direction and the Collective Agreement.

The Early Learning Team was challenged to provide support and resources for the FDK staff within our classrooms with the number of changes that took place during the first month of school such as the dissolving of some teams and new partnerships being formed, the placement of teachers, and teachers implementing the new program alone in classes with fewer than 16 students or with a K/1 blend without an ECE partner.

HWDSB has been effective in developing close working relationships and partnerships between its Kindergarten teachers and ECEs. As a Board we value the skills and expertise of both partners in the FDK classroom who have complimentary and sometimes overlapping roles within the classroom that can best be accommodated through strong collaboration and respect. Despite the challenges of determining how to

navigate the new classroom structure, the impetus to collaborate for the benefit of the students was a mainstay.

Since there is an ECE shortage that impacts not only Hamilton and the province but is also being recognized nationally, it continues to be vital that our recruitment processes result in the selection of the most qualified and experienced candidates. The Ministry of Colleges and Universities is aware of this issue and the need to graduate an increased number of ECEs. The Early Learning Team will continue to play an active role in the screening and interview process to help support principals new to FDK to understand the role of the Early Childhood Educator in the FDK program as a prerequisite to quality hiring.

### **Communication with Parents and the Community**

Our webmaster has been instrumental in ensuring our website is current with relevant information for parents of FDK students. The site includes details on the Kindergarten registration process as well as information on the FDELK Program document, details on the FDK program, extended day information and information on child care subsidy.

The process of a safe and welcoming transition to school for students and parents has always been a major focus of our Kindergarten entry procedures. This year Kindergarten Registration began on February 13, 2012. Planning meetings between members of the Early Learning Team and Corporate Communications assist in the development of a communication strategy around registration. Parents registering at FDK sites are provided with the 'Full-Day Kindergarten Time to Learn, Grow and Play' pamphlet from the Ministry which explains the FDK program, as well as 'Playing Is Learning' – an ETFO publication. HWDSB continues to partner with Best Start community agencies to produce the 'Let's Go! 2012-2013 - Help Your Child Learn and Grow' calendar which is also distributed to families upon registration. It contains valuable information for families on a variety of topics related to making Hamilton the best place to raise a child.

The 'Welcome to Kindergarten' program will occur in the original five pilot schools as well as our 14 highest needs schools, many of which are FDK sites. In the spring, families are invited to the school to participate in a number of activities designed to help parents work with their children to develop literacy skills. Each family receives a bag of materials to take home.

In collaboration with E-Best and our tracking of FDK implementation, all FDK parents in 2010-11 were given an opportunity to provide input through a survey on FDK. Data from the survey has not yet been released. Similarly in January 2012 parents at FDK schools were invited to participate in the Ministry feedback consultation process for the FDK program.

We continue to network with other FDK implementation teams in the London Region. Most recently we have teamed with Thames Valley in professional development related



to K/1 blends. We are also sharing information and collaborating with the York Region Board.

### **Children with Special Needs**

HWDSB and HWCDSB, in partnership with Integration Resources Hub, CCAC and McMaster Children's Hospital, share an exemplary school entry process for young children with complex special needs who will be going to school in September and their parents. It begins with a joint Parent Information evening in early winter and is followed up with individualized family meetings in March and April. The parents meet with their school principal and Learning Resource Teacher, community partners who had been significant in their child's preschool years and specialized school board supports who will be involved with them in the fall. In 2010-11 more than 100 such meetings were held, some resulting in cross-visits to childcare centres in the spring and/or to schools in the fall as Early Childhood Educators (ECEs) shared their knowledge and understanding of a given child and how s/he learns best.

Recently meetings with members of the Best Start Network including the City of Hamilton, Early Words and Affiliated Services for Child and Youth occurred to explore the possibilities for further collaboration to transition students with special needs more seamlessly into FDK. The therapeutic needs of young children who will be in JK and SK this fall and those at risk for motor development before they enter school the following year were also addressed (for details see Appendix I).

### **Curriculum Capacity Building and Relationships**

A key component in implementation of FDK is building capacity around a thorough understanding of the requirements of the new Kindergarten Program document with its emphasis on emergent curriculum, play-based learning and developmental stages combined with curriculum expectations. As a resource to support teachers in this new learning, a copy of *Thinking It Through* was purchased for every Kindergarten classroom and as part of Kindergarten Cross-Cluster Networking, staff from ETFO came to develop capacity on this resource.

Although HWDSB has participated in Ministry training sessions, we have also expanded our learning to make use of a variety of community and university resources for deepening understanding of emergent curriculum approaches and documentation. For example in Year 1, all FDK Teams were provided with the opportunity to visit the Nipissing FDK model classroom in Brantford and to network with our coterminous board's FDK teams. All FDK teams attended a session presented by Karyn Callighan at Charles Sturt University on documentation on children's thinking.

Relationship building is a foundation for strong FDK classroom professional teams. From the start we have provided release time and encouraged classroom teams to learn together and to plan collaboratively. During the fall all FDK PLCs are provided with

a half-day of release for reflection and future planning with the support of the Early Learning Team. We have also utilized the expertise and innovation of our own personnel. For example, one of the Year 1 EL-K teams from Prince of Wales school was recognized for their exemplary pedagogy and invited to the Ministry to be interviewed/videotaped for use during future capacity building sessions across the province. The POW teams have hosted visiting Ministry personnel, Board administrators and staff to share their expertise, as well as offering after-school sessions. Other schools such as Sir Isaac Brock have also offered sessions or hosted visits. The expertise of many of our K-ECE teams has been utilized to advantage through the after school "Open Houses" offered to their FDK colleagues in Year 1 and now in Year 2 to all interested teachers and administrators. The after school sessions open to FDK, Kindergarten and Grade 1 teachers have been well attended.

HWDSB continues to seek ways to learn and build capacity through the implementation of FDK. The technology pilot has continued in three schools; it has been expanded to four classrooms. This pilot has evolved into a collaborative inquiry supported by 21<sup>st</sup> Century Fluencies with a parent engagement focus. This January, five FDK classes became involved with a pilot on Capturing Learning in Kindergarten, an electronic program developed by Pearson to document students' learning. Our two SK/1 teachers attended a professional development session at TVDSB where they had the opportunity to network with other SK/1 teachers from Thames Valley; ongoing networking will be facilitated through email. Furthermore the Board is undertaking continuing research into the implementation of the Full Day Kindergarten program with activities being planned through E-Best and the City of Hamilton.

The Ministry has provided an opportunity for FDK stakeholders to provide feedback on the FDELK Program (draft 2010). Stakeholders include teachers, ECE, parents, administrators and other staff. The Ministry also recently convened the first of several expected consultation sessions on *Growing Success* and the FDK Program for which an HWDSB team provided feedback in person. All FDK teams and the Hamilton-Wentworth Kindergarten Executive were also given the opportunity to provide feedback. Following the consultations there is expected to be changes to *Growing Success* to make it a K-12 (as opposed to a 1-12) document.

It is critical that administrators develop awareness of and a deeper appreciation for the Full Day Kindergarten program. All year one and two FDK administrators attended one full day of Ministry training in May. In addition Organizational Leadership meetings in May 2011 and December 2011 have focused on FDK. The three R's (rethink, repeat, remove) were introduced as conceptual organizers and a series of activities based on the key messages were provided to administrators. The six C's (Concentration, Curricular Decision Points, Core Instructional Strategies, Classroom Environment, Collaborative Culture and Courageous Conversations) and the School Effectiveness Framework indicators were added to the 3 R's and principals were provided with curricular "look-fors" as well as other resources. Administrators were asked to complete a survey that asked how the Early Learning Team could support them during their transition to the new Kindergarten program in September 2012 and "drop in" sessions

are being planned in response to this feedback and a request from the Hamilton-Wentworth Principals Association for professional development.  
(See Appendix J for an outline of professional learning activities)

## **What We Learned:**

### ***Parenting and Family Literacy Centres***

Parenting and Family Literacy Centres are an integral part of our approach to Early Learning. We need to ensure that in all locations they are part of the school and part of the community. PFLCs need to be connected with all components of Early Learning. Schools need to connect with PFLC parents and children as part of their school community. Kindergarten classrooms need to become part of the PFLC environment before children enter Junior Kindergarten. We have also learned that our outreach to newcomer families through our Assessment Centre and SWIS (Settlement Workers in Schools) need to link parents to PFLCs and OEYCs as appropriate for support, networking and advocacy.

### ***Extended Day***

Creating a seamless day for students requires a shift in thinking from “before and after school childcare” to “an extension of the school day.” There is a need to create a shared understanding of “seamless day” as part of our Early Learning Strategy. Elements to be considered include:

- Seamless in transitions but also seamless transitions for children from one developmental stage to the next;
- Seamless physical environment;
- Seamless in operations and approaches;
- Seamless culture, attitude, program and structure;
- Communication between staff for the benefit of students;
- Extended Day staff and Full Day Kindergarten staff participate in joint professional development;
- Shared ECE staff where possible.

The expertise of our 3<sup>rd</sup> party providers and Best Start will inform our Early Learning Strategy.

For 2011/12 HWDSB will continue with a one-year, interim strategy for Extended Day programs. This approach will maintain status quo while introducing specific strategies to begin the shift to a seamless day. We will collaborate with our partners developing shared expectations that will support this vision.

### ***Guiding Principles***

The implementation of the Full Day Kindergarten program has provided an opportunity to bring the philosophy and approach of the early learning system in the pre-school years from birth to age 3.8 into the formal school system, not only in the Kindergarten years, but also moving into Grade 1 and the early primary years. As we have worked with our partners in Best Start over the past few years to provide expanded child care and parenting opportunities in the community and the best possible transition into school for children, we have learned much that needs to inform our view of the young child in the school system and the best practices in terms of maximizing student learning and achievement. In outlining the guiding principles for early learning we have to accept the challenge of working with all our stakeholders to make the vision a reality. This will require changed attitudes, programs, pedagogy and structures but the benefits will be great for our students and families. Early learning and care no longer exist in a silo separate from the silo of the education system; our programs and services are being drawn together not only in terms of philosophical approach but in terms of governance through the Ministry of Education

### ***Full Day Kindergarten***

Kindergarten enrolment for FDK has been hard to predict, especially in light of the fact that many of our current sites are presently in the city core where student mobility is high. Another factor in the variability of enrolment may be the interest in a full day program cost-free as opposed to half day or alternate day Kindergarten program. This issue will disappear following the five year phase in of the program when all schools will offer Full Day Kindergarten as per the Ministry model but may present challenges for accurately predicting requirements until then. Ensuring that FDK sites are closed to out-of-catchment students will support a more accurate projection.

We have certainly learned that renovations and retrofits for FDK require more time and that a careful strategy is required to ensure that FDK implementation does not disrupt the operations of schools any more than necessary while preserving other principles which we hold for special class and Programs of Choice accommodation. In addition the Ministry does not necessarily provide the allocations for capital that the projects actually incur. Renovations to Kindergarten facilities will need to be planned carefully as the scope increases with retrofits, renovations and additions in Years 3, 4 and 5 with many more schools in the mix. With 25 schools opening FDK programs in 2012, some of the work in certain schools has to be started during the school year in order to be complete for September opening and this entails careful planning involving all stakeholders. A Facilities FDK strategy for the full roll-out of FDK must take into account ARC decisions, boundary reviews, Programs of Choice and other issues and principles.

The inventory process helps ensure that furniture and equipment are available in every new FDK class to support appropriate programming and documentation. The underfunded capital allocations for retrofits and renovations put stress on how far we

can stretch the dollars to make the needed purchases so that every class is appropriately outfitted while also accomplishing the minor capital changes needed. System level purchasing allows for an approved tender list for a reduced cost in equipping classrooms. Completing material and equipment orders in the previous school year is helpful at the school level and allows for organization of materials before the school year begins.

Communication between the Early Learning Team and other departments in the system (e.g. Finance, Human Resources, Facilities Management, Accommodation and Planning) working on FDK components is critical to the success of implementation. As the program reaches up to 49% of the Kindergarten population in 2012-13, it will be important that all administrators, Kindergarten teachers and Grade 1 staff are aware of the changes coming and are introduced to the philosophy and pedagogy so that transitions for all students can be supported in appropriate ways. Consistent messages need to flow from administrators to school staff (e.g. funding, role of ECE/teacher, supervision)

Recruitment of qualified ECEs will be a major issue as the implementation of FDK reaches all HWDSB schools. HWDSB needs a multi-faceted Human Resources strategy that begins within our own student population. For example, secondary school Guidance Counselors need the information to make recommendations regarding the ECE sector to students who would find this a successful career path. More schools could offer a pathway similar to Delta's program that supports students interested in early learning as a field. A number of factors like the rate of pay and the inclusion of benefits with boards of education may make the sector more appealing to a broader audience and increase the number of applicants to the program and the number of graduates staying in the field.

A professional relationship between the two instructors in the Full Day Kindergarten team remains critical to the success of the implementation and the achievement of students. Providing time for relationships to develop between the ECE and the teacher prior to the start of the school year makes for an easier transition to the classroom and yet can be difficult to accomplish. Establishing norms for the team is a positive and effective way to begin the partnership between the ECE and the teacher. Then in terms of capacity building, implementation of FDK requires general and specific differentiated capacity building for teachers and ECEs. It is important to situate the learning strategically on the collaborative teaming that occurs in Kindergarten and to engage school teams in learning more about areas that they feel they need more support around – whether it be the new curriculum, emergent curriculum approaches, learning through play, developing literacy and numeracy skills through play or documentation of learning as the basis for program planning. The need for a responsive system to adjust to and support these needs as they emerge in practice is underlined. A consistent comment from all schools is the concern about time for co-planning between the teacher and the ECE partners. Teams that were together during 2010/11 school year, and remained together for the 2011/12 school year, have reported a higher level of efficacy.

A knowledgeable and supportive administrator is critical to the success of the FDK program and so capacity building opportunities must be planned to support Year 3 administrators as well as all interested administrators based on their identified needs as determined from the December OLM.

Capacity building is required specifically in situations where the classroom models are teacher stand-alone and SK/Grade 1 blends or where two or more teachers share the teaching assignment. Teachers and ECEs assigned to those schools need to work even more collaboratively to ensure that the ECE expertise is shared among all classrooms and that play-based and emergent pedagogical approaches are sustained no matter the organization. Further attention will have to be placed on operational issues such as communication and consistency in routines and expectations of the students as well as expectations for the shared ECE resource.

Significantly more (31) children with complex special needs entered school in 2010 than the previous year. Parents of those children who entered school last year identified consistent barriers to school entry, whether they were attending FDK or were not. These factors included issues of consistent, timely and skilled EA support, transportation, after school care and specialized supports. The latter included access to ongoing occupational therapy and physiotherapy. Early Words (EW), our preschool speech and language service, once again provided limited community based speech therapy to a subgroup of JK and SK children with significant speech and/or stuttering needs as they waited for CCAC services. The trend to an increased number of students with special education needs entering the school system will likely continue and will require us to work more collaboratively with those providing pre-school services in order to understand the needs and bridge the gaps in service more effectively.

Given the large investment into the implementation of FDK we do need to ascertain if the program is being successful and meeting the objectives of improved student achievement. The results of current evaluation processes underway will need to be shared and become the substance of discussions among FDK teams, administrators and Grade 1 teachers so that best practice can be sustained and required changes can be considered and implemented.

**Next Steps – Action Plan – 2012/13**

<b>Essential Component</b>	<b>Strategies</b>	<b>Evidence</b>	<b>Implementation and Monitoring</b>
Development of an Early Learning Strategy	<ul style="list-style-type: none"> <li>• School administration and staff developing a shared understanding and ownership over extended day and early learning</li> <li>• Engaging with early learning partners to expand our understanding of early years learning in order to inform our strategy in support of creating seamless transitions, seamless day and evidence-based developmental programming</li> <li>• Building capacity in the areas of effective pedagogy and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent school-based approaches to community collaboration developed</li> <li>• Joint professional development (i.e. child care and HWDSB JK/SK teachers and ECEs)</li> <li>• Collaborative (HWDSB and partners) development of success criteria for seamless transitions and seamless day</li> <li>• Partner expertise to inform our work and build capacity with staff for emergent curriculum, developmental stages, documentation of learning and parent engagement (i.e. ASCY, Colleges, Universities, Child Care Partners)</li> <li>• Differentiated learning strategies to support administrator capacity building in understanding, supporting and monitoring effective extended day and full day kindergarten programs</li> <li>• Continued implementation of full day kindergarten</li> <li>• Collaboration with stakeholders on Extended Day Programming and long term direction</li> </ul>	March, 2013

## **Appendix A – Best Start Initiative Overview**

Highlights of the Best Start plan included: establishment of Best Start Networks, School First Policy for expansion of child care spaces and for the location of early learning and care hubs, and developing a learning framework (ELECT) for preschool children that can link to the Kindergarten program.

In the following year, three Best Start pilot sites were selected and Hamilton was chosen as the urban site. This project aimed to take a fragmented system of child care programs and family resource centres and make them a more fluid system to meet the needs of families; the development of the early years hubs we now have located throughout the city followed. Best Start hubs are a combination of services including Ontario Early Years Centres, Early Learning and Child Care programs and a range of services from across the community including public health, speech and language, prenatal classes, and parent education.

In 2007, the Ministry of Education extended the Toronto District School Board concept of Parenting and Family Literacy Centres to high needs communities across the province and Hamilton was selected to implement these programs. HWDSB currently has seven PFLC locations. Then in 2009, *With Our Best Future in Mind*, provided the government with a comprehensive plan of action which included full day learning for four and five year-olds. The document proposed a vision of a seamless and integrated system to support children and their families that extended into the school system



## Appendix B – Components of Early Learning

### *Early Learning Components*

#### A. Early Learning and Care Settings (including the home)

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

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

Under the auspices of the Ministry of Children and Youth Services, OEYC services are provided to parents and children at no cost.

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

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

Under the auspices of the Ministry of Education, PFLC services are provided to parents at no cost and programs are managed by HWDSB and located within our schools.

*Day Care/Child Care* programs, also known as Early Learning and Child Care (ELCC), offer families programs for children from birth to 12 years of age and are located both in the community and in schools. ELCC operate within specific ratio based on the ages of the children ranging from a 1:3 ratio for infants up to a 1:15 ratio for students in grades one to five. Programs are required to have a specific number of Early Childhood Educators for their programs based on the capacity of their program. ELCC are licensed through the Ministry of Education.

*Pre-School Universal (PSU) Programs* are similar to ELCC, these programs are funded through the Best Start initiative in select communities. PSU are school readiness programs for children who are three years old. PSU Programs are operated by child care providers and located in schools.

*Before School Programs* are offered for school age children before school begins for the day and in some cases, the program may escort the students to school(s) or even be located within a school. Most licensed before school group programs are for children 6 to 12 years of age, although many programs are now offering before school care for kindergarten age children as well. Daily operations may range between 7:00 a.m. and school entry time on school days.

*After School Programs* are offered for school age children after school ends for the day, and in some cases the program may escort the students from school(s) or even be located within a school. Most licensed after school group programs are for children 6 to 12 years of age, although many programs are now offering after school care for kindergarten age children as well. Daily operations may range between school dismissal and 6:00 p.m. on school days.

*Extended Day* programming is available in schools with full day kindergarten, where there is a minimum of 20 potential children. This program is designed to “extend” the classroom learning to before and after the school-day program. The Ministry curriculum is reflective of the learning and approaches in the Kindergarten curriculum. Students should experience this programming as a continuum of their day with seamless transitions in communication, approach, environment etc. Under the auspices of the Ministry of Education, Extended Day programs are available to parents for a fee. Some parents may qualify for a subsidy to offset Extended Day costs. School boards have a key role to play in building a seamless culture and approach.

## B. School Settings

*Junior and Senior Kindergarten* engages students in intentional, play-based learning where student inquiry is the driving force to meeting Ministry curriculum expectations. Students aged 3.8 - 6 benefit from this optional learning experience

*Grade 1* is when mandatory schooling begins for students. While perhaps not considered as part of Early Learning, supporting a seamless transition for students is paramount as is capacity building for staff related to all Early Learning components.

## C. Supports

*Best Start Network* within Hamilton:

- provides access to services and supports for all children and parents, regardless of individual, economic or social circumstances.
- initiated by Ministry of Children & Youth Services, but its programming is designed at the local level.
- is more like something you feel rather than touch. It is not something you sign up for, nor one single place you can go. It is an understanding within this community that our children need every opportunity to learn and that everyone has a role to play in

making that happen.

- continues to be influenced by social, economic, educational, and health research which demonstrates that a public investment in children and their parents is instrumental in future success and is a prudent social and economic policy.
- has evolved over several years thanks to collaboration between scores of people across this city including, parents and families, Boards of Education, post-secondary educational facilities, child care providers, health and social service agencies and specialized children's services — all people who contribute to Hamilton's rich history of child care and collectively contribute to the positive outcomes of children everywhere in Hamilton.

*HWDSB* provides supports for students and families through Student Services including speech and language and special education, social work services, Parent Engagement and Early Learning, Partnership and Community Engagement and Equity Departments.

## Appendix C – Early Learning Guiding Principles

### Early Learning

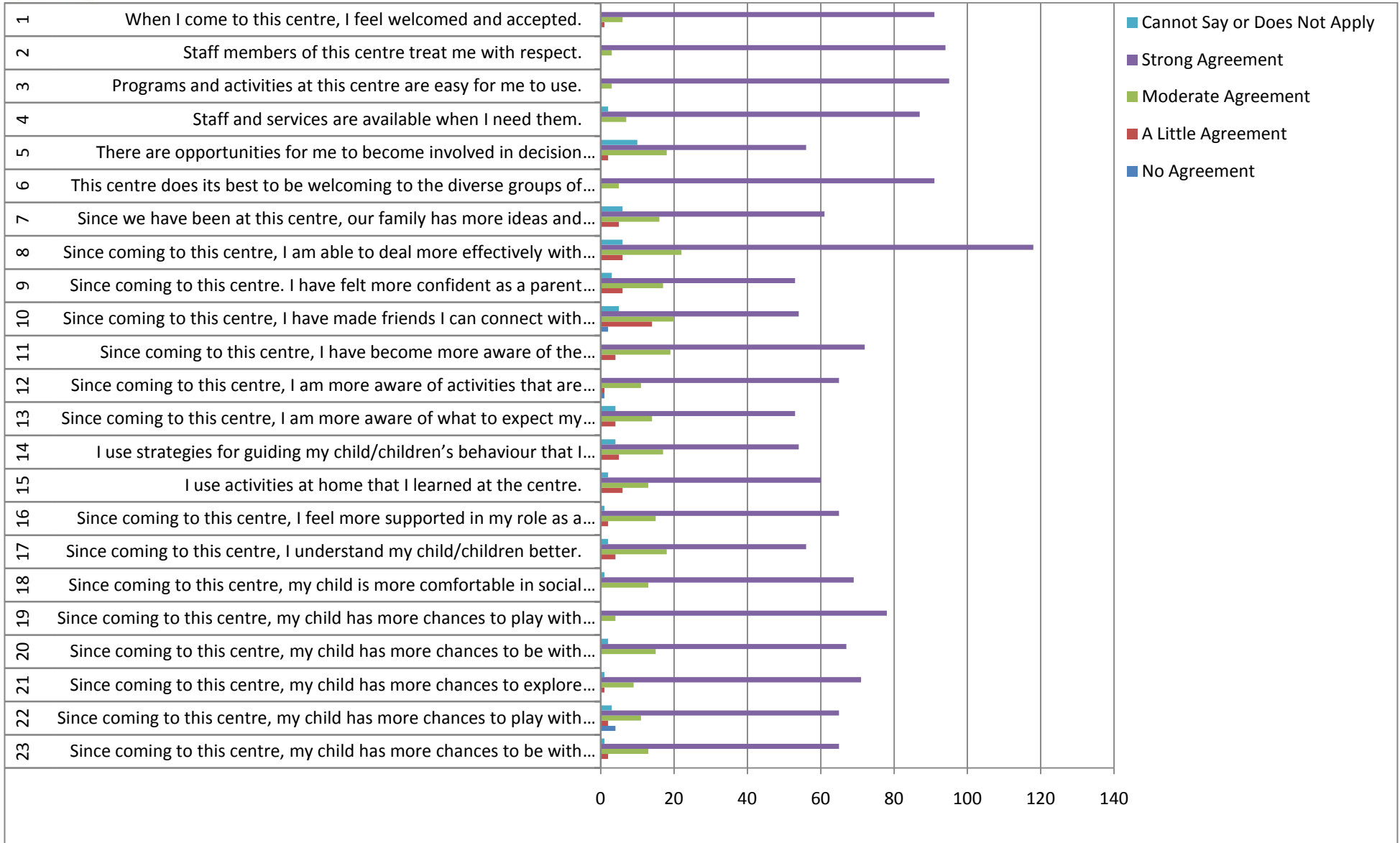
<i>Guiding Principles</i>	<i>Rationale</i>
<b>Early child development sets the foundation for lifelong learning, behaviour and health.</b>	Early brain development is stimulated through experiences and interactions with responsive adults. Care and learning are inseparable concepts; a nurturing caring environment is an essential component of early learning
<b>Partnerships with families and communities are vital in ensuring the ability of early childhood settings to meet the needs of young children.</b>	Family engagement multiplies children’s opportunities for learning. Where parents/caregivers are involved in early childhood settings, children tend to have positive outcomes in primary grades and there are opportunities to communicate with, and connect families to, other community resources, including public health, primary health care, housing and specialized services.
<b>A planned curriculum supports early learning.</b>	Beginning with an informed understanding of what children are capable of learning and how they learn effectively, curriculum includes the organization of the physical space, materials and activities designed to encourage learning processes, skills and the acquisition of specific information. Goals support self-regulation (behaviour, emotion and attention), identity, social inclusion, health and well-being, language and thinking skills, and physical skills, as well as the foundation knowledge and concepts needed for literacy and numeracy. Planned <i>emergent</i> curriculum provides the structure and direction for early childhood professionals to support the development of capacities and skills while respecting a child’s interests and choices. Children are “learning how to learn” in the early childhood setting by constructing knowledge through physical activity, social interactions with others and their own active thinking.
<b>High quality play-based activity (a platform for inquiry) is the primary means of learning in the early years.</b>	As the primary mode of learning during the preschool and primary years, play engages children and promotes learning. High quality play is mediated by adults “play partners” who inject small amounts of focused direct instruction based on the needs of the child into daily play. Problems introduced into the environment engage children’s curiosity and allow them to apply problem-solving skills. Play is the platform for inquiry and exploration. It offers children practice in choosing, generating possibilities and taking risks. Children use language and thinking skills to compare and plan, problem-solve, negotiate and evaluate in pretend play, trying on a variety of roles and scenarios which facilitate perspective-taking and, later, abstract thought. The important contribution that high-quality play can make to children’s literacy, numeracy and inquiry skills in the early years is often misunderstood; abandoning play to have too strong a focus on formal instruction of isolated skills like learning symbols (letters, sounds, numbers), can reduce children’s literacy skills – as well as their numeracy and inquiry skills..
<b>Knowledgeable and responsive early childhood instructors are essential facilitators in safe and engaging early learning environments.</b>	Early childhood practitioners are responsive to children, families and communities. They communicate to family members and caregivers how play experiences promote learning and optimal development. They respect that parents/families remain the experts on their own children. The FDK team of teacher and Early Childhood Educators operate as reflective practitioners, facilitating social and physical environments where children thrive. Their efforts makes curriculum meaningful when there are clear matches between a child’s current knowledge and interests and the opportunities provided for development and learning. Their emotionally warm and positive approach supports constructive behaviour and self-regulation. The enter play to build children’s competencies as they focus children’s observations, use language to describe events and ask questions that provoke thinking without taking command of the play.
<b>Diversity, equity and inclusion are prerequisites for optimal development in early learning environments.</b>	Early childhood settings can plan for meaningful engagement and equitable outcomes for all children by taking into account the differences each child and family brings to an early childhood setting. They and their families benefit most when they are fully included and when they feel that they belong. Children grow up with a strong sense of self in environments that promote attitudes, beliefs and values of equity and democracy and support their full participation (Bennett, 2004). Early childhood settings can be pro-active in identifying strategies that will respect families’ diverse linguistic, cultural, ethnic and religious backgrounds and value this diversity as an asset that enriches the environment for everyone. Effective strategies begin by identifying the early learning and child care needs of families in their communities, and taking this information into account when planning the curriculum and pedagogy of the program keeping in mind program standards that reflect inclusion.



## APPENDIX D - Parenting and Family Literacy Centre Survey Results

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

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



## Appendix E – Extended Day Context

### Ministry Context

- Implementation of Full Day Kindergarten
- School Board requirements under *O. Reg. 221/11 (Extended Day and Third Party Programs)*
  - Extended Day Program content must be followed
  - An Extended Day Program must be provided where there is a projected enrolment of 20 or more students (may include up to 5 Grade 1 or 2 pupils)
  - If a 3<sup>rd</sup> Party Operator ceases to operate a program, the Board has 7 days to ensure a replacement program
  - Extended Day Program must be provided on the school premises and led by a Registered ECE
  - School Boards must annually determine viability for Extended Day Programs and determine a fee structure
- Curriculum Guideline: *Extended Day Program Content*
- *Education Act s. 259*: (boards have the choice to either (a) directly operate before-and/or after school programs for JK/K pupils on at least every instructional day at FDKELP schools or (b) ensure the operation of third party before and/or after-school programs for JK/SK pupils on at least every instructional day at FDKELP schools.

### Provincial Context

- Two school Boards (Waterloo and Ottawa Carleton) have Board-owned Extended Day Programming.
- FDK implementation is reducing the number of qualified ECEs for Extended Day Programs

### HWDSB Context

- Currently have a number of 3<sup>rd</sup> Party partners:
  - Umbrella
  - Today's Family
  - YMCA
  - YWCA (one location only)
  - Boys and Girls Club
  - Waterdown District Children's Centre
- As FDK is implemented and childcare programs reform/adjust/restructure this could mean lost revenue and lost jobs for our 3<sup>rd</sup> Party partners
- Projected HWDSB fee: \$26.50/day (4.5 hours)
- 3<sup>rd</sup> Party fee range: \$15.50 - \$23.00/day

**Appendix F – Full Day Kindergarten Schools****2010**

Bennetto  
 Cathy Wever  
 Dr Davey  
 King George  
 Parkdale  
 Pauline Johnson  
 Prince of Wales  
 Queen Mary  
 Richard Beasley  
 Roxborough Park  
 Sir Isaac Brock

**2011**

Guy Brown  
 Lisgar  
 Mount Hope  
 Westwood  
 Yorkview

**2012**

Adelaide Hoodless  
 Balaclava  
 Beverly Central  
 Billy Green  
 Binbrook  
 Buchanan Park  
 C B Stirling  
 Chedoke  
 Dr. J. Seaton  
 Eastdale  
 Gordon Price  
 Greensville

Helen Detwiler  
 Highview  
 Janet Lee  
 Lake Avenue  
 Lincoln Alexander  
 Memorial (city)  
 Mount Albion  
 MountainView  
 Queen Victoria  
 Queens Rangers  
 Rousseau  
 Tapleytown  
 Winona

**2013**

Allan A Greenleaf  
 Central  
 Collegiate Avenue  
 Dundas Central  
 Elizabeth Bagshaw  
 Flamborough Centre  
 Franklin Road  
 George L Armstrong  
 George R Allan  
 Hess Street  
 Holbrook  
 Huntington Park  
 James MacDonald  
 Mary Hopkins  
 Memorial – SC  
 Millgrove  
 R A Riddell  
 R L Hyslop

Ray Lewis  
 Ridgemount  
 Sir Wilfrid Laurier  
 Sir William Osler  
 Strathcona  
 Templemead

**2014**

AM Cunningham  
 Ancaster Meadow  
 Bell Stone  
 C H Bray  
 Dundana  
 Earl Kitchener  
 Eastmount Park  
 Fessenden  
 Gatestone  
 Glen Echo  
 Green Acres  
 Hillcrest  
 Lawfield  
 Linden Park  
 Mountview  
 Norwood Park  
 Prince Philip  
 Queensdale  
 Rosedale  
 Viscount Montgomery  
 W H Ballard  
 Woodward



## Appendix G – FDK Educational Design Manual

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 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.

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**Appendix H – Standard Classroom Materials and Resources Inventory****FURNITURE AND EQUIPMENT**

LIBRARY SHELF
TEACHER CHAIR
CHILD STACKING CHAIRS - 30
VARIETY OF TABLES
LOW OPEN TOY STORAGE SHELVES-MULTIPLE (LG BLOCKS, UNIT BLOCKS, ART, MANIPULATIVES, MATH, LITERACY)
AREA CARPETS
SOFT SURFACES (EG. PILLOWS, BEAN BAG CHAIRS)
COMPUTER TABLE
BULLETIN BOARD/WHITE BOARD
BEAN BAG CHAIRS (VINYL) OR BIG FLOOR CUSHIONS

**SAND AND WATER PLAY**

SAND/DRY SENSORY TABLE
WATER PLAY TABLE
PLAY SAND
VARIETY OF SAND/WATER TOYS

**PHYSICAL ACTIVITY/GROSS MOTOR**

VARIETY OF TRIKES
WAGONS
SCOOTERS/PLASMA CARS
ACTIVITY BALLS/BEAN BAGS, HOOPS, SKIPPING ROPES
BALANCE BEAM
SCARVES

**CONSTRUCTION/DESIGN/FINE MOTOR**

LEGO SET
VARIETY OF CONNECTING/DESIGN TOYS
PUZZLES
MANIPULATIVES (LACING, STRINGING,
PLAYDOUGH ACCESSORIES

**DRAMATIC PLAY**

DOLLS-diverse AND DOLL CLOTHES
KITCHEN SET-FRIDGE,STOVE,SINK,CUPBOARD
KITCHEN DISHES & POTS AND PANS
FRUITS AND VEGGIES (PLASTIC/WOODEN)
CLOTHES TREE OR DRAWERS FOR CLOTHING STORAGE
DRESS UP CLOTHES AND PROPS TO ACT OUT STORIES
MIRROR IN ROOM

**BLOCKS**

BLOCKS-UNIT
BLOCKS-LARGE (Cardboard or Mega Legos or Wooden)
SOFT BLOCKS/FOAM BLOCKS
CARS AND TRUCKS
ACCESSORY TOYS (ANIMALS, DINOSAURS, PEOPLE ETC)
WORKBENCH & TOOLS
TRAIN SET

**NUMERACY/LITERACY/GAMES**

COUNTERS/SORTING/PATTENING/SEQUENCING/SIZE/MEASURING/CLASSIFYING/SHAPES (2 AND 3 DIMENSIONAL)/MONEY/CASH REGISTER
LETTERS
ASSORTMENT OF BOOKS-FICTION/NON-FICTION
ALPHABET/NUMBER BOOKS
ENCYCLOPAEDIAS/DICTIONARIES/THESAURUS
ACCESS TO ADDITIONAL BOOKS IN BOOK ROOM OR LIBRARY
FLANNEL BOARD
FLANNEL STORIES/PIECES
PUPPETS
TABLE TOP PUPPET THEATRE
WRITING CENTRE
VARIETY OF GAMES

**SCIENCE & TECHNOLOGY**

LIGHT TABLE
SCIENCE MANIPULATIVES (COLOUR PADDLES, THERMOMETER...)
BALANCE/WEIGHT SCALE
COMPUTER WITH PRINTER
SMART TECHNOLOGY
DIGITAL CAMERA AND PRINTER
RULERS, MEASURING TAPES, CLIPBOARDS

**MUSIC**

MUSICAL INSTRUMENT SET
CLASSROOM CD-CASSETTE PLAYER
LISTENING CENTRE
CDs

**ART**

PAINT EASEL
PAINT DRYING RACK
APRONS/SMOCKS
VARIETY OF ARTS MATERIALS AND TOOLS

**Appendix I – Therapeutic Needs of Young Children Partnership**

We are currently engaged in a partnership within the Hamilton Best Start initiative to provide:

- motor development screening and assessment (with possible short term intervention) at our spring school intake meetings for children with complex needs and their parents
- school based speech (CCAC-type) services within selected schools (Early Development Instrument indicates increased risk for communication development), rather than have children miss therapy or school in order to travel to community locations for therapy
- on going 3 year old Check It Outs (CIOs) (developmental screenings) for children the year before they enter school. These CIOs will include an Occupational Therapist and Physiotherapist, along with a preschool Resource Teacher, a Public Health Nurse and an Early Words Speech and Language Pathologist. It is planned that these will be established collaboratively with schools that are located in areas where the EDI data indicates increased risk for motor development.
- increased joint professional development opportunities for ECEs and teachers regarding On Track (a Best Start developmental 'red flags' document), with special emphasis on fine and gross motor development

## Appendix J – Capacity Building 2010/11

<i>Planned Activities</i>	<i>Target Audience</i>	<i>Planned Outcomes</i>
<ul style="list-style-type: none"> <li><i>In-service on ELP by D. Riehl from MoE</i></li> </ul>	<i>Early Learning-Kindergarten Teams</i>	<i>Provide an overview of the ELP from the Ministry's perspective and allow for questions to be answered.</i>
<ul style="list-style-type: none"> <li><i>In-service on HWDSB Acronyms</i></li> </ul>	<i>DECEs</i>	<i>Provide ECEs with the definitions of HWDSB acronyms (e.g., IEP , TLCP) to assist with their transition into schools</i>
<ul style="list-style-type: none"> <li><i>2 Day MoE Fall Training Sessions</i></li> </ul>	<i>Board Personnel ELP Administrators K Teachers, DECEs</i>	<i>Provide training on FDK Program</i>
<ul style="list-style-type: none"> <li><i>After school in-service on Nelson Literacy Kindergarten Kit</i></li> </ul>	<i>Early Learning-Kindergarten Teams</i>	<i>Train EL-K Teams on effective implementation of the kits purchased for each ELP</i>
<ul style="list-style-type: none"> <li><i>After school in-service on Emergent Curriculum by Umbrella Family and Child Centres of Hamilton Staff</i></li> </ul>	<i>Early Learning-Kindergarten Teams</i>	<i>Offer interested educators an overview of the Emergent Curriculum and ways to assess through documentation/observation</i>
<ul style="list-style-type: none"> <li><i>ELP Technology Pilot</i></li> </ul>	<i>3 Early Learning-Kindergarten Teams</i>	<i>Determine the impact of technology on young children's achievement</i>
<ul style="list-style-type: none"> <li><i>School-based PLC Meetings</i></li> </ul>	<i>Early Learning-Kindergarten Teams</i>	<i>Supply release time for school EL-K teams to meet and plan</i>
<ul style="list-style-type: none"> <li><i>ELP Open Houses</i></li> </ul>	<i>Early Learning-Kindergarten Teams</i>	<i>Visit other ELP classrooms</i>
<ul style="list-style-type: none"> <li><i>After school in-service A Day In The Life of FDK by POW EL-K Teams</i></li> </ul>	<i>Early Learning-Kindergarten Teams Kindergarten Teachers</i>	<i>Present key messages about ELP and an overview of how FDK is being implemented at an exemplary site</i>
<ul style="list-style-type: none"> <li><i>In-service on 'Welcome to Kindergarten' Program by Learning Partnership Staff</i></li> </ul>	<i>Early Learning-Kindergarten Teams Kindergarten Teachers</i>	<i>Train EL-K Teams on the implementation of the Welcome to Kindergarten Program</i>
<ul style="list-style-type: none"> <li><i>After school in-service Comprehensive Literacy Training for DECEs</i></li> </ul>	<i>DECEs</i>	<i>Develop DECEs understanding of the key messages presented to teachers as part of Ontario's Early Reading/Writing Strategies</i>

<ul style="list-style-type: none"> <li>• <i>Teaming for the ELK Workshop by ETFO</i></li> </ul>	<i>Early Learning-Kindergarten Teams</i>	<i>Develop an understanding of team development and living professionalism</i>
<ul style="list-style-type: none"> <li>• <i>HWDSB Evaluation of ELP</i></li> </ul>	<i>Early Learning-Kindergarten Teams ELP Administrators Executive Council</i>	<i>Evaluate the impact of ELP in HWDSB</i>
<ul style="list-style-type: none"> <li>• <i>After school in-service on ELP Pedagogy by ETFO staff</i></li> </ul>	<i>Early Learning-Kindergarten Teams</i>	<i>Provide an overview of ELP pedagogy</i>
<ul style="list-style-type: none"> <li>• <i>In-service on <u>Thinking it Through</u> Resource by ETFO staff</i></li> </ul>	<i>Early Learning-Kindergarten Teams Kindergarten Teachers</i>	<i>Develop a deeper understanding of play-based learning and observation as a key instructional strategy Furnish each Kindergarten classroom with a copy of resource</i>
<ul style="list-style-type: none"> <li>• <i>EL-K Team Networking</i></li> </ul>	<i>Early Learning-Kindergarten Teams</i>	<i>Provide a forum for EL-K Teams to network</i>
<ul style="list-style-type: none"> <li>• <i>After school in-service on TLCP</i></li> </ul>	<i>DECEs</i>	<i>Deepen DECEs understanding of the TLCP</i>
<ul style="list-style-type: none"> <li>• <i>After school in-service on Emergent Curriculum by ASCY Staff</i></li> </ul>	<i>Early Learning-Kindergarten Teams Kindergarten Teachers</i>	<i>Develop deeper understanding of the emergent curriculum</i>
<ul style="list-style-type: none"> <li>• <i>After school in-service on Documentation</i></li> </ul>	<i>Early Learning-Kindergarten Teams Kindergarten Teachers</i>	<i>Develop deeper understanding of the documentation as an assessment tool</i>
<ul style="list-style-type: none"> <li>• <i>MoE Spring Training Sessions</i></li> </ul>	<i>Board Personnel ELP Administrators K Teachers, DECEs</i>	<i>Provide training on FDK Program</i>
<ul style="list-style-type: none"> <li>• <i>On-going ELP Administrator Meetings</i></li> </ul>	<i>ELP Administrators</i>	<i>Provide opportunities for PD and networking</i>
<ul style="list-style-type: none"> <li>• <i>Mentoring of Year 2 EL-K Teams by Year 1 EL-K Teams</i></li> <li>• <i>Visits to Year 1 sites by Year 2 EL-K Teams</i></li> <li>• <i>Repeat of ETFO Teaming in ELK in-service</i></li> <li>• <i>Repeat of ECERs In-service by ASCY Staff</i></li> </ul>	<i>Early Learning-Kindergarten Teams</i>	<i>Provide support for Year 2 EL-K Teams</i>

2011/12

<i>Planned Activities</i>	<i>Target Audience</i>	<i>Planned Outcomes</i>
<ul style="list-style-type: none"> <li>• <i>FDK London Region Meetings</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Board Personnel</i></li> </ul>	<i>Update information on FDK Program(ongoing)</i>
<ul style="list-style-type: none"> <li>• <i>EL-K First Class Conference</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early Learning-Kindergarten Teams</i></li> <li>• <i>Kindergarten teachers</i></li> </ul>	<i>Provide a forum for sharing issues related to FDK(ongoing)</i>
<ul style="list-style-type: none"> <li>• <i>HWDSB Evaluation of FDK</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early Learning-Kindergarten Teams</i></li> <li>• <i>FDK Administrators</i></li> <li>• <i>Executive Council</i></li> </ul>	<i>Evaluate the impact of ELP in HWDSB (ongoing)</i>
<ul style="list-style-type: none"> <li>• <i>FDK Open Houses</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early Learning-Kindergarten Teams</i></li> <li>• <i>Interested K teachers</i></li> </ul>	<i>Visit other FDK classrooms (ongoing) to support sharing of best practices related to FDK programming</i>
<ul style="list-style-type: none"> <li>• <i>School-based PLC Meetings</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early Learning-Kindergarten Teams</i></li> </ul>	<i>Supply release time for school EL-K teams to meet, plan (ongoing) and collaborate on instructional strategies</i>
<ul style="list-style-type: none"> <li>• <i>FDK Technology Pilot Project</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Four Early Learning-Kindergarten Teams</i></li> </ul>	<i>Determine the impact of technology on young children's achievement (ongoing)</i>
<ul style="list-style-type: none"> <li>• <i>FDK Administrator Meetings</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>FDK Administrators (current and Year 3)</i></li> </ul>	<i>Provide opportunities for PD and networking (ongoing)</i>
<ul style="list-style-type: none"> <li>• <i>Visits to Year 3,4 and 5 FDK Schools</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Non-FDK administrators/staff</i></li> </ul>	<i>Provide an overview of FDK pedagogy(ongoing)</i>
<ul style="list-style-type: none"> <li>• <i>Two Day FDK Summer Institute</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>K teachers</i></li> <li>• <i>DECEs</i></li> </ul>	<i>Present key messages about FDK and an overview of how FDK is being implemented at an exemplary site</i>
<ul style="list-style-type: none"> <li>• <i>K/1 Networking</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>K/1 teachers</i></li> </ul>	<i>Provide K/1 teachers an opportunity to network with one another as well as K/1 teachers from TVDSB – collaborate around problems of practice related to implementation of FDK and Grade 1 curriculum</i>
<ul style="list-style-type: none"> <li>• <i>Presentation to all Elementary Administrators</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Elementary Administrators</i></li> <li>• <i>Executive Council</i></li> </ul>	<i>Provide an overview with key messages about FDK and “look fors” to guide administrators in support of their teachers and DECE’s implementing FDK</i>



	<ul style="list-style-type: none"> <li>• <i>Department Managers</i></li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Workshops/Sessions/Materials related to Results of Survey of all Elementary Administrators</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Elementary Administrators</i></li> </ul>	<i>Provide responsive PD related to FDK based on needs expressed by administrators</i>
<ul style="list-style-type: none"> <li>• <i>Extended Day Presentation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Third party providers</i></li> </ul>	<i>Present key messages about the FDELK Extended Day Program</i>
<ul style="list-style-type: none"> <li>• <i>Pilot of Capturing Learning in the Classroom Program</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Five EL-K Teams</i></li> </ul>	<i>Opportunity to provide feedback to Pearson on their electronic documentation program</i>
<ul style="list-style-type: none"> <li>• <i>Crayola Early Years Workshop</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early Learning-Kindergarten Teams</i></li> </ul>	<i>Opportunity to explore various art materials</i>
<ul style="list-style-type: none"> <li>• <i>FDK Presentation to Affiliated Services for Children and Youth (ASCY) Members</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Members of ASCY</i></li> </ul>	<i>Present an overview of how FDK is being implemented at one site to community child care providers</i>
<ul style="list-style-type: none"> <li>• <i>FDK Networking</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early Learning-Kindergarten Teams</i></li> </ul>	<i>Release time provided for the exploration of topics of interest, related to the implementation of FDK, through Open Space</i>
<ul style="list-style-type: none"> <li>• <i>In-service on 'Welcome to Kindergarten' Program by Learning Partnership Staff</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early Learning-Kindergarten Teams</i></li> <li>• <i>Kindergarten Teachers</i></li> </ul>	<i>Train new staff on the implementation of the Welcome to Kindergarten Program</i>
<ul style="list-style-type: none"> <li>• <i>After School Book Clubs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early Learning-Kindergarten Teams</i></li> <li>• <i>Kindergarten Teachers</i></li> </ul>	<i>Develop deeper understanding of the FDK pedagogy through the study of mentor texts</i>
<ul style="list-style-type: none"> <li>• <i>Mentoring of DECEs</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Early Learning-Kindergarten Teams</i></li> </ul>	<i>Provide support for Year 2 DECEs</i>

## **Appendix K - Glossary – Early Learning**

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Often even the simplest words such as those related to child care, development, learning, curriculum, standards and assessments for young children are burdened with unclear or different meanings depending on who is considering them.

This glossary has been developed from the context of Ontario's Best Start Plan. The glossary defines essential and relevant terms, based on the shared values identified by the Expert Panel on Early Learning informed by academic, researched-based definitions as well as including definitions from Best Start documents and other Expert Panels.

### **Best Start Demonstration Sites**

– the three communities in Ontario, Hamilton, Lambton/Chatham-Kent and Timiskaming, selected to implement all components of Best Start, while all other communities implement only Phase I components. The demonstration communities were chosen to provide a mix of urban, rural and Francophone/northern communities. Lessons learned in the demonstration communities will be used to enhance the roll-out of Best Start across the province (Best Start Glossary).

### **Continuum of Development**

– a description of growth and learning of the sequences of development that make up root skills and their indicators, organized into developmental domains with interactions that demonstrate how adults support the child's learning and development, that represents the continuity, progression, inter-connectedness, complexity and unique timetables of children's development, across different social contexts and over time. The developmental continuum represents stages as approximations only. Individual children, as well as groups of children, can be in various stages of development across domains depending on a range of variables.

### **Development**

– a description of the relatively stable and predictable sequences of growth and change toward greater complexity, organization and internalization that occur at varying and unique rates, patterns and timing, as a result of interactions between biological maturation and environmental influences, including relationships, experiences, social and cultural backgrounds (NAEYC, 1987).

### **Developmental difficulties**

– a behaviour or learning problem or challenge that could interfere with children's optimal development (McCain & Mustard, 1999).

### **Diversity**

– differences and uniqueness that each child brings to the early learning setting including values and beliefs, culture and ethnicity, language, ability, education, life experiences, socio-economic status, spirituality, gender, age and sexual orientation

**Documentation**

– The collection of learning stories, observations, language samples, children’s drawing and early attempts at writing, etc., for the purpose of demonstrating and sharing evidence of development and learning with parents and others.

**Domain of development**

– a broad area or dimension of development, each equally important to the child’s learning, health and well-being, and including social, emotional, language, cognition and physical.

**Early childhood education**

– professional practice which includes the assessment and promotion of the well-being and holistic development of children through the planning and delivery of inclusive play-based learning and care programs within the context of diverse family, school and community groups (College of ECE).

**Early childhood educator**

– an early childhood practitioner who has an ECE credential from a postsecondary institution.

**Early Development Instrument (EDI)**

– a teacher-completed checklist that measures Kindergarten children’s readiness to learn at school in five domains: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. It is intended to help communities assess how well they are doing in supporting young children and their families and assist in monitoring changes (Best Start Glossary).

**Early identification and Intervention**

– refers to screening and other approaches to identify the early signs or symptoms of a problem with health or child development, as well as the services provided to help correct or resolve the problem. Problems that are identified and responded to early are less likely to have a long-term impact on a child’s development. Examples of early identification and intervention programs include: Healthy Babies, Healthy Children, 18-Month Well Baby Visit, Preschool Speech and Language, Infant Hearing Program, Preschool Intervention Program for Children with Autism (Best Start Glossary).

**Early Learning Environment**

– an environment focused on relationships between children, parents and early childhood professionals that provides care, nurturing and education as a complex and coherent whole, with the goals of holistic development and overall well-being. It includes schedules, routines, physical environment, interactions, materials, activities and experiences.

**Early Learning – Kindergarten (ELK)team**

-those who provide the daily learning and care program, including early childhood educators, early childhood assistants, Kindergarten teachers, educational assistants, family support practitioners, and may include special needs service professionals if they are part of the daily program delivery.

**Emergent Curriculum**

- based on the student's interest

**Emotional well-being**

– the degree to which children feel at ease, act spontaneously, show vitality and self-confidence, indicating their basic needs have been satisfied (OECD, 2004).

**Equitable outcomes**

– clear, specific descriptors of culturally and individually appropriate pattern(s) of development, and the steps to the next stage, recognizing the wide diversity in both individual and group development across domains (Early Childhood Education Assessment Consortium, 2005).

**Evaluation**

– the process of reviewing early childhood settings and programs for evidence of practices that support Early Learning for Every Child Today, quality and effectiveness of programs across the province, using a common set of criteria, in order to make decisions about the impact of the framework and the need for change.

**Evidence-based Practice**

– the delivery of high-quality early learning and care programs based on the best empirical evidence available, in conjunction with professional judgment.

**Experiences**

– what children actually do with the provisions professionals make for them. Traditionally called activities, but experiences are broader. They are occasions for learning (Office of Childcare, 2004).

**Extended Day Program**

-is complementary to school kindergarten program and aligned with it in order to provide a seamless experience for the children

**Inclusive practice**

– practice which is based on the belief that all individuals have equal worth and rights, and which actively promotes acceptance and participation of all children and families in their programs, providing differential and appropriate learning support according to individual strengths, needs and background (Early Childhood Resource Teacher Network of Ontario, 1997).

**Indicators**

– behaviours or comments that are markers of what a child knows or does that show a particular skill is emerging, being practised or elaborated.

**Inquiry**

– the process of exploring, observing, gathering information, discovery of patterns and relationships in order to understand the environment.

**Interactions**

– adult-child interactions that support and enable the child’s learning and skill development.

**Learning**

– the process of adapting to new experiences and environments, and actively building new understanding from these new experiences upon the foundation of existing development and knowledge.

**Literacy**

– reading, writing and oral language abilities consisting of the following components: acquiring vocabulary and language, phonological awareness, knowledge of print, knowledge of letters and words, comprehension of meaning, awareness of story-telling, books and other texts, and seeing literacy as a source of knowledge, information and pleasure.

**Numeracy**

– a proficiency mainly in mathematics that involves developing confidence and competence with numbers and measures, and requiring understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts (UK Department of Education and Skills).

**Ontario Early Years Centres**

– a series of centres across the province that provide support for families with children up to age six. The centres provide parenting programs and resources, play programs, screening and assessment services, and referrals to other early years services (Best Start Glossary).

**Parents**

– the person(s) primarily responsible for the day-day care of children and taking on commonly understood parenting role, including biological or adoptive parents, stepparents, legal guardians or extended family (grandparents, aunts or uncles, etc.).

**Parent and Family Literacy Centres**

-programs to help prepare children for school and to encourage families to be part of their children’s learning.

**Partnership**

– relationships between families and service providers based on mutual trust and respect that are sensitive to family culture, values, language and composition.

**Pedagogy**

– the understanding of how learning takes place and the philosophy and practice that supports that understanding of learning.

**Play**

– a naturally occurring, freely chosen and non-literal activity in which children are intrinsically motivated, characterized by imagination, exploration, delight, capriciousness and a sense of wonder, that reflects the unique experience of children, and through which children express their ideas and feelings, and come to understand themselves, others and their world.

**Play-based pedagogy**

– an educational approach which builds upon children's natural inclination to make sense of the world through play, where early childhood practitioners participate in play, guiding children's planning, decision-making and communications, and extending children's explorations with narrative, novelty and challenges.

**Portfolio**

– portfolios are a means of documenting a child's learning over time. Portfolios may contain samples of artwork, writing, retellings of favourite stories, math work or any other collected evidence of the child's learning and development. Both adults and children choose items for inclusion in portfolios.

**Pretend play**

– freely chosen involvement with people, materials and the environment, which reflects children's perceptions, inspirations, imagination and creativity.

**Professional expertise**

– knowledge and pedagogy, based in observation and reflection, considered in relation to current theories, research and evidence-based practice, leading to best practices.

**Program standards**

– indicators of quality in early learning and care programs whose success has been demonstrated by research, describing the human resources, supports, activities and methodology needed to promote children's learning (Shore, Bodrova & Leong, 2004). These include characteristics such as staff qualifications, group size, ratio, environment, materials and supports available to children and families (Shore et al., 2004) in order to create optimal learning environments and equitable outcomes.

**Quality**

– components of early learning and care programs whose success has been demonstrated by research to contribute to optimal learning environments and equitable outcomes, including human resources, staff qualifications, group size, ratio, supports, methodology, environment, materials, activities and child and family supports. Quality must always consider the perspective and experiences of the child.

**Reflective practice**

– the systematic, reflective, collaborative process used by early childhood professionals to plan, evaluate, make decisions and create and implement change through consideration of relevant literature, current practice, learning environments, observations of children’s development, behaviour, social interactions, learning and knowledge of families.

**Responsive relationships**

– positive and beneficial interactions between adults and children that occur when adults observe and read children’s signals and communication and then respond with understanding to give the children a feeling of being cared for and cared about.

**Self Regulation**

– the ability to monitor and control emotions, behaviour and attention.

**Skills**

– specific processes, abilities and competencies that exist within each domain of development and form the foundation pathways for learning and health that emerge early and are elaborated over time.

**Social inclusion**

– a philosophy, environment and practice that values all forms of differences and encourages a sense of belonging for all children and families.

**Whole child**

– a term used to convey the necessity of viewing development as a holistic, complex and interrelated process that includes the domains of emotional, social, cognitive, communication, language and physical learning, growth and well-being.

## EXECUTIVE REPORT TO COMMITTEE OF THE WHOLE

**DATE:** March 19, 2012

**TO:** Committee of the Whole

**FROM:** Foundation Board of Directors  
Irene Polidori, Manager of Finance

**RE:** HWDSB Foundation Audited Financial Statements – August 31, 2011

**Action**  **Monitoring**

### Rationale/Benefits:

KPMG LLP, Chartered Accountants, has audited the Foundation's financial statements for the year ended August 31, 2011. KPMG has issued a clean audit opinion with the normal exceptions for charities.

The audited financial statements of Hamilton-Wentworth District School Board Foundation, for the year ended August 31, 2011 are attached.

Donations received in the year ended August 31, 2011 were approximately \$521,000; awards and disbursements provided by the Foundation in the year were just over \$579,000. The Foundation maintains two types of funds:

- Endowment funds → the original principal contributions must be maintained; investment income is directed in accordance with conditions or restrictions imposed by the contributors.
- Restricted funds → the principal contributions and interest earned may only be utilized based on specifications outlined when the donations were made.

The Foundation provides each school with the means of offering income tax receipts for donations received by and for the use of the school in educating our students. Donations are utilized for student needs, graduation awards and to assist individual schools in augmenting their programs and resources.

### Looking Ahead:

- Revise the communication to donors to reflect appreciation for contributions and highlight how the donation assists in removing barriers and improving outcomes for students
- Determine a process to recognize the contributions of donors on an annual basis
- Continue to work with Fund donors, to revise Terms of Reference where needed
- Review older awards for relevancy with our curriculum and adjust as needed
- Develop the Terms of Reference for the HWDSB Equity Fund
- Confirm a future approach for the Foundation



**Background:**

The Hamilton-Wentworth District School Board Foundation is a separate legal entity whose primary purpose is to raise and distribute funds for the education of the students of the Hamilton-Wentworth District School Board. The Foundation is a registered charitable organization and as such is allowed to issue receipts to donors that are eligible for income tax purposes.

HWDSB is committed to providing opportunities for all students. In doing so, we understand that there is a need to use an equity lens when allocating human and material resources. The goal of our work is to ensure that all schools and students have what they require to achieve their full potential. Given the needs within the Hamilton-Wentworth region, there is a need to collaborate as a community to support improved outcomes for students. The removal of barriers needs to be paramount. To that end, HWDSB Policy 15.1 (Educational Excursions Policy) and Policy 13.1 (Interim Student Fees Policy) reference the need for a "System Equity Fund" to support equity of opportunity and access for all students.

**Progress Report (based upon 2010/11 Report)**

Below is a summary of the progress made by the foundation on various initiatives noted in last year's report;

<b><u>Initiative</u></b>	<b><u>Progress</u></b>
Overhaul of the Annual Report	Streamlined August 31 2012 Annual Financial Report
Exploration of strategies to help increase awareness of the Foundation	<ul style="list-style-type: none"> <li>• HWDSB Foundation web-presence now on the Board's website. Selecting the HWDSB Foundation in the "Community" drop-down menu, the reader is given an outline of the Foundation, how it benefits our students, contact information and donation information.</li> <li>• Each school has a HWDSB Foundation conference site on its First Class system giving information on donations, awards applicable to their school and funds to assist with general needs; site is continually updated to ensure schools have current information on available student awards.</li> <li>• Added HWDSB Foundation information to the general HWDSB First Class conference site so that departments can access information on making donations to our schools and students.</li> </ul>
Capability to receive on-line donations	<ul style="list-style-type: none"> <li>• We are able to provide donors with instant income tax receipts by partnering with Canada Helps, a secure on-line organization for charities.</li> <li>• We have successfully avoided the costs of initializing and maintaining security over credit card numbers, a significant on-line threat to our donors, by partnering with Canada Helps.</li> </ul>
Processes and procedures to ensure that funds are disbursed in a timely and efficient manner	<ul style="list-style-type: none"> <li>• School trust accounts in the Foundation have been reviewed; school were notified of available funds and allowed option of receiving the funds or holding the funds in the Foundation for future projects.</li> </ul>

## **Additional Activities:**

### Guiding Principles for Enhancing our Foundation:

As we reviewed the work of the Foundation and considered future directions, general guiding principles emerged:

- Providing equity of access and opportunity in support of improved student outcomes.
- Supporting our Strategic Directions.
- Engaging donors and potential donors in the important work of supporting students to achieve their full potential.
- Ensuring public confidence in the HWDSB Foundation through high accountability to donors

### HWDSB Equity Fund

Staff also began the process of reviewing the Foundation Restricted Funds for inactivity. The review of inactive funds determined that some funds are inactive due to:

- Lack of awareness of schools or staff
- Criteria that is dated and no longer applicable

Staff continue to work with external donors on the revision of Fund criteria where such criteria is no longer relevant. Further, some Funds have been identified for redirection toward our HWDSB Equity Fund (approx. \$75,000).

### Future Direction of the Foundation

Recognizing the need for the “System Equity Fund”, to be sustainable, The Foundation Board of Directors asked staff to investigate other school board Foundation models. While this work is ongoing, work to date has included:

- HWDSB Foundation review of purpose, structure and funds
- Identification of funds with no activity
- Identification of existing funds related to “equity”
- Information gathering on existing Funds and donors
- Meeting with President of Mohawk College Foundation (previous Director of Halton DSB)
- Review of other school board Foundations role and structure
- Meeting with The Hamilton Community Foundation

Staff learning from other school boards is summarized in Appendix B. As our work continues we will investigate the potential role of partners with the Foundation.

Attach.

## **Appendix B – Learning From Other School Boards**

The Foundations we reviewed shared the following characteristics:

- dedicated staff (minimum of 2): office administrator and a fundraiser
- articles of Incorporation
- terms of Reference with goals
- system of donor recognition
- donor choice
- online donation system
- Annual General Meeting
- reporting to the Board of Trustees

From a financial perspective, these Foundations operated from:

- start-up funds that generally were provided by the school board
- the goal of being break even in two to three years
- major gifts from donors to the school board
- internal campaigns (i.e. donations from staff via payroll deduction)
- annual events (i.e. galas and golf tournaments)

Further, we also learned that it is important to be aware of the how a school board's Foundation "fits" within the broader context of the local community.

Financial Statements of

**THE HAMILTON-WENTWORTH  
DISTRICT SCHOOL BOARD  
FOUNDATION**

Year ended August 31, 2011



**KPMG LLP**  
**Chartered Accountants**  
Box 976  
21 King Street West Suite 700  
Hamilton ON L8N 3R1

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## INDEPENDENT AUDITORS' REPORT

To the Directors of  
The Hamilton-Wentworth District School Board Foundation

We have audited the accompanying financial statements of The Hamilton-Wentworth District School Board Foundation (the "Entity") which comprise of the statement of financial position as at August 31, 2011 and the statements of operations and surplus and cash flows for the year then ended.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform an audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

*Basis for Qualified Opinion*

In common with many not-for-profit organizations, The Hamilton-Wentworth District School Board Foundation derives revenue from fundraising activities the completeness of which is not susceptible to satisfactory audit verification. Accordingly, verification of these revenues was limited to the amounts recorded in the records of The Hamilton-Wentworth District School Board Foundation. Therefore, we were not able to determine whether any adjustments might be necessary to donation revenue, excess of revenues over expenditures, and cash flows from operations for the years ended August 31, 2011 and 2010, current assets as at August 31, 2011 and 2010, and surplus as at September 1 and August 31 for both the 2011 and 2010 years.

*Qualified Opinion*

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph, the financial statements present fairly, in all material respects, the financial position of The Hamilton-Wentworth District School Board Foundation as at August 31, 2011 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

The image shows a handwritten signature in black ink that reads "KPMG LLP". The signature is written in a cursive, slightly slanted style. Below the signature is a horizontal line that starts under the 'K' and ends under the 'P', with a small arrowhead pointing to the right at the end of the line.

Chartered Accountants, Licensed Public Accountants

Hamilton, Canada  
January 25, 2012

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD FOUNDATION  
BALANCE SHEET  
AUGUST 31, 2011**

	2011		2011	2010
	Endowment	Restricted	Total	Total
<b>ASSETS</b>				
Cash	\$ -	\$ 674,632	\$ 674,632	\$ 678,631
Investments (note 3)	729,739	270,261	1,000,000	1,000,000
<b>TOTAL ASSETS</b>	<b>\$ 729,739</b>	<b>\$ 944,893</b>	<b>\$ 1,674,632</b>	<b>\$ 1,678,631</b>
<b>LIABILITIES</b>				
Accounts Payable	\$ -	\$ 35,037	35,037	\$ 10,268
<b>SURPLUS (note 5)</b>				
Endowment Funds	729,739	-	729,739	743,039
Restricted Funds	-	909,856	909,856	925,324
	729,739	909,856	1,639,595	1,668,363
<b>TOTAL LIABILITIES AND SURPLUS</b>	<b>\$ 729,739</b>	<b>\$ 944,893</b>	<b>\$ 1,674,632</b>	<b>\$ 1,678,631</b>

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD FOUNDATION  
STATEMENT OF OPERATIONS AND SURPLUS  
FOR THE YEAR ENDED AUGUST 31, 2011**

	<b>Endowment Funds</b>	<b>Restricted Funds</b>	<b>2011 Total</b>	<b>2010 Total</b>
<b>REVENUE</b>				
Donations	\$ -	\$ 520,647	\$ 520,647	\$ 692,857
Interest	-	29,774	29,774	22,775
Transfers	-	13,300	13,300	14,610
	-	563,721	563,721	730,242
<b>EXPENDITURES</b>				
Awards/Disbursements	-	579,189	579,189	658,825
Transfers	13,300	-	13,300	14,610
	13,300	579,189	592,489	673,435
Excess of Revenue over Expenditures (Expenditures over Revenue)	(13,300)	(15,468)	(28,768)	56,807
Surplus Balance September 1	743,039	925,324	1,668,363	1,611,556
<b>SURPLUS BALANCE, AUGUST 31</b>	<b>\$ 729,739</b>	<b>\$ 909,856</b>	<b>\$ 1,639,595</b>	<b>\$ 1,668,363</b>



**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD FOUNDATION  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED AUGUST 31, 2011**

	<b>Endowment Funds</b>	<b>Restricted Funds</b>	<b>2011 Total</b>	<b>2010 Total</b>
<b>OPERATING TRANSACTIONS</b>				
Excess of Revenue over Expenditures (Expenditures over Revenue)	\$ (13,300)	\$ (15,468)	\$ (28,768)	\$ 56,807
Increase (Decrease) in Accounts Payable	-	24,769	24,769	(10,157)
	(13,300)	9,301	(3,999)	46,650
<b>INVESTING TRANSACTIONS</b>				
Decrease (increase) in Investments	13,300	(13,300)	-	-
	13,300	(13,300)	-	-
Change in Cash Balance	-	(3,999)	(3,999)	46,650
Cash Balance, September 1	-	678,631	678,631	631,981
<b>CASH BALANCE, AUGUST 31</b>	<b>\$ -</b>	<b>\$ 674,632</b>	<b>\$ 674,632</b>	<b>\$ 678,631</b>

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD FOUNDATION  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2011**

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**1. NATURE OF OPERATIONS**

The Hamilton-Wentworth District School Board Foundation is incorporated under the laws of the Province of Ontario. It is a not-for-profit organization and, as such, is exempt from income taxes under the Income Tax Act.

**2. SIGNIFICANT ACCOUNTING POLICIES**

(a) Fund Accounting

The Hamilton-Wentworth District School Board Foundation follows the restricted fund method of accounting for contributions.

The Endowment Fund reports restricted resources that are to be maintained permanently, based on specifications outlined when donations were made. Investment income earned on resources of the Endowment Fund are utilized depending on the nature of any restrictions imposed by contributors of funds for endowment.

The Restricted Fund reports restricted resources that are to be used based on specifications outlined when donations were made.

(b) Revenue Recognition

Contributions received for endowment use are recognized as revenue in the Endowment Fund.

Contributions received for restricted use are recognized as revenue of the appropriate Restricted Fund.

Investment income earned on Endowment Fund resources is recognized in the Endowment or Restricted Fund depending on the nature of any restriction imposed by the contributor of the endowment funds. If no restrictions exist, the funds are used in the Restricted Fund.

Investment income earned on Restricted Fund resources is recognized as revenue in that specific fund.

(c) Contributed Materials

The fair market value of donated materials are recorded when received.

(d) Investments

Long term investment consist of investments that have maturities of more than one year. Long term investments are recorded at cost , and assessed regularly for permanent impairment.

**3. INVESTMENTS**

	2011		2010	
	Cost	Market Value	Cost	Market Value
<b>Guaranteed Investment Certificates</b>				
<b>Desjardins Credit Union maturing</b>				
<b>August 31, 2013 at 2.250%.</b>	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000

These investments are assessed regularly for impairment and are written down if a permanent impairment exists.

**4. DONATED MATERIALS**

The Foundation received donated materials valued at \$11,809 during the current year, (2010 - \$13,519).

**THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD FOUNDATION  
 NOTES TO THE FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED AUGUST 31, 2011**

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**5. ENDOWMENT AND RESTRICTED FUND BALANCES**

The trust balances in the Endowment and Restricted Funds consist of the following:

	<b>Endowment</b>	<b>Restricted</b>	<b>2011 Total</b>	<b>2010 Total</b>
School Funds	\$ -	\$ 132,591	\$ 132,591	\$ 145,680
Awards Directed to Schools	724,739	615,696	1,340,435	1,314,913
Awards Available for General Purposes	5,000	161,569	166,569	207,770
<b>Total</b>	<b>\$ 729,739</b>	<b>\$ 909,856</b>	<b>\$ 1,639,595</b>	<b>\$ 1,668,363</b>